OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

REGULAR BOARD MEETING
October 13, 2016
Yvonne Cook Board Room
6578 Santa Teresa Blvd. San Jose, CA
AGENDA

OPEN SESSION – 6:30 P.M.
CALL TO ORDER

SET THE AGENDA

CLOSED SESSION – 6:32 P.M.

1. PUBLIC EMPLOYEE PERFORMANCE EVALUATION
   -Superintendent

2. PUBLIC EMPLOYEE DISCIPLINE/RELEASE/DISMISSAL
   -Government Code section 54957

3. CONFER WITH LABOR NEGOTIATOR
   The Board will confer with the District labor negotiators; Assistant Superintendent Andrew Garcia, Assistant Superintendent Laura Phan, Legal Counsel Adam Fiss and Legal Counsel Janae Novotny regarding Oak Grove Educators Association; California School Employees Association, Chapter 412; and American Federation of State, County and Municipal Employees Union, Council 57, Local 101.

4. CONFER WITH LEGAL COUNSEL – EXISTING LITIGATION
   The Board will confer with District legal counsel regarding existing litigation pursuant to Paragraph (1) of subdivision (d) of Government Code section 54956.9: Tillman vs. OGSD.

5. STUDENT DISCIPLINE
   The Board will review and discuss Student Discipline Case Numbers 16/17-01(S), 16/17-02(S), and 16/17-03.

OPEN SESSION 7:30 p.m.
FLAG SALUTE

SUPERINTENDENT'S REPORT
The Superintendent will report on matters that relate to the District.

PUBLIC HEARING
Public hearing on the Negotiated Settlement between Oak Grove School District and the Oak Grove Educators Association.

CLOSED SESSION ITEMS
The Board will report out any action taken in Closed Session as required by law and/or take action as appropriate in Open Session.

PUBLIC COMMENT

Members of the public may address the Board on any issue or agenda item at this time. Members of the public may also address the Board on an agenda item during consideration of the item. No action can be taken on an item not on the agenda at this time. In accordance with Board Bylaw 9323, individual remarks will be limited to three minutes each, unless otherwise stipulated.

ITEMS SCHEDULED FOR ACTION (95)

A. CONSENT AGENDA — Manzo (5)

1. Unadopted Minutes – Regular Board Meeting, September 22, 2016
2. Certificated Personnel Order
3. Classified Personnel Order
4. Financial Reports – July and August 2016
5. Authorization to Declare Furniture & Equipment Surplus Property
6. Awarded Contract for Delivery of Unleaded Gasoline and Diesel Fuel
7. Davis - Jazz Band Participation – Worldstrides On Stage Heritage Festival
8. Proposed Modified Classified Job Description – Purchasing Technician
9. Quarterly Report on Williams Uniform Complaint

RECOMMENDATION: It is recommended that the Board of Trustees approve the Consent Agenda, as presented.

B. EDUCATIONAL SERVICES DIVISION

1. 2016 LCAP – SUPPLEMENTAL CLARIFICATION — Wetzel (45)

The 2016 LCAP clarification provides justification of supplemental grant expenditures including how services are directed toward meeting the goals for high-need students and allocations to each action item from funding sources.

RECOMMENDATION: It is recommended that the Board of Trustees approve the supplemental clarification to the previously approved 2016 LCAP, as presented.

C. HUMAN RESOURCES DIVISION

1. NEGOTIATED SETTLEMENT BETWEEN OAK GROVE SCHOOL DISTRICT AND THE OAK GROVE EDUCATORS ASSOCIATION (OGEA) — Garcia (10)

Board Policy 4041 states, The Board of Trustees recognizes that collective bargaining agreements are legally binding, bilateral agreements. The Board is committed to carrying out the provisions of each agreement and expects the agreements to be consistently and uniformly administered. - The ratification process allows the Board to review, analyze and seek clarification on agreements reached.

RECOMMENDATION: It is recommended that the Board of Trustees adopt the proposed changes in the agreement between Oak Grove Educators Association and the Oak Grove School District.

D. BUSINESS SERVICES DIVISION

1. RESOLUTION NO. 1240-10/16 IN RECOGNITION AND APPRECIATION OF THE OAKLAND OFFICE OF THE DIVISION OF STATE ARCHITECT — Phan (5)

The excellent teamwork between Oak Grove School District Staff, its consultants and the Oakland Office of the Division of State Architect (DSA), resulted in the successful completion of critically-important facilities projects during the summer of 2015 and 2016. The Board will have the opportunity to recognize the Oakland Office of the DSA for their collaboration.

RECOMMENDATION: It is recommended that the Board of Trustees adopt Resolution No. 1240-10/16 in recognition and appreciation of excellent customer service and partnership of the Oakland Office of the Division of State Architect, as presented.

2. LOWER EMISSION SCHOOL BUS GRANT PROGRAM — Phan (15)

The lower emission school bus program provides financial incentives to replace older public school buses, replace on board compressed natural gas fuel tanks on public school buses, and retrofit in use school buses with emission control devices to reduce the exposure of school children to harmful emissions. Oak Grove has five buses that meet the grant programs parameters for funding.

RECOMMENDATION: It is recommended that the Board of Trustees approve submission of a grant application to the Bay Area Quality Management District for the replacement five school bus on board compressed natural gas tanks, as presented.

E. BOARD BUSINESS

1. RESOLUTION NO. 1238-06/16 – BOARD MEMBER ABSENCE — Manzo (5)

Pursuant to California Education Code Section 35120(c), a resolution has been prepared entitling a Board Member to be paid for any meeting when absent due to illness/emergency/hardship deemed acceptable by the Board.

RECOMMENDATION: As appropriate.

2. RESOLUTION NO. 1237-10/16, WEEK OF THE SCHOOL ADMINISTRATOR — Manzo (5)

A Resolution has been prepared in recognition of the District Leadership Team, acknowledging October 9 - 15, 2016 as Week of the School Administrator.

RECOMMENDATION: It is recommended that the Board of Trustees adopt Resolution No. 1237-10/16, acknowledging October 9 through October 15, 2016, as Week of the School Administrator, as presented.

ITEMS SCHEDULED FOR INFORMATION (15)

F. BUSINESS SERVICES DIVISION Phan (10)

1. PROPERTY LEASE – VICTORY OUTREACH CHURCH AT DICKINSON SCHOOL SITE

   The Dickinson School site is leased to two organizations, Challenger School and South Valley Christian Church (SVCC/Venture Christian Church). The lease with SVCC/Venture Christian Church expires on December 31, 2016. The Board will have the opportunity to discuss Victory Outreach Church's interest in entering into a property lease where they are currently under sublease with SVCC/Venture Christian Church.

G. BOARD BUSINESS

1. PROPOSITION 55, THE CHILDREN'S EDUCATION AND HEALTH CARE PROTECTION ACT Manzo (5)

   On September 22, 2016 the Board of Trustees deferred this item to October 13, 2016. The Board will receive and discuss information on Proposition 55 and determine if the Board would like to take a position on the item.

COMMUNICATIONS

Correspondence from individuals and/or organizations regarding District programs and/or services.

BOARD DISCUSSION

Board members will report on visits to schools, meetings attended, and other related District matters.

ADJOURNMENT

NOTE: A person with a disability may request receipt of an agenda in an alternative format or request disability-related accommodations, including auxiliary aids or services, in order to participate in the public meeting by contacting the Superintendent's Office at (408) 227-8300, extension 100203, at least 48 hours prior to the scheduled Board Meeting. (AB 3035, Chapter 300, Statutes of 2002)

Writings that are public records and are provided to all or a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 6578 Santa Teresa Boulevard, San Jose, CA. during normal business hours.

The District shall provide a full copy of the Board Agenda, along with all public back-up materials and information, including presentations to be made at or during the meeting, for public inspection at the meeting. Additionally, the District will provide a copy of any presentations or other materials provided to the Board to any member of the public upon request.

The Board encourages the free expression of divergent opinions of any subject. The District maintains complaint procedures and anyone who believes they have experienced any form of adverse actions arising from their public statements made at a Board meeting may utilize the District's Uniform Complaint procedures as outlined in Board policy.

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

SUBJECT:	**Public Hearing on the Negotiated Settlement Between the Oak Grove School District and the Oak Grove Educators Association**	**Public Hearing**
DATE:	**October 13, 2016**	
REPORTED BY/PERSON RESPONSIBLE:	**Andrew A. Garcia**	
RECOMMENDED ACTION:		

BACKGROUND: AB1200 was created because of the need to ensure that local educational agencies throughout California adequately prepare to meet their financial obligations. AB1200 expands the role of county offices of education in monitoring school districts and mandates that they intervene, under certain circumstances, to ensure districts can meet their financial obligations.

DISCUSSION: AB1200 requires that the District submit and disclose Tentative Agreements reached with bargaining units as well as an updated multi-year projection to the County Office of Education for review. Government Code Section 3547.1 requires that the District have a Public Hearing disclosing the major provisions of the agreement, including the cost incurred by the District as a result of the agreement.

ALTERNATIVES CONSIDERED: The reporting requirement and Public Hearing of AB1200 is state law and must be complied with.

FISCAL IMPACT: The attached AB1200 discloses the fiscal features of our Tentative Agreement with OGEA which include:

- 3.5% and 2.5% salary schedule increase for the fiscal years 2016/17 and 2017/18, respectively, effective July 1 of each year.
- Salary Schedule compression eliminating steps 16, 20 and 24 effectively reducing our current 25 step salary schedule to a 22 step salary schedule.
- Reduction of class size in grades TK to 3rd to 25:1 in 2016/17 and 24:1 in 2017/18.

The AB1200 also displays an adjusted budget projection as a result of this agreement which affirms the District's ability to fund this agreement.

POLICY ALIGNMENT: Since the premise of AB1200 is public disclosure this action aligns with our Vision and Core Value components of community involvement, maximum use of resources, and integrity.

Santa Clara County Office of Education

DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENTS

School District: *Oak Grove School District*
Bargaining Unit: **Oak Grove Educators Association**
Period of Agreement: Fiscal Year 2016-17 (16-17 to 2018-19)

FTE: 528.5
Date of Public Meeting: 10/13/16

Please submit copies of the **tentative agreement(s) and updated multi-year projection** with the disclosure.

Government Code Section 3547.5: Before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer in a format established for this purpose by the Superintendent of Public Instruction.

SUMMARY OF AGREEMENT

	2016-17	*2017-18*	*2018-19*
Salary Schedule increases	Yes - 3.5%	Yes - 2.5%	No
Off-Schedule payments	No	No	No
Health & Welfare (capped?)	Yes	Yes	Yes

Details (cap limit; plan coverage, etc.):

District agrees to provide a 3.5% and 2.5% increases to the salary schedule for fiscal year 2016-17 and 2017-18, respectively, effective 7/1 of each year.

District also agrees to compress salary schedule to eliminate steps 16, 20 and 24. New salary schedule will have a total of 22 steps.

Other provisions:

TK-3 Class Size remains 26:1 in 2016-17, reduced to 25:1 in 2017-18 and reduced to 24:1 in 2018-19 as shown below in "Other Non-Compensation Costs."

TOTAL COST INCREASE OF PROPOSED AGREEMENT IN PRESENT & FUTURE YEARS

Indicate the costs of salary and benefit increases that would be incurred under the agreement.

	2016-17	*2017-18*	*2018-19*
Salary including statutory costs*	1,872,236	3,073,329	3,073,329
Benefits	-	-	-
Other Compensation Costs	-	-	-
Other Non-Compensation Costs	-	578,291	1,239,194
Total Cost of Settlement	1,872,236	3,651,620	4,312,523
Total % Increase	3.50%	2.50%	0.00%
Projected STRS/PERS rates	12.58%	14.43%	16.28%

**please include statutory costs tied to salary such as employer-paid taxes and PERS/STRS*

STATUS OF BARGAINING UNIT/EMPLOYEE AGREEMENTS

Indicate the current status (whether settled or not settled) of the remaining units.

Bargaining Unit	FTE	Status
AFSCME	134.29	Not Settled
CSEA	195.64	Not Settled

GENERAL FUND	Board Approved Budget Before Settlement (Column 1)	Adjustments as a result of the Agreement (Column 2)	Revised Budget (Column 1 + 2)
Total Revenues	108,520,563		**108,520,563**
Total Expenditures	112,736,684	1,872,235	**114,608,919**
1000 Certificated Salaries	49,074,793	1,637,735	**50,712,528**
2000 Classified Salaries	16,309,884		**16,309,884**
3000 Benefits	25,643,571	234,500	**25,878,071**
4000 Instructional Supplies	2,689,995		**2,689,995**
5000 Contracted Services	11,774,673		**11,774,673**
6000 Capital Outlay	268,333		**268,333**
7000 Other	6,975,435		**6,975,435**
Operating Surplus (Deficit)	(4,216,121)		**(6,088,356)**
Beginning Fund Balance	12,583,242		**12,583,242**
Projected Ending Balance	8,367,121	(1,872,235)	**6,494,886**
Available Reserves			
Available Reserves *(Include Fund 17 Special Reserve)*	4,985,021	(1,928,402)	3,056,618
Reserve For Economic Uncertainties	3,382,101	56,167	3,438,268
Total Available Reserves	8,367,121	(1,872,235)	6,494,886
State Required Reserve % 3%			
State Required Reserve $	3,382,101	56,167	3,438,268

CERTIFICATION

The above information summarizes the financial implications of the proposed agreement. This information will be publicly disclosed in accordance with AB3141 before being submitted to the Governing Board for ratification.

District Chief Business Official — Date: 10/05/16

This information was publicly disclosed in accordance with AB3141 before being submitted to the Governing Board. The agreement(s) referenced above were ratified on:

Date

District Superintendent

District Board President

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

Minutes / Unadopted
Regular Board Meeting
Yvonne Cook Board Room
September 22, 2016

CALL TO ORDER

Dennis Hawkins, President of the Board of Trustees, called the meeting to order at 6:32 p.m.

Members present: Dennis Hawkins, President
Mary Noel, Vice President
Carolyn Bauer
Jeremy Nishihara (Absent)
Jacquelyn Adams

Others present: José L. Manzo, Superintendent
Andrew Garcia, Assistant Superintendent
Maria Wetzel, Assistant Superintendent
Laura Phan, Assistant Superintendent
Interested Community and Staff Members
Rachelle Uribe, Recording Secretary

SET THE AGENDA

Set the Agenda
On motion by Member Bauer and second by Member Noel, the Board of Trustees set the Agenda, with the following vote:

Ayes:	Members Adams, Bauer, Noel and Hawkins
Noes:	None
Absent:	Member Nishihara
Abstaining:	None

CLOSED SESSION

Closed Session
The Board recessed to Closed Session at 6:34 p.m. to discuss Public Employee Performance Evaluation – Superintendent; Public Employee Discipline/Release/ Dismissal; to Confer with District labor negotiators, Assistant Superintendent of Human Resources Andrew Garcia, Assistant Superintendent Laura Phan, and Legal Counsel Adam Fiss and Legal Counsel Janae Novotny regarding Oak Grove Educators Association; California School Employees Association, Chapter 412; and American Federation of State, County and Municipal Employees Union, Council 57, Local 101. The Board also conferred with District legal counsel regarding existing litigation pursuant to Paragraph (1) of subdivision (d) of Government Code section 54956.9: KNTV Television LLC vs. OGSD, Case No. 116CV289924.

OPEN SESSION

Open Session
The Board reconvened to Open Session at 7:33 p.m. President Hawkins welcomed those in attendance; and explained the process to be followed in conducting the Board Meeting, including the presentation of information to the Board and the manner in which those present could address the Board during the meeting, either regarding specific agenda items or during "Public Comment." Also explained, were the implications/restrictions of the Brown Act on comments made at meetings of governmental bodies in California.

FLAG SALUTE

Flag Salute
President Hawkins led the Flag Salute.

PUBLIC HEARING

Public Hearing
President Hawkins opened the Public Hearing on the Textbooks and Instructional Materials Compliance. There was no one from the Public to speak to the item, and the Public Hearing was closed.

SUPT.'S REPORT

Superintendent's Report
The Superintendent thanked President Hawkins and members from the public in attendance. He commented he would limit his report to proceed toward Public Comment, given the number of people wishing to address the Board.

CLOSED SESSION

Closed Session
President Hawkins reported no Action was taken during Closed Session regarding Public Employee Performance Evaluation – Superintendent; and Public Employee Discipline/Release/Dismissal; or in Conferring with District labor negotiators, Assistant Superintendent Human Resources Andrew Garcia, Assistant Superintendent Laura Phan, Legal Counsel Adam Fiss and Legal Counsel Janae Novotny regarding Oak Grove Educators Association; California School Employees Association, Chapter 412; and American Federation of State, County and Municipal Employees Union, Council 57, Local 101. He also reported no action was taken in conferring with District legal counsel regarding existing litigation pursuant to Paragraph (1) of subdivision (d) of Government Code section 54956.9: KNTV Television LLC vs. OGSD, Case No. 116CV289924.

PUBLIC COMMENT

Public Comment
A number of Oak Grove teachers, parents, and community members addressed the Board to voice their concerns regarding contract negotiations with Oak Grove Educator's Association (OGEA). Topics of dissatisfaction included teacher salaries in contrast to neighboring districts and Bay Area cost of living, work load, personal time needed to develop and understand curriculum, class sizes, special education/combination classes, leadership communication, involuntary transfers, outsourced services, student placement, meetings beyond contract, students leaving the district, and the effects of reorganization and substitutes on students.

Individuals expressed sadness, frustration, and anger that teacher's sacrifice and work tirelessly. They explained they work hard because they love teaching and want students to be successful, but stated they want fair contract terms. Speakers posed many questions to the Board and demanded answers. Two typed letters were provided to the Recording Secretary.

Disappointment was also expressed that the Blossom Valley Pony League's use of the Herman field was terminated.

PUBLIC COMMENT

Public Comment (continued)
The following individuals addressed the Board:

Adriana Ruiz	Stipe Parent
Alli Heldt	Ledesma Teacher
Amy Crafford	Ledesma Teacher
Annette Logsdon	Davis/Sakamoto Teacher
Aveneir Guevarra	Bernal Teacher
Bob Prola	Ledesma Teacher, Parent and OGEA Negotiations Team
Carlos Vern	Taylor Parent
Christina Conner	Taylor Teacher
Holly Tran	Hayes Teacher and Parent
Jasmin Miguel	Taylor/Bernal Teacher and Parent
Jenny Spiteri	Miner Teacher
Jodi Barnum	Sakamoto Parent and Community Member
Kelly Johnson	Ledesma Teacher
Kerrie Lambert	Taylor/Glider Teacher and Parent
Kim Kauffman	Hayes Teacher
Lori Jo Shortt	Ledesma Teacher
Maripaz Berlin	Indigo Teacher
Nancy Hagmann	Santa Teresa Teacher and Parent
Nancy Paul	Del Roble Teacher
Naomi Beal	Sakamoto Student
Nicole Chin	Oak Ridge Parent
Rebecca Munson	Frost Teacher
Sandy Santos	Ledesma Parent
Shelly Finley	Frost Teacher
Val Wood	Santa Teresa Teacher

President Hawkins thanked the public for their comments and assured the Board would take their comments into consideration.

The Board took a five minute recess.

CONSENT AGENDA

Consent Agenda
Superintendent Manzo presented the Consent Agenda, noting these are routine items requiring Board Action. He commented Item A-4 Audiometric Testing Agreement 2016-17 was printed with an error, and is 6,000 pupils at $1.50 each, not at $1.20 each.

The Superintendent withdrew item A-6, Out of State Travel from the Consent Agenda.

On motion by Member Bauer and second by Member Noel, the Board of Trustees approved Consent Agenda items A-1 through A-5, with the following roll call vote:

Ayes:	Members Adams, Bauer, Noel and Hawkins
Noes:	None
Absent:	Member Nishihara
Abstaining:	None

RESOLUTION NO. 1233-09/ TEXTBOOKS AND INSTRUCTIONAL MATERIALS COMPLIANCE

Resolution No. 1233-09/16 – Textbooks and Instructional Materials Compliance

Assistant Superintendent, Maria Wetzel presented the annual requirement under Education Code section 60119, effective beginning the 2004-2005 school year and modified by the Williams Settlement, the Board of Trustees is required to conduct a public hearing and pass a resolution indicating whether the District has sufficient textbooks or instructional materials in specified subjects that are aligned to the academic content standards and consistent with the content and cycles of the curriculum frameworks adopted by the state board. Each school principal has signed a Statement of Assurance confirming each student and school in the District has sufficient textbooks and instructional materials.

On motion by Member Adams and second by Member Bauer, the Board of Trustees approved Resolution Number 1233-09/16 – Textbook and Instructional Materials Compliance, with the following roll call vote:

Ayes:	Members Adams, Bauer, Noel and Hawkins
Noes:	None
Absent:	Member Nishihara
Abstaining:	None

VARIABLE TERM WAIVER APPROVAL

Variable Term Waiver Approval

Assistant Superintendent, Andrew Garcia explained that a Variable Term Waiver is a document issued for employers, who meet waiver criteria, to allow coverage of a class when a fully credentialed teacher is not available for the assignment. It allows the employer to fill the assignment while searching for a fully credentialed teacher in the subject area of the assignment and/or gives the waiver holder additional time to complete credentialing requirements.

The Board inquired if a diligent search was conducted to find a highly qualified applicant and raised questions surrounding the qualifications of Ryan Reid. Mr. Garcia responded confidently that postings have been advertised internally and externally and this option is the best choice and avoids rotating substitutes.

The Board inquired if another waiver would be necessary for the 2017-18 school year. Mr. Garcia responded that is a possibility. He added, if an individual is believed to be a good teacher the District is supportive as they work towards their credential to become qualified.

Member Noel voiced her belief staff has proposed the best option available and avoids a long-term roving substitute. She commented, this is not a unique situation with the teacher shortage in California.

Superintendent Manzo thanked the Board for their feedback and commented the District's teacher shortage is also a result of competitive incentives offered by other school districts.

VARIABLE TERM WAIVER APPROVAL

Variable Term Waiver Approval (continued)
On motion by Member Noel and second by Member Adams, the Board of Trustees approved the Commission on Teacher Credentialing form titled Variable Term Waiver Request for Ryan Reid to teach 7th grade math at Davis, as presented, with the following roll call vote:

Ayes:	Members Adams, Noel and Hawkins
Noes:	Member Bauer
Absent:	Member Nishihara
Abstaining:	None

RESOLUTION NO. 1234-09/16 - PROPOSITION 58

Resolution No. 1234-09/16 in Support of Proposition 58, the LEARN Initiative
Superintendent Manzo stated the Board received information and had the opportunity to discuss Proposition 58 at the September 8, 2016 Board Meeting. During that meeting, he added, the Board provided consensus to bring a Resolution back to the Board at a future Board Meeting.

On motion by Member Adams and second by Member Bauer, the Board of Trustees adopted Resolution No. 1234-09/16 in Support of Proposition 58, as presented, with the following roll call vote:

Ayes:	Members Adams, Bauer, Noel and Hawkins
Noes:	None
Absent:	Member Nishihara
Abstaining:	None

RESOLUTION NO. 1235-09/16 – BOARD MEMBER ABSENCE

Resolution No. 1235-09/16 – Board Member Absence
Pursuant to California Education code Section 35120(c), Superintendent Manzo presented a Resolution entitling a Board Member to be paid for any meeting when absent due to illness/emergency/hardship deemed acceptable to the Board.

On motion by Member Bauer and second by Member Noel, the Board of Trustees approved Resolution No. 1235-09/16 as presented, with the following roll call vote:

Ayes:	Members Adams, Bauer, and Noel
Noes:	None
Absent:	Member Nishihara
Abstaining:	Member Hawkins

MEDICAL MARKETING PROJECT

Medical Marketing Project
Assistant Superintendent, Andrew Garcia explained information was provided at the September 8, 2016 Board Meeting which included background on the Medical Marketing Project, identified members of the Benefits Committee, alternative healthcare plans considered, and next steps towards a recommendation. He provided a recap to the Board of the September 8 presentation, including MCSIG JPA and Self Insured Schools Cooperative (SISC) as the leading benefits options as determined by the benefits committee, and answers to questions posed by the Board during that meeting.

The Board inquired and discussed the Request For Proposal process, final carrier rates, 100% enrollment requirement of full time employees by SISC, and the impact on employees and the benefits team of SISC's open enrollment period occurring during the

Regular Board Meeting
October 13, 2016

CERTIFICATED PERSONNEL ORDER

PROBATIONARY CONTRACTS:

David de la Torre
Davis – RSP
Effective: 9/26/2016

Van Trieu
Bernal - Math
Effective: 8/23/2016

TEMPORARY CONTRACTS:
Effective: 9/6/2016

Carol Irving
Bernal - Math

LEAVE OF ABSENCE:

Patrick Malone
Herman - SDC
AB375 (1 day a week)
Effective: 8/18/16 – 6/8/17

Sara Piazzola
Academy - Teacher
AB375
Effective: 8/16/16 – 11/7/16

Sara Piazzola
Academy - Teacher
Child Rearing
Effective: 11/8/16 – 6/8/2017

RETURN FROM LEAVE:

Ashlee Drady
Davis – ELD
Effective: 8/10/2016

TRANSFERS/PROMOTION:

Allison Crawford
From: Bernal - Math
To: Bernal – Instructional Coach
Effective: 9/6/2016

Katherine Green
Davis: RSP
Davis: Special Ed Program Specialist
Effective: 9/26/2016

Justin Nolley
From: Academy - IA
To: Academy - Teacher
Effective: 8/15/2016

INCREASE IN FTE
Effective: 08/10/2016

Kalasea Fernandez
Christopher – Literacy Coach
From: .40 FTE
To: .50 FTE

Elizabeth Longanbach
Baldwin – RSP
From: .50 FTE
To: 1.0 FTE

Tatiana Pineda
Christopher – ELD
From: .80 FTE
To: 1.0 FTE

TERMINATION:
Effective: 8/30/2016

Ashley Metcalfe
Del Roble
Staff Reduction

Sidney Velasquez
Stipe
Staff Reduction

RESIGNATION:

Janhavi Pendse
Oak Ridge - SDC
Personal
Effective: 9/16/2016

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CLASSIFIED PERSONNEL ORDER

NEW HIRE:

Michelle Farias
Inst. Asst., Spec. Ed., 1:1 – Frost/Indigo
New Position
Sub to Permanent
Effective: 9/16/16

Anh Nguyen
Computer Technician – District Office
Replacing: Jacob McBride
Effective: 9/20/16

LEAVE OF ABSENCE:

Margaret Jauregui
School Bus Driver – Transportation
Effective: 9/2/16

TRANSFER/
PROMOTION:

Kristopher Fuller
Lead Custodian – Parkview Elementary
From: Night Custodian – Ledesma/Parkview Elementary
Replacing: Maria (Lupe) Ramirez
Effective: 9/12/16

Thomas Ostergaard
Custodian – Ledesma/Parkview Elementary
Replacing: Kristopher Fuller
Effective: 10/10/16

INCREASE IN HOURS:

Mario Almanza
School Bus Driver – Transportation Department
From: .8750 FTE
To: .8813 FTE
Reason: Route Change
Effective: 8/8/16

Victoria Cross
Program Assistant – Herman Intermediate
From: .5000 FTE
To: .6250 FTE
Reason: Increase in Students
Effective: 9/1/16

INCREASE IN HOURS
Cont'd:

Alma Escareno
School Bus Driver – Transportation Department
From: .8875 FTE
To: .925 FTE
Reason: Route Change
Effective: 9/1/16

Beatriz Gonzalez
School Bus Driver – Transportation Department
From: .9375 FTE
To: .9750 FTE
Reason: Route Change
Effective: 8/8/16

Maria Gonzalez
School Bus Driver – Transportation Department
From: .8750 FTE
To: .8875 FTE
Reason: Route Change
Effective: 8/8/16

Angelica Lopez
School Bus Driver – Transportation Department
From: .8750 FTE
To: .9000 FTE
Reason: Route Change
Effective: 8/8/16

Edwina Nguyen
Food Service I – Anderson Elementary
From: .3750 FTE, Santa Teresa Elementary
To: .4688 FTE
Replacing: Maria Cruz Bucio Armas
Effective: 9/15/16

DECREASE IN HOURS:

Edward Bergman
School Bus Driver – Transportation Department
From: .9000 FTE
To: .8750 FTE
Reason: Route Change
Effective: 8/8/16

Alma Escareno
School Bus Driver – Transportation Department
From: 1.0 FTE
To: .8875 FTE
Reason: Route Change
Effective: 8/8/16

DECREASE IN HOURS
Cont'd:

Sonia Lopez
School Bus Driver – Transportation Department
From: .9000 FTE
To: .875 FTE
Reason: Route Change
Effective: 8/8/16

RETIREMENT:

Jamal El-Khouri
Inst. Asst., Spec. Ed., 1:1 – Hayes Elementary
Effective: 10/1/16

CLASSIFIED SERVICE AGREEMENTS

NAME	JOB TITLE/SITE	SERVICE AGREEMENT DATES
Payne, Maria	Translator - Glider	8/15/16—6/8-17
Gaton, Naomi	Special Projects – Taylor	8/15/16—6/8/17
Wisinski, Patrycja	Music Teacher – Parkview	10/1/16—5/30/17

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

SUBJECT:	**Financial Reports – July and August 2016**	**Consent** X
DATE:	**October 13, 2016**	**Agenda Item** A-4
REPORTED BY/PERSON RESPONSIBLE:	**Laura T. Phan**	
RECOMMENDED ACTION:	**It is recommended that the Board of Trustees approve the July and August 2016 expenditures for all funds.**	

BACKGROUND: The District has prepared monthly Financial Reports for Board review and approval.

DISCUSSION: The Financial Reports covering the months of July and August 2016 have been prepared to apprise the Board of the District's overall financial status as of August 31, 2016.

The Board has received copies of the financial data, which is available for public review in the Superintendent's Office at: 6578 Santa Teresa Boulevard, San Jose, CA 95119.

FISCAL IMPACT: As presented.

FINANCIAL REPORT
August 31, 2016

General Comments

The financial information shown herewith is prepared to inform the Board of the District's overall financial status as of August 31, 2016.

A. THE FINANCIAL STATUS REPORTS

1. Combined Balance Sheet - All Funds (Page 6)

   This statement shows the various financial resources (e.g., cash in bank and County Treasury, investments, receivables, other assets such as stores) owned by the District as of August 31, 2016, and claims against such resources (e.g., accounts payable, encumbrances) as of that date. Finally, it shows the fund balances as of August 31, 2016.

2. Accompanying Notes for Combined Balance Sheet (Page 7)

   These are supplementary notes to explain and call attention to certain terminologies, as well as significant items and amounts used in the Combined Balance Sheet - All Funds.

3. Budget Transfers (*Report #1 pgs 0-0*)
See Budget Transfer Report #1 for detail.

Fund	Revenues Budget	Expenditures Budget	Net Change
General Fund – Site Discretionary 000	0	0	0
General Fund – Unrestricted 010	0	0	0
General Fund – Parcel Tax 040	0	0	0
General - Restricted 060 &080	0	0	0
Cafeteria Fund	0	0	0
Building Fund 211	0	0	0
Capital Facilities 250	0	0	0
Bond Interest & Redemption 512	0	0	0
Enterprise 630	0	0	0

4. Revenue Report (*Report #2 pgs1-37*)

This is a supplementary report, showing the breakdown of the various District income categories by fund and by source. Furthermore, the report shows those portions of the estimated revenues that have not been received and percentages of the balances received.

5. Expense Report (*Report #3 pgs 1-33*)

This is a supplementary report showing the breakdown of the various District expenditure and encumbrance categories by fund and by object. It shows the portions of the total budget for expenditures that have neither been expended nor encumbered and the percentages of balances expended and encumbered.

6. Cost Center Report With Accompanying Notes (*Report #4 pgs1-31* plus page 9)

This is a supplementary report showing the breakdown of District expenditures and encumbrances by program. It shows the portion of the total budget for program expenditures that have neither been expended nor encumbered.

7. Board Warrant Approval List (*Report #5 pgs 1-35)*

B. THE FINANCIAL STATUS HIGHLIGHTS

GENERAL FUND

1. Balance Sheet - (Page 6)

As of August 31, 2016, the General Fund's cash in the County Treasury was $5,934,986. The General Fund's other resources (i.e., cash in revolving fund, accounts receivable, due from Cafeteria Fund, stores, etc.) amounts to $2,693,669 hence, the total Fund resources (assets) is $8,628,656.

The General Fund's liability accounts (i.e., accounts payable, deferred revenue, etc.) total $1,237,701.

2. Revenues - *(Report #2 pgs1-37)*

The actual revenue received year-to-date as of August 31, 2016 was $6,695,829. This represents 6.2% of our estimated revenue.

3. Expenditures - *(Report #3 pgs 1-33)*

The total expenditures year-to-date as of August 31, 2016 were $12,209,173. This represents 10.8% of our estimate.

OTHER FUNDS

1. Balance Sheet - (Page 6)
As of 8/31/16, other District funds show the following asset, liability and fund balances:

Fund	Cash	Assets	Liabilities	Balance
Cafeteria Fund	335,797	12,855	415,657	-67,005
Building Fund 210	34,786,102	14,700	0	34,800,802
Building Fund 211	25,259,950	89,544	72,593	25,276,901
Capital Facilities Fund	632,206	1,245	0	633,451
Special Reserve/ Cap. Outlay Proj.	23,818,912	577,937	0	24,396,849
Bond & Int Redemption 510	441,675	1,206	0	442,881
Bond & Int Redemption 511	342,823	5,515	0	348,338
Bond & Int Redemption 512	3,500,181	10,069	0	3,510,250
Ann. Repay/Tax Override	372	0	0	372
Child Care/Enterprise	932,133	60,867	7,040	985,960
Self-Insurance	840,707	25,445	8,772	857,380

2. Revenues – (*Report #2 pgs1-37)*
Revenues in other District funds, as of 8/31/16, were:

Fund	Estimated Revenues	Actual Revenues	Percent Realized
Cafeteria Fund	4,278,816	0	0.0%
Building Fund 210	515,000	66,360	12.9%
Building Fund 211	0	0	0.0%
Capital Facilities	30,000	12,974	43.2%
Special Reserve/Cap. Outlay Proj.	440,000	137,959	31.4%
Bond & Int Redemption 510	961,015	47,000	4.9%
Bond & Int Redemption 511	4,471,305	42,471	0.9%
Bond & Int Redemption 512	2,489,710	15,224	0.6%
Ann. Repay/Tax Override	0	127	0.0%
Child Care/Enterprise	1,312,230	144,042	11.0%
Self-Insurance	2,230,877	222,529	10.0%
Total Other Funds	16,728,953	688,686	4.1%

3. Expenditures – (*Report #3 pgs 1-33)*
Expenditures in other District funds, as of 8/31/16 were:

Fund	Appropriations	Actual Expenditures	Percent Expended
Cafeteria Fund	4,278,816	224,518	5.2%
Building Fund 210	0	0	0.0%
Building Fund 211	31,184,595	11,471,986	36.8%
Capital Facilities	12,000	0	0.0%
Special Reserve/Cap. Outlay Proj.	479,347	0	0.0%
Bond & Int Redemption 510	643,818	944,409	146.7%
Bond & Int Redemption 511	5,608,175	4,898,917	87.4%
Bond & Int Redemption 512	2,484,110	4,641,909	186.9%
Ann. Repay/Tax Override	0	0	0.0%
Child Care/Enterprise	1,168,880	152,502	13.0%
Self-Insurance	1,882,000	163,432	8.7%
Total Other Funds	47,741,741	22,497,673	47.1%

EXPENDITURE SUMMARY OF ALL FUNDS

The total expenditures of all District funds were $34,706,846 and is as follows:

Fund	Appropriations	YTD Expenditures	Percent Expended
General Fund	112,736,039	12,209,173	10.8%
Other Funds	47,741,741	22,497,673	47.1%
TOTAL District-Wide Expenditures	160,477,780	34,706,846	21.6%

COMBINED BALANCE SHEET AS OF 8/31/16
ALL FUNDS

ASSETS	F010-080 GENERAL FUND	F130 Cafeteria FUND	F210 BUILDING FUND	F211 BUILDING FUND	F250 CAP FACILITIES FUND	F400 SPC. RESERVE FUND	F510 Bond Interest FUND	FD 511 Bond Interest FUND	FD 512 Bond Interest FUND	F534 ANNL REPY/TAX OVRRD FUNI	F630 ENTER PRISE FUND	F670 Self Insurance FUNDS	TOTAL ALL FUNDS
9110 Cash in County Treasury	$5,934,986	$335,797	$34,786,102	$25,259,950	$632,206	$23,818,912	$441,675	$342,823	$3,500,181	$372	$937,110	$631,474	$96,621,590
9115 QCC IBM ACCTS REC Deposit	($71,269)												($71,269)
9120 Cash on Hand and In Bank	$0												$0
9130 Cash in Revolving Fund	$20,000												$20,000
9135 Cash w/Fiscal Agent	$0											$209,233	$209,233
9140 Cash Awaiting Deposit	$0										($4,977)		($4,977)
9209 Accounts Receivable (NOTE 1)	$1,982,791	$275	$14,700	$89,544	$1,245	$49,197	$1,206	$5,515	$10,069		$2,079	$25,445	$2,182,067
9290 Due from Grantor Governmt	$0												$0
9310 Due from Other Funds (NOTE 2)	($1)	$12,580				$528,740					$58,608		$599,927
9330 Prepaid Expenditures	$0												$0
Stores Inventory (NOTE 3)	$37,633												$37,633
9330 Prepaid Expenditures (NOTE 4)	$724,515										$180		$724,695
TOTAL ASSETS	$8,628,656	$348,652	$34,800,801	$25,349,495	$633,451	$24,396,850	$442,881	$348,339	$3,510,250	$372	$993,000	$866,152	$100,318,898
LIABILITIES & FUND BALANCE													
9509 Account Payable Prior Yr	$0	($1,139)									($1,692)		($2,831)
9510/9512/9516 Accounts Payable (NOTE 5	$97,411	$1,139		$72,593							$1,692		$172,834
9545 Prior Year Salaries	$0												$0
9550 Prior Year Vol Deductions	$0												$0
9590 Due to Grantor Governmt	$563,835												$563,835
9610 Due to Other Funds	$239,928	$359,999											$599,927
Current Loans	$0												$0
9650 Deferred Revenue (NOTE 6)	$336,527	$55,658									$7,040	$8,772	$407,996
TOTAL LIABILITIES	$1,237,701	$415,657	$0	$72,593	$0	$0	$0	$0	$0	$0	$7,040	$8,772	$1,741,762
	$7,390,954	($67,004)	$34,800,801	$25,276,902	$633,451	$24,396,850	$442,881	$348,339	$3,510,250	$372	$985,960	$857,380	$98,577,136
FUND BALANCE													
Restricted (NOTE 7)	$556,907												$556,907
Designated Reserve (NOTE 8)	$782,148												$782,148
Designated Econ. Uncertainties	$6,116,360												$6,116,360
Parcel Tax	$449,999												$449,999
Payroll/Benefits													$0
													$0
													$0
													$0
Undesignated		($67,004)	$34,800,801	$25,276,902	$633,451	$24,396,850	$442,881	$348,339	$3,510,250	$372	$985,960	$857,380	$90,671,722
TOTAL FUND BALANCE	$7,390,954	($67,004)	$34,800,801	$25,276,902	$633,451	$24,396,850	$442,881	$348,339	$3,510,250	$372	$985,960	$857,380	$98,577,136
TOTAL LIABILITIES & FUND BALANCE	$8,628,656	$348,652	$34,800,801	$25,349,495	$633,451	$24,396,850	$442,881	$348,339	$3,510,250	$372	$993,000	$866,152	$100,318,898

(Please refer to accompanying notes to Financial Statements)

ACCOMPANYING NOTES TO COMBINED BALANCE SHEET
August 31, 2016

NOTE 1: The "Accounts Receivable" account represents amounts due from individuals, firms, corporations or governmental agencies. These are amounts earned for services rendered or goods sold, as well as entitlements based on provisions of law but not received at the close of the fiscal period. As of August 31, 2016, the total Accounts Receivable was $2,182,067 and consisted of the following:

General Fund	Fund 010	1,982,791
Cafeteria Fund	Fund 130	275
Building Fund	Fund 210	14,700
Building Fund	Fund 211	89,544
Capital Facilities	Fund 250	1,245
Special Reserves	Fund 400	49,197
Bond & Int Redemption Fund	Fund 510	1,206
Bond & Int Redemption Fund	Fund 511	5,515
Bond & Int Redemption Fund	Fund 512	10,069
Annual Repay - SSB	Fund 534	0
Enterprise	Fund 630	2,079
Self-Insurance	Fund 670	25,445
Total		2,182,067

NOTE 2: The "Due From Other Funds" account in any one fund represents amounts to be transferred from other District funds. The amount of $599,928 represents the following:

Receivables	Description	Amount
FD130	Closing Cash Transfers after SCCOE Deadline	12,580
FD400	Closing Cash Transfers after SCCOE Deadline & Cash Flow for FD130	528,740
FD630	Closing Cash Transfers after SCCOE Deadline	58,608

NOTE 3: This account, "Stores Inventory" represents amounts of materials and supplies kept in the central warehouse which are not yet issued or charged to expenditures.

NOTE 4: The "Other Assets" account represents prepayment of materials in General Fund.

NOTE 5: The "Accounts Payable" account represents amounts due to individuals, firms, corporations or governmental agencies for services rendered or goods received but not paid for at the close of the fiscal year (e.g. materials, etc.) and unpaid health and welfare payments for the current year.

NOTE 6: The "Deferred Revenue" account in the General Fund is a liability account for categorical monies received and were unexpended as of the close of the year.

NOTE 7: The "Restricted" portion of the Fund Balance represents the legally restricted balance, e.g. instructional materials, routine restricted maintenance, etc.

NOTE 8: The "Non-spendable Reserve" category represents the amount specified for revolving cash, stores and prepaid expenses.

ACCOMPANYING NOTES TO COST CENTER REPORT
August 31, 2016

All Funds

A. Budget transfer will be submitted to clear deficit.
B. Deficit will clear when the Print Shop receives revenues.
C. Deficit will clear when the PG&E solar rebates are received.
D. Deficit will clear when the prior year carryover funds are budgeted.
E. Deficit will clear when we charge indirect costs to the Categorical Programs.
F. Vendor will reimburse to clear deficit
G. Journal Entry to Correct/Move Expenditure to clear deficit

Account classifications selected

	Fnd	Resc	Y	Objt	SO	Goal	Func	CstCtr	Ste	Mngr
1.	-	-	-	-	-	-	-	-	-	-
2.	-	-	-	-	-	-	-	-	-	-
3.	-	-	-	-	-	-	-	-	-	-
4.	-	-	-	-	-	-	-	-	-	-
5.	-	-	-	-	-	-	-	-	-	-
6.	-	-	-	-	-	-	-	-	-	-
7.	-	-	-	-	-	-	-	-	-	-
8.	-	-	-	-	-	-	-	-	-	-
9.	-	-	-	-	-	-	-	-	-	-
10.	-	-	-	-	-	-	-	-	-	-

Field ranges selected

FI	RANGE

Sort on: Fund

Date last used from: 08/01/2016 To 08/31/2016
Transaction Number from: 0 To 999999
Date entered from: 00/00/0000 To 99/99/9999
Detail Sorted by: Date
Approved Transactions Only

NO RECORDS FOUND

Account classifications selected

	Fnd	Resc	Y	Objt	SO	Goal	Func	CstCtr	Ste	Mngr
1.	-	-	-	-	-	-	-	-	-	-
2.	-	-	-	-	-	-	-	-	-	-
3.	-	-	-	-	-	-	-	-	-	-
4.	-	-	-	-	-	-	-	-	-	-
5.	-	-	-	-	-	-	-	-	-	-
6.	-	-	-	-	-	-	-	-	-	-
7.	-	-	-	-	-	-	-	-	-	-
8.	-	-	-	-	-	-	-	-	-	-
9.	-	-	-	-	-	-	-	-	-	-
10.	-	-	-	-	-	-	-	-	-	-

Field ranges selected

FI	RANGE
OB	8000 - 8999
FD	000 - 010
FD	040 - 670

Sort / Rollup on : Fund

FY Start Date : 07/01/2016
Budget Type : Working
Include Budget Tfrs: N
Budget Detail : Not Included
Warnings Only : N

Restricted Fld Nbr : 02 Resource
Separation Option : No Separation of Restricted and UnRestricted
Extraction Type : Restricted and UnRestricted
GL Transactions : Approved Only
Pre-Encumbrances : Included
Account Description: Not Shown

Detail line format : 3 Object ,ALL FIELDS
2 Line(s) per detail
Print Revenue Sub Totals: N

Report prepared : OCTOBER 03, 2016, 11:52 AM

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :000 DISCRETIONARY GENERAL FUND

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8984 LCFF Supplemental Fd Transfer							
000-0000-0-8984-00-0000-0000-000000-000-0000	1,137,944.00	0.00	0.00	.0	0.00	1,137,944.00	100.0
000-0800-0-8984-00-0000-0000-000000-000-0000	178,717.00	0.00	0.00	.0	0.00	178,717.00	100.0
TOTAL: 8984	1,316,661.00	0.00	0.00	.0	0.00	1,316,661.00	100.0
TOTAL: 8xxx	1,316,661.00	0.00	0.00	.0	0.00	1,316,661.00	100.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :000 DISCRETIONARY GENERAL FUND Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	1,316,661.00	0.00	0.00	.0	0.00	1,316,661.00	100.0
TOTAL: 1xxx - 5xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES	(1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :010 GENERAL FUND

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8011 REVENUE LIMIT STATE AIDE-CY							
010-0000-0-8011-00-0000-0000-000000-000-0000	40,929,112.00	2,594,056.00	5,188,112.00	12.6	0.00	35,741,000.00	87.3
010-0800-0-8011-00-0000-0000-000000-000-0000	7,338,725.00	0.00	0.00	.0	0.00	7,338,725.00	100.0
TOTAL: 8011	48,267,837.00	2,594,056.00	5,188,112.00	10.7	0.00	43,079,725.00	89.2
8012 Revenue Limit - EPA							
010-1400-0-8012-00-0000-0000-000000-000-0000	13,900,223.00	0.00	0.00	.0	0.00	13,900,223.00	100.0
TOTAL: 8012	13,900,223.00	0.00	0.00	.0	0.00	13,900,223.00	100.0
8021 HOMEOWNERS EXEMPTION							
010-0000-0-8021-00-0000-0000-000000-000-0000	136,906.00	0.00	0.00	.0	0.00	136,906.00	100.0
TOTAL: 8021	136,906.00	0.00	0.00	.0	0.00	136,906.00	100.0
8041 SECURED ROLL TAXES							
010-0000-0-8041-00-0000-0000-000000-000-0000	20,383,365.00	0.00	0.00	.0	0.00	20,383,365.00	100.0
TOTAL: 8041	20,383,365.00	0.00	0.00	.0	0.00	20,383,365.00	100.0
8042 UNSECURED ROLL TAXES							
010-0000-0-8042-00-0000-0000-000000-000-0000	1,807,032.00	8,411.22	8,411.22	.4	0.00	1,798,620.78	99.5
TOTAL: 8042	1,807,032.00	8,411.22	8,411.22	.4	0.00	1,798,620.78	99.5
8044 SUPPLEMENTAL TAXES							
010-0000-0-8044-00-0000-0000-000000-000-0000	2,560,000.00	240,400.96	641,494.44	25.0	0.00	1,918,505.56	74.9
TOTAL: 8044	2,560,000.00	240,400.96	641,494.44	25.0	0.00	1,918,505.56	74.9
8045 EDUC REV AUGM FD ERAF							
010-0000-0-8045-00-0000-0000-000000-000-0000	698,000.00-	0.00	0.00	100.0	0.00	698,000.00-	.0
TOTAL: 8045	698,000.00-	0.00	0.00	100.0	0.00	698,000.00-	.0
8047 RDA Redevelopment Funds							
010-0000-0-8047-00-0000-0000-000000-000-0000	42,080.00	0.00	0.00	.0	0.00	42,080.00	100.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :010 GENERAL FUND

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL: 8047	42,080.00	0.00	0.00	.0	0.00	42,080.00	100.0
8550 MANDATED COST REIMBURSEMT							
010-0000-0-8550-00-0000-0000-000000-000-0000	287,230.00	0.00	0.00	.0	0.00	287,230.00	100.0
010-0700-0-8550-00-0000-0000-000000-000-0000	2,431,201.00	0.00	0.00	.0	0.00	2,431,201.00	100.0
TOTAL: 8550	2,718,431.00	0.00	0.00	.0	0.00	2,718,431.00	100.0
8560 STATE LOTTERY REVENUE							
010-1100-0-8560-00-0000-0000-000000-000-0000	1,499,680.00	0.00	0.00	.0	0.00	1,499,680.00	100.0
TOTAL: 8560	1,499,680.00	0.00	0.00	.0	0.00	1,499,680.00	100.0
8590 ALL OTHER STATE REVENUE							
010-0000-0-8590-00-0000-0000-000000-000-0000	38,360.00	0.00	0.00	.0	0.00	38,360.00	100.0
TOTAL: 8590	38,360.00	0.00	0.00	.0	0.00	38,360.00	100.0
8631 SALE OF EQUIPMENT AND SUPPLIES							
010-0000-0-8631-00-0000-0000-000000-000-0000	2,000.00	0.00	0.00	.0	0.00	2,000.00	100.0
TOTAL: 8631	2,000.00	0.00	0.00	.0	0.00	2,000.00	100.0
8650 LEASES AND RENTALS							
010-0000-0-8650-00-0000-0000-078200-000-0000	70,000.00	0.00	0.00	.0	0.00	70,000.00	100.0
010-0000-0-8650-00-0000-0000-078200-010-0000	0.00	45.00-	45.00-	.0	0.00	45.00	.0
010-0000-0-8650-00-0000-0000-078200-031-0000	0.00	85.50-	85.50-	.0	0.00	85.50	.0
010-0000-0-8650-00-0000-0000-078200-093-0000	1,723,363.00	159,842.01	280,727.82	16.2	0.00	1,442,635.18	83.7
TOTAL: 8650	1,793,363.00	159,711.51	280,597.32	15.6	0.00	1,512,765.68	84.3
8660 INTEREST							
010-0000-0-8660-00-0000-0000-000000-000-0000	40,000.00	0.00	0.00	.0	0.00	40,000.00	100.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :010 GENERAL FUND

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL: 8660	40,000.00	0.00	0.00	.0	0.00	40,000.00	100.0
8699 ALL OTHER LOCAL REVENUE							
010-0000-0-8699-00-0000-0000-000000-000-0000	5,500.00	2,640.56	2,863.87	52.0	0.00	2,636.13	47.9
010-0000-0-8699-00-0000-0000-070005-000-0000	0.00	14,870.34	14,870.34	100.0	0.00	14,870.34-	.0
010-0000-0-8699-00-0000-0000-071000-092-0000	65,142.00	0.00	0.00	.0	0.00	65,142.00	100.0
010-0000-0-8699-00-0000-0000-071301-092-0000	15,000.00	3,456.00	3,456.00	23.0	0.00	11,544.00	76.9
010-0000-0-8699-00-0000-0000-071305-092-0000	10,000.00	0.00	0.00	.0	0.00	10,000.00	100.0
010-0000-0-8699-00-0000-0000-071307-092-0000	6,750.00	0.00	0.00	.0	0.00	6,750.00	100.0
010-0000-0-8699-00-0000-0000-071501-095-0000	8,000.00	20.32	54.52	.6	0.00	7,945.48	99.3
010-0000-0-8699-00-0000-0000-071800-095-0000	10,000.00	1,325.20	1,441.96	14.4	0.00	8,558.04	85.5
010-0000-0-8699-00-0000-0000-072800-000-0000	3,000.00	0.00	0.00	.0	0.00	3,000.00	100.0
010-0000-0-8699-00-0000-0000-072801-000-0000	30,000.00	51,814.25	51,814.25	100.0	0.00	21,814.25-	.0
010-0000-0-8699-00-0000-0000-073002-000-0000	1,000.00	902.19	1,102.19	100.0	0.00	102.19-	.0
010-0000-0-8699-00-0000-0000-077000-084-0000	17,000.00	0.00	0.00	.0	0.00	17,000.00	100.0
TOTAL: 8699	171,392.00	75,028.86	75,603.13	44.1	0.00	95,788.87	55.8
8912 BET GEN FND SPEC RES FUND							
010-0200-0-8912-00-0000-0000-018100-000-0000	369,943.00	0.00	0.00	.0	0.00	369,943.00	100.0
TOTAL: 8912	369,943.00	0.00	0.00	.0	0.00	369,943.00	100.0
8980 CONTRIB FR UNRESTRD RESOURCES							
010-0000-0-8980-02-0000-0000-000000-000-0000	16,951,177.00-	0.00	0.00	100.0	0.00	16,951,177.00-	.0
010-0000-0-8980-05-0000-0000-000000-000-0000	227.00-	0.00	0.00	100.0	0.00	227.00-	.0
010-0000-0-8980-05-0000-0000-073911-000-0000	531,958.00-	0.00	0.00	100.0	0.00	531,958.00-	.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :010 GENERAL FUND

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
010-0000-0-8980-99-0000-0000-000000-000-0000							
	0.00	42,597.71-	42,597.71-	.0	0.00	42,597.71	.0
TOTAL: 8980	17,483,362.00-	42,597.71-	42,597.71-	100.0	0.00	17,440,764.29-	.0
8984 LCFF Supplemental Fd Transfer							
010-0000-0-8984-00-0000-0000-000000-000-0000							
	1,137,944.00-	0.00	0.00	100.0	0.00	1,137,944.00-	.0
010-0800-0-8984-00-0000-0000-000000-000-0000							
	178,717.00-	0.00	0.00	100.0	0.00	178,717.00-	.0
TOTAL: 8984	1,316,661.00-	0.00	0.00	100.0	0.00	1,316,661.00-	.0
8988 CONT'N TO ROUTINE MAINT FUND							
010-0000-0-8988-00-0000-0000-000000-000-0000							
	3,104,045.00-	0.00	0.00	100.0	0.00	3,104,045.00-	.0
TOTAL: 8988	3,104,045.00-	0.00	0.00	100.0	0.00	3,104,045.00-	.0
TOTAL: 8xxx	71,128,544.00	3,035,010.84	6,151,620.40	8.6	0.00	64,976,923.60	91.3

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :010 GENERAL FUND Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME (8000 - 8999)	71,128,544.00	3,035,010.84	6,151,620.40	8.6	0.00	64,976,923.60	91.3
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES (1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :040 PARCEL TAX

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8621 PARCEL TAXES							
040-0000-0-8621-00-0000-0000-000000-000-0000	1,754,496.00	0.00	0.00	.0	0.00	1,754,496.00	100.0
040-0000-0-8621-20-0000-0000-000000-000-0000	0.00	176.00-	448.00-	.0	0.00	448.00	.0
TOTAL: 8621	1,754,496.00	176.00-	448.00-	.0	0.00	1,754,944.00	100.0
TOTAL: 8xxx	1,754,496.00	176.00-	448.00-	.0	0.00	1,754,944.00	100.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :040 PARCEL TAX Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME (8000 - 8999)	1,754,496.00	176.00-	448.00-	.0	0.00	1,754,944.00	100.0
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES (1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :060 RESTRICTED PROGRAMS

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8290 ALL OTHER FEDERAL REVENUE							
060-3010-0-8290-00-0000-0000-000000-000-0000	1,334,185.00	0.00	0.00	.0	0.00	1,334,185.00	100.0
060-4035-0-8290-00-0000-0000-000000-000-0000	369,129.00	0.00	0.00	.0	0.00	369,129.00	100.0
060-4203-0-8290-00-0000-0000-000000-000-0000	279,039.00	0.00	0.00	.0	0.00	279,039.00	100.0
060-5640-0-8290-00-0000-0000-000000-000-0000	50,000.00	4,417.74	12,277.87	24.5	0.00	37,722.13	75.4
TOTAL: 8290	2,032,353.00	4,417.74	12,277.87	.6	0.00	2,020,075.13	99.3
8560 STATE LOTTERY REVENUE							
060-6300-0-8560-00-0000-0000-000000-000-0000	439,192.00	0.00	0.00	.0	0.00	439,192.00	100.0
TOTAL: 8560	439,192.00	0.00	0.00	.0	0.00	439,192.00	100.0
8590 ALL OTHER STATE REVENUE							
060-6010-0-8590-00-0000-0000-000000-000-0000	725,400.00	0.00	0.00	.0	0.00	725,400.00	100.0
060-7690-0-8590-00-0000-0000-769000-000-0000	2,330,033.00	0.00	0.00	.0	0.00	2,330,033.00	100.0
TOTAL: 8590	3,055,433.00	0.00	0.00	.0	0.00	3,055,433.00	100.0
8699 ALL OTHER LOCAL REVENUE							
060-9010-0-8699-00-0000-0000-059902-060-0000	0.00	0.00	100,000.00	100.0	0.00	100,000.00-	.0
060-9010-0-8699-00-0000-0000-059904-008-0000	7,630.00	1,500.00	1,500.00	19.6	0.00	6,130.00	80.3
060-9010-0-8699-00-0000-0000-059905-019-0000	0.00	68,373.41	68,373.41	100.0	0.00	68,373.41-	.0
060-9010-0-8699-00-0000-0000-059910-060-0000	65,925.00	0.00	93,770.73	100.0	0.00	27,845.73-	.0
060-9010-0-8699-00-0000-0000-059920-005-0000	5,000.00	0.00	0.00	.0	0.00	5,000.00	100.0
060-9010-0-8699-00-0000-0000-059927-060-0000	0.00	76,949.44	76,949.44	100.0	0.00	76,949.44-	.0
060-9010-0-8699-00-0000-0000-059932-060-0000	56,603.00	50,942.70	50,942.70	90.0	0.00	5,660.30	10.0
060-9010-0-8699-00-0000-0000-059940-060-0000	150,000.00	0.00	0.00	.0	0.00	150,000.00	100.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :060 RESTRICTED PROGRAMS

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
060-9010-0-8699-00-0000-0000-059978-002-0000	0.00	0.00	765.00	100.0	0.00	765.00-	.0
060-9010-0-8699-00-0000-0000-059978-009-0000	0.00	1,407.85	1,407.85	100.0	0.00	1,407.85-	.0
060-9010-0-8699-00-0000-0000-059978-013-0000	0.00	1,557.48	1,557.48	100.0	0.00	1,557.48-	.0
060-9010-0-8699-00-0000-0000-059978-019-0000	0.00	1,279.50	1,279.50	100.0	0.00	1,279.50-	.0
060-9010-0-8699-00-0000-0000-059979-005-0000	0.00	270.00	270.00	100.0	0.00	270.00-	.0
060-9010-0-8699-00-0000-0000-059979-006-0000	0.00	653.80	653.80	100.0	0.00	653.80-	.0
060-9010-0-8699-00-0000-0000-059979-011-0000	0.00	0.00	1,212.30	100.0	0.00	1,212.30-	.0
060-9010-0-8699-00-0000-0000-059979-014-0000	0.00	675.87	675.87	100.0	0.00	675.87-	.0
060-9010-0-8699-00-0000-0000-059979-017-0000	0.00	620.00	640.00	100.0	0.00	640.00-	.0
060-9010-0-8699-00-0000-0000-059979-018-0000	0.00	20,933.06	20,933.06	100.0	0.00	20,933.06-	.0
060-9010-0-8699-00-0000-0000-059979-019-0000	0.00	2,907.50	2,907.50	100.0	0.00	2,907.50-	.0
060-9010-0-8699-00-0000-0000-059979-020-0000	0.00	2,888.70	2,888.70	100.0	0.00	2,888.70-	.0
060-9010-0-8699-00-0000-0000-059979-031-0000	0.00	1,060.00	1,060.00	100.0	0.00	1,060.00-	.0
060-9010-0-8699-00-0000-0000-059979-032-0000	0.00	67.30	67.30	100.0	0.00	67.30-	.0
060-9010-0-8699-00-0000-0000-059979-033-0000	0.00	445.00	445.00	100.0	0.00	445.00-	.0
060-9010-0-8699-00-0000-0000-073911-099-0000	320,000.00	39,273.30	61,482.24	19.2	0.00	258,517.76	80.7
TOTAL: 8699	605,158.00	271,804.91	489,781.88	80.9	0.00	115,376.12	19.0
8980 CONTRIB FR UNRESTRD RESOURCES							
060-4203-0-8980-99-0000-0000-000000-000-0000	0.00	42,597.71	42,597.71	100.0	0.00	42,597.71-	.0
060-9010-0-8980-05-0000-0000-059932-000-0000	227.00	0.00	0.00	.0	0.00	227.00	100.0
060-9010-0-8980-05-0000-0000-073911-000-0000	531,958.00	0.00	0.00	.0	0.00	531,958.00	100.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :060 RESTRICTED PROGRAMS

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL: 8980	532,185.00	42,597.71	42,597.71	8.0	0.00	489,587.29	91.9
8988 CONT'N TO ROUTINE MAINT FUND							
060-8150-0-8988-00-0000-0000-000000-000-0000	3,104,045.00	0.00	0.00	.0	0.00	3,104,045.00	100.0
TOTAL: 8988	3,104,045.00	0.00	0.00	.0	0.00	3,104,045.00	100.0
TOTAL: 8xxx	9,768,366.00	318,820.36	544,657.46	5.5	0.00	9,223,708.54	94.4

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :060 RESTRICTED PROGRAMS Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME (8000 - 8999)	9,768,366.00	318,820.36	544,657.46	5.5	0.00	9,223,708.54	94.4
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES (1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :080 SPECIAL EDUCATION

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8097 PROPERTY TAXES TRANSFER							
080-6500-0-8097-00-5001-0000-000000-000-0000	3,686,088.00	0.00	0.00	.0	0.00	3,686,088.00	100.0
TOTAL: 8097	3,686,088.00	0.00	0.00	.0	0.00	3,686,088.00	100.0
8181 SPECIAL ED ENTLMT PER UDC							
080-3310-0-8181-00-5001-0000-000000-000-0000	1,702,259.00	0.00	0.00	.0	0.00	1,702,259.00	100.0
080-3311-0-8181-00-5001-0000-000000-000-0000	5,131.00	0.00	0.00	.0	0.00	5,131.00	100.0
TOTAL: 8181	1,707,390.00	0.00	0.00	.0	0.00	1,707,390.00	100.0
8182 SPEC ED DISCRETIONARY GRNT							
080-3315-0-8182-00-5001-0000-000000-000-0000	72,326.00	0.00	0.00	.0	0.00	72,326.00	100.0
080-3320-0-8182-00-5001-0000-000000-000-0000	130,547.00	0.00	0.00	.0	0.00	130,547.00	100.0
080-3327-0-8182-00-5001-0000-000000-000-0000	125,772.00	0.00	0.00	.0	0.00	125,772.00	100.0
080-3345-0-8182-00-5001-0000-054802-083-0000	580.00	0.00	0.00	.0	0.00	580.00	100.0
TOTAL: 8182	329,225.00	0.00	0.00	.0	0.00	329,225.00	100.0
8590 ALL OTHER STATE REVENUE							
080-6512-0-8590-00-5001-0000-000000-083-0000	619,367.00	0.00	0.00	.0	0.00	619,367.00	100.0
TOTAL: 8590	619,367.00	0.00	0.00	.0	0.00	619,367.00	100.0
8660 INTEREST							
080-6500-0-8660-00-5001-0000-000000-000-0000	1,000.00	0.00	0.00	.0	0.00	1,000.00	100.0
TOTAL: 8660	1,000.00	0.00	0.00	.0	0.00	1,000.00	100.0
8791 TFR OF APPTN FROM DISTRICT							
080-6500-0-8791-00-5001-0000-000000-000-0000	1,169,249.00	0.00	0.00	.0	0.00	1,169,249.00	100.0
080-6500-0-8791-00-5050-0000-000000-000-0000	89,000.00	0.00	0.00	.0	0.00	89,000.00	100.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :080 SPECIAL EDUCATION

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL: 8791	1,258,249.00	0.00	0.00	.0	0.00	1,258,249.00	100.0
8980 CONTRIB FR UNRESTRD RESOURCES							
080-3310-0-8980-02-5001-0000-000000-000-0000	1,168,735.00	0.00	0.00	.0	0.00	1,168,735.00	100.0
080-3315-0-8980-02-5001-0000-000000-000-0000	38,522.00	0.00	0.00	.0	0.00	38,522.00	100.0
080-3320-0-8980-02-5001-0000-000000-000-0000	26,282.00	0.00	0.00	.0	0.00	26,282.00	100.0
080-3327-0-8980-02-5001-0000-000000-000-0000	21,947.00	0.00	0.00	.0	0.00	21,947.00	100.0
080-6500-0-8980-02-5001-0000-000000-000-0000	15,695,691.00	0.00	0.00	.0	0.00	15,695,691.00	100.0
TOTAL: 8980	16,951,177.00	0.00	0.00	.0	0.00	16,951,177.00	100.0
TOTAL: 8xxx	24,552,496.00	0.00	0.00	.0	0.00	24,552,496.00	100.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :080 SPECIAL EDUCATION Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME (8000 - 8999)	24,552,496.00	0.00	0.00	.0	0.00	24,552,496.00	100.0
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES (1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :130 CAFETERIA

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8220 CHILD NUTRITION PROGRAMS							
130-5310-0-8220-01-0000-0000-000000-000-0000	350,212.00	0.00	0.00	.0	0.00	350,212.00	100.0
130-5310-0-8220-02-0000-0000-000000-000-0000	1,284,110.00	0.00	0.00	.0	0.00	1,284,110.00	100.0
130-5310-0-8220-02-0000-0000-086001-000-0000	19,456.00	0.00	0.00	.0	0.00	19,456.00	100.0
130-5310-0-8220-03-0000-0000-000000-000-0000	291,843.00	0.00	0.00	.0	0.00	291,843.00	100.0
130-5310-0-8220-04-0000-0000-000000-000-0000	58,784.00	0.00	0.00	.0	0.00	58,784.00	100.0
130-5310-0-8220-08-0000-0000-000000-000-0000	429,560.00	0.00	0.00	.0	0.00	429,560.00	100.0
130-5310-0-8220-09-0000-0000-000000-000-0000	64,728.00	0.00	0.00	.0	0.00	64,728.00	100.0
130-5310-0-8220-10-0000-0000-000000-000-0000	94,150.00	0.00	0.00	.0	0.00	94,150.00	100.0
130-5320-0-8220-05-0000-0000-000000-000-0000	128,520.00	0.00	0.00	.0	0.00	128,520.00	100.0
TOTAL: 8220	2,721,363.00	0.00	0.00	.0	0.00	2,721,363.00	100.0
8520 CHILD NUTRITION							
130-5310-0-8520-00-0000-0000-000000-000-0000	132,861.00	0.00	0.00	.0	0.00	132,861.00	100.0
130-5310-0-8520-01-0000-0000-000000-000-0000	65,081.00	0.00	0.00	.0	0.00	65,081.00	100.0
TOTAL: 8520	197,942.00	0.00	0.00	.0	0.00	197,942.00	100.0
8634 FOOD SERVICES SALES							
130-5310-0-8634-10-0000-0000-000000-000-0000	913,108.00	0.00	0.00	.0	0.00	913,108.00	100.0
130-5310-0-8634-15-0000-0000-000000-000-0000	84,278.00	0.00	0.00	.0	0.00	84,278.00	100.0
130-5310-0-8634-25-0000-0000-000000-000-0000	87,021.00	0.00	0.00	.0	0.00	87,021.00	100.0
130-5310-0-8634-40-0000-0000-000000-000-0000	13,230.00	0.00	0.00	.0	0.00	13,230.00	100.0
130-5310-0-8634-50-0000-0000-000000-000-0000	26,877.00	0.00	0.00	.0	0.00	26,877.00	100.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :130 CAFETERIA

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL: 8634	1,124,514.00	0.00	0.00	.0	0.00	1,124,514.00	100.0
8660 INTEREST							
130-5310-0-8660-00-0000-0000-000000-000-0000	1,500.00	0.00	0.00	.0	0.00	1,500.00	100.0
TOTAL: 8660	1,500.00	0.00	0.00	.0	0.00	1,500.00	100.0
8699 ALL OTHER LOCAL REVENUE							
130-5310-0-8699-20-0000-0000-000000-000-0000	1,500.00	0.00	0.00	.0	0.00	1,500.00	100.0
TOTAL: 8699	1,500.00	0.00	0.00	.0	0.00	1,500.00	100.0
8916 To CNS Fund from General Fd							
130-5310-0-8916-00-0000-0000-000000-000-0000	231,997.00	0.00	0.00	.0	0.00	231,997.00	100.0
TOTAL: 8916	231,997.00	0.00	0.00	.0	0.00	231,997.00	100.0
TOTAL: 8xxx	4,278,816.00	0.00	0.00	.0	0.00	4,278,816.00	100.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :130 CAFETERIA Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME (8000 - 8999)	4,278,816.00	0.00	0.00	.0	0.00	4,278,816.00	100.0
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES (1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :210 BUILDING

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8660 INTEREST							
210-0000-0-8660-00-0000-0000-000000-000-0000	10,000.00	0.00	0.00	.0	0.00	10,000.00	100.0
TOTAL: 8660	10,000.00	0.00	0.00	.0	0.00	10,000.00	100.0
8699 ALL OTHER LOCAL REVENUE							
210-0000-0-8699-00-0000-0000-000000-005-0000	100,000.00	0.00	11,565.55	11.5	0.00	88,434.45	88.4
210-0000-0-8699-00-0000-0000-000000-031-0000	140,000.00	17,986.08	17,986.08	12.8	0.00	122,013.92	87.1
210-0000-0-8699-00-0000-0000-000000-032-0000	125,000.00	0.00	14,740.90	11.7	0.00	110,259.10	88.2
210-0000-0-8699-00-0000-0000-000000-033-0000	140,000.00	22,067.36	22,067.36	15.7	0.00	117,932.64	84.2
TOTAL: 8699	505,000.00	40,053.44	66,359.89	13.1	0.00	438,640.11	86.8
TOTAL: 8xxx	515,000.00	40,053.44	66,359.89	12.8	0.00	448,640.11	87.1

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :210 BUILDING Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME (8000 - 8999)	515,000.00	40,053.44	66,359.89	12.8	0.00	448,640.11	87.1
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES (1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :250 CAPITAL FACILITIES

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8660 INTEREST							
250-0000-0-8660-00-0000-0000-000000-000-0000							
	3,000.00	0.00	0.00	.0	0.00	3,000.00	100.0
TOTAL: 8660	3,000.00	0.00	0.00	.0	0.00	3,000.00	100.0
8681 MITIGATION DEVELOPER FEES							
250-0000-0-8681-00-0000-0000-000000-000-0000							
	27,000.00	6,380.48	12,974.08	48.0	0.00	14,025.92	51.9
TOTAL: 8681	27,000.00	6,380.48	12,974.08	48.0	0.00	14,025.92	51.9
TOTAL: 8xxx	30,000.00	6,380.48	12,974.08	43.2	0.00	17,025.92	56.7

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :250 CAPITAL FACILITIES Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME (8000 - 8999)	30,000.00	6,380.48	12,974.08	43.2	0.00	17,025.92	56.7
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES (1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :400 SPECIAL RESERVE-CAPITAL

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8660 INTEREST							
400-0000-0-8660-00-0000-0000-000000-000-0000	120,000.00	0.00	0.00	.0	0.00	120,000.00	100.0
TOTAL: 8660	120,000.00	0.00	0.00	.0	0.00	120,000.00	100.0
8699 ALL OTHER LOCAL REVENUE							
400-0000-0-8699-00-0000-0000-000000-000-0000	200,000.00	18,090.44	137,959.06	68.9	0.00	62,040.94	31.0
400-0000-0-8699-00-0000-0000-000000-099-0000	120,000.00	0.00	0.00	.0	0.00	120,000.00	100.0
TOTAL: 8699	320,000.00	18,090.44	137,959.06	43.1	0.00	182,040.94	56.8
TOTAL: 8xxx	440,000.00	18,090.44	137,959.06	31.3	0.00	302,040.94	68.6

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :400 SPECIAL RESERVE-CAPITAL Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME (8000 - 8999)	440,000.00	18,090.44	137,959.06	31.3	0.00	302,040.94	68.6
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES (1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :510 BOND INTEREST & REDEMPTION FD

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8290 ALL OTHER FEDERAL REVENUE							
510-0000-0-8290-00-0000-0000-000000-000-0000							
	80,345.00	40,322.25	40,322.25	50.1	0.00	40,022.75	49.8
TOTAL: 8290	80,345.00	40,322.25	40,322.25	50.1	0.00	40,022.75	49.8
8571 VOTED INDEBTND LEVIES HOX							
510-0000-0-8571-00-0000-0000-000000-000-0000							
	8,882.00	0.00	0.00	.0	0.00	8,882.00	100.0
TOTAL: 8571	8,882.00	0.00	0.00	.0	0.00	8,882.00	100.0
8611 VOTED INDEBTND SECURED							
510-0000-0-8611-00-0000-0000-000000-000-0000							
	828,905.00	0.00	0.00	.0	0.00	828,905.00	100.0
TOTAL: 8611	828,905.00	0.00	0.00	.0	0.00	828,905.00	100.0
8612 VOTED INDEBTND UNSECURED							
510-0000-0-8612-00-0000-0000-000000-000-0000							
	36,058.00	0.25-	0.25-	.0	0.00	36,058.25	100.0
TOTAL: 8612	36,058.00	0.25-	0.25-	.0	0.00	36,058.25	100.0
8614 VOTED INDEBTND SUPPLEMNTL							
510-0000-0-8614-00-0000-0000-000000-000-0000							
	4,825.00	2,162.17	6,678.10	100.0	0.00	1,853.10-	.0
TOTAL: 8614	4,825.00	2,162.17	6,678.10	100.0	0.00	1,853.10-	.0
8660 INTEREST							
510-0000-0-8660-00-0000-0000-000000-000-0000							
	2,000.00	0.00	0.00	.0	0.00	2,000.00	100.0
TOTAL: 8660	2,000.00	0.00	0.00	.0	0.00	2,000.00	100.0
TOTAL: 8xxx	961,015.00	42,484.17	47,000.10	4.8	0.00	914,014.90	95.1

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :510 BOND INTEREST & REDEMPTION FD Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME (8000 - 8999)	961,015.00	42,484.17	47,000.10	4.8	0.00	914,014.90	95.1
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES (1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :511 BOND INTEREST & REDEMPTION

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8571 VOTED INDEBTND LEVIES HOX							
511-0000-0-8571-00-0000-0000-000000-000-0000	42,131.00	0.00	0.00	.0	0.00	42,131.00	100.0
TOTAL: 8571	42,131.00	0.00	0.00	.0	0.00	42,131.00	100.0
8611 VOTED INDEBTND SECURED							
511-0000-0-8611-00-0000-0000-000000-000-0000	4,161,208.00	0.00	0.00	.0	0.00	4,161,208.00	100.0
TOTAL: 8611	4,161,208.00	0.00	0.00	.0	0.00	4,161,208.00	100.0
8612 VOTED INDEBTND UNSECURED							
511-0000-0-8612-00-0000-0000-000000-000-0000	247,696.00	4,658.58	4,658.58	1.8	0.00	243,037.42	98.1
TOTAL: 8612	247,696.00	4,658.58	4,658.58	1.8	0.00	243,037.42	98.1
8614 VOTED INDEBTND SUPPLEMNTL							
511-0000-0-8614-00-0000-0000-000000-000-0000	17,270.00	13,077.72	37,811.97	100.0	0.00	20,541.97-	.0
TOTAL: 8614	17,270.00	13,077.72	37,811.97	100.0	0.00	20,541.97-	.0
8660 INTEREST							
511-0000-0-8660-00-0000-0000-000000-000-0000	3,000.00	0.00	0.00	.0	0.00	3,000.00	100.0
TOTAL: 8660	3,000.00	0.00	0.00	.0	0.00	3,000.00	100.0
TOTAL: 8xxx	4,471,305.00	17,736.30	42,470.55	.9	0.00	4,428,834.45	99.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :511 BOND INTEREST & REDEMPTION Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME (8000 - 8999)	4,471,305.00	17,736.30	42,470.55	.9	0.00	4,428,834.45	99.0
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES (1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :512 BOND INTEREST & REDEMTPION

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8611 VOTED INDEBTND SECURED							
512-0000-0-8611-00-0000-0000-000000-000-0000							
	2,484,110.00	0.00	0.00	.0	0.00	2,484,110.00	100.0
TOTAL: 8611	2,484,110.00	0.00	0.00	.0	0.00	2,484,110.00	100.0
8612 VOTED INDEBTND UNSECURED							
512-0000-0-8612-00-0000-0000-000000-000-0000							
	0.00	0.22	0.22	100.0	0.00	0.22-	.0
TOTAL: 8612	0.00	0.22	0.22	100.0	0.00	0.22-	.0
8614 VOTED INDEBTND SUPPLEMNTL							
512-0000-0-8614-00-0000-0000-000000-000-0000							
	0.00	5,294.69	15,224.56	100.0	0.00	15,224.56-	.0
TOTAL: 8614	0.00	5,294.69	15,224.56	100.0	0.00	15,224.56-	.0
8660 INTEREST							
512-0000-0-8660-00-0000-0000-000000-000-0000							
	5,600.00	0.00	0.00	.0	0.00	5,600.00	100.0
TOTAL: 8660	5,600.00	0.00	0.00	.0	0.00	5,600.00	100.0
TOTAL: 8xxx	2,489,710.00	5,294.91	15,224.78	.6	0.00	2,474,485.22	99.3

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :512 BOND INTEREST & REDEMTPION Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME (8000 - 8999)	2,489,710.00	5,294.91	15,224.78	.6	0.00	2,474,485.22	99.3
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES (1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :534 ANNUAL REPAY - SSB

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8612 VOTED INDEBTND UNSECURED							
534-0000-0-8612-00-0000-0000-000000-000-0000	0.00	126.79	126.79	100.0	0.00	126.79-	.0
TOTAL: 8612	0.00	126.79	126.79	100.0	0.00	126.79-	.0
TOTAL: 8xxx	0.00	126.79	126.79	100.0	0.00	126.79-	.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :534 ANNUAL REPAY - SSB Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME (8000 - 8999)	0.00	126.79	126.79	100.0	0.00	126.79-	.0
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES (1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :630 ENTERPRISE FUND

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8660 INTEREST							
630-0000-0-8660-00-0000-0000-000000-000-0000	5,000.00	0.00	0.00	.0	0.00	5,000.00	100.0
TOTAL: 8660	5,000.00	0.00	0.00	.0	0.00	5,000.00	100.0
8689 All Other Fees and Contracts							
630-0000-0-8689-00-0000-0000-070004-001-0000	197,580.00	13,985.50	18,099.29	9.1	0.00	179,480.71	90.8
630-0000-0-8689-00-0000-0000-070004-002-0000	115,640.00	5,613.40	6,409.40	5.5	0.00	109,230.60	94.4
630-0000-0-8689-00-0000-0000-070004-009-0000	191,230.00	13,533.58	13,919.18	7.2	0.00	177,310.82	92.7
630-0000-0-8689-00-0000-0000-070004-019-0000	308,980.00	24,217.06	24,242.06	7.8	0.00	284,737.94	92.1
630-0000-0-8689-00-0000-0000-070008-002-0000	151,250.00	12,931.00	12,956.00	8.5	0.00	138,294.00	91.4
630-0000-0-8689-00-0000-0000-070008-009-0000	109,800.00	8,563.40	8,563.40	7.7	0.00	101,236.60	92.2
630-0000-0-8689-00-0000-0000-070008-019-0000	159,750.00	7,763.00	7,888.00	4.9	0.00	151,862.00	95.0
630-0000-0-8689-00-0000-0000-630001-099-0000	73,000.00	14,655.92	51,964.55	71.1	0.00	21,035.45	28.8
TOTAL: 8689	1,307,230.00	101,262.86	144,041.88	11.0	0.00	1,163,188.12	88.9
TOTAL: 8xxx	1,312,230.00	101,262.86	144,041.88	10.9	0.00	1,168,188.12	89.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :630 ENTERPRISE FUND Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	1,312,230.00	101,262.86	144,041.88	10.9	0.00	1,168,188.12	89.0
TOTAL: 1xxx - 5xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES	(1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :670 SELF INSURANCE

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8660 INTEREST							
670-0000-0-8660-00-0000-0000-000000-000-0000	1,200.00	0.00	0.00	.0	0.00	1,200.00	100.0
TOTAL: 8660	1,200.00	0.00	0.00	.0	0.00	1,200.00	100.0
8674 IN-DISTR PREM/CONTRIBUTIONS							
670-0000-0-8674-00-0000-0000-000000-000-0000	2,040,292.00	39,182.00	206,966.80	10.1	0.00	1,833,325.20	89.8
670-0600-0-8674-00-0000-0000-000000-000-0000	189,385.00	0.00	0.00	.0	0.00	189,385.00	100.0
670-0600-0-8674-00-0000-6000-071600-099-0000	0.00	3,020.00	15,562.00	100.0	0.00	15,562.00-	.0
TOTAL: 8674	2,229,677.00	42,202.00	222,528.80	9.9	0.00	2,007,148.20	90.0
TOTAL: 8xxx	2,230,877.00	42,202.00	222,528.80	9.9	0.00	2,008,348.20	90.0

Bud Rpt - Monthly #2 Fin FROM 08/01/2016 TO 08/31/2016

Fund :670 SELF INSURANCE Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME (8000 - 8999)	2,230,877.00	42,202.00	222,528.80	9.9	0.00	2,008,348.20	90.0
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES (1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Account classifications selected

	Fnd	Resc	Y	Objt	SO	Goal	Func	CstCtr	Ste	Mngr
1.	-	-	-	-	-	-	-	-	-	-
2.	-	-	-	-	-	-	-	-	-	-
3.	-	-	-	-	-	-	-	-	-	-
4.	-	-	-	-	-	-	-	-	-	-
5.	-	-	-	-	-	-	-	-	-	-
6.	-	-	-	-	-	-	-	-	-	-
7.	-	-	-	-	-	-	-	-	-	-
8.	-	-	-	-	-	-	-	-	-	-
9.	-	-	-	-	-	-	-	-	-	-
10.	-	-	-	-	-	-	-	-	-	-

Field ranges selected

FI	RANGE
OB	1000 - 7999
FD	000 - 010
FD	040 - 670

Sort / Rollup on : Fund

FY Start Date : 07/01/2016
Budget Type : Working
Include Budget Tfrs: N
Budget Detail : Not Included
Warnings Only : N

Restricted Fld Nbr : 02 Resource
Separation Option : No Separation of Restricted and UnRestricted
Extraction Type : Restricted and UnRestricted
GL Transactions : Approved Only
Pre-Encumbrances : Included
Account Description: Not Shown

Detail line format : 5 SUMMARY BY Object
Summary Level : 2
Print Revenue Sub Totals: N

Report prepared : OCTOBER 03, 2016, 11:52 AM

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :000 DISCRETIONARY GENERAL FUND

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
11xx	TEACHERS' SALARIES	283,625.00	11,133.42	11,133.42	3.9	0.00	272,491.58	96.0
13xx	CERTIFICATED SALARIES	3,610.00	0.00	0.00	.0	0.00	3,610.00	100.0
TOTAL: 1xxx		287,235.00	11,133.42	11,133.42	3.8	0.00	276,101.58	96.1
21xx	INSTRUCTIONAL AIDES	648.00	0.00	0.00	.0	0.00	648.00	100.0
22xx	CLASSIFIED SUPPORT SALARIES	39,692.00	2,535.87	2,666.22	6.7	0.00	37,025.78	93.2
24xx	CLERICAL/TECHNICAL/OFFICE STAF	26,740.00	2,646.77	2,646.77	9.8	0.00	24,093.23	90.1
29xx	Other Classified Salaries	10,274.00	0.00	0.00	.0	0.00	10,274.00	100.0
TOTAL: 2xxx		77,354.00	5,182.64	5,312.99	6.8	0.00	72,041.01	93.1
31xx	STATE TEACHERS' RETIREMENT SYS	36,134.00	1,381.08	1,381.08	3.8	0.00	34,752.92	96.1
32xx	Public Employees Retirement Sy	8,977.00	457.85	457.85	5.1	0.00	8,519.15	94.8
33xx	OASDI/Medicare/Alternative	10,087.00	561.51	579.01	5.7	0.00	9,507.99	94.2
34xx	Health & Welfare Benefits	19,368.00	1,445.11	2,848.35	14.7	0.00	16,519.65	85.2
35xx	State Unemployment Insurance	176.00	8.11	8.23	4.6	0.00	167.77	95.3
36xx	Worker's Compensation Insuranc	7,360.00	287.73	291.79	3.9	0.00	7,068.21	96.0
39xx	Other Benefits	1,301.00	59.73	158.12	12.1	0.00	1,142.88	87.8
TOTAL: 3xxx		83,403.00	4,201.12	5,724.43	6.8	0.00	77,678.57	93.1
42xx	BOOKS & REFERENCE MATERIALS	0.00	234.00	992.45	100.0	0.00	992.45-	.0
43xx	MATERIALS AND SUPPLIES	548,745.00	64,437.81	69,641.11	12.6	229,984.46	249,119.43	45.3
44xx	NONCAPITALIZED EQUIPMENT	71,934.00	0.00	1,085.34	1.5	4,000.85	66,847.81	92.9
TOTAL: 4xxx		620,679.00	64,671.81	71,718.90	11.5	233,985.31	314,974.79	50.7
52xx	TRAVEL & CONFERENCES	38,300.00	2,086.16	2,086.16	5.4	0.00	36,213.84	94.5
53xx	DUES AND MEMBERSHIPS	2,665.00	425.00	425.00	15.9	569.00	1,671.00	62.7
56xx	Rentals,Leases & Repairs	75,819.00	1,303.50	1,303.50	1.7	49,965.86	24,549.64	32.3
57xx	Transfers of Direct Costs	54,845.00	13,029.75	13,029.75	23.7	0.00	41,815.25	76.2
58xx	PROF CONSULTING SERVICES/OPER	63,824.00	14,584.89	57,546.26	90.1	14,235.23	7,957.49-	.0
59xx	Communications	2,000.00	273.29	273.29	13.6	1,524.52	202.19	10.1
TOTAL: 5xxx		237,453.00	31,702.59	74,663.96	31.4	66,294.61	96,494.43	40.6
TOTAL: 1xxx - 5xxx		1,306,124.00	116,891.58	168,553.70	12.9	300,279.92	837,290.38	64.1
74xx	DEBT SERVICE-PRINCIPAL	10,537.00	194.72	1,905.34	18.0	8,392.90	238.76	2.2
TOTAL: 7xxx		10,537.00	194.72	1,905.34	18.0	8,392.90	238.76	2.2
TOTAL: 1xxx - 7xxx		1,316,661.00	117,086.30	170,459.04	12.9	308,672.82	837,529.14	63.6

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :000 DISCRETIONARY GENERAL FUND Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		1,306,124.00	116,891.58	168,553.70	12.9	300,279.92	837,290.38	64.1
TOTAL: 1xxx - 6xxx		1,306,124.00	116,891.58	168,553.70	12.9	300,279.92	837,290.38	64.1
TOTAL: 1xxx - 7xxx		1,316,661.00	117,086.30	170,459.04	12.9	308,672.82	837,529.14	63.6
TOTAL EXPENSES	(1000 - 7999)	1,316,661.00	117,086.30	170,459.04	12.9	308,672.82	837,529.14	63.6

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :010 GENERAL FUND

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
11xx	TEACHERS' SALARIES	33,842,352.00	2,932,321.55	2,945,424.41	8.7	370.00	30,896,557.59	91.2
12xx	CERT PUPIL SUPPORT SALARIES	549,565.00	54,816.29	73,448.89	13.3	0.00	476,116.11	86.6
13xx	CERTIFICATED SALARIES	4,293,751.00	357,362.57	694,416.30	16.1	0.00	3,599,334.70	83.8
19xx	OTHER CERTIFICATED SALARIES	731,866.00	47,681.19	47,681.19	6.5	0.00	684,184.81	93.4
TOTAL: 1xxx		39,417,534.00	3,392,181.60	3,760,970.79	9.5	370.00	35,656,193.21	90.4
21xx	INSTRUCTIONAL AIDES	344,685.00	25,631.94	25,763.88	7.4	0.00	318,921.12	92.5
22xx	CLASSIFIED SUPPORT SALARIES	5,257,372.00	487,741.36	741,509.74	14.1	0.00	4,515,862.26	85.8
23xx	CLASSIFIED SUPERVISOR	946,367.00	79,903.02	155,020.26	16.3	0.00	791,346.74	83.6
24xx	CLERICAL/TECHNICAL/OFFICE STAF	3,628,911.00	296,257.63	441,934.30	12.1	0.00	3,186,976.70	87.8
29xx	Other Classified Salaries	752,261.00	32,760.56	34,906.91	4.6	0.00	717,354.09	95.3
TOTAL: 2xxx		10,929,596.00	922,294.51	1,399,135.09	12.8	0.00	9,530,460.91	87.1
31xx	STATE TEACHERS' RETIREMENT SYS	4,869,826.00	417,239.99	463,248.96	9.5	0.00	4,406,577.04	90.4
32xx	Public Employees Retirement Sy	1,555,080.00	127,259.24	190,684.36	12.2	0.00	1,364,395.64	87.7
33xx	OASDI/Medicare/Alternative	1,447,446.00	120,756.73	161,678.70	11.1	0.00	1,285,767.30	88.8
34xx	Health & Welfare Benefits	8,369,345.00	685,290.10	1,372,782.83	16.4	0.00	6,996,562.17	83.5
35xx	State Unemployment Insurance	25,198.00	2,154.74	2,586.05	10.2	0.00	22,611.95	89.7
36xx	Worker's Compensation Insuranc	1,016,306.00	76,395.75	91,708.88	9.0	0.00	924,597.12	90.9
37xx	*** NOT ON FILE ***	468,116.00	33,219.45	67,909.42	14.5	0.00	400,206.58	85.4
39xx	Other Benefits	392,979.00	23,854.30	52,102.06	13.2	0.00	340,876.94	86.7
TOTAL: 3xxx		18,144,296.00	1,486,170.30	2,402,701.26	13.2	0.00	15,741,594.74	86.7
42xx	BOOKS & REFERENCE MATERIALS	9,150.00	5,443.23	5,443.23	59.4	31,659.05	27,952.28-	.0
43xx	MATERIALS AND SUPPLIES	951,618.00	48,958.10	82,203.65	8.6	409,130.38	460,283.97	48.3
44xx	NONCAPITALIZED EQUIPMENT	174,200.00	523.91	8,510.80	4.8	38,462.57	127,226.63	73.0
TOTAL: 4xxx		1,134,968.00	54,925.24	96,157.68	8.4	479,252.00	559,558.32	49.3
52xx	TRAVEL & CONFERENCES	260,410.00	14,218.43	26,232.00	10.0	1,623.75	232,554.25	89.3
53xx	DUES AND MEMBERSHIPS	33,075.00	900.00	16,565.00	50.0	0.00	16,510.00	49.9
54xx	Insurance	636,424.00	313,299.50	315,048.74	49.5	0.00	321,375.26	50.4
55xx	OPERATIONS & HOUSEKEEPING SERV	1,920,050.00	123,175.51	182,740.59	9.5	1,733,015.30	4,294.11	.2
56xx	Rentals,Leases & Repairs	553,171.00	49,097.49	87,814.42	15.8	453,759.04	11,597.54	2.0
57xx	Transfers of Direct Costs	403,300.00-	58,114.98-	58,114.98-	100.0	0.00	345,185.02-	.0
58xx	PROF CONSULTING SERVICES/OPER	2,777,237.00	233,843.25	527,003.45	18.9	595,698.68	1,654,534.87	59.5
59xx	Communications	375,330.00	59,296.42	79,559.85	21.1	213,800.77	81,969.38	21.8
TOTAL: 5xxx		6,152,397.00	735,715.62	1,176,849.07	19.1	2,997,897.54	1,977,650.39	32.1
TOTAL: 1xxx - 5xxx		75,778,791.00	6,591,287.27	8,835,813.89	11.6	3,477,519.54	63,465,457.57	83.7

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :010 GENERAL FUND

SUMMARY BY Object	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
64xx EQUIPMENT - NEW	133,333.00	37,636.20	37,927.58	28.4	0.00	95,405.42	71.5
TOTAL: 6xxx	133,333.00	37,636.20	37,927.58	28.4	0.00	95,405.42	71.5
TOTAL: 1xxx - 6xxx	75,912,124.00	6,628,923.47	8,873,741.47	11.6	3,477,519.54	63,560,862.99	83.7
71xx TUITION	17,221.00	0.00	0.00	.0	0.00	17,221.00	100.0
73xx DIRECT SUPPORT/INDIRECT COSTS	1,480,829.00-	0.00	0.00	100.0	0.00	1,480,829.00-	.0
74xx DEBT SERVICE-PRINCIPAL	185,993.00	10,287.46	77,133.92	41.4	0.00	108,859.08	58.5
76xx INTERFUND TRANSFERS OUT	231,997.00	0.00	0.00	.0	0.00	231,997.00	100.0
TOTAL: 7xxx	1,045,618.00-	10,287.46	77,133.92	100.0	0.00	1,122,751.92-	.0
TOTAL: 1xxx - 7xxx	74,866,506.00	6,639,210.93	8,950,875.39	11.9	3,477,519.54	62,438,111.07	83.3

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :010 GENERAL FUND Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
	TOTAL: 1xxx - 5xxx	75,778,791.00	6,591,287.27	8,835,813.89	11.6	3,477,519.54	63,465,457.57	83.7
	TOTAL: 1xxx - 6xxx	75,912,124.00	6,628,923.47	8,873,741.47	11.6	3,477,519.54	63,560,862.99	83.7
	TOTAL: 1xxx - 7xxx	74,866,506.00	6,639,210.93	8,950,875.39	11.9	3,477,519.54	62,438,111.07	83.3
TOTAL EXPENSES	(1000 - 7999)	74,866,506.00	6,639,210.93	8,950,875.39	11.9	3,477,519.54	62,438,111.07	83.3

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :040 PARCEL TAX

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
12xx	CERT PUPIL SUPPORT SALARIES	541,371.00	47,179.86	47,179.86	8.7	0.00	494,191.14	91.2
19xx	OTHER CERTIFICATED SALARIES	4,800.00	0.00	0.00	.0	0.00	4,800.00	100.0
TOTAL: 1xxx		546,171.00	47,179.86	47,179.86	8.6	0.00	498,991.14	91.3
22xx	CLASSIFIED SUPPORT SALARIES	706,480.00	60,871.30	103,019.95	14.5	0.00	603,460.05	85.4
TOTAL: 2xxx		706,480.00	60,871.30	103,019.95	14.5	0.00	603,460.05	85.4
31xx	STATE TEACHERS' RETIREMENT SYS	56,487.00	4,824.32	4,824.32	8.5	0.00	51,662.68	91.4
32xx	Public Employees Retirement Sy	98,482.00	8,688.74	14,453.37	14.6	0.00	84,028.63	85.3
33xx	OASDI/Medicare/Alternative	67,985.00	5,637.52	8,736.23	12.8	0.00	59,248.77	87.1
34xx	Health & Welfare Benefits	148,830.00	10,949.29	21,891.85	14.7	0.00	126,938.15	85.2
35xx	State Unemployment Insurance	624.00	52.60	72.84	11.6	0.00	551.16	88.3
36xx	Worker's Compensation Insuranc	25,284.00	1,864.48	2,582.30	10.2	0.00	22,701.70	89.7
39xx	Other Benefits	3,103.00	268.91	480.48	15.4	0.00	2,622.52	84.5
TOTAL: 3xxx		400,795.00	32,285.86	53,041.39	13.2	0.00	347,753.61	86.7
42xx	BOOKS & REFERENCE MATERIALS	0.00	0.00	0.00	.0	988.40	988.40-	.0
43xx	MATERIALS AND SUPPLIES	50,003.00	3,692.37	3,692.37	7.3	19,811.39	26,499.24	52.9
TOTAL: 4xxx		50,003.00	3,692.37	3,692.37	7.3	20,799.79	25,510.84	51.0
56xx	Rentals,Leases & Repairs	23,167.00	581.07	581.07	2.5	17,043.18	5,542.75	23.9
57xx	Transfers of Direct Costs	15,699.00	7,714.59	7,714.59	49.1	0.00	7,984.41	50.8
58xx	PROF CONSULTING SERVICES/OPER	11,406.00	1,667.00	5,732.00	50.2	37,000.00	31,326.00-	.0
TOTAL: 5xxx		50,272.00	9,962.66	14,027.66	27.9	54,043.18	17,798.84-	.0
TOTAL: 1xxx - 5xxx		1,753,721.00	153,992.05	220,961.23	12.5	74,842.97	1,457,916.80	83.1
74xx	DEBT SERVICE-PRINCIPAL	5,645.00	260.32	695.06	12.3	5,460.07	510.13-	.0
TOTAL: 7xxx		5,645.00	260.32	695.06	12.3	5,460.07	510.13-	.0
TOTAL: 1xxx - 7xxx		1,759,366.00	154,252.37	221,656.29	12.5	80,303.04	1,457,406.67	82.8

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :040 PARCEL TAX Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		1,753,721.00	153,992.05	220,961.23	12.5	74,842.97	1,457,916.80	83.1
TOTAL: 1xxx - 6xxx		1,753,721.00	153,992.05	220,961.23	12.5	74,842.97	1,457,916.80	83.1
TOTAL: 1xxx - 7xxx		1,759,366.00	154,252.37	221,656.29	12.5	80,303.04	1,457,406.67	82.8
TOTAL EXPENSES	(1000 - 7999)	1,759,366.00	154,252.37	221,656.29	12.5	80,303.04	1,457,406.67	82.8

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :060 RESTRICTED PROGRAMS

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
11xx	TEACHERS' SALARIES	692,439.00	65,852.42	66,352.42	9.5	0.00	626,086.58	90.4
12xx	CERT PUPIL SUPPORT SALARIES	105,329.00	2,633.23	11,410.65	10.8	0.00	93,918.35	89.1
13xx	CERTIFICATED SALARIES	201,954.00	16,091.03	33,169.40	16.4	0.00	168,784.60	83.5
19xx	OTHER CERTIFICATED SALARIES	46,888.00	4,047.79	8,095.58	17.2	0.00	38,792.42	82.7
TOTAL: 1xxx		1,046,610.00	88,624.47	119,028.05	11.3	0.00	927,581.95	88.6
21xx	INSTRUCTIONAL AIDES	37,684.00	0.00	0.00	.0	0.00	37,684.00	100.0
22xx	CLASSIFIED SUPPORT SALARIES	595,963.00	47,017.06	87,898.11	14.7	0.00	508,064.89	85.2
23xx	CLASSIFIED SUPERVISOR	238,391.00	17,336.52	34,141.29	14.3	0.00	204,249.71	85.6
24xx	CLERICAL/TECHNICAL/OFFICE STAF	125,672.00	10,534.66	16,856.50	13.4	0.00	108,815.50	86.5
29xx	Other Classified Salaries	53,357.00	3,208.60	3,236.10	6.0	0.00	50,120.90	93.9
TOTAL: 2xxx		1,051,067.00	78,096.84	142,132.00	13.5	0.00	908,935.00	86.4
31xx	STATE TEACHERS' RETIREMENT SYS	2,457,533.00	11,148.97	14,973.74	.6	0.00	2,442,559.26	99.3
32xx	Public Employees Retirement Sy	150,522.00	9,967.28	18,600.74	12.3	0.00	131,921.26	87.6
33xx	OASDI/Medicare/Alternative	97,634.00	7,036.27	12,206.24	12.5	0.00	85,427.76	87.4
34xx	Health & Welfare Benefits	217,790.00	19,443.11	40,149.31	18.4	0.00	177,640.69	81.5
35xx	State Unemployment Insurance	1,043.00	81.83	128.31	12.3	0.00	914.69	87.6
36xx	Worker's Compensation Insuranc	42,345.00	2,897.39	4,545.68	10.7	0.00	37,799.32	89.2
37xx	*** NOT ON FILE ***	0.00	313.83	627.66	100.0	0.00	627.66-	.0
39xx	Other Benefits	35,393.00	2,026.79	4,135.85	11.6	0.00	31,257.15	88.3
TOTAL: 3xxx		3,002,260.00	52,915.47	95,367.53	3.1	0.00	2,906,892.47	96.8
41xx	APPROVED TEXTBOOKS AND CORE C	225,192.00	73,426.73	73,426.73	32.6	981.23	150,784.04	66.9
42xx	BOOKS & REFERENCE MATERIALS	10,000.00	5,811.60	13,148.18	100.0	22,293.71	25,441.89-	.0
43xx	MATERIALS AND SUPPLIES	512,920.00	30,918.54	44,984.40	8.7	262,604.34	205,331.26	40.0
44xx	NONCAPITALIZED EQUIPMENT	50,000.00	553.09	553.09	1.1	0.00	49,446.91	98.8
TOTAL: 4xxx		798,112.00	110,709.96	132,112.40	16.5	285,879.28	380,120.32	47.6
51xx	Subagreements For Services	653,497.00	0.00	0.00	.0	0.00	653,497.00	100.0
52xx	TRAVEL & CONFERENCES	59,615.00	3,764.01	8,846.90	14.8	19,325.00	31,443.10	52.7
53xx	DUES AND MEMBERSHIPS	525.00	0.00	0.00	.0	0.00	525.00	100.0
54xx	Insurance	4,000.00	0.00	0.00	.0	0.00	4,000.00	100.0
56xx	Rentals,Leases & Repairs	881,565.00	62,822.14	70,918.41	8.0	370,041.98	440,604.61	49.9
57xx	Transfers of Direct Costs	234,100.00	31,230.68	31,230.68	13.3	0.00	202,869.32	86.6
58xx	PROF CONSULTING SERVICES/OPER	1,112,766.00	55,013.79	102,771.08	9.2	388,921.53	621,073.39	55.8
59xx	Communications	4,684.00	356.69	630.85	13.4	0.00	4,053.15	86.5
TOTAL: 5xxx		2,950,752.00	153,187.31	214,397.92	7.2	778,288.51	1,958,065.57	66.3
TOTAL: 1xxx - 5xxx		8,848,801.00	483,534.05	703,037.90	7.9	1,064,167.79	7,081,595.31	80.0

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :060 RESTRICTED PROGRAMS

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
62xx	BUILDINGS & BLDG IMPROVMENTS	135,000.00	1,500.00	1,500.00	1.1	17,525.00	115,975.00	85.9
64xx	EQUIPMENT - NEW	0.00	0.00	0.00	.0	139,395.53	139,395.53-	.0
65xx	Equipment Replacement	0.00	0.00	0.00	.0	403.72	403.72-	.0
TOTAL: 6xxx		135,000.00	1,500.00	1,500.00	1.1	157,324.25	23,824.25-	.0
TOTAL: 1xxx - 6xxx		8,983,801.00	485,034.05	704,537.90	7.8	1,221,492.04	7,057,771.06	78.5
73xx	DIRECT SUPPORT/INDIRECT COSTS	306,898.00	0.00	0.00	.0	0.00	306,898.00	100.0
74xx	DEBT SERVICE-PRINCIPAL	851,958.00	418,527.32	418,527.32	49.1	435,176.21	1,745.53-	.0
TOTAL: 7xxx		1,158,856.00	418,527.32	418,527.32	36.1	435,176.21	305,152.47	26.3
TOTAL: 1xxx - 7xxx		10,142,657.00	903,561.37	1,123,065.22	11.0	1,656,668.25	7,362,923.53	72.5

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :060 RESTRICTED PROGRAMS Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		8,848,801.00	483,534.05	703,037.90	7.9	1,064,167.79	7,081,595.31	80.0
TOTAL: 1xxx - 6xxx		8,983,801.00	485,034.05	704,537.90	7.8	1,221,492.04	7,057,771.06	78.5
TOTAL: 1xxx - 7xxx		10,142,657.00	903,561.37	1,123,065.22	11.0	1,656,668.25	7,362,923.53	72.5
TOTAL EXPENSES	(1000 - 7999)	10,142,657.00	903,561.37	1,123,065.22	11.0	1,656,668.25	7,362,923.53	72.5

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :080 SPECIAL EDUCATION

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
11xx	TEACHERS' SALARIES	5,965,431.00	520,157.72	557,140.21	9.3	0.00	5,408,290.79	90.6
12xx	CERT PUPIL SUPPORT SALARIES	1,450,267.00	118,334.48	227,236.81	15.6	0.00	1,223,030.19	84.3
13xx	CERTIFICATED SALARIES	267,510.00	24,737.49	39,781.16	14.8	0.00	227,728.84	85.1
19xx	OTHER CERTIFICATED SALARIES	94,035.00	8,548.64	8,548.64	9.0	0.00	85,486.36	90.9
TOTAL: 1xxx		7,777,243.00	671,778.33	832,706.82	10.7	0.00	6,944,536.18	89.2
21xx	INSTRUCTIONAL AIDES	3,010,034.00	256,426.15	292,579.79	9.7	0.00	2,717,454.21	90.2
22xx	CLASSIFIED SUPPORT SALARIES	3,500.00	951.84	1,797.92	51.3	0.00	1,702.08	48.6
24xx	CLERICAL/TECHNICAL/OFFICE STAF	133,624.00	9,148.60	19,586.52	14.6	0.00	114,037.48	85.3
29xx	Other Classified Salaries	397,706.00	26,302.44	30,618.36	7.6	0.00	367,087.64	92.3
TOTAL: 2xxx		3,544,864.00	292,829.03	344,582.59	9.7	0.00	3,200,281.41	90.2
31xx	STATE TEACHERS' RETIREMENT SYS	916,035.00	76,981.19	96,306.31	10.5	0.00	819,728.69	89.4
32xx	Public Employees Retirement Sy	556,853.00	49,448.81	55,024.13	9.8	0.00	501,828.87	90.1
33xx	OASDI/Medicare/Alternative	414,707.00	35,634.61	42,835.50	10.3	0.00	371,871.50	89.6
34xx	Health & Welfare Benefits	1,794,300.00	142,462.47	286,271.10	15.9	0.00	1,508,028.90	84.0
35xx	State Unemployment Insurance	5,672.00	479.17	588.23	10.3	0.00	5,083.77	89.6
36xx	Worker's Compensation Insuranc	228,541.00	16,982.00	20,853.96	9.1	0.00	207,687.04	90.8
39xx	Other Benefits	96,587.00	6,763.06	13,773.19	14.2	0.00	82,813.81	85.7
TOTAL: 3xxx		4,012,695.00	328,751.31	515,652.42	12.8	0.00	3,497,042.58	87.1
43xx	MATERIALS AND SUPPLIES	82,783.00	30,901.39	34,762.60	41.9	6,066.93	41,953.47	50.6
44xx	NONCAPITALIZED EQUIPMENT	3,450.00	567.02	567.02	16.4	0.00	2,882.98	83.5
TOTAL: 4xxx		86,233.00	31,468.41	35,329.62	40.9	6,066.93	44,836.45	51.9
51xx	Subagreements For Services	1,900,000.00	21,701.20-	23,608.20-	.0	1,296,485.18	627,123.02	100.0
52xx	TRAVEL & CONFERENCES	15,384.00	3,698.39	3,973.39	25.8	0.00	11,410.61	74.1
56xx	Rentals,Leases & Repairs	4,500.00	14.53-	50.47	1.1	3,423.75	1,025.78	22.7
57xx	Transfers of Direct Costs	4,875.00	18.90	18.90	.3	0.00	4,856.10	99.6
58xx	PROF CONSULTING SERVICES/OPER	457,000.00	34,020.84	34,020.84	7.4	790,243.37	367,264.21-	.0
59xx	Communications	2,040.00	247.46	391.30	19.1	916.38	732.32	35.8
TOTAL: 5xxx		2,383,799.00	16,269.86	14,846.70	.6	2,091,068.68	277,883.62	11.6
TOTAL: 1xxx - 5xxx		17,804,834.00	1,341,096.94	1,743,118.15	9.7	2,097,135.61	13,964,580.24	78.4
71xx	TUITION	5,871,811.00	0.00	0.00	.0	0.00	5,871,811.00	100.0
73xx	DIRECT SUPPORT/INDIRECT COSTS	974,204.00	0.00	0.00	.0	0.00	974,204.00	100.0
TOTAL: 7xxx		6,846,015.00	0.00	0.00	.0	0.00	6,846,015.00	100.0
TOTAL: 1xxx - 7xxx		24,650,849.00	1,341,096.94	1,743,118.15	7.0	2,097,135.61	20,810,595.24	84.4

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :080 SPECIAL EDUCATION

SUMMARY BY Object	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :080 SPECIAL EDUCATION Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		17,804,834.00	1,341,096.94	1,743,118.15	9.7	2,097,135.61	13,964,580.24	78.4
TOTAL: 1xxx - 6xxx		17,804,834.00	1,341,096.94	1,743,118.15	9.7	2,097,135.61	13,964,580.24	78.4
TOTAL: 1xxx - 7xxx		24,650,849.00	1,341,096.94	1,743,118.15	7.0	2,097,135.61	20,810,595.24	84.4
TOTAL EXPENSES	(1000 - 7999)	24,650,849.00	1,341,096.94	1,743,118.15	7.0	2,097,135.61	20,810,595.24	84.4

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :130 CAFETERIA

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
22xx	CLASSIFIED SUPPORT SALARIES	1,570,628.00	133,022.32	139,476.46	8.8	0.00	1,431,151.54	91.1
24xx	CLERICAL/TECHNICAL/OFFICE STAF	101,186.00	7,254.20	8,206.90	8.1	0.00	92,979.10	91.8
TOTAL: 2xxx		1,671,814.00	140,276.52	147,683.36	8.8	0.00	1,524,130.64	91.1
32xx	Public Employees Retirement Sy	152,423.00	13,654.31	14,200.70	9.3	0.00	138,222.30	90.6
33xx	OASDI/Medicare/Alternative	126,994.00	10,601.97	11,342.59	8.9	0.00	115,651.41	91.0
34xx	Health & Welfare Benefits	124,667.00	10,414.13	20,618.72	16.5	0.00	104,048.28	83.4
35xx	State Unemployment Insurance	831.00	69.28	74.13	8.9	0.00	756.87	91.0
36xx	Worker's Compensation Insuranc	33,505.00	2,455.90	2,627.44	7.8	0.00	30,877.56	92.1
39xx	Other Benefits	15,221.00	2,274.49	4,548.98	29.8	0.00	10,672.02	70.1
TOTAL: 3xxx		453,641.00	39,470.08	53,412.56	11.7	0.00	400,228.44	88.2
43xx	MATERIALS AND SUPPLIES	15,229.00	0.00	0.00	.0	6,705.69	8,523.31	55.9
44xx	NONCAPITALIZED EQUIPMENT	33,188.00	0.00	0.00	.0	0.00	33,188.00	100.0
TOTAL: 4xxx		48,417.00	0.00	0.00	.0	6,705.69	41,711.31	86.1
52xx	TRAVEL & CONFERENCES	660.00	0.00	0.00	.0	0.00	660.00	100.0
54xx	Insurance	1,081.00	0.00	0.00	.0	0.00	1,081.00	100.0
55xx	OPERATIONS & HOUSEKEEPING SERV	3,000.00	0.00	0.00	.0	0.00	3,000.00	100.0
56xx	Rentals,Leases & Repairs	40,300.00	26.00	25.99	.0	40,824.00	549.99-	.0
57xx	Transfers of Direct Costs	21,694.00	2,146.87	2,146.87	9.8	0.00	19,547.13	90.1
58xx	PROF CONSULTING SERVICES/OPER	1,838,080.00	5,304.96	21,249.27	1.1	23,297.55	1,793,533.18	97.5
59xx	Communications	402.00	0.00	0.00	.0	2,256.40	1,854.40-	.0
TOTAL: 5xxx		1,905,217.00	7,477.83	23,422.13	1.2	66,377.95	1,815,416.92	95.2
TOTAL: 1xxx - 5xxx		4,079,089.00	187,224.43	224,518.05	5.5	73,083.64	3,781,487.31	92.7
73xx	DIRECT SUPPORT/INDIRECT COSTS	199,727.00	0.00	0.00	.0	0.00	199,727.00	100.0
TOTAL: 7xxx		199,727.00	0.00	0.00	.0	0.00	199,727.00	100.0
TOTAL: 1xxx - 7xxx		4,278,816.00	187,224.43	224,518.05	5.2	73,083.64	3,981,214.31	93.0

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :130 CAFETERIA Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		4,079,089.00	187,224.43	224,518.05	5.5	73,083.64	3,781,487.31	92.7
TOTAL: 1xxx - 6xxx		4,079,089.00	187,224.43	224,518.05	5.5	73,083.64	3,781,487.31	92.7
TOTAL: 1xxx - 7xxx		4,278,816.00	187,224.43	224,518.05	5.2	73,083.64	3,981,214.31	93.0
TOTAL EXPENSES	(1000 - 7999)	4,278,816.00	187,224.43	224,518.05	5.2	73,083.64	3,981,214.31	93.0

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :210 BUILDING

SUMMARY BY Object	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
58xx PROF CONSULTING SERVICES/OPER	0.00	0.00	0.00	.0	12,603.86	12,603.86-	.0
TOTAL: 5xxx	0.00	0.00	0.00	.0	12,603.86	12,603.86-	.0
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	.0	12,603.86	12,603.86-	.0

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :210 BUILDING Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		0.00	0.00	0.00	.0	12,603.86	12,603.86-	.0
TOTAL: 1xxx - 6xxx		0.00	0.00	0.00	.0	12,603.86	12,603.86-	.0
TOTAL: 1xxx - 7xxx		0.00	0.00	0.00	.0	12,603.86	12,603.86-	.0
TOTAL EXPENSES	(1000 - 7999)	0.00	0.00	0.00	.0	12,603.86	12,603.86-	.0

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :211 BUILDING G.O. BOND #1

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
23xx	CLASSIFIED SUPERVISOR	86,524.00	7,325.50	14,651.00	16.9	0.00	71,873.00	83.0
24xx	CLERICAL/TECHNICAL/OFFICE STAF	64,536.00	5,378.00	10,756.00	16.6	0.00	53,780.00	83.3
TOTAL: 2xxx		151,060.00	12,703.50	25,407.00	16.8	0.00	125,653.00	83.1
32xx	Public Employees Retirement Sy	20,979.00	1,764.27	3,528.54	16.8	0.00	17,450.46	83.1
33xx	OASDI/Medicare/Alternative	11,556.00	969.53	1,940.59	16.7	0.00	9,615.41	83.2
34xx	Health & Welfare Benefits	26,784.00	2,223.35	4,446.70	16.6	0.00	22,337.30	83.3
35xx	State Unemployment Insurance	75.00	6.38	12.77	17.0	0.00	62.23	82.9
36xx	Worker's Compensation Insuranc	3,050.00	226.37	453.09	14.8	0.00	2,596.91	85.1
39xx	Other Benefits	390.00	0.00	0.00	.0	0.00	390.00	100.0
TOTAL: 3xxx		62,834.00	5,189.90	10,381.69	16.5	0.00	52,452.31	83.4
43xx	MATERIALS AND SUPPLIES	8,851.00	1,858.45	12,617.06	100.0	4,000.00	7,766.06-	.0
44xx	NONCAPITALIZED EQUIPMENT	0.00	95,868.20	98,638.99	100.0	0.00	98,638.99-	.0
TOTAL: 4xxx		8,851.00	97,726.65	111,256.05	100.0	4,000.00	106,405.05-	.0
52xx	TRAVEL & CONFERENCES	5,300.00	0.00	0.00	.0	0.00	5,300.00	100.0
57xx	Transfers of Direct Costs	0.00	11.95	11.95	100.0	0.00	11.95-	.0
58xx	PROF CONSULTING SERVICES/OPER	24,761.00	0.00	2,190.00-	.0	0.00	26,951.00	100.0
59xx	Communications	720.00	352.03	452.03	62.7	0.00	267.97	37.2
TOTAL: 5xxx		30,781.00	363.98	1,726.02-	.0	0.00	32,507.02	100.0
TOTAL: 1xxx - 5xxx		253,526.00	115,984.03	145,318.72	57.3	4,000.00	104,207.28	41.1
62xx	BUILDINGS & BLDG IMPROVMENTS	28,371,335.00	6,759,988.76	11,326,667.57	39.9	17,970,014.84	925,347.41-	.0
64xx	EQUIPMENT - NEW	2,559,734.00	0.00	0.00	.0	145,185.00	2,414,549.00	94.3
TOTAL: 6xxx		30,931,069.00	6,759,988.76	11,326,667.57	36.6	18,115,199.84	1,489,201.59	4.8
TOTAL: 1xxx - 6xxx		31,184,595.00	6,875,972.79	11,471,986.29	36.7	18,119,199.84	1,593,408.87	5.1

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :211 BUILDING G.O. BOND #1 Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		253,526.00	115,984.03	145,318.72	57.3	4,000.00	104,207.28	41.1
TOTAL: 1xxx - 6xxx		31,184,595.00	6,875,972.79	11,471,986.29	36.7	18,119,199.84	1,593,408.87	5.1
TOTAL: 1xxx - 7xxx		31,184,595.00	6,875,972.79	11,471,986.29	36.7	18,119,199.84	1,593,408.87	5.1
TOTAL EXPENSES	(1000 - 7999)	31,184,595.00	6,875,972.79	11,471,986.29	36.7	18,119,199.84	1,593,408.87	5.1

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :250 CAPITAL FACILITIES

SUMMARY BY Object	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
58xx PROF CONSULTING SERVICES/OPER	12,000.00	0.00	0.00	.0	0.00	12,000.00	100.0
TOTAL: 5xxx	12,000.00	0.00	0.00	.0	0.00	12,000.00	100.0
TOTAL: 1xxx - 5xxx	12,000.00	0.00	0.00	.0	0.00	12,000.00	100.0

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :250 CAPITAL FACILITIES Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		12,000.00	0.00	0.00	.0	0.00	12,000.00	100.0
TOTAL: 1xxx - 6xxx		12,000.00	0.00	0.00	.0	0.00	12,000.00	100.0
TOTAL: 1xxx - 7xxx		12,000.00	0.00	0.00	.0	0.00	12,000.00	100.0
TOTAL EXPENSES	(1000 - 7999)	12,000.00	0.00	0.00	.0	0.00	12,000.00	100.0

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :400 SPECIAL RESERVE-CAPITAL

SUMMARY BY Object	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
58xx PROF CONSULTING SERVICES/OPER	0.00	0.00	0.00	.0	75,000.00	75,000.00-	.0
TOTAL: 5xxx	0.00	0.00	0.00	.0	75,000.00	75,000.00-	.0
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	.0	75,000.00	75,000.00-	.0
74xx DEBT SERVICE-PRINCIPAL	109,404.00	0.00	0.00	.0	109,403.65	0.35	.0
76xx INTERFUND TRANSFERS OUT	369,943.00	0.00	0.00	.0	0.00	369,943.00	100.0
TOTAL: 7xxx	479,347.00	0.00	0.00	.0	109,403.65	369,943.35	77.1
TOTAL: 1xxx - 7xxx	479,347.00	0.00	0.00	.0	184,403.65	294,943.35	61.5

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :400 SPECIAL RESERVE-CAPITAL Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		0.00	0.00	0.00	.0	75,000.00	75,000.00-	.0
TOTAL: 1xxx - 6xxx		0.00	0.00	0.00	.0	75,000.00	75,000.00-	.0
TOTAL: 1xxx - 7xxx		479,347.00	0.00	0.00	.0	184,403.65	294,943.35	61.5
TOTAL EXPENSES	(1000 - 7999)	479,347.00	0.00	0.00	.0	184,403.65	294,943.35	61.5

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :510 BOND INTEREST & REDEMPTION FD

SUMMARY BY Object	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
74xx DEBT SERVICE-PRINCIPAL	643,818.00	0.00	944,409.38	100.0	0.00	300,591.38-	.0
TOTAL: 7xxx	643,818.00	0.00	944,409.38	100.0	0.00	300,591.38-	.0
TOTAL: 1xxx - 7xxx	643,818.00	0.00	944,409.38	100.0	0.00	300,591.38-	.0

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :510 BOND INTEREST & REDEMPTION FD Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx		643,818.00	0.00	944,409.38	100.0	0.00	300,591.38-	.0
TOTAL EXPENSES	(1000 - 7999)	643,818.00	0.00	944,409.38	100.0	0.00	300,591.38-	.0

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :511 BOND INTEREST & REDEMPTION

SUMMARY BY Object	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
74xx DEBT SERVICE-PRINCIPAL	5,608,175.00	360.00-	4,898,916.88	87.3	0.00	709,258.12	12.6
TOTAL: 7xxx	5,608,175.00	360.00-	4,898,916.88	87.3	0.00	709,258.12	12.6
TOTAL: 1xxx - 7xxx	5,608,175.00	360.00-	4,898,916.88	87.3	0.00	709,258.12	12.6

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :511 BOND INTEREST & REDEMPTION Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx		5,608,175.00	360.00-	4,898,916.88	87.3	0.00	709,258.12	12.6
TOTAL EXPENSES	(1000 - 7999)	5,608,175.00	360.00-	4,898,916.88	87.3	0.00	709,258.12	12.6

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :512 BOND INTEREST & REDEMTPION

SUMMARY BY Object	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
74xx DEBT SERVICE-PRINCIPAL	2,484,110.00	1,840.00	4,641,908.75	100.0	0.00	2,157,798.75-	.0
TOTAL: 7xxx	2,484,110.00	1,840.00	4,641,908.75	100.0	0.00	2,157,798.75-	.0
TOTAL: 1xxx - 7xxx	2,484,110.00	1,840.00	4,641,908.75	100.0	0.00	2,157,798.75-	.0

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :512 BOND INTEREST & REDEMTPION Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx		2,484,110.00	1,840.00	4,641,908.75	100.0	0.00	2,157,798.75-	.0
TOTAL EXPENSES	(1000 - 7999)	2,484,110.00	1,840.00	4,641,908.75	100.0	0.00	2,157,798.75-	.0

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :630 ENTERPRISE FUND

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
13xx	CERTIFICATED SALARIES	67,164.00	5,597.06	11,194.12	16.6	0.00	55,969.88	83.3
TOTAL: 1xxx		67,164.00	5,597.06	11,194.12	16.6	0.00	55,969.88	83.3
22xx	CLASSIFIED SUPPORT SALARIES	26,434.00	2,009.50	4,019.00	15.2	0.00	22,415.00	84.7
23xx	CLASSIFIED SUPERVISOR	95,851.00	8,109.17	16,218.34	16.9	0.00	79,632.66	83.0
24xx	CLERICAL/TECHNICAL/OFFICE STAF	24,355.00	2,102.40	2,102.40	8.6	0.00	22,252.60	91.3
29xx	Other Classified Salaries	507,948.00	54,551.84	66,181.96	13.0	0.00	441,766.04	86.9
TOTAL: 2xxx		654,588.00	66,772.91	88,521.70	13.5	0.00	566,066.30	86.4
31xx	STATE TEACHERS' RETIREMENT SYS	8,450.00	704.12	1,408.24	16.6	0.00	7,041.76	83.3
32xx	Public Employees Retirement Sy	80,393.00	7,393.49	9,711.09	12.0	0.00	70,681.91	87.9
33xx	OASDI/Medicare/Alternative	49,217.00	5,205.22	7,045.20	14.3	0.00	42,171.80	85.6
34xx	Health & Welfare Benefits	100,470.00	8,273.23	15,900.64	15.8	0.00	84,569.36	84.1
35xx	State Unemployment Insurance	349.00	36.46	50.93	14.5	0.00	298.07	85.4
36xx	Worker's Compensation Insuranc	14,081.00	1,291.26	1,802.99	12.8	0.00	12,278.01	87.1
39xx	Other Benefits	15,155.00	835.98	1,539.76	10.1	0.00	13,615.24	89.8
TOTAL: 3xxx		268,115.00	23,739.76	37,458.85	13.9	0.00	230,656.15	86.0
43xx	MATERIALS AND SUPPLIES	35,160.00	5,064.69	5,782.85	16.4	18,468.38	10,908.77	31.0
47xx	FOOD/CLASSROOM	28,453.00	648.88	648.88	2.2	0.00	27,804.12	97.7
TOTAL: 4xxx		63,613.00	5,713.57	6,431.73	10.1	18,468.38	38,712.89	60.8
52xx	TRAVEL & CONFERENCES	11,300.00	715.00	1,430.00	12.6	0.00	9,870.00	87.3
53xx	DUES AND MEMBERSHIPS	300.00	0.00	0.00	.0	0.00	300.00	100.0
56xx	Rentals,Leases & Repairs	11,660.00	0.00	0.00	.0	0.00	11,660.00	100.0
57xx	Transfers of Direct Costs	72,087.00	4,371.24	4,371.24	6.0	0.00	67,715.76	93.9
58xx	PROF CONSULTING SERVICES/OPER	18,181.00	2,782.37	2,782.37	15.3	488.00	14,910.63	82.0
59xx	Communications	1,872.00	156.00	312.00	16.6	0.00	1,560.00	83.3
TOTAL: 5xxx		115,400.00	8,024.61	8,895.61	7.7	488.00	106,016.39	91.8
TOTAL: 1xxx - 5xxx		1,168,880.00	109,847.91	152,502.01	13.0	18,956.38	997,421.61	85.3

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :630 ENTERPRISE FUND Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		1,168,880.00	109,847.91	152,502.01	13.0	18,956.38	997,421.61	85.3
TOTAL: 1xxx - 6xxx		1,168,880.00	109,847.91	152,502.01	13.0	18,956.38	997,421.61	85.3
TOTAL: 1xxx - 7xxx		1,168,880.00	109,847.91	152,502.01	13.0	18,956.38	997,421.61	85.3
TOTAL EXPENSES	(1000 - 7999)	1,168,880.00	109,847.91	152,502.01	13.0	18,956.38	997,421.61	85.3

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :670 SELF INSURANCE

SUMMARY BY Object	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
58xx PROF CONSULTING SERVICES/OPER	1,882,000.00	0.00	163,432.00	8.6	0.00	1,718,568.00	91.3
TOTAL: 5xxx	1,882,000.00	0.00	163,432.00	8.6	0.00	1,718,568.00	91.3
TOTAL: 1xxx - 5xxx	1,882,000.00	0.00	163,432.00	8.6	0.00	1,718,568.00	91.3

Bud Rpt - Monthly #3 Fin FROM 08/01/2016 TO 08/31/2016

Fund :670 SELF INSURANCE Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		1,882,000.00	0.00	163,432.00	8.6	0.00	1,718,568.00	91.3
TOTAL: 1xxx - 6xxx		1,882,000.00	0.00	163,432.00	8.6	0.00	1,718,568.00	91.3
TOTAL: 1xxx - 7xxx		1,882,000.00	0.00	163,432.00	8.6	0.00	1,718,568.00	91.3
TOTAL EXPENSES	(1000 - 7999)	1,882,000.00	0.00	163,432.00	8.6	0.00	1,718,568.00	91.3

Account classifications selected

	Fnd	Resc	Y	Objt	SO	Goal	Func	CstCtr	Ste	Mngr
1.	-	-	-	-	-	-	-	-	-	-
2.	-	-	-	-	-	-	-	-	-	-
3.	-	-	-	-	-	-	-	-	-	-
4.	-	-	-	-	-	-	-	-	-	-
5.	-	-	-	-	-	-	-	-	-	-
6.	-	-	-	-	-	-	-	-	-	-
7.	-	-	-	-	-	-	-	-	-	-
8.	-	-	-	-	-	-	-	-	-	-
9.	-	-	-	-	-	-	-	-	-	-
10.	-	-	-	-	-	-	-	-	-	-

Field ranges selected

FI	RANGE
OB	1000 - 7999
FD	000 - 010
FD	040 - 670

Sort / Rollup on : Fund
Cost Center

FY Start Date : 07/01/2016
Budget Type : Working
Include Budget Tfrs: N
Budget Detail : Not Included
Warnings Only : N

Restricted Fld Nbr : 02 Resource
Separation Option : No Separation of Restricted and UnRestricted
Extraction Type : Restricted and UnRestricted
GL Transactions : Approved Only
Pre-Encumbrances : Included
Account Description: Not Shown

Detail line format : 6 SUMMARY BY Cost Center
Summary Level : 6
Print Revenue Sub Totals: N

Report prepared : OCTOBER 03, 2016, 11:53 AM

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :000 DISCRETIONARY GENERAL FUND

SUMMARY BY Cost Center		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
011200	DAVIS EIA	178,717.00	8,613.52	9,397.87	5.2	7,739.83	161,579.30	90.4
013300	After School Sports	15,447.00	1,345.00	1,345.00	8.7	690.33	13,411.67	86.8
016400	Music	10,956.00	0.00	0.00	.0	0.00	10,956.00	100.0
018100	General Ed Instr K-8	383,705.00	54,527.20	60,690.70	15.8	138,858.30	184,156.00	47.9
018500	COMMON CORE/LOCAL	0.00	1,947.30	1,947.30	100.0	0.00	1,947.30-A	.0
018600	LCFF-BASIC (SIP)	724,836.00	47,744.16	94,169.05	12.9	161,384.36	469,282.59	64.7
070000	General Support	3,000.00	1,487.81	1,487.81	49.5	0.00	1,512.19	50.4
070005	MAA Program	0.00	71.42	71.42	100.0	0.00	71.42-A	.0
071501	Business-General Accounting	0.00	1,349.89	1,349.89	100.0	0.00	1,349.89-G	.0
TOTAL:		1,316,661.00	117,086.30	170,459.04	12.9	308,672.82	837,529.14	63.6

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :000 DISCRETIONARY GENERAL FUND Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	1,316,661.00	117,086.30	170,459.04	12.9	308,672.82	837,529.14	63.6

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :010 GENERAL FUND

SUMMARY BY Cost Center		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
000000	not used	10,239.00	0.00	0.00	.0	0.00	10,239.00	100.0
010200	Regular - Home/Hospital	42,430.00	486.58	2,870.81	6.7	0.00	39,559.19	93.2
010300	VPA - ART	131,439.00	8,832.38	11,520.94	8.7	0.00	119,918.06	91.2
011100	Bilingual ESL	2,419,426.00	191,558.65	215,289.36	8.8	80,946.91	2,123,189.73	87.7
011200	DAVIS EIA	0.00	105.67	105.67	100.0	0.00	105.67-A	.0
013100	SEAL	181,075.00	9,831.68	9,831.68	5.4	78,092.74	93,150.58	51.4
015900	Gifted & Talented Ed.	38,786.00	1,310.06	2,620.12	6.7	0.00	36,165.88	93.2
016400	Music	256,474.00	23,879.78	26,855.50	10.4	119.57	229,498.93	89.4
017000	Physical Education	103,223.00	9,237.17	10,615.67	10.2	0.00	92,607.33	89.7
017500	Literacy Extded Remedial Srvce	90,000.00	0.00	0.00	.0	0.00	90,000.00	100.0
018100	General Ed Instr K-8	43,208,882.00	3,722,220.04	4,235,613.44	9.8	864.62	38,972,403.94	90.1
018101	Pupil Placement Funds	47,540.00	0.00	0.00	.0	0.00	47,540.00	100.0
018102	Independent Home Study	158,700.00	12,277.16	13,061.51	8.2	2,585.00	143,053.49	90.1
018300	Computer Replacement Program	141,384.00	9,105.42	40,578.95	28.7	86,549.30	14,255.75	10.0
018701	Supplemental Summer Programs	0.00	518.44	21,461.03	100.0	0.00	21,461.03-G	.0
019200	Saturday School	14,163.00	0.00	0.00	.0	0.00	14,163.00	100.0
019900	Noon Duty Supervision	563,061.00	17,521.47	20,038.78	3.5	0.00	543,022.22	96.4
041500	Educational Services	2,241,348.00	176,926.45	305,697.04	13.6	26,334.08	1,909,316.88	85.1
041503	Staff Development	10,870.00	12,281.79	18,570.34	100.0	0.00	7,700.34-A	.0
041530	SchAccountability Rpt Cars(SAR	61,602.00	0.00	80,642.00	100.0	0.00	19,040.00-A	.0
041599	Technology Education	446,681.00	38,483.64	49,999.33	11.1	0.00	396,681.67	88.8
045100	Media Services	17,016.00	1,458.12	1,749.41	10.2	0.00	15,266.59	89.7
045900	Library Services	23,600.00	0.00	14,254.75	60.4	0.00	9,345.25	39.5
048300	School Administration	5,803,046.00	468,626.17	778,408.91	13.4	0.00	5,024,637.09	86.5
059910	Sobrato Summer Bridge	88,269.00	0.00	0.00	.0	0.00	88,269.00	100.0
059940	Applied Materials Foundation	150,000.00	0.00	0.00	.0	0.00	150,000.00	100.0
061500	Campus Safety	34,142.00	0.00	0.00	.0	0.00	34,142.00	100.0
062000	Community Liaison	245,678.00	22,826.60	25,029.36	10.1	3,718.43	216,930.21	88.2
063000	Attendance Clerk	81,707.00	4,396.10	4,968.49	6.0	0.00	76,738.51	93.9
064000	Guidance/Counseling	235,592.00	21,164.48	23,850.44	10.1	0.00	211,741.56	89.8
065000	Psychological Services	240,768.00	8,934.89	17,869.78	7.4	0.00	222,898.22	92.5
067000	Health Services	1,137,444.00	88,173.56	104,675.81	9.2	360.92	1,032,407.27	90.7
070000	General Support	312,583.00-	227,628.22	258,164.56	100.0	83,782.89	654,530.45-E	.0
070001	Strategic Visioning	32,299.00	0.00	0.00	.0	0.00	32,299.00	100.0
070002	Challenge Initative	2,500.00	0.00	0.00	.0	0.00	2,500.00	100.0
070005	MAA Program	55,285.00	82.76-	113.33	.2	0.00	55,171.67	99.7
070076	Cinco de Mayo	6,337.00	0.00	0.00	.0	0.00	6,337.00	100.0
070500	Early Retirement Program	468,116.00	33,219.45	67,909.42	14.5	0.00	400,206.58	85.4
071000	Employer/Employee Relations	253,700.00	9,869.03	11,801.98	4.6	11,500.00	230,398.02	90.8
071001	School Choice	9,000.00	0.00	0.00	.0	0.00	9,000.00	100.0

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :010 GENERAL FUND

SUMMARY BY Cost Center		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
071100	Board	192,289.00	6,672.72	27,500.19	14.3	0.00	164,788.81	85.6
071200	Superintendent	622,946.00	51,937.01	95,872.98	15.3	1,235.48	525,837.54	84.4
071301	Human Resources Div	1,140,620.00	100,959.48	188,316.95	16.5	57,689.00	894,614.05	78.4
071302	Settlement	30,000.00	35,000.00-	35,000.00-	.0	0.00	65,000.00	100.0
071305	Employee Recognition	18,000.00	750.00	750.00	4.1	0.00	17,250.00	95.8
071307	New Teacher Support	14,806.00	0.00	289.35	1.9	1,000.00	13,516.65	91.2
071308	Wellness Program	3,500.00	0.00	0.00	.0	0.00	3,500.00	100.0
071400	Assistant Superintendent - Bus	411,476.00	33,820.71	67,518.96	16.4	3,363.55	340,593.49	82.7
071401	Emergency Preparedness	10,000.00	0.00	0.00	.0	32,500.00	22,500.00-A	.0
071501	Business-General Accounting	984,903.00	93,025.28	173,865.70	17.6	12,042.75	798,994.55	81.1
071503	Information Technology	1,436,096.00	74,627.94	269,099.89	18.7	107,081.33	1,059,914.78	73.8
071504	Purchasing	251,439.00	13,498.39	24,694.63	9.8	1,197.14	225,547.23	89.7
071600	Insurance-Premiums	621,424.00	313,299.50	315,048.74	50.6	0.00	306,375.26	49.3
071601	Insurance-Deductibles	25,000.00	0.00	0.00	.0	0.00	25,000.00	100.0
071800	Graphics and Duplicating	37,333.00	14,038.30	50,671.65	100.0	132,578.58	145,917.23-B	.0
072800	JPA - Safety Program	3,000.00	0.00	0.00	.0	0.00	3,000.00	100.0
072801	Safety Credit Budget	15,000.00	6,069.56	6,069.56	40.4	26,385.15	17,454.71-A	.0
072804	American Disabilities Act	109,233.00	8,694.17	8,848.17	8.1	0.00	100,384.83	91.8
072810	First Aide Only	2,000.00	0.00	0.00	.0	0.00	2,000.00	100.0
073000	Maintenance	0.00	294.39	294.39	100.0	6,205.61	6,500.00-G	.0
075000	Operations	5,042,870.00	367,408.51	628,881.97	12.4	1,907,197.82	2,506,790.21	49.7
075001	Energy Management Program	74,770.00	0.00	0.00	.0	0.00	74,770.00	100.0
075004	Carpet Cleaning - Operations	36,534.00	34,452.42	35,626.60	97.5	0.00	907.40	2.4
075010	Garbage Collection	97,207.00	14,943.20	29,886.40	30.7	68,873.17	1,552.57-A	.0
075020	Environmental Mandates	40,000.00	6,378.26	1,109.76	2.7	44,710.68	5,820.44-A	.0
075100	Warehouse	219,645.00	18,551.76	35,050.96	15.9	867.60	183,726.44	83.6
075300	Grounds	755,574.00	37,164.01	94,853.03	12.5	102,927.84	557,793.13	73.8
077000	Transportation	1,286,483.00	89,045.62	131,358.42	10.2	205,705.41	949,419.17	73.7
077100	Transportation-Special Ed	2,533,097.00	217,885.70	318,406.82	12.5	391,103.97	1,823,586.21	71.9
077101	Transportation Sp Ed Smr Sch	84,300.00	49,137.39	106,528.40	100.0	0.00	22,228.40-A	.0
078200	USE OF FACILITIES	27,722.00	766.37	1,145.95	4.1	0.00	26,576.05	95.8
709000	Economic Impact Aid (EIA)	0.00	0.00	17.51	100.0	0.00	17.51-G	.0
TOTAL:		74,866,506.00	6,639,210.93	8,950,875.39	11.9	3,477,519.54	62,438,111.07	83.3

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :010 GENERAL FUND Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	74,866,506.00	6,639,210.93	8,950,875.39	11.9	3,477,519.54	62,438,111.07	83.3

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :040 PARCEL TAX

SUMMARY BY Cost Center		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
018100	General Ed Instr K-8	102,920.00	13,915.35	18,415.09	17.8	43,303.04	41,201.87	40.0
045100	Media Services	33,758.00	2,916.68	3,500.15	10.3	0.00	30,257.85	89.6
045900	Library Services	242,051.00	20,042.36	21,703.50	8.9	0.00	220,347.50	91.0
064000	Guidance/Counseling	712,531.00	60,199.16	65,077.74	9.1	0.00	647,453.26	90.8
070000	General Support	3,000.00	0.00	0.00	.0	0.00	3,000.00	100.0
075000	Operations	437,723.00	38,806.54	76,218.40	17.4	0.00	361,504.60	82.5
075300	Grounds	227,383.00	18,372.28	36,741.41	16.1	37,000.00	153,641.59	67.5
TOTAL:		1,759,366.00	154,252.37	221,656.29	12.5	80,303.04	1,457,406.67	82.8

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :040 PARCEL TAX Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	1,759,366.00	154,252.37	221,656.29	12.5	80,303.04	1,457,406.67	82.8

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :060 RESTRICTED PROGRAMS

SUMMARY BY Cost Center		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
059901	Adopt a College	0.00	666.76	723.90	100.0	0.00	723.90-D	.0
059902	HEISING-SIMONS FOUNDATION	77,482.00	6,453.35	9,744.55	12.5	0.00	67,737.45	87.4
059904	AdoptaCollege Scholarship/Ment	7,630.00	3,000.00	3,000.00	39.3	0.00	4,630.00	60.6
059905	Cotsen Grant	0.00	11,331.20	13,216.74	100.0	0.00	13,216.74-D	.0
059910	Sobrato Summer Bridge	65,925.00	5,874.98	7,097.49	10.7	0.00	58,827.51	89.2
059911	AB 1290 RDA Facilities Grant	0.00	0.00	0.00	.0	17,525.00	17,525.00-A	.0
059920	Community Garden Grant	5,000.00	0.00	0.00	.0	0.00	5,000.00	100.0
059927	Beginning Teachr Supprt&Assess	0.00	0.00	8,376.98	100.0	0.00	8,376.98-D	.0
059932	County Mental Health	56,830.00	4,897.80	9,795.60	17.2	0.00	47,034.40	82.7
059940	Applied Materials Foundation	150,000.00	0.00	0.00	.0	0.00	150,000.00	100.0
059942	San Jose Learns	0.00	126.00	126.00	100.0	0.00	126.00-D	.0
059958	IBM Community Service Fund	0.00	0.00	0.00	.0	1,745.00	1,745.00-D	.0
059978	Home & School Club/PTA Grant	0.00	2,291.85	3,177.56	100.0	4,002.54	7,180.10-D	.0
059979	Site Donation Fund	0.00	2,526.16	2,552.75	100.0	12,384.28	14,937.03-D	.0
073000	Maintenance	3,073,372.00	202,316.09	337,053.15	10.9	912,577.00	1,823,741.85	59.3
073002	Vandalism Repair	5,636.00	0.00	0.00	.0	0.00	5,636.00	100.0
073904	Painting	22,545.00	0.00	0.00	.0	0.00	22,545.00	100.0
073911	SOLAR SYSTEMS	851,958.00	418,527.32	418,527.32	49.1	433,431.21	0.53-A	.0
301000	ECIA Chapter 1	991,843.00	56,169.72	75,602.79	7.6	20,433.16	895,807.05	90.3
301001	Title 1 Program Improvement	266,837.00	0.00	0.00	.0	0.00	266,837.00	100.0
301002	PARENT INVOLVEMENT	55,505.00	4,395.07	4,832.86	8.7	0.00	50,672.14	91.2
301003	HOMELESS	20,000.00	458.85	458.85	2.2	0.00	19,541.15	97.7
403501	Title II Improv Tcher Prof Dev	369,129.00	32,616.68	56,653.76	15.3	31,180.00	281,295.24	76.2
420300	Title III LEP Student Grant	279,039.00	2,385.08	4,500.08	1.6	105,556.03	168,982.89	60.5
564000	Medi-Cal Collaborative	50,000.00	786.01	791.16	1.5	4,913.99	44,294.85	88.5
601000	After Sch Edu & Safety (ASES)	725,400.00	5,021.16	10,042.32	1.3	0.00	715,357.68	98.6
626400	Educator Effectiveness	299,301.00	6,930.91	7,510.17	2.5	85,000.00	206,790.83	69.0
630000	Lottery Instruct Mat'l Program	439,192.00	136,786.38	149,281.19	33.9	27,920.04	261,990.77	59.6
769000	SDRS-ON BEHALF	2,330,033.00	0.00	0.00	.0	0.00	2,330,033.00	100.0
TOTAL:		10,142,657.00	903,561.37	1,123,065.22	11.0	1,656,668.25	7,362,923.53	72.5

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :060 RESTRICTED PROGRAMS Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	10,142,657.00	903,561.37	1,123,065.22	11.0	1,656,668.25	7,362,923.53	72.5

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :080 SPECIAL EDUCATION

SUMMARY BY Cost Center		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
031700	Resource Specialist	3,733,571.00	287,662.13	323,489.97	8.6	0.00	3,410,081.03	91.3
031801	Special Day Class	6,604,675.00	529,433.14	598,096.75	9.0	37,269.68	5,969,308.57	90.3
031802	SDC - Extended Year	160,740.00	50,580.49	132,289.83	82.3	0.00	28,450.17	17.6
031900	Designated Instructional Servi	2,423,831.00	211,863.75	254,698.05	10.5	0.00	2,169,132.95	89.4
032100	Non Public School	2,210,000.00	12,402.98	10,495.98	.4	1,964,999.00	234,505.02	10.6
049500	Special Ed Administration	1,396,849.00	51,075.90	82,471.74	5.9	33,102.88	1,281,274.38	91.7
054800	Presch Federal Grant P194-142	267,677.00	16,215.05	17,431.56	6.5	0.00	250,245.44	93.4
054802	PL94-142 Per.Dev.Infant Presch	580.00	0.00	0.00	.0	0.00	580.00	100.0
065100	Psychological Srv-Special Ed	1,178,472.00	109,474.73	198,726.56	16.8	58,800.00	920,945.44	78.1
093000	Outgoing Tuition	5,809,015.00	0.00	0.00	.0	0.00	5,809,015.00	100.0
332700	Mental Health IDEA	147,719.00	13,752.57	25,306.04	17.1	0.00	122,412.96	82.8
651200	Prop 98 Mental Health	717,720.00	58,636.20	100,111.67	13.9	2,964.05	614,644.28	85.6
TOTAL:		24,650,849.00	1,341,096.94	1,743,118.15	7.0	2,097,135.61	20,810,595.24	84.4

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :080 SPECIAL EDUCATION Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	24,650,849.00	1,341,096.94	1,743,118.15	7.0	2,097,135.61	20,810,595.24	84.4

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :130 CAFETERIA

SUMMARY BY Cost Center		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
086000	Food Service	4,264,675.00	180,224.49	210,038.54	4.9	73,083.64	3,981,552.82	93.3
086001	Food Service Summer School	14,141.00	6,999.94	14,479.51	100.0	0.00	338.51- A	.0
TOTAL:		4,278,816.00	187,224.43	224,518.05	5.2	73,083.64	3,981,214.31	93.0

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :130 CAFETERIA Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	4,278,816.00	187,224.43	224,518.05	5.2	73,083.64	3,981,214.31	93.0

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :210 BUILDING

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
074100 Facilities Modernization Opr	0.00	0.00	0.00	.0	12,603.86	12,603.86-	.0
TOTAL:	0.00	0.00	0.00	.0	12,603.86	12,603.86-	.0

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :210 BUILDING Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	0.00	0.00	0.00	.0	12,603.86	12,603.86-	.0

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :211 BUILDING G.O. BOND #1

SUMMARY BY Cost Center		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
073904	Painting	414,690.00	393,413.00	393,413.00	94.8	53,207.00	31,930.00-A	.0
073910	Fencing	0.00	430,900.00	430,900.00	100.0	376,820.00	807,720.00-A	.0
074100	Facilities Modernization Opr	385,211.00	27,411.66	51,521.74	13.3	123,069.36	210,619.90	54.6
074205	Bldg Modern School Renovation	46,257.00	21,938.80	30,915.80	66.8	190,727.63	175,386.43-A	.0
074206	PORTABLE RELOCAITON	1,107,561.00	96,555.15	185,676.57	16.7	246,674.34	675,210.09	60.9
074207	Tech/Upgrades	2,564,181.00	97,726.65	108,485.26	4.2	145,185.00	2,310,510.74	90.1
081200	MEASURE P HVAC	17,216,025.00	1,817,926.20	3,481,220.70	20.2	4,623,407.11	9,111,397.19	52.9
081500	MEASURE P STREET/PARKING	1,834,975.00	1,381,883.58	1,759,003.38	95.8	5,312,046.66	5,236,075.04-A	.0
081600	MEASURE P ROOF	5,775,781.00	2,387,857.12	4,703,325.28	81.4	6,013,314.90	4,940,859.18-A	.0
081700	Athletic Fields	11,790.00	0.00	0.00	.0	11,790.00	0.00	.0
081800	Measure P Marquees	1,828,124.00	220,360.63	327,524.56	17.9	1,022,957.84	477,641.60	26.1
TOTAL:		31,184,595.00	6,875,972.79	11,471,986.29	36.7	18,119,199.84	1,593,408.87	5.1

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :211 BUILDING G.O. BOND #1 Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	31,184,595.00	6,875,972.79	11,471,986.29	36.7	18,119,199.84	1,593,408.87	5.1

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :250 CAPITAL FACILITIES

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
081100 Facilities	12,000.00	0.00	0.00	.0	0.00	12,000.00	100.0
TOTAL:	12,000.00	0.00	0.00	.0	0.00	12,000.00	100.0

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :250 CAPITAL FACILITIES Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	12,000.00	0.00	0.00	.0	0.00	12,000.00	100.0

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :400 SPECIAL RESERVE-CAPITAL

SUMMARY BY Cost Center		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
000000	not used	369,943.00	0.00	0.00	.0	0.00	369,943.00	100.0
091000	Other Outgo	109,404.00	0.00	0.00	.0	109,403.65	0.35	.0
623000	CALIF CLEAN AIR ACT	0.00	0.00	0.00	.0	75,000.00	75,000.00-A	.0
TOTAL:		479,347.00	0.00	0.00	.0	184,403.65	294,943.35	61.5

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :400 SPECIAL RESERVE-CAPITAL Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	479,347.00	0.00	0.00	.0	184,403.65	294,943.35	61.5

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :510 BOND INTEREST & REDEMPTION FD

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
000000 not used	643,818.00	0.00	944,409.38	100.0	0.00	300,591.38-A	.0
TOTAL:	643,818.00	0.00	944,409.38	100.0	0.00	300,591.38-	.0

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :510 BOND INTEREST & REDEMPTION FD Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	643,818.00	0.00	944,409.38	100.0	0.00	300,591.38-	.0

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :511 BOND INTEREST & REDEMPTION

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
000000 not used	5,608,175.00	360.00-	4,898,916.88	87.3	0.00	709,258.12	12.6
TOTAL:	5,608,175.00	360.00-	4,898,916.88	87.3	0.00	709,258.12	12.6

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :511 BOND INTEREST & REDEMPTION Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	5,608,175.00	360.00-	4,898,916.88	87.3	0.00	709,258.12	12.6

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :512 BOND INTEREST & REDEMTPION

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
000000 not used	2,484,110.00	1,840.00	4,641,908.75	100.0	0.00	2,157,798.75-A	.0
TOTAL:	2,484,110.00	1,840.00	4,641,908.75	100.0	0.00	2,157,798.75-	.0

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :512 BOND INTEREST & REDEMTPION Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	2,484,110.00	1,840.00	4,641,908.75	100.0	0.00	2,157,798.75-	.0

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :630 ENTERPRISE FUND

SUMMARY BY Cost Center		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
070004	Child Care Centers	683,921.40	43,639.58	61,538.08	8.9	14,948.93	607,434.39	88.8
070008	Oak Grove PreSchool (OGP)	428,063.60	35,986.29	47,210.29	11.0	4,007.45	376,845.86	88.0
630001	BASE Summer School	56,895.00	30,222.04	43,753.64	76.9	0.00	13,141.36	23.0
TOTAL:		1,168,880.00	109,847.91	152,502.01	13.0	18,956.38	997,421.61	85.3

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :630 ENTERPRISE FUND Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	1,168,880.00	109,847.91	152,502.01	13.0	18,956.38	997,421.61	85.3

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :670 SELF INSURANCE

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
071600 Insurance-Premiums	1,882,000.00	0.00	163,432.00	8.6	0.00	1,718,568.00	91.3
TOTAL:	1,882,000.00	0.00	163,432.00	8.6	0.00	1,718,568.00	91.3

Cost Center Report #4 FROM 08/01/2016 TO 08/31/2016

Fund :670 SELF INSURANCE Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	1,882,000.00	0.00	163,432.00	8.6	0.00	1,718,568.00	91.3

Consent

FINANCIAL REPORT
July 31, 2016

General Comments

The financial information shown herewith is prepared to inform the Board of the District's overall financial status as of July 31, 2016.

A. THE FINANCIAL STATUS REPORTS

1. Combined Balance Sheet - All Funds (Page 6)

   This statement shows the various financial resources (e.g., cash in bank and County Treasury, investments, receivables, other assets such as stores) owned by the District as of July 31, 2016, and claims against such resources (e.g., accounts payable, encumbrances) as of that date. Finally, it shows the fund balances as of July 31, 2016.

2. Accompanying Notes for Combined Balance Sheet (Page 7)

   These are supplementary notes to explain and call attention to certain terminologies, as well as significant items and amounts used in the Combined Balance Sheet - All Funds.

3. Budget Transfers (*Report #1 pgs 0-0*)
See Budget Transfer Report #1 for detail.

Fund	Revenues Budget	Expenditures Budget	Net Change
General Fund – Site Discretionary 000	0	0	0
General Fund – Unrestricted 010	0	0	0
General Fund – Parcel Tax 040	0	0	0
General - Restricted 060 &080	0	0	0
Cafeteria Fund	0	0	0
Building Fund 211	0	0	0
Capital Facilities 250	0	0	0
Bond Interest & Redemption 512	0	0	0
Enterprise 630	0	0	0

4. Revenue Report (*Report #2 pgs1-34*)

This is a supplementary report, showing the breakdown of the various District income categories by fund and by source. Furthermore, the report shows those portions of the estimated revenues that have not been received and percentages of the balances received.

5. Expense Report (*Report #3 pgs 1-33*)

This is a supplementary report showing the breakdown of the various District expenditure and encumbrance categories by fund and by object. It shows the portions of the total budget for expenditures that have neither been expended nor encumbered and the percentages of balances expended and encumbered.

6. Cost Center Report With Accompanying Notes (*Report #4 pgs1-31* plus page 9)

This is a supplementary report showing the breakdown of District expenditures and encumbrances by program. It shows the portion of the total budget for program expenditures that have neither been expended nor encumbered.

7. Board Warrant Approval List (*Report #5 pgs 1-29)*

B. THE FINANCIAL STATUS HIGHLIGHTS

GENERAL FUND

1. Balance Sheet - (Page 6)

As of July 31, 2016, the General Fund's cash in the County Treasury was $10,958,922. The General Fund's other resources (i.e., cash in revolving fund, accounts receivable, due from Cafeteria Fund, stores, etc.) amounts to $3,085,987 hence, the total Fund resources (assets) is $14,044,909.

The General Fund's liability accounts (i.e., accounts payable, deferred revenue, etc.) total $1,351,916.

2. Revenues - *(Report #2 pgs1-34)*

The actual revenue received year-to-date as of July 31, 2016 was $3,342,175. This represents 3.1% of our estimated revenue.

3. Expenditures - *(Report #3 pgs 1-33)*

The total expenditures year-to-date as of July 31, 2016 were $3,053,966. This represents 2.7% of our estimate.

OTHER FUNDS

1. Balance Sheet - (Page 6)
As of 7/31/16, other District funds show the following asset, liability and fund balances:

Fund	Cash	Assets	Liabilities	Balance
Cafeteria Fund	325,230	123,407	420,225	28,412
Building Fund 210	34,746,048	14,700	0	34,760,748
Building Fund 211	32,255,295	89544	191,964	32,152,875
Capital Facilities Fund	625,825	1,245	0	627,070
Special Reserve/ Cap. Outlay Proj.	23,800,822	577,937	0	24,378,759
Bond & Int Redemption 510	399,191	1,206	0	400,397
Bond & Int Redemption 511	324,727	5,515	0	330,242
Bond & Int Redemption 512	3,496,726	10,069	0	3,506,795
Ann. Repay/Tax Override	246	0	0	246
Child Care/Enterprise	940,718	60,867	7,040	994,545
Self-Insurance	798,505	25,445	8,772	815,178

2. Revenues – *(Report #2 pgs1-34)*
Revenues in other District funds, as of 7/31/16, were:

Fund	Estimated Revenues	Actual Revenues	Percent Realized
Cafeteria Fund	4,278,816	0	0.0%
Building Fund 210	515,000	26,306	5.1%
Building Fund 211	0	0	0.0%
Capital Facilities	30,000	6,594	22.0%
Special Reserve/Cap. Outlay Proj.	440,000	119,869	27.2%
Bond & Int Redemption 510	961,015	4,516	0.5%
Bond & Int Redemption 511	4,471,305	24,734	0.6%
Bond & Int Redemption 512	2,489,710	9,930	0.4%
Ann. Repay/Tax Override	0	0	0.0%
Child Care/Enterprise	1,312,230	42,779	3.3%
Self-Insurance	2,230,877	180,327	8.1%
Total Other Funds	16,728,953	415,055	2.5%

3. Expenditures – *(Report #3 pgs 1-33)*
Expenditures in other District funds, as of 7/31/16 were:

Fund	Appropriations	Actual Expenditures	Percent Expended
Cafeteria Fund	4,278,816	37,294	0.9%
Building Fund 210	0	0	0.0%
Building Fund 211	31,184,595	4,596,013	14.7%
Capital Facilities	12,000	0	0.0%
Special Reserve/Cap. Outlay Proj.	479,347	0	0.0%
Bond & Int Redemption 510	643,818	944,409	146.7%
Bond & Int Redemption 511	5,608,175	4,899,277	87.4%
Bond & Int Redemption 512	2,484,110	4,640,069	186.8%
Ann. Repay/Tax Override	0	0	0.0%
Child Care/Enterprise	1,168,880	42,654	3.6%
Self-Insurance	1,882,000	163,432	8.7%
Total Other Funds	47,741,741	15,323,148	32.1%

EXPENDITURE SUMMARY OF ALL FUNDS

The total expenditures of all District funds were $18,377,114 and is as follows:

Fund	Appropriations	YTD Expenditures	Percent Expended
General Fund	112,736,039	3,053,966	2.7%
Other Funds	47,741,741	15,323,148	32.1%
TOTAL District-Wide Expenditures	160,477,780	18,377,114	11.5%

COMBINED BALANCE SHEET AS OF 7/31/16
ALL FUNDS

ASSETS	F010-080 GENERAL FUND	F130 Cafeteria FUND	F210 BUILDING FUND	F211 BUILDING FUND	F250 CAP FACILITIES FUND	F400 SPC. RESERVE FUND	F510 Bond Interest FUND	FD 511 Bond Interest FUND	FD 512 Bond Interest FUND	F534 ANNL REPY/TAX OVRRD FUNI	F630 ENTER PRISE FUND	F670 Self Insurance FUNDS	TOTAL ALL FUNDS
9110 Cash in County Treasury	$10,958,922	$325,230	$34,746,048	$32,255,295	$625,825	$23,800,822	$399,191	$324,727	$3,496,726	$246	$945,695	$589,272	$108,467,998
9115 QCC IBM ACCTS REC Deposit	$106,373												$106,373
9120 Cash on Hand and In Bank	$0												$0
9130 Cash in Revolving Fund	$20,000												$20,000
9135 Cash w/Fiscal Agent	$0											$209,233	$209,233
9140 Cash Awaiting Deposit	$0										($4,977)		($4,977)
9209 Accounts Receivable (NOTE 1)	$2,190,685	$110,827	$14,700	$89,544	$1,245	$49,197	$1,206	$5,515	$10,069		$2,079	$25,445	$2,500,513
9290 Due from Grantor Governmt	$0												$0
9310 Due from Other Funds (NOTE 2)	($1)	$12,580				$528,740					$58,608		$599,927
9330 Prepaid Expenditures	$0												$0
Stores Inventory (NOTE 3)	$44,415												$44,415
9330 Prepaid Expenditures (NOTE 4)	$724,515										$180		$724,695
TOTAL ASSETS	$14,044,909	$448,637	$34,760,748	$32,344,839	$627,070	$24,378,759	$400,397	$330,242	$3,506,795	$246	$1,001,585	$823,950	$112,668,177
LIABILITIES & FUND BALANCE													
9509 Account Payable Prior Yr	$0	($1,139)									($1,692)		($2,831)
9510/9512/9516 Accounts Payable (NOTE 5	$211,626	$5,707		$191,964							$1,692		$410,989
9545 Prior Year Salaries	$0												$0
9550 Prior Year Vol Deductions	$0												$0
9590 Due to Grantor Governmt	$563,835												$563,835
9610 Due to Other Funds	$239,928	$359,999											$599,927
Current Loans	$0												$0
9650 Deferred Revenue (NOTE 6)	$336,527	$55,658									$7,040	$8,772	$407,996
TOTAL LIABILITIES	$1,351,916	$420,225	$0	$191,964	$0	$0	$0	$0	$0	$0	$7,040	$8,772	$1,979,917
	$12,692,993	$28,412	$34,760,748	$32,152,875	$627,070	$24,378,759	$400,397	$330,242	$3,506,795	$246	$994,545	$815,178	$110,688,261
FUND BALANCE													
Restricted (NOTE 7)	$2,599,873												$2,599,873
Designated Reserve (NOTE 8)	$788,930												$788,930
Designated Econ. Uncertainties	$9,251,563												$9,251,563
Parcel Tax	$604,427												$604,427
Payroll/Benefits													$0
													$0
													$0
													$0
Undesignated		$28,412	$34,760,748	$32,152,875	$627,070	$24,378,759	$400,397	$330,242	$3,506,795	$246	$994,545	$815,178	$97,443,468
TOTAL FUND BALANCE	$12,692,993	$28,412	$34,760,748	$32,152,875	$627,070	$24,378,759	$400,397	$330,242	$3,506,795	$246	$994,545	$815,178	$110,688,261
TOTAL LIABILITIES & FUND BALANCE	$14,044,909	$448,637	$34,760,748	$32,344,839	$627,070	$24,378,759	$400,397	$330,242	$3,506,795	$246	$1,001,585	$823,950	$112,668,177

(Please refer to accompanying notes to Financial Statements)

ACCOMPANYING NOTES TO COMBINED BALANCE SHEET
July 31, 2016

NOTE 1: The "Accounts Receivable" account represents amounts due from individuals, firms, corporations or governmental agencies. These are amounts earned for services rendered or goods sold, as well as entitlements based on provisions of law but not received at the close of the fiscal period. As of July 31, 2016, the total Accounts Receivable was $2,500,513 and consisted of the following:

General Fund	Fund 010	2,190,685
Cafeteria Fund	Fund 130	110,827
Building Fund	Fund 210	14,700
Building Fund	Fund 211	89,544
Capital Facilities	Fund 250	1,245
Special Reserves	Fund 400	49,197
Bond & Int Redemption Fund	Fund 510	1,206
Bond & Int Redemption Fund	Fund 511	5,515
Bond & Int Redemption Fund	Fund 512	10,069
Annual Repay - SSB	Fund 534	0
Enterprise	Fund 630	2,079
Self-Insurance	Fund 670	25,445
Total		2,500,513

NOTE 2: The "Due From Other Funds" account in any one fund represents amounts to be transferred from other District funds. The amount of $599,928 represents the following:

Receivables	Description	Amount
FD130	Closing Cash Transfers after SCCOE Deadline	12,580
FD400	Closing Cash Transfers after SCCOE Deadline & Cash Flow for FD130	528,740
FD630	Closing Cash Transfers after SCCOE Deadline	58,608

NOTE 3: This account, "Stores Inventory" represents amounts of materials and supplies kept in the central warehouse which are not yet issued or charged to expenditures.

NOTE 4: The "Other Assets" account represents prepayment of materials in General Fund.

NOTE 5: The "Accounts Payable" account represents amounts due to individuals, firms, corporations or governmental agencies for services rendered or goods received but not paid for at the close of the fiscal year (e.g. materials, etc.) and unpaid health and welfare payments for the current year.

NOTE 6: The "Deferred Revenue" account in the General Fund is a liability account for categorical monies received and were unexpended as of the close of the year.

NOTE 7: The "Restricted" portion of the Fund Balance represents the legally restricted balance, e.g. instructional materials, routine restricted maintenance, etc.

NOTE 8: The "Non-spendable Reserve" category represents the amount specified for revolving cash, stores and prepaid expenses.

ACCOMPANYING NOTES TO COST CENTER REPORT
July 31, 2016

All Funds

A. Budget transfer will be submitted to clear deficit.
B. Deficit will clear when the Print Shop receives revenues.
C. Deficit will clear when the PG&E solar rebates are received.
D. Deficit will clear when the prior year carryover funds are budgeted.
E. Deficit will clear when we charge indirect costs to the Categorical Programs.
F. Vendor will reimburse to clear deficit
G. Journal Entry to Correct/Move Expenditure to clear deficit

Account classifications selected

	Fnd	Resc	Y	Objt	SO	Goal	Func	CstCtr	Ste	Mngr
1.	-	-	-	-	-	-	-	-	-	-
2.	-	-	-	-	-	-	-	-	-	-
3.	-	-	-	-	-	-	-	-	-	-
4.	-	-	-	-	-	-	-	-	-	-
5.	-	-	-	-	-	-	-	-	-	-
6.	-	-	-	-	-	-	-	-	-	-
7.	-	-	-	-	-	-	-	-	-	-
8.	-	-	-	-	-	-	-	-	-	-
9.	-	-	-	-	-	-	-	-	-	-
10.	-	-	-	-	-	-	-	-	-	-

Field ranges selected

FI	RANGE

Sort on: Fund

Date last used from: 07/01/2016 To 07/31/2016
Transaction Number from: 0 To 999999
Date entered from: 00/00/0000 To 99/99/9999
Detail Sorted by: Date
Approved Transactions Only

NO RECORDS FOUND

Account classifications selected

	Fnd	Resc	Y	Objt	SO	Goal	Func	CstCtr	Ste	Mngr
1.	-	-	-	-	-	-	-	-	-	-
2.	-	-	-	-	-	-	-	-	-	-
3.	-	-	-	-	-	-	-	-	-	-
4.	-	-	-	-	-	-	-	-	-	-
5.	-	-	-	-	-	-	-	-	-	-
6.	-	-	-	-	-	-	-	-	-	-
7.	-	-	-	-	-	-	-	-	-	-
8.	-	-	-	-	-	-	-	-	-	-
9.	-	-	-	-	-	-	-	-	-	-
10.	-	-	-	-	-	-	-	-	-	-

Field ranges selected

FI	RANGE
OB	8000 - 8999
FD	000 - 010
FD	040 - 670

Sort / Rollup on : Fund

FY Start Date : 07/01/2016
Budget Type : Working
Include Budget Tfrs: N
Budget Detail : Not Included
Warnings Only : N

Restricted Fld Nbr : 02 Resource
Separation Option : No Separation of Restricted and UnRestricted
Extraction Type : Restricted and UnRestricted
GL Transactions : Approved Only
Pre-Encumbrances : Included
Account Description: Not Shown

Detail line format : 3 Object ,ALL FIELDS
2 Line(s) per detail
Print Revenue Sub Totals: N

Report prepared : OCTOBER 03, 2016, 10:18 AM

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :000 DISCRETIONARY GENERAL FUND

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8984 LCFF Supplemental Fd Transfer							
000-0000-0-8984-00-0000-0000-000000-000-0000	1,137,944.00	0.00	0.00	.0	0.00	1,137,944.00	100.0
000-0800-0-8984-00-0000-0000-000000-000-0000	178,717.00	0.00	0.00	.0	0.00	178,717.00	100.0
TOTAL: 8984	1,316,661.00	0.00	0.00	.0	0.00	1,316,661.00	100.0
TOTAL: 8xxx	1,316,661.00	0.00	0.00	.0	0.00	1,316,661.00	100.0

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :000 DISCRETIONARY GENERAL FUND Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	1,316,661.00	0.00	0.00	.0	0.00	1,316,661.00	100.0
TOTAL: 1xxx - 5xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES	(1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :010 GENERAL FUND

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8011 REVENUE LIMIT STATE AIDE-CY							
010-0000-0-8011-00-0000-0000-000000-000-0000	40,929,112.00	2,594,056.00	2,594,056.00	6.3	0.00	38,335,056.00	93.6
010-0800-0-8011-00-0000-0000-000000-000-0000	7,338,725.00	0.00	0.00	.0	0.00	7,338,725.00	100.0
TOTAL: 8011	48,267,837.00	2,594,056.00	2,594,056.00	5.3	0.00	45,673,781.00	94.6
8012 Revenue Limit - EPA							
010-1400-0-8012-00-0000-0000-000000-000-0000	13,900,223.00	0.00	0.00	.0	0.00	13,900,223.00	100.0
TOTAL: 8012	13,900,223.00	0.00	0.00	.0	0.00	13,900,223.00	100.0
8021 HOMEOWNERS EXEMPTION							
010-0000-0-8021-00-0000-0000-000000-000-0000	136,906.00	0.00	0.00	.0	0.00	136,906.00	100.0
TOTAL: 8021	136,906.00	0.00	0.00	.0	0.00	136,906.00	100.0
8041 SECURED ROLL TAXES							
010-0000-0-8041-00-0000-0000-000000-000-0000	20,383,365.00	0.00	0.00	.0	0.00	20,383,365.00	100.0
TOTAL: 8041	20,383,365.00	0.00	0.00	.0	0.00	20,383,365.00	100.0
8042 UNSECURED ROLL TAXES							
010-0000-0-8042-00-0000-0000-000000-000-0000	1,807,032.00	0.00	0.00	.0	0.00	1,807,032.00	100.0
TOTAL: 8042	1,807,032.00	0.00	0.00	.0	0.00	1,807,032.00	100.0
8044 SUPPLEMENTAL TAXES							
010-0000-0-8044-00-0000-0000-000000-000-0000	2,560,000.00	401,093.48	401,093.48	15.6	0.00	2,158,906.52	84.3
TOTAL: 8044	2,560,000.00	401,093.48	401,093.48	15.6	0.00	2,158,906.52	84.3
8045 EDUC REV AUGM FD ERAF							
010-0000-0-8045-00-0000-0000-000000-000-0000	698,000.00-	0.00	0.00	100.0	0.00	698,000.00-	.0
TOTAL: 8045	698,000.00-	0.00	0.00	100.0	0.00	698,000.00-	.0
8047 RDA Redevelopment Funds							
010-0000-0-8047-00-0000-0000-000000-000-0000	42,080.00	0.00	0.00	.0	0.00	42,080.00	100.0

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :010 GENERAL FUND

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL: 8047	42,080.00	0.00	0.00	.0	0.00	42,080.00	100.0
8550 MANDATED COST REIMBURSEMT							
010-0000-0-8550-00-0000-0000-000000-000-0000	287,230.00	0.00	0.00	.0	0.00	287,230.00	100.0
010-0700-0-8550-00-0000-0000-000000-000-0000	2,431,201.00	0.00	0.00	.0	0.00	2,431,201.00	100.0
TOTAL: 8550	2,718,431.00	0.00	0.00	.0	0.00	2,718,431.00	100.0
8560 STATE LOTTERY REVENUE							
010-1100-0-8560-00-0000-0000-000000-000-0000	1,499,680.00	0.00	0.00	.0	0.00	1,499,680.00	100.0
TOTAL: 8560	1,499,680.00	0.00	0.00	.0	0.00	1,499,680.00	100.0
8590 ALL OTHER STATE REVENUE							
010-0000-0-8590-00-0000-0000-000000-000-0000	38,360.00	0.00	0.00	.0	0.00	38,360.00	100.0
TOTAL: 8590	38,360.00	0.00	0.00	.0	0.00	38,360.00	100.0
8631 SALE OF EQUIPMENT AND SUPPLIES							
010-0000-0-8631-00-0000-0000-000000-000-0000	2,000.00	0.00	0.00	.0	0.00	2,000.00	100.0
TOTAL: 8631	2,000.00	0.00	0.00	.0	0.00	2,000.00	100.0
8650 LEASES AND RENTALS							
010-0000-0-8650-00-0000-0000-078200-000-0000	70,000.00	0.00	0.00	.0	0.00	70,000.00	100.0
010-0000-0-8650-00-0000-0000-078200-093-0000	1,723,363.00	120,885.81	120,885.81	7.0	0.00	1,602,477.19	92.9
TOTAL: 8650	1,793,363.00	120,885.81	120,885.81	6.7	0.00	1,672,477.19	93.2
8660 INTEREST							
010-0000-0-8660-00-0000-0000-000000-000-0000	40,000.00	0.00	0.00	.0	0.00	40,000.00	100.0
TOTAL: 8660	40,000.00	0.00	0.00	.0	0.00	40,000.00	100.0
8699 ALL OTHER LOCAL REVENUE							
010-0000-0-8699-00-0000-0000-000000-000-0000	5,500.00	223.31	223.31	4.0	0.00	5,276.69	95.9
010-0000-0-8699-00-0000-0000-071000-092-0000	65,142.00	0.00	0.00	.0	0.00	65,142.00	100.0

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :010 GENERAL FUND

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
010-0000-0-8699-00-0000-0000-071301-092-0000	15,000.00	0.00	0.00	.0	0.00	15,000.00	100.0
010-0000-0-8699-00-0000-0000-071305-092-0000	10,000.00	0.00	0.00	.0	0.00	10,000.00	100.0
010-0000-0-8699-00-0000-0000-071307-092-0000	6,750.00	0.00	0.00	.0	0.00	6,750.00	100.0
010-0000-0-8699-00-0000-0000-071501-095-0000	8,000.00	34.20	34.20	.4	0.00	7,965.80	99.5
010-0000-0-8699-00-0000-0000-071800-095-0000	10,000.00	116.76	116.76	1.1	0.00	9,883.24	98.8
010-0000-0-8699-00-0000-0000-072800-000-0000	3,000.00	0.00	0.00	.0	0.00	3,000.00	100.0
010-0000-0-8699-00-0000-0000-072801-000-0000	30,000.00	0.00	0.00	.0	0.00	30,000.00	100.0
010-0000-0-8699-00-0000-0000-073002-000-0000	1,000.00	200.00	200.00	20.0	0.00	800.00	80.0
010-0000-0-8699-00-0000-0000-077000-084-0000	17,000.00	0.00	0.00	.0	0.00	17,000.00	100.0
TOTAL: 8699	171,392.00	574.27	574.27	.3	0.00	170,817.73	99.6
8912 BET GEN FND SPEC RES FUND							
010-0200-0-8912-00-0000-0000-018100-000-0000	369,943.00	0.00	0.00	.0	0.00	369,943.00	100.0
TOTAL: 8912	369,943.00	0.00	0.00	.0	0.00	369,943.00	100.0
8980 CONTRIB FR UNRESTRD RESOURCES							
010-0000-0-8980-02-0000-0000-000000-000-0000	16,951,177.00-	0.00	0.00	100.0	0.00	16,951,177.00-	.0
010-0000-0-8980-05-0000-0000-000000-000-0000	227.00-	0.00	0.00	100.0	0.00	227.00-	.0
010-0000-0-8980-05-0000-0000-073911-000-0000	531,958.00-	0.00	0.00	100.0	0.00	531,958.00-	.0
TOTAL: 8980	17,483,362.00-	0.00	0.00	100.0	0.00	17,483,362.00-	.0
8984 LCFF Supplemental Fd Transfer							
010-0000-0-8984-00-0000-0000-000000-000-0000	1,137,944.00-	0.00	0.00	100.0	0.00	1,137,944.00-	.0
010-0800-0-8984-00-0000-0000-000000-000-0000	178,717.00-	0.00	0.00	100.0	0.00	178,717.00-	.0

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :010 GENERAL FUND

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL: 8984	1,316,661.00-	0.00	0.00	100.0	0.00	1,316,661.00-	.0
8988 CONT'N TO ROUTINE MAINT FUND							
010-0000-0-8988-00-0000-0000-000000-000-0000	3,104,045.00-	0.00	0.00	100.0	0.00	3,104,045.00-	.0
TOTAL: 8988	3,104,045.00-	0.00	0.00	100.0	0.00	3,104,045.00-	.0
TOTAL: 8xxx	71,128,544.00	3,116,609.56	3,116,609.56	4.3	0.00	68,011,934.44	95.6

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :010 GENERAL FUND Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME (8000 - 8999)	71,128,544.00	3,116,609.56	3,116,609.56	4.3	0.00	68,011,934.44	95.6
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES (1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :040 PARCEL TAX

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8621 PARCEL TAXES							
040-0000-0-8621-00-0000-0000-000000-000-0000	1,754,496.00	0.00	0.00	.0	0.00	1,754,496.00	100.0
040-0000-0-8621-20-0000-0000-000000-000-0000	0.00	272.00-	272.00-	.0	0.00	272.00	.0
TOTAL: 8621	1,754,496.00	272.00-	272.00-	.0	0.00	1,754,768.00	100.0
TOTAL: 8xxx	1,754,496.00	272.00-	272.00-	.0	0.00	1,754,768.00	100.0

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :040 PARCEL TAX Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	1,754,496.00	272.00-	272.00-	.0	0.00	1,754,768.00	100.0
TOTAL: 1xxx - 5xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES	(1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :060 RESTRICTED PROGRAMS

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8290 ALL OTHER FEDERAL REVENUE							
060-3010-0-8290-00-0000-0000-000000-000-0000	1,334,185.00	0.00	0.00	.0	0.00	1,334,185.00	100.0
060-4035-0-8290-00-0000-0000-000000-000-0000	369,129.00	0.00	0.00	.0	0.00	369,129.00	100.0
060-4203-0-8290-00-0000-0000-000000-000-0000	279,039.00	0.00	0.00	.0	0.00	279,039.00	100.0
060-5640-0-8290-00-0000-0000-000000-000-0000	50,000.00	7,860.13	7,860.13	15.7	0.00	42,139.87	84.2
TOTAL: 8290	2,032,353.00	7,860.13	7,860.13	.3	0.00	2,024,492.87	99.6
8560 STATE LOTTERY REVENUE							
060-6300-0-8560-00-0000-0000-000000-000-0000	439,192.00	0.00	0.00	.0	0.00	439,192.00	100.0
TOTAL: 8560	439,192.00	0.00	0.00	.0	0.00	439,192.00	100.0
8590 ALL OTHER STATE REVENUE							
060-6010-0-8590-00-0000-0000-000000-000-0000	725,400.00	0.00	0.00	.0	0.00	725,400.00	100.0
060-7690-0-8590-00-0000-0000-769000-000-0000	2,330,033.00	0.00	0.00	.0	0.00	2,330,033.00	100.0
TOTAL: 8590	3,055,433.00	0.00	0.00	.0	0.00	3,055,433.00	100.0
8699 ALL OTHER LOCAL REVENUE							
060-9010-0-8699-00-0000-0000-059902-060-0000	0.00	100,000.00	100,000.00	100.0	0.00	100,000.00-	.0
060-9010-0-8699-00-0000-0000-059904-008-0000	7,630.00	0.00	0.00	.0	0.00	7,630.00	100.0
060-9010-0-8699-00-0000-0000-059910-060-0000	65,925.00	93,770.73	93,770.73	100.0	0.00	27,845.73-	.0
060-9010-0-8699-00-0000-0000-059920-005-0000	5,000.00	0.00	0.00	.0	0.00	5,000.00	100.0
060-9010-0-8699-00-0000-0000-059932-060-0000	56,603.00	0.00	0.00	.0	0.00	56,603.00	100.0
060-9010-0-8699-00-0000-0000-059940-060-0000	150,000.00	0.00	0.00	.0	0.00	150,000.00	100.0
060-9010-0-8699-00-0000-0000-059978-002-0000	0.00	765.00	765.00	100.0	0.00	765.00-	.0
060-9010-0-8699-00-0000-0000-059979-011-0000	0.00	1,212.30	1,212.30	100.0	0.00	1,212.30-	.0

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :060 RESTRICTED PROGRAMS

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
060-9010-0-8699-00-0000-0000-059979-017-0000	0.00	20.00	20.00	100.0	0.00	20.00-	.0
060-9010-0-8699-00-0000-0000-073911-099-0000	320,000.00	22,208.94	22,208.94	6.9	0.00	297,791.06	93.0
TOTAL: 8699	605,158.00	217,976.97	217,976.97	36.0	0.00	387,181.03	63.9
8980 CONTRIB FR UNRESTRD RESOURCES							
060-9010-0-8980-05-0000-0000-059932-000-0000	227.00	0.00	0.00	.0	0.00	227.00	100.0
060-9010-0-8980-05-0000-0000-073911-000-0000	531,958.00	0.00	0.00	.0	0.00	531,958.00	100.0
TOTAL: 8980	532,185.00	0.00	0.00	.0	0.00	532,185.00	100.0
8988 CONT'N TO ROUTINE MAINT FUND							
060-8150-0-8988-00-0000-0000-000000-000-0000	3,104,045.00	0.00	0.00	.0	0.00	3,104,045.00	100.0
TOTAL: 8988	3,104,045.00	0.00	0.00	.0	0.00	3,104,045.00	100.0
TOTAL: 8xxx	9,768,366.00	225,837.10	225,837.10	2.3	0.00	9,542,528.90	97.6

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :060 RESTRICTED PROGRAMS Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME (8000 - 8999)	9,768,366.00	225,837.10	225,837.10	2.3	0.00	9,542,528.90	97.6
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES (1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :080 SPECIAL EDUCATION

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8097 PROPERTY TAXES TRANSFER							
080-6500-0-8097-00-5001-0000-000000-000-0000	3,686,088.00	0.00	0.00	.0	0.00	3,686,088.00	100.0
TOTAL: 8097	3,686,088.00	0.00	0.00	.0	0.00	3,686,088.00	100.0
8181 SPECIAL ED ENTLMT PER UDC							
080-3310-0-8181-00-5001-0000-000000-000-0000	1,702,259.00	0.00	0.00	.0	0.00	1,702,259.00	100.0
080-3311-0-8181-00-5001-0000-000000-000-0000	5,131.00	0.00	0.00	.0	0.00	5,131.00	100.0
TOTAL: 8181	1,707,390.00	0.00	0.00	.0	0.00	1,707,390.00	100.0
8182 SPEC ED DISCRETIONARY GRNT							
080-3315-0-8182-00-5001-0000-000000-000-0000	72,326.00	0.00	0.00	.0	0.00	72,326.00	100.0
080-3320-0-8182-00-5001-0000-000000-000-0000	130,547.00	0.00	0.00	.0	0.00	130,547.00	100.0
080-3327-0-8182-00-5001-0000-000000-000-0000	125,772.00	0.00	0.00	.0	0.00	125,772.00	100.0
080-3345-0-8182-00-5001-0000-054802-083-0000	580.00	0.00	0.00	.0	0.00	580.00	100.0
TOTAL: 8182	329,225.00	0.00	0.00	.0	0.00	329,225.00	100.0
8590 ALL OTHER STATE REVENUE							
080-6512-0-8590-00-5001-0000-000000-083-0000	619,367.00	0.00	0.00	.0	0.00	619,367.00	100.0
TOTAL: 8590	619,367.00	0.00	0.00	.0	0.00	619,367.00	100.0
8660 INTEREST							
080-6500-0-8660-00-5001-0000-000000-000-0000	1,000.00	0.00	0.00	.0	0.00	1,000.00	100.0
TOTAL: 8660	1,000.00	0.00	0.00	.0	0.00	1,000.00	100.0
8791 TFR OF APPTN FROM DISTRICT							
080-6500-0-8791-00-5001-0000-000000-000-0000	1,169,249.00	0.00	0.00	.0	0.00	1,169,249.00	100.0
080-6500-0-8791-00-5050-0000-000000-000-0000	89,000.00	0.00	0.00	.0	0.00	89,000.00	100.0

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :080 SPECIAL EDUCATION

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL: 8791	1,258,249.00	0.00	0.00	.0	0.00	1,258,249.00	100.0
8980 CONTRIB FR UNRESTRD RESOURCES							
080-3310-0-8980-02-5001-0000-000000-000-0000	1,168,735.00	0.00	0.00	.0	0.00	1,168,735.00	100.0
080-3315-0-8980-02-5001-0000-000000-000-0000	38,522.00	0.00	0.00	.0	0.00	38,522.00	100.0
080-3320-0-8980-02-5001-0000-000000-000-0000	26,282.00	0.00	0.00	.0	0.00	26,282.00	100.0
080-3327-0-8980-02-5001-0000-000000-000-0000	21,947.00	0.00	0.00	.0	0.00	21,947.00	100.0
080-6500-0-8980-02-5001-0000-000000-000-0000	15,695,691.00	0.00	0.00	.0	0.00	15,695,691.00	100.0
TOTAL: 8980	16,951,177.00	0.00	0.00	.0	0.00	16,951,177.00	100.0
TOTAL: 8xxx	24,552,496.00	0.00	0.00	.0	0.00	24,552,496.00	100.0

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :080 SPECIAL EDUCATION Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME (8000 - 8999)	24,552,496.00	0.00	0.00	.0	0.00	24,552,496.00	100.0
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES (1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :130 CAFETERIA

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8220 CHILD NUTRITION PROGRAMS							
130-5310-0-8220-01-0000-0000-000000-000-0000	350,212.00	0.00	0.00	.0	0.00	350,212.00	100.0
130-5310-0-8220-02-0000-0000-000000-000-0000	1,284,110.00	0.00	0.00	.0	0.00	1,284,110.00	100.0
130-5310-0-8220-02-0000-0000-086001-000-0000	19,456.00	0.00	0.00	.0	0.00	19,456.00	100.0
130-5310-0-8220-03-0000-0000-000000-000-0000	291,843.00	0.00	0.00	.0	0.00	291,843.00	100.0
130-5310-0-8220-04-0000-0000-000000-000-0000	58,784.00	0.00	0.00	.0	0.00	58,784.00	100.0
130-5310-0-8220-08-0000-0000-000000-000-0000	429,560.00	0.00	0.00	.0	0.00	429,560.00	100.0
130-5310-0-8220-09-0000-0000-000000-000-0000	64,728.00	0.00	0.00	.0	0.00	64,728.00	100.0
130-5310-0-8220-10-0000-0000-000000-000-0000	94,150.00	0.00	0.00	.0	0.00	94,150.00	100.0
130-5320-0-8220-05-0000-0000-000000-000-0000	128,520.00	0.00	0.00	.0	0.00	128,520.00	100.0
TOTAL: 8220	2,721,363.00	0.00	0.00	.0	0.00	2,721,363.00	100.0
8520 CHILD NUTRITION							
130-5310-0-8520-00-0000-0000-000000-000-0000	132,861.00	0.00	0.00	.0	0.00	132,861.00	100.0
130-5310-0-8520-01-0000-0000-000000-000-0000	65,081.00	0.00	0.00	.0	0.00	65,081.00	100.0
TOTAL: 8520	197,942.00	0.00	0.00	.0	0.00	197,942.00	100.0
8634 FOOD SERVICES SALES							
130-5310-0-8634-10-0000-0000-000000-000-0000	913,108.00	0.00	0.00	.0	0.00	913,108.00	100.0
130-5310-0-8634-15-0000-0000-000000-000-0000	84,278.00	0.00	0.00	.0	0.00	84,278.00	100.0
130-5310-0-8634-25-0000-0000-000000-000-0000	87,021.00	0.00	0.00	.0	0.00	87,021.00	100.0
130-5310-0-8634-40-0000-0000-000000-000-0000	13,230.00	0.00	0.00	.0	0.00	13,230.00	100.0
130-5310-0-8634-50-0000-0000-000000-000-0000	26,877.00	0.00	0.00	.0	0.00	26,877.00	100.0

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :130 CAFETERIA

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL: 8634	1,124,514.00	0.00	0.00	.0	0.00	1,124,514.00	100.0
8660 INTEREST							
130-5310-0-8660-00-0000-0000-000000-000-0000	1,500.00	0.00	0.00	.0	0.00	1,500.00	100.0
TOTAL: 8660	1,500.00	0.00	0.00	.0	0.00	1,500.00	100.0
8699 ALL OTHER LOCAL REVENUE							
130-5310-0-8699-20-0000-0000-000000-000-0000	1,500.00	0.00	0.00	.0	0.00	1,500.00	100.0
TOTAL: 8699	1,500.00	0.00	0.00	.0	0.00	1,500.00	100.0
8916 To CNS Fund from General Fd							
130-5310-0-8916-00-0000-0000-000000-000-0000	231,997.00	0.00	0.00	.0	0.00	231,997.00	100.0
TOTAL: 8916	231,997.00	0.00	0.00	.0	0.00	231,997.00	100.0
TOTAL: 8xxx	4,278,816.00	0.00	0.00	.0	0.00	4,278,816.00	100.0

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :130 CAFETERIA Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	4,278,816.00	0.00	0.00	.0	0.00	4,278,816.00	100.0
TOTAL: 1xxx - 5xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES	(1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :210 BUILDING

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8660 INTEREST							
210-0000-0-8660-00-0000-0000-000000-000-0000	10,000.00	0.00	0.00	.0	0.00	10,000.00	100.0
TOTAL: 8660	10,000.00	0.00	0.00	.0	0.00	10,000.00	100.0
8699 ALL OTHER LOCAL REVENUE							
210-0000-0-8699-00-0000-0000-000000-005-0000	100,000.00	11,565.55	11,565.55	11.5	0.00	88,434.45	88.4
210-0000-0-8699-00-0000-0000-000000-031-0000	140,000.00	0.00	0.00	.0	0.00	140,000.00	100.0
210-0000-0-8699-00-0000-0000-000000-032-0000	125,000.00	14,740.90	14,740.90	11.7	0.00	110,259.10	88.2
210-0000-0-8699-00-0000-0000-000000-033-0000	140,000.00	0.00	0.00	.0	0.00	140,000.00	100.0
TOTAL: 8699	505,000.00	26,306.45	26,306.45	5.2	0.00	478,693.55	94.7
TOTAL: 8xxx	515,000.00	26,306.45	26,306.45	5.1	0.00	488,693.55	94.8

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :210 BUILDING Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	515,000.00	26,306.45	26,306.45	5.1	0.00	488,693.55	94.8
TOTAL: 1xxx - 5xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES	(1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :250 CAPITAL FACILITIES

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8660 INTEREST							
250-0000-0-8660-00-0000-0000-000000-000-0000	3,000.00	0.00	0.00	.0	0.00	3,000.00	100.0
TOTAL: 8660	3,000.00	0.00	0.00	.0	0.00	3,000.00	100.0
8681 MITIGATION DEVELOPER FEES							
250-0000-0-8681-00-0000-0000-000000-000-0000	27,000.00	6,593.60	6,593.60	24.4	0.00	20,406.40	75.5
TOTAL: 8681	27,000.00	6,593.60	6,593.60	24.4	0.00	20,406.40	75.5
TOTAL: 8xxx	30,000.00	6,593.60	6,593.60	21.9	0.00	23,406.40	78.0

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :250 CAPITAL FACILITIES Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME (8000 - 8999)	30,000.00	6,593.60	6,593.60	21.9	0.00	23,406.40	78.0
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES (1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :400 SPECIAL RESERVE-CAPITAL

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8660 INTEREST							
400-0000-0-8660-00-0000-0000-000000-000-0000	120,000.00	0.00	0.00	.0	0.00	120,000.00	100.0
TOTAL: 8660	120,000.00	0.00	0.00	.0	0.00	120,000.00	100.0
8699 ALL OTHER LOCAL REVENUE							
400-0000-0-8699-00-0000-0000-000000-000-0000	200,000.00	119,868.62	119,868.62	59.9	0.00	80,131.38	40.0
400-0000-0-8699-00-0000-0000-000000-099-0000	120,000.00	0.00	0.00	.0	0.00	120,000.00	100.0
TOTAL: 8699	320,000.00	119,868.62	119,868.62	37.4	0.00	200,131.38	62.5
TOTAL: 8xxx	440,000.00	119,868.62	119,868.62	27.2	0.00	320,131.38	72.7

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :400 SPECIAL RESERVE-CAPITAL Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	440,000.00	119,868.62	119,868.62	27.2	0.00	320,131.38	72.7
TOTAL: 1xxx - 5xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES	(1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :510 BOND INTEREST & REDEMPTION FD

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8290 ALL OTHER FEDERAL REVENUE							
510-0000-0-8290-00-0000-0000-000000-000-0000	80,345.00	0.00	0.00	.0	0.00	80,345.00	100.0
TOTAL: 8290	80,345.00	0.00	0.00	.0	0.00	80,345.00	100.0
8571 VOTED INDEBTND LEVIES HOX							
510-0000-0-8571-00-0000-0000-000000-000-0000	8,882.00	0.00	0.00	.0	0.00	8,882.00	100.0
TOTAL: 8571	8,882.00	0.00	0.00	.0	0.00	8,882.00	100.0
8611 VOTED INDEBTND SECURED							
510-0000-0-8611-00-0000-0000-000000-000-0000	828,905.00	0.00	0.00	.0	0.00	828,905.00	100.0
TOTAL: 8611	828,905.00	0.00	0.00	.0	0.00	828,905.00	100.0
8612 VOTED INDEBTND UNSECURED							
510-0000-0-8612-00-0000-0000-000000-000-0000	36,058.00	0.00	0.00	.0	0.00	36,058.00	100.0
TOTAL: 8612	36,058.00	0.00	0.00	.0	0.00	36,058.00	100.0
8614 VOTED INDEBTND SUPPLEMNTL							
510-0000-0-8614-00-0000-0000-000000-000-0000	4,825.00	4,515.93	4,515.93	93.5	0.00	309.07	6.4
TOTAL: 8614	4,825.00	4,515.93	4,515.93	93.5	0.00	309.07	6.4
8660 INTEREST							
510-0000-0-8660-00-0000-0000-000000-000-0000	2,000.00	0.00	0.00	.0	0.00	2,000.00	100.0
TOTAL: 8660	2,000.00	0.00	0.00	.0	0.00	2,000.00	100.0
TOTAL: 8xxx	961,015.00	4,515.93	4,515.93	.4	0.00	956,499.07	99.5

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :510 BOND INTEREST & REDEMPTION FD Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME (8000 - 8999)	961,015.00	4,515.93	4,515.93	.4	0.00	956,499.07	99.5
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES (1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :511 BOND INTEREST & REDEMPTION

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8571 VOTED INDEBTND LEVIES HOX							
511-0000-0-8571-00-0000-0000-000000-000-0000	42,131.00	0.00	0.00	.0	0.00	42,131.00	100.0
TOTAL: 8571	42,131.00	0.00	0.00	.0	0.00	42,131.00	100.0
8611 VOTED INDEBTND SECURED							
511-0000-0-8611-00-0000-0000-000000-000-0000	4,161,208.00	0.00	0.00	.0	0.00	4,161,208.00	100.0
TOTAL: 8611	4,161,208.00	0.00	0.00	.0	0.00	4,161,208.00	100.0
8612 VOTED INDEBTND UNSECURED							
511-0000-0-8612-00-0000-0000-000000-000-0000	247,696.00	0.00	0.00	.0	0.00	247,696.00	100.0
TOTAL: 8612	247,696.00	0.00	0.00	.0	0.00	247,696.00	100.0
8614 VOTED INDEBTND SUPPLEMNTL							
511-0000-0-8614-00-0000-0000-000000-000-0000	17,270.00	24,734.25	24,734.25	100.0	0.00	7,464.25-	.0
TOTAL: 8614	17,270.00	24,734.25	24,734.25	100.0	0.00	7,464.25-	.0
8660 INTEREST							
511-0000-0-8660-00-0000-0000-000000-000-0000	3,000.00	0.00	0.00	.0	0.00	3,000.00	100.0
TOTAL: 8660	3,000.00	0.00	0.00	.0	0.00	3,000.00	100.0
TOTAL: 8xxx	4,471,305.00	24,734.25	24,734.25	.5	0.00	4,446,570.75	99.4

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :511 BOND INTEREST & REDEMPTION Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME (8000 - 8999)	4,471,305.00	24,734.25	24,734.25	.5	0.00	4,446,570.75	99.4
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES (1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :512 BOND INTEREST & REDEMTPION

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8611 VOTED INDEBTND SECURED							
512-0000-0-8611-00-0000-0000-000000-000-0000	2,484,110.00	0.00	0.00	.0	0.00	2,484,110.00	100.0
TOTAL: 8611	2,484,110.00	0.00	0.00	.0	0.00	2,484,110.00	100.0
8614 VOTED INDEBTND SUPPLEMNTL							
512-0000-0-8614-00-0000-0000-000000-000-0000	0.00	9,929.87	9,929.87	100.0	0.00	9,929.87-	.0
TOTAL: 8614	0.00	9,929.87	9,929.87	100.0	0.00	9,929.87-	.0
8660 INTEREST							
512-0000-0-8660-00-0000-0000-000000-000-0000	5,600.00	0.00	0.00	.0	0.00	5,600.00	100.0
TOTAL: 8660	5,600.00	0.00	0.00	.0	0.00	5,600.00	100.0
TOTAL: 8xxx	2,489,710.00	9,929.87	9,929.87	.3	0.00	2,479,780.13	99.6

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :512 BOND INTEREST & REDEMTPION Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	2,489,710.00	9,929.87	9,929.87	.3	0.00	2,479,780.13	99.6
TOTAL: 1xxx - 5xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES	(1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :630 ENTERPRISE FUND

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8660 INTEREST							
630-0000-0-8660-00-0000-0000-000000-000-0000	5,000.00	0.00	0.00	.0	0.00	5,000.00	100.0
TOTAL: 8660	5,000.00	0.00	0.00	.0	0.00	5,000.00	100.0
8689 All Other Fees and Contracts							
630-0000-0-8689-00-0000-0000-070004-001-0000	197,580.00	4,113.79	4,113.79	2.0	0.00	193,466.21	97.9
630-0000-0-8689-00-0000-0000-070004-002-0000	115,640.00	796.00	796.00	.6	0.00	114,844.00	99.3
630-0000-0-8689-00-0000-0000-070004-009-0000	191,230.00	385.60	385.60	.2	0.00	190,844.40	99.7
630-0000-0-8689-00-0000-0000-070004-019-0000	308,980.00	25.00	25.00	.0	0.00	308,955.00	99.9
630-0000-0-8689-00-0000-0000-070008-002-0000	151,250.00	25.00	25.00	.0	0.00	151,225.00	99.9
630-0000-0-8689-00-0000-0000-070008-009-0000	109,800.00	0.00	0.00	.0	0.00	109,800.00	100.0
630-0000-0-8689-00-0000-0000-070008-019-0000	159,750.00	125.00	125.00	.0	0.00	159,625.00	99.9
630-0000-0-8689-00-0000-0000-630001-099-0000	73,000.00	37,308.63	37,308.63	51.1	0.00	35,691.37	48.8
TOTAL: 8689	1,307,230.00	42,779.02	42,779.02	3.2	0.00	1,264,450.98	96.7
TOTAL: 8xxx	1,312,230.00	42,779.02	42,779.02	3.2	0.00	1,269,450.98	96.7

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :630 ENTERPRISE FUND Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	1,312,230.00	42,779.02	42,779.02	3.2	0.00	1,269,450.98	96.7
TOTAL: 1xxx - 5xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES	(1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :670 SELF INSURANCE

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
8660 INTEREST							
670-0000-0-8660-00-0000-0000-000000-000-0000	1,200.00	0.00	0.00	.0	0.00	1,200.00	100.0
TOTAL: 8660	1,200.00	0.00	0.00	.0	0.00	1,200.00	100.0
8674 IN-DISTR PREM/CONTRIBUTIONS							
670-0000-0-8674-00-0000-0000-000000-000-0000	2,040,292.00	167,784.80	167,784.80	8.2	0.00	1,872,507.20	91.7
670-0600-0-8674-00-0000-0000-000000-000-0000	189,385.00	0.00	0.00	.0	0.00	189,385.00	100.0
670-0600-0-8674-00-0000-6000-071600-099-0000	0.00	12,542.00	12,542.00	100.0	0.00	12,542.00-	.0
TOTAL: 8674	2,229,677.00	180,326.80	180,326.80	8.0	0.00	2,049,350.20	91.9
TOTAL: 8xxx	2,230,877.00	180,326.80	180,326.80	8.0	0.00	2,050,550.20	91.9

Bud Rpt - Monthly #2 Fin FROM 07/01/2016 TO 07/31/2016

Fund :670 SELF INSURANCE Summary

Fnd Resc Y Objt SO Goal Func CstCtr Ste Mngr		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	2,230,877.00	180,326.80	180,326.80	8.0	0.00	2,050,550.20	91.9
TOTAL: 1xxx - 5xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL EXPENSES	(1000 - 7999)	0.00	0.00	0.00	.0	0.00	0.00	.0

Account classifications selected

	Fnd	Resc	Y	Objt	SO	Goal	Func	CstCtr	Ste	Mngr
1.	-	-	-	-	-	-	-	-	-	-
2.	-	-	-	-	-	-	-	-	-	-
3.	-	-	-	-	-	-	-	-	-	-
4.	-	-	-	-	-	-	-	-	-	-
5.	-	-	-	-	-	-	-	-	-	-
6.	-	-	-	-	-	-	-	-	-	-
7.	-	-	-	-	-	-	-	-	-	-
8.	-	-	-	-	-	-	-	-	-	-
9.	-	-	-	-	-	-	-	-	-	-
10.	-	-	-	-	-	-	-	-	-	-

Field ranges selected

FI	RANGE
OB	1000 - 7999
FD	000 - 010
FD	040 - 670

Sort / Rollup on : Fund

FY Start Date : 07/01/2016
Budget Type : Working
Include Budget Tfrs: N
Budget Detail : Not Included
Warnings Only : N

Restricted Fld Nbr : 02 Resource
Separation Option : No Separation of Restricted and UnRestricted
Extraction Type : Restricted and UnRestricted
GL Transactions : Approved Only
Pre-Encumbrances : Included
Account Description: Not Shown

Detail line format : 5 SUMMARY BY Object
Summary Level : 2
Print Revenue Sub Totals: N

Report prepared : OCTOBER 03, 2016, 10:20 AM

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :000 DISCRETIONARY GENERAL FUND

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
11xx	TEACHERS' SALARIES	283,625.00	0.00	0.00	.0	0.00	283,625.00	100.0
13xx	CERTIFICATED SALARIES	3,610.00	0.00	0.00	.0	0.00	3,610.00	100.0
TOTAL: 1xxx		287,235.00	0.00	0.00	.0	0.00	287,235.00	100.0
21xx	INSTRUCTIONAL AIDES	648.00	0.00	0.00	.0	0.00	648.00	100.0
22xx	CLASSIFIED SUPPORT SALARIES	39,692.00	130.35	130.35	.3	0.00	39,561.65	99.6
24xx	CLERICAL/TECHNICAL/OFFICE STAF	26,740.00	0.00	0.00	.0	0.00	26,740.00	100.0
29xx	Other Classified Salaries	10,274.00	0.00	0.00	.0	0.00	10,274.00	100.0
TOTAL: 2xxx		77,354.00	130.35	130.35	.1	0.00	77,223.65	99.8
31xx	STATE TEACHERS' RETIREMENT SYS	36,134.00	0.00	0.00	.0	0.00	36,134.00	100.0
32xx	Public Employees Retirement Sy	8,977.00	0.00	0.00	.0	0.00	8,977.00	100.0
33xx	OASDI/Medicare/Alternative	10,087.00	17.50	17.50	.1	0.00	10,069.50	99.8
34xx	Health & Welfare Benefits	19,368.00	1,403.24	1,403.24	7.2	0.00	17,964.76	92.7
35xx	State Unemployment Insurance	176.00	0.12	0.12	.0	0.00	175.88	99.9
36xx	Worker's Compensation Insuranc	7,360.00	4.06	4.06	.0	0.00	7,355.94	99.9
39xx	Other Benefits	1,301.00	98.39	98.39	7.5	0.00	1,202.61	92.4
TOTAL: 3xxx		83,403.00	1,523.31	1,523.31	1.8	0.00	81,879.69	98.1
42xx	BOOKS & REFERENCE MATERIALS	0.00	758.45	758.45	100.0	0.00	758.45-	.0
43xx	MATERIALS AND SUPPLIES	548,745.00	5,203.30	5,203.30	.9	238,754.12	304,787.58	55.5
44xx	NONCAPITALIZED EQUIPMENT	71,934.00	1,085.34	1,085.34	1.5	0.00	70,848.66	98.4
TOTAL: 4xxx		620,679.00	7,047.09	7,047.09	1.1	238,754.12	374,877.79	60.3
52xx	TRAVEL & CONFERENCES	38,300.00	0.00	0.00	.0	0.00	38,300.00	100.0
53xx	DUES AND MEMBERSHIPS	2,665.00	0.00	0.00	.0	0.00	2,665.00	100.0
56xx	Rentals,Leases & Repairs	75,819.00	0.00	0.00	.0	32,338.95	43,480.05	57.3
57xx	Transfers of Direct Costs	54,845.00	0.00	0.00	.0	0.00	54,845.00	100.0
58xx	PROF CONSULTING SERVICES/OPER	63,824.00	42,961.37	42,961.37	67.3	5,336.00	15,526.63	24.3
59xx	Communications	2,000.00	0.00	0.00	.0	1,600.00	400.00	20.0
TOTAL: 5xxx		237,453.00	42,961.37	42,961.37	18.0	39,274.95	155,216.68	65.3
TOTAL: 1xxx - 5xxx		1,306,124.00	51,662.12	51,662.12	3.9	278,029.07	976,432.81	74.7
74xx	DEBT SERVICE-PRINCIPAL	10,537.00	1,710.62	1,710.62	16.2	8,587.62	238.76	2.2
TOTAL: 7xxx		10,537.00	1,710.62	1,710.62	16.2	8,587.62	238.76	2.2
TOTAL: 1xxx - 7xxx		1,316,661.00	53,372.74	53,372.74	4.0	286,616.69	976,671.57	74.1

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :000 DISCRETIONARY GENERAL FUND Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		1,306,124.00	51,662.12	51,662.12	3.9	278,029.07	976,432.81	74.7
TOTAL: 1xxx - 6xxx		1,306,124.00	51,662.12	51,662.12	3.9	278,029.07	976,432.81	74.7
TOTAL: 1xxx - 7xxx		1,316,661.00	53,372.74	53,372.74	4.0	286,616.69	976,671.57	74.1
TOTAL EXPENSES	(1000 - 7999)	1,316,661.00	53,372.74	53,372.74	4.0	286,616.69	976,671.57	74.1

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :010 GENERAL FUND

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
11xx	TEACHERS' SALARIES	33,842,352.00	13,102.86	13,102.86	.0	0.00	33,829,249.14	99.9
12xx	CERT PUPIL SUPPORT SALARIES	549,565.00	18,632.60	18,632.60	3.3	0.00	530,932.40	96.6
13xx	CERTIFICATED SALARIES	4,293,751.00	337,053.73	337,053.73	7.8	0.00	3,956,697.27	92.1
19xx	OTHER CERTIFICATED SALARIES	731,866.00	0.00	0.00	.0	0.00	731,866.00	100.0
TOTAL: 1xxx		39,417,534.00	368,789.19	368,789.19	.9	0.00	39,048,744.81	99.0
21xx	INSTRUCTIONAL AIDES	344,685.00	131.94	131.94	.0	0.00	344,553.06	99.9
22xx	CLASSIFIED SUPPORT SALARIES	5,257,372.00	253,768.38	253,768.38	4.8	0.00	5,003,603.62	95.1
23xx	CLASSIFIED SUPERVISOR	946,367.00	75,117.24	75,117.24	7.9	0.00	871,249.76	92.0
24xx	CLERICAL/TECHNICAL/OFFICE STAF	3,628,911.00	145,676.67	145,676.67	4.0	0.00	3,483,234.33	95.9
29xx	Other Classified Salaries	752,261.00	2,146.35	2,146.35	.2	0.00	750,114.65	99.7
TOTAL: 2xxx		10,929,596.00	476,840.58	476,840.58	4.3	0.00	10,452,755.42	95.6
31xx	STATE TEACHERS' RETIREMENT SYS	4,869,826.00	46,008.97	46,008.97	.9	0.00	4,823,817.03	99.0
32xx	Public Employees Retirement Sy	1,555,080.00	63,425.12	63,425.12	4.0	0.00	1,491,654.88	95.9
33xx	OASDI/Medicare/Alternative	1,447,446.00	40,921.97	40,921.97	2.8	0.00	1,406,524.03	97.1
34xx	Health & Welfare Benefits	8,369,345.00	687,492.73	687,492.73	8.2	0.00	7,681,852.27	91.7
35xx	State Unemployment Insurance	25,198.00	431.31	431.31	1.7	0.00	24,766.69	98.2
36xx	Worker's Compensation Insuranc	1,016,306.00	15,313.13	15,313.13	1.5	0.00	1,000,992.87	98.4
37xx	*** NOT ON FILE ***	468,116.00	34,689.97	34,689.97	7.4	0.00	433,426.03	92.5
39xx	Other Benefits	392,979.00	28,247.76	28,247.76	7.1	0.00	364,731.24	92.8
TOTAL: 3xxx		18,144,296.00	916,530.96	916,530.96	5.0	0.00	17,227,765.04	94.9
42xx	BOOKS & REFERENCE MATERIALS	9,150.00	0.00	0.00	.0	86,897.54	77,747.54-	.0
43xx	MATERIALS AND SUPPLIES	951,618.00	33,245.55	33,245.55	3.4	402,685.83	515,686.62	54.1
44xx	NONCAPITALIZED EQUIPMENT	174,200.00	7,986.89	7,986.89	4.5	579.50	165,633.61	95.0
TOTAL: 4xxx		1,134,968.00	41,232.44	41,232.44	3.6	490,162.87	603,572.69	53.1
52xx	TRAVEL & CONFERENCES	260,410.00	12,013.57	12,013.57	4.6	3,373.75	245,022.68	94.0
53xx	DUES AND MEMBERSHIPS	33,075.00	15,665.00	15,665.00	47.3	0.00	17,410.00	52.6
54xx	Insurance	636,424.00	1,749.24	1,749.24	.2	0.00	634,674.76	99.7
55xx	OPERATIONS & HOUSEKEEPING SERV	1,920,050.00	59,565.08	59,565.08	3.1	1,856,190.81	4,294.11	.2
56xx	Rentals,Leases & Repairs	553,171.00	38,716.93	38,716.93	6.9	409,653.80	104,800.27	18.9
57xx	Transfers of Direct Costs	403,300.00-	0.00	0.00	100.0	0.00	403,300.00-	.0
58xx	PROF CONSULTING SERVICES/OPER	2,777,237.00	293,160.20	293,160.20	10.5	600,590.89	1,883,485.91	67.8
59xx	Communications	375,330.00	20,263.43	20,263.43	5.3	242,366.57	112,700.00	30.0
TOTAL: 5xxx		6,152,397.00	441,133.45	441,133.45	7.1	3,112,175.82	2,599,087.73	42.2
TOTAL: 1xxx - 5xxx		75,778,791.00	2,244,526.62	2,244,526.62	2.9	3,602,338.69	69,931,925.69	92.2

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :010 GENERAL FUND

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
64xx	EQUIPMENT - NEW	133,333.00	291.38	291.38	.2	57,344.81	75,696.81	56.7
TOTAL: 6xxx		133,333.00	291.38	291.38	.2	57,344.81	75,696.81	56.7
TOTAL: 1xxx - 6xxx		75,912,124.00	2,244,818.00	2,244,818.00	2.9	3,659,683.50	70,007,622.50	92.2
71xx	TUITION	17,221.00	0.00	0.00	.0	0.00	17,221.00	100.0
73xx	DIRECT SUPPORT/INDIRECT COSTS	1,480,829.00-	0.00	0.00	100.0	0.00	1,480,829.00-	.0
74xx	DEBT SERVICE-PRINCIPAL	185,993.00	66,846.46	66,846.46	35.9	10,287.46	108,859.08	58.5
76xx	INTERFUND TRANSFERS OUT	231,997.00	0.00	0.00	.0	0.00	231,997.00	100.0
TOTAL: 7xxx		1,045,618.00-	66,846.46	66,846.46	100.0	10,287.46	1,122,751.92-	.0
TOTAL: 1xxx - 7xxx		74,866,506.00	2,311,664.46	2,311,664.46	3.0	3,669,970.96	68,884,870.58	92.0

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :010 GENERAL FUND Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		75,778,791.00	2,244,526.62	2,244,526.62	2.9	3,602,338.69	69,931,925.69	92.2
TOTAL: 1xxx - 6xxx		75,912,124.00	2,244,818.00	2,244,818.00	2.9	3,659,683.50	70,007,622.50	92.2
TOTAL: 1xxx - 7xxx		74,866,506.00	2,311,664.46	2,311,664.46	3.0	3,669,970.96	68,884,870.58	92.0
TOTAL EXPENSES	(1000 - 7999)	74,866,506.00	2,311,664.46	2,311,664.46	3.0	3,669,970.96	68,884,870.58	92.0

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :040 PARCEL TAX

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
12xx	CERT PUPIL SUPPORT SALARIES	541,371.00	0.00	0.00	.0	0.00	541,371.00	100.0
19xx	OTHER CERTIFICATED SALARIES	4,800.00	0.00	0.00	.0	0.00	4,800.00	100.0
TOTAL: 1xxx		546,171.00	0.00	0.00	.0	0.00	546,171.00	100.0
22xx	CLASSIFIED SUPPORT SALARIES	706,480.00	42,148.65	42,148.65	5.9	0.00	664,331.35	94.0
TOTAL: 2xxx		706,480.00	42,148.65	42,148.65	5.9	0.00	664,331.35	94.0
31xx	STATE TEACHERS' RETIREMENT SYS	56,487.00	0.00	0.00	.0	0.00	56,487.00	100.0
32xx	Public Employees Retirement Sy	98,482.00	5,764.63	5,764.63	5.8	0.00	92,717.37	94.1
33xx	OASDI/Medicare/Alternative	67,985.00	3,098.71	3,098.71	4.5	0.00	64,886.29	95.4
34xx	Health & Welfare Benefits	148,830.00	10,942.56	10,942.56	7.3	0.00	137,887.44	92.6
35xx	State Unemployment Insurance	624.00	20.24	20.24	3.2	0.00	603.76	96.7
36xx	Worker's Compensation Insuranc	25,284.00	717.82	717.82	2.8	0.00	24,566.18	97.1
39xx	Other Benefits	3,103.00	211.57	211.57	6.8	0.00	2,891.43	93.1
TOTAL: 3xxx		400,795.00	20,755.53	20,755.53	5.1	0.00	380,039.47	94.8
43xx	MATERIALS AND SUPPLIES	50,003.00	0.00	0.00	.0	21,562.75	28,440.25	56.8
TOTAL: 4xxx		50,003.00	0.00	0.00	.0	21,562.75	28,440.25	56.8
56xx	Rentals,Leases & Repairs	23,167.00	0.00	0.00	.0	5,510.89	17,656.11	76.2
57xx	Transfers of Direct Costs	15,699.00	0.00	0.00	.0	0.00	15,699.00	100.0
58xx	PROF CONSULTING SERVICES/OPER	11,406.00	4,065.00	4,065.00	35.6	37,000.00	29,659.00-	.0
TOTAL: 5xxx		50,272.00	4,065.00	4,065.00	8.0	42,510.89	3,696.11	7.3
TOTAL: 1xxx - 5xxx		1,753,721.00	66,969.18	66,969.18	3.8	64,073.64	1,622,678.18	92.5
74xx	DEBT SERVICE-PRINCIPAL	5,645.00	434.74	434.74	7.7	5,720.39	510.13-	.0
TOTAL: 7xxx		5,645.00	434.74	434.74	7.7	5,720.39	510.13-	.0
TOTAL: 1xxx - 7xxx		1,759,366.00	67,403.92	67,403.92	3.8	69,794.03	1,622,168.05	92.2

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :040 PARCEL TAX Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		1,753,721.00	66,969.18	66,969.18	3.8	64,073.64	1,622,678.18	92.5
TOTAL: 1xxx - 6xxx		1,753,721.00	66,969.18	66,969.18	3.8	64,073.64	1,622,678.18	92.5
TOTAL: 1xxx - 7xxx		1,759,366.00	67,403.92	67,403.92	3.8	69,794.03	1,622,168.05	92.2
TOTAL EXPENSES	(1000 - 7999)	1,759,366.00	67,403.92	67,403.92	3.8	69,794.03	1,622,168.05	92.2

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :060 RESTRICTED PROGRAMS

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
11xx	TEACHERS' SALARIES	692,439.00	500.00	500.00	.0	0.00	691,939.00	99.9
12xx	CERT PUPIL SUPPORT SALARIES	105,329.00	8,777.42	8,777.42	8.3	0.00	96,551.58	91.6
13xx	CERTIFICATED SALARIES	201,954.00	17,078.37	17,078.37	8.4	0.00	184,875.63	91.5
19xx	OTHER CERTIFICATED SALARIES	46,888.00	4,047.79	4,047.79	8.6	0.00	42,840.21	91.3
TOTAL: 1xxx		1,046,610.00	30,403.58	30,403.58	2.9	0.00	1,016,206.42	97.0
21xx	INSTRUCTIONAL AIDES	37,684.00	0.00	0.00	.0	0.00	37,684.00	100.0
22xx	CLASSIFIED SUPPORT SALARIES	595,963.00	40,881.05	40,881.05	6.8	0.00	555,081.95	93.1
23xx	CLASSIFIED SUPERVISOR	238,391.00	16,804.77	16,804.77	7.0	0.00	221,586.23	92.9
24xx	CLERICAL/TECHNICAL/OFFICE STAF	125,672.00	6,321.84	6,321.84	5.0	0.00	119,350.16	94.9
29xx	Other Classified Salaries	53,357.00	27.50	27.50	.0	0.00	53,329.50	99.9
TOTAL: 2xxx		1,051,067.00	64,035.16	64,035.16	6.0	0.00	987,031.84	93.9
31xx	STATE TEACHERS' RETIREMENT SYS	2,457,533.00	3,824.77	3,824.77	.1	0.00	2,453,708.23	99.8
32xx	Public Employees Retirement Sy	150,522.00	8,633.46	8,633.46	5.7	0.00	141,888.54	94.2
33xx	OASDI/Medicare/Alternative	97,634.00	5,169.97	5,169.97	5.2	0.00	92,464.03	94.7
34xx	Health & Welfare Benefits	217,790.00	20,706.20	20,706.20	9.5	0.00	197,083.80	90.4
35xx	State Unemployment Insurance	1,043.00	46.48	46.48	4.4	0.00	996.52	95.5
36xx	Worker's Compensation Insuranc	42,345.00	1,648.29	1,648.29	3.8	0.00	40,696.71	96.1
37xx	*** NOT ON FILE ***	0.00	313.83	313.83	100.0	0.00	313.83-	.0
39xx	Other Benefits	35,393.00	2,109.06	2,109.06	5.9	0.00	33,283.94	94.0
TOTAL: 3xxx		3,002,260.00	42,452.06	42,452.06	1.4	0.00	2,959,807.94	98.5
41xx	APPROVED TEXTBOOKS AND CORE C	225,192.00	0.00	0.00	.0	73,478.08	151,713.92	67.3
42xx	BOOKS & REFERENCE MATERIALS	10,000.00	7,336.58	7,336.58	73.3	22,688.91	20,025.49-	.0
43xx	MATERIALS AND SUPPLIES	512,920.00	14,065.86	14,065.86	2.7	262,546.22	236,307.92	46.0
44xx	NONCAPITALIZED EQUIPMENT	50,000.00	0.00	0.00	.0	553.09	49,446.91	98.8
TOTAL: 4xxx		798,112.00	21,402.44	21,402.44	2.6	359,266.30	417,443.26	52.3
51xx	Subagreements For Services	653,497.00	0.00	0.00	.0	0.00	653,497.00	100.0
52xx	TRAVEL & CONFERENCES	59,615.00	5,082.89	5,082.89	8.5	0.00	54,532.11	91.4
53xx	DUES AND MEMBERSHIPS	525.00	0.00	0.00	.0	0.00	525.00	100.0
54xx	Insurance	4,000.00	0.00	0.00	.0	0.00	4,000.00	100.0
56xx	Rentals,Leases & Repairs	881,565.00	8,096.27	8,096.27	.9	418,494.44	454,974.29	51.6
57xx	Transfers of Direct Costs	234,100.00	0.00	0.00	.0	0.00	234,100.00	100.0
58xx	PROF CONSULTING SERVICES/OPER	1,112,766.00	47,757.29	47,757.29	4.2	387,601.12	677,407.59	60.8
59xx	Communications	4,684.00	274.16	274.16	5.8	0.00	4,409.84	94.1
TOTAL: 5xxx		2,950,752.00	61,210.61	61,210.61	2.0	806,095.56	2,083,445.83	70.6
TOTAL: 1xxx - 5xxx		8,848,801.00	219,503.85	219,503.85	2.4	1,165,361.86	7,463,935.29	84.3

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :060 RESTRICTED PROGRAMS

SUMMARY BY Object	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
62xx BUILDINGS & BLDG IMPROVMENTS	135,000.00	0.00	0.00	.0	17,525.00	117,475.00	87.0
TOTAL: 6xxx	135,000.00	0.00	0.00	.0	17,525.00	117,475.00	87.0
TOTAL: 1xxx - 6xxx	8,983,801.00	219,503.85	219,503.85	2.4	1,182,886.86	7,581,410.29	84.3
73xx DIRECT SUPPORT/INDIRECT COSTS	306,898.00	0.00	0.00	.0	0.00	306,898.00	100.0
74xx DEBT SERVICE-PRINCIPAL	851,958.00	0.00	0.00	.0	853,703.53	1,745.53-	.0
TOTAL: 7xxx	1,158,856.00	0.00	0.00	.0	853,703.53	305,152.47	26.3
TOTAL: 1xxx - 7xxx	10,142,657.00	219,503.85	219,503.85	2.1	2,036,590.39	7,886,562.76	77.7

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :060 RESTRICTED PROGRAMS Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		8,848,801.00	219,503.85	219,503.85	2.4	1,165,361.86	7,463,935.29	84.3
TOTAL: 1xxx - 6xxx		8,983,801.00	219,503.85	219,503.85	2.4	1,182,886.86	7,581,410.29	84.3
TOTAL: 1xxx - 7xxx		10,142,657.00	219,503.85	219,503.85	2.1	2,036,590.39	7,886,562.76	77.7
TOTAL EXPENSES	(1000 - 7999)	10,142,657.00	219,503.85	219,503.85	2.1	2,036,590.39	7,886,562.76	77.7

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :080 SPECIAL EDUCATION

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
11xx	TEACHERS' SALARIES	5,965,431.00	36,982.49	36,982.49	.6	0.00	5,928,448.51	99.3
12xx	CERT PUPIL SUPPORT SALARIES	1,450,267.00	108,902.33	108,902.33	7.5	0.00	1,341,364.67	92.4
13xx	CERTIFICATED SALARIES	267,510.00	15,043.67	15,043.67	5.6	0.00	252,466.33	94.3
19xx	OTHER CERTIFICATED SALARIES	94,035.00	0.00	0.00	.0	0.00	94,035.00	100.0
TOTAL: 1xxx		7,777,243.00	160,928.49	160,928.49	2.0	0.00	7,616,314.51	97.9
21xx	INSTRUCTIONAL AIDES	3,010,034.00	36,153.64	36,153.64	1.2	0.00	2,973,880.36	98.7
22xx	CLASSIFIED SUPPORT SALARIES	3,500.00	846.08	846.08	24.1	0.00	2,653.92	75.8
24xx	CLERICAL/TECHNICAL/OFFICE STAF	133,624.00	10,437.92	10,437.92	7.8	0.00	123,186.08	92.1
29xx	Other Classified Salaries	397,706.00	4,315.92	4,315.92	1.0	0.00	393,390.08	98.9
TOTAL: 2xxx		3,544,864.00	51,753.56	51,753.56	1.4	0.00	3,493,110.44	98.5
31xx	STATE TEACHERS' RETIREMENT SYS	916,035.00	19,325.12	19,325.12	2.1	0.00	896,709.88	97.8
32xx	Public Employees Retirement Sy	556,853.00	5,575.32	5,575.32	1.0	0.00	551,277.68	98.9
33xx	OASDI/Medicare/Alternative	414,707.00	7,200.89	7,200.89	1.7	0.00	407,506.11	98.2
34xx	Health & Welfare Benefits	1,794,300.00	143,808.63	143,808.63	8.0	0.00	1,650,491.37	91.9
35xx	State Unemployment Insurance	5,672.00	109.06	109.06	1.9	0.00	5,562.94	98.0
36xx	Worker's Compensation Insuranc	228,541.00	3,871.96	3,871.96	1.6	0.00	224,669.04	98.3
39xx	Other Benefits	96,587.00	7,010.13	7,010.13	7.2	0.00	89,576.87	92.7
TOTAL: 3xxx		4,012,695.00	186,901.11	186,901.11	4.6	0.00	3,825,793.89	95.3
43xx	MATERIALS AND SUPPLIES	82,783.00	3,861.21	3,861.21	4.6	30,039.60	48,882.19	59.0
44xx	NONCAPITALIZED EQUIPMENT	3,450.00	0.00	0.00	.0	567.03	2,882.97	83.5
TOTAL: 4xxx		86,233.00	3,861.21	3,861.21	4.4	30,606.63	51,765.16	60.0
51xx	Subagreements For Services	1,900,000.00	1,907.00-	1,907.00-	.0	723,195.60	1,178,711.40	100.0
52xx	TRAVEL & CONFERENCES	15,384.00	275.00	275.00	1.7	0.00	15,109.00	98.2
56xx	Rentals,Leases & Repairs	4,500.00	65.00	65.00	1.4	3,423.75	1,011.25	22.4
57xx	Transfers of Direct Costs	4,875.00	0.00	0.00	.0	0.00	4,875.00	100.0
58xx	PROF CONSULTING SERVICES/OPER	457,000.00	0.00	0.00	.0	131,793.80	325,206.20	71.1
59xx	Communications	2,040.00	143.84	143.84	7.0	0.00	1,896.16	92.9
TOTAL: 5xxx		2,383,799.00	1,423.16-	1,423.16-	.0	858,413.15	1,526,809.01	100.0
TOTAL: 1xxx - 5xxx		17,804,834.00	402,021.21	402,021.21	2.2	889,019.78	16,513,793.01	92.7
71xx	TUITION	5,871,811.00	0.00	0.00	.0	0.00	5,871,811.00	100.0
73xx	DIRECT SUPPORT/INDIRECT COSTS	974,204.00	0.00	0.00	.0	0.00	974,204.00	100.0
TOTAL: 7xxx		6,846,015.00	0.00	0.00	.0	0.00	6,846,015.00	100.0
TOTAL: 1xxx - 7xxx		24,650,849.00	402,021.21	402,021.21	1.6	889,019.78	23,359,808.01	94.7

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :080 SPECIAL EDUCATION

SUMMARY BY Object	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :080 SPECIAL EDUCATION Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		17,804,834.00	402,021.21	402,021.21	2.2	889,019.78	16,513,793.01	92.7
TOTAL: 1xxx - 6xxx		17,804,834.00	402,021.21	402,021.21	2.2	889,019.78	16,513,793.01	92.7
TOTAL: 1xxx - 7xxx		24,650,849.00	402,021.21	402,021.21	1.6	889,019.78	23,359,808.01	94.7
TOTAL EXPENSES	(1000 - 7999)	24,650,849.00	402,021.21	402,021.21	1.6	889,019.78	23,359,808.01	94.7

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :130 CAFETERIA

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
22xx	CLASSIFIED SUPPORT SALARIES	1,570,628.00	6,454.14	6,454.14	.4	0.00	1,564,173.86	99.5
24xx	CLERICAL/TECHNICAL/OFFICE STAF	101,186.00	952.70	952.70	.9	0.00	100,233.30	99.0
TOTAL: 2xxx		1,671,814.00	7,406.84	7,406.84	.4	0.00	1,664,407.16	99.5
32xx	Public Employees Retirement Sy	152,423.00	546.39	546.39	.3	0.00	151,876.61	99.6
33xx	OASDI/Medicare/Alternative	126,994.00	740.62	740.62	.5	0.00	126,253.38	99.4
34xx	Health & Welfare Benefits	124,667.00	10,204.59	10,204.59	8.1	0.00	114,462.41	91.8
35xx	State Unemployment Insurance	831.00	4.85	4.85	.5	0.00	826.15	99.4
36xx	Worker's Compensation Insuranc	33,505.00	171.54	171.54	.5	0.00	33,333.46	99.4
39xx	Other Benefits	15,221.00	2,274.49	2,274.49	14.9	0.00	12,946.51	85.0
TOTAL: 3xxx		453,641.00	13,942.48	13,942.48	3.0	0.00	439,698.52	96.9
43xx	MATERIALS AND SUPPLIES	15,229.00	0.00	0.00	.0	6,000.00	9,229.00	60.6
44xx	NONCAPITALIZED EQUIPMENT	33,188.00	0.00	0.00	.0	0.00	33,188.00	100.0
TOTAL: 4xxx		48,417.00	0.00	0.00	.0	6,000.00	42,417.00	87.6
52xx	TRAVEL & CONFERENCES	660.00	0.00	0.00	.0	0.00	660.00	100.0
54xx	Insurance	1,081.00	0.00	0.00	.0	0.00	1,081.00	100.0
55xx	OPERATIONS & HOUSEKEEPING SERV	3,000.00	0.00	0.00	.0	0.00	3,000.00	100.0
56xx	Rentals,Leases & Repairs	40,300.00	0.01-	0.01-	.0	60,850.00	20,549.99-	.0
57xx	Transfers of Direct Costs	21,694.00	0.00	0.00	.0	0.00	21,694.00	100.0
58xx	PROF CONSULTING SERVICES/OPER	1,838,080.00	15,944.31	15,944.31	.8	25,500.00	1,796,635.69	97.7
59xx	Communications	402.00	0.00	0.00	.0	2,256.40	1,854.40-	.0
TOTAL: 5xxx		1,905,217.00	15,944.30	15,944.30	.8	88,606.40	1,800,666.30	94.5
TOTAL: 1xxx - 5xxx		4,079,089.00	37,293.62	37,293.62	.9	94,606.40	3,947,188.98	96.7
73xx	DIRECT SUPPORT/INDIRECT COSTS	199,727.00	0.00	0.00	.0	0.00	199,727.00	100.0
TOTAL: 7xxx		199,727.00	0.00	0.00	.0	0.00	199,727.00	100.0
TOTAL: 1xxx - 7xxx		4,278,816.00	37,293.62	37,293.62	.8	94,606.40	4,146,915.98	96.9

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :130 CAFETERIA Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		4,079,089.00	37,293.62	37,293.62	.9	94,606.40	3,947,188.98	96.7
TOTAL: 1xxx - 6xxx		4,079,089.00	37,293.62	37,293.62	.9	94,606.40	3,947,188.98	96.7
TOTAL: 1xxx - 7xxx		4,278,816.00	37,293.62	37,293.62	.8	94,606.40	4,146,915.98	96.9
TOTAL EXPENSES	(1000 - 7999)	4,278,816.00	37,293.62	37,293.62	.8	94,606.40	4,146,915.98	96.9

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :210 BUILDING

SUMMARY BY Object	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
58xx PROF CONSULTING SERVICES/OPER	0.00	0.00	0.00	.0	12,603.86	12,603.86-	.0
TOTAL: 5xxx	0.00	0.00	0.00	.0	12,603.86	12,603.86-	.0
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	.0	12,603.86	12,603.86-	.0

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :210 BUILDING Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		0.00	0.00	0.00	.0	12,603.86	12,603.86-	.0
TOTAL: 1xxx - 6xxx		0.00	0.00	0.00	.0	12,603.86	12,603.86-	.0
TOTAL: 1xxx - 7xxx		0.00	0.00	0.00	.0	12,603.86	12,603.86-	.0
TOTAL EXPENSES	(1000 - 7999)	0.00	0.00	0.00	.0	12,603.86	12,603.86-	.0

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :211 BUILDING G.O. BOND #1

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
23xx	CLASSIFIED SUPERVISOR	86,524.00	7,325.50	7,325.50	8.4	0.00	79,198.50	91.5
24xx	CLERICAL/TECHNICAL/OFFICE STAF	64,536.00	5,378.00	5,378.00	8.3	0.00	59,158.00	91.6
TOTAL: 2xxx		151,060.00	12,703.50	12,703.50	8.4	0.00	138,356.50	91.5
32xx	Public Employees Retirement Sy	20,979.00	1,764.27	1,764.27	8.4	0.00	19,214.73	91.5
33xx	OASDI/Medicare/Alternative	11,556.00	971.06	971.06	8.4	0.00	10,584.94	91.5
34xx	Health & Welfare Benefits	26,784.00	2,223.35	2,223.35	8.3	0.00	24,560.65	91.6
35xx	State Unemployment Insurance	75.00	6.39	6.39	8.5	0.00	68.61	91.4
36xx	Worker's Compensation Insuranc	3,050.00	226.72	226.72	7.4	0.00	2,823.28	92.5
39xx	Other Benefits	390.00	0.00	0.00	.0	0.00	390.00	100.0
TOTAL: 3xxx		62,834.00	5,191.79	5,191.79	8.2	0.00	57,642.21	91.7
43xx	MATERIALS AND SUPPLIES	8,851.00	10,758.61	10,758.61	100.0	4,000.00	5,907.61-	.0
44xx	NONCAPITALIZED EQUIPMENT	0.00	2,770.79	2,770.79	100.0	97,065.85	99,836.64-	.0
TOTAL: 4xxx		8,851.00	13,529.40	13,529.40	100.0	101,065.85	105,744.25-	.0
52xx	TRAVEL & CONFERENCES	5,300.00	0.00	0.00	.0	0.00	5,300.00	100.0
58xx	PROF CONSULTING SERVICES/OPER	24,761.00	2,190.00-	2,190.00-	.0	0.00	26,951.00	100.0
59xx	Communications	720.00	100.00	100.00	13.8	0.00	620.00	86.1
TOTAL: 5xxx		30,781.00	2,090.00-	2,090.00-	.0	0.00	32,871.00	100.0
TOTAL: 1xxx - 5xxx		253,526.00	29,334.69	29,334.69	11.5	101,065.85	123,125.46	48.5
62xx	BUILDINGS & BLDG IMPROVMENTS	28,371,335.00	4,566,678.81	4,566,678.81	16.0	24,809,164.36	1,004,508.17-	.0
64xx	EQUIPMENT - NEW	2,559,734.00	0.00	0.00	.0	145,185.00	2,414,549.00	94.3
TOTAL: 6xxx		30,931,069.00	4,566,678.81	4,566,678.81	14.7	24,954,349.36	1,410,040.83	4.5
TOTAL: 1xxx - 6xxx		31,184,595.00	4,596,013.50	4,596,013.50	14.7	25,055,415.21	1,533,166.29	4.9

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :211 BUILDING G.O. BOND #1 Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		253,526.00	29,334.69	29,334.69	11.5	101,065.85	123,125.46	48.5
TOTAL: 1xxx - 6xxx		31,184,595.00	4,596,013.50	4,596,013.50	14.7	25,055,415.21	1,533,166.29	4.9
TOTAL: 1xxx - 7xxx		31,184,595.00	4,596,013.50	4,596,013.50	14.7	25,055,415.21	1,533,166.29	4.9
TOTAL EXPENSES	(1000 - 7999)	31,184,595.00	4,596,013.50	4,596,013.50	14.7	25,055,415.21	1,533,166.29	4.9

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :250 CAPITAL FACILITIES

SUMMARY BY Object	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
58xx PROF CONSULTING SERVICES/OPER	12,000.00	0.00	0.00	.0	0.00	12,000.00	100.0
TOTAL: 5xxx	12,000.00	0.00	0.00	.0	0.00	12,000.00	100.0
TOTAL: 1xxx - 5xxx	12,000.00	0.00	0.00	.0	0.00	12,000.00	100.0

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :250 CAPITAL FACILITIES Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		12,000.00	0.00	0.00	.0	0.00	12,000.00	100.0
TOTAL: 1xxx - 6xxx		12,000.00	0.00	0.00	.0	0.00	12,000.00	100.0
TOTAL: 1xxx - 7xxx		12,000.00	0.00	0.00	.0	0.00	12,000.00	100.0
TOTAL EXPENSES	(1000 - 7999)	12,000.00	0.00	0.00	.0	0.00	12,000.00	100.0

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :400 SPECIAL RESERVE-CAPITAL

SUMMARY BY Object	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
58xx PROF CONSULTING SERVICES/OPER	0.00	0.00	0.00	.0	75,000.00	75,000.00-	.0
TOTAL: 5xxx	0.00	0.00	0.00	.0	75,000.00	75,000.00-	.0
TOTAL: 1xxx - 5xxx	0.00	0.00	0.00	.0	75,000.00	75,000.00-	.0
74xx DEBT SERVICE-PRINCIPAL	109,404.00	0.00	0.00	.0	109,403.65	0.35	.0
76xx INTERFUND TRANSFERS OUT	369,943.00	0.00	0.00	.0	0.00	369,943.00	100.0
TOTAL: 7xxx	479,347.00	0.00	0.00	.0	109,403.65	369,943.35	77.1
TOTAL: 1xxx - 7xxx	479,347.00	0.00	0.00	.0	184,403.65	294,943.35	61.5

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :400 SPECIAL RESERVE-CAPITAL Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		0.00	0.00	0.00	.0	75,000.00	75,000.00-	.0
TOTAL: 1xxx - 6xxx		0.00	0.00	0.00	.0	75,000.00	75,000.00-	.0
TOTAL: 1xxx - 7xxx		479,347.00	0.00	0.00	.0	184,403.65	294,943.35	61.5
TOTAL EXPENSES	(1000 - 7999)	479,347.00	0.00	0.00	.0	184,403.65	294,943.35	61.5

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :510 BOND INTEREST & REDEMPTION FD

SUMMARY BY Object	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
74xx DEBT SERVICE-PRINCIPAL	643,818.00	944,409.38	944,409.38	100.0	0.00	300,591.38-	.0
TOTAL: 7xxx	643,818.00	944,409.38	944,409.38	100.0	0.00	300,591.38-	.0
TOTAL: 1xxx - 7xxx	643,818.00	944,409.38	944,409.38	100.0	0.00	300,591.38-	.0

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :510 BOND INTEREST & REDEMPTION FD Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx		643,818.00	944,409.38	944,409.38	100.0	0.00	300,591.38-	.0
TOTAL EXPENSES	(1000 - 7999)	643,818.00	944,409.38	944,409.38	100.0	0.00	300,591.38-	.0

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :511 BOND INTEREST & REDEMPTION

SUMMARY BY Object	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
74xx DEBT SERVICE-PRINCIPAL	5,608,175.00	4,899,276.88	4,899,276.88	87.3	0.00	708,898.12	12.6
TOTAL: 7xxx	5,608,175.00	4,899,276.88	4,899,276.88	87.3	0.00	708,898.12	12.6
TOTAL: 1xxx - 7xxx	5,608,175.00	4,899,276.88	4,899,276.88	87.3	0.00	708,898.12	12.6

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :511 BOND INTEREST & REDEMPTION Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx		5,608,175.00	4,899,276.88	4,899,276.88	87.3	0.00	708,898.12	12.6
TOTAL EXPENSES	(1000 - 7999)	5,608,175.00	4,899,276.88	4,899,276.88	87.3	0.00	708,898.12	12.6

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :512 BOND INTEREST & REDEMTPION

SUMMARY BY Object	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
74xx DEBT SERVICE-PRINCIPAL	2,484,110.00	4,640,068.75	4,640,068.75	100.0	0.00	2,155,958.75-	.0
TOTAL: 7xxx	2,484,110.00	4,640,068.75	4,640,068.75	100.0	0.00	2,155,958.75-	.0
TOTAL: 1xxx - 7xxx	2,484,110.00	4,640,068.75	4,640,068.75	100.0	0.00	2,155,958.75-	.0

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :512 BOND INTEREST & REDEMTPION Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 6xxx		0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 7xxx		2,484,110.00	4,640,068.75	4,640,068.75	100.0	0.00	2,155,958.75-	.0
TOTAL EXPENSES	(1000 - 7999)	2,484,110.00	4,640,068.75	4,640,068.75	100.0	0.00	2,155,958.75-	.0

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :630 ENTERPRISE FUND

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
13xx	CERTIFICATED SALARIES	67,164.00	5,597.06	5,597.06	8.3	0.00	61,566.94	91.6
TOTAL: 1xxx		67,164.00	5,597.06	5,597.06	8.3	0.00	61,566.94	91.6
22xx	CLASSIFIED SUPPORT SALARIES	26,434.00	2,009.50	2,009.50	7.6	0.00	24,424.50	92.3
23xx	CLASSIFIED SUPERVISOR	95,851.00	8,109.17	8,109.17	8.4	0.00	87,741.83	91.5
24xx	CLERICAL/TECHNICAL/OFFICE STAF	24,355.00	0.00	0.00	.0	0.00	24,355.00	100.0
29xx	Other Classified Salaries	507,948.00	11,630.12	11,630.12	2.2	0.00	496,317.88	97.7
TOTAL: 2xxx		654,588.00	21,748.79	21,748.79	3.3	0.00	632,839.21	96.6
31xx	STATE TEACHERS' RETIREMENT SYS	8,450.00	704.12	704.12	8.3	0.00	7,745.88	91.6
32xx	Public Employees Retirement Sy	80,393.00	2,317.60	2,317.60	2.8	0.00	78,075.40	97.1
33xx	OASDI/Medicare/Alternative	49,217.00	1,839.98	1,839.98	3.7	0.00	47,377.02	96.2
34xx	Health & Welfare Benefits	100,470.00	7,627.41	7,627.41	7.5	0.00	92,842.59	92.4
35xx	State Unemployment Insurance	349.00	14.47	14.47	4.1	0.00	334.53	95.8
36xx	Worker's Compensation Insuranc	14,081.00	511.73	511.73	3.6	0.00	13,569.27	96.3
39xx	Other Benefits	15,155.00	703.78	703.78	4.6	0.00	14,451.22	95.3
TOTAL: 3xxx		268,115.00	13,719.09	13,719.09	5.1	0.00	254,395.91	94.8
43xx	MATERIALS AND SUPPLIES	35,160.00	718.16	718.16	2.0	14,000.00	20,441.84	58.1
47xx	FOOD/CLASSROOM	28,453.00	0.00	0.00	.0	0.00	28,453.00	100.0
TOTAL: 4xxx		63,613.00	718.16	718.16	1.1	14,000.00	48,894.84	76.8
52xx	TRAVEL & CONFERENCES	11,300.00	715.00	715.00	6.3	0.00	10,585.00	93.6
53xx	DUES AND MEMBERSHIPS	300.00	0.00	0.00	.0	0.00	300.00	100.0
56xx	Rentals,Leases & Repairs	11,660.00	0.00	0.00	.0	0.00	11,660.00	100.0
57xx	Transfers of Direct Costs	72,087.00	0.00	0.00	.0	0.00	72,087.00	100.0
58xx	PROF CONSULTING SERVICES/OPER	18,181.00	0.00	0.00	.0	0.00	18,181.00	100.0
59xx	Communications	1,872.00	156.00	156.00	8.3	0.00	1,716.00	91.6
TOTAL: 5xxx		115,400.00	871.00	871.00	.7	0.00	114,529.00	99.2
TOTAL: 1xxx - 5xxx		1,168,880.00	42,654.10	42,654.10	3.6	14,000.00	1,112,225.90	95.1

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :630 ENTERPRISE FUND Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		1,168,880.00	42,654.10	42,654.10	3.6	14,000.00	1,112,225.90	95.1
TOTAL: 1xxx - 6xxx		1,168,880.00	42,654.10	42,654.10	3.6	14,000.00	1,112,225.90	95.1
TOTAL: 1xxx - 7xxx		1,168,880.00	42,654.10	42,654.10	3.6	14,000.00	1,112,225.90	95.1
TOTAL EXPENSES	(1000 - 7999)	1,168,880.00	42,654.10	42,654.10	3.6	14,000.00	1,112,225.90	95.1

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :670 SELF INSURANCE

SUMMARY BY Object	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
58xx PROF CONSULTING SERVICES/OPER	1,882,000.00	163,432.00	163,432.00	8.6	0.00	1,718,568.00	91.3
TOTAL: 5xxx	1,882,000.00	163,432.00	163,432.00	8.6	0.00	1,718,568.00	91.3
TOTAL: 1xxx - 5xxx	1,882,000.00	163,432.00	163,432.00	8.6	0.00	1,718,568.00	91.3

Bud Rpt - Monthly #3 Fin FROM 07/01/2016 TO 07/31/2016

Fund :670 SELF INSURANCE Summary

SUMMARY BY Object		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
TOTAL INCOME	(8000 - 8999)	0.00	0.00	0.00	.0	0.00	0.00	.0
TOTAL: 1xxx - 5xxx		1,882,000.00	163,432.00	163,432.00	8.6	0.00	1,718,568.00	91.3
TOTAL: 1xxx - 6xxx		1,882,000.00	163,432.00	163,432.00	8.6	0.00	1,718,568.00	91.3
TOTAL: 1xxx - 7xxx		1,882,000.00	163,432.00	163,432.00	8.6	0.00	1,718,568.00	91.3
TOTAL EXPENSES	(1000 - 7999)	1,882,000.00	163,432.00	163,432.00	8.6	0.00	1,718,568.00	91.3

Account classifications selected

	Fnd	Resc	Y	Objt	SO	Goal	Func	CstCtr	Ste	Mngr
1.	-	-	-	-	-	-	-	-	-	-
2.	-	-	-	-	-	-	-	-	-	-
3.	-	-	-	-	-	-	-	-	-	-
4.	-	-	-	-	-	-	-	-	-	-
5.	-	-	-	-	-	-	-	-	-	-
6.	-	-	-	-	-	-	-	-	-	-
7.	-	-	-	-	-	-	-	-	-	-
8.	-	-	-	-	-	-	-	-	-	-
9.	-	-	-	-	-	-	-	-	-	-
10.	-	-	-	-	-	-	-	-	-	-

Field ranges selected

FI	RANGE
OB	1000 - 7999
FD	000 - 010
FD	040 - 670

Sort / Rollup on : Fund
Cost Center

FY Start Date : 07/01/2016
Budget Type : Working
Include Budget Tfrs: N
Budget Detail : Not Included
Warnings Only : N

Restricted Fld Nbr : 02 Resource
Separation Option : No Separation of Restricted and UnRestricted
Extraction Type : Restricted and UnRestricted
GL Transactions : Approved Only
Pre-Encumbrances : Included
Account Description: Not Shown

Detail line format : 6 SUMMARY BY Cost Center
Summary Level : 6
Print Revenue Sub Totals: N

Report prepared : OCTOBER 03, 2016, 10:22 AM

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :000 DISCRETIONARY GENERAL FUND

SUMMARY BY Cost Center		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
011200	DAVIS EIA	178,717.00	784.35	784.35	.4	0.00	177,932.65	99.5
013300	After School Sports	15,447.00	0.00	0.00	.0	920.00	14,527.00	94.0
016400	Music	10,956.00	0.00	0.00	.0	0.00	10,956.00	100.0
018100	General Ed Instr K-8	383,705.00	6,163.50	6,163.50	1.6	148,078.94	229,462.56	59.8
018600	LCFF-BASIC (SIP)	724,836.00	46,424.89	46,424.89	6.4	137,546.33	540,864.78	74.6
070000	General Support	3,000.00	0.00	0.00	.0	0.00	3,000.00	100.0
070005	MAA Program	0.00	0.00	0.00	.0	71.42	71.42-G	.0
TOTAL:		1,316,661.00	53,372.74	53,372.74	4.0	286,616.69	976,671.57	74.1

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :000 DISCRETIONARY GENERAL FUND Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	1,316,661.00	53,372.74	53,372.74	4.0	286,616.69	976,671.57	74.1

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :010 GENERAL FUND

SUMMARY BY Cost Center		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
000000	not used	10,239.00	0.00	0.00	.0	0.00	10,239.00	100.0
010200	Regular - Home/Hospital	42,430.00	2,384.23	2,384.23	5.6	0.00	40,045.77	94.3
010300	VPA - ART	131,439.00	2,688.56	2,688.56	2.0	0.00	128,750.44	97.9
011100	Bilingual ESL	2,419,426.00	23,730.71	23,730.71	.9	72,541.91	2,323,153.38	96.0
013100	SEAL	181,075.00	0.00	0.00	.0	103,395.60	77,679.40	42.8
015900	Gifted & Talented Ed.	38,786.00	1,310.06	1,310.06	3.3	0.00	37,475.94	96.6
016400	Music	256,474.00	2,975.72	2,975.72	1.1	0.00	253,498.28	98.8
017000	Physical Education	103,223.00	1,378.50	1,378.50	1.3	0.00	101,844.50	98.6
017500	Literacy Extded Remedial Srvce	90,000.00	0.00	0.00	.0	0.00	90,000.00	100.0
018100	General Ed Instr K-8	43,208,882.00	513,393.40	513,393.40	1.1	864.62	42,694,623.98	98.8
018101	Pupil Placement Funds	47,540.00	0.00	0.00	.0	0.00	47,540.00	100.0
018102	Independent Home Study	158,700.00	784.35	784.35	.4	0.00	157,915.65	99.5
018300	Computer Replacement Program	141,384.00	31,473.53	31,473.53	22.2	95,654.66	14,255.81	10.0
018701	Supplemental Summer Programs	0.00	20,942.59	20,942.59	100.0	0.00	20,942.59-G	.0
019200	Saturday School	14,163.00	0.00	0.00	.0	0.00	14,163.00	100.0
019900	Noon Duty Supervision	563,061.00	2,517.31	2,517.31	.4	0.00	560,543.69	99.5
041500	Educational Services	2,241,348.00	128,770.59	128,770.59	5.7	24,720.54	2,087,856.87	93.1
041503	Staff Development	10,870.00	6,288.55	6,288.55	57.8	0.00	4,581.45	42.1
041530	SchAccountability Rpt Cars(SAR	61,602.00	80,642.00	80,642.00	100.0	0.00	19,040.00-A	.0
041599	Technology Education	446,681.00	11,515.69	11,515.69	2.5	0.00	435,165.31	97.4
045100	Media Services	17,016.00	291.29	291.29	1.7	0.00	16,724.71	98.2
045900	Library Services	23,600.00	14,254.75	14,254.75	60.4	0.00	9,345.25	39.5
048300	School Administration	5,803,046.00	309,782.74	309,782.74	5.3	0.00	5,493,263.26	94.6
059910	Sobrato Summer Bridge	88,269.00	0.00	0.00	.0	0.00	88,269.00	100.0
059940	Applied Materials Foundation	150,000.00	0.00	0.00	.0	0.00	150,000.00	100.0
061500	Campus Safety	34,142.00	0.00	0.00	.0	0.00	34,142.00	100.0
062000	Community Liaison	245,678.00	2,202.76	2,202.76	.8	3,900.00	239,575.24	97.5
063000	Attendance Clerk	81,707.00	572.39	572.39	.7	0.00	81,134.61	99.2
064000	Guidance/Counseling	235,592.00	2,685.96	2,685.96	1.1	0.00	232,906.04	98.8
065000	Psychological Services	240,768.00	8,934.89	8,934.89	3.7	0.00	231,833.11	96.2
067000	Health Services	1,137,444.00	16,502.25	16,502.25	1.4	2,102.93	1,118,838.82	98.3
070000	General Support	312,583.00-	30,536.34	30,536.34	100.0	83,826.97	426,946.31-E	.0
070001	Strategic Visioning	32,299.00	0.00	0.00	.0	0.00	32,299.00	100.0
070002	Challenge Initative	2,500.00	0.00	0.00	.0	0.00	2,500.00	100.0
070005	MAA Program	55,285.00	196.09	196.09	.3	0.00	55,088.91	99.6
070076	Cinco de Mayo	6,337.00	0.00	0.00	.0	0.00	6,337.00	100.0
070500	Early Retirement Program	468,116.00	34,689.97	34,689.97	7.4	0.00	433,426.03	92.5
071000	Employer/Employee Relations	253,700.00	1,932.95	1,932.95	.7	11,500.00	240,267.05	94.7
071001	School Choice	9,000.00	0.00	0.00	.0	0.00	9,000.00	100.0
071100	Board	192,289.00	20,827.47	20,827.47	10.8	0.00	171,461.53	89.1

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :010 GENERAL FUND

SUMMARY BY Cost Center		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
071200	Superintendent	622,946.00	43,935.97	43,935.97	7.0	1,500.00	577,510.03	92.7
071301	Human Resources Div	1,140,620.00	87,357.47	87,357.47	7.6	56,757.22	996,505.31	87.3
071302	Settlement	30,000.00	0.00	0.00	.0	0.00	30,000.00	100.0
071305	Employee Recognition	18,000.00	0.00	0.00	.0	0.00	18,000.00	100.0
071307	New Teacher Support	14,806.00	289.35	289.35	1.9	1,000.00	13,516.65	91.2
071308	Wellness Program	3,500.00	0.00	0.00	.0	0.00	3,500.00	100.0
071400	Assistant Superintendent - Bus	411,476.00	33,698.25	33,698.25	8.1	3,500.00	374,277.75	90.9
071401	Emergency Preparedness	10,000.00	0.00	0.00	.0	0.00	10,000.00	100.0
071501	Business-General Accounting	984,903.00	80,840.42	80,840.42	8.2	28,096.80	875,965.78	88.9
071503	Information Technology	1,436,096.00	194,471.95	194,471.95	13.5	69,537.87	1,172,086.18	81.6
071504	Purchasing	251,439.00	11,196.24	11,196.24	4.4	1,741.30	238,501.46	94.8
071600	Insurance-Premiums	621,424.00	1,749.24	1,749.24	.2	0.00	619,674.76	99.7
071601	Insurance-Deductibles	25,000.00	0.00	0.00	.0	0.00	25,000.00	100.0
071800	Graphics and Duplicating	37,333.00	36,633.35	36,633.35	98.1	129,572.01	128,872.36-B	.0
072800	JPA - Safety Program	3,000.00	0.00	0.00	.0	0.00	3,000.00	100.0
072801	Safety Credit Budget	15,000.00	0.00	0.00	.0	24,619.75	9,619.75-A	.0
072804	American Disabilities Act	109,233.00	154.00	154.00	.1	0.00	109,079.00	99.8
072810	First Aide Only	2,000.00	0.00	0.00	.0	0.00	2,000.00	100.0
073000	Maintenance	0.00	0.00	0.00	.0	6,500.00	6,500.00-G	.0
075000	Operations	5,042,870.00	261,473.46	261,473.46	5.1	2,053,986.37	2,727,410.17	54.0
075001	Energy Management Program	74,770.00	0.00	0.00	.0	0.00	74,770.00	100.0
075004	Carpet Cleaning - Operations	36,534.00	1,174.18	1,174.18	3.2	0.00	35,359.82	96.7
075010	Garbage Collection	97,207.00	14,943.20	14,943.20	15.3	83,816.37	1,552.57-A	.0
075020	Environmental Mandates	40,000.00	5,268.50-	5,268.50-	13.1	46,476.00	1,207.50-A	.0
075100	Warehouse	219,645.00	16,499.20	16,499.20	7.5	850.00	202,295.80	92.1
075300	Grounds	755,574.00	57,689.02	57,689.02	7.6	104,936.08	592,948.90	78.4
077000	Transportation	1,286,483.00	42,312.80	42,312.80	3.2	222,613.12	1,021,557.08	79.4
077100	Transportation-Special Ed	2,533,097.00	100,521.12	100,521.12	3.9	435,960.84	1,996,615.04	78.8
077101	Transportation Sp Ed Smr Sch	84,300.00	57,391.01	57,391.01	68.0	0.00	26,908.99	31.9
078200	USE OF FACILITIES	27,722.00	379.58	379.58	1.3	0.00	27,342.42	98.6
709000	Economic Impact Aid (EIA)	0.00	17.51	17.51	100.0	0.00	17.51-G	.0
TOTAL:		74,866,506.00	2,311,664.46	2,311,664.46	3.0	3,669,970.96	68,884,870.58	92.0

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :010 GENERAL FUND Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	74,866,506.00	2,311,664.46	2,311,664.46	3.0	3,669,970.96	68,884,870.58	92.0

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :040 PARCEL TAX

SUMMARY BY Cost Center		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
018100	General Ed Instr K-8	102,920.00	4,499.74	4,499.74	4.3	32,794.03	65,626.23	63.7
045100	Media Services	33,758.00	583.47	583.47	1.7	0.00	33,174.53	98.2
045900	Library Services	242,051.00	1,661.14	1,661.14	.6	0.00	240,389.86	99.3
064000	Guidance/Counseling	712,531.00	4,878.58	4,878.58	.6	0.00	707,652.42	99.3
070000	General Support	3,000.00	0.00	0.00	.0	0.00	3,000.00	100.0
075000	Operations	437,723.00	37,411.86	37,411.86	8.5	0.00	400,311.14	91.4
075300	Grounds	227,383.00	18,369.13	18,369.13	8.0	37,000.00	172,013.87	75.6
TOTAL:		1,759,366.00	67,403.92	67,403.92	3.8	69,794.03	1,622,168.05	92.2

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :040 PARCEL TAX Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	1,759,366.00	67,403.92	67,403.92	3.8	69,794.03	1,622,168.05	92.2

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :060 RESTRICTED PROGRAMS

SUMMARY BY Cost Center		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
059901	Adopt a College	0.00	57.14	57.14	100.0	0.00	57.14-D	.0
059902	HEISING-SIMONS FOUNDATION	77,482.00	3,291.20	3,291.20	4.2	0.00	74,190.80	95.7
059904	AdoptaCollege Scholarship/Ment	7,630.00	0.00	0.00	.0	0.00	7,630.00	100.0
059905	Cotsen Grant	0.00	1,885.54	1,885.54	100.0	0.00	1,885.54-D	.0
059910	Sobrato Summer Bridge	65,925.00	1,222.51	1,222.51	1.8	0.00	64,702.49	98.1
059911	AB 1290 RDA Facilities Grant	0.00	0.00	0.00	.0	17,525.00	17,525.00-A	.0
059920	Community Garden Grant	5,000.00	0.00	0.00	.0	0.00	5,000.00	100.0
059927	Beginning Teachr Supprt&Assess	0.00	8,376.98	8,376.98	100.0	0.00	8,376.98-D	.0
059932	County Mental Health	56,830.00	4,897.80	4,897.80	8.6	0.00	51,932.20	91.3
059940	Applied Materials Foundation	150,000.00	0.00	0.00	.0	0.00	150,000.00	100.0
059958	IBM Community Service Fund	0.00	0.00	0.00	.0	1,745.00	1,745.00-D	.0
059978	Home & School Club/PTA Grant	0.00	885.71	885.71	100.0	4,794.14	5,679.85-D	.0
059979	Site Donation Fund	0.00	26.59	26.59	100.0	1,307.38	1,333.97-D	.0
073000	Maintenance	3,073,372.00	134,737.06	134,737.06	4.3	854,044.47	2,084,590.47	67.8
073002	Vandalism Repair	5,636.00	0.00	0.00	.0	0.00	5,636.00	100.0
073904	Painting	22,545.00	0.00	0.00	.0	0.00	22,545.00	100.0
073911	SOLAR SYSTEMS	851,958.00	0.00	0.00	.0	851,958.53	0.53-A	.0
301000	ECIA Chapter 1	991,843.00	19,433.07	19,433.07	1.9	10,114.78	962,295.15	97.0
301001	Title 1 Program Improvement	266,837.00	0.00	0.00	.0	0.00	266,837.00	100.0
301002	PARENT INVOLVEMENT	55,505.00	437.79	437.79	.7	0.00	55,067.21	99.2
301003	HOMELESS	20,000.00	0.00	0.00	.0	0.00	20,000.00	100.0
403501	Title II Improv Tcher Prof Dev	369,129.00	24,037.08	24,037.08	6.5	0.00	345,091.92	93.4
420300	Title III LEP Student Grant	279,039.00	2,115.00	2,115.00	.7	93,425.78	183,498.22	65.7
564000	Medi-Cal Collaborative	50,000.00	5.15	5.15	.0	0.00	49,994.85	99.9
601000	After Sch Edu & Safety (ASES)	725,400.00	5,021.16	5,021.16	.6	0.00	720,378.84	99.3
626400	Educator Effectiveness	299,301.00	579.26	579.26	.1	87,148.29	211,573.45	70.6
630000	Lottery Instruct Mat'l Program	439,192.00	12,494.81	12,494.81	2.8	114,527.02	312,170.17	71.0
769000	SDRS-ON BEHALF	2,330,033.00	0.00	0.00	.0	0.00	2,330,033.00	100.0
TOTAL:		10,142,657.00	219,503.85	219,503.85	2.1	2,036,590.39	7,886,562.76	77.7

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :060 RESTRICTED PROGRAMS Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	10,142,657.00	219,503.85	219,503.85	2.1	2,036,590.39	7,886,562.76	77.7

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :080 SPECIAL EDUCATION

SUMMARY BY Cost Center		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
031700	Resource Specialist	3,733,571.00	35,827.84	35,827.84	.9	0.00	3,697,743.16	99.0
031801	Special Day Class	6,604,675.00	68,663.61	68,663.61	1.0	37,904.57	6,498,106.82	98.3
031802	SDC - Extended Year	160,740.00	81,709.34	81,709.34	50.8	0.00	79,030.66	49.1
031900	Designated Instructional Servi	2,423,831.00	42,834.30	42,834.30	1.7	3,245.45	2,377,751.25	98.0
032100	Non Public School	2,210,000.00	1,907.00-	1,907.00-	.0	794,763.60	1,417,143.40	100.0
049500	Special Ed Administration	1,396,849.00	31,395.84	31,395.84	2.2	30,000.00	1,335,453.16	95.6
054800	Presch Federal Grant P194-142	267,677.00	1,216.51	1,216.51	.4	0.00	266,460.49	99.5
054802	PL94-142 Per.Dev.Infant Presch	580.00	0.00	0.00	.0	0.00	580.00	100.0
065100	Psychological Srv-Special Ed	1,178,472.00	89,251.83	89,251.83	7.5	18,511.60	1,070,708.57	90.8
093000	Outgoing Tuition	5,809,015.00	0.00	0.00	.0	0.00	5,809,015.00	100.0
332700	Mental Health IDEA	147,719.00	11,553.47	11,553.47	7.8	0.00	136,165.53	92.1
651200	Prop 98 Mental Health	717,720.00	41,475.47	41,475.47	5.7	4,594.56	671,649.97	93.5
TOTAL:		24,650,849.00	402,021.21	402,021.21	1.6	889,019.78	23,359,808.01	94.7

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :080 SPECIAL EDUCATION Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	24,650,849.00	402,021.21	402,021.21	1.6	889,019.78	23,359,808.01	94.7

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :130 CAFETERIA

SUMMARY BY Cost Center		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
086000	Food Service	4,264,675.00	29,814.05	29,814.05	.6	94,606.40	4,140,254.55	97.0
086001	Food Service Summer School	14,141.00	7,479.57	7,479.57	52.8	0.00	6,661.43	47.1
TOTAL:		4,278,816.00	37,293.62	37,293.62	.8	94,606.40	4,146,915.98	96.9

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :130 CAFETERIA Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	4,278,816.00	37,293.62	37,293.62	.8	94,606.40	4,146,915.98	96.9

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :210 BUILDING

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
074100 Facilities Modernization Opr	0.00	0.00	0.00	.0	12,603.86	12,603.86-G	.0
TOTAL:	0.00	0.00	0.00	.0	12,603.86	12,603.86-	.0

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :210 BUILDING Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	0.00	0.00	0.00	.0	12,603.86	12,603.86-	.0

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :211 BUILDING G.O. BOND #1

SUMMARY BY Cost Center		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
073904	Painting	414,690.00	0.00	0.00	.0	414,690.00	0.00	.0
073910	Fencing	0.00	0.00	0.00	.0	807,720.00	807,720.00-A	.0
074100	Facilities Modernization Opr	385,211.00	24,110.08	24,110.08	6.2	132,223.64	228,877.28	59.4
074205	Bldg Modern School Renovation	46,257.00	8,977.00	8,977.00	19.4	340,969.19	303,689.19-A	.0
074206	PORTABLE RELOCAITON	1,107,561.00	89,121.42	89,121.42	8.0	343,229.49	675,210.09	60.9
074207	Tech/Upgrades	2,564,181.00	10,758.61	10,758.61	.4	242,250.85	2,311,171.54	90.1
081200	MEASURE P HVAC	17,216,025.00	1,663,294.50	1,663,294.50	9.6	6,424,121.31	9,128,609.19	53.0
081500	MEASURE P STREET/PARKING	1,834,975.00	377,119.80	377,119.80	20.5	6,693,930.24	5,236,075.04-A	.0
081600	MEASURE P ROOF	5,775,781.00	2,315,468.16	2,315,468.16	40.0	8,401,172.02	4,940,859.18-A	.0
081700	Athletic Fields	11,790.00	0.00	0.00	.0	11,790.00	0.00	.0
081800	Measure P Marquees	1,828,124.00	107,163.93	107,163.93	5.8	1,243,318.47	477,641.60	26.1
TOTAL:		31,184,595.00	4,596,013.50	4,596,013.50	14.7	25,055,415.21	1,533,166.29	4.9

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :211 BUILDING G.O. BOND #1 Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	31,184,595.00	4,596,013.50	4,596,013.50	14.7	25,055,415.21	1,533,166.29	4.9

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :250 CAPITAL FACILITIES

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
081100 Facilities	12,000.00	0.00	0.00	.0	0.00	12,000.00	100.0
TOTAL:	12,000.00	0.00	0.00	.0	0.00	12,000.00	100.0

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :250 CAPITAL FACILITIES Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	12,000.00	0.00	0.00	.0	0.00	12,000.00	100.0

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :400 SPECIAL RESERVE-CAPITAL

SUMMARY BY Cost Center		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
000000	not used	369,943.00	0.00	0.00	.0	0.00	369,943.00	100.0
091000	Other Outgo	109,404.00	0.00	0.00	.0	109,403.65	0.35	.0
623000	CALIF CLEAN AIR ACT	0.00	0.00	0.00	.0	75,000.00	75,000.00-	.0
TOTAL:		479,347.00	0.00	0.00	.0	184,403.65	294,943.35	61.5

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :400 SPECIAL RESERVE-CAPITAL Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	479,347.00	0.00	0.00	.0	184,403.65	294,943.35	61.5

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :510 BOND INTEREST & REDEMPTION FD

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
000000 not used	643,818.00	944,409.38	944,409.38	100.0	0.00	300,591.38-	.0
TOTAL:	643,818.00	944,409.38	944,409.38	100.0	0.00	300,591.38-	.0

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :510 BOND INTEREST & REDEMPTION FD Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	643,818.00	944,409.38	944,409.38	100.0	0.00	300,591.38-	.0

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :511 BOND INTEREST & REDEMPTION

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
000000 not used	5,608,175.00	4,899,276.88	4,899,276.88	87.3	0.00	708,898.12	12.6
TOTAL:	5,608,175.00	4,899,276.88	4,899,276.88	87.3	0.00	708,898.12	12.6

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :511 BOND INTEREST & REDEMPTION Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	5,608,175.00	4,899,276.88	4,899,276.88	87.3	0.00	708,898.12	12.6

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :512 BOND INTEREST & REDEMTPION

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
000000 not used	2,484,110.00	4,640,068.75	4,640,068.75	100.0	0.00	2,155,958.75-	.0
TOTAL:	2,484,110.00	4,640,068.75	4,640,068.75	100.0	0.00	2,155,958.75-	.0

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :512 BOND INTEREST & REDEMTPION Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	2,484,110.00	4,640,068.75	4,640,068.75	100.0	0.00	2,155,958.75-	.0

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :630 ENTERPRISE FUND

SUMMARY BY Cost Center		WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
070004	Child Care Centers	683,921.40	17,898.50	17,898.50	2.6	14,000.00	652,022.90	95.3
070008	Oak Grove PreSchool (OGP)	428,063.60	11,224.00	11,224.00	2.6	0.00	416,839.60	97.3
630001	BASE Summer School	56,895.00	13,531.60	13,531.60	23.7	0.00	43,363.40	76.2
TOTAL:		1,168,880.00	42,654.10	42,654.10	3.6	14,000.00	1,112,225.90	95.1

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :630 ENTERPRISE FUND Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	1,168,880.00	42,654.10	42,654.10	3.6	14,000.00	1,112,225.90	95.1

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :670 SELF INSURANCE

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
071600 Insurance-Premiums	1,882,000.00	163,432.00	163,432.00	8.6	0.00	1,718,568.00	91.3
TOTAL:	1,882,000.00	163,432.00	163,432.00	8.6	0.00	1,718,568.00	91.3

Cost Center Report #4 FROM 07/01/2016 TO 07/31/2016

Fund :670 SELF INSURANCE Summary

SUMMARY BY Cost Center	WORKING BUDGET	EXPENDED/RECEIVED CURRENT	EXPENDED/RECEIVED YEAR TO DATE	%	ENCUMBERED	UNENCUMBERED BALANCE	%
CostCent TOTAL:	1,882,000.00	163,432.00	163,432.00	8.6	0.00	1,718,568.00	91.3

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

SUBJECT: **Authorization to Declare Furniture & Equipment Surplus Property** **Consent X**

DATE: **October 13, 2016** **Agenda Item A-5**

REPORTED BY/PERSON RESPONSIBLE: **Laura T. Phan**

RECOMMENDED ACTION: **It is recommended that the Board of Trustees declare the list of furniture and equipment as surplus property and authorize the disposal of the items in accordance with provisions of Education Code sections 17545-17555.**

BACKGROUND: The Board of Trustees has the authority under Sections 17545-17555 of the Education Code to sell, auction, donate, or otherwise dispose of District furniture, equipment or materials that are unusable, obsolete, or no longer needed for District use.

DISCUSSION: The Purchasing Department in conjunction with the Warehouse Team monitors and disposes of District fixed assets. Obsolete items from the sites/departments are removed from our fixed asset system and a list is compiled and sent to the Board for approval to surplus.

The District is requesting Board approval to declare the below list of equipment as surplus property and authorize the Assistant Superintendent/CBO to dispose of the equipment no longer used by the District. The Purchasing Department partners with a local recycling company who specializes in environmentally safe disposal and recycling of electronic waste for all the obsolete electronic items.

ITEM	QTY	DESCRIPTION	REASON	ESTIMATED SALVAGE VALUE
1	1	CopyStar Copier	Obsolete/broken	$0
2	4	Gestetner Duplicators	Obsolete/broken	$0
3	1	Konica Copier	Obsolete/broken	$0
4	2	Sharp Copiers	Obsolete/broken	$0
5	9	Computers (misc)	Obsolete/broken	$0
6	120	Dell Computers	Obsolete/broken	$0
7	9	Laptops (misc)	Obsolete/broken	$0
8	4	Mac Monitors	Obsolete/broken	$0
9	4	LCD Projectors	Obsolete/broken	$0
10	6	Laser Jet Printers	Obsolete/broken	$0

FISCAL IMPACT: The recycling company pays an amount per pound for our electronic e-waste. In accordance with Education Code 17547, the money received from the sales shall be credited to the fund from which the original expenditure for the purchase of the property was made or in the general or reserve fund of the District. Over the past three years, e-waste recycling has contributed an average of $1,858 per year to the District.

Surplus Items-Oak Grove School District						
No.	Tag #	Qty.	Description of item	Site/Location	Reason for Surplus	Surplus Value
1	005377	1	Compact CPU	Davis	Obsolete	$0
4		1	Compaq tower	Parkview	Obsolete (rm. 17)	$0
5		3	Computers	Baldwin	Obsolete	$0
6	009747	1	Copier CopyStar CS 4035 L3023518	ESD	Obsolete	$0
7	006828	1	Copier Gestetner 5308L C3931025038	Bernal	Obsolete	$0
8	007619	1	Copier Gestetner 5308L C3932115058	Christopher	Obsolete	$0
9	005387	1	Copier Gestetner 5309L F2641050056	Baldwin	Obsolete	$0
10	007953	1	Copier Gestetner 6143L N6780970092	Baldwin	Obsolete	$0
11	007542	1	Copier Konica 7145 40LE07750	Baldwin	Obsolete	$0
12	006938	1	Copier Sharp AR335UAJ 66000169	Del Roble	Obsolete	$0
13		1	Copier Sharp ARM277J 65022928	The Academy	Obsolete	$0
14		2	CPU	Ledesma	Obsolete	$0
16	005634	1	Dell Computer	Glider	Obsolete	$0
17	005825	1	Dell Computer	Ledesma	Obsolete	$0
18	005826	1	Dell Computer	Ledesma	Obsolete	$0
19	005827	1	Dell Computer	Ledesma	Obsolete	$0
20	005828	19	Dell Computer	Ledesma	Obsolete	$0
21	005829	1	Dell Computer	Ledesma	Obsolete	$0
22	005832	1	Dell Computer	Ledesma	Obsolete	$0
23	005836	1	Dell Computer	Ledesma	Obsolete	$0
24	005837	1	Dell Computer	Ledesma	Obsolete	$0
25	007906	1	Dell Computer	Ledesma	Obsolete	$0
26	007907	1	Dell Computer	Ledesma	Obsolete	$0
27	007910	1	Dell Computer	Ledesma	Obsolete	$0
28		17	Dell Computer	Del Roble	Obsolete	$0
30	011153	1	Dell Computer	Parkview	Obsolete	$0
31	011155	1	Dell Computer	Parkview	Obsolete	$0
32	012344	1	Dell Computer	Parkview	Obsolete	$0
33	008079	1	Dell Computer	Davis	Obsolete	$0
34	008083	1	Dell Computer	Davis	Obsolete	$0
35		1	Dell Laptop	Parkview	Obsolete	$0
36	006114	1	Dell Laptop	Hayes	Obsolete	$0
37	008426	1	Dell Laptop	Davis	Obsolete	$0
38	008673	1	Dell Laptop	Davis	Obsolete	$0
39	012789	1	Dell Laptop	Edenvale	Obsolete	$0
40	006520	1	Dell OptiPlex 330	Miner	Obsolete	$0
41	006526	1	Dell OptiPlex 330	Miner	Obsolete	$0
42	006551	1	Dell OptiPlex 330	Miner	Obsolete	$0
43	006562	1	Dell OptiPlex 330	Miner	Obsolete	$0
44	006563	1	Dell OptiPlex 330	Miner	Obsolete	$0
45	006571	1	Dell OptiPlex 330	Edenvale	Obsolete	$0
46	006573	1	Dell Optiplex 330	Edenvale	Obsolete	$0
47	006589	2	Dell Optiplex 330	Hayes	Obsolete	$0
48	006590	1	Dell Optiplex 330	Hayes	Obsolete	$0
49		2	Dell OptiPlex 330	Miner	Obsolete	$0
50		2	Dell OptiPlex 330	Miner	Obsolete	$0
51		1	Dell OptiPlex 360	Stipe	Obsolete	$0
52		1	Dell Optiplex 360	Stipe	Obsolete	$0
53	005713	1	Dell Optiplex 745	Miner	Obsolete	$0
54	006088	1	Dell Optiplex 745	Stipe	Obsolete	$0
55	006095	1	Dell Optiplex 745	Stipe	Obsolete	$0
56		1	Dell Optiplex 745	Stipe	Obsolete	$0
57		1	Dell Optiplex 745	Stipe	Obsolete	$0
58		1	Dell Optiplex 750	Glider	Obsolete	$0
59	006088	1	Dell optiplex 755	Stipe	Obsolete	$0
60	006484	1	Dell Optiplex 755	Edenvale	Obsolete	$0
61	006522	2	Dell Optiplex 755	Miner	Obsolete	$0
62	006544	2	Dell OptiPlex 755	Miner	Obsolete	$0
63		1	Dell OptiPlex 755	Miner	Obsolete	$0
64		2	Dell OptiPlex 755	Miner	Obsolete	$0
65		6	Dell Optiplex 755	Miner	Obsolete	$0
66		1	Dell OptiPlex 755	Miner	Obsolete	$0
67		2	Dell OptiPlex 755	Miner	Obsolete	$0
68		1	Dell Optiplex 755	Miner	Obsolete	$0
69	00638	1	Dell Optiplex 760	Miner	Obsolete	$0
70	006517	1	Dell Optiplex 760	Miner	Obsolete	$0
71	006539	1	Dell Optiplex 760	Miner	Obsolete	$0

No.	Tag #	Qty.	Description of item	Site/Location	Reason for Surplus	Surplus Value
72	014269	1	Dell Optiplex 760	Glider	Obsolete	$0
73		1	Dell Optiplex 760	Miner	Obsolete	$0
74		1	Dell Optiplex 760	Miner	Obsolete	$0
75		1	Dell Optiplex 760	Miner	Obsolete	$0
76		1	Dell Optiplex 760	Miner	Obsolete	$0
77		1	Dell Optiplex 760	Miner	Obsolete	$0
78	014261	1	Dell Optiplex 761	Glider	Obsolete	$0
79	014262	1	Dell Optiplex 762	Glider	Obsolete	$0
80	014279	1	Dell Optiplex 763	Glider	Obsolete	$0
81	014265	1	Dell Optiplex 764	Glider	Obsolete	$0
82	014270	1	Dell Optiplex 765	Glider	Obsolete	$0
83	014263	1	Dell Optiplex 766	Glider	Obsolete	$0
84	014259	1	Dell Optiplex 767	Glider	Obsolete	$0
85	008118	1	Dell Optiplex 780	Edenvale	Obsolete	$0
86	008212	1	Dell Optiplex 780	Edenvale	Obsolete	$0
87	008213	1	Dell Optiplex 780	Edenvale	Obsolete	$0
88	008217	1	Dell Optiplex 780	Edenvale	Obsolete	$0
89	008573	1	Dell Optiplex 780	Miner	Obsolete	$0
90	008575	1	Dell Optiplex 780	Miner	Obsolete	$0
91	008577	1	Dell Optiplex 780	Miner	Obsolete	$0
92	082215	1	Dell Optiplex 780	Edenvale	Obsolete	$0
93	005731	1	Dell Poweredge 2900	Miner	Obsolete	$0
94		1	Dell Precision 390	Stipe	Obsolete	$0
96	256521	1	EIKI projector	Davis	Obsolete	$0
97	002391	1	Fintec Computer	Hayes	Obsolete	$0
99	014005	1	Hitachi projector	Frost/Indigo	Obsolete	$0
102		1	HP laptop	Parkview	Obsolete	$0
103	002393	1	HP Laser Jet 2100	Hayes	Obsolete	$0
104	260070	1	HP Laser Jet Print	Davis	Broken	$0
105	003682	1	HP LaserJet 4050N	Edenvale	Obsolete	$0
100	003838	1	HP Laser Jet Printer	Davis	Broken	$0
106	007473	1	HP Laser Jet Printer	Davis	Broken	$0
109	260891	1	HP Laser Jet Printer	Ledesma	Obsolete	$0
107	005625	1	Intel Pentium	Ledesma	Obsolete	$0
108	005215	1	Laptop IBM	Herman	Obsolete	$0
110	005874	1	Mac Monitor	Parkview	Obsolete	$0
111	005875	1	Mac Monitor	Parkview	Obsolete	$0
112	005877	1	Mac Monitor	Parkview	Obsolete	$0
113	007252	1	Mac Monitor	Parkview	Obsolete	$0
115	262702	1	Printer	Glider	Obsolete	$0
117	004850	1	Thinkpad laptop	Bernal	Obsolete	$0
118	004960	1	Thinkpad laptop	Bernal	Obsolete	$0
119	014185	1	View Sonic	Ledesma	Obsolete	$0
120	009848	1	View Sonic projector	Frost/Indigo	Obsolete	$0
	TOTAL	**160**				

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

SUBJECT:	**Awarded Contract for Delivery of Unleaded Gasoline and Diesel Fuel**	**Consent** X
DATE:	**October 13, 2016**	**Agenda Item** A-6
REPORTED BY/PERSON RESPONSIBLE:	**Laura T. Phan**	
RECOMMENDED ACTION:	**It is recommended that the Board of Trustees approve the awarded contract for Delivery of Unleaded Gasoline and Diesel Fuel to Valley Oil Company.**	

BACKGROUND: In accordance with requirements of the Public Contract Code 20111(a), the 2016 Bid Threshold for K-12 districts' purchases of equipment, materials, supplies and services (except construction services) is $87,800. The District spends approximately $116,000 on fuel annually.

DISCUSSION: The Oak Gove School District Purchasing Department along with East Side Union High School District and New Haven Unified School District combined efforts with this bid process in order to reduce the overall profit margin by bidding larger quantities of orders that will be placed for fuel.

The Purchasing Department advertised this bid in accordance with Public Contract Code and sent bid packages to ten fuel providers. The District received five responsive and responsible bids. The bids were opened on September 27th, 2016 by the Fiscal Manager and the Purchasing/Financial Technician. The contract shall be for three years, renewed on an annual basis. A "piggyback" option was included in the bid process to allow other school districts to have access to our bid pricing if they determine the bid to be beneficial to their respective districts. Oak Grove will not be involved with nor take responsibility for other school districts that elect to piggyback on this bid.

FISCAL IMPACT: The Mark Up Cost for Unleaded and Diesel Fuel will be added to the morning daily average published by the Oil Price Information Service (OPIS) at the time of purchase in addition to the CAR (Cap at rack), Federal and State taxes including 9% California State Sales Tax.

OUTCOME: It is recommended that the Board of Trustees approve the awarded contract for Delivery of Unleaded Gasoline and Diesel Fuel to Valley Oil Company based on the following results.

	Mark Up Cost (/gal) Unleaded Fuel	Mark Up Cost (/gal) Diesel Fuel
Mansfield Oil Company	+0.0014	-0.0036
Petroleum Traders Corp	-0.0289	+0.0106
Southern Counties Oil Co	-0.0324	+0.0061
Valley Oil Company	**-0.04**	**-0.007**
Western States Oil (Spartan)	-0.02	-0.0065

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

SUBJECT:	**Davis School Jazz Band Participation in the Worldstrides On Stage Heritage Festival**	**Consent X**
DATE:	**October 13, 2016**	**Agenda Item A-7**
REPORTED BY/PERSON RESPONSIBLE:	**Maria Wetzel**	
RECOMMENDED ACTION:	**It is recommended that the Board of Trustees approve the participation of the Davis School Jazz Band in the Worldstrides On Stage Heritage Festival in Anaheim, California on April 7-10, 2017.**	

BACKGROUND: Heritage Festival refers to one of a number of musical festivals held throughout the United States where middle school and high school musical ensembles are ranked on international standards. These festivals were founded in 1980 and currently part of World Strides On Stage Programs.

DISCUSSION: Davis students will have the opportunity to perform in a nationally renowned festival and be critiqued by expert judges. Students will receive an on stage clinic on how to improve their performance. Davis School has attended a festival in Anaheim for the last 25 years, 13 times with the Worldstrides Company. Davis Students will work together throughout the year to achieve their goal through rehearsals and fundraising.

ALTERNATIVES CONSIDERED: There are no comparable alternatives for this once-in-a-life time experience.

FISCAL IMPACT: Cost per student is $700.00 which will support the expenses of transportation, food, lodging and theme park tickets. A commercial bus company will provide transportation. Fundraising and parent donations will help to assure that no student will be denied the opportunity to participate due to lack of money. Twenty band students will participate and five adults will accompany the group at their own expense.

POLICY ALIGNMENT: This activity supports the District Vision and Core Values by involving the community in fundraising and fostering pride and celebration of the musical achievements of our students. Students, teachers, families, and community members will work together to achieve their goal. The Davis ensemble will perform for nationally acclaimed adjudicators, learn from their feedback, and be inspired to new heights as a result of the entire experience.

OUTCOME: Through their participation at this nationally renowned music festival, the Davis Jazz Band will bring positive attention to the Davis School and Oak Grove School District and enhance the confidence and bring acclaim to jazz band participants.

WorldStrides OnStage

Caroline Davis Intermediate School

Anaheim, April 7 – 10, 2017

Participant Online Registration Instructions

Dear parents, guardians, chaperones, and students,

WorldStrides OnStage welcomes you to one of the finest experiences available in student performing arts! We work hard to ensure every event is educational, memorable, and safe. Because safety and security are our top priorities, it is important that we maintain up-to-date records of every traveler. Therefore**, we require all travelers to complete our quick and easy online registration process.** *Please note that student registrations should be completed by a parent or guardian as terms and conditions must be agreed to in the process.*

The registration process ensures that:

1. Each traveler's name appears on the registration list for hotel rooming list assignment.
2. Each traveler is guaranteed coverage under our included insurance policies.
3. WorldStrides has immediate access to emergency contact information for each of our guests.
4. Each traveler is aware of our Terms & Conditions and our Behavior Code.
5. Students have access to Discovery for Credit, which offers the opportunity to earn free high school academic credit through online course work and travel experience.

To successfully complete the required online registration process:

1. Visit our website at https://www.worldstrides.com/
2. Click on the "Register to travel" button on the top of the page.
3. Enter your Trip ID**: 133632**
4. Complete the security exercise under the Trip ID field.
5. Enter all requested information.
6. Read the Terms & Conditions.
7. Submit your completed form.

After you register, you will receive a confirmation email verifying completion of your registration and an invitation to join MyTrip where you can access Discovery for Credit. Here, students can complete the required course work to get academic credit.

If the director chooses to use MyTrip as a communications tool, students, chaperones, and parents can access information regarding the trip itinerary, schedules, payment information, etc. See your director regarding use of this site.

If you experience any problems completing this process, call Customer Service at 1-800-651-0468. This number is for technical support for the registration process only. Please direct any trip or financial questions to your director.

We thank you for choosing Worldstrides OnStage
and allowing us to be a part of your educational music experience this year!

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

SUBJECT:	**Proposed Modified Classified Job Description – Purchasing Technician**	**Consent** X
DATE:	**October 13, 2016**	**Agenda Item** A-8
REPORTED BY/PERSON RESPONSIBLE:	**Andrew A. Garcia**	
RECOMMENDED ACTION:	**It is recommended that the Board of Trustees approve the proposed modified Classified Job Description for the position of Purchasing Technician, as presented.**	

BACKGROUND: The classified Purchasing Technician position became vacant May 17, 2016. To meet the District's needs and to support the school sites, the current job description required modifications. The last time the job description for the position of Purchasing Technician was revised was September 4, 2010. In order to assure job responsibilities are current and relevant, the Oak Grove School District and members of the Classified School Employees Association (CSEA) met to review and discuss the current job description. As a result of this discussion, the job description was modified.

DISCUSSION: Attached for Board approval is a job description which reflects additional and/or modified responsibilities to meet particular needs of the District and streamline responsibilities to assure efficient service for our school sites.

ALTERNATIVES CONSIDERED: No alternatives, this recommendation is the result of the collective review and input of the District and CSEA.

FISCAL IMPACT: N/A

POLICY ALIGNMENT: This recommendation aligns with Board Policy 4019.4 which states in part, the Board of Trustees recognizes the importance of having adequate job descriptions and the Superintendent or designee shall prepare and regularly update job descriptions for all positions per Board approval.

OUTCOME: Approval of the modified job description will provide an opportunity to clearly communicate our District's direction, as well as help align employee direction by clearly identifying their responsibilities and duties.

Oak Grove School District

JOB TITLE: Purchasing Technician

Range 24

DESCRIPTION OF BASIC FUNCTIONS AND RESPONSIBILITIES:

This position receives limited supervision within a framework of standard policies and procedures to expedite the processing of all Purchase Orders (POs) and Purchase Requisitions (PRs). Responsibilities include an initial review for accuracy and completeness, identifying the PRs that are urgent, determining if they will require requests for quotations, or follow up with the requester to accurately define the item(s) requested: to make sure that the items requested for purchase meet District standards, to provide the goods and services required by all school sites and the District Office ~~complex~~ departments in a timely manner. This person acts as a resource person regarding a wide variety of supplies and equipment purchased by the District. Also, this individual acts with independent judgment and problem-solving skills which must be fully exercised in relation to the numerous procurements and services required by the district school sites and departments. Confers with the Purchasing & Financial Technician to coordinate procurement activities, accurately encumbering the budgets. Composes memos and letters relating to and recommending resolutions to procurement related problems. Researches products for best price and quality.

TYPICAL DUTIES:

- ~~Receiving~~ *Receives* and ~~initial~~ reviews ~~of~~ all Purchase Requisitions (PRs) for accuracy and completeness
- *Processes PO Requisitions and change orders into the District Computerized budget and Accounting system accordance with District process and procedures.*
- Identifies the PR's that are urgent and determine which procurements will require "requests for quotations"
- ~~Make~~ sure *Ensures* the items requested for purchase meet District standards
- ~~Prepare PRs for input into the District's computerized budget and accounting system~~
- Print Purchase Orders and ~~get~~ *obtains* the "Authorized Buyer's" signature
- Disperse PO copies to the appropriate people/departments
- ~~Review of all "hand type" POs for accuracy and completness~~
- Performs specialized procurement support services for all school sites and departments
- Confers with the Purchasing & Financial Technician *and assists as needed*
- Maintains *physical & online* vendor ~~Code~~ files
- Conducts telephone *and /or email* inquiries with vendors to obtain product information ~~and,~~ quotes *and best pricing*
- ~~Negotiates with suppliers to obtain best pricing~~
- *Maintains property control data including records of purchases, transfers and disposals*
- *Utilizes computer systems to monitor, analyze, control and report on financial data*
- *Reviews Credit Card Statements and expenditures to ensure correctness and compliance with District Policy and State and Federal funding requirements.*

TYPICAL DUTIES CONTINUED:

- Composes memos and letters relating to and recommending resolutions to procurement related problems.
- Assists the Warehouse, school site personnel and other district personnel to resolve billing or delivery discrepancies
- *Interprets Education Codes, Government Codes and District Policies and Procedures*
- *Provides training in the use of the Districts computerized financial systems*
- *Balances, reconcile general ledger, accounts and reports*
- *Manages and maintains District Office copiers including service calls, supplies and copy counts*
- Performs ~~other~~ related duties as required

MINIMUM QUALIFICATIONS:

- Excellent organization skills
- Ability to work with limited supervision
- Ability to utilize computers and calculators and to compute complicated mathematical computations
- Ability to generate accurate and complete documents
- General Knowledge of products and supplies purchased by the District
- Knowledge of proper office methods and producers
- Knowledge of State of California Purchasing laws and codes
- Knowledge of basic accounting and finance as it relates to cost and pricing analysis
- Knowledge of data processing and its uses as it pertains to data entry and report processing of purchasing and spreadsheet applications.
- Skill to operate office equipment and machines including but not limited to computer terminals, ~~typewriters, calculators\~~
- Skill to effectively communicate in both oral and written form
- Skill to establish and maintain effective work relationships with those contacted in the performance of required duties.

PHYSICAL DEMANDS:

- ~~Significant physical abilities include reaching/handling/fingering: talking/hearing conversations and other sounds; visual acuity/depth perception/visual accommodation.~~
- *Frequent sitting for extended periods of time*
- *Sufficient dexterity to manipulate small objects, print, write legibly, operate telephone, type, use computer keyboard, and other business machines*
- *Dexterity of hands and fingers to operate a computer keyboard*
- *Bending at waist, kneeling or crouching*
- *Sufficient vision to read small print, sufficient hearing to hear normal and telephone conversations. Ability to speak in an understandable voice and with sufficient volume to be heard, at a normal conversational distance and on the telephone*
- *Hearing and speaking to exchange information in person or on the telephone*
- *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The knowledge and skill requirements are representative of essential duties. Reasonable accommodations may be made to*

enable Individuals with disabilities to perform the essential functions of the position.

ENVIRONMENT:

- Office environment constant interruptions

Modified October 3, 2016
Board Approved:

DRAFT

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

SUBJECT:	**Quarterly Report on Williams Uniform Complaint**	**Consent X**
DATE:	**October 13, 2016**	**Agenda Item** A-9
REPORTED BY/ PERSON RESPONSIBLE:	**Maria Wetzel**	
RECOMMENDED ACTION:	**It is recommended that the Board of Trustees acknowledge receipt of the Quarterly Report on Williams Uniform Complaint**	

BACKGROUND: The Williams lawsuit settlement requires districts to modify their Uniform Complaint Procedure (UCP) to provide the opportunity for the community to file complaints. Community members and/or staff may file a Williams complaint under the UCP if they feel there are insufficient textbooks and instructional materials, if their child is enrolled in a classroom taught by a teacher who is insufficiently trained, or if the facilities are unsafe.

DISCUSSION: The responsibility for monitoring the Williams settlement lies with the County Office of Education (COE). Each district is required to file a Quarterly Report enumerating the number of complaints received and the number of complaints resolved or unresolved for the quarter. The settlement also requires the contents of the Quarterly Review be reported at a Public Governing Board Meeting.

ALTERNATIVES CONSIDERED: This is a state mandated requirement and does not allow for other options.

FISCAL IMPACT: No fiscal impact.

POLICY ALIGNMENT: Board Policy 1312.3 (Uniform Complaint Procedure); Administrative Regulation (AR) 1312.4 – The District has a procedure in place and shall investigate and resolve complaints when the complainant alleges complaints regarding textbooks and instructional materials, teacher vacancy or misassignment, and facilities.

Attached is a copy of the report to be filed with the COE on October 5, 2016. For the quarter of July 1 through September 30, staff processed no complaints under the Uniform Complaint Procedure and the Williams settlement.

SANTA CLARA COUNTY OFFICE OF EDUCATION

Elementary School District Form

Quarterly Report on Williams Uniform Complaints

[As required by Education Code § 35186]

District: Oak Grove School District

Date Submitted to SCCOE: 10/05/2016

Date Reported to District Governing Board at a public meeting: 10/13/2016

Reporting on the Quarter (*check one*)

	January 1 through March 31
	April 1 through June 30
X	July 1 through September 30
	October 1 through December 31

Please check the box that applies:

☒ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total Number of Complaints Received	Total Number of Complaints Resolved	Number Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
TOTALS	0		

Submitted by Maria Wetzel

Title Assistant Superintendent

Signature Mwetzel

District Superintendent José L. Manzo

Signature Jose L Manzo

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

SUBJECT:	**2016 LCAP - Supplemental Clarification**	**Action** X
DATE:	**October 13, 2016**	**Agenda Item** B-1
REPORTED BY/ PERSON RESPONSIBLE:	**Maria Wetzel**	
RECOMMENDED ACTION:	**It is recommended that the Board of Trustees approve the supplemental clarification to the previously approved 2016 LCAP, as presented.**	

BACKGROUND: The Local Control Accountability Plan (LCAP) is a critical component of the Local Control Funding Formula (LCFF). Since 2014, school districts are required to develop, adopt, and annually update a three-year LCAP. Specific parts that are required for development in the LCAP include the identification of annual goals, explicit actions geared towards achieving those goals, and metrics towards progress in meeting the goals for all student subgroups.

LCAP goals must be aligned to eight priorities set by the State:

(1) Basic Services;
(2) Common Core State Standards;
(3) Parent Involvement;
(4) Student Achievement;
(5) Student Engagement;
(6) School Climate;
(7) Access to a Broad Curriculum; and
(8) Other School Outcomes.

Subsequent to Board approval of our 2016 LCAP, we received a Uniform Complaint Procedure (UCP) from a nonprofit law firm, Public Advocates. It shall also be noted that we have received official notification from the Santa Clara County Office of Education in September 2016 that based on their review of our 2016-17 Adopted Budget and LCAP, both items have been approved.

DISCUSSION: In August 2016 Public Advocates formally requested justification of District supplemental grant expenditures. Although SCCOE approved our LCAP budget, amendments have been made to the plan to clearly identify how services are directed toward meeting the goals for high-need students. In addition, we have separated expenditures which were multi-funded but reflected as one amount. These expenditures have been separated and labeled as supplemental or base funding, to better identify how funds are being utilized and allocated.

FISCAL IMPACT: The proposed amendments and modifications to the 2016 LCAP do not create any fiscal impact to the District or result in any costs to the District.

OUTCOME: The 2016 LCAP clarification provides justification of supplemental grant expenditures that includes how services are directed toward meeting the goals for high-need students and allocations to each action item from specific funding sources.

The following serves to justify the Oak Grove School District's 2016-17 LCAP Supplemental Grant Expenditures as "Principally Directed" and the "Most Effective" Use to Serve High-Need Student Goals:

Under NCLB, the Oak Grove School District provided an extended English Learner (EL) instructional program for students in grades 4-8. Students served in this setting scored Far Below Basic or Below Basic on the CST's and 1 or 2 on the CELDT. Teachers targeted instruction for these students based on the individual language needs of these students. However, we were unsatisfied with the academic results of our students in this extended setting which indicated that progress in English proficiency did not meet district expectations. Upon detailed analysis of the academic history of these students, it was noted that the majority of students in this setting were born in the United States and attended a public school since kindergarten, yet were not proficient in English. In addition, we confirmed that while ELs require more time on task to acquire a second language (English), they also require equal access to all grade level core curricula combined with highly-effective instructional strategies/supports. We also concluded that the extension of instructional time in language development for our ELs resulted in Long-Term English Learners rather than English proficient students. Long-Term English Learners is a formal classification given to students who have been enrolled in American schools for more than six years, who are not progressing toward English proficiency, and who are struggling academically due to their limited English skills. As a result, we used this information as the impetus for district staff to initiate drastic changes to our EL instructional program.

In response to our need for a change in program and the requirement for increasing or improving services to our high-need students in LCAP Goal #2, we were compelled to provide and implement a rigorous, research-based instructional approach/model for our EL students, particularly those in our Title I schools but also for ELs in all of our schools. As a supplemental grant expenditure, our district adopted the Sobrato Early Academic Language (SEAL) approach/model systemically to deliver grade level standards through robust, initial instructional strategies in language development in Transitional Kindergarten (TK) through 3rd grades. Initially, these funds were principally directed for our Title I schools only and then districtwide as well. Our Title I schools have high percentages of high-need students and continue to receive a multitude of resources from supplemental funds but all other schools in the district also have high-need student populations. Implementation of the SEAL model is funded by LCFF supplemental grant and is principally directed towards meeting the district's goals for our highest need students. The SEAL model was designed drawing upon research on preventing the creation of Long Term English Learners and enacts the research on effective English Learner practices. These two bodies of research, together with an analysis of the challenges of implementing the new Common Core State Standards, establish the foundation for the SEAL model. SEAL is a rich, powerful language and literacy model developed to boost the academic vocabulary and cognitive conceptual understanding of English Learners. The instructional practices and strategies in SEAL are proven methodologies that have produced results with English Learners. With this model, all ELs are instructed during general education classes with the goal of developing academically proficient and literate students. SEAL is based on prevailing research-based foundations combined with high-yield pedagogical practices. This model was created specifically for English Learners and provides rigorous, relevant and engaging instruction for all students. In addition, comprehensive professional learning and coaching is ongoing for our teachers to fully implement the SEAL model of instruction. Due to these changes, our EL program is now redesigned from "intervention in the intermediate grades" to "early prevention in the primary grades". Currently,

intervention programs and strategies as used to augment and supplement the core instructional practices and curricula. Furthermore, the SEAL instructional model is 100% aligned to the ELA common core state standards in both English and Spanish and the ELD state standards/framework.

In Oak Grove, we have certain schools with high numbers of EL students. Yet, the total number and/or percentage of students in our EL subgroup at our Title I schools is exceeded by the number/percentage of ELs enrolled at all other schools in the district (non-Title I). In an effort to meet the literacy and language development needs of all EL students in all schools across the district, intensive training in SEAL is provided at each elementary school for all TK-3rd grade teachers. We strongly believe that all ELs should have equal access to high levels of instructional and English language support. Therefore, providing SEAL instruction in our classrooms ensures that every EL student has access to high-quality, deep learning of the English language in all content areas.

We are confident that by implementing the SEAL model, our goal of preventing the development of Long-Term English Learners in our highest need students will be accomplished. In order to provide this same type of instructional support for ELs beyond 3rd grade, in grades 4-8, we are providing teachers with workshops in Project Based Learning and in integrated and designated ELD instruction for upper grade ELs. It is critical that ELs receive daily, high-quality grade level core instruction alongside their native English-speaking peers that is combined with effective strategies that's ensures access as well as appropriately-designed designated ELD instruction. Our English Language Teacher Partner (ELTP) coaches work very closely with all classroom teachers to provide extensive training, modeling and coaching of high-return ELD strategies. All teachers also participate in the ELD/ELA framework professional learning during the year. Lastly, we remain assured that the SEAL model is the most effective use of funds as the large majority of our schools using the model have realized improved results for students in ELA on our most recent CAASPP data.

For a complete list of programs and services funded by supplemental funds, please refer to LCAP.

Moreover, supplemental grant funds are principally directed to our highest need students at 3 of our Title I schools as evidenced by our partnership with Partners in School Innovation (PSI). This partnership and services rendered, is indeed, increased and improved services and/or *growth in both quantity and quality of service* for our high-need students in the district. In partnership with PSI, our goal is to build the district's capacity to accelerate student learning by improving the quality of teaching and leading in the district's schools. PSI staff alongside school staff focus on deepening the implementation of the School Transformation Framework and Results-Oriented Cycle of Inquiry with the school sites. In addition, PSI collaborates with district leaders to design and deliver an instructional leadership team network for the district's Title I schools and their feeder middle school. During these intensive sessions, school leadership teams define a vision, develop a Theory of Action, create schoolwide professional learning plans, monitor progress toward meeting school goals, and develop as a high-functioning leadership team. Additionally, PSI worked with district staff to develop a coaches' professional learning community to engage in professional learning, coaching, and supporting one another for the purpose of reflecting and refining coaching practices that will ultimately impact teacher practice and improve student achievement.

We are positive that the above explanations of our districtwide SEAL implementation and PSI work at Title I schools in combination with other funded services as described in our LCAP adequately achieve the following: 1) identifies the services being funded and provided on a districtwide basis; 2) describes how the services are principally directed toward and effective in meeting the district's goals for high-need students; and 3) explains how the services are the most effective use of the funds to meet the goals. In addition, these explanations also serve to justify our district's allocation of supplemental funds to support districtwide services.

Oak Grove LCAP Supplemental Update

October 13, 2016

GOAL 1 Supplemental

Page 13	**Instructional Coaches** will continue to provide classroom and planning support as requested by teachers and administrators to accelerate the learning of all students. They will provide professional development to teachers and continue to focus on new strategies and curriculum that best supports student learning of the CCSS. Research has confirmed that quality instruction is the most effective factor in impacting the learning of English Language Learners. Our coaches support our teachers on a daily basis through instructional design of integrated and designated ELD, intense vocabulary development in ELA and math, differentiated instruction and high leverage teaching strategies. This will equip our classroom teachers with powerful teaching tools to utilize in their classroom. Their primary focus will be on ensure that quality instructional practices support low socioeconomic students, Foster Youth and English Learners so that we achieve goal that all students will be proficient.	$729,456 LCFF Supplemental
Page 15	We will continue to provide **Choice Programs** for students, including TWBI (Two-Way Bilingual Immersion program), Indigo (Parent Involvement Program), AdVENTURE STEMS (grades 5-8), STEM Leadership Academy at Christopher (grades 7-8), and the Independent Student Program. The Bilingual Program in grades K-3 at Christopher, Edenvale, and Stipe will focus on providing primary Spanish support classes to students in three Title 1 Schools. The development in a student's first language is critical to his or her development of high proficiency in a second language. Primary language is a resource which make content area instruction in English much more comprehensible and allow students to learn a second language in a more expeditious manner.	Now no cost in Supplemental
Page 16	We will provide additional support in our **Educational Services Division** focused on English Language Learners, students from low socio-economic levels and foster youth. Directors, Administrators and Support Staff will target the needs of these three sub-groups with a more intentional and purposeful approach.	$540,059 LCFF Supplemental
Page 17	For schools with high levels of EL students and students from low socio-economic levels, we are providing Visual & Performing Arts opportunities through **Music for Minors**. Research shows that there is theoretical and psychological support for the inclusion of music in the teaching of English. English Learners acquire vocabulary and grammar, improve spelling. enhance rote memorization and develop the linguistic skills of reading, writing, speaking and listening (Jalongo & Bromley, 1984, McCarthey, 1985, Martin, 1983, Mitchell, 1983, July, 1975) through music. Educators confirm that the pleasure derived from music boosts the learning of language. Knowing the importance music to language acquisition, Music for Minors provides English Learners with enhanced learning opportunities. Neurologists (Maess & Koelsh, 2001) have discovered that both musical and linguistic syntax are similarly processed. Music and language are, of course, two dramatically different forms of communication. However as Ayotte (2004) observed, both music and language share the "same auditory, perceptive, and cognitive mechanisms that impose a structure on auditory information received by the senses"	$43,977 LCFF Supplemental

GOAL 2 Supplemental

Page 29	Provide the PreK-3rd comprehensive 2 year professional development model, **Sobrato Early Academic Language (SEAL).** The SEAL model was designed by Dr. Laurie Olsen, a national expert in language learner education. The SEAL model pulls together the most current research on effective practices and implements the knowledge base from effective school improvement. It focuses on meeting the demands of the Common Core standards and ELD Standards while addressing the needs of English Learners, their parents, and their teachers.The SEAL model is a response to the persistent achievement gap facing English Learners. It was developed drawing upon the research on preventing the creation of Long Term English Learners, and enacts the research on effective English Learner practices along with the implementation of the Common Core, ELD Standards and the ELA/ELD Framework. The SEAL model was designed on three foundations. Foundation #1: Research on preventing the creation of Long Term English Learners. Foundation #2: Enacting the research on effective English Learner Practices from Improving Education for English Learners: Research-Based Approaches by CDE.Key research findings include: 1) Quality early childhood education; 2) An emphasis on oral language; 3) Explicit focus on academic language; 4) Language develops in context, not in isolation; 5) Specific and additional instructional supports and scaffolded instruction; 6) Dedicated and intentional ELD instruction; 7) Development of the home language; 8) Strong relationships between home and school. Foundation #3:Addressing the demands of Common Core, ELD Standards, and the ELA/ELD Framework. English Learner Teacher Partners (ELTPs) as Instructional Coaches: Provide ELTPS at each site to provide ongoing coaching and facilitation in order to fully implement SEAL. This includes planning and facilitation of grade level unit development days as well as supporting the teachers with the SEAL strategies and implementation through on site coaching and planning. SEAL materials: In order to implement the SEAL model, we provide additional materials for the SEAL model for each classroom that is approximately $2000/class over 2 years. **Summer Bridge**: In the Summer we provide extensive professional development for the teachers and the coaches in Year 1 of SEAL through a two-week Summer Bridge program. The teachers' team teach a SEAL thematic unit in the morning and then in the afternoon receive professional development, collaboration and coaching facilitated by the coaches. During the morning session the coaches provide modeled lessons and team teaching.	$2,332,162 LCFF Supplemental

Page 34	Provide **after school safety nets** and programs to students who need support in Tiers II and III.	$127,309 LCFF Supplemental
Page 30	Continue to provide ongoing professional development on designated / integrated English language development (ELD) along with the **ELA / ELD Framework** at each site. The ELTPs will provide the ongoing professional development at each site. Implement and monitor the implementation of integrated and designated ELD that is aligned with the ELA/ELD Framework.	$2,122 LCFF Supplemental
Page 33	Provide **ELD Instructional Assistants** to work closely with the ELTP to provide additional in-class support to newcomers and CELDT 1 and 2 English Learners in the core classroom in order to access the grade level curriculum through integrated ELD as needed.	$510,695 LCFF Supplemental
Page 30	Explore **Universal Design Learning (UDL)** . Present philosophy and webinar to principals and support staff. Our data shows that we over identify EL students,students from low socio-economic backgrounds and students of color for SpED. Our data also shows a significant achievement gap between our low socio-economic, EL, and foster youth groups and our English Only and Asian sub groups.	$5,331 LCFF Supplemental
Page 34	Provide the **READ 180 teachers** at the 4 Title I sites and the additional READ 180 teacher at Davis for English Learners.	$159,915 LCFF Supplemental

Page 34	Additional **ELD teachers**, 1.0 FTE per the 3 Intermediate Schools to support the EL students with specific strategies and interventions with language development during the ELD Support Classes.	$369,471 LCFF Supplemental
Page 31	Develop an **RTI structure** for implementation and monitoring at all sites. This includes providing more training on the SST process, identifying RTI level 1, 2, and 3 (including IEP process) at each site, identifying assessments of interventions and gains analysis, and monitoring of specific students below standards. Our data shows that we over identify EL students,students from low socio-economic backgrounds and students of color for SpED. Our data also shows a significant achievement gap between our low socio-economic, EL, and Foster Youth groups and our English Only and Asian sub groups.	$2,132 LCFF Supplemental
Page 32	Three Title 1schools, Edenvale, Christopher and Stipe will work collaboratively with **Partners in School Innovation** to focus on a cycle of continuous improvement to develop the capacity of teachers and educational leaders to engage in the self-reflective process of Results Oriented Cycles of Inquiry (ROCI). Title 1 schools will have the opportunity of participating in a Professional Learning Community in an Instructional Leadership Team network facilitated by Partner leaders. Under the guidance of a School Innovation Partner, Oak Grove Coaches will engage in a Professional Learning Community focused on collaboratively supporting all schools, teachers, and students.	$351,813 LCFF Supplemental
Page 31	Provide professional development on **Culturally Responsive Teaching**, engagement, rigor and relevance with site leadership.	$109,425 LCFF Supplemental
Page 33	**Davis Intermediate School** has 62.5% low socioeconomic students and 30% English Learners. This is significantly higher than the other two Oak Grove intermediate schools. We will provide Davis Intermediate Schools with additional funds for additional staff, teacher planning days, and professional development in order to achieve the goal that all students will be proficient and we will accelerate the results of the low socio-economic students and English Learners. An additional teacher is also available to provide EL students additional classes in Read 180 and English 3D.	$326,029 LCFF Supplemental
Page 31	We will provide **an extra teacher at the four Title I schools** to support intensive classroom instruction. By adding one more teacher to the staff, class sizes are significantly lowered thereby providing teachers with more personalized time to support and address the needs of EL students, students from low socio-economic levels and foster youth.	$484,358 LCFF Supplemental

GOAL 3 Supplemental

Page 47	We will provide **coaching and professional development and coaching to teachers to ensure quality implementation of the CCSS Technology** Standards and integrated technology research-based practices (e.g. PBL, SEAL, Google Apps, coding, mathematics, etc.) From California's Empowering Learning A Blueprint for California Education Technology 2014-17, "Stanford University Professor Dr. Linda Darling-Hammond, the co-chair of Superintendent Torlakson's Transition Advisory Team, described this new mission for schools in her book The Flat World and Education: "The new mission of schools is to prepare students to work at jobs that do not yet exist, creating ideas and solutions for products and problems that have not yet been identified, using technologies that have not been invented."8 We must be prepared to embrace a landscape where technology in teaching and learning becomes part of the fabric of modeling, observation sharing, and the new and expanded peer groups all of us can experience. However, there are millions of students in California who do not have adequate access to technology in their classrooms or at home. According to the K–12 High Speed 2013 Annual Report, 791 California schools today have a T-1 line (1.5 Mbps) or lower broadband access —inadequate for the needs of today's students. We must ensure that every one of California's 6.2 million students can take advantage of the opportunities education technology presents. We must not allow some students to fail to have the opportunity to learn basic skills required to interact in a digital world. We need to make sure every student has access to, and the knowledge to use, the technology needed to successfully participate in the Smarter Balanced assessments. We must not allow a lack of technology—or ineffective implementation—to become the roots of the next achievement gap. " Research indicates, "Even if all the equipment was accessible and working, there was still a good deal of complexity in integrating technology into instruction. The emphasis on standardized testing increased this complexity, as teachers often could not figure out how best to prepare students for tests while also emphasizing the kinds of discovery learning that are enhanced by technology use. Again, complexity was heightened in low-SES schools because of the special attention given to raising test scores in those schools as well as the larger numbers of English language learners (ELLs) those schools enrolled. For example, in a number of classrooms, we witnessed ELLs cutting and pasting information from the Internet to complete an assignment, with no evident understanding of the material they were working with. This last example is an illustration of what we called performativity, that is, technological performance for its own sake rather than in connection with meaningful learning goals. Designing technology-enhanced lessons for culturally and linguistically diverse students with limited English literacy is without doubt complicated, but it can yield important rewards when done well (see examples in succeeding discussions and further examples in Brown, Cummins, & Sayers, 2007). In the remainder of this chapter, I examine some approaches for addressing these challenges that have been shown to be effective, using contexts of both limited and extensive technology penetration." English Language Development standards also specifically address using appropriate technology throughout their grade levels.	**$281,009 LCFF Supplemental**

GOAL 4 Supplemental

Page 60	We will provide safety on the bus for students.	Moved all to LCFF Base
Page 60	District provides additional **Patrol Services and Alarm Response at Title I Schools** to ensure campus security in support of student learning and parent engagement.	$31,983 LCFF Supplemental
Page 61	Compared to more affluent students, children living in poverty are 25 percent more likely to miss three or more days of school per month (National Center for Education Statistics [NCES] 2006a). Low socioeconomic status (SES) children are more likely to experience serious health problems (Hughes and Ng 2003; Rothstein 2004). As a result, they are three times more likely to be chronically absent from school due to illness or injury (Bloom, Dey, and Freeman 2006). Specifically, children living in poverty suffer much higher rates of asthma, heart and kidney disease, epilepsy, digestive problems, as well as vision, dental, and hear disorders (Case et al. 2002; Halfon and Newacheck 1993; Moonie et al. 2006). We will provide **an additional two hours of health clerk** time at each school in order to support families with student attendance and health concerns.	$226,977 LCFF Supplemental
Page 61	At our Title I schools, there is a need for a **bilingual psychologist** to serve students in their primary language to best meet the needs of our students and community.	$53,413 LCFF Supplemental

GOAL 5 Supplemental

Page 69	The profession of **school social work** began in the 20th century, fueled by immigration, life struggles, social conditions, and poverty which affected the development and expansion of educational opportunities for all children (Allen-Meares, 2006 & Agresta, 2004). Overtime social workers refocused their earlier commitment to changing adverse conditions in the schools and acting as the link between home, school, and community; therefore, school social workers sought a specialized role in providing emotional support for troubled children (Hall, 1936). Interventions provided through school social work services have shown improved student attendance, reduction of child abuse and neglect, improved graduation rates and early identification of a disability. These factors are directly related to increased student achievement. Social workers are a critical liaison between low-econom families, foster youth and families of second language learners.	**$152,534 LCFF Supplemental**
Page 69	**Community Liaisons** provide another important support to low income families, Foster Youth and English Learners. They link students and families with services within the school, and across Santa Clara County such as housing, clothing, food shelters, and the many agencies available that families may not be aware of.	$268,755 LCFF Supplemental
Page 70	As a means to supporting family engagement and children's learning, it is crucial that district and school programs implement strategies for developing partnerships with families (Henderson & Mapp, 2002). Furthermore, **Family Engagement strategies** should be appropriate for the diverse population these programs serve and reflect a commitment to outreach (Colombo, 2006; Crawford & Zygouris-Coe, 2006). In addition, in some cultures, multi-generational households are common, and extended family members and fictive kin have important roles in caring for and raising children (McAdoo, 2000; Valdez, 1999). Henderson and Mapp (2002) highlight the importance of family by recognizing that "all family members—siblings, grandparents, aunts, uncles, and fictive kin—who may be friends or neighbors, often contribute in significant ways to children's education and development." Epstein (2001) presents a comprehensive approach of engagement for family and professional partnerships. The model, known as the **Action Team for Partnerships (ATP),** identifies practices that schools can implement to facilitate family engagement for the purpose of improving student achievement. The model recognizes that diverse needs and expectations exist across families and educators and that what may work in the life of one child may not work for another. In these instances, the model calls for families and educators to work together, to develop goals, and to establish the best possible practices that are meaningful and appropriate for both parties. This model is being implemented in schools across the district with the support of this position.	$101,284 LCFF Supplemental

Introduction:

Oak Grove Mission: Where Every Child's Potential will be Achieved

1. **Goal 1: All students will be proficient in meeting and/or exceeding all Common Core State Standards.**
   i. Hire and retain quality staff, and provide Commission-approved Induction programs to support new teachers.
   ii. Implement and monitor research based signature practices and curriculum:
      a. Project Based Learning (PBL) integrated subjects (e.g. history/science/ELA) Units in grades 4-8
      b. Expeditionary Learning ELA curriculum in grades K-8.
      c. Engage New York Math in grades TK-6 and College Preparatory Math (CPM) in grades 7-8 (pilot CPM in grade 6 and other math curriculum materials).
      d. Sobrato Early Academic Language (SEAL) in grades TK-3 at 14 schools (also found in Goal 2)
   iii. Explore the Next Generation Science standards and pilot materials that are becoming available.
   iv. Provide students with opportunities in Visual and Performing Arts & ensure students are receiving their required Physical Education.
2. **Goal 2: We will accelerate the student proficiency for English Learners (EL), low socio-economic, Foster Youth, students of color, and students with disabilities (SWD).**
   i. Implement Sobrato Early Academic Language (SEAL) in grades TK-3 at 14 schools
   ii. Implement comprehensive Response to Intervention structures and programs.
   iii. Embed culturally response instruction practices that allow students to accelerate learning, and provide access to rigorous, relevant and engaging Common Core standards.
   iv. Embed academic language scaffolds through the ELD/ELA Framework to ensure English learners accelerate their English proficiency.
3. **Goal 3: Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.**
   i. Implement technology-rich classrooms that engage students in relevant, rigorous projects and problem-based CCSS learning.
   ii. Provide professional development and coaching to support using technology, Google Apps for Education and other online resources.
   iii. Maintain staff technology and infrastructures, and continue to explore changes to the learning environments.
   iv. Ensure student informational data complies with FERPA/COPPA regulations, and students and staff are respectful, responsible and safe digital citizens.
4. **Goal 4: School and classroom environments support learning, creativity, safe and engagement.**
   i. Implement Positive Behavioral Interventions and Supports (PBIS Tiers 1, 2, 3).
   ii. Provide additional support systems:
      a. Counselors at the intermediate schools
      b. Additional school psychologists
      c. Social Services and Mental Health
5. **Goal 5: We will actively engage parents and community members in supporting the implementation of CCSS instruction.**
   i. Implement digital communication systems to ensure parents and community members receive current information.
   ii. Increase the parent participation at district and school committees.
   iii. Provide parent information trainings on Common Core, Family Literacy and Math, Technology, and 21st Century Skills.
   iv. Assist families in need of addition support systems.

LEA: Oak Grove Elementary

Contact: Maria Wetzel, Assistant Superintendent, mwetzel@ogsd.net, (408)227-8300

LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals,

actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP

Stakeholders' Meetings: At monthly district parent meetings, and meetings with every school staff at least twice during the year, the Superintendent and Executive Team provide information about student and staff progress in Common Core, on facilities updates such as the Bond program, and other programs requested by the different groups. Participants at these meetings have the opportunity to ask questions or share concerns.

Presentations included:

Board of Trustees Presentations:

- September 25 CAASPP Results
- October 22 Update on LCAP Goals 1 and 2 Common Core and Professional Development
- December 10 LEA Plan and alignment to the LCAP
- February 25 Educator Effectiveness
- March 10 LCAP Goal 5 Family and Community Engagement
- April 14 LCAP Update

District Advisory Committee Presentations:

- November 5 CAASPP Results
- December 4 LCAP Goal 3 Update on Technology and Common Core Implementation
- January 15 LCAP Goal 1 and 2 Common Core Implementation and Professional Development

Hispanic Advisory Board for Learning and Assessment (HABLA)

- October 14 CAASPP Results
- December 9 LCAP Plan Update

District English Language Advisory Council (DELAC)

- November 5 CELDT Results
- Feb. 4 Title III Update
- March 3 Goal 2 SEAL Update
- April 28 Title III EL Services and Goal 5 Parent Engagement

Oak Grove School District (OGSD) created processes to gather input from all stakeholders, including representatives from all numerically significant Sub-groups, in order to develop the District's Local Control

LCAP Input Survey: Oak Grove stakeholders were provided a Google Form to provide input to the Oak Grove LCAP. One question specifically asked which student(s) they were involved with (e.g. English Learners, low socio-economic, foster youth, students with individualized educational programs, etc.) in order for us to monitor the engagement of all specific sub-groups. Participants were given time to review the Annual Update, discuss and ask questions. District staff was available to answer questions. The participants then completed a 2016-17 LCAP Input Google Survey Form. Videos and detailed information were provide on the LCAP webpage to assist parents who might not know what SEAL, RtI, PBL, PBIS, etc. are.

Feedback from each group and the online survey were used to develop the District's goals, actions, and services outlined in the LCAP. All comments, questions, and feedback were compiled into a Google summary and spreadsheet for review. All data was analyzed in order to inform revisions to the LCAP. See appendix for synthesized stakeholder input from the survey. Knowledge of student achievement data also contributed to the input and suggestions that stakeholders provided to support the goals, actions, and services in the LCAP. The data revealed common themes that were used to revise the LCAP.

These themes were:

1. Hire and retain highly qualified staff.
2. Provide professional development such as Sobrato Early Academic Language (SEAL).
3. Move to 1-to-1 Chromebooks in every classroom.
4. Ensure facilities and sites are safe and provide positive learning environments.
5. Provide social services to families in need.

All actions that were ranked #1-6 were included in the new plan. A few actions that were ranked lower may have been moved to 2017-18. Comments that were stated five or more times were also included or embedded in the 2016-17 plan. Single suggested comments were less likely to be included. Some stakeholder input and comments are part of the collective bargaining agreement (e.g. salary and benefits, class size reduction, teacher prep time).

Accountability Plan. Specific LCAP Annual Update and LCAP Input Meetings were: March 23 Principals and Educational Services Administrators. April 7 District English Learners Advisory Committee (DELAC) (representation from each school). April 7 District Advisory Committee (DAC) – (representation from each school). April 13 Hispanic Parent Group (representation from each school). April 15 District Office staff. April 21 Student Advisory Council – students from each school. May 2 OGEA all bargaining members. May 5 CSEA and AFCME all bargaining members. May 6 African American Koffee Klatch and Home and School Club members. The LCAP Update and Survey were available to students, parents, and staff during the Stakeholder meetings and on the Oak Grove website from March 23 – May 6. Staff and parents were encouraged to participate in the survey by site principals as well. The input from all the stakeholders was presented at the May 19 Board Meeting. The Public Hearing on the LCAP was June 9, 2016 where community members could see and provide input on the 2016-17 LCAP. The Board of Trustees approved the Oak Grove 2016-17 LCAP on June 23, 2016.	

Annual Update: The LCAP Annual Update was shared at the same meetings as we were gathering input on the 2016-17 LCAP: March 15 African American Koffee Klatch Parent Group (representation from each school). March 23 Principals and Educational Services Administrators. April 7 District English Learners Advisory Committee (DELAC) (representation from each school). April 7 District Advisory Committee (DAC) – (representation from each school). April 13 Hispanic Parent Group (representation from each school). April 15 District Office staff. April 21 Student Advisory Council – students from each school. May 2 OGEA all bargaining members. May 5 CSEA and AFSCME all bargaining members. May 6 African American Koffee Klatch and Home and School Club members. The LCAP Update was available to students, parents, and staff during the Stakeholder meetings and on the Oak Grove website from March 23 – May 6. The LCAP update was on a website which allowed stakeholders to access the LCAP in any language they selected.	**Annual Update:** Annual Update: In the Fall, Stakeholders were provided information on specific topics that they requested with the LCAP Actions (e.g. CAASPP results, technology update, CCSS Math update, etc.) From March to May, each stakeholders' group received information about the LCAP components, and reviewed the 2015-16 LCAP Annual Update on the Chromebooks using the LCAP Webpage. The webpage allowed stakeholders to select the language they wanted the update translated in. The link to the LCAP Annual Update was made available to participants in the meeting in case they wanted to review it further. Stakeholders shared that they liked the digital format of the LCAP update and providing input on a Google Form. They want to continue with the collaborative conversations around the goals which were posted on chart paper around the room prior to recording their individual input. The LCAP Annual Update was provided to Stakeholders, and posted on the Oak Grove website for parents, students and staff who could not attend the meetings. The 2015-16 LCAP Annual Update included the state priorities, goals, the metric including student achievement results for each goal, and the actions taken this year.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the

specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or

individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	All students will be proficient in meeting and/or exceeding all Common Core State Standards.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: We know we will need to increase the number of students being successful in the new Common Core State Standards.
Identified Need:	With the implementation of CCSS and SBAC, we are finding that students need to focus on writing and justifying their answers both in ELA and mathematics.	
Goal Applies to:	**Schools:** All Schools Grades: All	
	Applicable Pupil Subgroups: All	
LCAP Year 1		

Expected Annual Measurable Outcomes:	We will • increase the CAASPP SBAC Level 3-4 results by 5% higher than the prior year in ELA and Math for all students in grades 3-8. • increase the number of 8th grade students obtaining a GPA of 2.0 or above by 3%. • analyze staffing to ensure 100% appropriately assigned teachers and credentialed in subject areas. • complete the Williams Act audit in the fall to ensure sufficient access to instructional materials in all schools. • 100% of English Learners will access common core and ELD standards. • Reduce the number of students in grades 7 & 8 needing support classes by 3% in order to ensure access and enrollment in all required areas of study.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Hire and retain highly qualified staff. We will ensure that all staff are appropriately certificated and receive new teacher support and ongoing professional development.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$49,690,587 LCFF Base
Continue the use of the iReady diagnostic assessment program three times a year (iReady). Explore an extended testing window for Kinder as a result of teacher feedback from 2015-16. Explore opportunities to use the toolkit and growth monitoring assessments to guide instruction. Continue to offer professional development as needed for teachers, coaches, and administrators.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$326,667 LCFF Base

CCSS Professional Development for staff: Professional development will be provided based on the results of teacher survey, instructional needs, and student data . Planning and collaboration time will continue to be provided to teachers on a consistent basis. We will continue to partner with the East Side Alliance and New Teacher Center to ensure that PLC training is provided for schools that are focusing on PLC work this year.	All schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$245,621 Title II
Instructional Coaches will continue to provide classroom and planning support as requested by teachers and administrators to accelerate the learning of all students. They will provide professional development to teachers and continue to focus on new strategies and curriculum that best supports student learning of the CCSS. Research has confirmed that quality instruction is the most effective factor in impacting the learning of English Language Learners. Our coaches support our teachers on a daily basis through instructional design of integrated and designated ELD, intense vocabulary development in ELA and math, differentiated instruction and high leverage teaching strategies. This will equip our classroom teachers with powerful teaching tools to utilize in their classroom. Their primary focus will ensure that quality instructional practices support low socio-economic students, Foster Youth and English Learners so that we achieve the goal that all students will be proficient.	All schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$729,452 LCFF Supplemental

We will continue to refine our implementation of SEAL (Sobrato Early Academic Language) in grades TK-3 and Project Based Learning in grades 4-6. Teachers will be encouraged to share their SEAL units with their cohorts and their PBL units in PLCs. We will support teachers in their unit development through release days for planning. Teachers new to SEAL will receive module training and unit development days by grade level. We will continue to provide PBL training for the intermediate schools and teachers new to PBL. We will explore opportunities to provide advanced PBL training.	All schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$112,500 LCFF Base for PBL SEAL in Goal 2
Purchase and print curriculum materials, such as, but not limited to, SEAL, Expeditionary Learning, Core Knowledge Language Arts, Engage New York, and CPM. We will also continue to explore other curriculum as it becomes available. Continue to explore curriculum, such as NGSS, through task force meetings.	All schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$439,192 Lotter y $200,000 LCFF Base
Continue participating in NGSS roll out activities, review NGSS curriculum as it becomes available, and discuss piloting programs that best meet new standards to ensure student learning. Provide professional development and coaching for Next Generation Science standards and framework.	All schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$60,000 LCFF Base

Provide students experiences in art, music, P.E., and other electives. Continue to provide Introduction to Recorder in 4th grade, Introduction to Vocal Music in 5th grade, and Introduction to Art in 6th grade classes throughout the entire district. The intermediate schools offer a variety of electives. After school sports are offered at the Intermediate Schools. Continue to communicate the importance of physical health and activity for all students. Continue to evaluate school lunch options to ensure healthy choices are provided. Continue to provide Family Life Education training to parents, teachers, and students in fifth and seventh grades.	All schools Grades: 4th, 5th, 6th, 7th, 8th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$600,261 LCFF Base
We will continue to provide Choice Programs for students, including TWBI (Two-Way Bilingual Immersion program), Indigo (Parent Involvement Program), AdVENTURE STEMS (grades 5-8), STEM Leadership Academy at Christopher (grades 7-8), and the Independent Study Program (ISP grades TK-8). The Bilingual Program in grades K-3 at Christopher, Edenvale, and Stipe will focus on providing primary Spanish support classes to students in three Title 1 Schools. The development in a student's first language is critical to his or her development of high proficiency in a second language. Primary language is a resource which make content area instruction in English much more comprehensible and allow students to learn a second language in a more expeditious manner.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No cost

We have two Commission-Approved Induction programs to support new teachers. First and second year general education and education specialist teachers are eligible to enroll in the Induction Program. The purpose of the Induction Program is to build teacher effectiveness through a self-reflective process, and to increase student learning. The New Teacher Induction Program will explore an increased focus on mentoring as well as an individual focus on professional growth for new teachers. The induction program will be revised to meet the new Commission on Teacher Credentialing program standards.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$158,858 LCFF Base
Various cohort of teachers in grades K-5 will explore and pilot alternate Math curriculum options.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$75,000 LCFF Base
We will provide additional support in our Educational Services Division focused on English Language Learners, students from low socio-economic levels and foster youth. Directors, Administrators and Support Staff will target the needs of these three sub-groups with a more intensional and purposeful approach.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$540,059 LCFF Supplemental

For schools with a high number of EL students and students from low socio-economic levels, we are providing Visual & Performing Arts opportunities through Music for Minors. Research shows that there is theoretical and psychological support for the inclusion of music in the teaching of English. English Learners acquire vocabulary and gammar, improve spelling. enhance rote memorization and develop the linguistic skills of reading, writing, speaking and listening (Jalongo & Bromley, 1984, McCarthey, 1985, Martin, 1983, Mitchell, 1983, Jully, 1975) through music. Educators confirm that the pleasure derived from music boosts the learning of language. Knowing the importance of music to language acquisition, Music for Minors provides English Learners with enhanced learning opportunties. Neurologists (Maess & Koelsh, 2001) have discovered that both musical and linguistic syntax are similarly processed. Music and language are, of course, two dramatically different forms of communication. However as Ayotte (2004) observed, both music and language share the "same auditory, perceptive, and cognitive mechanisms that impose a structure on auditory information received by the senses."	Title 1 Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$43,977 LCFF Supplemental

LCAP Year 2

Expected Annual Measurable Outcomes:	We will • increase the CAASPP SBAC Level 3-4 results by 5% higher than the prior year in ELA and Math for all students in grades 3-8. • increase the number of 8th grade students obtaining a GPA of 2.0 or above by 3%. • analyze staffing to ensure 100% appropriately assigned teachers and credentialed in subject areas. • complete the Williams Act audit in the fall to ensure sufficient access to instructional materials in all schools. • 100% of English Learners will access common core and ELD standards. • Reduce the number of students in grades 7 & 8 needing support classes by 3% in order to ensure access and enrollment in all required areas of study.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Hire and retain highly qualified staff. We will ensure that all staff are appropriately certificated and receive new teacher support and ongoing professional development.	All schools. Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$49,690,587 LCFF Base
Pilot NGSS curriculum that best meets new standards to ensure student learning. Follow adoption process to make recommendation for NGSS curriculum adoption. Provide professional development and coaching for Next Generation Science Standards and framework.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$100,000 LCFF Base
Instructional Coaches will continue to provide classroom and planning support as requested by teachers and administrators to accelerate the learning of all students. They will provide professional development to teachers and continue to focus on new strategies and curriculum that best supports student learning of the CCSS. Research has confirmed that quality instruction is the most effective factor in impacting the learning of English Language Learners. Our coaches support our teachers on a daily basis through instructional design of integrated and designated ELD, intense vocabulary development in ELA and math, differentiated instruction and high leverage teaching strategies. This will equip our classroom teachers with powerful teaching tools to utilize in their classroom. Their primary focus will ensure that quality instructional practices support low socio-economic students, Foster Youth and English Learners so that we achieve the goal that all students will be proficient.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$729,452 LCFF Supplemental

We will continue to refine our implementation of SEAL (Sobrato Early Academic Language) in grades TK-3 and Project Based Learning in grades 4-6. Teachers will be encouraged to share their SEAL units with their cohorts and their PBL units in PLCs. We will support teachers in their unit development through release days for planning. We will continue to provide PBL training for the intermediate schools and teachers new to PBL. We will explore opportunities to provide advanced PBL training.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$112,5000 LCFF Base for PBL SEAL in Goal 2
CCSS Professional Development for staff: We will survey teachers and administration to determine most needed professional development. Planning and collaboration time will continue to be provided to teachers on a consistent basis. We will continue to partner with the East Side Alliance and New Teacher Center to ensure that PLC training is provided for schools that are focusing on PLC work this year.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$245,621 Title II
Provide students experiences in art, music, P.E., and other electives. Continue to provide Introduction to Recorder in 4th grade, Introduction to Vocal Music in 5th grade, and Introduction to Art in 6th grade classes throughout the entire district. The intermediate schools offer a variety of electives. After school sports are offered at the Intermediate Schools. Continue to communicate the importance of physical health and activity for all students. Continue to evaluate school lunch options to ensure healthy choices are provided. Review Family Life Education materials to ensure adherence to updated Ed. Code and inclusion of the most current medical findings. Continue to provide Family Life Education training to parents, teachers, and students in fifth and seventh grades.	All Schools Grades: 4th, 5th, 6th, 7th, 8th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$600,261 LCFF Base

We will continue to provide Choice Programs for students, including TWBI (Two-Way Bilingual Immersion program), Indigo (Parent Involvement Program), AdVENTURE STEMS (grades 5-8), STEM Leadership Academy at Christopher (grades 7-8), and the Independent Study Program (ISP TK-8). The Bilingual Program in grades K-3 at Christopher, Edenvale, and Stipe will focus on providing primary Spanish support classes to students in three Title 1 Schools. The development in a student's first language is critical to his or her development of high proficiency in a second language. Primary language is a resource which make content area instruction in English much more comprehensible and allow students to learn a second language in a more expeditious manner.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No cost
Continue the use of the iReady diagnostic assessment program three times a year (iReady). Define an extended testing window for Kinder as a result of teacher feedback from 2015-16. Analyze overall usage of the toolkit and growth monitoring assessments to guide instruction. Continue to offer professional development as needed for teachers, coaches, and administrators.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$326,667 LCFF Base
Purchase and print curriculum materials, such as, but not limited to, Expeditionary Learning, Core Knowledge Language Arts, Engage New York, and CPM. We will also continue to explore other curriculum as it becomes available. Pilot and recommend NGSS curriculum for adoption.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$439,192 Lottery $200,000 LCFF Base

We have two Commission-Approved Induction programs to support new teachers. First and second year general education and education specialist teachers are eligible to enroll in the Induction program. The purpose of the induction program is to build teacher effectiveness through a self-reflective process to increase student learning. The New Teacher Induction Program will fully implement new program standards for an improved new teacher induction experience.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$158,858 LCFF Base
Teachers will implement math curriculum for K-5.	All schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$750,000 LCFF Base
We will provide additional support in our Educational Services Division focused on English Language Learners, students from low socio-economic levels and Foster Youth. Directors, Administrators and Support Staff will target the needs of these three sub-groups with a more intensional and purposeful approach.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$540,059 LCFF Supplemental

For schools with a high number of EL students and students from low socio-economic levels, we are providing Visual & Performing Arts opportunities through Music for Minors. Research shows that there is theoretical and psychological support for the inclusion of music in the teaching of English. English Learners acquire vocabulary and gammar, improve spelling. enhance rote memorization and develop the linguistic skills of reading, writing, speaking and listening (Jalongo & Bromley, 1984, McCarthey, 1985, Martin, 1983, Mitchell, 1983, Jully, 1975) through music. Educators confirm that the pleasure derived from music boosts the learning of language. Knowing the importance of music to language acquisition, Music for Minors provides English Learners with enhanced learning opportunties. Neurologists (Maess & Koelsh, 2001) have discovered that both musical and linguistic syntax are similarly processed. Music and language are, of course, two dramatically different forms of communication. However as Ayotte (2004) observed, both music and language share the "same auditory, perceptive, and cognitive mechanisms that impose a structure on auditory information received by the senses."	Title 1 Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$43,977 LCFF Supplemental

LCAP Year 3

Expected Annual Measurable Outcomes:	We will • increase the CAASPP SBAC Level 3-4 results by 5% higher than the prior year in ELA and Math for all students in grades 3-8. • increase the number of 8th grade students obtaining a GPA of 2.0 or above by 3%. • analyze staffing to ensure 100% appropriately assigned teachers and credentialed in subject areas. • complete the Williams Act audit in the fall to ensure sufficient access to instructional materials in all schools. • 100% of English Learners will access common core and ELD standards. • Reduce the number of students in grades 7 & 8 needing support classes by 3% in order to ensure access and enrollment in all required areas of study.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Hire and retain highly qualified staff. We will ensure that all staff are appropriately certificated and receive new teacher support and ongoing professional development.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$49,690,587 LCFF Base
Implement adopted NGSS curriculum. Provide professional development and coaching for Next Generation Science Standards and framework.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$100,000 LCFF Base
Instructional Coaches will continue to provide classroom and planning support as requested by teachers and administrators to accelerate the learning of all students. They will provide professional development to teachers and continue to focus on new strategies and curriculum that best supports student learning of the CCSS. Research has confirmed that quality instruction is the most effective factor in impacting the learning of English Language Learners. Our coaches support our teachers on a daily basis through instructional design of integrated and designated ELD, intense vocabulary development in ELA and math, differentiated instruction and high leverage teaching strategies. This will equip our classroom teachers with powerful teaching tools to utilize in their classroom. Their primary focus will ensure that quality instructional practices support low socio-economic students, Foster Youth and English Learners so that we achieve the goal that all students will be proficient.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$729,452 LCFF Supplemental

We will continue to refine our implementation of SEAL (Sobrato Early Academic Language) in grades TK-3 and Project Based Learning in grades 4-6. Teachers will be encouraged to share their SEAL units with their cohorts and their PBL units in PLCs. We will support teachers in their unit development through release days for planning. We will continue to provide PBL training for the intermediate schools and teachers new to PBL. We will explore opportunities to provide advanced PBL training. Evaluate effectiveness of SEAL and PBL. Determine if alternative options are required.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$112,5000 LCFF Base for PBL SEAL in Goal 2
CCSS Professional Development for staff: We will survey teachers and administration to determine most needed professional development. Planning and collaboration time will continue to be provided to teachers on a consistent basis. We will continue to partner with the East Side Alliance and New Teacher Center to ensure that PLC training is provided for schools that are focusing on PLC work this year.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$245,621 Title II
Provide students experiences in art, music, P.E., and other electives. Continue to provide Introduction to Recorder in 4th grade, Introduction to Vocal Music in 5th grade, and Introduction to Art in 6th grade classes throughout the entire district. The intermediate schools offer a variety of electives. After school sports are offered at the Intermediate Schools. Continue to communicate the importance of physical health and activity for all students. Continue to evaluate school lunch options to ensure healthy choices are provided. Review Family Life Education materials to ensure adherence to updated Ed. Code and inclusion of the most current medical findings. Continue to provide Family Life Education training to parents, teachers, and students in fifth and seventh grades.	All Schools Grades: 4th, 5th, 6th, 7th, 8th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$600,261 LCFF Base

We will continue to provide Choice Programs for students, including TWBI (Two-Way Bilingual Immersion program), Indigo (Parent Involvement Program), AdVENTURE STEMS (grades 5-8), STEM Leadership Academy at Christopher (grades 7-8), and the Independent Study Program (ISP TK-8). The Bilingual Program in grades K-3 at Christopher, Edenvale, and Stipe will focus on providing primary Spanish support classes to students in three Title 1 Schools. The development in a student's first language is critical to his or her development of high proficiency in a second language. Primary language is a resource which make content area instruction in English much more comprehensible and allow students to learn a second language in a more expeditious manner.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	No cost
Purchase and print curriculum materials, such as, but not limited to, Expeditionary Learning, Core Knowledge Language Arts, Engage New York, and CPM. We will also continue to explore other curriculum as it becomes available. Continue to be informed about any new standards adoptions.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$439,192 Lotter y $200,000 LCFF Base
Continue the use of the iReady diagnostic assessment program three times a year (iReady). Evaluate the effectiveness of I-Ready and explore alternative options if needed. Continue to offer professional development as needed for teachers, coaches, and administrators.	All schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	We need to determine if we will renew contract.

We have two Commission-Approved Induction programs to support new teachers. First and second year general education and education specialist teachers are eligible to enroll in the Induction program. The purpose of the induction program is to build teacher effectiveness through a self-reflective process to increase student learning. Annual surveys and teacher feedback will be used to evaluate program effectiveness. Revisions for program improvement will be explored.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$158,858 LCFF Base
Continue to implement math curriculum K-5.	All schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$200,000 LCFF Base
We will provide additional support in our Educational Services Division focused on English Language Learners, students from low socio-economic levels and Foster Youth. Directors, Administrators and Support Staff will target the needs of these three sub-groups with a more intensional and purposeful approach.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$540,059 LCFF Supplemental

For schools with a high number of EL students and students from low socio-economic levels, we are providing Visual & Performing Arts opportunities through Music for Minors. Research shows that there is theoretical and psychological support for the inclusion of music in the teaching of English. English Learners acquire vocabulary and gammar, improve spelling. enhance rote memorization and develop the linguistic skills of reading, writing, speaking and listening (Jalongo & Bromley, 1984, McCarthey, 1985, Martin, 1983, Mitchell, 1983, Jully, 1975) through music. Educators confirm that the pleasure derived from music boosts the learning of language. Knowing the importance of music to language acquisition, Music for Minors provides English Learners with enhanced learning opportunties. Neurologists (Maess & Koelsh, 2001) have discovered that both musical and linguistic syntax are similarly processed. Music and language are, of course, two dramatically different forms of communication. However as Ayotte (2004) observed, both music and language share the "same auditory, perceptive, and cognitive mechanisms that impose a structure on auditory information received by the senses."	Title 1 Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$43,977 LCFF Supplemental

GOAL:	2. We will accelerate the student proficiency for English Learners (EL), low socio-economic, Foster Youth, students of color, and students with disabilities (SWD).	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 Local: Our District focus is to increase the academic language for our English Learners through the TK-3rd Sobrato Early Academic Language (SEAL) Professional Development and model. Also, to increase mainstreaming to meet the state criteria of least restrictive environment for SWDs.
Identified Need:	Based on past performance results, we must focus on closing the achievement gap for ELs, SWDs and Foster Youth.	
Goal Applies to:	**Schools:** All Schools Grades: All	
	Applicable Pupil Subgroups:	Foster Youth, Hispanic or Latino, Low Income Pupils, Redesignated fluent English proficient, English Learners, Black or African American, Students with Disabilities, Homeless

LCAP Year 1

Expected Annual Measurable Outcomes:	Meet or surpass all State targets for English proficiency as measured by the CELDT including Annual Measurable Achievement Objectives (AMAO): AMAO 1, AMAO 2 for < 5 years, AMAO for > 5 years, and AMAO 3. We will increase 5% on the CAASPP / SBAC Level 3 or above results in ELA and Math disaggregated by subgroups in grades 3-8. For SWDs will meet State criteria for indicator 3 for CAASPP. We will increase by 5% meeting or exceeding standards level results in ELA and Math on the K-8 District assessments disaggregated by subgroups. Increase the percentage of students in the least restrictive environment (LRE) as determined by State criteria for indicator 5. We will increase the number of grade 8 students graduating by 3% disaggregated by subgroups.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Provide the PreK-3rd comprehensive 2 year professional development model, Sobrato Early Academic Language (SEAL). The SEAL model was designed by Dr. Laurie Olsen, a national expert in language learner education. The SEAL model pulls together the most current research on effective practices and implements the knowledge base from effective school improvement. It focuses on meeting the demands of the Common Core standards and ELD Standards while addressing the needs of English Learners, their parents, and their teachers.The SEAL model is a response to the persistent achievement gap facing English Learners. It was developed drawing upon the research on preventing the creation of Long Term English Learners, and enacts the research on effective English Learner practices along with the implementation of the Common Core, ELD Standards and the ELA/ELD Framework. The SEAL model was designed on three foundations. Foundation #1: Research on preventing the creation of Long Term English Learners. Foundation #2: Enacting the research on effective English Learner Practices from Improving Education for English Learners: Research-Based Approaches by CDE.Key research findings include: 1) Quality early childhood education; 2) An emphasis on oral language; 3) Explicit focus on academic language; 4) Language develops in context, not in isolation; 5) Specific and additional instructional supports and scaffolded instruction; 6) Dedicated and intentional ELD instruction; 7) Development of the home language; 8) Strong relationships between home and school. Foundation #3:Addressing the demands of Common Core, ELD Standards, and the ELA/ ELD Framework. English Learner Teacher Partners (ELTPs) as Instructional Coaches: Provide ELTPS at each site to provide ongoing coaching and facilitation in order to fully implement SEAL. This includes planning and facilitation of grade level unit development days as well as supporting the teachers with the SEAL strategies and implementation through on site coaching and planning. SEAL materials: In order to implement the SEAL model, we provide additional materials for the SEAL model for each classroom that is approximately $2000/class over 2 years. Summer Bridge:	Anderson, Baldwin, Christopher, Del Roble, Edenvale, Frost, Glider, Hayes, Ledesma, Miner, Parkview, Sakamoto, Santa Teresa, Stipe Grades: TK, K, 1st, 2nd, 3rd	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$2,3332,162 LCFF Supplemental

In the Summer we provide extensive professional development for the teachers and the coaches in Year 1 of SEAL through a two-week Summer Bridge program. The teachers' team teach a SEAL thematic unit in the morning and then in the afternoon receive professional development, collaboration and coaching facilitated by the coaches. During the morning session the coaches provide modeled lessons and team teaching.			
Continue to provide ongoing professional development on designated / integrated English language development (ELD) along with the ELA / ELD Framework professional development at each site. The ELTPs will provide the ongoing professional development at each site. Implement and monitor the implementation of integrated and designated ELD that is aligned with the ELA/ELD Framework.	All Schools Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$2,132 LCFF Supplemental
Explore Universal Design Learning (UDL) . Present philosophy and webinar to principals and support staff. Our data shows that we over identify EL students,students from low socio-economic backgrounds and students of color for SpED. Our data also shows a significant achievement gap between our low socio-economic, EL, and foster youth groups and our English Only and Asian sub groups.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$5,331 LCFF Supplemental

Explore on-going coaching and professional development more than once a year for intervention programs (e.g. READ 180, System 44, I-Ready, Dreambox, Rosetta Stone etc.) used in-class and / or before/after school to support ELs as needed (e.g. .ELD IAs) and students with disabilities. Explore increasing the number of sites utilizing READ 180 and Math 180 to meet Program Improvement Plans for ELs and students with disabilities. Provide the READ 180 teachers at the 4 Title I sites, and the additional READ 180 teacher at Davis for English Learners.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$159,915 LCFF Supplemental $92,548 Title I
Provide professional development on Culturally Responsive Teaching, engagement, rigor and relevance with site leadership.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$109,425 LCFF Supplemental
Develop an RTI structure for implementation and monitoring at all sites. This includes providing more training on the SST process, identifying RTI level 1, 2, and 3 (including IEP process) at each site, identifying assessments of interventions and gains analysis, and monitoring of specific students below standards. Our data shows that we over identify EL students,students from low socio-economic backgrounds and students of color for SpED. Our data also shows a significant achievement gap between our low socio-economic, EL, and foster youth groups and our English Only and Asian sub groups.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$2,132 LCFF Supplemental

Three Title 1schools, Edenvale, Christopher and Stipe will work collaboratively with Partners in School Innovation to focus on a cycle of continuous improvement to develop the capacity of teachers and educational leaders to engage in the self-reflective process of Results Oriented Cycles of Inquiry (ROCI). Title 1 schools will have the opportunity of participating in a Professional Learning Community in an Instructional Leadership Team network facilitated by Partner leaders. Under the guidance of a School Innovation Partner, Oak Grove Coaches will engage in a Professional Learning Community focused on collaboratively supporting all schools, teachers, and students.	Title 1 Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$351,813 LCFF Supplemental
Provide professional development to all principals and support staff regarding Indicator 5 least restrictive environment expectations for accountability. Explore environment expectations for mainstreaming and increase the number of students participating in General Education for more than 40% of their day and decreasing the number of students participating in Special Education for more than 80% of their day.	All Schools Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$132,421 LCFF Base
Explore math curriculum designed for children with special needs.	Students with Special Needs Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$46,750 LCFF Base

Davis Intermediate School has 62.5% low socio economic students and 30% English Learners. This is significantly higher than the other two Oak Grove intermediate schools. We will provide Davis Intermediate Schools with additional funds for additional staff, teacher planning days, and professional development in order to achieve the goal that all students will be proficient and we will accelerate the results of the low socio economic students and English Learners. An additional teacher is also available to provide EL students additional classes in Read 180 and English 3D.	Davis Intermediate School Grades: 7th, 8th	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$326,029 LCFF Supplemental
We will provide an extra teacher at the four Title I schools to support intensive classroom instruction. By adding one more teacher to the staff, class sizes are significantly lowered thereby providing teachers with more personalized time to support and address the needs of EL students, students from low socio-economic levels and foster youth.	Title 1 Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$484,358 LCFF Supplemental
Provide ELD IAs to work closely with the ELTP to provide additional in-class support to newcomers and CELDT 1 and 2 English Learners in the core classroom in order to access the grade level curriculum through integrated ELD as needed.	All Schools Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$510,695 LCFF Supplemental

Additional ELD teachers, 1.0 FTE per the 3 Intermediate Schools to support the EL students with specific strategies and interventions with language development during the ELD Support Classes.	Intermediate Schools Grades: 7th, 8th	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$369,471 LCFF Supplemental
Provide after school safety nets and programs to students who need support in Tiers II and III.	All School Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$125,968 LCFF Supplemental

LCAP Year 2

Expected Annual Measurable Outcomes:	Continue to meet or surpass all State targets for English proficiency as measured by the CELDT including AMAO 1, AMAO 2 for < 5 years, AMAO for > 5 years, and AMAO 3. We will continue to increase 5% more from the previous year on the CAASP / SBAC Level 3 or above results in ELA and Math disaggregated by subgroups in grades 3-8. For SWDs will meet State criteria for indicator 3 for CAASPP . We will continue to increase by 5% more from the previous year meeting or exceeding standards level results in ELA and Math on the K-8 District assessments disaggregated by subgroups. Increase the percentage of students in the least restrictive environment (LRE) as determined by State criteria for indicator 5. We will increase the number of grade 8 students graduating by 3% more from the previous year disaggregated by subgroups.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide the PreK-3rd comprehensive 2 year professional	Anderson,	_ All ---	$2,3332,162 LC

development model, Sobrato Early Academic Language (SEAL). The SEAL model was designed by Dr. Laurie Olsen, a national expert in language learner education. The SEAL model pulls together the most current research on effective practices and implements the knowledge base from effective school improvement. It focuses on meeting the demands of the Common Core standards and ELD Standards while addressing the needs of English Learners, their parents, and their teachers.The SEAL model is a response to the persistent achievement gap facing English Learners. It was developed drawing upon the research on preventing the creation of Long Term English Learners, and enacts the research on effective English Learner practices along with the implementation of the Common Core, ELD Standards and the ELA/ELD Framework. The SEAL model was designed on three foundations. Foundation #1: Research on preventing the creation of Long Term English Learners. Foundation #2: Enacting the research on effective English Learner Practices from Improving Education for English Learners: Research-Based Approaches by CDE.Key research findings include: 1) Quality early childhood education; 2) An emphasis on oral language; 3) Explicit focus on academic language; 4) Language develops in context, not in isolation; 5) Specific and additional instructional supports and scaffolded instruction; 6) Dedicated and intentional ELD instruction; 7) Development of the home language; 8) Strong relationships between home and school. Foundation #3:Addressing the demands of Common Core, ELD Standards, and the ELA/ ELD Framework. English Learner Teacher Partners (ELTPs) as Instructional Coaches: Provide ELTPS at each site to provide ongoing coaching and facilitation in order to fully implement SEAL. This includes planning and facilitation of grade level unit development days as well as supporting the teachers with the SEAL strategies and implementation through on site coaching and planning. SEAL materials: In order to implement the SEAL model, we provide additional materials for the SEAL model for each classroom that is approximately $2000/class over 2 years. Summer Bridge: In the Summer we provide extensive professional development for the teachers and the coaches in Year 1	Baldwin, Christopher, Del Roble, Edenvale, Frost, Glider, Hayes, Ledesma, Miner, Parkview, Sakamoto, Santa Teresa, Stipe Grades: TK, K, 1st, 2nd, 3rd, 4th	X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	FF Supplemental

of SEAL through a two-week Summer Bridge program. The teachers' team teach a SEAL thematic unit in the morning and then in the afternoon receive professional development, collaboration and coaching facilitated by the coaches. During the morning session the coaches provide modeled lessons and team teaching.			
Continue to provide ongoing professional development on designated / integrated English language development (ELD) along with the ELA / ELD Framework at each site. The ELTPs will provide the ongoing professional development at each site. Implement and monitor the implementation of integrated and designated ELD that is aligned with the ELA/ELD Framework.	All schools Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$2,132 LCFF Supplemental
Continue to provide professional development Universal Design Learning (UDL) to differentiate learning for Level I Response to Intervention (RtI). Explore coaching in classrooms and identify schools to pilot implementation of UDL phase I. Our data shows that we over identify EL students, students from low socio-economic backgrounds and students of color for SpED. Our data also shows a significant achievement gap between our low socio-economic, EL, and foster youth groups and our English Only and Asian sub groups.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$5,331 LCFF Supplemental
Review implementation of processes and quality instruction to monitor student performance under an RTI model. Continue to identify more Level II interventions at each site. Our data shows that we over identify EL students, students from low socio-economic backgrounds and students of color for SpED. Our data also shows a significant achievement gap between our low socio-economic, EL, and foster youth groups and our English Only and Asian sub groups.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$3,132 LCFF Supplemental

Continue to analyze the effectiveness of the intervention programs (e.g. READ 180, System 44, Dreambox, I-Ready and Rosetta Stone, etc.) and implement with consistency and fidelity to support ELs as needed and students with disabilities. Provide staff development to support ELs and students with disabilities as needed (e.g. .ELD IAs). Continue to explore implementing at more sites for ELs and students with disabilities to meet the Program Improvement Plan. Provide the READ 180 teachers at the 4 Title I sites and the additional READ 180 teacher at Davis for English Learners.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$159,915 LCFF Supplemental $92,548 Title I
Continue to provide professional development on culturally responsive teaching, engagement, rigor and relevance with staff at each site. Monitor implementation through classroom observations.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$109,425 LCFF Supplemental
Continue to increase number of student with disabilities participating in general education more than 40% of their day and less than 80% participating in special education.	All Schools Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$132,421 LCFF Base

Analyze data, class observations and implementation of SEAL and PBL at the 2 Title I schools working with Partners in School Innovation (PSI).Based on the analysis, decide the next steps and focus with PSI. Title 1 schools will continue participating in a Professional Learning Community in an Instructional Leadership Team network facilitated by Partner leaders. In collaboration with Oak Grove and PSI, Oak Grove Coaches will continue to engage in a Professional Learning Community focused on coaching and collaboratively supporting all schools, teachers, and students.	Christopher, Edenvale and Stipe Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$351,813 LCFF Supplemental
Implement math curriculum specific designed for students with special needs.	All sudents with special needs Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$20,000 LCFF Base
Davis Intermediate School has 62.5% low socio economic students and 30% English Learners. This is significally higher than the other two Oak Grove intermediate schools. We will provide Davis Intermediate Schools with additional funds for additional staff, teacher planning days, and professional development in order to achieve the goal that all students will be proficient and we will accelerate the results of the low socio economic students and English Learners. An additional teacher is also available to provide EL students additional classes in Read 180 and English 3D.	Davis Intermediate School Grades: 7th, 8th	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$326,029 LCFF Supplemental

We will provide an extra teacher at the four Title I schools to support intensive classroom instruction. By adding one more teacher to the staff, class sizes are significantly lowered thereby providing teachers with more personalized time to support and address the needs of EL students, students from low socio-economic levels and foster youth.	Title 1 Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$484,358 LCFF Supplemental
Provide ELD IAs to work closely with the ELTP to provide additional in-class support to newcomers and CELDT 1 and 2 English Learners in the core classroom in order to access the grade level curriculum through integrated ELD as needed.	All Schools Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$510,695 LCFF Supplemental
Additional ELD teachers, 1.0 FTE per the 3 Intermediate Schools to support the EL students with specific strategies and interventions with language development during the ELD Support Classes.	Intermediate Schools Grades: 7th, 8th	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$369,471 LCFF Supplemental
Provide after school safety nets and programs to students who need support in Tiers II and III.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$125,968 LCFF Supplemental

LCAP Year 3

Expected Annual Measurable Outcomes:	• Continue to meet or surpass all State targets for English proficiency as measured by the CELDT including AMAO 1, AMAO 2 for < 5 years, AMAO for > 5 years, and AMAO 3. • We will continue to increase 5% more from the previous year on the CAASPP / SBAC Level 3 or above results in ELA and Math disaggregated by subgroups in grades 3-8. • We will continue to increase by 5% meeting or exceeding standards level results in ELA and Math on the K-2 District assessments disaggregated by subgroups. • Increase the percentage of students in the least restrictive environment (LRE) as determined by State criteria. • We will increase the number of grade 8 students graduating by 3% disaggregated by subgroups. • 100% of all ELs will access core and ELD standards and implementation of content and performance standards for all students as evident through daily classroom walk throughs by principals. Increase EL reclassification rate by 5% Increase the percentage of students in the least restrictive environment (LRE) as determined by State criteria for indicator 5.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide ongoing professional development on designated / integrated English language development (ELD) along with the ELA / ELD Framework at each site. The ELTPs will provide the ongoing professional development at each site. Implement and monitor the implementation of integrated and designated ELD that is aligned with the ELA/ELD Framework.	All Schools Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$2,132 LCFF Supplemental
Provide the PreK-3rd comprehensive 2 year professional development model, Sobrato Early Academic Language (SEAL). The SEAL model was designed by Dr. Laurie Olsen, a national expert in language learner education. The SEAL model pulls together the most current research on effective practices and implements the knowledge base from effective school improvement. It focuses on meeting the demands of the Common Core standards and ELD Standards while addressing the needs of English Learners, their parents, and their teachers.The SEAL model is a response to the persistent achievement	Anderson, Baldwin, Christopher, Del Roble, Edenvale, Frost, Glider, Ledesma, Hayes, Miner, Parkview, Sakamoto, Santa	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$2,3332,162 LCFF Supplemental

gap facing English Learners. It was developed drawing upon the research on preventing the creation of Long Term English Learners, and enacts the research on effective English Learner practices along with the implementation of the Common Core, ELD Standards and the ELA/ELD Framework. The SEAL model was designed on three foundations. Foundation #1: Research on preventing the creation of Long Term English Learners. Foundation #2: Enacting the research on effective English Learner Practices from Improving Education for English Learners: Research-Based Approaches by CDE.Key research findings include: 1) Quality early childhood education; 2) An emphasis on oral language; 3) Explicit focus on academic language; 4) Language develops in context, not in isolation; 5) Specific and additional instructional supports and scaffolded instruction; 6) Dedicated and intentional ELD instruction; 7) Development of the home language; 8) Strong relationships between home and school. Foundation #3:Addressing the demands of Common Core, ELD Standards, and the ELA/ ELD Framework. English Learner Teacher Partners (ELTPs) as Instructional Coaches: Provide ELTPS at each site to provide ongoing coaching and facilitation in order to fully implement SEAL. This includes planning and facilitation of grade level unit development days as well as supporting the teachers with the SEAL strategies and implementation through on site coaching and planning. SEAL materials: In order to implement the SEAL model, we provide additional materials for the SEAL model for each classroom that is approximately $2000/class over 2 years. Summer Bridge: In the Summer we provide extensive professional development for the teachers and the coaches in Year 1 of SEAL through a two-week Summer Bridge program. The teachers' team teach a SEAL thematic unit in the morning and then in the afternoon receive professional development, collaboration and coaching facilitated by the coaches. During the morning session the coaches provide modeled lessons and team teaching.	Teresa, Stipe Taylor Grades: TK, K, 1st, 2nd, 3rd		

Continue to provide professional development and coaching on Universal Design Learning (UDL) to differentiate learning for Response to Intervention (RtI). Continue to identify more schools to launch UDL. Our data shows that we over identify EL students, students from low socio-economic backgrounds and students of color for SpED. Our data also shows a significant achievement gap between our low socio-economic, EL, and foster youth groups and our English Only and Asian sub groups.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$5,331 LCFF Supplemental
Continue to implement by monitoring student performance and quality instruction for RtI. Our data shows that we over identify EL students, students from low socio-economic backgrounds and students of color for SpED. Our data also shows a significant achievement gap between our low socio-economic, EL, and foster youth groups and our English Only and Asian sub groups.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$1,132 LCFF Supplemental
Continue to meet state criteria for Indicator 4 Least restrictive enviroment.	All Schools Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$132,421 LCFF Base
Continue to analyze the effectiveness of the intervention programs (e.g. READ 180, System 44, Dreambox, I-Ready and Rosetta Stone, etc.) and implement with consistency and fidelity; and provide staff development to support ELs and students with disabilities as needed (e.g. ELD IAs). Provide the READ 180 teachers at the 4 Title I sites and the additional READ 180 teacher at Davis for English Learners.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$159,915 LCFF Supplemental $92,548 Title I

Continue to monitor implementation of culturally responsive teaching through the relevance, rigor and student engagement class observations. Analyze implementation and decide on next steps.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$50,000 LCFF Supplemental
Continue to analyze data, class observations and implementation of SEAL and PBL at the Title I schools working with Partners in School Innovation (PSI).Based on the analysis, decide the next steps and focus with PSI. Title 1 schools will continue participating in a Professional Learning Community in an Instructional Leadership Team network facilitated by Partner leaders. In collaboration with Oak Grove and PSI, Oak Grove Coaches will continue to engage in a Professional Learning Community focused on coaching and collaboratively supporting all schools, teachers, and students.	Title 1 Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$351,813 LCFF Supplemental
Continue implementation of math curriculum specifically to addressing students with special needs.	All students with special needs Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	$10,000 LCFF Base

Davis Intermediate School has 62.5% low-socio economic students and 30% English Learners. This is significantly higher than the other two Oak Grove intermediate schools. We will provide Davis Intermediate Schools with additional funds for additional staff, teacher planning days, and professional development in order to achieve the goal that all students will be proficient and we will accelerate the results of the low socio economic students and English Learners. An additional teacher is also available to provide EL students additional classes in Read 180 and English 3D.	Davis Intermediate School Grades: 7th, 8th	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$326,029 LCFF Supplemental
We will provide an extra teacher at the four Title I schools to support intensive classroom instruction. By adding one more teacher to the staff, class sizes are significantly lowered thereby providing teachers with more personalized time to support and address the needs of EL students, students from low socio-economic levels and foster youth.	Title 1 Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$484,358 LCFF Supplemental
Provide ELD IAs to work closely with the ELTP to provide additional in-class support to newcomers and CELDT 1 and 2 English Learners in the core classroom in order to access the grade level curriculum through integrated ELD as needed.	All Schools Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$510,695 LCFF Supplemental

Additional ELD teachers, 1.0 FTE per the 3 Intermediate Schools to support the EL students with specific strategies and interventions with language development during the ELD Support Classes.	Intermediate Schools Grades: 7th, 8th	_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$369,471 LCFF Supplemental
Provide after school safety nets and programs to students who need support in Tiers II and III.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$125,968 LCFF Supplemental

GOAL:	3. Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.	Related State and/or Local Priorities: _1 _2 _3 X 4 X 5 X 6 X 7 X 8 Local: We want to ensure every classroom, and all TK- grade 8 students are using technology as a CCSS instructional tool to master core subject knowledge and the technology standards.
Identified Need:	We have some teachers who implement technology as a center, or use it more as a separate resource outside of CCSS Instruction. In 2015-16 there were 5% of the teachers who reported that they never use technology as part of their instruction. We need to continue to identify those teachers and classes to provide the professional development and coaching they need to ensure equal access to the technology tools and standards.	
Goal Applies to:	**Schools:** All Schools Grades: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1

Expected Annual Measurable Outcomes:	75% of the students will use technology daily as an instructional tool to master core content knowledge and the technology standards. 90% of ELs will use technology to access core subjects and master the ELD standards. 95% of all students will participate in Smarter Balanced Testing on the Chromebooks and laptops. 85% of students will access core subject areas using 21st Century Skills of collaboration, communication, critical thinking and creativity.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Purchase more Chromebooks/laptops to move toward 1:1 student ratio. Included with the student devices are headphones, carts and/or cases.	All Schools Grades: 6th, 7th, 8th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$ 650,000 Measure P for Chromebooks, carts, set up
We will provide coaching and professional development and coaching to teachers to ensure quality implementation of the CCSS Technology Standards and integrated technology research-based practices (e.g. PBL, SEAL, Google Apps, coding, mathematics, etc.) From California's Empowering Learning A Blueprint for California Education Technology 2014-17, "Stanford University Professor Dr. Linda Darling-Hammond, the co-chair of Superintendent Torlakson's Transition Advisory Team, described this new mission for schools in her book The Flat World and Education: "The new mission of schools is to prepare students to work at jobs that do not yet exist, creating ideas and solutions for products and problems that have not yet been identified, using technologies that have not been invented."8 We must be prepared to embrace a landscape where technology in teaching and learning becomes part of the fabric of modeling, observation sharing, and the new and expanded peer groups all of us can experience. However, there are millions of students in California who do not have adequate access to technology in their classrooms or at home. According to the K–12 High Speed 2013 Annual Report, 791 California schools today have a T-1 line (1.5 Mbps) or lower broadband access —inadequate for the needs of today's students. We must ensure that every one of California's 6.2 million students can take advantage of the opportunities education technology presents. We must not allow some students to fail to have the opportunity to learn basic skills required to interact in a digital world. We need to make sure every student has access to, and the knowledge to use, the technology needed to successfully participate in the Smarter	All Schools. Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino X Two or More Races X Low Income Pupils X Redesignated fluent English proficient X Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American X Filipino X White X Students with Disabilities X Homeless _ Other	$24,000 LCFF Base $281,009 LCFF Supplemental and $180,556 LCFF Base

Balanced assessments. We must not allow a lack of technology—or ineffective implementation—to become the roots of the next achievement gap. " Research indicates, “Even if all the equipment was accessible and working, there was still a good deal of complexity in integrating technology into instruction. The emphasis on standardized testing increased this complexity, as teachers often could not figure out how best to prepare students for tests while also emphasizing the kinds of discovery learning that are enhanced by technology use. Again, complexity was heightened in low-SES schools because of the special attention given to raising test scores in those schools as well as the larger numbers of English language learners (ELs) those schools enrolled. For example, in a number of classrooms, we witnessed ELs cutting and pasting information from the Internet to complete an assignment, with no evident understanding of the material they were working with. This last example is an illustration of what we called performativity, that is, technological performance for its own sake rather than in connection with meaningful learning goals. Designing technology-enhanced lessons for culturally and linguistically diverse students with limited English literacy is without doubt complicated, but it can yield important rewards when done well (see examples in succeeding discussions and further examples in Brown, Cummins, & Sayers, 2007). In the remainder of this chapter, I examine some approaches for addressing these challenges that have been shown to be effective, using contexts of both limited and extensive technology penetration.” English Language Development standards also specifically address using appropriate technology throughout their grade levels.			

Purchase and change school and district learning environments (e.g. wired and wireless solutions, furniture, short-throw projectors, etc.).	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$1,000,000 Measure P for short throwns $2,800,000 Measure P for new switches
Maintain staff technology devices and infrastructure.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$141,000 LCFF Base
Provide online resources for students and teachers. (e.g. Synergyse, EdTech How Tos, Google Learning Center, Video Conference Calls, etc.)	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$10,000 LCFF Base
Explore ways to provide access to students who do not have internet or devices outside of the school site. This is in preparation for the possibility of devices being assigned to students for take-home.	All Schools Grades: 6th, 7th, 8th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$500 LCFF Base

Provide trained site Tech Mentor positions to support technology problem solving and professional development for staff.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$30,000 LCFF Base
The Informational Technology and EdTech staff will continue to collaborate, and work as a team to provide the infrastructure and innovative ideas for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$1,125,000 LCFF Base
Oak Grove ensures that all student data information is compliant with Family Educational Rights and Privacy Act (FERPA) and Children's Online Privacy Protection Act (COPPA) regulations. We will educate and work with students, staff and community on being respectful, responsible, and safe digital citizens.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$500 LCFF Base

LCAP Year 2

Expected Annual Measurable Outcomes:	85% of the students will use technology daily as an instructional tool to master core content knowledge and the technology standards. 95% of ELs will use technology to access core subjects and master the ELD standards. 95% of all students will participate in Smarter Balanced Testing on the Chromebooks and laptops. 90% of students will access core subject areas using 21st Century Skills of collaboration, communication, critical thinking and creativity.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase more Chromebooks/laptops to move toward 1:1 student ratio. Included with the student devices are headphones, carts and/or cases.	All Schools Grades: 4th, 5th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$650,000 Measure P
We will provide coaching and professional development and coaching to teachers to ensure quality implementation of the CCSS Technology Standards and integrated technology research-based practices (e.g. PBL, SEAL, Google Apps, coding, mathematics, etc.) From California's Empowering Learning A Blueprint for California Education Technology 2014-17, "Stanford University Professor Dr. Linda Darling-Hammond, the co-chair of Superintendent Torlakson's Transition Advisory Team, described this new mission for schools in her book The Flat World and Education: "The new mission of schools is to prepare students to work at jobs that do not yet exist, creating ideas and solutions for products and problems that have not yet been identified, using technologies that have not been invented."8 We must be prepared to embrace a landscape where technology in teaching and learning becomes part of the fabric of modeling, observation sharing, and the new and expanded peer groups all of us can experience. However, there are millions of students in California who do not have adequate access to technology in their classrooms or at home. According to the K–12 High Speed 2013 Annual Report, 791 California schools today have a T-1 line (1.5 Mbps) or lower broadband access —inadequate for the needs of today's students. We must ensure that every one of California's 6.2 million students can take advantage of the opportunities education technology presents. We must not allow some students to fail to have the opportunity to learn basic skills required to interact in	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino X Two or More Races X Low Income Pupils X Redesignated fluent English proficient X Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American X Filipino _ White X Students with Disabilities X Homeless _ Other	$24,000 LCFF Base $$281,009 LCFF Supplemental and $180,556 LCFF Base

a digital world. We need to make sure every student has access to, and the knowledge to use, the technology needed to successfully participate in the Smarter Balanced assessments. We must not allow a lack of technology—or ineffective implementation—to become the roots of the next achievement gap. " Research indicates, "Even if all the equipment was accessible and working, there was still a good deal of complexity in integrating technology into instruction. The emphasis on standardized testing increased this complexity, as teachers often could not figure out how best to prepare students for tests while also emphasizing the kinds of discovery learning that are enhanced by technology use. Again, complexity was heightened in low-SES schools because of the special attention given to raising test scores in those schools as well as the larger numbers of English language learners (ELs) those schools enrolled. For example, in a number of classrooms, we witnessed ELs cutting and pasting information from the Internet to complete an assignment, with no evident understanding of the material they were working with. This last example is an illustration of what we called performativity, that is, technological performance for its own sake rather than in connection with meaningful learning goals. Designing technology-enhanced lessons for culturally and linguistically diverse students with limited English literacy is without doubt complicated, but it can yield important rewards when done well (see examples in succeeding discussions and further examples in Brown, Cummins, & Sayers, 2007). In the remainder of this chapter, I examine some approaches for addressing these challenges that have been shown to be effective, using contexts of both limited and extensive technology penetration." English Language Development standards also specifically address using appropriate technology throughout their grade levels.

Purchase and change school and district learning environments (e.g. wired and wireless solutions, furniture, short-throw projectors, etc.).	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$3,000,000 Measure P for new cabling
Maintain staff technology devices and infrastructure.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$141,000 LCFF Base
The Informational Technology and EdTech staff will continue to collaborate, and work as a team to provide the infrastructure and innovative ideas for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$1,125,000 LCFF Base
Provide online resources for students and teachers. (e.g. Synergyse, EdTech How Tos, Google Learning Center, Video Conference Calls, etc.)	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$10,000 LCFF Base

Provide trained site Tech Mentor positions to support technology problem solving and professional development for staff.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$30,000 LCFF Base
Share ways to provide access to students who do not have internet or devices outside of the school site. This is in preparation for the possibility of devices being assigned to students for take-home.	All Schools Grades: 4th, 5th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$500 LCFF Base
Oak Grove ensures that all student data information is compliant with Family Educational Rights and Privacy Act (FERPA) and Children's Online Privacy Protection Act (COPPA) regulations. We will educate and work with students, staff and community on being respectful, responsible, and safe digital citizens.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$500.00 LCFF Base

LCAP Year 3

Expected Annual Measurable Outcomes:	90% of the students will use technology daily as an instructional tool to master core content knowledge and the technology standards. 100% of ELs will use technology to access core subjects and master the ELD standards. 95% of all students will participate in Smarter Balanced Testing on the Chromebooks and laptops. 95% of students will access core subject areas using 21st Century Skills of collaboration, communication, critical thinking and creativity.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase more Chromebooks/laptops to move toward 1:1 student ratio. Included with the student devices are headphones, carts and/or cases.	All Schools Grades: 2nd, 3rd	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$650,000 Measure P
We will provide coaching and professional development and coaching to teachers to ensure quality implementation of the CCSS Technology Standards and integrated technology research-based practices (e.g. PBL, SEAL, Google Apps, coding, mathematics, etc.) From California's Empowering Learning A Blueprint for California Education Technology 2014-17, "Stanford University Professor Dr. Linda Darling-Hammond, the co-chair of Superintendent Torlakson's Transition Advisory Team, described this new mission for schools in her book The Flat World and Education: "The new mission of schools is to prepare students to work at jobs that do not yet exist, creating ideas and solutions for products and problems that have not yet been identified, using technologies that have not been invented."8 We must be prepared to embrace a landscape where technology in teaching and learning becomes part of the fabric of modeling, observation sharing, and the new and expanded peer groups all of us can experience. However, there are millions of students in California who do not have adequate access to technology in their classrooms or at home. According to the K–12 High Speed 2013 Annual Report, 791 California schools today have a T-1 line (1.5 Mbps) or lower broadband access —inadequate for the needs of today's students. We must ensure that every one of California's 6.2 million students can take advantage of the opportunities education technology presents. We must not allow some students to fail to have the opportunity to learn basic skills required to interact in	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino X Two or More Races X Low Income Pupils X Redesignated fluent English proficient X Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American X Filipino X White X Students with Disabilities X Homeless _ Other	$24,000 LCFF Base $281,009 LCFF Supplemental and $180,556 LCFF Base

a digital world. We need to make sure every student has access to, and the knowledge to use, the technology needed to successfully participate in the Smarter Balanced assessments. We must not allow a lack of technology—or ineffective implementation—to become the roots of the next achievement gap. " Research indicates, "Even if all the equipment was accessible and working, there was still a good deal of complexity in integrating technology into instruction. The emphasis on standardized testing increased this complexity, as teachers often could not figure out how best to prepare students for tests while also emphasizing the kinds of discovery learning that are enhanced by technology use. Again, complexity was heightened in low-SES schools because of the special attention given to raising test scores in those schools as well as the larger numbers of English language learners (ELs) those schools enrolled. For example, in a number of classrooms, we witnessed ELs cutting and pasting information from the Internet to complete an assignment, with no evident understanding of the material they were working with. This last example is an illustration of what we called performativity, that is, technological performance for its own sake rather than in connection with meaningful learning goals. Designing technology-enhanced lessons for culturally and linguistically diverse students with limited English literacy is without doubt complicated, but it can yield important rewards when done well (see examples in succeeding discussions and further examples in Brown, Cummins, & Sayers, 2007). In the remainder of this chapter, I examine some approaches for addressing these challenges that have been shown to be effective, using contexts of both limited and extensive technology penetration." English Language Development standards also specifically address using appropriate technology throughout their grade levels.

Purchase and change school and district learning environments (e.g. wired and wireless solutions, furniture, short-throw projectors, etc.).	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$2,500,000 Measure P
Maintain staff technology devices and infrastructure.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$141,000 LCFF Base
The Informational Technology and EdTech staff will continue to collaborate, and work as a team to provide the infrastructure and innovative ideas for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$1,125,000 LCFF Base
Provide online resources for students and teachers. (e.g. Synergyse, EdTech How Tos, Google Learning Center, Video Conference Calls, etc.)	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$10,000 LCFF Base

Provide trained site Tech Mentor positions to support technology problem solving and professional development for staff.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$30,000 LCFF Base
Continue to explore and share new ways to provide access to students who do not have internet or devices outside of the school site. This is in preparation for the possibility of devices being assigned to students for take-home.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$500 LCFF Base
Oak Grove ensures that all student data information is compliant with Family Educational Rights and Privacy Act (FERPA) and Children's Online Privacy Protection Act (COPPA) regulations. We will educate and work with students, staff and community on being respectful, responsible, and safe digital citizens.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$500 LCFF Base

GOAL:	4. School and classroom environments support learning, creativity, safety and engagement.	Related State and/or Local Priorities: X 1 _2 _3 X 4 X 5 X 6 _7 _8 Local: We want to ensure all students have a positive and safe learning experience on the way to schools, while at schools, and one the way home from school.
Identified Need:	There is a loss of instructional time due to suspensions and absenteeism. While we have decreased the rate in the past few years, over 400 students are being suspended, and there are 20 students with chronic absenteeism.	
Goal Applies to:	**Schools:** All Schools Grades: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1

Expected Annual Measurable Outcomes:	• Receive facilities rating of excellent in all schools on the Williams audit. • On the California Healthy Kids Survey which is given every other year, 50% students will feel safe in their learning environment. • Decrease the number of chronic student absenteeism by 2% • Decrease the suspension and expulsion rate at all schools by 6%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement, monitor, and continue to provide professional development and coaching in (PBIS) Positive Behavioral Interventions and Supports. PBIS is a three tiered RtI approach. We need to focus on implementing Tier II and Tier III interventions based on the data. When a behavior event occurs, and resolution is given to the student, we will work on a positive approach to restore the relationships and expectations for the student.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$140,000 Title II

Ensure all facilities and sites are safe and provide positive learning environments. We provide patrol services at the Title I schools to ensure campus security in support of student learning and parent engagement.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$10,404,466 LCFF Base $30,000 LCFF Supplemental for Title 1 Schools only
We will provide student safety on the bus.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$3,903,880 LCF F Base
Provide Mental Health Services to Students. Explore providing mental health counselors for the intermediate schools.	All Schools with a focus on Title 1 Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$147,719 Mental Health IDEA $717,720 Mental Health Resourc e 6512
Maintain Therapeutic Crisis Intervention (TCI).	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Included in the Mental Health Budgets

Provide academic counselors at the intermediate schools.	Intermediate Schools Grades: 7th, 8th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$855,565 LCFF Base
Compared to more affluent students, children living in poverty are 25 percent more likely to miss three or more days of school per month (National Center for Education Statistics [NCES] 2006a). Low socioeconomic status (SES) children are more likely to experience serious health problems (Hughes and Ng 2003; Rothstein 2004). As a result, they are three times more likely to be chronically absent from school due to illness or injury (Bloom, Dey, and Freeman 2006). Specifically, children living in poverty suffer much higher rates of asthma, heart and kidney disease, epilepsy, digestive problems, as well as vision, dental, and hearing disorders (Case et al. 2002; Halfon and Newacheck 1993; Moonie et al. 2006). We will provide an additional two hours of health clerk time at each school in order to support families with student attendance and health concerns.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$226,977 LCFF Supplemental
At our Title I schools, there is a need for a bilingual psychologist to serve students in their primary language to best meet the needs of our students and community.	Title 1 Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$53,413 LCFF Supplemental

Expected Annual Measurable Outcomes:	• Receive facilities rating of excellent in all schools on the Williams audit. • Decrease the number of chronic student absenteeism by 1% • Decrease the suspension and expulsion rate at all schools by 4%.		
Actions/Services		**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Implement, monitor, and continue to provide professional development and coaching in (PBIS) Positive Behavioral Interventions and Supports. PBIS is a three tiered RtI approach. We need to focus on implementing Tier II and Tier III interventions based on the data. When a behavior event occurs, and resolution is given to the student, we will monitor whether a positive approach was used to restore the relationships and expectations for the student.		All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$140,000 Title II
Ensure all facilities and sites are safe and provide positive learning environments. We provide patrol services at the Title I schools to ensure campus security in support of student learning and parent engagement.		All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$10,404,466 LCFF Base $30,000 LCFF Supplemental for Title 1 Schools only.
We will provide student safety on the bus.		All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$3,903,880 LCFF Base

Provide Mental Health Services to Students. Make a plan to provide mental health counselors for the intermediate schools.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$147,719 Mental Health IDEA $717,720 Mental Health Resource 6512
Maintain Therapeutic Crisis Intervention (TCI). Train new staff and update staff who have already been trained to meet criteria.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Included in the Mental Health Budgets
Continue to provide academic counseling at the Intermedate Schools.	Intermediate Schools Grades: 7th, 8th	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$855,565 LCFF Base

Compared to more affluent students, children living in poverty are 25 percent more likely to miss three or more days of school per month (National Center for Education Statistics [NCES] 2006a). Low socioeconomic status (SES) children are more likely to experience serious health problems (Hughes and Ng 2003; Rothstein 2004). As a result, they are three times more likely to be chronically absent from school due to illness or injury (Bloom, Dey, and Freeman 2006). Specifically, children living in poverty suffer much higher rates of asthma, heart and kidney disease, epilepsy, digestive problems, as well as vision, dental, and hearing disorders (Case et al. 2002; Halfon and Newacheck 1993; Moonie et al. 2006). We will provide an additional two hours of health clerk time at each school in order to support families with student attendance and health concerns.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$226,977 LCFF Supplemental
At our Title I schools, there is a need for a bilingual psychologist to serve students in their primary language to best meet the needs of our students and community.	Title 1 Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$53,413 LCFF Supplemental

LCAP Year 3

Expected Annual Measurable Outcomes:	• Receive facilities rating of excellent in all schools on the Williams audit. • On the CHKS which is given every other year, 60% students will state that they feel safe in their learning environment. • Decrease the number of chronic student absenteeism by 1% • Decrease the suspension and expulsion rate at all schools by 2%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Implement, monitor, and continue to provide professional development and coaching in (PBIS) Positive Behavioral Interventions and Supports. PBIS is a three tiered RtI approach. We will evaluate the implementation of Tier II and Tier III interventions, and whether a positive approach was used to restore the relationships and expectations for the student.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$140,000 Title II
Ensure all facilities and sites are safe and provide positive learning environments. We provide patrol services at the Title I schools to ensure campus security in support of student learning and parent engagement.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$10,404,466 LCFF Base $30,000 LCFF Supplemental for Title 1 Schools only
We will provide student safety on the bus.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$3,903,880 LCFF Base
Provide Mental Health Services to Students. Provide mental health counselors for the intermediate schools.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$147,719 Mental Health IDEA $717,720 Mental Health Resource 6512

Maintain Therapeutic Crisis Intervention (TCI). Continue to train new staff and update staff who have already been trained to meet criteria.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Included in the Mental Health Budgets
Continue provide academic counseling at the Intermediate Schools.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$855,565 LCFF Base
Compared to more affluent students, children living in poverty are 25 percent more likely to miss three or more days of school per month (National Center for Education Statistics [NCES] 2006a). Low socioeconomic status (SES) children are more likely to experience serious health problems (Hughes and Ng 2003; Rothstein 2004). As a result, they are three times more likely to be chronically absent from school due to illness or injury (Bloom, Dey, and Freeman 2006). Specifically, children living in poverty suffer much higher rates of asthma, heart and kidney disease, epilepsy, digestive problems, as well as vision, dental, and hearing disorders (Case et al. 2002; Halfon and Newacheck 1993; Moonie et al. 2006). We will provide an additional two hours of health clerk time at each school in order to support families with student attendance and health concerns.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$226,977 LCFF Supplemental

At our Title I schools, there is a need for a bilingual psychologist to serve students in their primary language to best meet the needs of our students and community.	Title 1 Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$53,413 LCFF Supplemental

GOAL:	5. We will actively engage families and community members in supporting the implementation of CCSS instruction.	Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 X 8 Local: We want to increase the number of families involved in providing input at the school and district. We want to provide families with Common Core and early literacy information so they can better assist student success and be partners in their children's educational experience and success.
Identified Need:	At both the district and sites, we find that the involvement of parents at Back to School Nights, Parent/Teacher Conferences, and parent meetings is below average. For example, at the District HABLA, African American Koffee Klatch, and DELAC meetings, only 50% of the schools have consistent representation.	
Goal Applies to:	**Schools:** All Schools Grades: All	
	Applicable Pupil Subgroups: All	

LCAP Year 1

Expected Annual Measurable Outcomes:	• Monitor the social services and mental health services provided to families to determine if students are meeting higher academic success on district assessments by 10%. • A 5th and 7th grade California Healthy Kids Parent Survey was conducted and the results will be available in the fall. • A Family Engagement Parent Survey conducted for 6 or more schools in The Family Engagement Impact Project grant.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Social workers are a critical liaisons between low-income families, Foster Youth and families of English learners. The profession of school social work began in the 20th century, fueled by immigration, life struggles, social conditions, and poverty which affected the development and expansion of educational opportunities for all children (Allen-Meares, 2006 & Agresta, 2004). Interventions provided through school social work services have shown improved student attendance, reduction of child abuse and neglect, improved graduation rates and early identification of a disability. These factors are directly related to increased student achievement.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless X Other (Families needing assistance based on request and site support staff referrals.)	$152,534 LCFF Supplemental $20,000 Title I
Explore increase of Mental Health Services at more sites to families in need.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	$147,719 Mental Health IDEA $717,720 Mental Health Resource 6512
Provide Community Liasons at all sites to support access to school and district programs to all families. Community Liaisons provide another important support to low income families, Foster Yourh and English Learners. They link students and families with services within the school, and across Santa Clara County such as housing, clothing, food shelters, and the many agencies available that families may not be aware of.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$268,755 LCFF Supplemental

Provide family/student activities at the schools (e.g. Back to School Nights, Open House, Parent/Teacher Conference, Science Fairs, and Festivals). Four schools including the two Title I schools are participating in the Family Engagement Impact Project grant and are implementing two evidence-based programs: Raising a Reader and The National Network of Partnership Schools.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$36,618 LCFF Base
Provide family literacy, math, and technology trainings. Provide Parent Involvement Nights (topics will be based on LCAP input). Provide 4th to 6th grade GATE parents - information about the GATE program, role of the district, site and parents in supporting program. Provide family trainings through Family Engagement at six sites including the four sites, include two Title I sites. The Family Engagement Program Administrator position is funded to ensure that meaningful engagement of families in their children's learning transpires in order to support both school readiness in early learners and later academic success in school. As a means to supporting family engagement and children's learning, it is crucial that district and school programs implement strategies for developing partnerships with families (Henderson & Mapp, 2002). Furthermore, Family Engagement strategies should be appropriate for the diverse population these programs serve and reflect a commitment to outreach (Colombo, 2006; Crawford & Zygouris-Coe, 2006). In addition, in some cultures, multi-generational households are common, and extended family members and fictive kin have important roles in caring for and raising children (McAdoo, 2000; Valdez, 1999). Henderson and Mapp (2002) highlight the importance of family by recognizing that "all family members—siblings, grandparents, aunts, uncles, and fictive kin—who may be friends or neighbors, often contribute in significant ways to children's education and development." Epstein (2001) presents a comprehensive approach of engagement for family and	All Schools Grades: All	_ All --- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino X Two or More Races X Low Income Pupils X Redesignated fluent English proficient X Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American X Filipino X White X Students with Disabilities X Homeless _ Other	$100,000 Heising-Simons Grant $2,000 LCFF Base $101,284 LCFF Supplemental

professional partnerships. The model, known as the Action Team for Partnerships (ATP), identifies practices that schools can implement to facilitate family engagement for the purpose of improving student achievement. The model recognizes that diverse needs and expectations exist across families and educators and that what may work in the life of one child may not work for another. In these instances, the model calls for families and educators to work together, to develop goals, and to establish the best possible practices that are meaningful and appropriate for both parties. This model is being implemented in schools across the district with the support of this position.			
Provide more digital communication systems to families (e.g. Blackboard Connect, Peachjar, district and site webpages, Infinite Campus parent portal, and School Loop at the intermediate schools).	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$56,500 LCFF Base

LCAP Year 2

Expected Annual Measurable Outcomes:	• Monitor the social services and mental health services provided to families to determine if students are meeting higher academic success on district assessments by an additional 5%. • A Family Engagement Parent Survey will be conducted for 10 schools increasing parent input by 100% • An annual Parent Survey will indicate that parents are highly satisfied with the academic and social learning environments at all schools.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Social workers are a critical liaisons between low-income families, Foster Youth and families of English learners. The profession of school social work began in the 20th century, fueled by immigration, life struggles, social conditions, and poverty which affected the development and expansion of educational opportunities for all children (Allen-Meares, 2006 & Agresta, 2004). Interventions provided through school social work services have shown improved student attendance, reduction of child abuse and neglect, improved graduation rates and early identification of a disability. These factors are directly related to increased student achievement.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Families needing assistance based on request and site support staffs referrals.)	$152,534 LCFF Supplemental $20,000 Title I
Support the increase of Mental Health Services at more sites to families in need.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	$147,719 Mental Health IDEA $717,720 Mental Health Resource 6512
Provide Community Liasons at all sites to support access to school and district programs to all families. Community Liaisons provide another important support to low income families, Foster Yourh and English Learners. They link students and families with services within the school, and across Santa Clara County such as housing, clothing, food shelters, and the many agencies available that families may not be aware of.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	$268,755 LCFF Supplemental

Provide family/student activities at the schools (e.g. Back to School Nights, Open House, Parent/Teacher Conference, Science Fairs, and Festivals). Four schools including the two Title I schools are participating in the Family Engagement Impact Project grant and are implementing two evidence-based programs: Raising a Reader and The National Network of Partnership Schools (NNPS). In each subsequent year, an additional 3-6 schools will be invited to participate in trainings and implementation of NNPS Action Team for Participation (ATP) model until all the schools are involved.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$36,618 LCFF Base
Provide family literacy, math, and technology trainings. Provide Parent Involvement Nights (topics will be based on LCAP input). Provide 4th to 6th grade GATE parents - information about the GATE program, role of the district, site and parents in supporting program. Provide family trainings through Family Engagement at six sites including the four sites, include two Title I sites. The Family Engagement Program Administrator position is funded to ensure that meaningful engagement of families in their children's learning transpires in order to support both school readiness in early learners and later academic success in school. As a means to supporting family engagement and children's learning, it is crucial that district and school programs implement strategies for developing partnerships with families (Henderson & Mapp, 2002). Furthermore, Family Engagement strategies should be appropriate for the diverse population these programs serve and reflect a commitment to outreach (Colombo, 2006; Crawford & Zygouris-Coe, 2006). In addition, in some cultures, multi-generational households are common, and extended family members and fictive kin have important roles in caring for and raising children (McAdoo, 2000; Valdez, 1999). Henderson and Mapp (2002) highlight the importance of family by recognizing that "all family members—siblings, grandparents, aunts, uncles, and fictive kin—who may be friends or neighbors,	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino X Two or More Races X Low Income Pupils X Redesignated fluent English proficient X Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American X Filipino X White X Students with Disabilities X Homeless _ Other	$102,000 LCFF Base $101,284 LCFF Supplemental

often contribute in significant ways to children's education and development." Epstein (2001) presents a comprehensive approach of engagement for family and professional partnerships. The model, known as the Action Team for Partnerships (ATP), identifies practices that schools can implement to facilitate family engagement for the purpose of improving student achievement. The model recognizes that diverse needs and expectations exist across families and educators and that what may work in the life of one child may not work for another. In these instances, the model calls for families and educators to work together, to develop goals, and to establish the best possible practices that are meaningful and appropriate for both parties. This model is being implemented in schools across the district with the support of this position.			
Monitor the effectiveness of the digital communication systems to families (e.g. Blackboard Connect, Peachjar, district and site webpages, Infinite Campus parent portal, and School Loop at the intermediate schools).	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$56,500 LCFF Base

LCAP Year 3

Expected Annual Measurable Outcomes:	• Monitor the social services and mental health services provided to families to determine if students are meeting higher academic success on district assessments by an additinal 5%. • A 5th and 7th grade California Healthy Kids Parent Survey are conducted in the spring, and the results will be available in the fall. • A Family Engagement Parent Survey will be conducted for 16 schools increasing parent input by an additional 75% • An annual Parent Survey will indicate that parents are highly satisfied with the academic and social learning environments at all schools. Evaluation of the parent activities and trainings will be included in the survey.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Social workers are a critical liaisons between low-income families, Foster Youth and families of English learners. The profession of school social work began in the 20th century, fueled by immigration, life struggles, social conditions, and poverty which affected the development and expansion of educational opportunities for all children (Allen-Meares, 2006 & Agresta, 2004). Interventions provided through school social work services have shown improved student attendance, reduction of child abuse and neglect, improved graduation rates and early identification of a disability. These factors are directly related to increased student achievement.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	$152,534 LCFF Supplemental $20,000 Title I
Expand the increase of Mental Health Services at more sites to families in need.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	$147,719 Mental Health IDEA $717,720 Mental Health Resource 6512
Provide Community Liasons at all sites to support access to school and district programs to all families. Community Liaisons provide another important support to low income families, Foster Yourh and English Learners. They link students and families with services within the school, and across Santa Clara County such as housing, clothing, food shelters, and the many agencies available that families may not be aware of.	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	$268,755 LCFF Supplemental

Provide parent/student activities at the schools (e.g. Back to School Nights, Open House, Parent/Teacher Conferences, Science Fairs, and Festivals). In each subsequent year, an additional 3-6 schools will be invited to participate in trainings and implementation of NNPS Action Team for Participation (ATP) model until all the schools are involved.	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$36,618 LCFF Base
Provide family literacy, math, and technology trainings. Provide Parent Involvement Nights (topics will be based on LCAP input). Provide 4th to 6th grade GATE parents - information about the GATE program, role of the district, site and parents in supporting program. Provide family trainings through Family Engagement at six sites including the four sites, include two Title I sites. The Family Engagement Program Administrator position is funded to ensure that meaningful engagement of families in their children's learning transpires in order to support both school readiness in early learners and later academic success in school. As a means to supporting family engagement and children's learning, it is crucial that district and school programs implement strategies for developing partnerships with families (Henderson & Mapp, 2002). Furthermore, Family Engagement strategies should be appropriate for the diverse population these programs serve and reflect a commitment to outreach (Colombo, 2006; Crawford & Zygouris-Coe, 2006). In addition, in some cultures, multi-generational households are common, and extended family members and fictive kin have important roles in caring for and raising children (McAdoo, 2000; Valdez, 1999). Henderson and Mapp (2002) highlight the importance of family by recognizing that "all family members—siblings, grandparents, aunts, uncles, and fictive kin—who may be friends or neighbors, often contribute in significant ways to children's education and development." Epstein (2001) presents a comprehensive approach of engagement for family and	All Schools Grades: All	_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino X Two or More Races X Low Income Pupils X Redesignated fluent English proficient X Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American X Filipino X White X Students with Disabilities X Homeless _ Other	$102,000 LCFF Base $101,284 LCFF Supplemental

professional partnerships. The model, known as the Action Team for Partnerships (ATP), identifies practices that schools can implement to facilitate family engagement for the purpose of improving student achievement. The model recognizes that diverse needs and expectations exist across families and educators and that what may work in the life of one child may not work for another. In these instances, the model calls for families and educators to work together, to develop goals, and to establish the best possible practices that are meaningful and appropriate for both parties. This model is being implemented in schools across the district with the support of this position.			
Increase or decrease the number of digital communication systems to families, based on the previous year's effectiveness (e.g. Blackboard Connect, Peachjar, district and site webpages, Infinite Campus parent portal, and School Loop at the intermediate schools).	All Schools Grades: All	X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	$56,500 LCFF Base

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original Goal from prior year LCAP:	All students will be proficient in all subject areas.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 _8 Local:

Goal Applies to:	Schools:	All Schools Grades: All
	Applicable Pupil Subgroups:	All

Expected Annual Measurable Outcomes:	Actual Annual Measurable Outcomes:
We will • increase the CAASPP SBAC Level 3 results by 5% in ELA and Math for all students in grades 3-8. (Sub-group analysis is found in Goal 2.). • increase the number of 8th grade students graduating by 3%. • analyze staffing to ensure appropriately assigned teachers and credentials in subject areas. • complete the Williams Act audit in the fall to ensure sufficient access to instructional materials. • 100% of English Learners will access to common core and ELD standards. • Reduce the number of students in grades 7 & 8 needing support classes by 2% in order to ensure access and enrollment in all required areas of study.	Baseline California Assessment of Student Performance and Progress (CAASPP) 2014-15 Data: 47% at or exceeding standard in ELA and 38% at or exceeding standard in Math.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		**Estimated Actual Annual Expenditures**
Hire and retain highly qualified staff.	$44,911.156 LCFF Basic	Monthly induction academy with targeted professional development and weekly coaching provided to all 1st and 2nd year general ed and ed specialist teachers.	$48,047,953 LCFF Base

Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Lower class size in grades TK-3.		.$ 473,064 LCFF Base	Class size in TK-3 is 26, grades 4-6 is 32, and 7-8 core classes is 35		$473,064 LCFF Base
Scope of service:	All Schools Grades: TK, K, 1st, 2nd, 3rd		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Purchase and implement a diagnostic assessment program for the Cycle of Inquiry.		$ 327,000 LCFF Base	iReady was purchased. First testing window ended 9/18. Initial training was on August AB day; 2 hour follow up for each site during September. January 19--training for 4 literacy coaches, February 1-Kinder teacher meeting, February 3--optional administrator/principal training. Children's Progress Academic Assessment (CPAA) by Northwest Evaluation Association (NWEA) in Spanish for K-2 bilingual and Two-Way Bilingual Immersion (TWBI) classes was purchased. Bilingual Coaches training on Jan 4. Bilingual and TWBI teachers and principals received training on Jan 7. Winter Testing window: Jan 4-15.		$363,102.26 LCFF Base
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Implement the first year (Kinder) of our Two-Way Bilingual Immersion (TWBI) Program.		$ 184,278 LCFF Base	TWBI year 1 was implemented at Anderson. There are two kindergarten classes.		$207,108.00 LCFF Base
Scope of service:	All Schools Grades: K		Scope of service:	Anderson School Grades: K	

X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Purchase and provide curriculum Materials (e.g. Engage NY, CPM).		$ 697,416 LCFF Base & Lottery	For math, EngageNY workbooks were printed for each student. In 17 of our 6th grade classes, College Preparatory Mathematics (CPM) is being piloted. The intermediate math teachers are using CPM. The 8th grade Compacted class is using CPM and Utah Math. Purchased Math 180 for use in 7 of our intermediate special ed classes. ELA Expeditionary Learning workbooks were printed and provided for all students in grades 3-8. Core Knowledge Language Arts student workbooks, student readers, big books, teacher guides, and assessment guides were printed for grades K-2. Hand Writing Without Tears was provided for our Transitional Kindergarten (TK) students as well as Kathy Richardson Math for teachers.		$786,451 Lottery Funds
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Research and pilot new curriculum options for the Next Generation Science Standards (NGSS).		$0	We began to explore the Next Generation Science Standards (NGSS) with staff in grades 7-8. Some teachers piloted StemScopes Science. We continue to monitor whether the high schools will go with the traditional or intergrated approach to science. Bird Brain Science		$27,184 LCFF Base
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Pilot College Preparatory Mathematics (CPM) in several 6th grade classes.		$ 25,000 Lotter y	Seventeen 6th grade classes are piloting CPM during 2015-16. See training datesthe Professional Development Actions		$52,141.27 Lottery
Scope of service:	All Schools Grades: All		Scope of service:	All Elementary Schools Grades: 6th	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Provide additional Instructional Coaches on CCSS implementation.		$ 338,310 Supplemental	Hired two Math Coaches, one ELA Coach, and one Special Education Coach. The coaches provide staff trainings and classroom modeling on implementing Common Core curriculum and strategies. As of December 18, the coaches have been modeling lessons in classrooms/provided coaching over 300 times. They have provided PD to staff or groups of teachers over 30 times. The ELA coach, two math coaches, Special Ed Coach, and Sobrato Early Academic Language (SEAL) coach created a website with materials, resources, and videos that are available for the entire district. The three intermediate schools also have a full time Instructional coach to support specific site needs in Common Core implementation.		$368,237 LCFF Supplemental
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Instructional Strategies like Sobrato Early Language Development and Project Based Learning (PBL).		$ 35,000 LCFF Base	For SEAL implementation, see Goal 2. All new teachers in grades 4-6 and Davis core teachers received PBL training on June 15-17 or October 12-16. ELA Coach worked with teachers throughout the year on Project Based Learning (PBL) Units and integrating Engage New York into PBL Units. The Title 1 staff worked with a trainer from the Buck Institute during Tuesday professional development days.		$ 35,000 LCFF Base

Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Professional Development (release time and consultants) and coaching on a specific subject (e.g. math, science, history)		$ 195,830 LCFF Base	YouCubed Administrator Training: 10/21/15, 12/9/15, 1/20/16, 3/16/16, 4/20/16; Youcubed Intermediate Math Walks: 10/21/15, 3/16/16, 4/20/16; District Math Team meetings with Youcubed consultants: 11/19/15, 12/3/15, 2/11/16, 3/24/16, 5/26/16		$208,271 LCFF Base
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Provide students experiences in art, music, other electives		$ 361,727 LCFF Base	Community School of Music and Arts (CSMA) provides art lessons for 2nd and 3rd grade students at Del Roble, Anderson, Ledesma, Edenvale and Baldwin. Music for Minors provides music instruction at the Title 1 schools and Oak Ridge and Ledesma for TK, - 2nd grades. The Visual and Performing Arts program provides vocal music for 3rd grade, recorder and vocal music for 4th grade, vocal and art to 5th grade and art to 6th grade students.		$337,684 LCFF Base
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Provide students physical fitness and healthy choices		$ 1,006,185 LCFF Base & ASES	Students recieve a minimum of 200 minutes of physical education every 10 days. All students in gradse 7-8 receive physical education daily. Child Nutrition Services provides healthy choices on the breakfast and lunch menu.		$937,501 LCFF Base
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	

X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Provide students experiences in art, music, other electives		$ 488,626 LCFF Base $ 70,336 Supplemental	STEM programs are AdVenture and Christopher STEM Leadership; Two-way Bilingual Immersion began with two kindergarten classes; Indigo continues to be a Choice program for students in TK-8th grades. Christopher, Edenvale, and Stipe offer a Spanish Bilingual program in grades K-3rd grades. Stipe also offers TK Spanish Bilingual. Long Term Independent Study is offered as a choice for parents with 2 options: traditional paper/pencil or online curriculum.		$521,670 LCFF Base $140,083 Supplemental
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Provide Professional Development (release time and consultants) for Staff on CCSS and ELD implementation		$ 440,353 LCFF Base & Title II	CPM summer trainings: July 29-31. CPM follow-up trainings for Course 1, 2, 3. Training dates for Course 1: 9/18/15, 11/18/15, 1/25/16, 2/25/16 Course 2 and 3: 8/27/15, 9/15/15, 1/22/16, 1/27/16 , 2/23/16. Crash course Read 180 training on 8/20/15; Full Read 180 training for new teachers provided on September 10 and 11. System 44 training for new teachers provided on 8/21/15. Science, Technology, Engineering, Art, and Math (STEAM) training for K-3 on 11/3/15, 2 hours. Utah Math training for the 8th grade Compacted classes: 9/30/15. 3-day PLC Trainings through New Teacher Center provided to over 30 Oak Grove teachers from June 2015-January 2016. EngageNY (ENY) Math Training for teachers new to ENY held on 7/27/15-7/28/15. EngageNY Math Training for the advanced user held on 7/31/15. Upcoming math trainings: March 3, March 10, April 21, April 28 Expeditionary Learning PD for teachers grades 3-8: July 29-30, 2015 Core Knowledge Language Arts PD for teachers grades K-2: August 3-4, 2015. All new to Oak Grove and new to 5th grade teacher training in comprehensive sexual health education and HIV prevention curriculum: March 3, 2016 All new to Oak Grove and new to 7th grade teacher training in comprehensive sexual health education and HIV prevention curriculum: February 2, 2016 English Language Arts (ELA)/English Language Development (ELD) Framework PD provided to Induction Teachers: Nov. 30 & Dec. 7th, 2016		$447,364 LCFF Base & $267,332 Title II
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	

X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other

What changes in actions, servivces, and expenditures	We are focusing on CCSS implementation regarding rigor, relevance, and student engagement. Administrators are bringing these rubrics to their school's leadership teams and are having quality conversations around what makes a rigorous and relevant Common Core lesson in every class. We have hired coaches to support teachers in the planning and implementation of Common Core: --2 math coaches and 1 ELA/PBL coach. These coaches model lessons, assist with planning, and provide cognitive coaching. They also provide staff development on Tuesdays and provide after school professional development around specific math and ELA needs. It would be helpful to have more coaches that could focus on specific schools rather than spreading our coaches among 20 schools. It is also anticipated that there will be a need for an NGSS coach. Math coaches have modeled number talks in every classroom and have added many resources to the new Oak Grove Teacher Resource page that all teachers can access from their google account. Our ELA coach has gathered many resources related to Project Based Learning and Expeditionary Learning for the Oak Grove Teacher Resource Page. Based on results from a Teacher PD Survey, a Foundational Skills PD, Expeditionary Learning PD, PBL Workshops, and Writer's Workshop PD will be provided beginning this year and continuing into 2016-17. A committee of teacher and coach representatives from Oak Grove's three learning communities has been assembled to work collaboratively on the implementation plans for NGSS. The Oak Grove New Teacher Induction Program has begun determining the changes required to further develop the coaching skills of our support providers as well as to meet the specific needs for teachers to develop and master their teaching practices in order to ensure all students have access to rigorous, relevant instruction. Work on redefining the induction program to meet the new state program standards has begun, The revised induction program will focus on creating relevant experiences and opportunities for teachers to grow and improve their teaching practices, resulting in increased student achievement. A timeline for implementation of the new program will be submitted to the state in June with implementation beginning in 2016-17. All ELTP and literacy coaches will be trained in Cognitive Coaching beginning in September 2016, providing them with the skills to develop and produce self-directed, reflective teachers with the cognitive ability for excellence in meeting the diverse needs of all students.

Original Goal from prior year LCAP:	We will accelerate the student proficiency for English Learners (EL), low socio-economic, Foster Youth, students of color, and students with disabilities (SWD).	Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 X 7 X 8 Local:

Goal Applies to:	Schools:	All Schools Grades: All		
	Applicable Pupil Subgroups:	Hispanic or Latino, Low Income Pupils, Redesignated fluent English proficient, English Learners, Black or African American, Students with Disabilities		
Expected Annual Measurable Outcomes:	• Meet all State targets for English proficiency as measured by the CELDT including AMAO 1, AMAO 2 for < 5 years, AMAO for > 5 years, and AMAO 3. • Establish baseline data for District assessments and CAASP / SBAC for the disaggregated subgroups (English Learners, low socio-economic, Foster Youth, ethnicity, and students with disabilities (SWD) for the district and by each site to measure accelerated growth and academic proficiency in the coming years. • Increase the percentage of students in the least restrictive environment (LRE) as determined by State criteria. • 100% of all ELs will access core and ELD standards and implementation of content and performance standards for all students as evident through daily classroom walk throughs by principals • Increase EL reclassification rate by 5%		Actual Annual Measurable Outcomes:	2014-15 California Assessment of Student Performance and Progress (CAASPP) English/Language Arts (ELA) baseline sub-group information (at or exceeding standard): African American 37%, Hispanic 31%, Special Education 12%, English Learners 14%, Socio-Economic Disadvantaged 30%; 2014-15 CAASPP Math baseline sub-group information (at or exceeding standard): African American 25%, Hispanic 21%, Special Education 9%, English Learners 11%, Socio-Economic Disadvantaged 22%. 2014-15 California English Language Development Test (CELDT) Annual Measurement Achievement Objectives (AMAO1) 60.2% (target 60.5% did not meet); AMAO 2 <5 years 29.2% (Met target 24.2%); AMAO 2 >5 years 52.9% (Met target 50.9%); AMAO 3 met target for CAASPP participation and attendance.

LCAP Year: 2015-16					
Planned Actions/Services			**Actual Actions/Services**		
		Budgeted Expenditures			**Estimated Actual Annual Expenditures**
2.01 Provide the comprehensive 2 year professional development model, Sobrato Early Academic Language (SEAL), and provide coaching from the English Learner Teacher Partners (ELTPs) to implement the SEAL model. • 4 sites will continue the 3rd year of coaching support for TK-1st, grades 2-3 will complete year 2 of professional development (PD). • 8 sites will complete year 2 of PD with grades TK-1st and 2nd-3rd grades will complete year 1 of PD. • Explore 2 sites will begin year 1 of PD with TK-1st grade. • There are a total of 12-14 sites providing PD at various levels and different grade levels.		$ 2,563,312 Supplemental	14 schools participated in Sobrato Early Academic Language (SEAL) PD. 21 TK-1st teachers are in year 3 of SEAL at 4 sites receiving coaching and planning from the ELTPs (1 at each site) and 5 days of grade level unit development. 131 TK-3rd teachers are in year 1 or 2 of SEAL PD at the 14 sites. 14 English Language Teacher Partners (ELTPs) (1 at each site) provide coaching, grade level planning, materials support and facilitation of grade level unit development planning. Cohort 1: 21 TK-1st teachers in year 3 at 4 sites. Cohort 1.2: 22 2nd-3rd teachers are in year 2 at 4 sites. Cohort 2 and 3: 47 TK-1st teachers in year 2 at 8 sites. Cohort 2.2 and 3.2: 41 2nd-3rd grade teachers in year 1 at 8 sites. Cohort 4: 21 TK-1st in year 1 at 2 new sites. SEAL PD for District Personnel: Oct 8; SEAL Principal PD: Nov 18, Jan 26; SEAL Coaches' PD: Aug 14, Aug 24, Oct 16, Oct 26, Jan 25, Mar 21;SEAL Parent/School PD for school teams (principals, coaches, liaisons) Feb 8 or Mar 7. The ELTPs participate in professional development and collaboration for SEAL, coaching and English Language Arts (ELA)/English Language Development (ELD) every Friday afternoon for 3 hours. They will participate in a Coaching PLC in the Spring.		$2,734,262 Supplemental
Scope of service:	Anderson, Baldwin, Christopher, Del Roble, Edenvale, Frost, Glider, Hayes, Ledemsa, Miner, Parkview, Sakamoto, Santa Teresa, Stipe, Taylor Grades: TK, K, 1st, 2nd, 3rd		Scope of service:	Anderson, Baldwin, Christopher, Del Roble, Edenvale, Frost, Glider, Hayes, Ledesma, Miner, Parkview, Sakamoto, Santa Teresa, Stipe, Taylor Grades: TK, K, 1st, 2nd, 3rd	

_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Provide professional development on designated / integrated English language development (ELD) along with the ELA / ELD Framework.		$ 73,711 Supplemental	ELA/ELD Framework full-day PD provided to 26 ELTPs, Literacy Coaches, intermediate ELD teachers and ELA/Math/Special Ed Coaches on Sept 29, Oct 5 and Oct 9. ELA/ELD framework PD provided to new teachers: Nov. 30 & Dec. 7. ELTPs and coaches provide ELA/ELD Framework PD to the site teachers: Oct-1 site; Nov-1 site; Jan-1 site; Feb-7 sites; Mar-5 sites; Apr-6 sites; May-9 sites		$00.00
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Identify and implement a universal access tool to identify the students and the tiered levels of intervention needed.		$ 90,000 Supplemental	Positive Behavior Intervention and Supports (PBIS) coach created universal tool rolled out to district office managers in December of 2015. Roll out to School English Learners Advisory Council (SELAC) to occur in the Spring. PBIS training provided to new teachers, Aug. 10, 2015.		$40,000 Supplemental
Scope of service:	All Schools Grades: 4th, 5th, 6th, 7th, 8th		Scope of service:	All Schools Grades: All	
_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _Other		
Provide differentiated learning/Response to Intervention professional development to principals, site leadership teams and support staff.		$ 192,646 Supplemental	Lou Denti's Collaborative Response to Intervention (RtI) model PD was rendered in the Fall of 2015 to two intermediate schools that included the principals, site teams and support staff.		$192,646 Supplemental
Scope of service:	All Schools Grades: All		Scope of service:	Intermediate Schools Grades: 7th, 8th	
_ All --- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		

Purchase intervention programs (e.g. READ and Math 180, System 44, I-Ready, Dreambox, Rosetta Stone etc.) to be used as an in-class, and / or before/after school intervention; intensive interventions, and provide staff to support ELs as needed (e.g. .ELD IAs).		$ 120,000 Supplemental $ 100,000 Title I	Every student in Oak Grove has an iReady account. 148 intermediate students have access to Math 180; 87 Special Educaiton (SPED)/English Learner (EL) elementary students are in R180, 123 SPED/EL intermediate students are in R180, and 293 elementary and intermediate students are enrolled in System 44. Thirteen elementary schools purchased and provide all their students access to Dreambox Math online intervention program. 100 3rd-8th grade students have access to Rosetta Stone.		$92,548 Title I $28,131 Supplemental
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
_ All --- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other		
Provide professional development on culturally responsive teaching, engagement, rigor and relevance through principal / district leadership development.		$ 240,000 Supplemental	International Center for Leadership in Education (ICLE) principal/ESD trainings: June 15, August 4-5, November 18, December 16, January 27, February 10, March 9, April 13, May 11, June 13. ICLE completed the site visit needs assessments from August to October 2015. Results of the needs assessment were shared with school staffs by January 27. The assessment focused on rigor, relevance, and engagement during Common Core Instruction.		$161,660 Educator Enhancement On-time Funds
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	

_ All --- _ Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities X Homeless _Other

What changes in actions, servivces, and expenditures	SEAL:Due to the high implementation of Sobrato Early Academic Language (SEAL) at 14 schools and the increase in AMAO 1 and 2, we will continue with the SEAL professional development, grade level collaboration facilitated by ELTPs and coaching by the ELTPs. ELA/ELD Framework:The ELTPs were able to facilitate 3 hours of professional development on the ELA/ELD Framework at each site. This was an overview / awareness of the ELA/ELD Framework. Next year we need to provide more professional development around the implementation of the ELD standards, framework, integrated and designated ELD and the development of lessons. Universal Access, Differentiation and RTI: We were not able to address the actions of universal access, differentiation and RTI systemically. We will develop a plan of action to provide the principals' professional development regarding universal access, differentiation and RTI. We will focus on the philosophy and the organizational development for implementation.

Original Goal from prior year LCAP:	Students will use technology to master 21st Century Skills of collaboration, communication, critical thinking, and creativity.	Related State and/or Local Priorities: _1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local:

Goal Applies to:	Schools:	All Schools Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	50% of the students will use technology daily as an instructional tool to master the 21st Century skills. 100% of ELs will use technology to access common core and ELD standards 95% of all students will participate in Smarter Balanced Testing on the Chromebooks and laptops. School attendance rate will be 95% at all schools. 75% of students will access core subject areas using 21st Century Skills of collaboration, communication, critical thinking and creativity.		Actual Annual Measurable Outcomes:	Completed the ByteBright Clarity Survey between November 30-December 16. The survey indicates that Oak Grove is above in the Technology and Learning areas overall. The Oak Grove School District (OGSD) score is 1,064. In the area of access the score is at the advanced level; in the areas of teacher and student skills we are at the advanced level, primarily in foundational skills. In the area of environment we are at the proficient level. In the area of classroom implementation we are at the emerging level. The data indicates that there is access and use of technology, but we need to continue providing professional development on how teachers and students use technology within the four Cs (Communicaiton, Collaboration, Critical Thinking, Creativity) within the Common Core State Standards (CCSS). The "Teacher Frequency of Computer Use in the Classroom" results: Almost Daily 58%, Weekly 30%, Monthly 5%, Every Few Months 2%, Never 5%.

LCAP Year: 2015-16					
Planned Actions/Services			**Actual Actions/Services**		
		Budgeted Expenditures			**Estimated Actual Annual Expenditures**
Purchase more Chromebooks/lap tops to move toward 1:1 ratio. This year each school will have enough for 2 to 1		$ 127,820 LCFF Base $ 990,000 Measure P	Two-to-One Chromebooks were deployed in August. Grades K-1 receive Chromebook Touch. 950 Chromebook Touch for TK-K - 1350 Standard Chromebooks Grades 1 - 8 - This brought the total number of devices the IT deployed to 5,500 Chromebooks which gives us a ratio of 1 Chromebook for every 2 students. - This also brings the total number of carts deployed to 60 to keep the Chromebooks secure and charged. Headphones were also provided. PreSchool General Ed and Special Education receive 2-to-1 iPads in October. Provide each intermediate school with a cart of PD for Globalaria. Purchased and deployed 19 new Library PCs.		$1,005,674 Measure P $140,637 LCFF Base
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Provide Professional Development for all staff and parents on using technology to enhance CCSS instruction (e.g. The EdTech Conference, Tuesday/Wednesday staff meetings, Parent Nights).		$ 10,000 LCFF Base	On Feburary 1, all certificated staff participated in the Oak Grove EdTech Conference. Eduardo Briceno was the Keynote Speaker who focused on a Growth Mindset. Staff then selected to sessions to attend. Topics included Google Apps for Education, Google Classroom, and different online resources such as Powtons, Raz Kids, EdCanon, Go Formative Assessment, SBAC Interim Assessments, SBAC Digital Library, Google Chrome, Plickers, Tellagami, StemScope Science, Class Dojo, EDPuzzle, WeVideo, and Educreations. Teachers had the opportunity to participate in Bull Dog Techs' educational training on a Friday and Saturday.		$12,433 LCFF Base and Title II
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Purchase and change classroom environments (e.g. with furniture, short-throw projectors, other wireless solutions).		$100,000 Measure P & LCFF Base	September: we explored PrintLogic as a print server solution. October: increased speed to 10 gig Procure Firewall as a Service from Santa Clara County Office of Education (SCCOE). Increased internet connection in all classrooms: Increased the Wi-Fi footprint in Elementary Schools by deploying 120 new Access Points (APs). - This brought the total number of APs deployed to 696 Access Points (APs) that provides access to over 12,000 devices daily. - Trade-up iBoss webfilter to one that supports 10Gbps.		$62,671 LCFF Base $2,559,734 Measure P
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Purchase teacher devices (e.g. laptops, IPads, Chromecast, Apple TV, with a focus on appropriate devices for special day classes).		$ 75,000 Measure P	Administrator laptop deployed in September-November. We purchased new toggles for each administrator. We completed a teacher survey in November. Dell presentation to Tech Mentors on December 11. In the spring, we replaced all certifcated staff laptops (544 devices). All library computers will also updated with new work stations.		$ 75,000 Measure P
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	

X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Provide coaching in the classroom teaching CCSS with integrated technology targeting English Learners (e.g. PBL, Google Apps, civic responsibility, and increased focus on English learners and grades TK – 1 applications).		$ 341,241 Supplemental	August/September: 91 classroom modeled lessons with students/teacher. October trainings: 18 classrooms; November-December 119 classrooms; January 21 classrooms, 10 staff trainings; February 10 classrooms, 3 staff trainings; March 12 classrooms, April - June were fewer classroom presentation because we worked with all certificated staff on their new laptops during the deployment. We worked with each teacher in Oak Grove on the new Windows 10 application on their new laptops.		$353,444 Supplemental
Scope of service:	All School Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Provide Professional Development on Google Apps (e.g. Google Docs, Google Forms, Google Presentation, Google Calendar, and Google Maps).		$ 5,000 LCFF Base	Google Apps for Education PD provided to new teachers, August 7, 2015. February 1 was the EdTech Conference 2.0 which provided Google training and other technology trainings to all certificated staff in Oak Grove. August/September: 78 modeled lessons on Google Apps; October 10 modeled lessons. 9 TK teachers received PD on Google docs from Ed Tech team. We purchase Google Synergyse which assists all Google users with online tutorials.		$8,858 LCFF Base
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Hire and retain highly qualified IT, EdTech and Help Desk support personnel, and ensure bandwidth and internet access is working properly.		$ 1,705,892 LCFF Base	IT – four staff; Help Desk – two staff; EdTech – three staff.		$1,757,746 LCFF Base
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	

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Provide online resources for students and teachers (e.g. Dreambox, I-ready, Raz Kids, Khan Academy, LitKids, Typing Clubs, etc.)		$ 221,000 LCFF Base	August 31-September 18 i-Ready Diagnostic given in grades K-8. We are now using Clever for single sign on for i-Ready, Dreambox, typing programs, Khan Academy. In August, Birdbrain was purchased for grades K-8. i-Ready Diagnostic Window 2 was December 7-January 8. Window 3 was May16-31. Umra is used to create staff and student Google accounts in the active directory.		iReady, Dreambox, and BirdBrain Science costs are found in Goal 1 and 2. $17,017 LCFF Base for UMRA
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Provide trained site Tech Mentor positions to support technology problem solving and professional development for staff).		$ 38,000 LCFF Base	There are 30 site Tech Mentors. Tech Mentors meetings: October 9, February 6, May 6		$15,000 LCFF Base

Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Visit other New Tech programs or schools to determine if this is an approach for Oak Grove.		$0	IT and EdTech staff attended Learning Council training on September 30, EdSurge on October 24, California Educational Technology Professionals Association (CETPA) conference in December 1-4. Principals and ESD staff attended the Education Exchange March 17-18 at New Tech High School. Both of these conference provided information about new technologies and the best instructional practices that support Common Core implementation for all students.		$10,409 LCFF Base and TItle II
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

What changes in actions, servivces, and expenditures	We have determined that based on the LCFF budget priorities we will achieve the goal of one-to-one Chromebooks over several years. In 2016-17, we will deploy one-to-one Chromebooks in grades 6, 7, and 8. This will provide more time to ensure the primary grades are using technology as a CCSS instructional tool rather than a "game center" in the classrooms. We have increased the number of classrooms using technology daily, however, there are still 5% of teachers that report they never use computers. There is a need to continue to focus coaching and professional development on TK-1st grades. We are developing an explicit CCSS Technology Skills Scope and Sequence that will be provided to all teachers in 2016-17. There is an expectation that with CCSS Technology Standards all classrooms with use technology. We also want to develop a leveled professional development plan. (For example, the Google Apps for Education three tiered system or the Krauss Center badges.)

Original Goal from prior year LCAP:	School and classroom environments support learning, creativity, safety and engagement.	Related State and/or Local Priorities: X 1 _2 _3 X 4 X 5 X 6 _7 _8 Local:

Goal Applies to:	Schools:	All Schools Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	• Receive facility rating for Excellent Condition at all sites. • There will be an increase of students at standard by 5% on SBAC (Goal 1). • On the CHKS, 50% students will state on the learning environments are safe. • Decrease the number of chronic student absenteeism by 2% • Decrease the suspension and expulsion rate at all schools by 3%.		Actual Annual Measurable Outcomes:	As of January 2016, one expulsion has taken place and 207 supensions. In January 2015, 3 expulsions and 189 suspensions were recorded. All schools received ratings of good to excellent ratings on the WIlliam audit.

LCAP Year: 2015-16

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Ensure all facilities and sites are safe and provide positive learning environments.	$ 9,319,416 LCFF Base $ 33,595 Supplemental	Positive Behavior Intervention and Supports (PBIS) Coach Sarah Woodrow completed a Schoolwide Evaluation Tool (SET) in all schools during October and November. The Oak Grove PBIS Tier 1 implementation is 88%. The highest was 97% implementation and the lowest was 70% implementation. Based on the SET results, the schools' PBIS/Leadership Team established actions to increase the positive learning environments. All special education staff and principals are trained in Therapuetic Crisis Intervention (TCI) to both prevent and respond to crisis situations using de-escalation techniques and strategies to keep students and staff safe.	$9,707,630 LCFF Base

Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Provide student safety on the bus.	$ 1,110,504 LCFF Base $ 2,438,315 Title I & SpEd		The transportation department reported that students are safe on the bus and there were not accidents involving students.	$1,247,313 LCFF Base $2,647,482 Supplemental	
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Implement (PBIS) Positive Behavioral Interventions and Supports, three tiers approach.		$ 816,551 LCFF Base	Full time PBIS Coach provided all new teachers and Visual and Performing Arts (VPA) teachers training on August 10, 2015. While worked with site Leadership Teams, the PBIS Coach completed Schoolwide PBIS Evaluation using a specific tool in October and November at all schools. Based on evaluation results, the coach and site Leadership Teams identified next steps to ensure PBIS is being fully implemented at all three tiers. She also coached individual teachers needing support with classroom management.		$828,884 LCFF Base
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Provide Mental Health Services to Students and Families.		$ 816,551 LCFF Base	District participates in School Linked Services Initiative which links students and families to some site based and community based mental health services, food programs, heath and housing resources. School Linked Services Program Specialists presented on August 24th to Community Liaisions regarding mental health services available. On October 19th, Youth Space presented to school counselors on how to support Lesbian, Gay, Bisexual, Transgender, and Queer (LGTBQ) students. District Mental Health Plan provides coordination of school and community based supports. School Psychologists provide on site individual and group counseling. Social Work Intern program provides counseling on 7 sites. Title 1 Schools have a Prevention and Early Intervention (PEI) program through Alum Rock Counseling Center which provides individual and family supports and counseling and Evidence Based Practices (EBPs) parent education programs. District has community-based partnerships with Rebekah Children's Services and Community Solutions for on site supports for Medi-cal eligibly youth.		$184,841 LCFF Base
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Implement Therapeutic Crisis Intervention (TCI).		$ 2,000 LCFF Base	194 staff are currently certified with a total of 12 two to four day trainings and 6 one day refreshers per year. TCI team provides 2 hour workshops for general education staff.		$829.50 LCFF Base
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Provide counselors at the intermediate schools.		$ 287,713 LCFF Base	Each intermediate school has two full-time academic counselors. A district mental health counselor supports all schools with a specific focus on the middle schools.		$1,084,000.54 LCFF Base
Scope of service:	Intermediate Schools Grades: 7th, 8th		Scope of service:	Intermediate Schools Grades: 7th, 8th	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Establish an alternative program for suspending students.		$0	We have not determined if an alternative program is a future action.		$00.00
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
What changes in actions, servivces, and expenditures	Since we have been experiencing lower attendance, attendance will continue to be a focus and we will focus on promoting positive incentives as well as assuring fidelity to the SARB process at individual sites. Within this goal we will incorporate a specific action around site based attendance. We will continue to focus on PBIS specifically Tier 3 supports through the guidance of our PBIS coach. Our middle school counselors will continue to support our students. Considering the many challenges in creating alternative programs for suspensions, it would be beneficial to postpone that service.				

Original Goal from prior year LCAP:	We will actively engage parents and community members in supporting the implementation of CCSS instruction.			Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 X 8 Local:
Goal Applies to:	Schools:	All Schools Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	• Monitor the social services and mental health services provided to families to determine if students are meeting higher academic success on district assessments by 5%. • An annual Parent Survey will indicate that parents are highly satisfied with the academic and social learning environments at all schools. Evaluation of the parent activities and trainings will be included in the survey. • There will be an increase in intermediate school students average GPAs by 5%.		Actual Annual Measurable Outcomes:	School Linked Services (SLS) initiative has collaborated with district's IT department to track students referred (coded by number) to track growth of students referred for Mental Health services through SLS and Prevention and Early Intervention (PEI).

LCAP Year: 2015-16

Planned Actions/Services			**Actual Actions/Services**		
		Budgeted Expenditures			**Estimated Actual Annual Expenditures**
Provide Social Services supports to families in need.		$ 204,539 Supplemental	SLS Program Specialist and Mental Health Coordinator provide linkage to Department of Family and Children Services and Child Protective Services as needed. All staff have been trained in Child Abuse Reporting.		$215,557 Supplemental
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	

_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _Other		
Provide Mental Health Services to families in need.		$ 145,963 Supplemental $ 132,556 Mental Health Grant	District Mental Health Plan includes on site and referral based Mental Health services. School psychologists are scheduled to provide individual and group counseling on all sites and coordinate agency referrals as needed. Title 1 sites have a Prevention and Early Intervention Program (PEI) coordinated by District SLS Program Specialist / School Psychologists including individual and family supports and counseling, and Evidence Based Practices (EBPs) for parenting classes. At non-Title 1 sites, Medi-Cal eligible students are linked to community based organizations (Alum Rock services which can be provided on site or in the community). Mental Health Plan includes coordination with PBIS and TCI as part of a 3- tiered approach.		$146,303 Mental Health $133,327 Supplemental
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
_ All --- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities X Homeless _Other		

Hire and retain Community Liaisons to facilitate parent engagement in district/site meetings, school attendance, and awareness in CCSS and academic student success.		$ 210,437 Supplemental	There are six Community Liaisons (one African American, one Vietnamese, and four Hispanic) who work with families needing additional support. They interpret and translate during Student Success Team meetings (SSTs), Individualized Education Programs (IEPs), parent/school meetings or conferences. They assist families with housing, clothing, food, medical services, etc. They contact families whose students have several absences to see if the student is in need of assistance. Through supporting the entire family during special circumstances, students are able to focus more on their academics.		$222,492 Supplemental
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other			_ All --- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities X Homeless _Other		

Provide parent/student activities at the schools (e.g. Back to School Nights, Open House, Parent/Teacher Conferences, Science Fairs, and Festivals)		$ 6,316 LCFF Base	Schools' Back to School Nights occurred during the month of September. Elementary Parent/Teacher conferences were September 28-October 9. These first conferences focused on Common Core State Standards (CCSS) Goal Setting. During January 19-January 29, a second Elementary Parent/Teacher Conference was scheduled. Teachers provide parents with standards-based report cards. District provides parent information sessions to incoming TK parents about the TK program and registration. Cultural Arts Expo held annually, showcasing the Visual and Performing Arts programs in the district. Staff provides parent information meetings and presentations for parents interested in choice programs.		$6,316 LCFF Base
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

Provide parents early literacy, math and technology trainings.		$ 5,000 Supplemental	October 29 Parent Information Night (PIN) was Dr. Jo Boaler on How Parents can Help their Children Love Math through a Growth Mindset. (Over 250 parents attended). October 27 Gifted and Talented Education (GATE) Parent Night, overview of GATE program and resources for parents to support GATE at sites, 100 parents attended. March 1 and March 17, 2016: Parent Preview Nights for Comprehensive Sexual Health Education and HIV/STD Prevention materials. Family Engagement grant provides various parent workshops in selected topics at Title I schools during fall, winter and spring of each school year.Parents participate in and are invited to co-chair the Action Team for Partnerships (ATPs) at 6 sites where the National Network of Partnership Schools' model is being implemented. Parents' feedback and input is gathered during the development of the site's Action Plan that is designed to improve student achievement. Parents of TK and Kindergarten students at these same six sites attend Raising a Reader (RAR) Literacy workshops to learn reading tips and/or strateges and to strengthen the home-to-school connection. Staff collaborates and coordinates to provide RAR workshops for parents on the same days as the SEAL gallery walks. There is a 1-day SEAL Parent/School Partnership for site teams on Feb 8 or Mar 7. Six site teams will attend. The SEAL coaches provide parent strategy workshops at the sites 3-4 times per year. After the workshops the parents visit their children's classrooms to practice the strategy. The SEAL classrooms invite parents after each unit (5-6 units/year) for the parent gallery walk where the students are the docents and share their thematic activities and learning.	$5,000 LCFF Base
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	

X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Provide Parent Involvement Nights (such as CCSS, Next Generation Science, Family Life Education, A-G high school requirements, GATE, bully proofing, and how to help children become successful in school and parenting).	$ 5,000 LCFF Base		October 29, February 9, April 5 Parent Involvement Nights focused on CCSS math; January 26 is the Educational Faire, March 22 is the Superintendent's Forum.	$5,000 LCFF Base	
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		
Provide more digital communication systems to parents (e.g. Blackboard Connect, Peachjar, district and site webpages, and School Loop at the intermediate schools).	$ 116,596 LCF F Base		Parents will be provided information through district webpages and other means of digital communication.	$60,092 LCFF Base	

Scope of service:	All Schools Grades: All		Scope of service:	Parent Link Mobile App and Peachjar was implemented in August. Principals were trained on their use in September. District and site webpages were updated weekly. Grades: All	
X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All --- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other		

What changes in actions, servivces, and expenditures	Changes in actions: Over the past 3 years, six schools have been involved in a Family Engagement Impact Project grant focusing on two nationally-known evidence-based practices: Raising a Reader and the National Network of Partnership Schools (NNPS). The NNPS model consists of a framework, tools, and strategies to improve schools, strengthen families, and increase student success. Dr. Joyce Epstein of Johns Hopkins University established the network in 1996 to assist schools and districts in developing strong programs of school, family, and community partnerships. Based on more than three decades of research, it is widely recognized that it is possible for all elementary and intermediate schools to develop and sustain strong programs of partnerships that help students succeed. In this model, each school strengthens its Family and Community Engagement Program in a written action plan for goal-oriented family and community involvement that is linked to the Single Plan for Student Achievement (SPSA). A key feature of this action plan includes components of the Dual-Capacity Building Framework, USDOE 2013. This framework guides users to build the capacity of both educators and families through various workshops and activities as well as to provide workshops where families and educators are trained together as partners. It is our goal to continue the work started in the grant using the NNPS model to deepen the work of the Action Team for Partnerships (ATP) at each site. The ATP will serve as the overarching "umbrella" for all site-based family engagement practices/activities. In addition, a roll-out expansion of this model is desirable for all schools in the district. Services provided: Site-based support including training in the NNPS model; monitoring of the ATP composition, scheduling meetings, reviewing, revising, and evaluating action plans; and sharing best practices in an end of year celebration of the year's work. Coordination and support for dual-capacity workshops/activities. Collaboration with Community Liaisons to provide community-based resources to families in need. Expenditures: Salary, benefits for Family Engagement Program Administrator Family Engagement Team will be developed to coordinate efforts, schedules and community providers to provide a more comprehensive strategy across the school district to meet student and family needs. Family Engagement Team will include providers of mental health and community based resources.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	7338725

The 2016-2017 estimated supplemental LCFF money is **$7,338,725** based on step five of the LCFF formula.

The following serves to justify the Oak Grove School District's 2016-17 LCAP Supplemental Grant Expenditures as "Principally Directed" and the "Most Effective" Use to Serve High-Need Student Goals:

Under NCLB, the Oak Grove School District provided an extended English Learner (EL) instructional program for students in grades 4-8. Students served in this setting scored Far Below Basic or Below Basic on the CST's and 1 or 2 on the CELDT. Teachers targeted instruction for these students based on the individual language needs of these students. However, we were unsatisfied with the academic results of our students in this extended setting which indicated that progress in English proficiency did not meet district expectations. Upon detailed analysis of the academic history of these students, it was noted that the majority of students in this setting were born in the United States and attended a public school since kindergarten, yet were not proficient in English. In addition, we confirmed that while ELs require more time on task to acquire a second language (English), they also require equal access to all grade level core curricula combined with highly-effective instructional strategies/supports. We also concluded that the extension of instructional time in language development for our ELs resulted in Long-Term English Learners rather than English proficient students. Long-Term English Learners is a formal classification given to students who have been enrolled in American schools for more than six years, who are not progressing toward English proficiency, and who are struggling academically due to their limited English skills. As a result, we used this information as the impetus for district staff to initiate drastic changes to our EL instructional program.

In response to our need for a change in program and the requirement for increasing or improving services to our high-need students in LCAP Goal #2, we were compelled to provide and implement a rigorous, research-based instructional approach/model for our EL students, particularly those in our Title I schools but also for ELs in all of our schools. As a supplemental grant expenditure, our district adopted the Sobrato Early Academic Language (SEAL) approach/model systemically to deliver grade level standards through robust, initial instructional strategies in language development in Transitional Kindergarten (TK) through 3rd grades. Initially, these funds were principally directed for our Title I schools only and then districtwide as well. Our Title I schools have high percentages of high-need students and continue to receive a multitude of resources from supplemental funds but all other schools in the district also have high-need student populations. Implementation of the SEAL

model is funded by LCFF supplemental grant and is principally directed towards meeting the district's goals for our highest need students. The SEAL model was designed drawing upon research on preventing the creation of Long Term English Learners and enacts the research on effective English Learner practices. These two bodies of research, together with an analysis of the challenges of implementing the new Common Core State Standards, establish the foundation for the SEAL model. SEAL is a rich, powerful language and literacy model developed to boost the academic vocabulary and cognitive conceptual understanding of English Learners. The instructional practices and strategies in SEAL are proven methodologies that have produced results with English Learners. With this model, all ELs are instructed during general education classes with the goal of developing academically proficient and literate students. SEAL is based on prevailing research-based foundations combined with high-yield pedagogical practices. This model was created specifically for English Learners and provides rigorous, relevant and engaging instruction for all students. In addition, comprehensive professional learning and coaching is ongoing for our teachers to fully implement the SEAL model of instruction. Due to these changes, our EL program is now redesigned from "intervention in the intermediate grades" to "early prevention in the primary grades". Currently, intervention programs and strategies as used to augment and supplement the core instructional practices and curricula. Furthermore, the SEAL instructional model is 100% aligned to the ELA common core state standards in both English and Spanish and the ELD state standards/framework.

In Oak Grove, we have certain schools with high numbers of EL students. Yet, the total number and/or percentage of students in our EL subgroup at our Title I schools is exceeded by the number/percentage of ELs enrolled at all other schools in the district (non-Title I). In an effort to meet the literacy and language development needs of all EL students in all schools across the district, intensive training in SEAL is provided at each elementary school for all TK-3rd grade teachers. We strongly believe that all ELs should have equal access to high levels of instructional and English language support. Therefore, providing SEAL instruction in our classrooms ensures that every EL student has access to high-quality, deep learning of the English language in all content areas.

We are confident that by implementing the SEAL model, our goal of preventing the development of Long-Term English Learners in our highest need students will be accomplished. In order to provide this same type of instructional support for ELs beyond 3rd grade, in grades 4-8, we are providing teachers with workshops in Project Based Learning and in integrated and designated ELD instruction for upper grade ELs. It is critical that ELs receive daily, high-quality grade level core instruction alongside their native English-speaking peers that is combined with effective strategies that's ensures access as well as appropriately-designed designated ELD instruction. Our English Language Teacher Partner (ELTP) coaches work very closely with all classroom teachers to provide extensive training, modeling and coaching of high-return ELD strategies. All teachers also participate in the ELD/ELA framework professional learning during the year. Lastly, we remain assured that the SEAL model is the most effective use of funds as the large majority of our schools using the model have realized improved results for students in ELA on our most recent CAASPP data.

Moreover, supplemental grant funds are principally directed to our highest need students at 3 of our Title I schools as evidenced by our partnership with Partners in School Innovation (PSI). This partnership and services rendered, is indeed, increased and improved services and/or *growth in both quantity and quality of service* for our high-need students in the district. In partnership with PSI, our goal is to build the district's capacity to accelerate student learning by improving the quality of teaching and leading in the district's schools. PSI staff alongside school staff focus on deepening the implementation of the School Transformation Framework and Results-Oriented Cycle of Inquiry with the school sites. In addition, PSI collaborates with district leaders to design and deliver an instructional leadership team network for the district's Title I schools and their feeder middle school. During these intensive sessions, school leadership teams define a vision, develop a Theory of Action, create schoolwide professional learning plans, monitor progress toward meeting school goals, and develop as a high-functioning leadership team. Additionally, PSI worked with district staff to develop a coaches' professional learning community to engage in professional learning, coaching, and supporting one another for the purpose of reflecting and refining coaching practices that will ultimately impact teacher practice and improve student achievement.

We are positive that the above explanations of our districtwide SEAL implementation and PSI work at Title I schools in combination with other funded services as described in our LCAP adequately achieve the following: 1) identifies the services being funded and provided on a districtwide basis; 2) describes how the services are principally directed toward and effective in meeting the district's goals for high-need students; and 3) explains how the services are the most effective use of the funds to meet the goals. In addition, these explanations also serve to justify our district's allocation of supplemental funds to support districtwide services.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

9.77	%

The percent of the LCFF funding for Low Income Pupils, Foster Youth, and English Learners is 9.77% The funding will provide services will be coaching and professional development to ensure clearly defined EL program is consistently implemented, there is consistency in placement and strategies such as the Sobrato Early Academic Literacy (SEAL) and Project Based Learning (PBL) that promotes student engagement as active learners and the importance of scaffolding Common Core State and English Language Development (ELD) Standards instruction.

We will use these funds to provide SEAL English Language Teacher Partners (ELTPs), and professional development to teachers in the four Title 1 Schools, and eleven other elementary schools with the largest number of English learners and socio-economically disadvantaged youth. The Sobrato Early Academic Language (SEAL) program and the ELA/ELD Framework are the focus of this work.

The SEAL Model is anchored by six research-based foundational components that infuse all aspects of teaching and learning throughout the school day:

- Alignment of preschool and the K-3 systems around a shared vision of powerful language development as the foundation for academic success – with support for transitions across systems and levels (including Summer Bridge programs).
- Simultaneous academic language and literacy (including bilingual options)
- Language-rich environments and instruction with an emphasis on expressive and complex oral language development and enriched vocabulary.
- Text-rich curriculum and environments that engage children with books and the printed word, and lead to the appreciation and love of reading and writing.
- Language development through academic thematic units based upon science and social studies standards.

- An affirming learning environment that brings together teachers and parents to support strong language and literacy development at home and at school.

The SEAL Model provides intensive professional development to preschool and elementary school teachers through workshop sessions, coaching, and collaborative reflection and planning. It also provides hands-on science workshops and field trips to build background knowledge related to the standards-based thematic units, sponsors artist residencies in the classrooms, and purchases high quality bilingual books and materials for the classrooms. Additionally, the Model supports parents in developing language and literacy of their children at home and in the classroom.

Coaching and professional development in SEAL for example creates the learning conditions that build language and literacy skills necessary for participation in the academic world and the 21st Century. SEAL promotes the development of biliteracy, affirming, and supporting home language for English Learners and families, and developing high levels of proficiency in both the primary language and English. For all students, the SEAL classroom brings to life the rigor and richness called for by the Common Core State Standards and the California English Language Development standards. Students actively collaborate, solve problems, and engage in whole- and small-group activities as they pursue and construct knowledge based upon science and social studies standards, as well as the ELA standards.

The ELTP will also provide professional development to all Oak Grove teachers on the ELA/ELD Framework. "The CA CCSS for ELA/Literacy, adopted in August 2010, highlight critical skills and expectations in English language arts necessary to develop students' literacy in the twenty-first century. The standards emphasize the importance of building knowledge through a balanced study of content-rich informational and literary texts; fostering reading, writing, and speaking skills grounded in evidence from texts; developing careful analyses, well-defended claims, and clearly articulated information; and underscoring the need for regular practice with complex texts and academic language. In 2012, the State Board of Education approved the CA ELD Standards, which are intentionally aligned with the CA CCSS for ELA/Literacy. These new ELD standards amplify areas of English language development that research has shown are crucial for academic learning. They describe key knowledge, skills, and abilities in core areas that are necessary for English learners to successfully engage with, and achieve success in, grade-level academic content. The interrelated alignment of these two new sets of standards called for in the ELA/ELD Framework forms the basis for remodeling our instructional practice and promoting literacy through critical thinking and problem solving, collaboration, and communication. The ELA/ELD Framework provides guidance to educators to help build this new depth of knowledge on a range of topics. It includes strategies to strengthen learning for every student, both in the English language arts classroom and in classrooms where students learn other academic content. It contains information on the qualities of effective professional development, strategies for incorporating technology into the classroom, and effective examples of using formative assessment to guide instruction. The ELA/ELD Framework also features helpful figures and descriptive snapshots that frame new ideas and practices for integrating the literacy demands of both the English language arts and discipline-specific classrooms, offering support to students who come to those classrooms with a wide range of language development needs."

To insure that every unduplicated student receives services and to respond to the systemic need for academic support at all Oak Grove schools due to the high levels of ELs throughout the system; the supplementary funds are used to provide support in a district wide manner. Oak Grove has a **minority population of 82%, and 29% English learners representing 60 different languages.** The justification for the expenditures is based on the number and percent of long-term EL students within Oak Grove. Currently, at the three intermediate schools there are approximately 395 **English learners**, and the majority of those students are long-term English learners. We have hired two math coaches and one ELA coach who will focus on CCSS implementation with an emphasis on EL, low-socio economic and foster youth in grades TK-8th. We believe that in addition to attending professional development and planning, teachers need classroom modeled lessons and a coach to observe and provide direct feedback to individual teachers.

We will also utilize an online diagnostic assessment and intervention programs that will directly meet the needs of individual students. The

programs will focus on ELA and math. These programs will utilize the Chromebooks being purchased districtwide.

iReady Diagnostic adapts to each student, providing easier or harder questions depending on students' answers to previous questions. By adapting across grades K–12, i-Ready Diagnostic helps teachers understand the root causes behind student challenges. This is especially beneficial for providing differentiated instruction and for identifying gaps spanning back multiple years, or for determining where students are ready for further challenge. i-Ready Diagnostic assesses student performance across the key domains in reading and mathematics for grades K–12, providing a valid data on individual student growth and next steps in instruction.

System 44 Next Generation is a new foundational reading program for the most challenged readers in Grades 3–12+. System 44 is proven to help students master the foundational reading skills required for success with the new standards, college, and career through explicit instruction in phonics, comprehension, and writing.

READ 180 Universal is the leading blended learning solution that accelerates learning for struggling readers by merging the latest brain science, adaptive technology, professional development, and knowledge for school and life.

For middle-school students who are two or more years behind in math, time is of the essence. Reteaching every missed skill and concept is impractical. MATH 180 focuses on deep understanding and mastery of the essential skills and concepts necessary to unlock algebra and advanced mathematics. The MATH 180 scope and sequence is built around a focused and coherent curriculum that enables students to progress swiftly and successfully toward grade-level curriculum.

We will also work with the International Center for Educational Leadership (ICLE) coaches to ensure classroom instruction is rigorous, relevant and there is high learner engagement for the English Learners, Foster Youth, and Socio-Economic Disadvantaged Youth.

- Build effective instruction based on rigorous and relevant expectations for our target sub-groups
- Create and implement an effective learner environment that is engaging and aligned to the learner needs
- Possess and continue to develop content area knowledge and make it relevant to every learner
- Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology
- Use assessment and data to guide and differentiate instruction for EL, Foster Youth, and Socio-Economic Disadvantaged Youth
- Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative

Partners in School Innovation will be assigned to three Title I Schools Their research-based School Transformation Framework creates a measurable impact for the children we serve and builds capacity in the teachers and leaders we partner with each year. Their staff are highly effective teachers and leaders, whom we have trained to act as Results-Oriented Change Agents – providing on-the-ground thought partnership, coaching and technical support in schools 3.5 days per week. They focus on supporting culturally responsive teachers who implement new strategies in their classrooms by ensuring each of our intensive schools implements a thoughtful professional learning plan that supports teachers to learn new content, collaborate with their peers and receive individualized support and feedback. They will partner with principals and their leadership teams to analyze data, set SMART goals, develop a thoughtful plan of action,, and engage in ongoing cycles of monitoring and adjustment for EL, Foster Youth and Socio-Economically Disadvantage students.

To ensure access to techology that enhances learning specifically for English learners, low socio-economic students and Foster Youth, the technology and EdTech staff provide coaching on high leverage technology strategies that is integrated in Common Core Standards implementation. From California's Empowering Learning A Blueprint for California Education Technology 2014-17, "Stanford University

Professor Dr. Linda Darling-Hammond, the co-chair of Superintendent Torlakson's Transition Advisory Team, described this new mission for schools in her book The Flat World and Education: "The new mission of schools is to prepare students to work at jobs that do not yet exist, creating ideas and solutions for products and problems that have not yet been identified, using technologies that have not been invented."8 We must be prepared to embrace a landscape where technology in teaching and learning becomes part of the fabric of modeling, observation sharing, and the new and expanded peer groups all of us can experience. However, there are millions of students in California who do not have adequate access to technology in their classrooms or at home. According to the K–12 High Speed 2013 Annual Report, 791 California schools today have a T-1 line (1.5 Mbps) or lower broadband access —inadequate for the needs of today's students. We must ensure that every one of California's 6.2 million students can take advantage of the opportunities education technology presents. We must not allow some students to fail to have the opportunity to learn basic skills required to interact in a digital world. We need to make sure every student has access to, and the knowledge to use, the technology needed to successfully participate in the Smarter Balanced assessments. We must not allow a lack of technology—or ineffective implementation—to become the roots of the next achievement gap. " Research indicates, "Even if all the equipment was accessible and working, there was still a good deal of complexity in integrating technology into instruction. The emphasis on standardized testing increased this complexity, as teachers often could not figure out how best to prepare students for tests while also emphasizing the kinds of discovery learning that are enhanced by technology use. Again, complexity was heightened in low-SES schools because of the special attention given to raising test scores in those schools as well as the larger numbers of English language learners (ELLs) those schools enrolled. For example, in a number of classrooms, we witnessed ELLs cutting and pasting information from the Internet to complete an assignment, with no evident understanding of the material they were working with. This last example is an illustration of what we called performativity, that is, technological performance for its own sake rather than in connection with meaningful learning goals. Designing technology-enhanced lessons for culturally and linguistically diverse students with limited English literacy is without doubt complicated, but it can yield important rewards when done well (see examples in succeeding discussions and further examples in Brown, Cummins, & Sayers, 2007). In the remainder of this chapter, I examine some approaches for addressing these challenges that have been shown to be effective, using contexts of both limited and extensive technology penetration."

For schools with high levels of EL students and students from low socio-economic levels, we are providing Visual & Performing Arts opportunities through Music for Minors. Research shows that there is theoretical and psychogical support for the inclusion of music in the teaching of English. English Learners acquire vocabulary and gammar, improve spelling. enhance rote memorization and develop the linguistic skills of reading, writing, speaking and listening (Jalongo & Bromley, 1984, McCarthey, 1985, Martin, 1983, Mitchell, 1983, Jully, 1975) through music. Educators confirm that the pleasure derived from music boosts the learning of language. Knowing the importance music to language acquisition, Music for Minors provides English Learners with enhanced leraning opportunties. Neurologists (Maess & Koelsh, 2001) have discovered that both musical and linguistic syntax are similarly processed. Music and language are, of course, two dramatically different forms of communication. However as Ayotte (2004) observed, both music and language share the "same auditory, perceptive, and cognitive mechanisms that impose a structure on auditory information received by the senses"

A portion of the Supplemental Funds will be set aside for salary increases (step and column, and COLA) for the personnel within the Supplemental actions.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

SUBJECT:	**Negotiated Settlement between Oak Grove Educators Association and the Oak Grove School District**	**Action** X
DATE:	**October 13, 2016**	**Agenda Item** C-1
REPORTED BY/PERSON RESPONSIBLE:	**Andrew A. Garcia**	
RECOMMENDED ACTION:	**It is recommended that the Board of Trustees adopt the proposed changes in the agreement between Oak Grove Educators Association and the Oak Grove School District.**	

BACKGROUND: During the spring the Oak Grove Educators Association (OGEA) and the District began negotiations on the renewal of a three year Collective Bargaining Agreement "CBA". This was a full-contract renewal with many items needing to be collaboratively worked through. On Friday, September 23, 2016 the District reached a tentative agreement with OGEA. OGEA disseminated information about the agreement to its members and the ratification ballot will be open on Monday, October 10th and closed on Friday, October 14th.

DISCUSSION: Board Policy 4041 states, "The Board of Trustees recognizes that collective bargaining agreements are legally binding, bilateral agreements. The Board is committed to carrying out the provisions of each agreement and expects the agreements to be consistently and uniformly administered." The ratification process allows the Board to review, analyze and seek clarification on agreements reached before the CBA is approved.

ALTERNATIVES CONSIDERED: This Tentative Agreement provides many features that show support to the multifaceted challenges that our certificated employees are faced with. From smaller class sizes, support for combination classes and special education to salary enhancement, this agreement is truly good for our employees as well as the students they serve.

FISCAL IMPACT: The features of the Tentative Agreement include:

- 3.5% and 2.5% salary schedule increase for the fiscal years 2016/17 and 2017/18, respectively, effective July 1 of each year.
- Salary Schedule compression eliminating steps 16, 20 and 24 effectively reducing our current 25 step salary schedule to a 22 step salary schedule.
- Reduction of class size in grades TK to 3rd to 25:1 in 2016/17 and 24:1 in 2017/18.
- Total fiscal impact of proposed agreement is:
  - 2016/17: $1,872,236
  - 2017/18: $3,073,329
  - 2018/19: $3,073,329

POLICY ALIGNMENT: The Tentative Agreement reached with the OGEA correlates well with the Vision of our district. Small class sizes and support for our combination and SDC classes will directly effect that quality of instruction that these students receive, ultimately leading to student success. The total compensation package enhancement in this agreement sends a clear message to our staff that the district greatly values and respects the work that they do.

OUTCOME: The features of the Tentative Agreement before you are in line with input gathered from stakeholders as part of the Local Control and Accountability Plan "LCAP" developed by our Educational Services Division. The results of this Tentative Agreement assures that our District remains competitive in the hiring market of our county as well as supports certificated staff in the work that they do in their classrooms.

STATUS OF BARGAINING UNIT/EMPLOYEE AGREEMENTS

Indicate the current status (whether settled or not settled) of the remaining units.

Bargaining Unit	FTE	Status
AFSCME	134.29	Not Settled
CSEA	195.64	Not Settled

GENERAL FUND	Board Approved Budget Before Settlement (Column 1)	Adjustments as a result of the Agreement (Column 2)	Revised Budget (Column 1 + 2)
Total Revenues	108,520,563		**108,520,563**
Total Expenditures	112,736,684	1,872,235	**114,608,919**
1000 Certificated Salaries	49,074,793	1,637,735	**50,712,528**
2000 Classified Salaries	16,309,884		**16,309,884**
3000 Benefits	25,643,571	234,500	**25,878,071**
4000 Instructional Supplies	2,689,995		**2,689,995**
5000 Contracted Services	11,774,673		**11,774,673**
6000 Capital Outlay	268,333		**268,333**
7000 Other	6,975,435		**6,975,435**
Operating Surplus (Deficit)	(4,216,121)		**(6,088,356)**
Beginning Fund Balance	12,583,242		**12,583,242**
Projected Ending Balance	8,367,121	(1,872,235)	**6,494,886**
Available Reserves			
Available Reserves *(Include Fund 17 Special Reserve)*	4,985,021	(1,928,402)	3,056,618
Reserve For Economic Uncertainties	3,382,101	56,167	3,438,268
Total Available Reserves	8,367,121	(1,872,235)	6,494,886
State Required Reserve % 3%			
State Required Reserve $	3,382,101	56,167	3,438,268

CERTIFICATION

The above information summarizes the financial implications of the proposed agreement. This information will be publicly disclosed in accordance with AB3141 before being submitted to the Governing Board for ratification.

District Chief Business Official — Date: 10/05/16

This information was publicly disclosed in accordance with AB3141 before being submitted to the Governing Board. The agreement(s) referenced above were ratified on:

Date

District Superintendent

District Board President

OAK GROVE SCHOOL DISTRICT
OAK GROVE EDUCATORS' ASSOCIATION

TENTATIVE AGREEMENT

June 9, 2016

The Oak Grove School District ("District") and the Oak Grove Educators' Association ("OGEA") have negotiated and reached a Tentative Agreement on this provision of the Collective Bargaining Agreement. No tentative agreement shall be a final agreement except as a part of a total package agreement between the parties. Both parties agree that final approval of the entire comprehensive agreement is subject to ratification by OGEA bargaining unit and the District. Both parties agree to recommend the total package agreement to their constituents.

ARTICLE 1: PREAMBLE AND RECOGNITION

1.1 Preamble

The Agreement is entered into ~~November 21~~, June __, 201~~3~~, between the Governing Board of the Oak Grove School District ("District") and the Oak Grove Educators Association ("Association"), an affiliate of the California Teachers Association and the National Education Association.

1.2 Recognition

The Board recognizes the Oak Grove Educators Association as the exclusive representative of all certificated employees of the Board, excluding substitute teachers and the following management and supervisory personnel:

Superintendents
Directors
Coordinators/Program Administrators
Principals
Assistant Principals

1.3 Job Descriptions

The District will consult with the Association before instituting any changes in the bargaining unit job descriptions.

1.4 New Certificated Positions

New certificated positions that are established during the term of this Agreement shall first be reviewed by the District and the Association as to their inclusion in the bargaining unit, and shall then be accredited to the unit if the positions share a community of interest with the existing unit. In the

event the parties fail to agree on the inclusion of the positions, the dispute will be referred to the Public Employment Relations Board for a decision.

1.5 Bargaining Unit Work

The parties to this Agreement recognize that the duties and work performed exclusively by the certificated bargaining unit employees described above shall be performed by unit members and shall not be subcontracted or otherwise transferred out of the bargaining unit. This provision does not limit the District's ability to contract for special education services from non-public agencies.

If no unit member can be found to fill positions that are part-time [less than twenty percent (20%)] and in which the work occurs outside of the student day, non-unit members may be temporarily hired. These positions shall maintain the same working conditions regardless of type of employee hired.

FOR THE DISTRICT:

Andrew Garcia
Assistant Superintendent
Human Resources

Maria Wetzel
Assistant Superintendent
Educational Services

FOR THE UNION:

~~Bob~~ Prola

~~John Green~~ Jasmin Miguel

OAK GROVE SCHOOL DISTRICT
OAK GROVE EDUCATORS' ASSOCIATION

TENTATIVE AGREEMENT

June 9, 2016

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ARTICLE 2: NON-DISCRIMINATION

2.1 Equitability

All Articles and provisions of this Agreement shall be applied equitably to all unit members.

2.2 Application

This Agreement shall not be applied in an arbitrary, discriminatory, or capricious manner.

2.3 Description Of Rights

The District prohibits harassment and discrimination in the workplace on the basis of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status, or membership in OGEA or participation in OGEA organization activities.

2.4 Americans With Disabilities Act/California Fair Employment and Housing Act

The District and the Association acknowledge that the Americans with Disabilities Act (ADA), the California Fair Employment and Housing Act, and other state and federal statutes require accommodation for unit members protected under ~~that~~ these statutes, that accommodations must be determined on an individual case by case basis, and that the District has a legal obligation to meet with the unit member to discuss accommodations. Before implementing any accommodation that violates this Agreement or

modifies a District practice, the District shall give the Association notice and opportunity to negotiate about matters within the scope of representation.

2.5 Accommodation Not A Past Practice

Any accommodation provided to a bargaining unit member as required by the ADA or other state and federal disability statutes shall not establish a past practice nor shall it be used as evidence of a past practice in grievance/arbitration procedure.

FOR THE DISTRICT:

Andrew Garcia
Assistant Superintendent
Human Resources

Maria Wetzel
Assistant Superintendent
Educational Services

FOR THE UNION:

Bob Prola

John ~~Green~~ Jasmin Miguel

OAK GROVE SCHOOL DISTRICT
OAK GROVE EDUCATORS' ASSOCIATION

TENTATIVE AGREEMENT

June 9, 2016

The Oak Grove School District ("District") and the Oak Grove Educators' Association ("OGEA") have negotiated and reached a Tentative Agreement on this provision of the Collective Bargaining Agreement.. No tentative agreement shall be a final agreement except as a part of a total package agreement between the parties. Both parties agree that final approval of the entire comprehensive agreement is subject to ratification by OGEA bargaining unit and the District. Both parties agree to recommend the total package agreement to their constituents.

ARTICLE 3: PILOT PROGRAM PROCEDURES

The Association and the District may agree to Pilot Programs. Each Pilot Program shall comply with the following:

3.1 Duration

Unless specifically defined in any Article, each Pilot Program shall be in effect for no more than a one (1) year period unless the Association and the District modify existing contract language or agree to an extension of the Pilot Programs.

3.2 Past Practice

Implementation of a Pilot Program shall not establish a past practice.

FOR THE DISTRICT:

Andrew Garcia
Assistant Superintendent
Human Resources

Maria Wetzel
Assistant Superintendent
Educational Services

FOR THE UNION:

Bob Prola

John Green Jasmin Miguel

OAK GROVE SCHOOL DISTRICT
OAK GROVE EDUCATORS' ASSOCIATION

TENTATIVE AGREEMENT

June 9, 2016

The Oak Grove School District ("District") and the Oak Grove Educators' Association ("OGEA") have negotiated and reached a Tentative Agreement on this provision of the Collective Bargaining Agreement. No tentative agreement shall be a final agreement except as a part of a total package agreement between the parties. Both parties agree that final approval of the entire comprehensive agreement is subject to ratification by OGEA bargaining unit and the District. Both parties agree to recommend the total package agreement to their constituents.

ARTICLE 4: WAIVER PROCEDURES

Either party can initiate a contract waiver request, but the procedure outlined below must be followed:

4.1 Submission Of Waiver

The request for a waiver shall be submitted to the Association President and the District Superintendent. The President and the Superintendent shall seek approval of the waiver request.

4.2 Waiver Request

A waiver request shall include the specific provision of the collective bargaining agreement to be waived, the replacement language which will be in effect in place of the waived language, and verification that the unit members affected by the waiver have reached consensus on the waiver request. The site administrator shall not be present when the affected unit members verify that consensus has been reached on their waiver request. Consensus is defined in Appendix B of this Agreement

4.3 Consensus

If either the Association or the District request verification of the consensus, the group of unit members shall submit verification that consensus was reached. The District acknowledges that the Association will verify consensus by using the method described in Appendix B of this Agreement.

4.4 Approval Of Waiver Request

If the waiver involves an adjustment to the collective agreement, the waiver does not become effective until the waiver is approved in writing by the

Association and the District Governing Board. As a general rule, the District Governing Board and the Association shall decide whether to approve or deny a waiver request within thirty (30) calendar days after receiving the request.

4.5 Duration Of Replacement Language

When a waiver request is approved, replacement language shall be in effect for a one (1) year pilot period. The replacement language shall expire at the end of the one (1) year pilot period unless the waiver is approved for an extension. If the school site requests an extension of the waiver and the extension is approved by the District Governing Board and Association, the replacement language shall remain in effect for up to a three (3) year period.

4.6 Record Of Waivers

All approved waivers shall be reduced to writing and numbered for record keeping.

4.7 Past Practice

Implementation of replacement language shall not establish a past practice.

FOR THE DISTRICT:

Andrew Garcia
Assistant Superintendent
Human Resources

Maria Wetzel
Assistant Superintendent
Educational Services

FOR THE UNION:

Bob Prola

~~John Green~~ Jasmin Miguel

OAK GROVE SCHOOL DISTRICT
OAK GROVE EDUCATORS' ASSOCIATION

TENTATIVE AGREEMENT

June 9, 2016

The Oak Grove School District ("District") and the Oak Grove Educators' Association ("OGEA") have negotiated and reached a Tentative Agreement on this provision of the Collective Bargaining Agreement. No tentative agreement shall be a final agreement except as a part of a total package agreement between the parties. Both parties agree that final approval of the entire comprehensive agreement is subject to ratification by OGEA bargaining unit and the District. Both parties agree to recommend the total package agreement to their constituents.

ARTICLE 5: DISTRICT RIGHTS

The parties understand and agree that the District retains the right, duty, and authority to direct, manage, and control the affairs of the School District to the extent of the law, whose rights, duties, and authority are to determine its organization; to direct the work of the employees; to determine the kinds and levels of services to be provided; to establish the methods and means of providing them; to establish educational policies and goals; to determine the staffing patterns; to determine the number and kinds of personnel required; to transfer personnel; to establish budget procedures and determine budget allocations; to contract out work; to build, move, or modify facilities; and the right to hire, classify, assign, evaluate, promote, terminate, and discipline employees. The District's exercise of the foregoing rights, duties, and authority shall be limited only by the terms of this Agreement.

FOR THE DISTRICT:

Andrew Garcia
Assistant Superintendent
Human Resources

Maria Wetzel
Assistant Superintendent
Educational Services

FOR THE UNION:

Bob Prola

~~John Green~~ Jasmin Miguel

OAK GROVE SCHOOL DISTRICT
OAK GROVE EDUCATORS' ASSOCIATION

TENTATIVE AGREEMENT

September 29, 2016

The Oak Grove School District ("District") and the Oak Grove Educators' Association ("OGEA") have negotiated and reached a Tentative Agreement on this provision of the Collective Bargaining Agreement. No tentative agreement shall be a final agreement except as a part of a total package agreement between the parties. Both parties agree that final approval of the entire comprehensive agreement is subject to ratification by OGEA bargaining unit and the District. Both parties agree to recommend the total package agreement to their constituents.

ARTICLE 6: ASSOCIATION RIGHTS

6.1 Right To Representation

The Association shall have the right to represent members of the unit in employment relations with the District.

6.2 Unit Member Meetings

The Association shall have the right to use institutional facilities, including equipment for meetings, scheduling such use with the principal, or the principal's designee, provided that this shall not interrupt previously scheduled activities. The District may make a reasonable charge for special custodial services required or any damage in excess of normal wear.

6.2.1 Wednesdays shall be recognized as Association meeting day. No Oak Grove School District meetings, other than Governing Board meetings, shall be scheduled on Wednesdays except in an emergency.

6.2.1.1 Meetings that involve unit members, however, may be scheduled on Wednesdays if the administrator first notifies the Association President in writing at least a week in advance. If the Association President or designee informs the administrator that the proposed meeting conflicts with the Association meeting, then the proposed meeting will be canceled. If there is no conflict with an Association meeting or if the President does not respond, then the proposed meeting can take place. In case of emergencies, the above notification and response may take place by personal or telephonic communications followed by hard copy or fax on the day of agreement, and

the time limit will be shortened to accommodate the emergency.

6.3 Use Of Facilities

Authorized Association representatives shall have the right to call and conduct school site meetings to transact Association business on school property at all times, provided the instructional day has been completed and/or the meetings do not interfere with the duties and responsibilities of employees of the District and do not interfere with school site functions. Association use of a school site facility or other District facility shall be scheduled through the District's facility use request process.

6.3.1 The Association shall be permitted to call a meeting at the conclusion of faculty meetings for the purpose of conducting Association business.

6.3.2 The Association President or designee shall follow District policies and any school site procedures for visitors when visiting a school site or District facility, and follow the provisions of this Section 6.3.

6.4 Distribution Of Information

Within fifteen (15) working days from the receipt of a written request from the Association for available public information and specific employee data pertinent to the development of collective bargaining proposals, the District will either provide the information requested, or provide a written statement of what information will be provided and when, along with a statement of the reason the District is unable to provide the information within fifteen (15) working days.

6.4.1 To the extent required by law, the District shall provide the Association within ten (10) working days with copies of settlement agreements entered into between the District and unit members. In the event the relevant unit member objects to the disclosure, the District will nevertheless furnish the Association with a copy of the settlement agreements, provided that the Association confirms, in writing, that it is making its disclosure demand over the unit member's objections.

6.5 Distribution Of Materials

The District shall provide the Association with a copy of current Board Policy, Administrative Regulations, and amendments as they are adopted.

6.6 Unit Member Directory

The District, upon the Association's request, shall provide an annual list of all bargaining unit members and their work sites by November 1.

6.6.1 The address and telephone number of all bargaining unit members shall be provided to the Association by November 1, provided that bargaining unit members have been given the opportunity to notify the District that they do not want this information given to the Association.

6.7 Right To Consult

6.7.1 Pursuant to Government Code Section 3543.2(a), the Association has the right to consult on the definition of educational objectives, the determination of the content of courses and curriculum, and the selection of textbooks. Nothing in this Section may be construed to limit the District's right to consult on any other matter.

~~6.7.1 When the District has determined that any consult item covered by Section 6.7 of this Agreement will be developed into a proposal, the District will then inform the Association of its right to participate in the formulation of the proposal.~~

6.7.1.1 The Association may exercise its right to consult on ~~the proposed~~any matter subject to consultation ~~action~~ by requesting consultation.

6.7.1.2 Should the Association exercise its right to consult, both parties shall meet to exchange information, options, proposals, and recommendations freely and to endeavor to reach a resolution of the matter under consideration regarding any matter subject to consultation.

6.7.1.3 The Association shall have the right to make presentations and recommendations to the Governing Board prior to the Board arriving at a final determination of policy or course of action subject to consultation.

6.7.1.4 The District shall have the right to make the final decision on any matter subject to consultation.

6.7.1.5 At the Association's written request to the Superintendent, any policy or action adopted contrary to the Association's recommendation shall be explained in writing to the Association.

~~6.7.2 Any policy or action adopted contrary to the Association's recommendation shall be explained in writing to the Association.~~

6.7.2 All of the rights and conditions of Section 6.7 of this Agreement shall prevail at the site level.

6.7.2.1 If the matter under consideration at the site level is not resolved, the Superintendent shall consult with the Association to endeavor to reach a resolution.

6.7.2.2 If the matter is still not resolved, the Association may exercise its rights under Section 6.7.1.3.

6.7.3 To confirm the District's and the OGEA's commitment to consult about Common Core, the parties signed a letter of agreement, attached as Appendix H and incorporated into the collective bargaining agreement.

6.7.4 As required by Education Code Section 52060(g), the District shall consult with the Association in developing and annually updating a Local Control and Accountability Plan. (LCAP)

6.8 District Committees

The Association shall have the right to appoint at least one (1) member to serve on District committees upon which unit members serve.

6.8.1 By the end of each September and each January, the District shall provide the Association with a list of District committees.

6.8.2 When a new District committee is created on which unit members will serve, the District shall notify the Association at least two (2) weeks in advance of the relevant committee's first meeting.

6.9 Board Agenda Materials

The Association President, or designee, will be sent all Board back-up materials except as precluded by law, at the same time that the material is sent to the Board. The Association President, or designee, will be recognized as the Association spokesperson on all agenda items in the manner prescribed by Board meeting procedure.

6.10 Release Time For Negotiations

The Association may designate up to six (6) members of its bargaining team for the purpose of attending bargaining sessions with the District. The District shall provide release time for up to six (6) paid substitutes for any

bargaining session when scheduled during a work day for bargaining unit members.

6.11 Release Time For Professional Business

6.11.1 Number Of Days

Elected officers or designated representatives of the Association, exclusive of the President, shall be entitled to a collective total of thirty-seven (37) days per year of release time for professional business, excluding grievance processing and negotiations.

6.11.2 Use Of Days

Except for the President, Grievance Chair, Vice President, and Bargaining Chair, no other officer or designated Association representative may individually utilize more than five (5) of these days in one (1) school year.

6.11.3 OGEA Reimbursement

The Association shall reimburse to the District the day-to-day substitute rate established by the Governing Board for each day of absence by Association representation.

6.11.4 Request For Leave

For use other than Presidential leave, the individual Association member must notify the site administrator at least five (5) days in advance of the taking of the leave. In case of emergencies, the above notification and response may take place by personal or telephonic communications followed by hard copy or fax on the same day. The Assistant Superintendent of Human Resources will attempt to resolve any conflicts between the need for Association leave and the need to be at the site.

6.12 Association President's Leave Of Absence

The District shall grant up to one hundred percent (100%) of the Association President's full-time contract for a paid leave of absence to serve as the Association President. The Association shall determine the percentage of the paid leave of absence and shall notify the District of the requested percentage paid leave of absence no later than April 1 of the school year prior to the school year in which the paid leave of absence will be effective.

6.12.1 Replacement Costs

The Association shall reimburse the District for fifty percent (50.0%) of the full cost of the President's salary and benefits.

6.12.2 Full Pay And Benefits

The Association President shall receive his/her regular full pay and benefit coverage from the District.

6.12.3 STRS Contributions

The Association President's compensation during this leave shall include retirement fund contributions required of the District as employer. The required employer contribution rate shall be the contribution rate for additional service credit less the member contribution rate under Government Code Section 22804. The Association President shall earn full service credit during the leave of absence and shall pay member contributions as prescribed in Government Code Section 22804.

6.12.4 Disability Benefits

The Association President shall not be eligible for disability benefits under the State Teachers' Retirement System on this leave of absence.

6.12.5 Return To Position

An Association President returning to a full-time assignment from President's Release Time shall be returned to the position held prior to taking the Association President's Release Time.

6.13 Use Of Bulletin Boards, District Mail Service and Teacher Mailboxes

The Association shall have the right to post notices of activities in matters of Association concern without censorship of content on the instructional bulletin board that shall be provided and maintained by the Association in each school building in an area frequented by teachers. ~~As the District develops a District-wide electronic Bulletin Board, there shall be a designated space for the Association on the board. All members with regular access to the board shall have access to the Association space.~~ The Association shall have the right to use the District mail service and teacher mailboxes for communications to teachers without censorship of content regarding matters with which the Association is involved, except where contrary to law.

6.13.1 District Email

The Association may have reasonable access to the District's email system for the purpose of communicating with OGEA unit members. Association use of the District's email must conform to all District policies and rules regarding employee use of District technology. Association use of District email shall be conducted during non-instructional time.

6.13.2 The Association shall annually provide the District with the names of OGEA officers and site representatives authorized to exercise the Association's rights under this Section 6.13.

6.14 Temporary Teachers

Annually, at OGEA's written request, the District shall provide the Association with a list of unit members employed as temporary employees, the Education Code provision authorizing each unit member's temporary employee status, the unit member's work site and assignment, FTE, and the beginning and ending dates of the unit member's contract work period.

6.15 New Teacher Orientation

During the District's annual new teacher orientation, at a time scheduled by the District, the OGEA President or representatives shall have 15 minutes for a presentation regarding the Association. The District shall inform the Association of the date, time and scheduled agenda of the new teacher orientation meeting. The Association shall have the right to distribute Association materials to new unit members during the scheduled Association presentation at the new teacher orientation, immediately after the conclusion of the entire new teacher orientation and through the methods authorized in Section 6.13.

FOR THE DISTRICT:

Andrew Garcia
Assistant Superintendent
Human Resources

Maria Wetzel
Assistant Superintendent
Educational Services

FOR THE UNION:

Bob Prola
OGEA Bargaining Chair

John Green
CTA Representative

OAK GROVE SCHOOL DISTRICT
OAK GROVE EDUCATORS' ASSOCIATION

TENTATIVE AGREEMENT

June 9, 2016

The Oak Grove School District ("District") and the Oak Grove Educators' Association ("OGEA") have negotiated and reached a Tentative Agreement on this provision of the Collective Bargaining Agreement. No tentative agreement shall be a final agreement except as a part of a total package agreement between the parties. Both parties agree that final approval of the entire comprehensive agreement is subject to ratification by OGEA bargaining unit and the District. Both parties agree to recommend the total package agreement to their constituents.

ARTICLE 7: GRIEVANCE PROCEDURE

7.1 Definitions

7.1.1 A "grievance" is a claim by one or more unit members, or a claim by the Association on behalf of one or more unit members, of an alleged violation, misinterpretation or misapplication, of the provisions of this Agreement.

7.1.2 A "day" is any day in which the central Administrative office of the District is open for business.

7.1.3 A "workday" is any day in which the unit member is required to report for duty as defined in Section 14.1 and the workdays specified on the Oak Grove School District Calendar.

7.1.4 A "representative" shall be a person chosen by the grievant(s) with the advice and consent of the Association to represent the grievant(s).

7.1.5 The "immediate supervisor" is the management person having immediate jurisdiction over the grievant(s).

7.1.6 A "party in interest" is any person who might be required to take action or against whom action might be taken in order to resolve the claim.

7.2 Informal Level

7.2.1 Before filing a formal written grievance, the grievant shall attempt to resolve it by scheduling an informal conference with the grievant's immediate supervisor.

7.3 Formal Level I: Written Grievance

7.3.1 Within thirty (30) days of when the grievant knew of an act or omission giving rise to a grievance, the grievant must present such grievance in writing on the appropriate form (see Appendix "C-1") or reasonable facsimile thereof to the immediate supervisor.

7.3.2 This statement shall include (1) the section(s) of the contract grieved, (2) the circumstances of the alleged violation, (3) the remedy sought, and (4) a request for a conference if desired.

7.3.3 The supervisor shall communicate a decision to the unit member in writing (see Appendix C-2) within fifteen (15) days after receiving the grievance.

7.3.4 If requested, a conference will be scheduled at the mutual convenience of the parties normally at the end of the instructional day for the grievant and his/her representative.

7.4 Formal Level II: Appeal To Superintendent

7.4.1 In the event the grievant is not satisfied with the decision at Level I, the grievant may appeal the decision on the appropriate form (see Appendix C-3) to the Superintendent or his designee within ten (10) days after receiving it.

7.4.2 This statement should include a copy of the original grievance, the decision rendered at Level I, and a statement of the reasons for the appeal.

7.4.3 The Superintendent or his designee shall communicate a decision within fifteen (15) days after receiving the appeal (see Appendix C-4). Either the grievant or the Superintendent, or his designee, may request a personal conference with the other party within the above time limits.

7.4.4 If requested, a conference will be scheduled at the mutual convenience of the parties, normally at the end of the instructional day for the grievant and his/her representative.

7.5 Formal Level III: Binding Arbitration

7.5.1 If the aggrieved is not satisfied with the disposition of the grievance at Level II, or if the time limits expire without issuance of the Superintendent's written reply, the Association, within ten (10) days, may submit the grievance to arbitration using the appropriate form (see Appendix C-5). In such cases, the parties shall request a list of arbitrators from either the American Arbitration Association

(AAA) or the California State Mediation and Conciliation Service (CSMCS).

7.5.2 A representative of the Association and the District's representative shall select the arbitrator from the list by eliminating names until one name remains. The first option of elimination shall alternate. The one remaining name shall be the arbitrator. The process of striking names shall occur within ten (10) days of receipt of the list by both parties.

7.5.3 Prior to proceeding to arbitration, either party may invoke a grievance mediation process. If the parties cannot mutually agree upon a facilitator/mediator they shall accept one appointed by the State Mediation and Conciliation Service. If no State Mediator is available at this point, the parties shall proceed to arbitration. The facilitator/mediator shall meet with the parties, and using the interest-based approach, will attempt to resolve the grievance. This process shall be confidential. None of these settlement discussions, including but not limited to any offers of settlement or admissions, may be used by either party in the subsequent arbitration process. This process shall be limited to a period not exceeding forty-five (45) calendar days from the date of the selection of the arbitrator as listed in Section 7.5.2.

7.5.4 All costs for services of the mediator, including, but not limited to, per diem expenses, and the mediator's travel and subsistence expense, will be borne equally by the District and the grievant(s). All other costs will be borne by the party incurring them.

7.5.5 If any question arises as to the arbitrability of the grievance, such question will be ruled upon by the arbitrator prior to hearing the merits of the grievance.

7.5.6 Once the arbitrator has been selected, hearings shall commence at the convenience of the arbitrator. Hearings shall be confined to working days. The arbitrator shall conduct the hearing in accordance with the voluntary arbitration rules of the American Arbitration Association and the provisions of this procedure. The arbitrator's decision will be in writing and will set forth the arbitrator's finding of fact, reasoning and conclusions of the issues submitted. The arbitrator will be without power or authority to make any decision that requires the commission of the act prohibited by law or that violates the terms of this Agreement. The arbitrator is empowered, however, to include in any award such financial reimbursement or other remedies the arbitrator judges to be proper. The arbitrator's award shall be submitted to both

parties. The arbitrator's decision will be final and binding upon the parties.

7.5.7 The arbitrator shall have no authority to add to, subtract from, or modify the terms of this Agreement, and the arbitrator shall interpret this Agreement in accordance with accepted arbitral standards of contract interpretation.

7.5.8 The arbitrator shall be provided all available documents relating to the grievance. Parties in interest shall be given at least two (2) school days prior notice of scheduled hearings. Parties in interest and their representative shall have the right to be present at such hearings.

7.5.9 All costs for services of the arbitrator, including, but not limited to, per diem expenses, the arbitrator's travel and subsistence expense, and the cost of any hearing room, will be borne equally by the District and the grievant(s). All other costs will be borne by the party incurring them.

7.5.10 If any party requests a transcript of the proceedings, that party shall bear the full costs for that transcript.

7.5.11 Upon mutual agreement of the District and Association, the arbitration may proceed under expedited rules of the American Arbitration Association and notice of such agreement shall accompany the request for a list of arbitrators.

7.6 Miscellaneous Provisions

7.6.1 The number of days indicated at each level should be considered as a maximum and every effort should be made to expedite the process. The time specified, however, may be extended by mutual consent.

7.6.2 In the event a grievance is filed at such time that it cannot be processed through all the levels in this grievance procedure by the last working day of the school year, the time limits set forth in this Article may be extended at the grievant's or grievants' option so that the grievance procedure may be continued until the beginning of the succeeding year. Notice shall be given to the Superintendent or his/her designee within the specified timeline(s) outlined in Article 7, that this option has been selected by the grievant(s). The timeline(s) shall resume on the first work day of the grievant's or grievants' succeeding work year.

7.6.3 Time limits given in these procedures may be modified by written agreement of all parties involved.

7.6.4 The District and the Association agree that after a formal grievance has been filed, all proceedings shall be kept as private and as confidential as possible.

7.6.5 A unit member may be represented at all stages of the grievance procedure up to arbitration by himself, by one unit member representative of the Association and other non-unit Association representatives. The District shall provide the Association with a copy of the grievance and any proposed resolution of the grievance in a timely manner. The Association shall have the right to file a response at all stages of the grievance procedure prior to a resolution of the grievance by the District.

7.6.6 A decision rendered at any level shall be considered final unless an appeal is registered within the time limit specified. If a decision is not given to the grievant within the time limit, an appeal may be taken to the next level.

7.6.7 No party in interest shall take reprisals affecting employment status of any member of the unit, party in interest, any Association representatives, or any other participant in the grievance procedure by reason of such participation.

7.6.8 Forms for filing grievances and other related documents will be developed jointly by the Superintendent and the Association and shall be available at the District Office, each school, and the Association Office.

7.6.9 The parties in interest agree to make available to each other all pertinent information not privileged under law or employer policies in their possession or control and that is relevant to the issues raised by the grievance.

7.6.10 When a grievance meeting or hearing at any level of the grievance procedure is held during the work day, the grievant(s) and the OGEA representative shall be released for the duration of the meeting or hearing without loss of compensation. Any unit member who is required to appear as a witness will be released from work only that amount of time necessary to process the grievance or be a witness at an arbitration hearing without loss of compensation. The grievant will investigate and prepare for a grievance outside the instructional day or while on Association time as defined by Section 6.11.2.

The District will provide release time for no more than five (5) witnesses at any grievance hearing at any level of the grievance procedure unless an exception is made for additional witnesses at the District's option.

7.6.10.1 If additional witnesses are required or if it is necessary to investigate during the work day the situation giving rise to the grievance, or if an unusual amount of time is necessary to compile data requested by the District following discussion between the grievant, his representative, and the management person involved, the request for release time will be forwarded to the Assistant Superintendent for Human Resources. The Assistant Superintendent for Human Resources may grant the request and provide necessary release time without loss of compensation to the grievant and/or his/her representative.

7.6.10.2 If release time is not granted as provided in Section 7.6.10.1 upon request, the grievant and/or his/her representative shall be granted release time. The Association shall pay for the substitute(s).

7.6.11 Time limits provided for at each level shall begin the day following receipt of the grievance, grievance appeal, or written decision.

7.6.12 All documents, communications, and records dealing with the processing of a grievance will be filed in a separate grievance file and will not be kept in the personnel file of any of the participants.

FOR THE DISTRICT:

Andrew Garcia
Assistant Superintendent
Human Resources

Maria Wetzel
Assistant Superintendent
Educational Services

FOR THE UNION:

Bob Prola

~~John Green~~ Jasmin Miguel

OAK GROVE SCHOOL DISTRICT
OAK GROVE EDUCATORS' ASSOCIATION

TENTATIVE AGREEMENT

June 9, 2016

The Oak Grove School District ("District") and the Oak Grove Educators' Association ("OGEA") have negotiated and reached a Tentative Agreement on this provision of the Collective Bargaining Agreement. No tentative agreement shall be a final agreement except as a part of a total package agreement between the parties. Both parties agree that final approval of the entire comprehensive agreement is subject to ratification by OGEA bargaining unit and the district. Both parties agree to recommend the total package agreement to their constituents.

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ARTICLE 8: LEAVES

8.1 General Provisions Covering Leaves Of Absence

8.1.1 District and Unit Member Rights

The approval or denial of a leave of absence, except in cases where a leave of absence must be granted by specific provisions of law and/or this Agreement, shall be construed to be a right reserved by the District and the Governing Board. The exercise of discretion by the District or the Governing Board shall not constitute a grievance under the provisions of Article 7 of this Agreement, provided, however, nothing in this Section 8.1.1 shall deprive a unit member the right to pursue a grievance relating to a violation of any other provisions of this leave policy.

8.1.2 Years of Service for Salary Placement

If a unit member is on leave, whether paid or unpaid, for more than twenty-five percent (25%) of the school year, the unit member shall not be entitled to a year of service for salary placement purposes as provided in Section 12.4.5 of this Agreement. Provided, however, that the term "leave" in this Section does not include paid sick leave or paid leave taken in accordance with Section 8.5, Industrial Accident and Illness Leave, of this Agreement. Both such leaves are considered days of service within the meaning of Section 12.4.5 of this Agreement.

8.1.3 Return To Work After a Leave

Unit members who are on paid or unpaid leave at the end of the school year shall notify the District in writing by April 15 of their

intent to return to work at the beginning of the next school year. If a unit member notifies the District as required by this Section, the District shall return the unit member to the site where the unit member worked prior to the leave. A unit member may request additional leave or may request a change in the unit member's employment status in any other manner. A unit member who is on leave at the end of the school year and who fails to give the District written notification as required by this Section shall not be guaranteed a return to the site where the unit member worked prior to the leave. ~~The District and the Association agree to change "April 15" to "April 7" for the 2009-2010 and 2010-2011 school years. The District and the Association agree to return to "April 15" for the 2011-2012 and 2012-2013 school years.~~

8.2 Sick Leave

The District provides for its regular, full-time unit members against the loss of income sustained because of illness. Sick leave protects a unit member against undue financial loss in the event of illness. Sick leave may be used for medical and dental appointments that cannot be scheduled outside the instructional day. Sick leave, personal necessity leave, or bereavement leave shall not be used to extend vacation periods, holidays, or to avoid attending staff development days.

8.2.1 Earned Sick Leave

8.2.1.1 Full-Time Unit Members

Full-time unit members shall be entitled to ten (10) days (one (1) work day per month) with full pay for each school year for purposes of personal illness, injury, ~~child birth~~pregnancy disability, or quarantine.

8.2.1.2 Part-Time Unit Members

Unit members who work less than full-time shall be entitled to that portion of the ten (10) days (one (1) work day per month) leave as the number of scheduled duty hours per week bears to the number of duty hours assigned to a full-time unit member in a comparable position. Unit members when employed for less than the full work year shall be entitled to that portion of the number of days of such leave as the number of months employed bears to the number of months assigned to a comparable unit member working the full year.

8.2.1.3 Counselors, Psychologist, and Nurses

Full-time counselors, psychologists, lead nurses, and nurses with clear credentials shall be entitled to one additional day of sick leave per year for their extended work year.

8.2.2 ~~Leave to Care for a Child, Parent, or Spouse~~Paid Family Care Policy Leave (Labor Code § 233)

In any school year unit members may use up to a maximum of five (5) days of leave that is credited under Section 8.2.1 ~~to attend to an illness of the unit member's child, parent, spouse, or domestic partner. For the purpose of this Section, "Domestic Partner" shall be defined according to Section 13.6.~~ for any of the following reasons:

8.2.2.1 Diagnosis, care, or treatment of the unit member's existing health condition or preventive care for a unit member; or

8.2.2.2 Diagnosis, care, or treatment of an existing health condition of, or preventive care for a unit member's family member. For the purposes of using sick leave under this Section 8.2.2 only, "family member" shall mean a unit member's parent, child, spouse, registered domestic partner, parent-in-law, sibling, grandchild or grandparent.

8.2.2.3 In addition, with appropriate certification a unit member who is a victim of domestic violence, sexual assault, or stalking may use accrued paid sick leave under this Section 8.2.2 for the following reasons:

- To obtain or attempt to obtain any relief, including, but not limited to, a temporary restraining order, restraining order, or other injunctive relief, to help ensure the health, safety, or welfare of the victim or the victim's child;
- To seek medical attention for injuries caused by domestic violence, sexual assault, or stalking;
- To obtain services from a domestic violence shelter, program, or rape crisis center;

- To obtain psychological counseling related to an experience of domestic violence, sexual assault, or stalking;

- To participate in safety planning and take other actions to increase safety from future domestic violence, sexual assault, or stalking, including temporary or permanent relocation.

8.2.2.4 The provisions of Sections ~~8.2.4~~8.2.5 Verification Of Illness, ~~8.2.6~~8.2.7 Notice To District, ~~8.2.7~~8.2.8 Increments For Use Of Sick Leave, and ~~8.2.8~~8.2.9 Canceling The Substitute, apply to a unit member's use of personal illness or injury leave ~~to attend to an illness of the member's child, parent, or spouse~~for Paid Family Care Leave. A unit member shall use this leave before using the leave in Section 8.3.1.

~~8.2.1.4.2 As used in this Section:~~

~~"Child" means a biological, foster, or adopted child, a stepchild, a legal ward, or a child of a person standing in loco parentis.~~

~~"Parent" means a biological, foster, or adoptive parent, a stepparent, or a legal guardian.~~

8.2.2.5 This Section 8.2.2 does not extend the maximum period of leave to which a unit member is entitled under the Family and Medical Leave Act of 1993 (29 U.S.C. Section 2606, et seq.), the California Family Rights Act (Government Code Section 12945.2) and District policies implementing these Acts regardless of whether the unit member receives sick leave compensation during that leave.

8.2.3 Accumulation of Sick Leave

If a unit member does not utilize the full amount of leave as authorized in Sections ~~8.2.1 and~~ 8.2.1.1, 8.2.1.2, and 8.2.1.3 above in any school year, the amount not utilized shall be accumulated from year to year.

8.2.4 Extended Sick Leave With Difference Pay

When a unit member has exhausted all available sick leave, including the leave described in Sections 8.2.1, Earned Sick Leave,

and ~~8.2.2,~~8.2.3, Accumulation of Sick Leave, and continues to be absent on account of the unit member's illness or accident for an additional period of five (5) school months, whether or not the absence arises out of or in the course of the unit member's employment, the amount deducted from the salary due the unit member shall not exceed the sum that is actually paid a substitute employed to fill the absent unit member's position or, if no substitute was employed, the amount that would have been paid to the substitute if one had been employed. The sick leave described in Sections 8.2.1 and ~~8.2.2~~8.2.3 and the five (5) month period described in Section ~~8.2.3~~8.2.4 shall run consecutively. A unit member shall not be provided more than one five (5) month period per illness or accident. If a school year terminates before the five (5) month period is exhausted, however, the unit member may take the balance of the five (5) month period in a subsequent school year. The five (5) month period of "differential pay" days shall not count as days of service within the meaning of Section 12.4.5 of this Agreement. If a District retiree is the substitute, the additional amount paid to retirees as required by Section 18.3 shall not be deducted under this Extended Sick Leave With Difference Pay Section.

In the event the substitute teacher's daily rate of pay increases during any unit member's Section 8.2.4 Extended Sick Leave With Difference Pay, the District shall not increase the daily deduction from the unit member's difference pay.

8.2.5 Verification of Illness

Upon request, a unit member may be required to submit a physician's statement or other acceptable documentation to verify illness. Whenever a unit member uses sick leave, personal necessity leave, or bereavement leave on a staff development day, the unit member may be required to submit acceptable documentation to verify the leave. A physician's statement should outline the general nature of the ~~employee's~~ unit member's illness and when he/she may return to work.

8.2.6 Return to Work

A unit member returning to work after an illness, injury, or disability may be required to be examined by a physician and present a physician's statement substantiating that he/she may return to work. If the District requires an examination, the District will pay for the examination.

8.2.7 Notice to District

Barring unforeseen circumstances, a unit member must contact the Human Resources Department at least two (2) hours prior to the start of the work day to permit District time to secure a substitute.

8.2.8 Increments for Use of Sick Leave

A unit member who is absent for one-half (1/2) day or less shall have deducted one-half (1/2) day from the available leave; and if the absence exceeds more than one-half (1/2) day, a full day shall be deducted from available leave.

8.2.9 Canceling the Substitute

A unit member who plans to return to work the following work day must notify the school office before 3:00 p.m. the work day prior to the return, or call the subfinder system before 6:00 a.m. to cancel the absence on the day of the return.

8.2.10 Reemployment List

When a unit member has exhausted all the available sick leave described in Sections 8.2.1 (Annual Earned Sick Leave), ~~8.2.2,~~ 8.2.3 (Accumulated Sick Leave), 8.2.4 (Extended Sick Leave With Difference Pay), and ~~8.11~~8.10 (Catastrophic Leave), and continues to be absent on account of illness or accident, and is not medically able to resume the duties of the unit member's position, the unit member shall be placed on a reemployment list. Probationary unit members shall be placed on the list for a period of twenty-four (24) months and permanent unit members shall be placed on the list for a period of thirty-nine (39) months. When the unit member is medically able to return during the twenty-four (24) or thirty-nine (39) months, the District shall assign the unit member to a position for which the unit member is credentialed and qualified. If at the end of the twenty-four (24) or thirty-nine (39) month period, the unit member is unable to perform the duties, the unit member shall be dismissed.

8.2.11 Annual Statement of Accrued Sick Leave

Annually, the District shall provide a statement to the unit member indicating the amount of the unit member's accrued sick leave.

8.3 Personal Necessity Leave and Leave for Matters of Compelling Personal Importance

Personal necessity leaves protect unit members against undue financial loss by permitting an eligible unit member to use earned and accumulated sick leave days for personal necessity leave and/or leave for matters of compelling personal importance.

8.3.1 Personal Necessity Leave

Personal necessity leave may only be taken for one of the following reasons:

8.3.1.1 Death of a member of the immediate family.

8.3.1.2 Serious illness of a member of the immediate family.

8.3.1.3 Serious accident involving the property of a unit member, or serious accident involving the person or property of any member of the unit member's immediate family.

8.3.2 Matters of Compelling Importance

A unit member may use up to six (6) days of a unit member's accumulated sick leave each year only for the following matters of compelling personal importance:

8.3.2.1 Legal

Legal proceedings or appointments with an attorney that require the unit member's presence, and that cannot be reasonably scheduled outside the instructional day.

8.3.2.2 Court

Appearance in court or before an administrative tribunal as a party. Each date of necessary attendance under such an order other than the date specified in the subpoena shall be certified by the clerk or other authorized official of a body with jurisdiction.

8.3.2.3 Marriage

Marriage of the unit member.

8.3.2.4 Graduation

Graduations from high school, two year community college or four year college, or weddings of sons or daughters. The terms sons or daughters includes step-children.

8.3.2.5 Paternity

Paternity leave immediately before, during, or immediately after birth or adoption.

8.3.2.6 Religious

Attendance at religious services and observance of religious holidays. The unit member must hold a sincere, bona fide religious belief as defined by the California Fair Employment Housing Act and Title VII of the U.S. Civil Rights Act.

8.3.2.7 Matters of Compelling Personal Importance

A unit member may use up to six (6) days of the unit member's accumulated sick leave for matters of compelling personal importance. A unit member shall submit a District Leave Form to the site administrator at least five (5) working days prior to taking any leave for matters of compelling personal importance. For the purpose of this Section, "matters of compelling personal importance" shall be defined as urgent personal business that, under the specific circumstances, a reasonable unit member would not disregard and that cannot be handled outside of the work day. Leave for "matters of compelling personal importance" shall not be used to avoid participation in staff development buy back days, parent conference days, or any other non-student attendance days. Unit members are discouraged from extending a holiday or vacation period by using leave for matters of compelling personal importance. Although a unit member is discouraged from taking leave for matters of compelling personal importance on days that would extend a holiday or vacation period, a unit member may use leave for matters of compelling personal importance by submitting a District Leave Form to the site administrator at least 30 calendar days prior to taking leave for matters of compelling personal importance. If the unit member fails

to submit the District Leave Form at least 30 calendar days prior to the leave, the unit member is not eligible for use of matters of compelling personal importance leave. The unit member may take unpaid leave described in Section 8.3.3.

8.3.3 Unpaid Leave for Personal Neccessity and Matters of Compelling Personal Importance – Generally

With approval, a unit member may take up to five (5) days unpaid leave for matters of personal necessity or matters of compelling personal importance that are not covered under Section 8.13, Unpaid Leaves of Absence Required by Law. The taking of unpaid leave does not preclude the unit member from using sick leave as provided elsewhere in this Section 8.3.

8.3.4 District Absence Report

Under all circumstances, the unit member shall verify on the District Absence Report that the leave was used only for purposes set forth in this Section 8.3.

8.3.5 Requesting Leave Approval

Barring unforeseen circumstances, ~~employees~~ unit members shall submit a request for approval of a leave provided for in this Section 8.3 on a "Leave, Other Than Personal Sick Leave" form to his/her immediate supervisor not less than three (3) working days prior to the beginning date of the leave. This Section 8.3.5 shall not apply to leave taken under Section 8.3.2.7.

The unit member may appeal to the Human Resources Department in the event of an immediate supervisor's disapproval of a leave request. The Human Resources Administrator's decision on the appeal will be rendered promptly.

8.3.6 District Inquiries

Upon a reasonable belief of an abuse, the District reserves the right to require further information from a unit member on the actual use made of the leave.

8.3.7 Definition of Immediate Family for Personal Necessity and Matters of Compelling Personal Importance

Members of the immediate family means mother, father, step-mother, step-father, mother-in-law, father-in-law, grandmother, grandfather or grandchildren of the unit member~~employee~~, or of the spouse of the unit member; and the spouse, son, step-son, son-in-law, daughter, step-daughter, daughter-in-law, brother, brother-in-law, sister, sister-in-law, and any person "in loco parentis" of the unit member or any relative living in the immediate household of the unit member~~employee~~, and persons listed on the emergency card notification form attached as Appendix E. In order to provide proper notice during emergencies, the names listed on the emergency card shall be limited to four (4). The designations on the emergency card can be changed at any time during District business hours.

8.3.8 Leave Deductions

A unit member who is absent for one-half (1/2) day or less shall have deducted one-half (1/2) day from the available leave; if absence exceeds more than one-half (1/2) day, a full day shall be deducted from the available leave.

~~8.4 Family and Medical Leave Act~~

~~8.4.1 Unit members are eligible for leave under the Federal Family and Medical Leave Act (FMLA) and the California Family Rights Act (CFRA).~~

~~8.4.2 The provisions of this Agreement and District policies will be applied in conformance with the FMLA and CFRA.~~

8.5 Teacher Parental Leave

8.5.1 Interpretation of Teacher Parental Leave Section

This section of the collective bargaining agreement between the District and OGEA is based on Education Code Section 44977.5 and shall be interpreted and implemented in compliance with Section 44977.5 as amended by the California Legislature or interpreted by a court with jurisdiction over the District and OGEA.

8.5.2 Definition of Teacher Parental Leave

For the purposes of this section, "teacher parental leave" means "maternity leave or paternity leave" as those terms are defined in

Education Code Section 44977.5. Education Code Section 44977.5 defines "maternity or paternity leave" as leave for reason of the birth of a child of a unit member, or the placement of a child with a unit member in connection with the adoption or foster care of the child by the unit member,"

8.5.3 Eligibility for Teacher Parental Leave

Teacher Parental Leave described in this Section of the collective bargaining agreement shall apply to unit members whose maternity or paternity leave began on or after January 1, 2016. During each school year, when a unit member employed in a position requiring certification qualifications has exhausted all available sick leave, including all accumulated sick leave, and continues to be absent from the unit member's duties on account of maternity or paternity leave pursuant to Government Code Section 12945.2 for a period of up to 12 school weeks, whether or not the absence arises out of or in the course of the employment of the employee, the amount deducted from the salary due the unit member for any of the additional 12 weeks in which the absence occurs shall not exceed the sum that is actually paid a substitute employee employed to fill the unit member's position during the unit member's absence or, if no substitute was employed, the amount that would have been paid to the substitute had a substitute been employed. The District shall make every reasonable effort to secure the services of a substitute teacher.

8.5.4 Calculation of Teacher Parental Leave

For the purposes of this section, (1) the 12-week period shall be reduced by any period of sick leave, including accumulated sick leave, taken during a period of maternity or paternity leave pursuant to Section 12945.2 of the Government Code; (2) A unit member shall not be provided more than one 12-week period per maternity or paternity leave. If a school year terminates before the 12-week period is exhausted, however, the unit member may take the balance of the 12-week period in the subsequent school year; (3) a unit member on maternity or paternity leave pursuant to Government Code Section 12945.2 shall not be denied access to differential pay while on that leave.

8.5.5 Governing Board Approval Not Required

This section of the collective bargaining agreement, which is based on Education Code Section 44977.5, shall be applicable whether or

not the absence from duty is by reason of a leave of absence granted by the District's governing board.

8.4 Bereavement Leave

8.4.1 A unit member is entitled to a paid leave of absence without loss of pay; not to exceed ten (10) days at the time of the death of a unit member's spouse, mother, father, son or daughter, and not to exceed five (5) days at the time of death for a unit member's step-mother, step-father, sibling, step-sibling, or any person "in loco parentis." Any unit member is entitled to a leave of absence, without loss of pay, not to exceed three (3) days at the time of the death, of any other members of the immediate family not included above. Any days of bereavement not used at the time of death may be used at the time of religious, military, or governmental services for the deceased or for legal proceedings related to the death that cannot be taken care of outside work hours.

8.4.2 Members of the "immediate family" shall be as defined in Section 8.3.7.

8.4.3 A unit member shall notify the District as soon as possible and also state the expected duration of the absence to enable the District to secure a substitute.

8.4.4 Upon request and within five (5) working days, a unit member shall certify in writing, on the appropriate District form, that bereavement leave was used only for the purpose set forth in Section ~~8.5.1~~8.4.1 above, and provide verification.

8.4.5 Without the loss of pay, a unit member shall be allowed to attend the funeral of a parent of a current student, a current student, or a person directly involved in a unit member's current classroom.

8.5 Industrial Accident and Illness

8.5.1 Unit members will be entitled to Industrial Accident Leave according to the provision in Education Code Section 44984 for personal injury that has qualified for workers' compensation.

8.5.2 Industrial accident or illness leave shall be allowed up to a maximum of sixty (60) days during which the schools of the District are required to be in session or when the unit member would otherwise have been performing work for the District in any one fiscal year for the same accident.

8.5.3 Allowable leave shall not be accumulated from year to year.

8.5.4 Industrial accident or illness leave shall commence on the first day of absence.

8.5.5 Upon expiration of the leave, the unit member shall be assigned to the position the unit member left.

8.6 Sabbatical Leave

The District's sabbatical leave shall be in accordance with Board Policy 4531. At the request of either party a study group shall be convened to examine sabbatical leaves and make recommendations to the negotiating process for a successor agreement.

8.7 Judicial and Official Appearance Leave

8.7.1 Unit members shall be entitled to a paid leave of absence for jury duty or as a witness in any court, or legal proceedings which require the unit member's presence, as a non-litigant, as mandated by a court or governmental agency and evidenced by a judicial subpoena, a governmental agency summons, or an acceptable written notification of appearance.

8.7.2 Any amount received for jury duty service or witness fees other than mileage, shall be paid to the District or deducted from the unit member's salary.

8.8 Military and Legislative Leave Of Absence

8.8.1 Leaves of absence for active military service shall be granted under the provisions of the Military and Veterans Code, including but not limited to Section 395.01. Except as required by law, military leaves of absence shall be unpaid.

8.8.2 Unit members elected to the State Legislature shall be granted an unpaid leave under the California Education Code Section 44801.

8.9 Extended Leaves of Absence Without Pay

8.9.1 The District may at its own discretion, grant an unpaid leave of absence for the following reasons:

8.9.1.1 The rest or restoration of health of a unit member. A statement from the unit member's physician, psychiatrist, or clinical psychologist must be submitted with the leave request.

8.9.1.2 A matter of illness or hardship involving a member of the unit member's immediate family.

8.9.1.3 Attendance at distinctly professional meetings or educational groups and not as a District representative.

8.9.1.4 For the purpose of maternity, paternity, adoption, or child rearing.

8.9.1.5 For the purpose of educational improvement and advancement in an accredited institution of higher learning as a full-time student.

8.9.1.6 For campaigning for an elected office, or elected to public office (for the tenure of the elected office).

8.9.1.7 Leaves for any other purpose, including employment as a CTA intern, but excluding leave for other employment opportunities. Upon their return from any such leave, however, unit members may be assigned to any opening or vacancy in the District.

8.9.2 Unit members taking an unpaid leave of absence shall retain all previously earned salary step placement, advance increments, accumulated unused sick leave, or other employment status earned while in active service to the District.

8.9.3 No unit member shall be entitled to any compensation or increment while on an unpaid leave of absence.

8.9.4 No days of absence taken on an unpaid leave of absence may count toward credit for probationary teachers in earning tenure status or count as days of service as provided in Section 12.4.5 of this Agreement.

8.9.5 Except in emergency situations, unit members must submit a request to their immediate supervisor at least thirty (30) calendar days prior to the date requested for the commencement of the leave, which will not extend beyond the school year in which the leave commences. Except in emergency situations, a request for a leave of absence beginning at the start of a school year must be submitted no later than June 1 of the preceding school year. The Governing Board, at its discretion, may extend the approved leave of absence for a maximum of one (1) additional year. Unit members who request and are granted leave extensions are not guaranteed reassignment to the same work site.

8.9.6 The unit member must inform the Human Resources Department, in writing, thirty (30) calendar days prior to the scheduled return date or the expiration of the leave, whichever is the earliest, whether or not the unit member intends to return to work. The District shall notify the unit member prior to the notification day by mailing a notice to the last known address provided by the unit member. Failure to notify the District within the thirty (30) day period shall be understood to be the unit member's notice of resignation.

8.9.7 Unit members on unpaid leaves of absence may elect to retain health and welfare benefits during the period of the leave, subject to the approval of the insurance carrier, provided, however, that the unit member agrees to pay the premiums monthly in advance. Failure to pay premiums in advance shall result in the automatic cancellation of appropriate health and welfare benefits.

8.9.8 Except for leaves beyond one (1) school year (Section ~~8.10.5~~8.9.5), the unit member shall have the option to return to the position the unit member held prior to taking the leave.

8.9.9 If the District determines that an unpaid leave request shall not be granted, the District will provide the unit member requesting the leave with written notice of the denial and the reasons for the denial. The unit member may appeal the Administrator's decision to the Governing Board. Should the Governing Board deny the request, the District will give the unit member written notice of the denial.

8.10 Sick Leave Bank/Catastrophic Leave

The Association and the District agree to establish the Oak Grove Educators Association Catastrophic Leave Bank.

8.10.1 Eligibility

8.10.1.1 Unit members who have exhausted all applicable paid leaves provided for in the collective agreement, including differential pay, may use Catastrophic Leave as provided for in this Article.

8.10.1.2 To qualify for Catastrophic Leave, the unit member must have suffered an illness or injury that is expected to incapacitate the unit member for an extended period of time.

8.10.1.3 Catastrophic Leave is not to exceed a cumulative maximum of seventy-four (74) days per individual or the maximum number of days donated pursuant to this Section, whichever is less. Catastrophic Leave shall be taken in one (1) day increments.

8.10.1.4 Participation in the Catastrophic Leave Bank is voluntary. Unit members who wish to participate will donate one (1) sick day beginning on October 1, 1996. New hires will have thirty (30) calendar days from the date of hire to elect to participate. Only those who donate may receive contributions from the Bank. Should a unit member decide to discontinue participation in the program, the unit member may not rejoin at a later date.

8.10.1.5 Unit members who do not join the Bank, upon first becoming eligible, must wait until the next open enrollment period (October 1) and will not be eligible to receive a contribution from the Bank during the school year.

8.10.1.6 Members of the Catastrophic Leave Bank Committee may solicit an additional day or days, dependent upon need, when the bank of days drops to or below fifty (50) days. Such solicitation shall be on Oak Grove Educators Association letterhead and shall not be mailed at District expense. Failure to make such donation may result in cancellation of membership. Previous donations shall not be returned upon cancellation of membership in the Bank. Eligibility may only be reestablished in accordance with Section 8.13.1.5.

8.10.2 Catastrophic Leave Bank Committee

A Catastrophic Leave Bank Committee shall be established consisting of three (3) unit members appointed by the Association.

8.10.2.1 It shall be the responsibility of the Committee to administer the Catastrophic Leave Bank in accordance with this Agreement and applicable state law. The duties of the Committee are to:

a. receive leave requests;

b. verify the validity of requests;

c. approve or deny requests;

d. communicate its decisions to affected unit members and the Superintendent; and

e. solicit donations of sick leave from eligible unit members as needed.

8.10.2.2 The Committee shall designate one of its members as Chairperson.

8.10.2.3 The District shall cooperate with the Committee in establishing appropriate record-keeping procedures including the total number of accumulated days in the Bank and the names of participating members.

8.10.2.4 The Committee shall keep all records confidential and shall not disclose the nature of any illness except as is necessary to process the request for leave and appeals of denials.

8.10.2.5 A quorum of the Committee shall consist of two (2) members. Approval of a request shall require a majority vote of the members present at a properly convened meeting of the Committee consisting of at least a quorum.

8.10.3 Application Procedure

8.10.3.1 A bargaining unit member desiring Catastrophic Leave shall submit a request on the appropriate form to the Catastrophic Leave Bank Committee, stating the facts that support a need for Catastrophic Leave including verification. The Committee shall review the application and make its decision within a reasonable period of time.

8.10.3.2 When the Committee determines that the unit member is eligible for Catastrophic Leave, it shall designate the number of days of eligibility. No days may be granted retroactively. The Committee may approve eligibility in renewable increments not to exceed thirty (30) days. If donated days of sick leave are available from the Leave Bank, they may be used by the unit member. If sufficient days are not available, the Committee may solicit donations of days from eligible certificated unit members in accordance with this Agreement on the appropriate form approved by the Association and the District.

8.10.3.3 If the Committee reasonably believes that the applicant may be eligible for disability allowance or disability retirement under STRS or Social Security, the Committee may request that the applicant apply for such benefits. If the applicant refuses to submit a complete application, including medical information provided by the applicant's physician, within twenty (20) calendar days, he/she shall no longer be eligible for days from the Catastrophic Leave Bank for the pending application.

8.10.3.4 The applicant shall comply with any requests for additional information from STRS or Social Security within fifteen (15) calendar days, or his/her eligibility to participate in the Catastrophic Leave Bank shall cease. If denied benefits by STRS or Social Security, the applicant must appeal, or his/her eligibility to participate in the Catastrophic Leave Bank shall cease.

8.10.4 Donations to Catastrophic Leave Bank

8.10.4.1 Participating unit members may donate a maximum of three (3) days of accrued, full-time sick leave to the Catastrophic Leave Bank each school year in full day increments only upon a solicitation by the Catastrophic Leave Bank Committee. Once made, a donation becomes irrevocable. All contributions shall be voluntary.

8.10.4.2 All solicitations for donations to the Catastrophic Leave Bank shall be made by the Catastrophic Leave Bank Committee on the appropriate form approved by the Association and the District Human Resources Manager.

8.10.4.3 A bargaining unit member who has announced his/her resignation or retirement may donate up to three (3) days to the Catastrophic Leave Bank, provided the total number of days noted in that school year does not exceed six (6).

8.10.5 Miscellaneous Provisions

8.10.5.1 Unused days remaining in the Catastrophic Leave Bank shall carry over from year to year.

8.10.5.2 Unit members using days granted to them from the Catastrophic Leave Bank shall not accrue any other leave provided by this Agreement or by law.

8.10.5.3 The Catastrophic Leave Bank is subject to appeal to the Oak Grove Educators Association Executive Board only, and is not subject to review or appeal under any other procedure. Specifically, the exercise by the Catastrophic Leave Bank Committee of the rights and discretion described herein shall not be subject to the grievance/arbitration procedure. Except for allegations that the District failed to cooperate as required by Section ~~8.11.2.3~~8.10.2.3 or that the District failed to agree to a form as required by Sections ~~8.11.3.2~~8.10.3.1 and ~~8.11.4.2~~8.10.4.2, no grievance may be filed against the District alleging a violation of the Catastrophic Leave article.

8.10.6 Family Leave Bank

8.10.6.1 Qualification for the Leave

If an immediate family member of a permanent unit member is diagnosed with a life threatening or totally incapacitating non-industrial long term illness or injury, the unit member may request donated sick leave as described in this provision. For the purpose of this Section, "immediate family members" is defined in Section 8.3.~~8~~7.

8.10.6.2 Requests for Donated Leave

A unit member shall submit a request for donated sick leave to the OGEA President and the District Human Resources Department. Along with the request, the unit member must submit medical verification of the need for the donated leave and of the projected length of leave.

8.10.6.3 Unit Members' Notification of the Request

When OGEA receives the request and medical verification, OGEA shall notify all unit members of the request for donated sick leave. At its option, OGEA may use internal District mail, electronic mail, or the United States mail service to notify unit members.

8.10.6.4 Donations

All sick leave donations shall be made on a form provided by OGEA and shall be delivered directly to the District's

Human Resources Department. The unit member making the donation may elect to send a copy of the donation form to OGEA. A unit member may donate up to five days of sick leave per request.

8.10.6.5 Use of Donated Days

The District shall utilize donated sick leave in the order donations are received, exhausting all days donated by one unit member before beginning to utilize days donated by another unit member. Donated but unused sick leave days shall be returned to the donor.

8.11 Other Leaves of Absence Described in Board Policies

Eligible unit members are entitled to the following leaves of absence, subject to and defined by Board Policies:

- Family Care and Medical Leave (Family Medical Leave Act/California Family Rights Act);
- ~~Pregnancy Disability Leave;~~ Remain policy
- ~~Certificated Employee Parental Leave~~
- Leaves Required by Law, Including California Labor Code Section 230.

Prior to modifying any Board Policy that impacts OGEA bargaining unit members, the District will give OGEA notice and opportunity to meet and negotiate regarding the District proposed modifications. The District and OGEA acknowledge, however, that in the event state or federal legislation or court decisions require the District to modify any leave policy, the District, OGEA, and bargaining unit members must agree to comply with the law.

FOR THE DISTRICT:

Andrew Garcia
Assistant Superintendent
Human Resources

Maria Wetzel
Assistant Superintendent

FOR THE UNION:

~~Bob~~ Prola

~~John Green~~ Jasmin Miguel

Educational Services

OAK GROVE SCHOOL DISTRICT

OAK GROVE EDUCATORS' ASSOCIATION

TENTATIVE AGREEMENT

June 9, 2016

The Oak Grove School District ("District") and the Oak Grove Educators' Association ("OGEA") have negotiated and reached a Tentative Agreement on this provision of the Collective Bargaining Agreement. No tentative agreement shall be a final agreement except as a part of a total package agreement between the parties. Both parties agree that final approval of the entire comprehensive agreement is subject to ratification by OGEA bargaining unit and the district. Both parties agree to recommend the total package agreement to their constituents.

ARTICLE 9: TEACHER RIGHTS TO ACADEMIC FREEDOM AND DUE PROCESS

9.1 Academic Freedom

Academic freedom shall be guaranteed to unit members in the study, investigation, presentation, and interpretation of facts and ideas, and teaching students, including issues which have economic, political, scientific, or social significance, subject to compliance with accepted standards of professional responsibility, the maturity level of the students, District curriculum/program, rules and policies, and State and Federal law. Academic freedom includes the right to maintain a classroom environment that is conducive to the free exchange and examination of ideas.

9.2 General Provisions

Unit members may be disciplined for any reason provided the District's action is for just cause.

9.2 Discipline Without Progression

Nothing in this provision shall prohibit the District from disciplining a unit member for just cause, up to and including suspension without pay for fifteen (15) work days, in instances where remediation is inappropriate.

9.3 Procedures – Public Charges

The District shall not discipline a unit member based on parent or citizen complaint(s) unless the District has complied with Section 10.11.

9.4 Administrative Leave With Pay

The District at its discretion may place any unit member on administrative leave with pay for the purpose of investigating charges or complaints against such unit member. Full benefits and seniority status shall remain in force pending the investigation. Such leave will not be considered disciplinary in nature.

9.5 Notice Of Suspension

Notice of suspension shall be made in writing and served in person or by certified mail upon the unit member. A copy shall be provided to the Association President. The notice of suspension shall contain a statement in ordinary language of the specific acts or omissions upon which the action is based, any rule or regulation alleged to have been violated, proposed penalty, and the proposed duration of suspension. The unit member shall be given a copy of any written charges and materials on which the action is based and a statement of the unit member's right to respond.

9.6 Suspension Without Pay

Suspension may be without pay but shall not reduce or deprive the unit member of seniority or other health and welfare benefits. The suspension shall not exceed fifteen (15) work days. Suspension shall not be used unless the unit member has received a written reprimand about similar actions. No unit member shall be suspended more than fifteen (15) working days during a school year.

9.7 Appeal Of Suspension

If the unit member chooses to appeal the imposition of the disciplinary action, the appeal must be taken within five (5) work days from the time of notice of or imposition of the disciplinary action, whichever comes first. The appeal must be made in writing and hand delivered to the office of the Assistant Superintendent of Human Resources.

9.8.1 Upon appeal the unit member has the right to a hearing on the disciplinary action taken by the District. The hearing shall be conducted by the Superintendent or designee within ten (10) work days of the receipt of the notice of appeal. A record of the hearing shall be made by the District through electronic recordation, or, if mutually agreed by both parties, a court reporter's transcription shall be utilized. The Superintendent or designee shall provide a written decision within five (5) work days of the completion of the hearing.

9.9 Arbitration

The Association may appeal the Superintendent's decision directly to arbitration pursuant to Article 7 of this Agreement.

9.9.1 At the arbitration, documentation supporting discipline, including written reprimands, may be subject to the arbitrator's review.

9.9.2 Evidence will not be admitted at any level of this process that supports events that occurred more than four (4) years prior to the incident(s) leading to discipline; except where the evidence is submitted to prove a pattern of behavior that is similar to the incident(s) cited as the basis for discipline.

9.10 Association Presence

The Association, as the exclusive representative, has the right to be present at all conferences and hearings, regardless of any request by the unit member who is the subject of the disciplinary action.

9.11 Effect Of Pending Appeal

If an appeal is filed by the unit member or the Association related to the unit member's discipline, then all suspension actions proposed by the District shall be stayed pending a final decision on the appeal.

9.12 Confidentiality

Unless mandated by law or agreed otherwise by the parties, the Notice of Discipline and its attachments as well as both the appeal to the Superintendent and the arbitration hearing shall remain confidential with the individuals, unit members, and parties who are involved, and shall not be released without the consent of the Association and the District.

9.13 Limitations

Nothing in the above provisions will be construed to limit the rights of the District as set forth in Article 5, except as limited by the specific and precise language of this Section.

9.14 Application

This Article is not intended to apply to suspensions pursuant to Education Code Sections 44939, 44940, or 44942. The District at its discretion may place any unit member on administrative leave with pay for the purpose of investigating charges or complaints against such unit member. Full benefits

and seniority status shall remain in force pending the investigation. Such leave will not be considered disciplinary in nature.

FOR THE DISTRICT:

Andrew Garcia
Assistant Superintendent
Human Resources

Maria Wetzel
Assistant Superintendent
Educational Services

FOR THE UNION:

Bob Prola

John Green

OAK GROVE SCHOOL DISTRICT
OAK GROVE EDUCATORS' ASSOCIATION

TENTATIVE AGREEMENT

June 9, 2016

The Oak Grove School District ("District") and the Oak Grove Educators' Association ("OGEA") have negotiated and reached a Tentative Agreement on this provision of the Memorandum of Understanding ("MOU"). No tentative agreement shall be a final agreement except as a part of a total package agreement between the parties. Both parties agree that final approval of the entire comprehensive agreement is subject to ratification by OGEA bargaining unit and the District. Both parties agree to recommend the total package agreement to their constituents.

ARTICLE 10: EVALUATION PROCEDURES

10.1 Evaluation Formats

To evaluate unit members as mandated by the Education Code, the District may use the Formal Evaluation forms attached as Appendix D-1, D-2, and D-3, and may follow the Formal Evaluation procedure described in Sections 10.6 through 10.9. If permitted by the language of this Agreement, the District may use the Alternative Evaluation format procedures described in Section 10.13 and use the Alternative Evaluation Form attached as D-5. Sections 10.1-10.5 and 10.10-10.11 of Article 10 must be followed for all unit members.

10.2 Frequency Of Evaluation

10.2.1 Probationary/Temporary Unit Members

Each probationary and/or temporary unit member shall be evaluated on a continuing basis. A formal evaluation shall be completed each school year. Probationary and/or temporary unit members shall also receive interim evaluations on or before December 1 and on or before February 1.

10.2.2 Permanent Unit Members

Each permanent unit member shall be evaluated on a continuing basis. Permanent unit members given a rating of "Satisfactory/Meeting Standards" shall be formally evaluated at least once every other year. Permanent unit members given a rating of "progress toward standards not evident" in any category on the Formal Evaluation Summary or on the Completion of

Alternative Evaluation Form shall be formally evaluated each school year. A unit member who has transferred to a different school or work site from the site where the unit member was based in the preceding year may be evaluated, even if the unit member was evaluated during the preceding year.

10.2.3 Permanent Unit Member Eligible For The Five Year Evaluation Cycle

Each "eligible" permanent unit member shall be evaluated on a continuing basis. A formal evaluation shall be completed at least every five (5) years.

For the purposes of Article 10, a permanent unit member shall be "eligible" for the five (5) year evaluation cycle if the unit member meets the following criteria and the unit member and the evaluator mutually consent to the unit member's participation in the five (5) year evaluation cycle:

- Has been employed at least ten (10) consecutive years with the District; and
- Is highly qualified as defined in 20 U.S.C. Sec. 7801; and
- Has earned a "proficient/meeting standards" rating on the unit member's most recent evaluation; and
- Has obtained the signed, eligibility form described in Section 10.2.3.1.

10.2.3.1 Eligibility Form

If the unit member and the evaluator mutually consent that the unit member is eligible for the five-year evaluation cycle, by no later than September 15 both the unit member and the site administrator/evaluator will sign the eligibility form attached to this Agreement as Appendix D-4. The signed and completed eligibility form shall be placed in the unit member's District personnel file.

10.2.3.2 With mutual consent between the eligible permanent unit member and the unit member's evaluator, the unit member may participate in the Alternative Evaluation Plan For Permanent Staff described in Section 10.13.

10.2.3.3 At any time, either the unit member or the evaluator may determine that the unit member will return to the Two Year Evaluation Cycle described in Section 10.2.2.

10.3 Areas Of Evaluation

The District shall evaluate and assess certificated unit member performance as it reasonably relates to: (l) the progress of students toward the Governing Board's established standards of expected pupil achievement at each grade level in each area of study, and if applicable, the state adopted academic content standards as measured by state adopted criterion referenced assessments; (2) the establishment and maintenance of a suitable learning environment within the scope of the unit member's responsibilities; (3) the unit member's adherence to curricular objectives; (4) the instructional techniques and strategies used by the unit member; (5) the performance of non-instructional duties and responsibilities, including supervisory, participatory, and advisory duties.

Non-instructional unit members shall be evaluated on the fulfillment of duties as defined in their job descriptions. Upon request, the District shall provide unit members a copy of their job description.

Education Code Section 44662 criteria and California Standards For The Teaching Profession ("CSTP"), together with the criteria listed in Sections 10.3.1 through 10.3.7 shall constitute all the standards for the evaluation of the unit member. The references to the CSTP standards are listed parenthetically next to each criteria.

10.3.1. The evaluation of student progress shall be based upon standards of expected student progress at each grade level in each area of study. The state adopted academic content standards are the District adopted content standards for expected student achievement. Data to facilitate such evaluations shall be secured through a number of relevant procedures, which may include classroom observation forms (Appendix D-1), student work products, District assessments, criterion-referenced tests, and a unit member's anecdotal records.

10.3.2. The unit member's use of instruction techniques and strategies (CSTP Standards "1", "3," "4," and "5").

10.3.3. The unit member's adherence to curricular objectives (CSTP Standards "3," "4," and "5").

10.3.4. The unit member's establishment and maintenance of a suitable learning environment, within the scope of the unit member's responsibilities (CSTP Standard "2").

10.3.5 The unit member's continuous development as a professional educator (CSTP Standard "6").

10.3.6 Evaluation and assessment of the unit member's performance pursuant to this article shall not include the use of publishers' norms established by standardized tests.

10.3.7 Each non-instructional unit member shall be evaluated based upon the unit member's satisfactory fulfillment of defined job responsibilities. Each non-instructional unit member shall meet the standards stated in Education Code Section 44662, the applicable California Standards For The Teaching Profession, and Section 10.3. The timelines shown in Article 10 shall apply to non-instructional unit member evaluations.

10.3 School And District Files

Materials in unit member's personnel files, both District and school files, are to be made available for the inspection of the unit member involved, except items that are excluded by the Education Code.

10.4 Notice To Unit Members

No later than October 1, of the year in which the formal or informal evaluation is to take place, the District shall give unit members a copy of the evaluation procedures, the criteria upon which the evaluation is to be based, the Governing Board's established Standards of Expected Pupil Achievement at each grade level in each area of study, any applicable state adopted academic content standards, and the identity of their evaluator. In addition, the District shall give each probationary unit member the name of an experienced person who will provide assistance to the probationary unit member.

10.5 Pre-Conference And Evaluation Plan

No later than October 15, the unit member being evaluated and the evaluator shall meet to discuss:

10.5.1 The contents of the observation and evaluation forms and any areas of emphasis for growth; and

10.5.2 A formal evaluation plan that shall offer the evaluatee an opportunity to sign for the first formal classroom observation. Pre-observation conferences, post observation conferences, and the final summary evaluation shall be scheduled appropriately. For

temporary and probationary unit members, the first formal observation shall be conducted no later than December 1; and

10.5.3 The data to be collected by the unit member and the evaluator for use in the evaluation; and

10.5.4 By mutual agreement, the evaluator and evaluatee may include any of the following as documentation of progress toward meeting District standards in the areas of evaluation described in Section 10.3: video tapes, curriculum units, teacher journals, logs and calendars, interviews, lesson plans, evidence of communications with parents/ students, examples of student work, records of participation in school improvement efforts, and reports on professional growth activities.

10.6 Classroom Observations/Post Observation Conferences

Each evaluation plan shall include a minimum of two (2) formal classroom observations, and each formal classroom observation shall be a minimum of thirty (30) minutes. Prior to the first two (2) formal observations, the District shall give the unit member at least two (2) days notice. Within ten (10) days after each formal classroom observation, the evaluator shall hold a post observation conference. The observation form is attached as Appendix D-1 and shall be completed after each observation.

With agreement of both the unit member and the evaluator, the number of formal observations may be reduced from two (2) to one (1) and the number of informal observations may be reduced from two (2) to one (1).

Nothing in Article 10 shall prevent the primary evaluator from making informal unscheduled classroom observations in addition to the scheduled formal observations. To the extent possible, the evaluator may informally observe the unit member at least twice during each evaluation year in addition to the formal observations.

10.7 Formal Evaluation Summary

10.7.1 All final evaluation conferences for permanent, temporary, and probationary unit members shall be completed by May 1. All final evaluation conferences for probationary 2 unit members shall be completed by February 15. No later than May 10, the evaluator shall transmit a copy to the unit member and the original to the Human Resources Department to be filed in the unit member's personnel file. All copies must be signed by the evaluator and the evaluatee. The Final Evaluation Summary form is attached as Exhibit D-2.

10.7.2 If a permanent unit member is given a "Progress Not Evident" or "Not Meeting Standards," the District must include the following on the Certificated Performance Improvement Plan, attached as Appendix D-3:

10.7.2.1 List of duties performed in an unsatisfactory manner below District standards;

10.7.2.2 Description of improvement required, and program/people available to provide assistance;

10.7.2.3 A time period for demonstrating improvement; and

10.7.2.4 A description of methods used to measure improvement.

The unit member is responsible for demonstrating application of target behavior. Merely completing improvement activities may not demonstrate successful performance or target behavior.

10.7.3 Where the evaluatee receives an overall unsatisfactory Formal Evaluation Summary, the evaluator shall hold a conference with the evaluatee prior to the issuance of the Formal Evaluation Summary. A unit member may only receive a marking of "unsatisfactory" on their formal evaluation summary if they have not satisfactorily completed the process delineated in Section 10.8.2.

10.7.4 The evaluatee shall have the right to initiate a written reaction or response to the evaluation, and that response shall become a permanent attachment to the evaluatee's personnel file.

10.8 Unsatisfactory Evaluation Of Permanent Unit Member

A permanent unit member who fails to perform satisfactorily or demonstrate the target behavior required by Section 10.8.2, may be given a rating of "Unsatisfactory" on the Formal Evaluation Summary. If a permanent unit member is rated "Unsatisfactory" on the Formal Evaluation Summary, the evaluator shall hold a conference with the permanent unit member prior to the issuance of the Formal Evaluation Summary. The permanent unit member shall be notified of the right to have an OGEA/Association representative present at the meeting. Dismissal and/or suspension of permanent unit members shall follow the standards and procedures contained in Education Code Sections 44932 through 44945.

10.9 Personnel Files

10.10.1 Materials in unit members' personnel files, both District and school files, are to be made available for the inspection of the unit member involved, except items that are excluded by the Education Code.

10.10.2 Every unit member shall have the right to inspect such materials upon request, provided that the request is made at a time when the unit member is not actually required to render services to the District.

10.10.3 Information of a derogatory nature, except as provided by law, shall not be entered or filed unless and until the unit member is given notice and an opportunity to review and comment on the information. A unit member shall have the right to enter, and have attached to any such derogatory statement, the unit member's own comments on the information. The unit member's review of the information shall take place during normal business hours.

10.11 Complaint Procedure

The District shall neither discipline a unit member based on parent or citizen complaint(s) nor place in the unit member's personnel file any evaluation, memorandum summarizing a verbal warning, a written warning, or a letter of reprimand based on parent or citizen complaint(s) unless the District has complied with the following procedures:

10.11.1 Notice Of Complaint

The District shall report the complaint to the unit member as soon as possible and no later than five (5) working days after the District learns about the complaint.

10.11.2 Right To Representation

The District shall inform the unit members of their right to be represented by the Association at any meeting regarding a parent or citizen complaint.

10.11.3 Right To Attach Comments

The unit member has the right to attach written and signed comments to any written complaint filed.

10.11.4 Confrontation Limitations

A unit member shall not be required to confront the complainant, the complainant's therapist, or the complainant's attorney. An alleged sexual harassment victim shall not be required to confront the alleged harasser.

10.11.5 Discrimination And Criminal Complaints

Complaints alleging violation of state and/or federal law shall be investigated as mandated by law.

10.11.6 Confidentiality

This complaint procedure does not supersede a complainant's or a unit member's right to privacy and confidentiality defined in state or federal law.

10.11.7 Informal Level

Unless a formal investigation is mandated by state or federal law, the District (the site administrator) may attempt to informally resolve the complaint. The District may discuss the complaint with the unit member and research policies, laws, collective bargaining agreement provisions, and relevant facts. If the complaint does *not* allege criminal violations and/or violation of state or federal statutes, the District or the site administrator may schedule a conflict resolution meeting between the unit member and the complainant. If the complainant accepts any proposed resolution of the complaint, the District or the site administrator shall confirm the resolution in writing and send copies of the written confirmation to the complainant and the unit member. If the complainant does not agree to the District's proposed resolution, the District or the site administrator shall give the complainant a copy of the District's appropriate complaint procedure and form.

10.11.8 Formal Level

If a formal investigation is mandated or the complaint is not resolved at the informal level, the complaint shall be processed according to District Complaint Policies and state/federal laws. The District may appoint an investigator(s) to investigate the complaint. The investigator shall interview the complainant to determine the accuracy of the complaint and the credibility of the complainant. In addition, the investigator shall interview witnesses, review records and documents, and give the unit member an opportunity to

respond to the complaint. The investigation shall comply with District policy and Administrative Regulations.

10.12 Evaluation Forms

The traditional evaluation forms referred to in Sections 10.1 through 10.10 of this Article are attached as Appendices D-1, D-2, D-3, and D-4.

The Alternative Evaluation Form referred to in Section 10.13 is attached as Appendix D-5.

10.13 Alternative Evaluation Procedure

10.13.1 Participation

With mutual consent between a permanent unit member and the unit member's evaluator, the unit member may participate in the Alternative Evaluation Plan for Experienced Certificated Staff. For participating unit members, the alternative evaluation procedure shall replace the traditional evaluation methods described in Sections 10.2 through 10.10.

10.13.2 Pre-Evaluation Goal Setting Conference

Each participating unit member shall meet with his or her evaluator for a goal setting conference no later than October 15. During the goal setting conference, the site administrator and the unit member shall complete the following activities:

10.13.2.1 Agree on the unit member's goals and select an alternative evaluation option from those described in Section 10.13.4.1. The unit member shall select an alternative evaluation option closely aligned with his or her annual goals.

10.13.2.2 Develop timelines for completion.

10.13.2.3 Review how the alternative evaluation option will enhance student learning.

10.13.2.4 Review options for sharing the final results of the unit member's alternative evaluation activities with other colleagues.

10.13.3 Evaluation Plan

Based upon the decisions reached at the unit member's meeting with his or her evaluator, the unit member will submit to the evaluator a written alternative evaluation plan. The unit member's written alternative evaluation plan shall include timelines for the plan's completion.

10.13.4 Alternative Evaluation Options

The options for alternative evaluations are described as follows:

10.13.4.1 Individual Growth Activities

Participating unit members may evaluate their own performance through self-analysis techniques, including video-taping their own classroom lesson, portfolio assessments, writing a self-evaluation report, and reviewing student and parent feedback. Unit members may also create their own professional growth/self-analysis projects with their evaluator's mutual consent.

10.13.4.2 Cohort Team Growth Activities

Participating unit members may collaborate and evaluate each other's performance through Cohort Team Growth Activities. These activities may include cognitive coaching, peer review of a video-tape of the unit member's lesson plan, peer classroom visitations, and collaborative teaching and presentations to staff. Unit members may also create their own team projects with their evaluator's consent.

10.13.4.3 Educational Research

Participating unit members may develop a research question involving an instructional strategy or learning theory. Unit members shall present to their evaluator a research proposal, including the project design and methods for collecting and evaluating data, and a timeline for the project's completion. This research project may be completed in conjunction with graduate course work or a mentor project.

10.13.5 Timelines

Each participating permanent unit member and site administrator shall comply with the timeline established by Article 10 and the dates specified in Section 10.5, Section 10.6, and Section 10.8.1.

10.13.6 Post Evaluation Conference

Before May 10, the unit member and evaluator will meet to review the progress of the unit member's selected alternative evaluation activities. Both the unit member and the evaluator will provide a written response concerning the unit member's progress. Upon satisfactory completion of the selected alternative evaluation activities, the evaluator shall place in the unit member's personnel file a form indicating that the unit member has completed the alternative evaluation plan and has or has not met District's performance standards.

10.13.7 Return To The Traditional Evaluation

If the unit member's evaluator determines that the unit member's participation in the alternative evaluation plan has detracted from the unit member's instructional and professional performance, the evaluator may reassign the unit member during the year to the traditional evaluation process as outlined in Article 10. The evaluator shall specify in writing to the unit member the reasons for the evaluation reassignment.

10.13.8 Alternative Evaluation Forms

Site administrators and participating permanent unit members shall use the Alternative Evaluation Forms.

10.14 District and OGEA Special Agreements for 2016-2019

10.14.1 Joint Professional Development

The District and OGEA agree to develop a joint professional development regarding the expectations of the California Standards of the Teaching Profession.

10.14.2 2018-2019 Reopen Negotiations

During the 2018-2019 reopener negotiations, the District and OGEA agree to reopen negotiations about Article 10: Evaluation.

APPENDIX D-1: OBSERVATION FORM

Unit Member's Name:_____ Status: ☐ Temporary ☐ Probationary

School/Assignment:_____ ☐ Permanent

Date of Pre-Observation Conference:_____

_____

Date of Post-Observation Conference:_____

_____

EVALUATION STANDARDS	~~Exceeds Expectations~~Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	~~Progress Not Evident~~	Unsatisfactory/Not Meeting Standard	Not Observed/Not Applicable	COMMENTS/EVIDENCE Please comment if the standard could not be observed during the session.
1. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING							
1.1 Using knowledge of students to engage them in learning							
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests							
1.3 Connecting subject matter to meaningful, real-life contexts							
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs							
1.5 Promoting critical thinking through inquiry, problem solving, and reflection							
1.6 Monitoring student learning and adjusting instruction while teaching							
2. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING							
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully							

EVALUATION STANDARDS	Exceeds ~~Expectations~~Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	~~Progress Not Evident~~	Unsatisfactory/Not Meeting Standard	Not Observed/Not Applicable	COMMENTS/EVIDENCE Please comment if the standard could not be observed during the session.
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students							
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe							
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students							
2.5 Developing, communicating, and maintaining high standards for individual and group behavior							
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn							
2.7 Using instructional time to optimize learning							
3. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING							
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks							
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter							
3.3 Organizing curriculum to facilitate student understanding of the subject matter							
3.4 Utilizing instructional strategies that are appropriate to the subject matter							

EVALUATION STANDARDS	~~Exceeds Expectations~~Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	~~Progress Not Evident~~	Unsatisfactory/Not Meeting Standard	Not Observed/Not Applicable	COMMENTS/EVIDENCE Please comment if the standard could not be observed during the session.
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students							
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content							
4. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS							
4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction							
4.2 Establishing and articulating goals for student learning							
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning							
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students							
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students							
5. ASSESSING STUDENT LEARNING							
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments							
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction							

EVALUATION STANDARDS	~~Exceeds Expectations~~Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	~~Progress Not Evident~~	Unsatisfactory/Not Meeting Standard	Not Observed/Not Applicable	COMMENTS/EVIDENCE Please comment if the standard could not be observed during the session.
5.3 Reviewing data, both individually and with colleagues, to monitor student learning							
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction							
5.5 Involving all students in self-assessment, goal setting, and monitoring progress							
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning							
5.7 Using assessment information to share timely and comprehensible feedback with students and their families							
6. DEVELOPING AS A PROFESSIONAL EDUCATOR							
6.1 Reflecting on teaching practice in support of student learning							
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development							
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning							
6.4 Working with families to support student learning							
6.5 Engaging local communities in support of the instructional program							
6.6 Managing professional responsibilities to maintain motivation and commitment to all students							

EVALUATION STANDARDS	~~Exceeds Expectations~~Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	~~Progress Not Evident~~	Unsatisfactory/Not Meeting Standard	Not Observed/Not Applicable	COMMENTS/EVIDENCE Please comment if the standard could not be observed during the session.
6.7 Demonstrating professional responsibility, integrity, and ethical conduct							

Evaluator's Signature Date

Evaluatee's Signature* Date

* The evaluatee's signature does not constitute endorsement of evaluator's notations, only that this document has been reviewed. Within ten (10) working days the unit member may attach a written response to the Observation Form that shall become a permanent attachment to the evaluation when placed in the personnel file.

APPENDIX D-2: FORMAL EVALUATION SUMMARY

(No Later Than May 10)

Unit Member's Name:_____ Status: ☐ Temporary ☐ Probationary

School-Assignment:_____ ☐ Permanent

EVALUATION STANDARDS	~~Exceeds Expectations~~Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	~~Progress Not Evident~~	Unsatisfactory/Not Meeting Standard	Not Observed/Not Applicable	COMMENTS/EVIDENCE **Please comment if the standard could not be observed during the session.**
1. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING							
1.1 Using knowledge of students to engage them in learning							
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests							
1.3 Connecting subject matter to meaningful, real-life contexts							
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs							
1.5 Promoting self-directed, reflective learning for all students							
1.6 Monitoring student learning and adjusting instruction while teaching							
2. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING							
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully							
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students							

EVALUATION STANDARDS	~~Exceeds Expectations~~Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	~~Progress Not Evident~~	Unsatisfactory/Not Meeting Standard	Not Observed/Not Applicable	**COMMENTS/EVIDENCE** **Please comment if the standard could not be observed during the session.**
2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe							
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students							
2.5 Developing, communicating, and maintaining high standards for individual and group behavior							
2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn							
2.7 Using instructional time to optimize learning							
3. UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING							
3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks							
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter							
3.3 Organizing curriculum to facilitate student understanding of the subject matter							
3.4 Utilizing instructional strategies that are appropriate to the subject matter							
3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students							
3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content							

EVALUATION STANDARDS	Exceeds ~~Expectations~~Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	~~Progress Not Evident~~	Unsatisfactory/Not Meeting Standard	Not Observed/Not Applicable	COMMENTS/EVIDENCE **Please comment if the standard could not be observed during the session.**
4. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS							
4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction							
4.2 Establishing and articulating goals for student learning							
4.3 Developing and sequencing long-term and short-term instructional plans to support student learning							
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students							
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students							
5. ASSESSING STUDENT LEARNING							
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments							
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction							
5.3 Reviewing data, both individually and with colleagues, to monitor student learning							
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction							
5.5 Involving all students in self-assessment, goal setting, and monitoring progress							
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning							

EVALUATION STANDARDS	~~Exceeds Expectations~~Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	~~Progress Not Evident~~	Unsatisfactory/Not Meeting Standard	Not Observed/Not Applicable	COMMENTS/EVIDENCE **Please comment if the standard could not be observed during the session.**
5.7 Using assessment information to share timely and comprehensible feedback with students and their families							
6. DEVELOPING AS A PROFESSIONAL EDUCATOR							
6.1 Reflecting on teaching practice in support of student learning							
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development							
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning							
6.4 Working with families to support student learning							
6.5 Engaging local communities in support of the instructional program							
6.6 Managing professional responsibilities to maintain motivation and commitment to all students							
6.7 Demonstrating professional responsibility, integrity, and ethical conduct							
7. PROGRESS OF STUDENTS TOWARD ESTABLISHED ACADEMIC STANDARDS Education Code 44662 and Section 10.3.2, etc.							
7.1 Evidence demonstrates adequate annual progress of students based on state criteria referenced test, where applicable, and other assessment tools							
8. OTHER Education Code 44662 and Section 10.3.2, etc.							
8.1 Maintains a professional record of punctuality and attendance							
8.2 Adheres to school site policies and directives							
8.3 Abides by adopted Governing Board policies and procedures							

EVALUATION STANDARDS	Exceeds ~~Expectations~~Standard	Satisfactory/Meets Standard	Progress Evident/Moving Toward Standard	~~Progress Not Evident~~	Unsatisfactory/Not Meeting Standard	Not Observed/Not Applicable	COMMENTS/EVIDENCE **Please comment if the standard could not be observed during the session.**
8.4 Assumes and completes school-related assignments (e.g. yard supervision)							
8.5 Provides necessary plans and materials for a substitute							

FORMAL EVALUATION

- ☐ Exceeds Standards
- ☐ Satisfactory / Meets Standards
- ☐ Progress Toward Standards Evident
- ☐ ~~Progress Toward Standards Not Evident~~
- ☐ Unsatisfactory / Not Meeting Standards
- ☐ ~~Unsatisfactory~~

Summary Comments:

Performance Improvement Plan (Section 10.8.2; Appendix D-3)

☐ Yes. (Required if "Unsatisfactory/Not Meeting Standards")

☐ No.

PAR Referral For Permanent Teachers (Article 21)

☐ Yes. (Required if "Unsatisfactory/Not Meeting Standards" based on Criteria and Standards described in Section 10.3.

☐ No.

Evaluator's Signature Date

Evaluatee's Signature* Date

* The evaluatee's signature does not constitute endorsement of evaluator's notations, only that this document has been reviewed. Within ten (10) working days the unit member may attach a written response to the Formal Evaluation Form that shall become a permanent attachment to the evaluation when placed in the personnel file.

FOR THE DISTRICT:

Andrew Garcia
Assistant Superintendent
Human Resources

Maria Wetzel
Assistant Superintendent
Educational Services

FOR THE UNION:

Bob Prola

~~John Green~~ Jasmin Wright

12:25 p.m.

OAK GROVE SCHOOL DISTRICT
OAK GROVE EDUCATORS' ASSOCIATION

TENTATIVE AGREEMENT

September 2, 2016

The Oak Grove School District ("District") and the Oak Grove Educators' Association ("OGEA") have negotiated and reached a Tentative Agreement on this provision of the Collective Bargaining Agreement. No tentative agreement shall be a final agreement except as a part of a total package agreement between the parties. Both parties agree that final approval of the entire comprehensive agreement is subject to ratification by OGEA bargaining unit and the District. Both parties agree to recommend the total package agreement to their constituents.

ARTICLE 11: TRANSFER, ASSIGNMENT, REASSIGNMENT AND EXCHANGES

11.1 Definitions

11.1.1 Initial Assignment

An assignment is the placement of a bargaining unit member at a specific site. The initial assignment of a unit member is at the District's sole discretion.

11.1.2 Change Of Assignment

A change of assignment is any change in position at the same job site. For purposes of this Article, "position" refers to the assigned grade level, subject, or specialized duties such as RSP, Speech, Counselor, ELD, and VPA. Change of assignment may be voluntary (i.e., requested) or involuntary.

11.1.3 Transfer

A transfer is a change in work site. Transfers may be voluntary or involuntary. A unit member assigned to more than one (1) work site shall be considered "transferred" only when moved from one (1) District-wide program to another program.

11.1.4 Vacancy

A vacancy is any bargaining unit position that the District intends to fill.

11.1.5 Opening

An opening is any position that the District is authorized to fill with a temporary or substitute employee consistent with the Education Code.

11.1.6 Seniority

Seniority is based upon a bargaining unit member's first date of paid probationary service with the District. For purposes of this article only, seniority for those individuals with the same date of hire will be determined by lot. This tie-breaking provision will not apply to seniority for purposes of layoff.

11.1.7 Qualified

For purposes of this article, qualified means the unit member holds an appropriate current, valid credential endorsement or authorization as required by state and/or federal law.

11.2 Priority Assignments, Change Of Assignments And Transfers

The District has the authority to change assignments, and transfer on a first priority basis any unit member who returns from a leave of more than one (1) year or is recalled from layoff. The District also has the authority to change assignments, or transfer any unit member as required by any legal process or the settlement of any legal process, including grievances filed pursuant to Article 7, subject to the provision of Section 8.10.8.

11.3 Voluntary Change Of Assignments

11.3.1 Seniority Is Not The Controlling Factor

For the purpose of voluntary change of assignment to an open or vacant position, the seniority of volunteers shall not be the controlling factor in determining which volunteer obtains his/her desired assignment.

11.3.2 Anticipated Vacancies

On or before April 15, a list of anticipated vacancies shall be provided at each site. To be considered for any vacancy or opening, requests for a change of assignment must be given to the site administrator on or before April 7.

11.3.3 Notice That Request Is Approved Or Denied

On or before May 10, those individuals who submitted requests for a change of assignment shall be advised as to whether or not their requests will be granted. The site administrator shall decide whose request will be granted. If requested by the affected unit member, the site administrator shall set forth, in writing, the reasons for the disapproval of the change of assignment request.

11.3.4 Priority For Two Or More Years

Priority will be given to a change of assignment request for bargaining unit members who have served two (2) or more years in the same assignment.

11.3.5 Vacancies After May 10

Vacancies that occur subsequent to May 10, but before commencement of the first teacher workday, shall also be filled in accordance with Sections 11.4.1, 11.4.2, and 11.4.4 of this Agreement. Unit members interested in a change of assignment shall provide the site administrator/supervisor with an address and a local telephone number for purposes of notification of vacancies that occur during the summer.

11.4 Voluntary Transfers – Requesting A Transfer

Bargaining unit members may request a voluntary transfer by filing a Transfer Request Form with the Human Resources Office by March 15, as described below. Although limited opportunities exist after March 15 transfer requests will be accepted until the last day of the preceding school year. The District will acknowledge in writing the receipt of a transfer request.

11.4.1 Transfer Opportunities

Annually, by March 1, the District will electronically post on the Human Resources web page classroom teacher vacancies known to the District at that time. This list will be updated through the end of the school year as changes are known. The posting will include the school site and, the department for intermediate school vacancies.

11.4.2 Transfer Request Form

The Transfer Request form will include choice of school, grade, or subject requested.

11.4.3 Opening Of One Year Or Less

Certificated openings of one (1) year or less shall not be available for voluntary transfer.

11.4.4 Limitation On Voluntary Transfers

An individual may only be voluntarily transferred to one of the specific choices requested. In the event no specific grade, subject, or school site is requested, the individual may be transferred according to the District's needs.

11.4.5 Review Of Transfer Requests

The administration, including affected site administrators, will review all transfer requests and will judge and implement those transfers according to the District's needs and the appropriateness of the request.

11.4.6 Consultation – Unit Member/District/Site Administrator

If a unit member has submitted a transfer request and the District has a vacancy for which the permanent (tenured) unit member is qualified, prior to filling the vacancy, priority consideration will be given to the unit member. Tthe District shall discuss the vacancy with the unit member. If appropriate, the District shall refer the unit member to the site administrator for continued discussion about the vacancy. Either the unit member or the site administrator may reject the proposed transfer. At the unit member's request to the Assistant Superintendent for Human Resources, a District representative will meet with the unit member to discuss the reasons a transfer was not approved.

11.5 Involuntary Change Of Assignments

In the event that the site administrator is unable to affect changes of assignments through the voluntary change of assignment procedure described in Section 11.4, the site administrator may involuntarily change the assignment of unit members. At the request of the affected unit member, the site administrator shall give the unit member the reasons for the change of assignment in writing. Before any involuntary change of assignment is

implemented, the affected unit member shall be consulted and the change of assignment shall be reviewed by the Assistant Superintendent for Human Resources.

11.5.1 Basis For Site Administrator Initiated (Involuntary Change In Assignment)

Changes in assignment within a school after the initial assignments have been posted may be made by the site administrator based on the instructional needs of the school and students. For purposes of this Article, "instructional needs" are limited to the following.

11.5.1.1 Changes in enrollment that necessitate a reduction in the number of classes offered at a particular grade level or any subject area.

11.5.1.2 School reorganization limited to the following conditions:

- Intermediate schools changed to middle schools; and
- Elementary changed to K-3 or 4-6 schools.

11.5.1.3 Federal or state legal requirements.

11.5.1.4 Unit Member Performance

The District shall bear the burden of proof (a) to show that the affected unit member has not demonstrated effective classroom discipline/classroom control in his/her current assignment, or (b) to show that the affected unit member has not demonstrated the skills needed to perform effectively in his/her assignment. Before such a change of assignment can be implemented the supervisor will make a reasonable effort to assist the member in demonstrating appropriate classroom discipline/control or to perform effectively in his/her assignment. The assistance rendered will be documented.

11.5.2 Volunteers

Involuntary changes of assignments will be limited to openings and vacancies unless another unit member volunteers to vacate the position to which the relevant site administrator seeks to reassign a unit member.

11.5.3 Meeting

When an involuntary change of assignment has occurred, the site administrator, upon the unit member's request, shall meet with the unit member to discuss the basis for his/her decision.

11.5.4 Arbitrary/Punitive

Decisions concerning involuntary changes of assignments shall not be arbitrary or capricious, or for purposes of punishment.

11.6 Involuntary Transfers

11.6.1 Basis For District Initiated/Involuntary Transfers

The Superintendent or designee may initiate a transfer because of any of the following reasons: enrollment changes; school reorganization; school openings and closings; staffing shortages or surpluses within a school and/or department; credentialing requirements; under unusual circumstances, professional considerations(s) of unit members; and/or to comply with federal and/or state law. The District shall not initiate an involuntary transfer for arbitrary, capricious, or discriminatory reasons.

11.6.2 Transfer Of Least Senior

In the case of involuntary transfers pursuant to Section 11.6.1, the least senior unit member will be transferred unless the District needs to retain the least senior unit member for, bilingual education, ELD, special education, or need for particular subject matter skills at the intermediate school level, and in that case the next least senior person will be transferred, and so on. (See Education Code Section 44830.5.)

11.6.3 Punitive

Involuntary transfers shall not be punitive.

11.6.4 Preferences And Priorities

Bargaining unit members involuntarily transferred shall be given an opportunity to indicate a preference for vacancies, and shall be given priority over voluntary transfers.

11.6.5 Two Years At New Site

Unit members who are involuntarily transferred may remain at their new work site for at least two (2) consecutive school years unless a voluntary transfer is requested or the work site is closed or changed.

11.6.6 Opening Prior To October

If an opening or vacancy occurs prior to the first day of October at a bargaining unit member's original work site, the bargaining unit member shall be given the option of returning to the original work site.

11.7 Reassignment Due To Layoff

11.7.1 Definition

For purposes of this Article, "reassignment" shall be defined as a change to a different program and/or a movement from one (1) work site to another as a result of layoff pursuant to Education Code Section 44955, and which may be necessary to ensure the retention of certificated unit members with seniority greater than those laid off. This definition specifically excludes any transfer or change in program assignment that does not result from the District's obligation to reassign pursuant to Education Code Section 44955.

11.7.2 Written Notice

Any unit member scheduled to be reassigned shall be entitled to a written notice of such reassignment within ten (10) calendar days of the effective date of such reassignment and, in addition, upon request, will be entitled to a conference with the site administrator and the Superintendent regarding the reassignment, at which time the unit member will be provided with the reasons for the reassignment and with the opportunity to discuss those reasons.

11.8 Miscellaneous

11.8.1 Return From Leave Of Absence

As long as a unit member returning from a leave of one (1) year or less notifies the District in writing no later than April 15 of the unit member's intent to return to work at the beginning of the next school year, the unit member shall have the option, but shall not be compelled to return to the site where the unit member was assigned

prior to the leave. A unit member who fails to notify the District as required by this Section shall not be guaranteed a return to the site where assigned held prior to the leave.

11.8.2 Return From Shared Assignments

Except as provided in Section 19.8, the District may assign a unit member returning to a full-time assignment from a shared assignment leave of two years or more to any open position or vacancy.

11.8.3 Special Education Transfers

Unit members who have been continuously employed in the District as Special Education teachers for four (4) or more years and who have not been passed over during layoffs, shall have the first right of refusal for existing openings and vacancies for which they are appropriately credentialed. Prior to January 1 of the school year immediately preceding the year during which the transfer will take effect, the unit member must give the Assistant Superintendent for Human Resources written notice of the unit member's interest in transferring.

~~11.8.4 Return From Consulting Teacher Assignment~~

~~A Consulting Teacher shall have the right to return described in Sections 20.5.2.5 and 20.5.2.6.~~

11.8.4 Resignations

If a unit member intends to resign or will not be available to work for the following school year, the Association and the District encourage the unit member to submit a written resignation or notify the District in writing as early as possible and by June 1. An early resignation or a written notice may create a vacancy and may give another unit member the opportunity to transfer or change assignment.

FOR THE DISTRICT:

Andrew Garcia
Assistant Superintendent

FOR THE UNION:

Bob Prola

Human Resources

Maria Wetzel
Assistant Superintendent
Educational Services

John Green

OAK GROVE SCHOOL DISTRICT
OAK GROVE EDUCATORS' ASSOCIATION

TENTATIVE AGREEMENT

September 29, 2016

The Oak Grove School District ("District") and the Oak Grove Educators' Association ("OGEA") have negotiated and reached a Tentative Agreement on this provision of the Memorandum of Understanding ("MOU"). No tentative agreement shall be a final agreement except as a part of a total package agreement between the parties. Both parties agree that final approval of the entire comprehensive agreement is subject to ratification by OGEA bargaining unit and the District. Both parties agree to recommend the total package agreement to their constituents.

ARTICLE 12: COMPENSATION

12.1 Salary Schedule

The Certificated Salary Schedule of the Oak Grove School District is based upon college semester units or their equivalent, and years of experience.

12.1.1 Professional Growth

There are five (5) columns based on professional growth:

Class I	Bachelor's Degree
Class II	Bachelor's Degree plus 15 semester units.
Class III	Bachelor's Degree plus 30 semester units.
Class IV	Bachelor's Degree plus 45 semester units.
Class V	Bachelor's Degree plus 60 semester units.

12.1.2 Experience

The salary schedule provides steps for experience:

Class I	Maximum of Seven (7) years experience.
Class II	Maximum of Eight (8) years experience.
Class III	Maximum of Nine (9) years experience.
Class IV	Maximum of Ten (10) years experience.
Class V	Maximum of Twelve (12) years experience.

12.1.3 Longevity Increment

The salary schedule provides for three (3) longevity increases at Class V, Step ~~17~~ 16 and Class V, Step ~~21~~ 19, and Class V, Step ~~25~~ 22. The stipend for longevity increments is an amount equal to five percent (5%) of the preceding salary step. The employee's initial salary step placement shall be applied toward the employee's eligibility for longevity increments.

12.1.4 Master's Degree Or Doctorate Stipend

An annual stipend shall be paid to unit members holding an earned Masters degree (M.A.) or Doctorate (Ph.D. or Ed.D.) from an accredited institution. Honorary degrees and/or degrees from schools not accredited by the American Association of Universities shall not qualify for this annual stipend. This annual stipend shall be the amount equal to 5.65% of Step 1, Class I of the teachers' salary schedule.

If the unit member submits transcripts and/or a diploma verifying the Masters or Doctorate degree no later than October 10 of the school year, the stipend shall be paid for the entire school year. If the unit member submits transcripts and/or a diploma verifying the Maters or Doctorate degree no later than March 10 of the school year, the stipend shall be prorated for the second half of the school year beginning February 1.

This annual stipend shall be prorated for unit members employed for less than the complete school year.

The stipend described in this Section shall be incorporated into the unit member's compensation reported to STRS.

Unit members who are not full-time employees shall receive a prorated amount based upon the ratio their assigned duties bears to a full-time assignment.

12.1.5 Serving Less Than A Full School Year

A person in a position requiring certification qualifications who serves less than a full school year shall receive as salary only an amount that bears the same ratio to the established annual salary for the position as the number of days served bears to the total number of working days the employee is required by the governing board to be present at the schools of the District. Notwithstanding any provisions of this Section to the contrary, a person in a position requiring certification qualifications who serves a complete semester shall receive

not less than one-half (1/2) of the established annual salary for the position.

12.2 Initial Placement On Salary Schedule

The District shall initially place a unit member on the salary schedule on the basis of training and experience. Except as described in Section 12.2.1, units of college credit a unit member completed prior to earning a B.A. or B.S. degree shall not be recognized for placement on the Salary Schedule. Within thirty (30) days of employment, a unit member new to the District shall submit his/her official transcripts, records, and documented evidence of teaching experience and military service to the District Human Resources Office.

12.2.1 Units Earned In Imbedded State University Programs

Effective January 1, 2009, if a unit member received a B.A./B.S. in a state university program that contains the traditional "fifth year" credential courses imbedded within the B.A./B.S. program, the unit member shall be given credit for those units that meet the California State Teaching Credential requirements.

This Section 12.2.1 was negotiated pursuant to Government Code Section 3543.2(d) and 3543.2(e). The Association agrees to waive any right to a claim under Education Code Section 45028 and further agrees not to support any claim, grievance, or complaint based upon an alleged violation of Education Code Section 45028.

12.2.2 Units Earned After B.A.

All college course work completed at regionally accredited two (2) or four (4) year institutions earned after receiving the Bachelor's Degree and directly applicable to the unit member's prior assignments, or related to courses taught in the Oak Grove School District, shall be utilized in calculating placement on the salary schedule.

12.2.3 Prior Experience

Unit members will receive credit for out-of-District experience in public schools, accredited private schools, or in private or public institutions and/or schools.

Experience in private or public institutions and/or schools will be considered acceptable providing the individual possessed a Bachelor's Degree from an accredited institution and possesses or was eligible to receive a valid teaching credential for the grade and/or subject to be taught. The experience must have been of an

instructional nature and the curriculum taught comparable to that of the public schools of California.

12.2.4 Experience In Private Or Public Institutions

Experience in private or public institutions and/or schools will be considered acceptable providing the individual possessed a Bachelor's Degree from an accredited institution and possesses or was eligible to receive a valid teaching credential for the grade and/or subject to be taught. The experience must have been of an instructional nature and the curriculum taught comparable to that of the public schools of California.

12.2.5 Out-Of-District Experience

Out-of-District experience must have been on a full-time basis for the equivalent of a school year. Credit for out-of-District experience on a year-for-year basis will be given according to the following chart:

The following chart summarizes this rule:

Years of Experience	Placement on Schedule
0 year	Step 1
1 year	Step 2
2 years	Step 3
3 years	Step 4
4 years	Step 5
5 years	Step 6
6 years	Step 7
7 years	Step 8
8 years	Step 9
9 years	Step 10
10 years	Step 11
11 years	Step 12
12 years	Step 13

13 years	Step 14
14 years	Step 15
15 years	Step 16
16 years	Step 17
17 years	Step 18

12.2.6 Nursing Experience And Compensation

Public school nursing or up to two (2) years of public health nursing shall be deemed as acceptable professional experience for school nurses in determining their placements on the certificated salary schedule. When a nurse earns the clear credential authorization described by Education Code Section 44877, the nurse shall work two hundred two (202) days and be placed on the Section 12.7 Counselor Salary Schedule. In addition, the District may appoint one (1) Lead Nurse. The Lead Nurse shall work two hundred two (202) days and shall be placed on the Section 12.8 Psychologist Salary Schedule.

12.2.7 Records Of Training

All experience and training must be on file in the District before warrants are issued.

12.3 Certificated Employees Reemployed By The District

If a permanent unit member resigns from the District and is reemployed by the District within thirty-nine (39) months after the last day of paid service, the permanent unit member shall be reinstated and the District shall, for salary schedule purposes, disregard this break in service.

12.4 Advancement On The Salary Schedule

12.4.1 Duration Of Classification

A unit member may advance on the salary schedule by following the procedures described in Sections 12.4.2, 12.4.3, and 12.4.4 and submitting the required information no later than October 10 of the school year. No unit member may advance on the salary schedule by obtaining additional course work after October 10 of each school year. After October 10, an employee's salary placement will not be changed except as provided in this Section.

12.4.2 Verification Of Course Work

Verification of satisfactory completion of course work taken to change salary classification must be filed in the Human Resources no later than October 10. The following means of verification will be accepted: (1) grade card; or (2) official transcript. All such course work must meet the requirements of Section 12.2.1 of this Agreement.

12.4.3 Basis Of Classification

The salary classification shall be based on college work completed and grade cards or transcripts filed with the Human Resources Department by October 10 of the year in which the contract is signed or the effective date of the contract if signed after October 10. Only credit that is in compliance with these rules and regulations shall be granted.

12.4.3.1 On the salary schedule the school nurses will be credited with one (1) semester unit for every fifteen (15) contract hours of approved course instruction needed for their license renewal following the procedure established for District professional growth credit.

12.4.4 Recognition Of College Units

Advancement to classification columns depends upon completion of units recognized by any California State University or the University of California or approval of the Superintendent of this District or Superintendent's designee. Certificated salary schedule requirements for Classes II, III, IV, and V must be completed after the granting of a Baccalaureate Degree.

12.4.5 Salary Schedule For Partial Year

In a career a unit member may receive only one (1) full year of credit on the salary schedule for one-half (1/2) year (at least one semester) of service. The term "one-half (1/2) year" means the number of days of service equal to the number of the days in the shortest semester of the relevant school year. In order to receive credit for any other partial years of service, the unit member must serve at least seventy-five percent (75%) or more of a regular full-time assignment. Unit members who are not in a regular full-time assignment but fifty percent (50%) or more, shall accumulate one year of credit toward advancement on the salary schedule for every two (2) years of employment in such a part-time assignment provided that the above-referenced seventy-five percent (75%) service requirement is also

met. A day of service is any day in which the unit member is physically present at his assignment or on paid sick leave or paid leave taken pursuant to Section 8.6.

12.5 Supplemental Pay

12.5.1 Coach Stipend For After School Sports

Unit members may apply for and be selected for assignments in the after school sports program. The District shall pay an annual stipend of ~~$1,250~~$1,500 per coaching stipend to each fully credentialed unit member assigned to coach in the after school sports program in addition to the unit member's full-time assignment. Whenever possible, the District shall offer bargaining unit members vacant coaching positions in the after school sports program before employing non-bargaining unit walk-on coaches.

12.5.2 Middle School Athletic Director

The District shall pay an annual stipend of $3,000 to a unit member performing the duties of a Middle School Athletic Director as described in Appendix ___.

12.5.3 Home Teachers

The regular classroom teacher of a child needing home teaching shall have the first right of refusal for the home teaching assignment. The District shall pay home teachers at the rate described in Section ~~12.5.3~~12.5.4.1, Student Extended Instructional Day Programs.

12.5.4 Extended Duty Pay

12.5.4.1 Student Extended Day Instructional Programs

The District shall compensate unit members at the rate of ~~forty-two dollars ($42.00)~~forty-six dollars ($46.00) per hour for instructing students in core instructional programs outside the regular student school day or instructing staff in best practices outside the unit members' work day ~~in the District's Literacy Academy and other student extended day instructional programs~~. For the purpose of this Section, the word "student" shall include Pre-Kindergarten students, TK-8 students, and adult students.

12.5.4.2 Extended, Non-Instructional Extra Duties

The District shall pay a unit member ~~thirty-five dollars ($35.00)~~thirty-eight dollars ($38.00) per hour for extended,

non-instructional extra duties performed beyond their regular unit member duties.

12.5.5 Stipend For Intermediate Band Director

Effective on first unit member work day of the 2015-2016 school year, the District shall pay an Intermediate School Band Teacher a stipend of $2,500 for the implementation of an After School 6th Grade Band Program consisting of participant recruitment, twice weekly after school practice sessions and a culminating April/May evening concert. The After School 6th Grade Band Program shall commence in October of the school year and culminate after the April/May concert event.

In addition, the District shall pay an Intermediate School Band Teacher a stipend of $1,000 for the implementation of all extracurricular band functions which shall include weekend band competitions, travel, and school evening band events.

12.5.6 School Modernization, Construction, Maintenance, And/Or Carpet Replacement

The District shall pay each eligible unit member one of the stipends described in this Section for time the unit member is required to pack and unpack classroom supplies, books, and equipment in preparation for a school modernization, construction, maintenance, and/or preparation for carpet replacement. No unit member shall be compensated, however, for packing prior to the summer shutdown and/or unpacking/preparing the unit member's classroom/work space prior to the start of school in August/September.

To be eligible for one of the stipends described in this Section, a unit member must perform substantially all the duties in a category, must complete and sign the District form verifying the performance of the duties, and must submit the signed form to the site administrator. The site administrator shall validate the performance and submit the form to the Deputy Superintendent for Business Services.

Description Of Unit Member's Duties	Stipend
Temporarily Vacating Room: Unit member prepares to vacate classroom/work space on a temporary basis. Unit member packs and labels all books/materials/computers/equipment, removes all books / materials / computers / equipment from built-in cabinets and closets. Unit member removes all items from the walls and prepares a room map indicating the preferred location of the furniture after the modernization, construction, maintenance, and/or carpeting work is completed. Unit member unpacks and prepares classroom after the work is completed.	$400.00
Preparation For Carpet Replacement: Unit member packs and labels all books, equipment and/or materials *unless* the items are stored in stationary, built-in cabinets or enclosed cabinets moveable with a furniture dolly. Unit member removes all items from the walls and prepares a room map indicating the preferred location of the furniture after the modernization, construction, maintenance, and/or carpeting work is completed. Unit member unpacks and prepares the classroom after the work is completed.	$200.00
Removing Personal Items: Unit member removes all personal items from the work site and removes all items posted on the walls. Unit member prepares a room map indicating the preferred location of the furniture after the modernization, construction, maintenance, and/or carpeting work is completed. Materials, books and equipment are packed/stacked by District classified employees	No Stipend
Sorting/Organizing: Unit member spends time sorting and reorganizing the unit member's instructional materials and/or personal materials.	No Stipend

12.5.7 Substituting During Preparation Periods

12.5.7.1 At the request of the site administrator, any unit member assigned to an intermediate school may volunteer to substitute for an absent unit member during the volunteering unit

member's prep time. The site administrator shall equitably distribute the substitute opportunities.

12.5.7.2 Volunteering unit members shall be compensated for substitute teaching during their prep period at the rate of pay established in Section 12.5.~~4~~3.1 ~~and 12.5.3.2~~ of this Agreement. The unit member shall submit a timecard to the site administrator who will process it.

12.5.8 Compensation For Peer Review And Support Program

Effective on first unit member work day of the 2015-2016 school year, this section ~~12.5.7~~12.5.8 shall be revised to read as follows:

12.5.8.1 Joint Panel Members

Article 20 defines Joint Panel members. For each hour a member of the Joint Panel participates in the Joint Panel meetings described in Article 20, the District shall pay the unit member at the hourly rate set forth in Section ~~12.5.3.2~~12.5.4.2.

12.5.8.2 Consulting Teachers

Article 20 defines a "Consulting Teacher" and defines the Consulting Teacher's duties.

For each school year a unit member is selected and assigned by the Peer Review Joint Panel, the unit member must complete a collaborative log for each work session the unit members facilitates with a Participating Teacher. Collaborative logs will be turned in to the Human Resources Department; however, no more than two logs may be turned in per week. The District shall pay the unit member the hourly rate described in Section 12.5.3.2 for each log submitted in compliance with this section.

Instead of selecting a bargaining unit member as a Consulting Teacher, the Joint Panel may recommend that the Assistant Superintendent – Human Resources, employ a retired teacher to perform the Consulting Teacher duties described in Article 20.

12.5.9 Faculty Associate Stipend

For performing the posted duties, Faculty Associates shall be paid an annual stipend of two thousand dollars ($2,000). This annual stipend shall be incorporated into the unit member's annual compensation

reported to STRS and shall be prorated for a unit member working less than full time.

12.5.10 Compensation For Bus Supervision

As described in Section 14.3, the Site Administrator may assign unit members to bus supervision. The District shall compensate the unit member at the rate specified in Sections 12.5.3.1 or 12.5.3.2 for any time in excess of a unit member's assigned duties. Fifteen (15) or more minutes shall be recorded on the time card as one (1) hour, thirty (30) or more minutes shall be recorded on the time card as one and one-half (1 1/2) hours.

12.5.11 Uniform Stipends For District Established Meetings And Trainings

Unit members may volunteer to participate in District established meetings and/or trainings scheduled outside the unit member's duty day and duty year as defined by Article 14. When scheduling a meeting or training, the District announcement shall include a statement that a Uniform Stipend either shall or shall not be paid. Effective on first unit member work day of the 2015-2016 school year, unit members selected to attend a Uniform Stipend meeting or training shall be paid one hundred and fifty dollars ($150.00) for each non-duty day and seventy-five dollars ($75.00) for each non-duty half (1/2) day. Unit members selected to attend Uniform Stipend meetings after the end of the regular workday scheduled to end after 6:00 p.m. shall be paid the seventy dollars ($70.00) 1/2 day stipend.

12.5.12 Performance Incentive Awards

If a school qualifies for Performance Incentive Awards as described in Education Code Sections 44650-44654, the District and the Association shall meet and negotiate regarding the distribution of the awarded funds to the unit members assigned to the classroom and other certificated staff at the site during the school year for which the award was granted.

12.5.12.1 School Site Input

Before, beginning and during these negotiations, the negotiating parties will seek input from the unit members assigned to the classroom and other certificated staff at the school site.

12.5.12.2 Default Distribution

If the parties are unable to reach agreement after at least two negotiating sessions, the funds will be distributed to the unit members assigned to the classroom and other certificated staff according to Education Code Section 44653.

12.5.13 Pay For NBPTS Certification and ASHA Certification (Speech)

12.5.13.1 District Stipend

The District shall pay unit members who achieve certification through the National Board of Professional Teaching Standards ("NBPTS") or the American Speech-Language-Hearing Association Certificate ("ASHA") an annual stipend of two thousand dollars ($2,000). This annual stipend will be incorporated into the base pay, and will be prorated for unit members employed less than full-time.

12.5.13.2 Start Date

The NBPTS or ASHA stipend will be paid beginning with the school year following notification to the unit member that NBPTS or ASHA certification has been achieved, and will continue for each year for which NBPTS or ASHA certification is valid.

12.5.13.3 State Of California Stipend

If the unit member receives a State of California NBPTS or ASHA stipend greater than the District stipend defined in this section, the District stipend shall not be paid to the unit member in the same school year in which the unit member receives the State of California stipend.

12.5.14 Technology Mentor Stipend

The District shall pay an annual $500 stipend to at least one unit member at each school site to provide basic troubleshooting maintenance services for classroom technology systems, outside of the regular work day; to facilitate and lead technology professional development at the site; and to represent the site at three District Technology meetings during the school year.

12.5.15 SDC Teacher Stipend

For every school year a unit member is assigned in a pre-kindergarten through sixth grade Special Day Class, the unit member shall receive a stipend of ~~on~~ one thousand dollars ($1,000).

12.6 Summer School Teachers

The District shall pay summer school teachers at the rate of pay described in Section ~~12.5.3~~12.5.4.1, Student Extended Day Instructional Programs.

12.7 Science Camp Teachers

The District shall pay $150 per night, up to four nights, to bargaining unit members who volunteer to teach or supervise students participating in science camp.

12.8 Counselors' Six Step Salary Schedule

12.8.1 Salary Schedule For 2016-2017

Effective on the first unit member work day of the 2016-2017 school year, the District shall create the Counselors' Six Step Salary Schedule. The District shall improve the newly created Salary Schedule by three and one half percent (3.5%) over the 2015-2016 salary schedule for counselor bargaining unit members in active, paid status on the date the Board ratifies this Agreement. The counselors' Salary Schedule shall be entitled "2016-2017 Counselors' Salary Schedule" and shall be attached to this Agreement as Appendix A-3. ~~Counselors shall be paid on a six step salary schedule with the following ratios applied to their placement on the teachers' salary schedule:~~

~~Ratio To Teachers' Salary Schedule:~~

~~Step I~~	~~1.09~~
~~Step II~~	~~1.10~~
~~Step III~~	~~1.11~~
~~Step IV~~	~~1.12~~
~~Step V~~	~~1.13~~
~~Step VI~~	~~1.14~~

12.8.2 Salary Schedule for 2017-2018

Effective on the first unit member work day of the 2017-2018 school year, the Counselors' 2016-2017 Salary Schedule shall be improved by two and one half percent (2.5%). The Counselors' 2017-2018 Salary Schedule shall be attached to this Agreement as Appendix A-4.

12.9 Psychologists' Salary Schedule

12.9.1 Nine Step Schedule

For the duration of this Agreement, psychologists shall be paid according to the following nine-step salary (AB60, steps 4-12):

Experience (years)	Ratio To Teachers' Salary Schedule
1	1.084
2	1.098
3	1.114
4	1.131
5	1.150
6	1.170
7	1.191
8	1.215
9	1.239

12.9.2 Psychologists' Salary Schedule

12.9.2.1 Salary Schedule For 2016-2017 ~~2013-2014~~

Effective on first unit member work day of the 2016-2017 ~~2013-2014~~ school year, the District shall improve the Psychologists' Salary Schedule by three and one half percent (3.5%) over the 2015-2016~~2008-2009~~ salary schedule for psychologist bargaining unit members in active, paid status on the date the Board ratifies this Agreement. The psychologists' salary schedule shall be entitled "2016-2017 ~~2013-2014~~ Psychologists' Salary Schedule" and shall be attached to this Agreement as Appendix A-5~~2~~.

12.9.2.2 Salary Schedule for 2017-2018

Effective on the first unit member work day of the 2017-2018 school year, the Psychologists' 2016-2017 Salary Schedule shall be improved by two and one half percent (2.5%). The Psychologists' 2017-2018 Salary Schedule shall be attached to this Agreement as Appendix A-6.

~~Effective on first unit member work day of the 2015-2016 school year, the District shall improve the Psychologists' Salary Schedule by 4.5% over the 2014-2015 salary schedule for psychologist bargaining unit members in active, paid status on the date the Board ratifies this Agreement. The psychologists' salary schedule shall be entitled "2015-2016 Psychologists' Salary Schedule" and shall be attached to this Agreement as Appendix A-5.~~

~~Until the parties reach an agreement for 2016-2017, the status quo shall be defined by the "2015-2016 Psychologists' Salary Schedule" attached to this Agreement as Appendix A-5.~~

~~One Time Lump Sum For 2014-2015~~

~~No later than August 29, 2014, the District shall pay each psychologist bargaining unit member in active paid status a one-time, lump-sum, non-recurring payment equivalent to 1.0% of the each psychologist bargaining unit member's salary as defined by the 2013-2014 Salary Schedule. This 1.0% one-time payment shall not be placed on the salary schedule. The District shall have no obligation to make a similar one-time payment on any future date. The District shall deduct an appropriate amount from the final pay warrant of a unit member who receives the one-time lump sum payment, fails to complete at least the 139.5 work days required by this Section, and leaves the District prior to the end of the 2014-2015 school year.~~

~~12.8.2.3 One Time Lump Sum For 2013-2014~~

~~No later than January 30, 2014, the District shall pay each psychologist bargaining unit member in active paid status for at least 139.5 work days during the 2013-2014 school year a one-time, lump-sum, non-recurring payment equivalent to 1.0% of each psychologist bargaining unit member's salary as defined by the 2013-2014 Salary Schedule. This 1.0% one-time payment shall not be placed~~

~~on the salary schedule. The District shall have no obligation to make a similar one-time payment on any future date. The District shall deduct an appropriate amount from the final pay warrant of a unit member who receives the one-time lump sum payment, fails to complete at least the 139.5 work days required by this Section, and leaves the District prior to the end of the 2013-2014 school year.~~

12.9.3 Longevity And Advanced Degree Stipends

Psychologists shall be entitled to longevity and advanced degree stipends as provided in Sections 12.1.3 and 12.1.4 of this Agreement.

12.10 Teachers' Salary Schedule

12.10.1 Salary Schedule For 2016~~3~~-2017~~4~~

Effective on first unit member work day of the 2016~~3~~-2017~~4~~ school year, the District shall improve the salary schedule by three and one half percent (3.5%) over the 2015~~08~~-2016~~09~~ salary schedule for bargaining unit members in active, paid status on the date the Board ratifies this Agreement. The salary schedule shall be entitled "2016~~3~~-2017~~4~~ Teachers' Salary Schedule" and shall be attached to this Agreement as Appendix A-1.

~~12.9.2 Salary Schedule For 2014-2015 and 2015-2016~~

~~Effective on first unit member work day of the 2014-2015 school year, the District shall improve the salary schedule by 5.0% over the 2013-2014 salary schedule for bargaining unit members in active, paid status on the date the Board ratifies this Agreement. The salary schedule shall be entitled "2014-2015 Teachers' Salary Schedule" and shall be attached to this Agreement as Appendix A-4.~~

~~Effective on first unit member work day of the 2015-2016 school year, the District shall improve the salary schedule by 4.5% over the 2014-2015 salary schedule for bargaining unit members in active, paid status on the date the Board ratifies this Agreement. The salary schedule shall be entitled "2015-2016 Teachers' Salary Schedule" and shall be attached to this Agreement as Appendix A-6.~~

~~Until the parties reach an agreement for 2016-2017, the status quo shall be defined by the "2015-2016 Teachers' Salary Schedule" attached to this Agreement as Appendix A-65.~~

~~One-Time Lump Sum For 2014-2015~~

~~No later than August 29, 2014, the District shall pay each bargaining unit member a one-time, lump-sum, non-recurring payment equivalent to 1.0% of each bargaining unit member's salary as defined by the 2013-2014 Salary Schedule. This 1.0% one-time payment shall not be placed on the salary schedule. The District shall have no obligation to make a similar one-time payment on any future date. The District shall deduct an appropriate amount from the final pay warrant of a unit member who receives the one-time lump-sum payment, fails to complete at least the 139.5 work days required by this Section, and leaves the District prior to the end of the 2014-2015 school year.~~

~~One-Time, Lump-Sum Payment To Reduce The Effects Of Common Core On OGEA Unit Members~~

~~For the 2014-2015 school year, the District agrees to provide $489,000 of one-time, lump-sum, non-recurring funds to reduce the effects of Common Core on OGEA bargaining unit members. The District shall distribute $44.00 per student to each school site. During a staff meeting at each school site, each school site administrator and the bargaining unit members assigned to the site shall meet to discuss and determine how to utilize the school site funds to reduce the effect of Common Core on OGEA bargaining unit members. This paragraph constitutes a final, full, and complete agreement on OGEA's request to bargain about the effects of the District's non-negotiable decision to implement Common Core. The District's and OGEA's signed agreement is attached as Appendix J and incorporated into the collective bargaining agreement.~~ (Note: The final two sentences were moved to Article 6, section

~~12.9.3~~ ~~One Time Lump Sum For 2013-2014~~

~~No later than January 30, 2014, the District shall pay each bargaining unit member in active paid status for at least 139.5 work days during the 2013-2014 school year a one-time, lump-sum, non-recurring payment equivalent to 1.0% of each bargaining unit member's salary as defined by the 2013-2014 Salary Schedule. This 1.0% one-time payment shall not be placed on the salary schedule. The District shall have no obligation to make a similar one-time payment on any future date. The District shall deduct an appropriate amount from the final pay warrant of a unit member who receives the one-time lump-sum payment, fails to complete at least the 139.5 work days required by this Section, and leaves the District prior to the end of the 2013-2014 school year.~~

12.10.3 Salary Schedule for 2017-2018

Effective on the first unit member work day of the 2017-2018 school year, the Teachers' 2016-2017 Salary Schedule shall be improved by two and one half percent (2.5%). The Teachers' 2017-2018 Salary Schedule shall be attached to the Agreement as Appendix A-2.

12.10.~~43~~ Bargaining History About Payment For 2012-2013 Furlough Days

As a result of the Section 21.3.3 reopener negotiations in 2013, the District paid unit members for five (5) furlough days in 2012-2013. The payments were a one-time, lump sum, non-recurring payment and were not placed on the salary schedule. Prior to June 30, 2013, the District paid each bargaining unit member in active paid status for at least 139.5 work days during the 2012-2013 school year a one-time, lump sum, non-recurring payment equivalent to the dollar amount difference between that bargaining unit member's placement on the 186 work day salary schedule attached as Appendix A-1 (A) and the bargaining unit member's placement on the 2012-2013, 182 day salary schedule attached as Appendix A-1 (D). The District shall have no obligation to make a similar payment on any future date. This paragraph is included to demonstrate the bargaining history from the 2013 reopener negotiations and is not precisely the same language as the 2013 reopener agreement language.

12.11 STRS Defined Supplemental Benefits Plan

This Section became effective July 1, 2002.

Subject to the criteria and limitations stated in Education Code Sections 22119.2, 22905, 22954, and relevant STRS regulations, the following services performed for the District shall be included within the definition of creditable compensation and reported to STRS solely for inclusion in the STRS Defined Supplemental Benefit Plan.

- Supplemental Pay Sections 12.5.1 (Coaches), 12.5.2 (Middle School Athletic Director), ~~12.5.2~~12.5.3 (Home Teachers), ~~12.5.3~~12.5.4 (Extended Duty Pay), 12.5.5 (Intermediate Band Director), 12.5.6 (School Modernization, Construction, Maintenance, and/or Carpet Replacement), ~~12.5.5~~12.5.7 (Substituting During Preparation Periods), 12.5.8 (Peer Review and Support), 12.5.9 (Faculty Associate Stipend), ~~12.5.8~~12.5.10 (Compensation for Bus Supervision), ~~12.5.9~~12.5.11 (Uniform Stipends for District-Established Meetings And Trainings), 12.5.12 (Performance Incentive Awards), 12.5.13 (NBPTS/ASHA), 12.5.14 (Technology Mentor);

- Summer School (Section 12.6);

- Curriculum writing and development;
- Consulting teacher;
- Regular teaching within the school year beyond 1.0 FTE;
- Any other activity mutually agreed in writing by the Superintendent and the President of the Association as an amendment to this provision.

Both the District and the unit member shall make any contributions to STRS required by law.

FOR THE DISTRICT:

Andrew Garcia
Assistant Superintendent
Human Resources

Maria Wetzel
Assistant Superintendent
Educational Services

FOR THE UNION:

Bob Prola
OGEA Bargaining Chair

John Green
CTA Representative

OAK GROVE SCHOOL DISTRICT
OAK GROVE EDUCATORS' ASSOCIATION

TENTATIVE AGREEMENT

June 29, 2016 (1:30 PM)

The Oak Grove School District ("District") and the Oak Grove Educators' Association ("OGEA") have negotiated and reached a Tentative Agreement on this provision of the Memorandum of Understanding ("MOU"). No tentative agreement shall be a final agreement except as a part of a total package agreement between the parties. Both parties agree that final approval of the entire comprehensive agreement is subject to ratification by OGEA bargaining unit and the district. Both parties agree to recommend the total package agreement to their constituents.

ARTICLE 13: HEALTH AND WELFARE BENEFITS

13.1 Benefit Contributions for 2016-2017, 2017-2018, 2018-2019

Effective July 1, 2016, and continuing for the 2016-2017, 2017-2018, and 2018-2019 school years, the District will contribute up to the following maximum amounts per month toward the cost of health benefits for each full-time unit member. Unit members electing coverage with a cost greater than the amount paid by the District in this Section shall have the difference deducted automatically from the unit member's pay.

Plan	2016-2017[1]	2017-2018	2018-2019
Kaiser HMO Plan A			+3.0%
Employee Only	*($627.65[2])* $673.65	$673.65	$693.85
Employee + 1	*($1,255.30)* $1,295.06	$1,295.06	$1,333.91
Employee + 2 Or More	*($1776.25)* $1,832.51	$1,832.51	$1,887.49
Kaiser HMO Plan B			
Employee Only	*($610.37)* $673.65	$673.65	$693.85
Employee + 1	*($1221.80)* $1,295.06	$1,295.06	$1,333,91
Employee + 2 Or More	*($1,728.84)* $1,832.51	$1,832.51	$1,887.49

[1] The District and OGEA will revise this chart to include the numbers demonstrating that effective January 1, 2017, the premiums will be reduced by approximately -4.6%.

[2] The dollar amounts shown in red are the current premiums.

Plan	2016-2017[1]	2017-2018	2018-2019
Blue Cross CA Care			
Employee Only	$690.72	$690.72	$711.44
Employee + 1	$1,448.50	$1,448.50	$1,491.96
Employee + 2 Or More	$1,572.28	$1,572.28	$1,619.45
Blue Cross Prudent Buyer			
Employee Only	$886.07	$886.07	$912.05
Employee + 1	$1,556.71	$1,556.71	$1,603.42
Employee + 2 Or More	$1,572.28	$1,572.28	$1,619.45

The District and OGEA acknowledge the parties may propose changes to Article 13 during the successor contract negotiations in 2019. During the successor contract negotiations, these Section 13.1 shall define the status quo ante for District contributions toward the cost of health benefits for each full-time unit member. Unit members electing coverage with a cost greater than the amount paid by the District in this Section shall have the difference deducted automatically from the unit member's pay.

13.3 Joint District and Association Benefits Advisory Committee

A joint District and Association Benefits Advisory Committee shall evaluate and recommend improvements to the health and dental benefits described in Article 13. After receiving recommendations from the Joint District and Association Benefits Advisory Committee, the District and Association shall meet and negotiate about any improvements or revisions to this Article.

13.4 Dental, Vision, Life Coverage

The District shall pay for the following coverages:

13.4.1 Unit member life insurance in the amount of $10,000.

13.4.2 Unit member only Vision Care.

13.4.3 Unit member and dependent dental insurance. Selection for the dental insurance carrier will be determined by the District after consultation with the Association.

13.5 Coverage for Part-Time Unit Members

Each regular part-time unit member will receive a prorated share of these benefits by the same ratio of the time employed compared to a full-time unit member in the same job classification. Part-time employees shall have the right to purchase additional coverage to a level equal to that provided full-time employees.

13.5.1 Employees hired after June 30, 1995, who work less than a forty percent (40%) contract shall not receive District-funded health and welfare benefits.

13.6 Coverage During Paid Leave

Unit members who are absent on account of illness and who have exhausted their accumulated paid leaves shall continue to receive full insurance coverage to be paid by the employer for that period of illness not to exceed one hundred (100) days following exhaustion of said leave.

13.7 Domestic Partners Health Benefits

The District will provide medical, dental, and vision benefits for registered domestic partners of bargaining unit members to the same extent, and subject to the same terms and conditions, as medical, dental, and vision benefits are available to spouses of unit members under this Agreement. This coverage is conditioned upon the domestic partnership meeting all the criteria of California Family Code Section 297, et seq. and that a valid declaration of domestic partnership has been filed with the Secretary of State pursuant to Family Code Section 297, et seq., registering the domestic partnership. Domestic partners may enroll in the District's medical, dental, and vision plans pursuant to this Section only to the extent that the District's carriers provide such coverage.

13.8 Coverage During Unpaid Leave

Unit members on District approved unpaid leaves of absence shall continue to receive teacher health and welfare benefits for the period of the leaves if they wish to purchase such benefits at the current group rates, to be paid by the unit member to the District one (1) month in advance.

13.9 Coverage During Retirement

The District shall continue to provide retired teachers the opportunity to purchase health and welfare insurance premiums for themselves and their dependents at the current group rates after reaching his/her 55th birthday, providing said teacher has served five (5) consecutive years of service for the employer prior to retirement. Premiums shall be payable to the District one (1) month in advance. A District approved leave shall constitute a year of service for the purpose of eligibility for this benefit.

13.10 Participation in Tax-Sheltered Annuities

Unit members may participate in any tax-sheltered annuity on the approved list of the Office of the County Superintendent and the District shall provide payroll deduction for this purpose upon direction of the unit member.

13.11 Reimbursement for Vehicles

Any unit member required to use his vehicle on District business shall be reimbursed for all miles driven on behalf of the District at the rate established by the Board of Trustees, but in no event at a rate less than the amount allowed by the Internal Revenue Service.

13.12 Reimbursement for Loss to Personal Instructional Property

13.12.1 During the term of this Agreement, the District will establish a program for reimbursement for loss or damage to personal property used for instructional purposes.

13.12.2 The maximum reimbursement for this program shall be ten thousand dollars ($10,000) per year for the bargaining unit, and three hundred dollars ($300) per employee per year.

13.12.3 In order to qualify for reimbursement, the unit member:

(a) must demonstrate the loss is due to theft, fire, water, or vandalism at the school site, and is not due to the unit member's negligence;

(b) must obtain prior approval from the site administrator in writing regarding:

- the use of equipment and/or property for instructional purposes;
- the estimated value and description of the equipment and/or property;
- the period of time the equipment and/or property is expected to be on site; and

(c) must file or assist in filing any necessary police reports.

13.12.4 Personal effects not covered by Sections 13.12.1, 13.12.2, and 13.12.3 are specifically excluded from this provision.

FOR THE DISTRICT:

Andrew Garcia

Assistant Superintendent
Human Resources

Maria Wetzel
Assistant Superintendent
Educational Services

FOR THE UNION:

Bob Prola, OGEA Negotiator

John Green, CTA Representation

OAK GROVE SCHOOL DISTRICT
OAK GROVE EDUCATORS' ASSOCIATION

TENTATIVE AGREEMENT

September 15, 2016

The Oak Grove School District ("District") and the Oak Grove Educators' Association ("OGEA") have negotiated and reached a Tentative Agreement on this provision of the Collective Bargaining Agreement. No tentative agreement shall be a final agreement except as a part of a total package agreement between the parties. Both parties agree that final approval of the entire comprehensive agreement is subject to ratification by OGEA bargaining unit and the District. Both parties agree to recommend the total package agreement to their constituents.

ARTICLE 14: HOURS OF EMPLOYMENT

14.1 Work Day

All unit members shall be at their workstations seven and one-quarter (7-1/4) hours per day exclusive of the lunch period. The workstation is defined as the school site to which the member is assigned on a given day or any other previously authorized place where the member is conducting District business. The workstation shall also be defined as places within the District where members may conduct Association/District business for the purpose of representation described in Sections 6.2, 6.3, 7.6.5, 7.6.10, and 10.11.2.

Psychologists shall work an eight (8) hour day exclusive of thirty (30) minute duty-free lunch.

14.1.1 Leaving Before The End Of The Work Day

Unit members may leave before the end of their workday, as defined in Section 14.1, upon completion of their instructional day, provided that all of their professional obligations are met. These obligations may include meetings with principal, team members, parents, staff, etc.

14.1.2 Check In And Out

Unit members shall be required to check in and out daily in a register maintained at each worksite. The unit member may note the check in and out time in the register. The register shall be located in the school office and shall be maintained at the school site for two (2) years.

14.2 Starting And Ending Times

The District may establish starting and ending times at each school site and work location.

14.3 Supervision Of Students

Site administrators may assign unit members to supervise students. Student supervision shall include, but not be limited to, yard duty, playground duty, noon duty, bus duty, hall supervision, assembly supervision, and during all school-approved student activities conducted during the teacher work day. The site administrator shall give unit members an opportunity to express preferences before finalizing assignments. The site administrator shall equitably distribute student supervision assignments among unit members.

14.4 School Site Common End Of Instructional Minutes ("Banking")

Section 14.4 shall be effective for the 2014-2015 and following school years. The District and OGEA agree that, at each site, parents and students benefit from a common ending time for grades 1-6 instructional minutes.

To accomplish a common ending time for grades 1-6 instructional minutes, the school site administrator may decide, after consulting with the 1-6 teachers at the site, to bank instructional minutes, but only to the extent described in this Section.

For the purpose of this Agreement, "banking instructional minutes" shall mean "extending grade 1-6 instructional minutes by two (2) minutes per instructional day in addition to the maximum number of instructional minutes established in Sections 14.5.2 and 14.6.1. Grade 1-6 instructional minutes may be banked for no more than a total of four (4) instructional days per grade level.

14.5 Unit Member's Instructional Day In Grades TK-3

14.5.1 Transitional Kindergarten and Kindergarten

The instructional day for unit members assigned to kindergarten, including transitional kindergarten, shall be at least 260 instructional minutes and not more than 290 instructional minutes, not including recess. Unit members assigned to kindergarten shall not perform an overlap assignment in primary classes.

On adjusted days, kindergarten, including transitional kindergarten, unit members' instructional day shall be 260 instructional minutes.

Transitional Kindergarten and Kindergarten unit members shall not be eligible to bank hours, and Section 14.4 shall not apply to kindergarten unit members.

14.5.2 Grades 1-3

Depending on the number of adjusted days scheduled as permitted by Section 14.7.1 and 14.7.2, the instructional day for grades 1-3 unit members shall be at least 300 and not more than 305 instructional minutes. On adjusted days, the unit members' instructional day shall be at least 260 and not more than 265 instructional minutes.

14.6 Instructional Time For Grades 4-8

14.6.1 Grades 4-6

Depending upon the number of adjusted days scheduled as permitted by Sections 14.7.1 and 14.7.2, the instructional day for grades 4-6 unit members shall be at least 320 and not more than 325 instructional minutes. On adjusted days, unit members' instructional day shall be at least 260 and not more than 265 instructional minutes.

14.6.1.2 Grades 4-6 Preparation Period

As long as Article 15.2 states that the maximum number of students shall not exceed thirty-two (32) students, the District shall provide and schedule one (1) hour per week of preparation time for ten (10) weeks per school year for grades 4-6 and unit members. Unless the unit member has the site administrator's prior approval, the unit member shall remain on site during the preparation period.

14.6.2 Grades 7-8 (Intermediate School)

Depending upon the number of adjusted days scheduled as permitted by Section 14.8, the instructional day for grades 7-8 intermediate school unit members shall be at least 250 instructional minutes per day. Unit members assigned full-time to grades 7-8 intermediate school classrooms shall receive one (1) planning and preparation period each day during the regular student instructional periods equivalent to one (1) normal class period. Unless the unit member has the site administrator's prior approval, the unit member shall remain on site during the preparation period. A unit member who volunteers to substitute teach during the unit member's preparation

period shall be compensated pursuant to Article 12.5.4.1, Student Extended Day Instructional Programs.

14.7 Elementary Site Adjusted Days

14.7.1 Scheduling Elementary Site Adjusted Days: Beginning And End Of School Year

During the first five (5) days and the last two (2) calendar weeks of each school year, the District shall schedule adjusted elementary site instructional days. To permit the scheduling of these adjusted days while complying with minimum instructional minutes, the District may extend grades 4-6 unit members' instructional day by three (3) minutes per day up to the maximum number of minutes in Sections 14.5 and 14.6.

14.7.2 Scheduling Elementary Site Adjusted Days: One Specific Day Of Each Week

In addition to the adjusted days described in Section 14.7.1, the District shall designate one (1) specific day of each week as an adjusted day for a total of 33 adjusted days per year. Parent conference days and the adjusted days during the first and last weeks of the school year shall not be included in calculating the number of adjusted days. In the event that the District decides to reduce or increase the number of weeks in the school year, the number of adjusted days per year may vary from 33, but the District shall continue to schedule one Adjusted Day per month during the year for Unit Member Directed Professional Duties. In the event there are five (5) adjusted days in any month, that fifth adjusted day shall be used for a Unit Member Directed Professional Duties.

14.7.3 Elementary Site Unit Member Directed Professional Duties

For elementary site unit members, the District shall designate the time following the adjusted student day on one (1) adjusted day per month for unit member directed professional duties. No District Directed Site Meetings shall be scheduled on this adjusted day following the regular dismissal time.

Unless the unit member has the site administrator's prior approval, the unit member shall remain on the site during the Unit Member Directed Professional Duties.

14.7.4 Elementary Site District Directed Site Meetings

Unit members may be required to attend District Directed Site Meetings.

14.7.4.1 Definition Of District Directed Site Meetings

For elementary site unit members, District Directed Site Meetings shall be defined as general staff meetings and site staff development, including, but not limited to the following: grade level collaboration as professional learning communities (COI), Systematic ELD, PBIS, Constructive Meaning, Common Core Standards ("CCS"), and other District selected professional development.

14.7.4.2 Number Of District Directed Site Meetings

For the 33 adjusted days at elementary sites excluding those defined in 14.7.2, the District may schedule up to three (3) hours per month, in one-hour increments, of District Directed Site Meetings. These District Directed Site Meetings will begin following the end of the adjusted day and afternoon yard duty and/or bus duty. In addition, the District may schedule up to ten (10) hours, in one (1) hour increments, to extend one District Directed Site Meeting per month for up to two (2) hours.

The chart attached as Appendix F, and incorporated into the Agreement, illustrates the parties' agreement on the number and scheduling of District Directed Site Meetings, Unit Member Directed Professional Duties, and Intermediate Department Meetings.

14.8 Intermediate Site Adjusted Days

14.8.1 Scheduling Intermediate Site Adjusted Days: One Specific Day Of Each Week

The District shall designate one (1) specific day of each week as an adjusted day for a total of 33 adjusted days per year. In the event that the District decides to reduce or increase the number of weeks in the school year, the number of adjusted days may vary from 33. If there are five (5) adjusted days in any month, that fifth adjusted day shall be used for Intermediate Site Unit Member Directed Site Meetings.

14.8.2 Intermediate Site Unit Member Directed Department Meetings

In addition to the District Directed Site Meetings described in Section 14.8.3, intermediate site unit members shall schedule at least ten (10) hours of Unit Member Directed Department meetings per year. Unit Member Directed Department Meetings shall be scheduled during one (1) of the adjusted days per month.

14.8.3 Intermediate Site District Directed Site Meetings

The District shall schedule up to six (6) ~~ten (10)~~ hours of District Directed Site Meetings after the last student class on six (6) ~~ten (10)~~ Mondays during the school year. In addition, the District shall schedule District Directed Site Meetings on three (3) of the four (4) adjusted days during each month of the school year. For intermediate site unit members, District Directed Site Meetings shall be defined as general staff meetings and site staff development, including, but not limited to, the following: Department collaboration as professional learning communities (COI), Systematic ELD, PBIS, Constructive Meaning, Common Core Standards ("CCS"), and other District selected professional development.

14.8.4 Remaining Intermediate Adjusted Days

Unit members are responsible for completing their adjunct duties, and adjunct duties take precedence over other activities, such as after school sports or clubs, on the adjusted days with no scheduled site meetings.

14.9 Agendas For District Directed Site Meeting

At least 48 hours before the scheduled District Directed Site Meeting, bargaining unit members may communicate a proposed agenda item to the site administrator by electronic communication or by paper copy. The unit member shall include a description of the issue to be discussed. The site administrator shall determine whether or not the unit member proposed agenda item shall be placed on the next or another District Directed Site Meeting Agenda. By mutual agreement of the site administrator and a unit member, the site administrator may add informational and problem solving items to the agenda. At the end of the three (3) District Directed Site Meetings per month, the site administrator shall schedule at least ten (10) minutes for unit member proposed agenda items. At least twenty-four (24) hours before the meeting, the site administrator scheduling a District Directed Site Meeting shall deliver the agenda to unit members by either electronic correspondence or by paper copy. At sites where unit members do not have District computers, the site administrator shall provide a paper copy.

14.10 Parent Conference Days – TK – 6

~~This Section 14.10 shall be a pilot program for the 2015-2016 school year. Prior to April 1, 2016, the District and OGEA agree to meet and negotiate over whether to confirm or modify the schedule for parent conferences described in this Section. If the District and OGEA do not reach an agreement by April 1, 2016, the status quo ante shall be defined by Sections 14.10.1 and 14.10.2 in the 2013-2016 collective bargaining agreement.~~

14.10.1 Fall Parent Conference/Goal Setting Days

Fall parent conference/goal setting days shall be scheduled during the nine (9) school days during the last week of September and the first week in October of each school year. The nine (9) days shall be adjusted days as defined in Section 14.7.

Unit members shall prepare for and participate in a face-to-face goal setting meeting with each parent, unless the parent requests a telephone conference meeting. At each goal setting conference, unit members shall share with parents the District provided grade level common core standards, the grade level writing anchor paper, and an online, computer scored diagnostic assessment. A concept illustrating a parent conference/goal meeting is attached as Appendix K. As an element of the Fall Parent Conference/Goal Setting days, the District shall not require unit members to prepare formal student report cards or student progress reports.

14.10.2 Winter Parent Conferences

Winter parent conferences shall be scheduled on eight (8) school days at the end of January of each school year. The first day of conference period shall be a student non-attendance/teacher workday, and the seven remaining days shall be adjusted days as defined in Section 14.7. If the unit member has evidence that a student is making progress on the Common Core State Standards, the unit member need not offer a Winter Parent Conference. For each student at risk of retention or not making progress on standards, the unit member shall offer a face-to-face parent conference. The District and OGEA encourage unit members to conduct Winter Parent Conferences via telephone. The Tuesday prior to Winter Parent Conference shall be assigned as the professional day for January.

14.10.3 Report Cards

Unit members shall prepare a report card for all students in January and June of each school year. Although, at any time, unit members

shall respond to parent requests for information about a student's classroom progress, unit members shall be required to prepare report cards only in January and June.

14.10.4 Responsibility To Complete Conferences

If parent conferences cannot be completed during the regularly scheduled parent-conference days, the unit members will complete the conferences on other days.

14.10.5 End Of School Year Report Cards

For all students, the unit member must prepare a report card for distribution on the last school day.

14.11 Adjunct Duties

14.11.1 District Invitations To District Committees

The District shall determine the need for and the mission of District committees. In the event that the District creates a District committee, the District may invite specific bargaining unit members to participate in the committee. If the unit member accepts the District's invitation, the District shall appoint that specific bargaining unit member to the committee. Examples of current District committees are the following: "District Math Committee," the Superintendent's "CTAG Steering Committee," the "GATE Committee," the "PBIS Committee," the "Equity/CEIT/COI Committee," the "District Literacy Committee." At its sole discretion, the District may terminate any committee, may create new committees, and may change the focus, mission, and composition of these committees.

The District will solicit volunteers to participate in District committees. If a bargaining unit member is passionate about a subject, the unit member may seek to be invited to be on a District committee by sharing that interest with the unit member's site administrator. The District reserves the right to determine which bargaining unit members are invited to participate in the District committee.

Although the District shall not provide a substitute teacher, any bargaining unit member may attend these District committees whether or not the bargaining unit member is a member of the committee.

14.11.2 District Required School Site Adjunct Duties

No later than May 15 of each school year, the District, at its sole discretion, shall develop a list of up to eleven (11) required adjunct duties for the following year. The duty "OGEA representative" shall be one of the eleven required adjunct duties at each school.

In the event the District is considering whether or not to require more than eleven (11) required adjunct duties, the District shall give OGEA notice and an opportunity to bargain about the workload impact of the increased number of adjunct duties.

14.11.3 Site Adjunct Duty Advisory Committee

At the option of the bargaining unit members assigned to that site, each school site may elect at least two (2) unit members to act as the site's Adjunct Duty Advisory Committee. The Committee members shall be the site administrator and two (2) bargaining unit members. In addition to the District required adjunct duties and the general site adjunct duties (see Appendix I), the Adjunct Duty Advisory Committee may select up to five (5) adjunct duties for the following school year.

The Adjunct Duty Advisory Committee shall develop the Adjunct Duty list no later than May 31 of each school year. In the event the Adjunct Duty Advisory Committee fails to develop a list of up to five (5) adjunct duties by May 31 of each school year, the adjunct duties for the next school year shall remain the same as the prior school year.

14.11.4 Unit Members Self Select Duties

Prior to the selection of other adjunct duties, OGEA shall give the District the name(s) of the OGEA Site Representative, and the District shall invite bargaining unit members to participate in District Appointed Committees.

During the first two (2) weeks of each school year, bargaining unit members shall self-select adjunct duties. Each bargaining unit member has a professional responsibility to select and perform the self-selected adjunct duties.

The site administrator shall equitably assign adjunct duties to any unit members who do not self-select adjunct duties.

Unit members employed on partial contracts shall perform adjunct duties on a proportional basis.

14.11.5 District And OGEA Adjunct Duty Task Force

Every three (3) years, the District and OGEA intend to form a joint adjunct duty task force to review and/or update the list of optional adjunct duties.

14.12 Night Events And Meetings

In addition to the duties described in Sections 14.1 through 14.11, unit members are responsible on work days for the following duties when assigned by the site administrator: no more than one (1) back-to-school night; and no more than one (1) other parent-teacher activity per year.

14.12.1 Student Social And Recreational Activities

The principal shall ask unit members to volunteer to supervise student social and recreational activities. In the event no unit member volunteers, the principal shall assign the supervision in a fair and equitable manner.

14.13 Work Year Duration

Because of the fiscal crisis during school years 2009-2010 through 2012-2013, the District and OGEA agreed to modify work year contract language for those years. The salary schedule was adjusted to reflect the reduction of unit members' workdays.

Effective August 2013, the work year for unit members assigned to the classroom shall be 186 days; for counselors, 202 days; for psychologists, 202 days. Unit members assigned to the classroom shall instruct students for 180 days, attend staff development for three (3) days, and perform related work duties for three (3) days.

In addition to the regular workday, psychologists may apply up to 80 hours of Related Service work toward satisfaction of the work year requirement. The schedule for Related Service work shall be subject to approval of the Director of Special Education.

14.14 Work During Off-Hours

When a unit member's assigned duties must regularly be performed during hours when school classes are normally not in session, the work day shall be as determined by the unit members and the unit member's supervisor, but

shall not exceed the maximum length of work day of unit members in the schools of the District.

14.14.1 A unit member who is specifically asked by the District to attend and chooses to attend a training on a day outside of the contractual work year or after contract hours shall be compensated pursuant to Article 12.5.11 Uniform Stipends For District Established Meetings and Training. Unit members who are asked to attend a training shall be reimbursed for reasonable expenses pursuant to Board Policy 3350.

A unit member who receives information from the District about training opportunities held on a day outside of the contractual work year or after contract hours and voluntarily chooses to attend is not eligible for compensation or expense reimbursement from the District.

14.15 Altered Schedule

In the event logistical circumstances for a particular grade level or class of a school necessitate a deviation from the usual schedule, the work day for unit members involved will be adjusted to meet the usual time schedule requirements.

14.16 Pilot Program –Release Time For IEP Meetings at SDC Cluster School Sites

14.16.1 On four (4) days per school year, dependent on substitute availability, at school sites that are designated SDC Cluster Schools, the District shall provide and schedule release time to attend IEP meetings (1) for special education unit members assigned to a K-6 SDC and (2) for general education teachers attending an IEP of an SDC student.

14.6.2 This Pilot Program is established pursuant to Article 3 for the duration of this Agreement.

14.176 Bargaining Unit Work Year Calendar

14.176.1 Calendar Advisory Committee

A Calendar Advisory Committee comprised of representatives of OGEA, the District administration, and other bargaining units in the District may be established to make recommendations for school calendars.

14.176.2 Calendar Adoption

The District and OGEA acknowledge the Board of Trustees' right to establish the student instructional calendar. The District and OGEA acknowledge OGEA's right to negotiate about the placement of unit members' duty days on the calendar.

14.18 Substitute Teaching By An ELTP, Coach or Teacher on Special Assignment

An ELTP, Coach or Teacher on Special Assignment who substitute teaches for a half day or more shall be compensated, in additional to regular pay, with a $75.00 stipend per half day or more of substitute teaching.

FOR THE DISTRICT:

Andrew Garcia
Assistant Superintendent
Human Resources

Maria Wetzel
Assistant Superintendent
Educational Services

FOR THE UNION:

Bob Prola

~~John Green~~ Jasmin Miguel

OAK GROVE SCHOOL DISTRICT
OAK GROVE EDUCATORS' ASSOCIATION

TENTATIVE AGREEMENT

September 29, 2016

The Oak Grove School District ("District") and the Oak Grove Educators' Association ("OGEA") have negotiated and reached a Tentative Agreement on this provision of the Memorandum of Understanding ("MOU"). No tentative agreement shall be a final agreement except as a part of a total package agreement between the parties. Both parties agree that final approval of the entire comprehensive agreement is subject to ratification by OGEA bargaining unit and the District. Both parties agree to recommend the total package agreement to their constituents.

ARTICLE 15: CLASS SIZE

~~15.0 Class Size For 2014-2015 And 2015-2016 School Years~~

~~The District and OGEA agree that Sections 21.3.2 and 21.3.3 of the existing collective bargaining agreement do not require either party to agree to reopen Article 15: Class Size. In addition, the District and OGEA acknowledge that the parties did not mutually agree to reopen Article 15: Class Size.~~

~~During March through May 2014, the parties negotiated about the effects of the District's non-negotiable, State mandated decision to implement the *Common Core State Standards System Implementation Plan For California ("Common Core").* As a result of those effects negotiations, the parties agreed to mitigate the effects of implementing Common Core by modifying the existing Article 15: Class Size for the 2014-2015 and the 2015-2016 school years.~~

~~The District and OGEA agree to sunshine proposals for a successor collective bargaining agreement during February 2016 and begin negotiations about the 2016-2017 successor collective bargaining agreement during March 2016. If the District and OGEA do not reach agreement on replacement language for this 2014-2015 and 2015-2016 Article 15: Class Size by April 1, 2016, the parties agree to define class size status quo ante for the 2016-2017 school year as the language attached as Appendix J and incorporated into this 2013-2016 collective bargaining agreement.~~

15.1 Grades TK-3

Pursuant to Education Code Section 42238.02 (d) (3), the parties agree to the alternative annual class enrollment requirements for grades TK-3 as set forth in this Section 15.1. The District shall maintain the following student-teacher ratios in Kindergarten, including Transitional Kindergarten, and grades 1-3:

~~15.1.1 2013-2014 Alternate Ratio~~

~~For the 2013-2014 school year, the student-teacher ratio in grades TK-3 shall be up to 30 to 1. The student-teacher ratio in grades TK-3 may exceed 30 to 1 at any school site(s) as long as the District-wide average does not exceed 30 to 1. If Education Code Section 42238.02 is repealed, unfunded, or substantially modified, the parties agree to reopen negotiations about the student-teacher ratio in grades TK-3 for the 2013-2014 school year.~~

~~If the District and OGEA do not reach agreement on replacement language for this Section and Section 15.1.2 by April 1, 2014, the class size status quo ante for the 2014-2015 school year shall be defined as follows: "Subject to the provisions of Section 15.4 and Education Code Sections 41376 and 41378, the maximum number of students in any class shall not exceed thirty-one (31) students."~~

~~At the District's request, OGEA agrees to reopen negotiations on the TK-3 alternative ratio for 2013-2014 within fifteen (15) days of the establishment of any State audit guidelines or regulations issued by the State Board, or directives from the State Department of Education or State Controller's office that are inconsistent with the language set forth in the CBA.~~

~~15.1.2 2014-2015 Alternate Ratio~~

~~For the 2014-2015 school year, the annual average class student-teacher enrollment ratio for grades TK-3 shall be up to 27 to 1. The student-teacher ratio in grades TK-3 may exceed 27 to 1 at any school site(s) as long as the District-wide average does not exceed 27 to 1. If Education Code Section 42238.02 is repealed, unfunded, or substantially modified, the parties agree to reopen negotiations about the student-teacher ratio in grades TK-3 for the 2014-2015 school year.~~

~~If the District and OGEA do not reach agreement on replacement language for this Section and Section 15.1.3 by April 1, 2015, the class size status quo ante for the 2015-2016 school year shall be defined as follows: "Subject to the provisions of Section 15.4 and Education Code Sections 41376 and 41378, the maximum number of students in any class shall not exceed thirty-one (31) students."~~

~~At the District's request, OGEA agrees to reopen negotiations on the TK-3 alternative ratio for 2013-2014 within fifteen (15) days of the establishment of any State audit guidelines or regulations issued by the State Board, or directives from the State Department of Education or State Controller's office that are inconsistent with the language set forth in the CBA.~~

15.1.1 ~~2015~~-2016-2017 Alternate Ratio

For the ~~2015~~-2016-2017 school year, the annual average class student-teacher enrollment ratio for grades TK-3 shall be up to 26 to 1. The student-teacher ratio in grades TK-3 may exceed 26 to 1 ~~at~~ in any ~~school site(s)~~class as long as the ~~District-wide~~ average TK-3 class enrollment at the school site does not exceed 26 to 1. ~~If Education Code Section 42238.02 is repealed, unfunded, or substantially modified, the parties agree to reopen negotiations about the student-teacher ratio in grades TK-3 for the 2015-2016-2017, or subsequent school year(s).~~

~~If the District and OGEA do not reach agreement on replacement language for this Section and Section 15.1.2 by April 1, 2016, the class size status quo ante for the 2016-2017 school year shall be defined as follows: "Subject to the provisions of Section 15.4 and Education Code Sections 41376 and 41378, the maximum number of students in any class shall not exceed thirty-one (31) students."~~

~~At the District's request, OGEA agrees to reopen negotiations on the TK-3 alternative ratio for 2015-2016 within fifteen (15) days of the establishment of any audit guidelines, regulations issued by the State Board, or directives from the State Department of Education or State Controller's office that are inconsistent with the language set forth in the CBA.~~

~~A history of the previous TK-3 class size language is attached as Appendix G. The parties agree that Appendix G is provided as a historic reference to the prior agreements about TK-3 class size, and the parties agree that Appendix G shall not be used to interpret the language of this Agreement.~~

15.1.2 2017-2018 Alternate Ratio

For the 2017-2018 school year, the annual average class student-teacher enrollment ratio for grades TK-3 shall be up to 25 to 1. The student-teacher ratio in grades TK-3 may exceed 25 to 1 in any class as long as the average TK-3 class enrollment at the school site does not exceed 25 to 1.

If Education Code Section 42238.02 is repealed, unfunded, or substantially modified, the parties agree to reopen negotiations about the student-teacher ratio in grades TK-3 for the 2017-2018 school year(s). If the District and OGEA do not reach agreement on replacement language for this Section and Section 15.1.3 by May 1, 2017, the class size status quo ante for the 2017-2018 school year shall be defined as follows: "Subject to the provisions of Section 15.4 and Education Code Sections 41376 and 41378, the

maximum number of students in any class shall not exceed thirty-one (31) students."

At the District's request, OGEA agrees to reopen negotiations on the TK-3 alternative ratio for 2017-2018 within fifteen (15) days of the establishment of any audit guidelines, regulations issued by the State Board, or directives from the State Department of Education or State Controller's office that are inconsistent with the language set forth in the CBA.

15.1.3 2018-2019 Alternate Ratio

For the 2018-2019 school year, the annual average class student-teacher enrollment ratio for grades TK-3 shall be up to 24 to 1. The student-teacher ratio in grades TK-3 may exceed 24 to 1 in any class as long as the average TK-3 class enrollment at the school site does not exceed 24 to 1.

If Education Code Section 42238.02 is repealed, unfunded, or substantially modified, the parties agree to reopen negotiations about the student-teacher ratio in grades TK-3 for the 2018-2019 school year. If the District and OGEA do not reach agreement on replacement language for this Section by April 1, 2018, the class size status quo ante for the 2018-2019 school year shall be defined as follows: "Subject to the provisions of Section 15.4 and Education Code Sections 41376 and 41378, the maximum number of students in any class shall not exceed thirty-one (31) students."

At the District's request, OGEA agrees to reopen negotiations on the TK-3 alternative ratio for 2018-2019 within fifteen (15) days of the establishment of any audit guidelines, regulations issued by the State Board, or directives from the State Department of Education or State Controller's office that are inconsistent with the language set forth in the CBA.

15.1.4 OGEA and the District agree to reopen Article 15.1 Grades TK-3 regarding class size if, before November 30, 2016, the District, at its sole discretion, concludes that a change(s) in anticipated revenue negatively impacts the District's ability for the term of this Agreement to sustain the current educational program, including TK-3 class size as described above.

15.1.5 A history of the previous TK-3 class size language is attached as Appendix G. The parties agree that Appendix G is provided as a historic reference to the prior agreements about TK-3 class size, and the parties agree that Appendix G shall not be used to interpret the language of this Agreement.

15.2 Grades 4-6

Subject to the provisions of Section 15.4 below, the maximum number of students in any class shall not exceed thirty-two (32) students.

15.3 Grades 7-8

Subject to the provisions of Section 15.4 below, the maximum number of students in any English language arts, math, social studies, English Language Development, or science class shall not exceed thirty-five (35) students. No unit load shall exceed one hundred seventy-five (175) students per day unless approved by the unit member and the Association.

15.4 Pupil Placement Funds

The term "pupil placement funds" is defined as money provided to unit members whose classrooms exceed the maximums set forth in Sections 15.1 through 15.3.

If the District must place students in a classroom that already has the maximum number of students as set forth in Sections 15.1 through 15.3, the District shall provide excess pupil placement funds as described below.

15.4.1 Pupil Placement Funds – Grades TK-3

15.4.1.1 Pupil Placement Funds

Effective August 2014, the District shall pay unit members excess pupil placement funds in the following amounts:

- $10.00 per day for the 28th student;
- $20.00 per day for the 29th student;

15.4.1.2 Pupil Placement Funds – Grades TK-3 – 2017

Effective August 2017, the District shall pay unit members excess pupil placement funds in the following amounts:

- $10.00 per day for the 26th student;
- $20.00 per day for the 27th student;

15.4.1.3 Maximum Number Of Students

The number of students in an individual classroom may not exceed twenty-nine (29). Effective beginning with the 2017-2018 school year, the number of students in an

individual TK-3 classroom may not exceed twenty-seven (27).

15.4.1.4 Combination Classes In Grades TK-3

To the extent possible, the District will do its best to avoid scheduling combination classes.

For each classroom in which the District assigns, after October 1 of the school year, a combination of grade Transitional Kindergarten, Kindergarten, and 1-3 students, the District shall pay the unit member assigned to that classroom a ~~$250.00~~$450.00 annual stipend. The "Combination Class Stipend" shall be paid as part of the unit member's December paycheck.

In addition, depending on substitute availability, a unit member assigned to a combination class may have up to two (2) release days during the school year for planning and preparation.

15.4.2 Pupil Placement Funds – Grades 4-6

15.4.2.1 Pupil Placement Funds

~~Effective August 1, 2014, t~~The District shall pay unit members excess pupil placement funds in the following amounts:

- $10.00 per day for the 33rd student;
- $20.00 per day for the 34th student.

15.4.2.2 Maximum Number Of Students

The number of students in an individual classroom may not exceed thirty-four (34).

15.4.2.3 Combination Classes In Grades 4-6

To the extent possible, the District will do its best to avoid scheduling combination classes.

For each classroom in which the District assigns, after October 1 of the school year, a combination of grade 4-6 students, the District shall pay the unit member assigned to that classroom a ~~$350.00~~$500.00 annual stipend. The "Combination Class Stipend" shall be paid as part of the December paycheck.

In addition, depending on substitute availability, a unit member assigned to a combination class may have up to two (2) release days during the school year for planning and preparation.

15.4.3 Pupil Placement Funds – 7-8 Grades

~~Effective August 1, 2014, t~~The District shall pay excess pupil placement funds in the following amounts to unit members assigned to in any English language arts, math, social studies, English Language Development, or science class that exceeds thirty-five (35) students:

- $2.00 per period for the 36th student;
- $2.00 per period for the 37th student.

15.4.4 Excess Pupil Placement

The first three (3) weeks of the school year are set aside for readjustment and realignment of class loads, and the accounting for excess pupil placement funds begins on the fourth Monday of the school year. Additionally, the District's obligation to pay excess pupil placement funds arises only after the "excess pupil" has been on the register in a particular classroom for five (5) school days. Upon the sixth day of enrollment in a class, the District's obligation to pay excess pupil placement funds is retroactive to the first date of the excess pupil's enrollment in that classroom.

The District's obligation to pay excess pupil placement funds shall not exceed ~~three~~ four thousand ~~seven hundred~~ dollars ~~($3,700)~~($4,000) per classroom.

15.5 Laboratory Classes

The number of students assigned to Laboratory Classes at the Intermediate School shall not exceed the number of available work stations. For the purpose of this Section, a "work station" shall be defined as a student work or study station and a "laboratory class" shall be defined as cooking, computer/technology, art, exploratory, and shop classes.

15.6 Classroom Vocal Music Instruction

Class size for vocal music instruction shall be determined by the music teachers and the Director of Curriculum/Instruction.

15.7 Instrumental Music Instruction

The teaching load of an instrumental music teacher shall not exceed two hundred fifty (250) students for scheduled instruction except at the request of the music teacher.

15.8 Special Day Classes

The District shall utilize the Special Education Local Plan Agency (SELPA) placement guidelines for Special Day Classes. The Director of Special Education shall establish a committee of Special Education teachers and site administrators to review the staffing ratio of Special Day classes. The District shall schedule at least one (1) Instructional Aide throughout the student instructional day, or two (2) partial day Instructional Aides so that the SDC teacher is never scheduled to be alone with students.

15.8.1 Criteria For Placement

The current criteria for determining placement shall be:

15.8.1.1 Range and severity of handicaps.

15.8.1.2 Age and behavioral variables of student.

15.8.1.3 Extent of need for individual instruction.

15.8.1.4 Staff competencies and number of special education staff at the site.

15.8.1.5 Amount of time individuals enrolled in special classes participate in regular classrooms.

15.8.1.6 Density of school population.

15.8.1.7 Current class size.

15.8.2 Mainstreamed Students Counted

Special Day students mainstreamed into elementary classrooms for fifty percent (50%) or more of the day shall be counted for purposes of Sections 15.2 through 15.7.

15.8.3 Staffing Ratio For Classes For Students With More Intensive Educational Needs

The District shall make a reasonable effort to maintain the following teacher/student ratio in SDC/SH (Special Day Class/Severely Handicapped) classes for students with more intensive educational needs:

	Norm	High	Cap
SH – Autistic (two (2) instructional assistants)	8	11	12
SH – Low Functioning (two (2) instructional assistants)	10	14	15
SH – Emotionally Disturbed (two (2) instructional assistants)	8	11	12

The District shall monitor the teacher/student staffing ratio, and shall consider the available options to maintain the ratio at the norm and at or below the high level. Upon the request of the affected unit member, the District will provide information about the reason for the high ratio, anticipated duration, and the District's reasonable efforts to maintain the staffing ratio.

15.8.3.1 Pupil Placement Funds For SDC/SH

The District shall pay unit members assigned to an SDC/SH class excess pupil placement funds in the following amounts:

- $20.00 per day for the 12th student in an SH-Autistic class;
- $20.00 per day for the 15th student in an SH-Low-Functioning Class;
- $20.00 per day for the 12th student in an SH-ED class.

15.9 Speech And Language Therapists Case Load

Unless the State Superintendent of Public Instruction has granted prior written approval, caseloads for full-time speech and language specialists shall not exceed the limits established by Education Code Sections 56363.3 and 56441.7(a). The parties acknowledge that Education Code Section 56363.3 currently states, "The average caseload for language, speech, and hearing specialists in special education local plan areas shall not exceed 55 cases, unless the local plan specifies a higher average caseload and the reasons for the greater average caseload." The parties acknowledge that Education Code Section 56441.7(a) currently states, "The maximum caseload for a speech and language specialist providing services exclusively to individuals with exceptional needs, between the ages of three and five years, inclusive, as defined in Section 56441.11 or 56026, shall not exceed a count of 40."

15.10 Resource Specialist/Teacher Caseload

The caseload for resource teachers shall comply with guidelines established by the SELPA. No resource specialist or teacher shall have a caseload that exceeds 28 to 1.

15.11 Special Education Joint Committee

The District and the Association agree to convene a committee to listen to the ideas and suggestions of special education unit members regarding special education unit members' working conditions and the delivery of special education services.

FOR THE DISTRICT:

Andrew Garcia
Assistant Superintendent
Human Resources

Maria Wetzel
Assistant Superintendent
Educational Services

FOR THE UNION:

Bob Prola
OGEA Bargaining Chair

John Green
CTA Representative

OAK GROVE SCHOOL DISTRICT
OAK GROVE EDUCATORS' ASSOCIATION

TENTATIVE AGREEMENT

June 9, 2016

The Oak Grove School District ("District") and the Oak Grove Educators' Association ("OGEA") have negotiated and reached a Tentative Agreement on this provision of the Collective Bargaining Agreement. No tentative agreement shall be a final agreement except as a part of a total package agreement between the parties. Both parties agree that final approval of the entire comprehensive agreement is subject to ratification by OGEA bargaining unit and the District. Both parties agree to recommend the total package agreement to their constituents.

ARTICLE 16: SAFETY CONDITIONS

16.1 Working Conditions

Every effort shall be made to maintain healthful and safe conditions in all classrooms. Teachers shall not be required to work under unsafe conditions or to perform tasks that endanger their health, safety, or well-being.

16.1.1 It shall be the responsibility of unit members to report unsafe, hazardous, unsanitary conditions, or conditions of extreme discomfort as determined by the unit member as soon as possible to the building supervisor who shall report the condition to the District.

16.1.2 Unsafe, hazardous, or unsanitary conditions shall be corrected as soon as possible.

16.1.3 In the event a hazardous, unsafe, or unsanitary condition exists within a school making it necessary to dismiss students, teachers will not be required to remain in the building but may be reassigned to other instructional activities.

16.1.4 Emergency phone numbers for fire, police, ambulance, and the nearest hospital shall be prominently posted at, or on, each District telephone on school premises that is likely to be used by unit members for emergency calls.

16.2 Joint Work Group On Safety

16.2.1 The District and Association will establish a Joint Work Group on teacher safety. The Work Group shall consist of three (3)

appointees from each party, with the chair selected by the majority of the Group.

16.2.2 The purpose of the Work Group shall be to:

16.2.2.1 Review complaints and concerns regarding bargaining unit safety that are submitted to the Group by individual teachers and Association.

16.2.2.2 Publish annually a handbook for teachers covering all the provisions regarding student discipline, including the Education Code, Board Policy, and Administrative Regulations. This will be republished when updated.

16.2.2.3 Recommend appropriate site training for teachers and administrators concerning student discipline and teacher safety.

16.3 Disclosure Of Student Discipline

Based on any written records that the District maintains or receives from a law enforcement agency or another District regarding a student described in California Education Code Section 49079, the District shall provide unit members with information about each student who has caused or attempted to cause serious bodily injury or injury to another person. Any information received by a unit member pursuant to this provision shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the unit member.

FOR THE DISTRICT:

Andrew Garcia
Assistant Superintendent
Human Resources

Maria Wetzel
Assistant Superintendent
Educational Services

FOR THE UNION:

Bob Prola

~~John Green~~ Jasmin Miguel

OAK GROVE SCHOOL DISTRICT
OAK GROVE EDUCATORS' ASSOCIATION

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ARTICLE 17: ORGANIZATIONAL SECURITY

17.1 Right To Organize

Employees shall have the absolute right to form, join, or participate in the organization(s) of their choice. Employees shall not be required as a condition of employment to pay dues to any organization that they have not freely and voluntarily agreed to pay. Employees shall elect to be either dues paying members of the Association or service fee payers.

17.2 Fee Deductions

Further, the District agrees to deduct from the pay of any employee of the District, whether they are or are not members of the Association, such dues or fees on the prescribed form provided by the District and Association.

17.3 Duration Of Membership

Employees of the unit who are dues paying members of the Association during the term of this Agreement shall be required to maintain membership for the duration of this Agreement. Nothing contained in this Agreement, however, shall deprive the employee of the right to terminate his obligation to the employee organization within a period of thirty (30) days after the expiration of this Agreement.

17.4 Authorization Of Deductions

Any unit member may sign and deliver to the District an assignment authorization deduction of unified membership dues, initiation fees, general assessments in the Association, or a service fee. Such authorization shall continue in effect unless revoked in writing. Pursuant to such authorization,

the District shall deduct one tenth (.10) of such dues or service fee from the regular salary check of the unit member each month for ten (10) months. Deductions for unit members who sign such authorization after the commencement of the school year shall be prorated.

17.5 Remittance Of Deductions

With respect to all sums deducted by the District pursuant to authorization of the unit member, whether for membership dues or service fee, the District agrees promptly to remit such monies to the Association accompanied by an alphabetical list of unit members for whom such deductions have been made.

17.6 Fulfillment Of Provisions

The Association agrees to furnish any information needed by the District to fulfill the provisions of this Article.

17.7 Other Deductions

Upon appropriate written authorization from the unit member, the District shall deduct from the salary of any unit member and make appropriate remittance for annuities, credit union, savings bonds, charitable donations, or any other plans or programs jointly approved by the Association and the District.

17.8 Agency Fee

17.8.1 Any bargaining unit member who is not a member of the Association, or who does not make application for membership within thirty (30) days from the date of commencement of assigned duties within the bargaining unit, shall become a member of the Association or pay to the Association a service fee as determined by the Association in an amount not to exceed the standard initiation fee, unified dues, and general assessments of the Association, payable to the Association in one lump sum cash payment in the same manner as required for the payment of membership dues, provided, however, that the unit member may authorize payroll deduction for such service fee in accordance with Section 17.4 of this Article. Upon request, the Association shall rebate the difference between the amount of dues and the amount of the service fee.

17.8.2 Unit members have the right to pay the service fee directly to the Association; but if the Association notifies the District that the unit member has not paid the fee or authorized a payroll deduction, the District shall immediately begin payroll deduction as provided in

Education Code Section 45061. For the duration of this Agreement, those who choose to pay directly to the Association will pay annual dues by September 30. As required by state and federal law and regulation, the Association shall provide unit members with notice and an explanation of the service fee and the appeal procedure.

17.8.3 Before beginning automatic payroll deduction, the Association will certify to the District in writing that:

17.8.3.1 The unit member whose pay is to be affected by the deduction has:

- Refused to join the Association;
- Refused to tender the amount of the service fee as defined in this Article; and
- Not established entitlement to exemption under Section 17.8.5 of this Article; and

17.8.3.2 The Association is complying with current law and regulations regarding the rights of, and financial disclosure to, fee payers.

17.8.4 The written certification of Section 17.8.3 above shall be a condition precedent to the District's collection of the service fee.

17.8.5 If a bargaining unit member has a bona fide religious objection to payment of the service fee, he/she shall contribute an amount equal to the service fee to a recognized charitable organization that shall be a non-religious, non-labor organization exempt from taxation under Section 503(c)(3) of Title 26 of the Internal Revenue Code. The unit member shall contribute an amount equal to the service fee to one of the following recognized charities: (a) the March of Dimes; (b) the Foundation to Assist California Teachers (FACT); (c) the Santa Clara County Children's Shelter; (d) the American Cancer Society; (e) United Way; and (f) the American Heart Association.

17.8.6 The Association shall indemnify and hold the District harmless from any court action and/or administrative action before the Public Employment Relations Board challenging the legality or constitutionality of the organizational security provision of this Agreement or their implementation. The Association also agrees to pay to the District all attorneys' fees and legal costs incurred in defending against such actions. The Association shall have the

exclusive right to decide and determine whether any such action or proceeding shall or shall not be compromised, resisted, defended, tried, or appealed.

FOR THE DISTRICT:

Andrew Garcia
Assistant Superintendent
Human Resources

Maria Wetzel
Assistant Superintendent
Educational Services

FOR THE UNION:

Bob Prola

~~John Green~~ Jasmin Miguel

OAK GROVE SCHOOL DISTRICT
OAK GROVE EDUCATORS' ASSOCIATION

TENTATIVE AGREEMENT

June 9, 2016

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ARTICLE 19: SHARED ASSIGNMENTS

19.1 Shared Assignment Informational Meeting

At least once each school year, the District and OGEA shall invite interested unit members to a shared assignment informational meeting. At this meeting, the District and Association shall explain the requirements for shared assignments and present examples of successful shared assignment models.

19.2 Shared Assignment Proposals

Shared assignment proposals must be mutually agreed upon by the supervising administrator, the affected certificated unit members, and the Superintendent prior to being submitted to the Governing Board. Each proposal shall include the following elements:

19.2.1 The instructional design of the program, instructional approaches, methods, and basic materials (i.e., reading texts) are to be specified for each curricular area.

19.2.2 The specific work site of the shared assignment.

19.2.3 Individual work calendars showing the specific days and times each participant will work for the entire year. (Use the prior year's calendar as a sample if the new calendar has not been adopted.)

19.2.4 Designated times for participants to meet with each other, with fellow unit members or with other unit members (e.g., support staff) to confer about student progress, to diagnose student needs, and to establish working relationships.

19.2.5 Attendance at faculty and/or departmental meetings.

19.2.6 A plan for parent-unit member conferences and completion of written Pupil Progress Reports.

19.2.7 A written rationale regarding benefits to the educational program for students.

19.2.8 A plan to ensure consistent classroom management. Consistent classroom management includes: (1) behavior and discipline standards; (2) methods by which classroom assignments will be given, collected, and evaluated; (3) methods by which students' progress will be monitored and recorded; and (4) methods by which unit members communicate daily information about students.

19.2.9 Provisions for communicating with parents and appropriate school personnel.

19.3 Eligibility For Participation

Unit members may participate in the Shared Assignment Program.

19.3.1 Team Proposal

Two (2) unit members may submit a proposal for a shared assignment as a team.

19.3.2 Individual Proposal

If a unit member has not identified the other team member for a shared assignment proposal, the unit member may submit the proposal individually, and request that the District post and/or consider a non-bargaining unit member for the shared assignment.

19.3.3 Posting/Non-Unit Members

The District may consider non-bargaining unit candidates for the shared assignment during the same period of time that the shared assignment is posted for bargaining unit candidates. If the District employs a non-unit member, the team must submit a shared proposal and must comply with the proposal timelines described in Section 19.4.

19.3.4 Unpaid Leave Of Absence/Temporary Replacement

If a permanent unit member submits an individual proposal for a shared assignment and the District employs a non-bargaining unit candidate as described in 19.3.3, the District shall place the permanent unit member on an unpaid temporary leave replacement unit member.

19.4 Timelines

To be eligible for a shared assignment for the following school year, the unit member must submit a written shared assignment proposal to the supervising administrator no later than March 15. To be eligible for a shared assignment for the second semester of the following school year, the unit member must submit a written shared assignment proposal to the supervising administrator no later than September 15. To reject the shared assignment proposal, the supervising administrator shall provide a written rejection statement including the basis for the rejection no later than April 15 or October 15. If a proposal is rejected, the unit members shall have the opportunity to rewrite and submit the proposal no later than April 30 or October 30. No later than May 10 or November 10, the supervising administrator shall provide a written approval or rejection notice to the unit member. All approved proposals must be submitted to the Human Resources Department no later than May 15 or November 15.

19.5 Shared Duties And Responsibilities

Unit members participating in a shared assignment shall perform all duties and responsibilities routinely assigned to unit members within a school or department which include and are not limited to the following:

19.5.1 At the discretion of the participating unit members, one or both unit members shall attend all pre-service orientation days, Back-To-School and Open House Nights, and Fall and Spring Parent Conference Days on the same basis as full-time unit members.

19.5.2 The unit member on duty shall attend scheduled faculty department meetings and required in-service meetings unless otherwise directed by the administrator or the Superintendent. Unit members sharing an assignment are responsible for communicating all information disseminated in meetings and in-services.

19.5.3 Unit members shall equitably share non-teaching duties.

19.5.4 Unit members shall agree on retention recommendations following established District promotion and retention practices. Unit members shall jointly conduct parent conferences. With the site administrator's approval, one (1) unit member may conduct the conference as long as the other unit member prepares appropriate backup information for the conference.

19.6 Salary Benefits

19.6.1 Each participating unit member will receive a salary prorated at the percentage of a full-time salary that the participant's assignment is related to a full-time assignment.

19.6.2 Participants in a half-time shared contract will receive one (1) year of credit toward advancement on a salary schedule for every two (2) years of employment in a half-time shared assignment. Participants in other than a half-time shared contract will receive credit toward advancement on the salary schedule that is prorated at the percentage that the participant's assignment is related to a full-time assignment.

19.7 Fringe Benefits

19.7.1 Health and welfare benefits, leave benefits, and STRS contributions shall be prorated at the percentage that the participant's assignment is related to a full-time assignment.

19.7.2 Each participating unit member may maintain full health and welfare benefits by paying any additional premium quarterly in advance.

19.8 Requests To Return To Full-Time Assignment

A unit member who, immediately prior to accepting a shared assignment, was a full-time unit member, shall have the right to return to a full-time certificated position at the beginning of the following school year.

19.8.1 If, due to declining enrollment or to the reduction of services, the unit member's previously held position is no longer available, then the unit member shall be assigned to a position in accordance with appropriate provisions of Article 11 of the Agreement.

19.8.2 This Shared Assignment Program does not preclude a unit member from receiving a layoff notice under California Education Code Section 44955.

19.9 Number Of Shared Assignment Contracts

The number of shared assignments will be at the discretion of the site administrator/program manager with the approval of the Superintendent.

19.10 Duration Of Shared Assignment Program

Shared assignments shall be approved for one (1) year or one (1) semester. The shared assignment may be renewed annually with the approval of the

supervising administrator, Assistant Superintendent or designee, and the Superintendent.

19.10.1 Certificated staff participating in the Shared Assignment Program will be placed on "shared assignment leave" for the duration of the shared assignment.

19.11 Superintendent's Committee

Prior to May 15 and November 15, the Superintendent shall appoint a committee to review all shared assignment proposals approved by the supervising administrators. The committee shall recommend approval, conditional approval, or denial of each shared assignment proposal.

19.11.1 Approval

If the committee recommends approval, the committee shall submit the proposal to the Superintendent for approval.

19.11.2 Conditional Approval

If the committee recommends "conditional approval," the committee shall return the proposal to the team along with a written explanation of required modifications or improvements.

19.11.3 Denial

If the committee recommends "rejection or denial," the committee shall return the proposal along with a written explanation of the required modifications and improvements. The unit members shall have one opportunity to revise and resubmit the proposal for reconsideration by the committee. After reconsidering the proposal, the committee may recommend "rejection or denial" and give the unit members a written explanation.

19.11.4 The Superintendent shall review all proposals recommended by the committee for approval and present his recommendations to the Board of Trustees for confirmation. The Board of Trustees' decision shall be final.

19.12 Substituting

19.12.1 When one (1) member of a shared assignment team is absent for illness or other paid leave, the remaining team member is encouraged to take over full-time for the period of absence, subject to the provisions of Section 19.12.3.

19.12.2 Changes in the individual work calendar (Section 19.2.3) days to cover such absences, other than illness, shall be approved by the administrator and limited to five (5) such days for each member of the team.

19.12.3 When a member of a shared assignment team is on an unpaid leave of absence and the remaining team member agrees to assume full-time teaching responsibilities for the assignment during the unpaid leave, the remaining member shall receive his regular per diem rate of pay and all regular benefits that accrue to full-time unit members.

19.13 STRS Contribution

Unit members on shared assignments will contribute to the State Teachers Retirement System and will receive pro rata credit for years of service toward retirement. The District will continue its contributions at the prorated basis.

19.14 Tenure

Shared contract status shall not constitute a break in service.

19.15 Time Sharing

Unit members may share an assignment if the proposed assignment is compatible with scheduling requirements and ensures consistency of the instructional program.

19.16 Workers' Compensation

Workers' compensation benefits shall be paid in accordance with existing law.

19.17 General Provisions

19.17.1 Both participants will assume full responsibility for the assignment including responsibility for students. Parent-unit member conferences and written Student Progress Reports to parents will be the joint responsibility of the shared assignment team.

19.17.2 If one (1) member of a shared assignment team is unable to fulfill the requirements of a shared assignment for the remainder of the year, the other participant may nominate a TK-8 tenured certificated staff member (Section 19.3) who is on an unpaid leave of absence to be considered for the position. The nominee must be interviewed and recommended to the Superintendent by the supervising administrator. If no one is nominated or approved for the shared assignment, the remaining team member shall be offered the full time position.

19.18 Dissolution Of Shared Assignment/Reduction In Force

19.18.1 Upon the dissolution of a shared assignment that has been in effect for two (2) school years or more, the resident unit member retains the right to remain at the host school. The other member of the shared assignment may be assigned to any vacancy or open position in the District.

19.18.2 In the case of a reduction in staff that requires the elimination of positions at individual schools, the following procedure shall apply: If both parties to the shared assignment were residents of the school at which the reduction is occurring prior to the creation of the shared assignment, their eligibility for being displaced shall be on the basis of their individual seniority.

FOR THE DISTRICT:

Andrew Garcia
Assistant Superintendent
Human Resources

Maria Wetzel
Assistant Superintendent
Educational Services

FOR THE UNION:

~~Bob~~ Prola

~~John Green~~ Jasmin Miguel

OAK GROVE SCHOOL DISTRICT
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ARTICLE 20: PEER ASSISTANCE AND SUPPORT

20.1 Purpose

The Oak Grove Educators Association and the Oak Grove School District are continuously striving to provide the highest possible quality of education. In order for students to succeed in learning, teachers must succeed in teaching. The PEER ASSISTANCE AND SUPPORT Program ("Peer Assistance") allows exemplary teachers to assist permanent and beginning teachers in the areas of subject matter knowledge, teaching strategies, and teaching methods. Teachers referred to or who volunteer for the Program are viewed as valuable professionals who deserve to have the best resources available provided to them in the interest of improving performance to a successful standard.

20.2 Annual Evaluations Not Completed By Consulting Teacher

The extent of the Program's assistance and support shall not involve the participation in nor the conducting of the annual evaluation of certificated unit members as set forth in Article 10 of the Agreement and Education Code Section 44660.

20.3 Definitions For Purposes Of This Document

20.3.1 "Classroom Teacher" Or "Teacher"

Any member of the certificated bargaining unit whose performance evaluation includes the areas of content knowledge and/or instructional strategies.

20.3.2 "Participating Teacher"

A unit member who is a classroom teacher who either volunteers or is required by this Agreement to participate in the Program.

20.3.3 "Consulting Teacher"

An exemplary current or retired teacher selected by the Joint Panel to provide Program assistance and support to a Participating Teacher. The Participating Teacher may provide input on which Consulting Teacher from whom he/she would prefer to receive assistance and support. The joint panel has the right, however, to assign a specific Consulting Teacher to each Participating Teacher.

20.3.4 "Beginning Teacher"

Any first or second year teacher new to the teaching profession.

20.3.5 "Voluntary Participating Teacher"

A Volunteer Participating Teacher is a teacher with permanent status who volunteers to participate in the Peer Assistance and Support ("PAS") Program.

20.3.6 "Referred Participating Teacher"

A unit member with permanent status whose most recent performance evaluation contained a "Progress Not Evident" in the areas of subject matter knowledge and/or teaching strategies and an overall "Progress Not Evident" summative rating.

20.3.7 "Evaluator"

The certificated administrator appointed by the District to evaluate a certificated teacher.

20.3.8 "Joint Panel"

The Joint Panel shall consist of six (6) members, two (2) of whom shall be certificated classroom teachers chosen to serve by the Association. The District shall choose two (2) administrators to serve on the Joint Panel. The fifth (5th) and sixth (6th) members of the Joint Panel shall be the Assistant Superintendent of Human Resources and the OGEA President.

20.4 Program Outline

20.4.1 Referred Participating Teachers

20.4.1.1 A Referred Participating Teacher, as defined in Section 20.3.6, must participate in the Program.

20.4.1.2 APPENDIX D-3: CERTIFICATED PERFORMANCE IMPROVEMENT PLAN. The Consulting Teacher's assistance and support shall focus on the specific areas recommended for improvement by the Participating Teacher's evaluator after the Participating Teacher receives an overall "Unsatisfactory/Not Meeting Standard"

20.4.1.2.1 These recommendations shall be written, aligned with teacher standards, clearly stated, and consistent with Education Code Section 44662. These recommendations shall be considered as the performance goals required by Education Code Sections 44664(a) and 44500(b)(2).

20.4.1.2.2 The Evaluator, Consulting Teacher, and the Participating Teacher may meet and discuss the recommended areas of improvement outlined by the Evaluator and the types of assistance and support that should be provided by the Consulting Teacher.

20.4.1.2.3 The Consulting Teacher and the Participating Teacher shall meet to discuss the plan for assistance and support. After that meeting, the Consulting Teacher will provide the assistance set forth in Section 20.4.1.2.3, which shall also involve conducting multiple classroom observations of the Participating Teacher. Discussions between the Consulting Teacher and the Participating Teacher shall remain confidential.

20.4.1.3 The Consulting Teacher shall complete collaborative logs documenting the Participating Teacher's participation in the Program consisting solely of a description of the assistance and support provided to the Participating Teacher. These collaborative logs shall be submitted to

the Participating Teacher and to the Human Resources Office.

20.4.1.4 The teacher will continue participating in the Program until the teacher receives a Satisfactory/Meeting Standards evaluation, or the teacher is separated from the District. The District has the sole authority to determine whether the Participating Teacher has been able to demonstrate Satisfactory/Meeting Standards.

20.4.1.5 The Joint Panel will prepare an annual report regarding the Program's impact, and improvements that could be made to the Program, and share that report with the successor Joint Panel, the District Superintendent, and the Association.

20.4.2 Voluntary Participating Teachers

20.4.2.1 Any teacher with permanent status may volunteer to participate in the PAS Program. Prior to volunteering to participate in the PAS Program, a voluntary participating teacher who wishes to apply for PAS must seek assistance from the participating teacher's site administrator.

20.4.2.2 Voluntary Participating Teachers are expected to be high performing individuals who wish to grow and learn with the assistance from a peer, or who may be seeking assistance due to a change in assignment or the institution of new curriculum and instruction. The Program for Voluntary Participating Teachers may focus on practical application of certain teaching skills or the acquisition of a new subject matter.

20.4.2.3 The Consulting Teacher and the Joint Panel shall keep the names of volunteer teacher participants confidential.

20.5 Governance And Joint Panel Functions And Program Structure

20.5.1 Joint Panel

20.5.1.1 The PEER ASSISTANCE AND SUPPORT Program will be administered by a Panel. The Joint Panel shall consist of six (6) members, two (2) of whom shall be certificated classroom teachers chosen to serve by the Association. The District shall choose two (2) administrators to serve on the Joint Panel. The fifth (5th) and sixth (6th) members of the Joint Panel shall be the Assistant

Superintendent of Human Resources and the OGEA President. Each of the two (2) panel members appointed by the Association shall serve a term of office determined by the Association.

20.5.1.2 The Joint Panel will make all decisions through consensus in the areas of selecting Consulting Teachers. The Joint Panel members will meet and make decisions only when all members are present.

20.5.1.3 The Joint Panel's primary responsibilities involve selecting and overseeing the Consulting Teachers. In addition the Panel is responsible for:

- Submitting to the District Superintendent and the Association an annual evaluation of the Program's impact, including recommendations for improvement of the program;
- Selecting the Consulting Teachers; and
- Coordinating with the District to provide training for Consulting Teachers, for Panel members, and where appropriate, for Participating Teachers.

20.6 Consulting Teachers

20.6.1 Minimum qualifications for Consulting Teacher are:

- A credentialed classroom teacher with permanent status and substantial recent teaching experience, or retired from the teaching profession;
- Demonstrated exemplary teaching ability, as indicated by, among other things, effective communication skills, subject matter knowledge, knowledge and understanding of District curricular goals and standards, and mastery of a range of teaching strategies necessary to meet students' needs in different contexts;
- Ability to work cooperatively and effectively with other teachers and administrators.

20.6.2 Consulting Teacher positions shall be posted by the District. Each applicant will be required to submit a completed application, which shall include at least three (3) references from individuals who have direct knowledge of the applicant's abilities for the position. A

recommendation from a current or past Principal/Immediate Supervisor, an Association Representative and a Classroom Teacher are preferred. All applications and references will be treated with confidentiality and will not be disclosed except as required by law. The Joint Panel will make the selection, which will be forwarded to the Assistant Superintendent for Human Resources and the OGEA president.

20.6.3 Within the first six (6) weeks of beginning peer assistance, the Participating Teacher may petition the Panel for an assignment change. The Participating Teacher may be allowed only one (1) change per year.

20.6.4 A Consulting Teacher shall serve a two-year term and is eligible for reappointment to another term.

20.6.5 Consulting Teachers shall provide assistance and support to Participating Teachers in the areas of subject matter knowledge, classroom management, and/or teaching strategies. This assistance may include, but not be limited to, the following activities:

20.6.5.1 Providing consultative assistance and support to improve in the specific areas targeted by the Evaluator or the District Teaching Standards;

20.6.5.3 Observations of the Participating Teacher during periods of classroom instruction;

20.6.5.4 Allowing the Participating Teacher to observe the Consulting Teacher or other selected teachers;

20.6.5.5 Attending specific training in specified teaching techniques or in designated subject matter;

20.6.5.6 Demonstrating good instructional strategies and practices to the Participating Teacher;

20.6.5.7 Maintaining appropriate records of each Participating Teacher's activities and progress; and

20.6.5.8 Consulting Teacher may recommend Professional Development to the Participating Teacher.

20.7 Other Provisions

20.7.1 Functions performed by unit members under this document shall not constitute either management or supervisory functions as defined by Government Code Section 3540.1(g) and (m).

20.7.2 Unit members who perform functions as Consulting Teachers under Article 20 shall have the same protection from liability and access to appropriate defense as other public school employees pursuant to Division 3.6 (commencing with Section 810) of Title 1 of the California Government Code.

20.7.3 Records

20.7.3.1 All documents and information relating to the participation in this Program will be regarded as a personnel matter and subject to the personnel record exemption of the California Public Records Act (Government Code Section 6250, et seq.). The annual evaluation of the Program's impact, excluding any information on identifiable individuals, shall be subject to disclosure under the Public Records Act.

20.7.3.2 All parts of the selection process of Consulting Teachers will be treated as confidential and will not be disclosed except as required by law.

FOR THE DISTRICT:

Andrew Garcia
Assistant Superintendent
Human Resources

Maria Wetzel
Assistant Superintendent
Educational Services

FOR THE UNION:

Bob Prola

John Green Jasmin Miguel

OAK GROVE SCHOOL DISTRICT
OAK GROVE EDUCATORS' ASSOCIATION

TENTATIVE AGREEMENT

September 29, 2016

The Oak Grove School District ("District") and the Oak Grove Educators' Association ("OGEA") have negotiated and reached a Tentative Agreement on this provision of the Memorandum of Understanding ("MOU"). No tentative agreement shall be a final agreement except as a part of a total package agreement between the parties. Both parties agree that final approval of the entire comprehensive agreement is subject to ratification by OGEA bargaining unit and the District. Both parties agree to recommend the total package agreement to their constituents.

ARTICLE 21: MISCELLANEOUS PROVISIONS

21.1 Savings

If any Article, Section, or Clause of this Agreement is declared illegal by a court of competent jurisdiction, or rendered invalid or illegal by legislative enactment, that Article, Section, or Clause, as the case may be, shall be automatically deleted from this Agreement to the extent that it violated the law. The remaining unaffected Articles, Sections, and Clauses shall remain in full force and effect for the duration of the Agreement.

21.2 Support of Agreement

The District and the Association agree that it is to their mutual benefit to encourage the resolution of differences through the meet and negotiation process. The Association will support this Agreement for its term and will not appear before the Governing Board to seek change or improvement in any matter contained in this Agreement, except by mutual agreement of the District and the Association, or as provided for in this Agreement.

21.3 Term of Agreement

This Agreement shall take effect on the date approved by the Governing Board except as specifically described in any article, and shall remain in full force and effect, up to and including June 30, 2019, and shall continue in effect after June 30, 2019, year to year unless one of the parties notifies the other in writing no later than April 15, 2019, of its request to modify, amend, or terminate this Agreement.

21.5.1 Designated Reopeners – Second Year (2017-2018)

Unless the parties mutually agree to reopen any specific Section or Article, the parties agree not to reopen this Agreement for the second year of this Agreement.

21.5.2 Designated Reopeners – Third Year (2018-2019)

For the third year of this Agreement, the parties agree to reopen Article 12: Compensation and Article 10: Evaluation. In addition, the parties may mutually agree to reopen any Section or Article at any time.

The parties agree to sunshine proposals in February ~~2018~~ and begin meeting and negotiating during March ~~2018~~.

FOR THE DISTRICT:

Andrew Garcia
Assistant Superintendent
Human Resources

Maria Wetzel
Assistant Superintendent
Educational Services

FOR THE UNION:

Bob Prola
OGEA Bargaining Chair

John Green
CTA Representative

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

SUBJECT:	**Resolution No. 1240-10/16 in Recognition and Appreciation of the Oakland Office of the Division of State Architect**	**Action** X
DATE:	**October 13, 2016**	**Agenda Item** D.1
REPORTED BY/PERSON RESPONSIBLE:	**Laura T. Phan**	
RECOMMENDED ACTION:	**It is recommended that the Board of Trustees adopt Resolution No. 1240-10/16 in recognition and appreciation of excellent customer service and partnership of the Oakland Office of the Division of State Architect.**	

BACKGROUND: On August 7, 2014, The Oak Grove School District Governing Board approved a resolution calling an election to submit to the voters of the District the question, requiring 55% affirmative vote for approval, whether a new series of general obligation bonds in the principal amount of $89.8 million shall be issued and sold for the purpose of raising money to complete educational projects identified by this new bond measure.

The Oak Grove School District began undertaking critically-important facilities projects funded by Measure P immediately upon its passage. It is our interest to continue a positive and collaborative relationship with the Division of State Architect (DSA) as we have future facility needs which will need their input and approval.

Oak Grove submitted a total of nine (9) projects to be completed during the short summer vacation period. As a public entity all major school facilities projects require review and approval from the DSA.

DISCUSSION: As a result of excellent teamwork between Oak Grove School District Staff, its consultants and Oakland Office of the DSA, critically important facilities projects have been successfully completed during summer of 2015 and summer of 2016. The Oakland DSA has been extremely helpful in supporting our summer project through thorough communication and feedback on planned projects.

OUTCOME: The completed Measure P Projects have significantly improved the learning environment for Oak Grove School District Students, Staff and Community.

OAK GROVE SCHOOL DISTRICT
RESOLUTION NO. 1240-10/16

RESOLUTION IN RECOGNITION AND APPRECIATION OF EXCELLENT CUSTOMER SERVICE AND PARTNERSHIP BY THE OAKLAND OFFICE OF THE DIVISION OF STATE ARCHITECT

WHEREAS: On August 7, 2014, The Oak Grove School District Governing Board approved a resolution calling an election to submit to the voters of the District the question, requiring 55% affirmative vote for approval, whether a new series of general obligation bonds in the principal amount of $89.8 million shall be issued and sold for the purpose of raising money to complete educational projects identified by this new bond measure.

WHEREAS: On November 4, 2014, the voters in the Oak Grove School District in Santa Clara County, California approved Measure P with 65.55% affirmative vote, authorizing the issuance of $89.8 million in bonds to be used to renovate, repair, acquire, construct and modernize classrooms and facilities and increase student access to computers and technology.

WHEREAS: The Oak Grove School District began undertaking critically-important facilities projects funded by Measure P immediately upon its passage.

WHEREAS: As a result of excellent teamwork between Oak Grove School District Staff, its consultants and Oakland Office of the Division of State Architect (DSA), critically-important facilities projects have been successfully completed during Summer of 2015 and Summer of 2016.

WHEREAS: The completed Measure P Projects have significantly improved the learning environment for Oak Grove School District Students, Staff and Community.

NOW, THEREFORE BE IT RESOLVED, that the Oak Grove School District Governing Board recognizes and appreciates the excellent customer service and partnership by the Oakland Office of the Division of State Architect, specifically: Ms. Dessa Rooney, Mr. Sukomal Chakraborty, Mr. Michael Fretz, Mr. Natan Litinskiy.

PASSED AND ADOPTED by the Oak Grove School District Governing Board on October 13, 2016, by the following vote:

AYES;
NOES:
ABSTAIN:
ABSENT:

I hereby certify that the foregoing resolution is duly introduced, passed, and adopted at the time and place and by the vote as noted above.

_____
Vice President/Clerk
Board of Trustees
Oak Grove School District

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

SUBJECT:	**Lower Emission School Bus Grant Program**	**Action** X
DATE:	**October 13, 2016**	**Agenda Item** D-2
REPORTED BY/PERSON RESPONSIBLE:	**Laura T. Phan**	
RECOMMENDED ACTION:	**It is recommended that the Board of Trustees approve submission of a grant application to Bay Area Quality Management District for the replacement of five school bus on board compressed natural gas tanks.**	

BACKGROUND: The lower emission school bus program provides financial incentives to replace older public school buses, replace on board compressed natural gas (CNG) fuel tanks on public school buses, and retrofit school buses with emission control devices to reduce student exposure to harmful emissions and support the overall quality of air in our region.

DISCUSSION: The Bay Area Quality Management District is currently accepting grant applications to replace on board CNG tanks on public school buses that are between fourteen and sixteen years old. Up to $20,000.00 per bus is available to cover costs of new CNG tanks and associated installation. Approval of a Resolution is required for the submittal of this grant opportunity.

FISCAL IMPACT: Five District buses meet the grant program parameters for funding and each bus will need one tank replaced. The Transportation Department will submit an application requesting funding in the amount of $99,652.70. Upon grant approval, OGSD will finance this endeavor, with grant proceeds expected six months after completion.

Information is pending if OGSD is responsible for transporting buses to an offsite location for improvements. If the work cannot be completed in the transportation yard an additional $10,000.00 in costs may not be covered by the grant. The Bay Area Air Quality Management District will reimburse grantees for all eligible project costs after the grant is fully executed.

OUTCOME: Upon being awarded, five District buses will receive new compressed natural gas tanks resulting in a safer transport for our students and environment.

Lower-Emission School Bus Program
On-Board Compressed Natural Gas Tank Replacement Grant Application Form
Part A
SUMMARY INFORMATION

APPLICANT INFORMATION
SCHOOL DISTRICT/ JPA: Terilyn Richardson

Street Address: 6578 Santa Teresa Blvd

City: San Jose County: Santa Clara Zip 95119

CONTACT PERSON:

☒ Name: Terilyn Richardson Title: Supervisor

☒ Phone Number: 408-227-8300 x100336 Fax Number: 408-281-4163

☒ E-mail Address: trichardson@ogsd.net

ARB TRUCK AND BUS REGULATION INFORMATION:
Is your fleet in compliance with the ARB Truck and Bus Regulation?

☒ Yes, our entire fleet is currently in compliance

☐ No, at this point ___% of our fleet is currently in compliance

FUNDING REQUESTED INFORMATION

- ***Total number of buses requiring new tanks:*** 5
- ***Total number of tanks requested:*** 25
- ***TOTAL FUNDING REQUESTED:*** $ 99,652.70

NATURAL GAS FUELING DISPENSERS INFORMATION

Funding may be available for improvements to deteriorating natural gas fueling dispensers operated by a public school district/JPA. If funding were available would you be interested in receiving such funding, limited to $500/dispenser? ☒ Yes ☐ No

AUTHORIZATION

I understand that this application is for evaluation purposes only and does not guarantee project funding. I certify that to the best of my knowledge, the information contained in this application and in any documentation accompanying this application or submitted in furtherance of this application is true and accurate. I certify that I have the legal authority to apply for funding on behalf of the applicant entity and that I am authorized to sign this application on behalf of applicant.

Signature	Title	Date
[signature]	Assistant Superintendent	8/17/16

Print Name	E-mail Address	Phone Number
Laura Phan	lphan@ogsd.net	408-227-8300

Lower-Emission School Bus Program
On-Board Compressed Natural Gas Tank Replacement Grant Application Form

Part B
INFORMATION ON BUSES REQUIRING TANK REPLACEMENT

	BUS #1	BUS #2	BUS #3
Bus ID #	#14	#15	#16
License Plate #	1070059	1070062	1070061
Vehicle Identification Number (VIN)	1T75U4F2131120370	1T75U4F2331120371	1T75U4F2531120372
Bus Manufacturer	Thomas Transit	Thomas Transit	Thomas Transit
Bus Model	Saf T Liner	Saf T Liner	Saf T Liner
Bus Model Year	2003	2003	2003
Bus Type (C/D/Special needs)	Regular Education	Regular Education	Regular Education
Gross Vehicle Weight Rating (GVWR) (lbs)	37,600	37,600	37,600
Mileage for last school year	8,503	7,441	9,528
Total Mileage	116,575	113,983	121,348
Bus Storage Location (Address, City, zip code)	6578 Santa Teresa Blvd San Jose, CA 95119	6578 Santa Teresa Blvd San Jose, CA 95119	6578 Santa Teresa Blvd San Jose, CA 95119
Engine Manufacturer	John Deere	John Deere	John Deere
Engine Model	HFN03	HFN03	HFN03
Engine Model Year	2003	2003	2003
Engine Family Number	6081 HFN03	6081 HFN03	6081 HFN03
Engine Displacement	8.1L(496 cu.in.)	8.1L(496 cu. in.)	8.1L (496 cu. in.)
Engine Serial Number	RG6081H148906	RG6081H148908	RG6081H148907
Engine Horsepower	250	250	250
Has the bus received Air District grant funding in the past? Yes/No	No	No	No
If Yes, Air District Project #			
FOR JPAS ONLY:			
Associated School District			
% of time associated with School District			

Lower-Emission School Bus Program
On-Board Compressed Natural Gas Tank Replacement Grant Application Form

Part B
INFORMATION ON BUSES REQUIRING TANK REPLACEMENT

	BUS #1	BUS #2	BUS #3
Bus ID #	# 17	#18	
License Plate #	1070058	1070060	
Vehicle Identification Number (VIN)	1T75U4F2731120373	1T75U4F2931120374	
Bus Manufacturer	Thomas Transit	Thomas Transit	
Bus Model	Saf T Liner	Saf T Liner	
Bus Model Year	2003	2003	
Bus Type (C/D/Special needs)	Regular Education	Regular Education	
Gross Vehicle Weight Rating (GVWR) (lbs)	37,600	37,600	
Mileage for last school year	9,179	7,817	
Total Mileage	125,915	123,847	
Bus Storage Location (Address, City, zip code)	6578 Santa Teresa Blvd San Jose, CA 95119	6578 Santa Teresa Blvd San Jose, CA 95119	
Engine Manufacturer	John Deere	John Deere	
Engine Model	HFN03	HFN03	
Engine Model Year	2003	2003	
Engine Family Number	6081HFN03	6081HFN03	
Engine Displacement	8.1L (496 cu. in)	8.1L (496 cu.in.)	
Engine Serial Number	RG6081H148035	RG6081H148905	
Engine Horsepower	250	250	
Has the bus received Air District grant funding in the past? Yes/No	No	No	
If Yes, Air District Project #			
FOR JPAS ONLY:			
Associated School District			
% of time associated with School District			

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

SUBJECT:	**Resolution No. 1238-10/16** **Board Member Absence**	**Action X**
DATE:	**October 13, 2016**	**Agenda Item** E-1
REPORTED BY/PERSON RESPONSIBLE:	**José L. Manzo**	
RECOMMENDED ACTION:	**As appropriate.**	

BACKGROUND: Pursuant to California Education Code section 35120(c), a resolution needs to be approved entitling a Board member to be paid for any meeting when absent due to illness/emergency/hardship deemed acceptable by the Board.

DISCUSSION: As required by Education Code section 35120(c), Resolution No. 1238-10/16 is presented for Board consideration for the absence of Jeremy Nishihara at the September 22, 2016 Regular Board Meeting.

ALTERNATIVES CONSIDERED: As circumstances for absence meet Education Code requirements, no other option was considered.

FISCAL IMPACT: N/A

POLICY ALIGNMENT: This resolution aligns with Board Policy 9250, Remuneration, which specifies members of the Board may be paid for meetings they missed when the Board, by resolution, finds that they were performing designated services for the District at the time of the meeting or that they were absent because of illness, jury duty, or a hardship deemed acceptable by the Board.

OUTCOME: N/A

RESOLUTION NO. 1238-10/16
BOARD MEMBER ABSENCE

WHEREAS, on September 22, 2016, Jeremy Nishihara, Trustee, was absent from a Regular Board Meeting due to an emergency/illness/hardship; and

WHEREAS, it is stated in the California Education Code Section 35120(c) that a member may be paid for any meeting when absent if the Board by resolution duly adopted and spread upon its minutes finds that at the time of the meeting from which the member is absent he or she was absent because of illness, jury duty, or a hardship deemed acceptable by the Board;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the Oak Grove School District hereby finds that Trustee Nishihara was, in fact, pursuant to the above Education Code Section, absent due to an illness/hardship deemed acceptable by the Board, and therefore is entitled to compensation.

PASSED AND ADOPTED by the Board of Trustees of the Oak Grove School District of Santa Clara County, State of California, the 13th day of October, 2016, by the following roll call vote:

AYES:

NOES:

ABSENT:

ABSTAINING:

I hereby certify that the foregoing resolution is duly introduced, passed, and adopted at the time and place and by the vote as noted above.

_____

Vice President/Clerk
Board of Trustees
Oak Grove School District

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

SUBJECT:	**Resolution No. 1237-10/16** **Week of the School Administrator**	**Action** X
DATE:	**October 13, 2016**	**Agenda Item** E-2
REPORTED BY/PERSON RESPONSIBLE:	**José L. Manzo**	
RECOMMENDED ACTION:	**It is recommended that the Board of Trustees adopt Resolution No. 1237-10/16 acknowledging October 9 through October 15, 2016, as Week of the School Administrator, as presented.**	

BACKGROUND: District administrators provide leadership and support by developing and implementing curriculum, selecting textbooks and instructional materials, recruiting, training, and evaluating classified and certificated staff, managing the budget and monitoring cost controls, implementing school board policies in compliance with federal, state, and local regulations and laws, planning and maintaining school facilities, and providing transportation, nutrition, and social service programs to students and their families.

DISCUSSION: A Resolution has been prepared in recognition of the District Leadership Team, acknowledging October 9 through October 15, 2016, as Week of the School Administrator.

ALTERNATIVES CONSIDERED: N/A

FISCAL IMPACT: N/A

POLICY ALIGNMENT: Oak Grove School District administrators, confidential, and supervisory employees ensure that effective and innovative classroom instruction is promoted in the Oak Grove School District.

OUTCOME: This presents an opportunity to recognize the diligent work of our administrators.

RESOLUTION NO. 1237-10/16
WEEK OF THE SCHOOL ADMINISTRATOR

WHEREAS, approximately fifty-five certificated and classified school administrators, confidential and supervisory employees work in Oak Grove School District; and

WHEREAS, research documents have determined that one of the main attributes of effective schools is the competent leadership of the principals; and

WHEREAS, other certificated and classified administrators provide leadership and support for the educational program by developing and implementing the curriculum, selecting textbooks and instructional materials, recruiting, training, and evaluating classified and certificated staff, managing the budget and monitoring cost controls, implementing school board policies in compliance with federal, state, and local regulations and laws, planning and maintaining school facilities, and providing transportation, nutrition, and social service programs to students and their families; and

WHEREAS, research has shown that California public school administration has become increasingly efficient and effective, with fewer administrators managing more schools with more students than in the past; and

WHEREAS, the District Leadership Team includes confidential and supervisory employees who assist in the performance of many critical functions; and

WHEREAS, school administrators, confidential, and supervisory employees ensure that effective and innovative classroom instruction is promoted in the Oak Grove School District;

NOW, THEREFORE, BE IT RESOLVED that the Oak Grove School District Board of Trustees hereby recognizes and wishes to honor the many outstanding contributions and services provided by certificated and classified administrators, confidential, and supervisory employees in the Oak Grove School District and declares the week of October 9 through 15, 2016, as the Week of the School Administrator in Oak Grove School District.

PASSED AND ADOPTED by the Board of Trustees of the Oak Grove School District of Santa Clara County, State of California, this 13th day of October, 2016, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAINING:

I hereby certify that the foregoing resolution is duly introduced, passed, and adopted at the time and place and by the vote as noted above.

_____

Clerk, Board of Trustees
Oak Grove School District

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

SUBJECT:	**Property Lease - Victory Outreach Church at Dickinson School Site**	**Information** X
DATE:	**October 13, 2016**	**Agenda Item** F-1
REPORTED BY/PERSON RESPONSIBLE:	**Laura T. Phan**	
RECOMMENDED ACTION:		

BACKGROUND: Dickinson School site is currently leased to two organizations, Challenger School, a private school, and South Valley Christian Church (SVCC/Venture Christian Church.

The original real property lease agreement was executed February 18, 1993. On July 1, 2005, the Board of Trustees approved an Addendum to Lease Agreement authorizing SVCC/Venture Christian Church to install three double-wide portable classroom units, approximately 6000 square feet, on their leased portion of the premises. On March 26, 2006, the District revised the Addendum to reflect the actual square footage installed 5,507. On July 1, 2008, the District gave written consent for SVCC/Venture Christian Church to exercise its option under Section 19 of the Lease Agreement dated February 18, 1993 assigning Victory Outreach Church as Sub lessee,

The current lease agreement with SVCC/Venture Christian Church expires December 31, 2016 and they have decided not to renew their portion of the lease. Their sub lessee, Victory Outreach Church, expressed interest in entering into a new property lease agreement with the District

DISCUSSION: In order to ensure the efficient utilization of facility space after the current lease expires at the Dickinson School Site, Victory Outreach would like to enter into a new lease with the District with a term beginning January 1, 2017.

ALTERNATIVES CONSIDERED: For input and discussion.

FISCAL COMMITMENT: To maintain stability of current lease revenue at Dickinson Site.

POLICY ALIGNMENT: N/A

OUTCOME: With Board consensus, staff will bring this item back as an Action Item for Board approval and then communicate with Challenger School, the other Lessee, who is sharing the Dickinson School Site that Victory Outreach Church will potentially be a new lessee.

(#4)

LEASE AGREEMENT

THIS LEASE is entered into by and between the OAK GROVE SCHOOL DISTRICT, located at 6578 Santa Teresa Boulevard, San Jose, California, hereinafter referred to as "District," and SOUTH VALLEY CHRISTIAN CHURCH, hereinafter referred to as "Lessee."

Each party hereto agrees to the following terms and conditions:

1. PREMISES: District hereby leases and Lessee hereby hires, upon the terms and conditions herein set forth, the following described land, hereinafter referred to as "premises."

That portion of the real property situated in the City of San Jose, County of Santa Clara, State of California, commonly known and referred to as the Dickinson School site, 500 Shawnee Lane, which is described and outlined in Exhibit "A," which is attached hereto and incorporated by reference herein.

SITE PREP JULY 1, 1996 EFFECTIVE DATE JULY 1, 1997

2. TERM: The term of this Lease shall commence six months after site preparation begins or when the occupancy permit is issued, whichever comes first, and shall terminate, subject to the terms set forth in Paragraph 4, twenty years from commencement date.

3. RENTAL: The Lessee agrees to and shall pay to District at 6578 Santa Teresa Boulevard, San Jose, California, as rent for the leased premises a monthly rate of $1,650.00 for approximately 20,000 square feet.

Said rent shall be due and payable in advance on the first day of each month. Pro rata payment shall be made for any partial month of the Lease term.

Rent shall increase each succeeding year (after the first full July-June fiscal year of the Lease) by five percent (5%), with such rate changes being effective each succeeding July 1 and running through the following June 30.

4. CANCELLATION: Notwithstanding any provision of this Paragraph 4, or any other provision of this Lease, Lessee acknowledges that it shall have no right to continuation of the Lease if District in writing, and with twelve (12) months prior notice, notifies Lessee of District's intent either to sell the leased premises, to land lease the premises or any part thereof for a period in excess of thirty (30) years, or its intent to use the premises for any school district purpose whatsoever. If the District cancels this Lease prior to the end of the twenty year Lease term, the District shall pay Lessee the fair market value of any improvements Lessee has placed on the grounds. Whatever current market value is established, the District obligation shall not exceed actual construction costs nor be less than any outstanding indebtedness from the original construction financing. Lessee shall provide documented actual construction cost upon notice of completion. Any notice given under this cancellation term shall state an effective date which shall be the first day of the month no less than twelve (12) calendar months after the effective delivery of the notice.

FULLY EXECUTED FILE COPY

Lessee shall have the right to cancel this lease at any time by delivering written notice thereof to District and by restoring the property to the condition as it existed prior to execution of the lease and prior to Lessee doing any site preparation work relating to the lease. Lease payments due hereunder shall continue until the property is restored to its original condition or Lessee is otherwise released by District.

5. USE OF LEASED GROUNDS: District hereby grants permission to Lessee to construct and maintain a 20,000 square foot (approximate) building on the grounds of Dickinson School as indicated in Exhibit "A." District agrees that Lessee may maintain the building on the Dickinson School site during the term of its existing ground Lease and for the duration of any renewal or extension of said Lease subject to Lessee's acceptance of Lease terms, including cost, as specified in this agreement. Lessee agrees to pay all costs related to the construction, financing, and maintenance of said building, including site work and utility service connections. Lessee warrants that the building will comply with all applicable government laws, codes, regulations, and restrictions. Lessee agrees that the building will be used in a manner fully consistent with purposes as specified in its Lease proposal document. Lessee agrees to maintain the building in sound condition and appearance at Lessee's own expense. At the sole option of the District, upon termination of the Lease, including renewals or extensions thereof, Lessee agrees to vacate the building and convey title thereto to District, negotiate and enter into a continuing Lease arrangement with the District or remove the building completely from the Dickinson School site and restore the property to the condition as it existed prior to initial construction of the building.

6. TAXES AND ASSESSMENTS: Should a possessory interest or tax or any other personal property or real property tax or assessment whatever be assessed as a result of this Lease of the above premises, the Lessee agrees to and shall pay all such foregoing taxes and assessments and charges no less than twenty (20) days prior to the date of delinquency thereof and give written notice of each such payment to the District within five (5) days after such payment is made.

Lessee specifically acknowledges that it is familiar with Section 107.6 of the California Revenue and Taxation Code, realizes that a possessory interest subject to property taxes may be created, agrees to pay any such tax, and hereby waives any rights said Lessee may have under said California Revenue and Taxation Code 107.6.

7. NON-USE PAYMENTS: Lessee specifically acknowledges that it is familiar with California Education Code Sections 39015 and following, and realizes that the District may be subject to non-use payments on the leased premises.

Lessee agrees that should the District be subjected to non-use payments on the premises during the term of this Lease, the Lessee shall pay, hold harmless, and indemnify the District for said sum for each year or portion of a year of the Lease or any renewal thereof, that said payments are assessed against the District.

Any such amount shall be paid directly to the District by the Lessee within sixty (60) days from the date the District notifies Lessee, in writing, of said amount that has been assessed against the District.

8. UTILITIES: Lessee shall pay for all costs of utilities including water, gas, electricity, heat, light, power, garbage removal and all other utility services of any kind and nature whatsoever including cost of security system supplied and used on the premises. Lessee shall arrange for separate utility billings to be paid directly to utility companies by Lessee.

9. CUSTODIAL SERVICES: Custodial services shall be the responsibility of Lessee.

10. PLAY AREAS: All play areas are to be made available for community use as reasonably required from time to time by District.

11. PARKING: In addition to access to the Dickinson School parking area, Lessee shall have nonexclusive access to the Herman Intermediate School parking area during the term of this Lease.

12. USE: The premises described herein shall be used by Lessee exclusively for the purposes specified in Lessee's bid and for no other purpose without the prior written consent of the District.

13. COMPLIANCE WITH LAW: Lessee shall comply and conform to all laws and regulations, municipal, state, and federal, and any and all requirements, orders, and permits, of any municipal, state or federal board or authority, present or future, in any way relating to the condition, use or occupancy of the premises throughout the entire term of this Lease and any extensions thereof.

14. WASTE: Lessee agrees that in using the leased premises, Lessee will not commit any waste or suffer any waste to be committed upon the leased premises.

15. NUISANCE: Lessee agrees that in using the leased premises, not to commit any public or private nuisance or any other act or thing which might or would reasonably be construed to disturb the quiet enjoyment of any occupant of nearby property.

16. TRADE FIXTURES: Lessee may install on the premises such trade fixtures as Lessee deems desirable. At the expiration or cancellation of this Lease, Lessee shall remove all said trade fixtures installed on the premises. All trade fixtures not removed by the expiration date or effective date of said Lease shall, at the option of Lessor, become and remain the property of the Lessor.

Any removal of such fixtures, whether by District of Lessee, shall be effected solely at the expense of the Lessee and in a manner satisfactory to the District without injury or damage to the premises, and Lessee covenants to repair immediately at Lessee's expense, any injury or damage by such removal.

17. ALTERATIONS: Lessee agrees that it will not make or cause to be made, any alterations, additions or improvements upon said premises except as specified in Paragraph 5, without the written consent of the District first had and obtained; and as a condition to said consent shall show and present to the District plans and specifications of said proposed alterations, additions or improvements. No additions, alterations or improvements shall be made which will weaken the structural strength, lessen the value, or change the architectural appearance of the building or other construction. The District may, as a further condition to giving consent thereto, require Lessee to post bond with the District in the sum equal to the estimated cost of said alteration, addition, or improvements securing the District against loss, claim, or liens by reason of the installation thereof. All alterations, additions, or improvements to said premises shall be done in a workmanlike manner and shall remain for the benefit of the District and shall not be removed unless otherwise expressly agreed in writing and shall be presumed to become an integral part of said premises. Upon any termination of this Lease, any alterations, additions or improvements theretofore made by the Lessee without the consent of the District, which in the opinion of the District, tend to detract from the usability of said premises, shall upon written notice by District be removed by Lessee and said premises shall be restored at the expense of Lessee to the condition in which they were prior to said alterations, additions or improvements within thirty (30) days of said notice. Lessee shall obtain all governmental permits or approvals necessary for any such alterations, additions or improvements.

18. REPAIRS: Lessee agrees, at the expense of Lessee, to maintain the premises in good condition and repair throughout the term of this Lease and any extension or renewal period, including but not limited to, plate and window glass, floor coverings, electrical facilities, all plumbing and sewage facilities on the leased premises, fixtures, interior walls, floors, ceilings, sides and all security systems, and all concrete and asphalt surfaces and areas.

Lessee expressly waives the provisions of Section 1941, 1941.1, and 1942 of the California Civil Code allowing him to make repairs on the demised premises at the expense of the District.

19. ASSIGNMENT AND SUBLETTING: Lessee shall not assign this Lease nor sublet the demised premises or any interest therein without written consent of the District first had and obtained, which consent shall not be unreasonably withheld. Any such assignment or sublease shall be only for authorized use as described in Paragraph 12 of this Master Lease. In the event the District's withholding of consent is found to be invalid by any court of competent jurisdiction, Lessee's sole remedy shall be to have the proposed assignment or subletting declared valid as if the District's consent had been given. A consent by the District to one assignment or subletting shall not be deemed to be consent to any subsequent assignment or subletting. Notwithstanding any such subletting or assignment, the Lessee shall remain fully and primarily liable for payment of all the rental and other sums due or to become due hereunder, and for the full performance of all other terms, conditions, and covenants to be kept and performed hereunder. The

acceptance of rent or any other sum due hereunder or the acceptance of performance of any other term, covenant or condition hereof, from any other person or entity, shall not be deemed to be a waiver of any of the provisions of this Lease or a consent to any subletting or assignment of the leased premises. If the Lessee is a corporation, and if at any time during the term of this Lease, any part or all of the corporate shares of the Lessee shall be transferred by sale, assignment, operation of the law, or other disposition (except where shares are transferred on death by bequest or inheritance) so as to result in a change in the present effective voting control of the Lessee by the person or persons owning the majority of said corporate shares on the date of this Lease, Lessee shall promptly notify the District in writing of such change, and such change shall, if not previously consented to in writing by the District, be deemed an assignment without consent of the District in violation of this paragraph. An assignment or subletting without the written consent of the District or an assignment or subletting by operation of law shall be void and shall, at the option of the District, terminate this Lease.

20. BANKRUPTCY OF LESSEE: Should the Lessee become insolvent, make an assignment for the benefit of creditors or be adjudged by a court of competent jurisdiction as bankrupt under the Bankruptcy Act of the United States as it now exists or may hereafter be amended, this Lease and all rights, privileges, and benefits of the Lessee under this Lease shall, at the District's option, terminate and not become part of the estate subject to such assignment or administration in bankruptcy.

21. LIENS: Lessee agrees to pay promptly, and to hold harmless and indemnify the District, for all labor done or materials furnished, work or repair, maintenance, improvement, alteration or addition done by Lessee in connection with this Lease and to keep and hold the District free, clear, and harmless of and indemnify the District from any and all liens that could arise by reason of any such work.

22. INDEMNIFICATION: Lessee shall indemnify and hold the District harmless from and against any and all claims of liability for any injury or damage to any person or property arising from Lessee's use of the premises or from the conduct of Lessee's business or from any activity, work or thing done, permitted or suffered by Lessee in or about the premises or elsewhere. Lessee shall further indemnify and hold the District harmless from and against any and all claims arising from any break or default in the performance of any obligation of Lessee's part to be performed under this Lease, or arising from any negligence of Lessee or Lessee's agents, contractors or employees. Lessee shall further indemnify the District from and against all costs, claim or any action or proceeding brought thereon. In the event any action or proceeding is brought against the District by reason of any such claim, Lessee, upon notice from the District, shall defend same at Lessee's expense by counsel satisfactory to District. Provided, however, that Lessee shall not be responsible for and shall not be required to indemnify or hold the District harmless from any claims of liability for any injury or damage to any person or property arising from the community use of the premises as provided under Paragraph 10 of this Lease.

23. EXEMPTION OF LESSOR FROM LIABILITY: Lessee, as a material part of the consideration to the District, hereby assumes all risk of damage to property or injury to persons, in, upon or about the premises arising from any cause, and Lessee hereby waives all claims in respect thereof against the District. The District shall not be liable for injury to Lessee, its employees, invitees, students, agents or contractors or any other person in or about the premises caused by or resulting from fire, explosion, steam, electricity, falling plaster, gas, water or rain, which may leak or flow from or into any part of the premises or from the breakage, leakage, obstruction or other cause of whatsoever nature, whether the said damage or injury results from conditions arising upon the premises or upon portions of the buildings on said premises, or from other sources or places and regardless of whether the cause of such damage or injury or the means of repairing the same is inaccessible to Lessee. The District shall not be liable for any latent defect in the leased premises or in the buildings on said leased premises. All property of the Lessee shall be kept or stored on the premises at the risk of the Lessee.

24. INSURANCE: Lessee shall carry and maintain, during the entire term hereof, at its own cost and expense, the following types of insurance:

a. Comprehensive Public Liability Insurance covering the leased premises on the minimum basis of one million dollars ($1,000,000), Combined Single Limit for bodily injury (including death) and property damage and specifically insuring performance by Lessee of his indemnity agreements set forth above.

b. Such insurance shall:

1) Be procured from an insurer authorized to do business in California and approved in writing by the District.

2) Provide primary and not excess coverage.

3) Name the District as an additional insured.

4) Waive subrogation rights, if any, which the insurer may have against the District. Lessee agrees that it shall not make any claim against or seek to recover from the District for any loss or damage to its property or the property of others resulting from fire or other hazards covered by such insurance.

5) Require that the District be given at least thirty (30) days' written notice before any such insurance can be canceled or changed with respect to the party's coverage or limits of liability.

Lessee shall, prior to commencement of this Lease term, deliver to the District a copy of such policy or policies or a certificate of insurance in the case of blanket coverage, together with satisfactory evidence that the premiums have been paid and not less than ten (10) days before each expiration of any such insurance coverage during the Lease term and any extension thereof shall deliver to the District satisfactory evidence that such insurance has been renewed and that the required premiums therefor have been paid.

25. DEFAULT: If Lessee shall default in the payment of any rent or charge or sum of money due, or to be paid by Lessee hereunder, and such default shall continue for a period of fifteen (15) days after written notice thereof from the District, or if Lessee shall conduct or permit any act of waste or nuisance on or with respect to the leased premises or any portion thereof, and the same shall not be corrected within fifteen (15) days after written notice thereof from the District, or if Lessee shall default in the performance or observance of any other term, covenant, agreement or obligation of this Lease to be performed or observed by Lessee, and such default shall continue for a period of fifteen (15) days after written notice thereof by the District, or if more than two (2) of any of the foregoing defaults or any combination thereof shall occur in any single twelve (12) month period during the term hereof, whether or not the same be timely cured of if Lessee shall vacate or abandon the leased premises, then the District shall have, in addition to any other remedies available by law, without further notice to Lessee, and without barring later election of any other remedy, any one or more of the following remedies at the District's election:

a. The District may require strict performance of all the terms, covenants, agreements, and obligations hereof as the same shall accrue, and have the right of action therefor; or

b. By written notice to Lessee, the District may terminate this Lease, re-enter the leased premises by process of law, remove all parties in possession therefrom and repossess said leased premises, in which event, the District shall have the right to recover from Lessee:

1) The worth, at the time of the award, of the unpaid rent that had been earned at the time of termination of this Lease.

2) The worth, at the time of award, of the amount by which the unpaid rent that would have been earned after the date of termination of this Lease until the time of award exceeds the amount of loss of rent that Lessee proves could have been reasonably avoided.

3) The worth, at the time of the award, of the amount by which the unpaid rent for the balance of the term after the time of award exceeds the amount of the loss of rent that Lessee proves could have reasonably been avoided.

4) Any other amount and court costs necessary to compensate the District for all detriment proximately caused by Lessee's default.

"The worth, at the time of the award," as used in 1) and 2) of this Subparagraph "b" is to be computed by allowing interest at the rate of ten percent (10%) per annum or the maximum lawful rate, whichever is lesser; "the worth, at the time of the award," as referred to in 3) of this Subparagraph "b" is to be computed by discounting the amount at the discount rate of the Federal Reserve Bank of San Francisco at the time of the award, plus one percent (1%) or the maximum lawful rate, whichever is the lesser.

All rights and remedies of the District herein enumerated shall be cumulative and none shall exclude any other right or remedy allowed by law or equity; and likewise, the exercise by the District of any remedy provided for herein or allowed by law or equity shall not be to the exclusion of any other remedy.

The District and Lessee further agree that in the event Lessee breaches this Lease or any covenant, term or condition hereunder, and abandons the leased premises or any portion thereof, this Lease shall continue in force and effect for so long as the District does not terminate Lessee's right to possession, as set forth in this Lease, and the District may enforce all rights and remedies of the District including, without limitation, the right to recover rental as it becomes due hereunder. Acts of maintenance or preservation or efforts to relet the leased premises or the appointment of a receiver upon the initiation of the District to protect the District's interests under this Lease shall not constitute a termination of Lessee's right to possession.

Any re-entry shall be allowed by Lessee without hindrance, and the District shall not be liable in damages for any such re-entry or be guilty of trespass or forcible entry. No act by the District hereunder shall terminate this Lease unless the District notifies Lessee in writing that the District elects to terminate this Lease.

If the District should take possession of the premises under the provisions of this paragraph or at the end of the term, the District may remove, to any place of storage or any dumping ground, at Lessee's risk and expense and without incurring any responsibility to Lessee for loss, damage or theft, all property in or about the leasehold belonging to or in custody of the Lessee.

26. DAMAGE OR DESTRUCTION: Partial Damage - Insured. In the event improvements on the premises are damaged by any casualty which is covered under an insurance policy required to be maintained by the Lessee pursuant to this Lease, then the Lessee shall provide for repair of such damage as soon as reasonably possible to the satisfaction of the District, and this Lease shall continue in full force and effect.

27. RIGHT TO INSPECT AND POST NOTICES: The District or the District's representatives or agents shall have the right to enter the leased premises at all reasonable times during the term of this Lease to inspect the same or to post notices of non-responsibility for any work done or to be done therein at the instance of the Lessee or for any other lawful purpose.

28. SURRENDER: Lessee shall peacefully give up and surrender to the District the premises and every part thereof at the termination of the term of this Lease in as good a condition and repair as reasonable use and wear thereof will permit.

The voluntary or other surrender of this Lease by Lessee, or a mutual cancellation thereof, shall not work a merger and shall, at the option of the District, terminate all or any existing subleases or subtenancies, or may, at the option of the District, operate as an assignment to it of any or all such subleases or subtenancies.

29. ENTIRE AGREEMENT: This instrument constitutes the entire agreement between the District and Lessee relative to the premises and this agreement may be altered, amended or revoked only by an instrument in writing signed by both the District and Lessee. The District and Lessee agree hereby that all prior or contemporaneous oral agreements between and among themselves and their agents or representatives relative to the leasing of the premises are merged in or revoked by this agreement.

30. SEVERABILITY: If any term or provision of this Lease shall, to any extent, be determined by a court of competent jurisdiction to be invalid or unenforceable, the remainder of this Lease shall not be affected thereby, and each term and provision of this Lease shall be valid and be enforceable to the fullest extent permitted by law.

31. COSTS OF SUIT:

a. If Lessee or the District shall bring any action for any relief against the other, declaratory or otherwise, arising out of this Lease, including any suit by the District for the recovery of rent or possession of the premises, the losing party shall pay the successful party a reasonable sum for attorney's fees which shall be deemed to have accrued on the commencement of such action and shall be paid whether or not such action is prosecuted to judgment.

b. Should the District, without fault on the District's part, be made a party to any litigation instituted by Lessee or by any third party against Lessee, or by or against any person holding under or using the premises by license of Lessee, or for the foreclosure of any lien for labor or material furnished to or for Lessee or any act or transaction of Lessee or of any such other person, Lessee covenants to save and hold the District harmless from any judgment rendered against the District or the premises or any part thereof, and all costs and expense, including reasonable attorney's fees, incurred by the District in or in connection with such litigation.

32. TIME: JOINT AND SEVERAL LIABILITY: Time is of the essence of this Lease and each and every provision hereof, except as to the conditions relating to the delivery of possession of the premises to Lessee. All the terms, covenants, and conditions contained in this Lease to be performed by either party, if such party shall consist of more than one person or organization, shall be deemed to be joint and several, and all rights and remedies of the parties shall be cumulative and non-exclusive of any other remedy at law or in equity.

33. BINDING EFFECT: CHOICE OF LAW: The parties hereto agree that all the provisions hereof are to be construed as both covenants and conditions as though the words imparting such covenants and conditions were used in each separate paragraph hereof; subject to any provisions hereof restricting assignment or subletting by Lessee all of the provisions hereof shall bind and inure to the benefit of the parties hereto and their respective heirs, legal representatives, successors and assigns. This Lease shall be governed by the laws of the state of California.

34. WAIVER: No covenant, term or condition or the breach thereof shall be deemed waived, except by written consent of the party against whom the waiver is claimed, and any waiver or the breach of any covenant, term or condition shall not be deemed to be a waiver of any preceding or succeeding breach of the same or any other covenant, term or condition. Acceptance by the District of any performance by Lessee after the time the same shall have become due shall not constitute a waiver by Lessor of the breach or default of any covenant, term or condition unless otherwise expressly agreed to by the District in writing.

35. NOTICES: All notices or demands of any kind required or desired to be given by the District or Lessee hereunder shall be in writing and shall be deemed delivered forty-eight (48) hours after depositing the notice or demand in the United States mail, certified or registered, postage prepaid, addressed to the District or Lessee respectively at the addresses set forth after their signatures at the end of this Lease.

36. CORPORATE AUTHORITY: If Lessee is a corporation, each individual executing this Lease on behalf of said corporation represents and warrants that he is duly authorized to execute and deliver this Lease on behalf of said corporation in accordance with a duly adopted resolution of the Board of Directors of said corporation or in accordance with the bylaws of said corporation, and that this Lease is binding upon said corporation in accordance with its terms. If Lessee is a corporation, Lessee shall simultaneously with the execution of this Lease, deliver to the District a certified copy of a resolution of the Board of Directors of said corporation authorizing or ratifying the execution of this Lease.

37. SECURITY DEPOSIT: Lessee shall deposit with the District as a security deposit, and not as prepaid rent, the sum equal to ten percent (10%) of the proposed first-year Lease payment which sum shall be retained by the District without liability for interest as security for the faithful performance by the Lessee to be kept and performed. The security deposit shall be returned to the Lessee upon the expiration of this Lease if the Lessee is not then in default and upon confirmation by the District that the leased premises have been delivered to the District in the condition required by this Lease. In no event shall such security deposit be in lieu of, constitute or excuse Lessee from paying any portion of the rent or other sums or charges to be paid by the Lessee hereunder at any time during the term hereof. The taking of such security by the District shall in no way be a bar or defense to any action in unlawful detainer or for the recovery of the leased premises or for any other action which the District may at any time institute for the breach of any term, covenant or condition contained herein.

In the event of failure of Lessee to keep and perform any of the terms, covenants, and conditions of this Lease to be kept and performed by Lessee during the term of this Lease, or any renewals, or extensions thereof, then the District at its option may appropriate and apply said entire deposit, or so much thereof as may be necessary, to compensate the District for any loss or damage sustained or suffered by the District due to such breach on the part of Lessee. Should the entire deposit, or any portion thereof,

be appropriated and applied by the District for the payment of overdue rent or other sum due and payable to the District by Lessee hereunder, then Lessee shall, upon the demand of the District, forthwith remit to the District a sufficient amount of cash to restore said security to the original sum deposited, and Lessee's failure to do so within five (5) days after receipt of such demand shall constitute a default under this Lease.

IN WITNESS WHEREOF, the District and Lessee have executed this Lease on the 18th day of February, 1993.

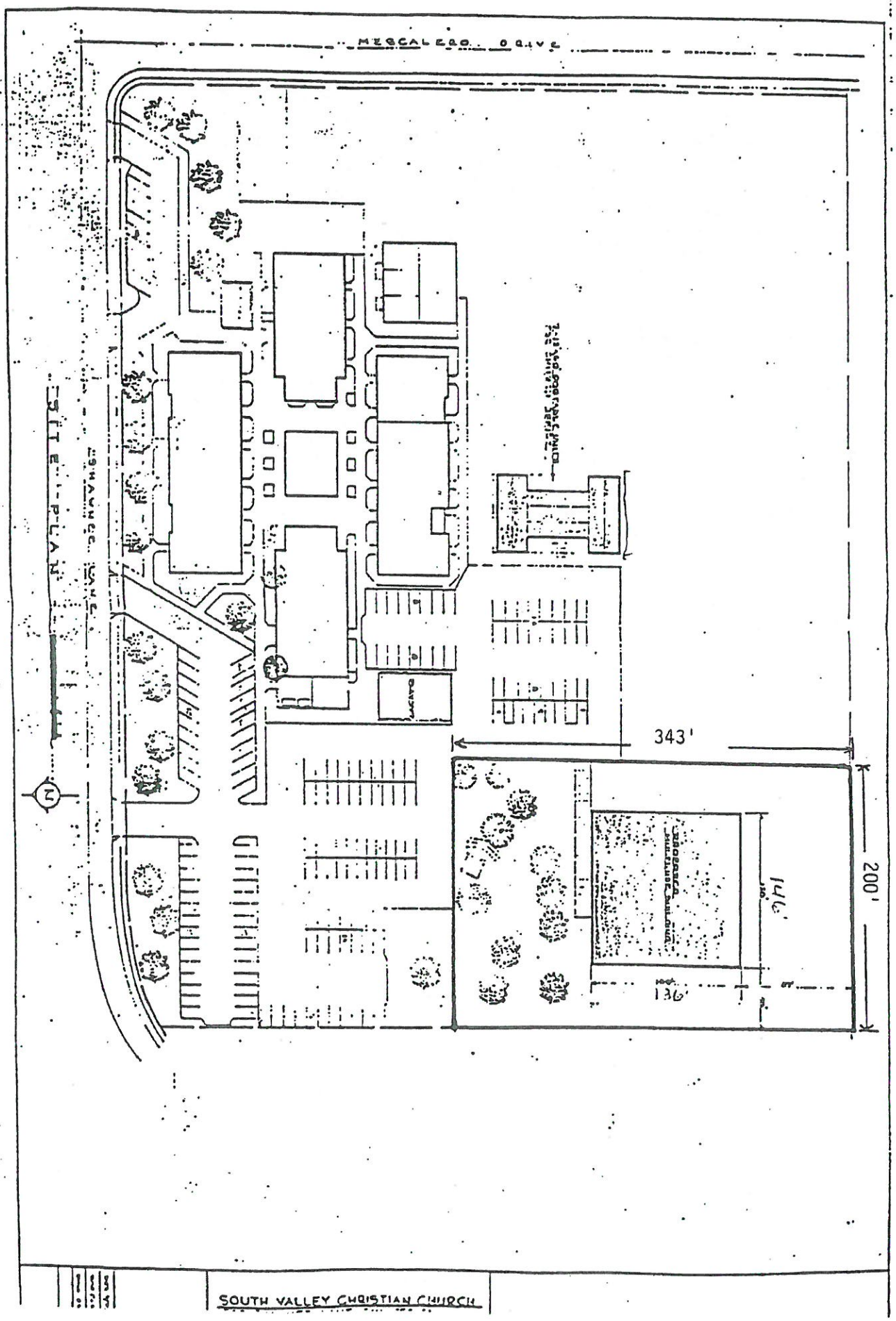
OAK GROVE SCHOOL DISTRICT
6578 Santa Teresa Blvd.
San Jose, CA 95119

By Hardy Childers
Hardy Childers
Assistant Superintendent
for Business Services

SOUTH VALLEY CHRISTIAN CHURCH
6541 Via del Oro
San Jose, CA 95119

By
Michael D Avinger 4/16/93
Business Administrator

EXHIBIT "A"



SITE PLAN

SOUTH VALLEY CHRISTIAN CHURCH

REVISED

ADDENDUM TO LEASE AGREEMENT

THIS ADDENDUM TO LEASE AGREEMENT is entered into by and between the OAK GROVE SCHOOL DISTRICT, located at 6578 Santa Teresa Boulevard, San Jose, California, hereinafter referred to as "District," and SOUTH VALLEY CHRISTIAN CHURCH, hereinafter referred to as "Lessee."

Each party hereto agrees to the following terms and conditions as an addendum to the terms and conditions set forth in the lease agreement signed and approved on February 18, 1993. **All terms of that agreement remain in full force and effect for the original property leased and any property added in accordance with this addendum except as specifically modified by these terms.**

1. PREMISES: Premises as defined in the February 1993 agreement are hereby modified to reflect that portion of the real property situated in the City of San Jose, County of Santa Clara, State of California, commonly known and referred to as the Dickinson School site, 500 Shawnee Lane, which is described and outlined in Exhibit "A-1" which is attached hereto and incorporated by reference herein. The total amount of space leased to Lessee is not to change as a result of this addendum.

2. TERM: The term of this Lease Addendum shall commence July 1, 2005, and shall terminate December 31, 2016 (same date as the February 1993 "Sanctuary" lease).

3. RENTAL: The Lessee agrees to and shall pay to District at 6578 Santa Teresa Boulevard, San Jose, California, as rent for the leased premises an annual rate per square foot of $1.4635 for any portable/modular/permanent building space (of any and all types) installed after January 1, 2005, with such rate and charge to be effective July 1, 2005.

   The planned and maximum square footage to be installed under this addendum is to be 5,707 square feet. The annual charge for such space will be $8,352 for the period July 1, 2005 through June 30, 2006, or $696 per month. Said rent shall be due and payable in advance on the first day of each month. The full amount for the planned additions will be due and payable each month with no pro rating of payments. If for any reason any planned additions are not to be added, that portion of the cost will be reduced from the stated charges upon written notification thereof and any future additions will require a subsequent addendum to this agreement.

   Rent shall increase each succeeding year (after the first full July-June fiscal year of the Lease) by five percent (5%), with such rate changes being effective each succeeding July 1 and running through the following June 30.

4. CANCELLATION: Notwithstanding any provision of this Paragraph 4, or any other provision of this Addendum or original Lease, Lessee acknowledges that it shall have no right to continuation of the Lease if District in writing, and with twelve (12) months prior notice, notifies Lessee of District's intent either to sell the leased premises, to land lease the premises or any part thereof for a period in excess of twenty (20) years, or its intent to use the premises for any school district purpose whatsoever. If the District cancels this

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ADDENDUM TO LEASE AGREEMENT
between OAK GROVE SCHOOL DISTRICT
and SOUTH VALLEY CHRISTIAN CHURCH
July 1, 2005 Thru December 31, 2016

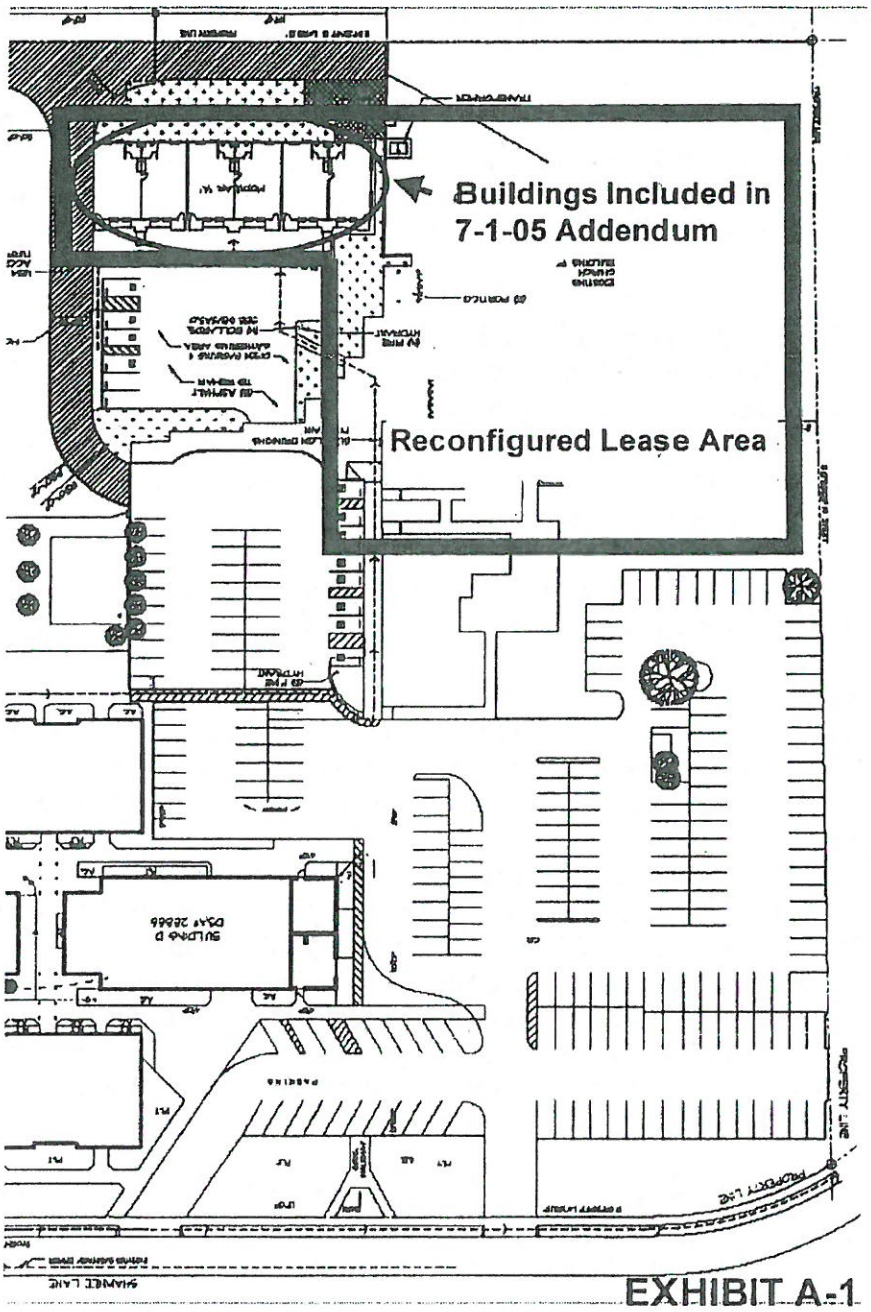

EXHIBIT A-1

Lease prior to the end of the specified Lease term, the District shall reimburse Lessee the actual cost of any improvements Lessee has placed on the grounds but in no event more than the fair market value of the improvements at the time of lease cancellation. To be eligible for any compensation in the event of cancellation by District under this term, Lessee shall provide documented actual construction cost upon notice of completion. Any notice given under this cancellation term shall state an effective date which shall be the first day of the month no less than twelve (12) calendar months after the effective delivery of the notice.

Lessee shall have the right to cancel this Addendum at any time by delivering written notice thereof to District twelve (12) months prior to date of cancellation, and by restoring the property to the condition as it existed prior to execution of the Addendum. Lease payments due hereunder shall continue until the property is restored to its original condition or Lessee is otherwise released by District.

5. USE OF LEASED GROUNDS: District hereby grants permission to Lessee to construct and maintain a maximum of an additional 5,707 square feet (approximate) of building space on the grounds of Dickinson School as indicated in Exhibit "A-1." District agrees that Lessee may maintain the building(s) on the Dickinson School site during the term of its existing ground Lease subject to Lessee's acceptance of Lease terms, including cost, as specified in this agreement. Lessee agrees to pay all costs related to the construction, financing, and maintenance of said building, including site work and utility service connections. Lessee warrants that the building will comply with all applicable government laws, codes, regulations, and restrictions. Lessee agrees to meet any requirements and fulfill any and all obligations placed upon the development by any political jurisdiction and/or other third parties with legal authority, at its own cost, and will not incur or commit to any cost or obligation to be assumed by the Oak Grove School District. Lessee agrees that the building will be used in a manner fully consistent with purposes as specified in its "Sanctuary" Lease proposal document. Lessee agrees to maintain the building in sound condition and appearance at Lessee's own expense. At the sole option of the District, upon termination of the Lease, including renewals or extensions thereof, Lessee agrees to negotiate and enter into a continuing Lease arrangement with the District or remove the buildings completely from the Dickinson School site and restore the property to the condition as it existed prior to initial construction of the building. If mutually agreed, Lessee may vacate the buildings and convey title thereto to District.

IN WITNESS WHEREOF, the District and Lessee have executed this Lease on the 1ST day of MARCH, 2006.

OAK GROVE SCHOOL DISTRICT
6578 Santa Teresa Blvd.
San Jose, CA 95119

By _____
Hardy Childers
Deputy Superintendent

SOUTH VALLEY CHRISTIAN CHURCH
590 Shawnee Lane
San Jose, CA 95123

By _____
3/7/06

Lease Agreement Amendment

Lessee: **South Valley Christian Church** Term: **January 1, 1997** to **January 1, 2017**

District: **OAK GROVE SCHOOL DISTRICT**

PREMISES: **Dickinson School**
500 Shawnee Lane
San Jose, CA 95123

The purpose of this amendment is to amend Item #8, Utilities, on page 3 of 11 of the Lease Agreement by defining the costs of the garbage removal to be invoiced to South Valley Christian Church on a monthly basis for garbage removal services performed by the District.

The District garbage truck will dump the existing trash bins located at premises noted above on each Monday and Friday of every week providing that Monday and Friday are regular scheduled workdays and are not holidays by the District calendar. If the regular garbage pick-up at the premises noted above falls on a holiday, the District will schedule the weekly garbage pick-up on a Wednesday.

Regular monthly garbage pick-up fee will be **$320.00.** The monthly fee will increase annually at the same rate as the base lease agreement dated February 18, 1993.

Additional garbage pick-ups requested by the Lessee will be invoiced at **($40)** Forty dollars per pick up. Additional garbage pick-ups will only be scheduled for Wednesdays.

This amendment shall apply to all garbage pick-ups that will start on Friday, February 10, 2006 with this first month pro-rated at **$240.00** and subsequent monthly invoices billed at the full monthly rate.

Either party may terminate this Amendment with 30 days prior notice.

IN WITNESS WHEREOF, the parties have affixed their signatures.

OAK GROVE SCHOOL DISTRICT

By _____

Date 2/13/06

LESSEE

By _____

Date 2/14/06

FULLY EXECUTED FILE COPY

SUBLEASE
AGREEMENT
Dickinson School
500 Shawnee Lane
San Jose, CA 95123

This Sublease Agreement ("Agreement") is entered into this 30th day of June, 2008, by and between South Valley Christian Church ("Sublessor") and Victory Outreach Church ("Sublessee").

RECITALS

A. Sublessor, as Tenant, entered into a Lease Agreement, effective February 18, 1993 ("Prime Lease") with the Oak Grove School District ("Prime Landlord"), as Landlord, for a portion of the former Dickinson School site located at 500 Shawnee Lane, San Jose, California, 95123 ("Prime Premises"). A copy of the Prime Lease is attached hereto as Exhibit "A" and incorporated herein.

B. Sublessor entered into an Addendum to the Prime Lease on March 1, 2006, for the use of additional land on the former Dickinson School site ("Additional Premises"). A copy of the Addendum is attached hereto as Exhibit "B" and incorporated herein.

C. Sublessor warrants that the Lease Agreement described above in Recital A and the Addendum described in Recital B constitute the entire lease agreement ("Prime Lease") between Sublessor and Prime Landlord and that there are nor other amendments or addendums to the Prime Lease.

D. Sublessor desires to sublease to Sublessee and Sublessee desires to sublease from Sublessor the Prime Premises and the Additional Premises (collectively referred to as the "Premises") subject to the terms of this Agreement.

In consideration of the mutual covenants contained in this Sublease, the parties agree as follows:

1. **Premises.** Subject to the Prime Landlord's written consent, Sublessor subleases and demises the Premises to Sublessee subject to all terms and conditions contained in the Prime Lease, the Addendum and this Agreement. If the written consent of Prime Landlord to this Sublease is not obtained, then Sublessor shall immediately return all sums paid by Sublessee to Sublessor including the $500,000 payment paid by Sublessee to Sublessor on or about June 13, 2008, the $175,000 payment paid by Sublessee to Sublessor on or about July 1, 2008, and the ~~$30,176~~ $28,515.00 payment paid by Sublesse on or about July 1, 2008 and this Sublease and the accompanying promissory note shall be null and void.

* $28,515.00

X SM
X DD

*

FILE COPY

2. Prime Lease and Addendum.

a. This sublease shall be subject and subordinate to all terms and conditions contained in the Prime Lease and the Addendum.

b. The non-monetary terms, covenants, and conditions contained in the Prime Lease shall, as between Sublessor and Sublessee, be incorporated herein by reference and constitute the terms, covenants and conditions of this Sublease, except to the extent that they are specifically excluded or are inapplicable hereto or inconsistent herewith. The term "Landlord" as used in the Prime Lease shall refer to Sublessor, its successors and assigns hereunder, and the term "Tenant" as used in the Prime Lease shall refer to Sublessee, its successors and assigns hereunder.

c. The remedies of the parties, as Sublessor and Sublessee hereunder shall be the same as the respective remedies of the Landlord and Tenant under the Prime Lease. Sublessor shall have no liability to Sublessee for any matter or thing for which Sublessor does not have coextensive rights as Tenant under the Prime Lease.

d. Neither Sublessor nor Sublessess shall commit or permit to be committed on the Premises any act or omission that shall violate any term or condition of the Prime Lease or the Addendum or breach the terms of the Prime Lease or the Addendum or cause the Prime Lease or Addendum to be terminated.

3. Use. The Premises shall be used by Sublessee for operation of a church and for activities reasonably related thereto, and for no other purpose without the prior written consent of Sublessor.

4. Term. The term of this Sublease shall be the same term as the Prime Lease and the Addendum. This Sublease shall terminate upon termination of the Prime Lease or the Addendum unless sooner terminated in accordance with this Sublease.

5. Rent. Sublessee shall pay all rent applicable to the Premises under the Prime Lease and the Addendum in accordance with the terms of the Prime Lease and the Addendum. At the time of the execution of this Sublease, the monthly rental payments under the Prime Lease are $3,771.00 and are subject to increase per the terms of the Prime Lease. Such payments shall be made by Sublessee to Sublessor on the 1st day of each month. Sublessor shall within twenty-four (24) hours of payment provide proof of payment to Sublessee.In addition, for the improvements constructed on the Premises by Sublessor, Sublessee shall pay Sublessor $2,500,000.00. Such amount shall be paid in accordance with the following terms: Upon execution of this Sublease, Sublessee shall pay Sublessor $675,000.00. Sublessor hereby acknowledges that $500,000.00 of this $675,000.00 was previously paid by Sublessee to Sublessor on or about June 13, 2008, and is fully refundable in the event the parties do not enter into this Sublease or the Prime

Landlord does not consent to this Sublease. The remainder of the amount due shall be secured by a promissory note payable in accordance with the terms of the note. A copy of the promissory note is attached hereto as Exhibit "C". Upon the sale of Sublessee's property located at 558 Monterey Road, Morgan Hill, CA 95037 or June 30, 2009, whichever occurs first, Sublessee shall pay Sublessor a lump sum payment of $325,000.00, which shall be deducted from the amount of the note and the remaining payments thereunder shall be reduced to reflect the applicable interest rate amortized over the remainder of the term of this Sublease. A deed of trust shall be recorded against the Sublessee's property in the form attached hereto as Exhibit "D".

6. **Late Charges.** Sublessee acknowledges that late payment by Sublessee of any amount owed to Sublessor under this Sublease will cause Sublessor to incur costs not contemplated by this Sublease, the exact amount of such costs being extremely difficult and impracticable to fix. Therefore, if any installment of rent is not received by Sublessor three business days of when it is due when due, Sublessee shall pay to Sublessor, as liquidated damages for Sublessee's failure to make such timely payment, an additional sum of three percent (3%) of the overdue rent per month as a late charge. The parties agree that this late charge represents a fair and reasonable estimate of the administrative costs that Sublessor will incur by reason of a late payment by Sublessee.

7. **Other Expenses.** Sublessee shall be responsible for all maintenance and repair of the Premises, other than structural repairs and capital improvements, which shall be the sole responsibility of the Sublessor. In addition, Sublessee shall be responsible for the direct payment of all expenses required to be paid by Sublessor under the Prime Lease and the Addendum. In addition, Sublessee shall pay Sublessor for the actual monthly costs for facilities maintenance, the cost of the real property insurance required pursuant to Paragraph 12 , security, landscaping and taxes, if applicable. A summary of those monthly fees is attached hereto as Exhibit "E". Those fees are subject to increase upon 30-days notice from Sublessor to Sublessee. Sublessee shall have the Premises exterminated on a monthly basis. If at any time after August 2008, Sublessee would like to use a different company to service the HVAC system, it may request such a change to Sublessor and Sublessor may decide to change companies. Sublessor shall provide Sublessee with proof of insurance. In addition, Sublessor shall provide Sublessee with documentation, including invoices, supporting these monthly costs upon Sublessee's request.

8. **Condition of the Premises.** Sublessee accepts the Premises in their condition as of July 1, 2008, and shall deliver them to Sublessor at the end of the term or upon termination of this Sublease in the same condition, normal wear and tear excepted. Sublessee shall be responsible for any damage to the Premises caused by Sublessee, its agents, employees or invitees.

9. **Alterations and Improvements.** Sublessee shall not make or cause to be made, any alterations or improvements to the Premises without the prior written consent of Sublessor and the Prime Landlord, which consent shall not be unreasonably withheld. Sublessee shall have the right to paint the inside of the Premises and recarpet those

portions of the Premises which are carpeted at the time of the execution of this Sublease without first obtaining the Sublessor and Prime Landlord's consent In addition, upon review and approval of plans by Sublessor, Sublessee shall have the right to install stairs leading to the stage at the Premises so long as said work is completed pursuant to all applicable building codes and necessary permits.

10. Assignment and Subletting. Sublessee shall not have the right to assign this Sublease or sublet the Premises in whole or in part without the prior written consent of Sublessor and the Prime Landlord. No such assignment or subletting shall relieve Sublessee of any of its obligations under this Sublease. Sublessor shall have the right to assign its interest in this Sublease in its sole discretion. If Sublessor does assign its right in this Sublease, it shall immediately notify Sublessee of this assignment.

11. Indemnification. Sublessee agrees to defend, indemnify and hold Sublessor and Prime Landlord harmless from and against any and all liabilities, fines, suits, claims, demands, expenses and actions of any kind or nature (including reasonable attorneys' fees, expert witness fees and other costs of defense) arising by reason of death or injury to person and/or damage to property occurring on, in or about the Premises occasioned in whole or in part by any act or omission of Sublessee, or of any person present by license or permission, express or implied, of Sublessee, unless such liabilities, fines, suits, claims, demands, expenses or actions results from the gross negligence or willful misconduct of Sublessor and/or Prime Landlord.

12. Insurance. Sublessee shall,at Sublessee's expense, obtain, and keep in force during the term, a policy of comprehensive public liability insurance in the amount of not less than $1,000,000.00 combined single limit for damage or injury to persons or property resulting from the condition of the Premises or the activities of the Sublessee, its agents, employees or invitees thereon. Sublessor and Prime Landlord shall be named insureds on such policies. Sublessee shall provide Sublessor with evidence of such insurance. Sublessor shall maintain property damage insurance which premiums shall be paid by Sublessee during the term of this Sublease in accordance with Section 7. Sublessor and Sublessee agree to cause the insurance companies issuing their respective property insurance policies to waive any subrogation rights that those companies may have against Sublessor or Sublessee, respectively, as long as such waiver would not invalidate the insurance. If the waivers of subrogation are contained in the respective insurance policies, Sublessor and Sublessee waive any right that either may have against the other on account of any loss or damages to their respective property to the extent that the loss or damage is insured under their respective insurance policies.

13. Damage or Destruction. If all or any part of the Premises are damaged, destroyed or rendered untenantable as a result of fire or other casualty or some other or similar condition or event, Sublessor shall commence promptly, and continue with reasonable dispatch, to restore same to substantially the same condition as existed immediately preceding the damage or destruction. If such restoration has not commenced within 120 days, Sublessee may elect to restore the Premises, in which case all insurance proceeds with respect to the Premises shall be made available to Tenant and in addition thereto Landlord shall reimburse Tenant on demand for any cost and expense incurred by

Tenant for said restoration (not including any amount by which the net cost and expense of restoration was increased by any change or changes made by Tenant) in excess of the insurance proceeds received by Tenant. If all or any part of the Premises are damaged or destroyed by fire or other casualty, then the Rent and all other amounts payable hereunder shall be abated equitably for the period from the date of such damage or destruction until the completion of restoration of Premises rendered untenantable by such fire or other casualty.

14. **Successors and Assigns.** All the benefits and obligations of all provisions of this Sublease shall be expressly applicable to all permitted successors and assigns of Sublessor, Sublessee and Prime Landlord.

15. **Notice.** All notices or demands required or permitted under this Sublease by either party shall be hand-delivered or sent by United States mail, registered or certified, postage prepaid, addressed to the other party as follows:

Sublessor: South Valley Christian Church/
Venture Christian Church
16845 Hicks Road
Los Gatos, CA 95032
Attn: Steve Meyers and Jim Coffaro

Sublessee: Victory Outreach Church
590 SHAWNEE LANE
SAN JOSE, CA 95123

16. **Costs of Litigation.** If it becomes necessary for either party to take any action to enforce the Sublease or any of its terms, the prevailing party shall be entitled to recover its reasonable attorneys fees and costs.

17. **Free of Liens and Encumbrances.** The parties hereto mutually agree that they shall keep the Premises free and clear of all liens and shall not use the Lease, the Premises and/or any improvements at the Premises as collateral for any loan or other liabilities or sums borrowed. In the event that either party breaches this term of the Agreement, that party hereby agrees to indemnify the other party for all losses and damages arising out of this breach.

18. **Cancellation of Prime Lease.** Under the terms of Paragraph 4 of the Prime Lease and Paragraph 4 of the Addendum to the Prime Lease, the Prime Landlord has the right under certain conditions to cancel the Prime Lease by providing 12 months notice to Sublessor and paying the Sublessor the fair market value of the improvements. If the Prime Landlord exercises this right,Sublessee shall be entitled to a portion of the fair market value of the improvements. Said portion shall be determined by dividing the amount paid by Sublessee for the improvements as of the date of cancellation by Prime Landlord by the cost of the improvements when purchased by Sublessee. That number is then multiplied by the fair market value of the improvements at the time of the

cancellation to determine the amount paid to Sublessee. For example, if Sublessee had paid $650,000.00 at the time of cancellation and the cost of the improvements when purchased by Sublessor was $2,000,000.00, Sublessee's interest in the monies paid upon cancellation would be 32.5% of the fair market value at the time of cancellation. By signing this Sublease, Sublessor waives any and all rights it has under Paragragh 4 of the Prime Lease and Paragraph 4 of the Addendum to Prime Lease to cancel the Lease.

19. **Condemnation.** In the event the Premises or a material portion is condemned, this Sublease shall immediately terminate and Sublessee shall owe no further sums to Sublessor.

20. **Notices from Prime Landlord**. The parties hereto agree that in the event they receive any written notice or notice of default from the Prime Landlord, they shall immediately provide a copy of same to the other party to this Agreement. In the event of a breach of this provision, the breaching party hereby agrees to indemnify the other party from all damages arising from this breach including any damages from the Prime Landlord terminating the Prime Lease. In the event that the Prime Lease is terminated by the Prime Lessor because of a breach by the Sublessor, the Note shall be null and void and Sublessee shall be entitled to a full refund of all sums paid thereunder, excluding the monthly payments.

21. **Structural Damage.** Sublessor agrees at its own cost to maintain in good order and condition the roofs and all other structural portions of the Premises and to repair immediately any damage to same, except to the extent such damage is caused by Sublessee.

22. **Entire Agreement and Modification.** This Sublease contains the entire agreement of the parties respecting the matters set forth, and supercedes all prior agreements between the parties respecting such matters. This Sublease may not be amended except by mutual written agreement of both parties.

IN WITNESS WHEREOF, Sublessor and Sublessee have executed this Sublease the day and year first written above.

SUBLESSOR:
South Valley Christian Church

7-16-08
By: STEVE MEYER
Its: BUSINESS ADMINISTRATOR

SUBLESSEE:
Victory Outreach Church

7/16/08
By: Odilia Cruz
Its: Business Administrator

EXHIBIT E
Expenses

MONTHLY / ANNUAL LEASE EXPENSES

	Monthly	Annual
LEASE PAYMENT ($1,825.00 FOR 8.5 years @ 5.875%)	$ 20,790.00	$ 249,480.00
Oak Grove School District Land Lease (as of Nov 2012)	$ 4,608.00	$ 55,296.00
OGSD Garbage	$ 430.00	$ 5,160.00
Property Insurance	$ 417.00	$ 5,004.00
TOTAL	**$ 26,245.00**	**$ 314,940.00**

EXHIBIT A
Prime Lease

ADDENDUM TO LEASE AGREEMENT
between OAK GROVE SCHOOL DISTRICT
and SOUTH VALLEY CHRISTIAN CHURCH
July 1, 2005 Thru December 31, 2016

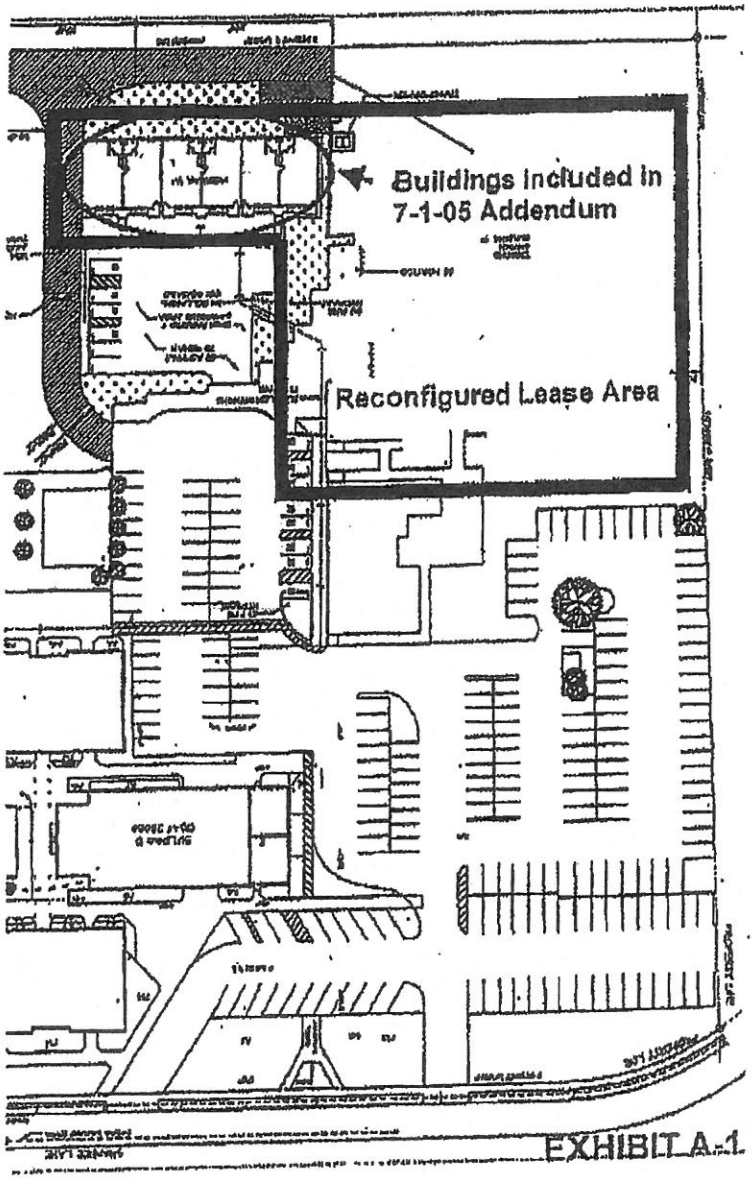

EXHIBIT A-1

OAK GROVE SCHOOL DISTRICT
BOARD OF TRUSTEES

SUBJECT:	**Proposition 55, The Children's Education and Health Care Protection Act of 2016**	**Information** X **Agenda Item** G-1
DATE:	**October 13, 2016**	
REPORTED BY/PERSON RESPONSIBLE:	**José L. Manzo**	
RECOMMENDED ACTION:		

BACKGROUND: Voters passed Proposition 30 in 2012, when California was suffering massive education cuts, 30,000 teacher layoffs, larger classes, and the elimination of art, music, and other classes. Public education lost $50 billion in funding that will never be paid back, billions in cuts to health care and other critical services. Proposition 30 helped public education restore some of the funds it lost during the recession. It generated more than $31 billion to date and with those funds, public schools rehired teachers and education support professionals, brought additional books and supplies directly to the classroom, re-opened school libraries and stabilized tuition rates at community colleges. Without Prop 30, California would have faced another $6 billion in cuts in 2013 alone. While Prop 30 generated a considerable amount of funding, this funding only restored levels to the 2007/08 by 2018.

The Children's Education and Health Care Protection Act. Proposition 55 is on the November 8, 2016 Election Ballot and if passed, would maintain the current income tax rates on the wealthiest Californians in order to prevent funding cuts for public education and services, like children's health care. As Prop 55 is a replacement of Prop 30, this proposition is not expected to improve funding levels currently in place.

DISCUSSION: At the September 22, 2016 Board Meeting, the Board of Trustees deferred this item to October 13, 2016.

FISCAL IMPACT: Increased state revenues, $4 billion to $9 billion annually from 2019-2030 depending on the economy and stock market.

OUTCOME: With the passage of Prop 55, there would be an extension of the current tax on the highest income earners in order to prevent funding cuts for public education and children's health care services.

PROP 55 TAX EXTENSION TO FUND EDUCATION AND HEALTHCARE. INITIATIVE CONSTITUTIONAL AMENDMENT.

SUMMARY

Extends by twelve years the temporary personal income tax increases enacted in 2012 on earnings over $250,000, with revenues allocated to K–12 schools, California Community Colleges, and, in certain years, healthcare. Fiscal Impact: Increased state revenues—$4 billion to $9 billion annually from 2019–2030—depending on economy and stock market. Increased funding for schools, community colleges, health care for low–income people, budget reserves, and debt payments.

WHAT YOUR VOTE MEANS

YES A YES vote on this measure means: Income tax increases on high–income taxpayers, which are scheduled to end after 2018, would instead be extended through 2030.

NO A NO vote on this measure means: Income tax increases on high–income taxpayers would expire as scheduled at the end of 2018.

ARGUMENTS

PRO Prop. 55 helps children thrive! Prop. 55 prevents $4 billion in cuts to California's public schools, and increases children's access to healthcare, by maintaining current tax rates on the wealthiest Californians—with strict accountability requirements. We can't go back to the deep cuts we faced during the last recession. *www.YesOn55.com*

CON VOTE NO ON 55—TEMPORARY SHOULD MEAN TEMPORARY. Voters supported higher taxes in 2012 because Governor Brown said they would be TEMPORARY. State budget estimates show higher taxes are not needed to balance the budget, but the special interests want to extend them to grow government bigger. TELL THEM NO.

FOR ADDITIONAL INFORMATION

FOR

Jordan Curley
Yes on 55—Californians for Budget Stability
1510 J Street, Suite 210
Sacramento, CA 95814
(916) 443-7817
info@protectingcalifornia.com
(mailto:info@protectingcalifornia.com)
www.YesOn55.com (http://www.YesOn55.com)

AGAINST

Howard Jarvis Taxpayers Association
www.hjta.org (http://www.hjta.org)

HELP OUR CHILDREN *THRIVE!*

California students, schools and colleges can't afford to go back to the days of massive teacher and staff layoffs, larger class sizes, and cuts to programs like art and music, and the state should protect essential services. **Proposition 55 does not raise taxes on anyone; it simply maintains the current income tax rates on the wealthiest Californians. Prop. 55 prevents nearly $4 billion in funding cuts to public education** and protects other vital services, like children's health care. Money goes to local schools and the Legislature can't touch it. Prop. 55 contains strict accountability requirements to ensure funds designated for education go to classrooms, not to bureaucracy or administrative costs.

So What Does Proposition 55 Do...

Proposition 55 Protects our Students and Public Schools from Returning to the Days of Massive Budget Cuts, Educator Layoffs, Larger Classes and Tuition Hikes

California public school funding was cut to the bone during the recession, forcing more than 50,000 teacher and staff layoffs, huge class sizes, and the elimination of programs like music and art that make our kids well-rounded. Public schools and colleges are just starting to come back from these cuts, and unless we pass Prop. 55 to maintain the current income tax rates on the wealthiest Californians, our schools will lose up to $4 billion a year.

Furthermore, California is facing a severe teacher shortage. There is a need to hire more than 22,000 teachers next year alone, and schools are just beginning to restore critical support staff, including school security, library aides, bus drivers and custodians.

Governor Jerry Brown has said that the state will be forced to make cuts if Proposition 55 doesn't pass. Our priority should be protecting our public schools, not risking a return to the days of deep cuts and overcrowded classrooms.

Funding from Prop. 55 will give local school districts the money they need to hire quality teachers and school employees, and to reduce class sizes.

Furthermore, Prop. 55 will help keep tuition rates stable and make more classes available to California's 2.1 million community college students.

Proposition 55 Does Not Raise Taxes on Anyone, the Wealthiest Will Temporarily Continue Paying the Same Amount they are Now to Protect Schools and Vital Services from Deep Cuts

Prop. 55 only affects the wealthiest Californians who can most afford it, ensuring they continue to pay their share of taxes so that funding for education and other vital services is not cut – this is not a tax increase.

Budget forecasts show that unless we maintain the taxes on the wealthy, our public schools will lose nearly $4 billion and our state budget will face a deficit of more than $4 billion in the first full year alone.

California public schools still rank among the lowest in the nation in per-student funding.

(over)

Paid for by Yes on 55 - Californians for Budget Stability, Sponsored by Teachers, Health Care Providers, Doctors and Labor Organizations. Major funding by California Hospitals Committee on Issues, (CHCI) Sponsored by California Association of Hospitals and Health Systems (CAHHS) and California Teachers Association/Issues PAC (committee). Printed In-House

Proposition 55 Will Improve Access to Health Care Programs for Low-Income Children

California chronically underfunds health care, and Prop. 55 provides up to $2 billion per year to give low-income families with kids increased access to care. This measure helps low-income families with children access the care they need, especially preventative care, which keeps kids healthier and saves California money in the long run. Proposition 55 will help low-income children come to school healthy and ready to learn – because everyone deserves access to quality healthcare, not just the wealthiest Californians.

Proposition 55 Provides Strict Accountability So Californians Know How the Money is Spent

Strict accountability and transparency requirements ensure funds designated for education go to classrooms, not to bureaucracy or administrative costs.

- Prop. 55 puts new revenue into a specific fund, the Education Protection Account, to make sure the money goes to local schools and community colleges. The Legislature can't touch it.
- Prop. 55 gives control to local school boards to determine student needs.
- Local school districts must separately identify how the funds are spent in their annual budgets and must post spending online to guarantee that Californians know exactly how and where funds are spent. Local districts are also subject to independent local audits.
- Further accountability is provided through www.trackprop30.sco.ca.gov, which allows the public to see how Prop. 30 funds have been spent.
- The measure authorizes criminal prosecution for any misuse of money.

More About Proposition 55...

Proposition 55, the California Children's Education and Health Care Protection Act, temporarily extends current income tax rates on the wealthiest Californians for 12 more years – singles earning more than $250,000 and couples earning more than $500,000 a year.

- This measure does not raise taxes on anyone.
- Middle-class families and small businesses will benefit when the temporary quarter-cent sales tax increase expires as planned at the end of this year. Prop. 55 does not extend this sales tax.
- The initiative will generate an estimated $8 billion per year on average.
- The initiative allocates these tax revenues to education and health care.
- The initiative includes tough accountability and transparency requirements.

The broad and diverse coalition supporting the measure includes Association of California School Administrators, California Black Chamber of Commerce, California Children's Hospital Association, California Federation of Teachers, California Hospital Association, California Medical Association, California School Boards Association, California School Employees Association, California State PTA, California Teachers Association, Children's Defense Fund – California, Service Employees International Union California State Council and SEIU 1000.

Help our children thrive, vote YES on Proposition 55!

HELP OUR CHILDREN THRIVE!

Organizational Endorsements

- ACCE Action
- African American Chamber of Commerce of San Joaquin County
- AFSCME
- AFSCME District Council 57
- AFT Local 3267
- Alameda-Contra Costa Medical Association
- Alameda Education Association
- Alice B. Toklas LGBT Democratic Club
- Alliance for a Better California
- American Academy of Pediatrics, California
- Asian American Business Women Association
- Asian Americans in Commercial Real Estate
- Asian Pacific Policy & Planning Council (A3PCON)
- Association of California Health Districts
- Association of California School Administrators
- Association of California State Supervisors
- Bend the Arc
- Blue Shield of California
- Brightline Defense Project
- California Academy of Family Physicians
- California Academy of Preventative Medicine
- California Alliance of Retired Americans
- California Association of Professional Scientists
- California Association of Psychiatric Technicians
- California Association of Public Hospitals and Health Systems
- California Association of School Business Officials
- California Association of School Psychologists
- California Black Chamber of Commerce
- California Calls
- California Children's Hospital Association
- California Church IMPACT
- California Council of Community Behavioral Health Agencies
- California County Superintendents Educational Services Association
- California Democratic Party
- California Dental Association
- California Federation of Teachers
- California Hospital Association
- California Labor Federation
- California League of Conservation Voters
- California Library Association
- California Medical Association
- California Pan-Ethnic Health Network
- California Park and Recreation Society
- California Partnership
- California Primary Care Association
- California Professional Firefighters
- California Retired Teachers Association
- California School-Based Health Alliance
- California School Boards Association
- California School Employees Association
- California School Nurses Association
- California Society of Industrial Medicine and Surgery
- California State Association of Counties

- California State Firefighters' Association
- California State PTA
- California State Retirees
- California State University Employees Union
- California Teachers Association
- California Young Democrats
- CalPACE
- Children's Defense Fund - California
- Children Now
- Chinese Progressive Association - San Francisco
- Coalition For Adequate School Housing
- Community College Facility Coalition
- Consumer Federation of California
- Corona Norco Teachers Association
- Democratic Party of Santa Barbara County
- Democrats of Rossmoor
- Dolores Huerta Foundation
- East Bay Leadership Council
- Ella Baker Center for Human Rights
- Faculty Association of California Community Colleges
- Filipino American Chamber of Commerce of San Mateo County
- Friends Committee on Legislation of California
- Harvey Milk LGBT Democratic Club
- Health Access California
- Housing California
- Jefferson Federation of Teachers, AFT Local 1481
- Kaiser Permanente
- Kern County Medical Society
- KIWA
- L.A. Care Health Plan
- Latino Institute for Corporate Inclusion
- Latino Literacy Now
- League of Women Voters of California
- Los Angeles Alliance for a New Economy
- Los Angeles County Democratic Party
- Los Angeles School Police Management Association
- Lutheran Office of Public Policy – California
- Mariposa County Democratic Central Committee
- Medical Oncology Association of Northern California
- Mental Health America of California
- Mexican American Legal Defense and Educational Fund (MALDEF)
- Mi Familia Vota
- Middle Class Taxpayers Association
- Miracle Mile Democratic Club
- Modoc County Democratic Central Committee
- National Association of Social Workers-California Chapter
- Non-Profit Housing Association of Northern California
- Palos Verdes Faculty Association
- Pomona Chamber of Commerce
- Potrero Hill Democratic Club
- Pupil Services Coalition
- Planned Parenthood Affiliates of California
- Randall Family Community Services
- Redwood Community Health Coalition

- Regional Chamber of Commerce, San Gabriel Valley
- Regional Black Chamber of Commerce, San Fernando Valley
- Schools for Sound Finance
- San Francisco Human Services Network
- San Francisco Medical Society
- Sacramento Black Chamber of Commerce
- SEIU California State Council
- SEIU Local 99
- SEIU Local 1000
- SEIU Local 2015
- SIREN
- Sonoma County Democratic Party
- Tulare Kings Hispanic Chamber of Commerce
- United Hospital Association
- United Teachers of Los Angeles
- United Teachers of Pasadena
- Urban Counties of California
- Ventura County Democratic Party
- Ventura County Medical Association
- Ventura County Office of Education
- Western Association for College Admission Counseling
- West LA Democratic Club

Public Official Endorsements

- Lieutenant Governor Gavin Newsom
- California State Controller Betty Yee
- California State Treasurer John Chiang
- California Insurance Commissioner Dave Jones
- California State Superintendent of Public Instruction Tom Torlakson
- State Board of Equalization Member Fiona Ma
- California State Superintendent of Public Instruction Delaine Eastin (Ret.)
- California State Superintendent of Public Instruction Jack O'Connell (Ret.)
- Senate President Pro Tem Kevin de León
- Senator Ben Allen
- Senator Isadore Hall, III
- Senator Ricardo Lara
- Senator Holly Mitchell
- Assembly Speaker Anthony Rendon
- Assembly Speaker Emeritus Toni G. Atkins
- Assemblymember Luis Alejo
- Assemblymember Joaquin Arambula
- Assemblymember Susan Bonilla
- Assemblymember Rob Bonta
- Assemblymember David Chiu
- Assemblymember Mike Gipson
- Assemblymember Lorena Gonzalez
- Assemblymember Patty López
- Assemblymember Evan Low
- Assemblymember Jose Medina
- Assemblymember Patrick O'Donnell
- Assemblymember Tony Thurmond
- Assemblymember Phil Ting
- Assemblymember Paul Fong (Ret.)
- Assemblymember Ted Lempert (Ret.)

- Alameda County Superintendent of Schools L. Karen Monroe
- Calaveras County Superintendent of Schools Kathy Northington
- Fresno County Superintendent of Schools Jim Yovino
- Humboldt County Superintendent of Schools Garry Eagles
- Los Angeles County Assessor Jeffrey Prang
- Los Angeles County Superintendent of Schools Arturo Delgado
- Mariposa County Superintendent of Schools Robin Hopper
- San Bernardino County Superintendent of Schools Ted Alejandre
- San Diego County Superintendent of Schools Randolph Ward
- San Joaquin County Superintendent of Schools James Mousalimas
- San Mateo County Superintendent of Schools Anne Campbell
- Santa Barbara County Superintendent of Schools William Cirone
- Shasta County Superintendent of Schools Thomas Armelino
- Sonoma County Superintendent of Schools Steven Herrington
- Yolo County Superintendent of Schools Dr. Jesse Ortiz
- Yuba County Superintendent of Schools Josh Harris
- Monterey County Supervisor Jane Parker
- San Francisco County Supervisor Eric Mar
- San Francisco County Supervisor Jane Kim
- Emeryville Mayor Dianne Martinez
- Dublin Mayor Tim Sbranti (Ret.)
- Woodland Mayor Art Pimentel (Ret.)
- Glendale City Clerk Ardy Kassakhian
- Daly City Vice Mayor David Canepa
- Daly City Councilmember Ray Buenaventura
- Dixon City Councilmember Jerry Castañon
- San Diego City Councilmember David Alvarez
- San Leandro City Councilmember Jim Prola
- Saratoga City Councilmember Rishi Kumar
- Woodland City Councilmember Angel Barajas
- City College of San Francisco Trustee Brigitte Davila
- Hacienda La Puente Unified School District Trustee Anthony Duarte
- Los Angeles Community College District Trustee Mike Eng
- Los Angeles Community College District Trustee Mike Fong
- Lucia Mar Unified School District Trustee Don Stewart
- Manteca Unified School District Trustee Stephen Schluer
- Mt. San Antonio College Trustee Jay Chen
- Napa Valley College Trustee Amy Martenson
- Peralta Community College District Trustee Nicky González Yuen
- Yuba Community College District Trustee Xavier Tafoya
- Acalanes Union High School District Trustee-Elect Craig Cheslog
- Berryessa Union School District President David Cohen
- Campbell Union High School District Trustee Kalen Gallagher
- Centralia Elementary School District Trustee Steve Harris
- Elk Grove Unified School District Trustee Tony Perez
- Fremont Unified School District Trustee Ann Crosbie
- Fremont Unified School District Trustee Desrie Campbell
- Garvey School District Trustee Henry Lo
- Jefferson Union High School District Trustee Clayton Koo
- Jefferson Union High School District Trustee Rosie Tejada
- Jefferson Union High School District Trustee Kalimah Salahuddin
- La Habra City School District Trustee Ida MacMurrary
- Los Angeles Unified School District President Steve Zimmer
- Los Angeles Unified School District Trustee Dr. George McKenna

- Ocean View School District Trustee President Gina Clayton-Tarvin
- Orinda Union School District Trustee Sarah G. Butler
- Pajaro Valley Unified School District Trustee Guadalupe I. Rivas
- Sacramento County Board of Education Trustee Harold Fong
- Sacramento City Unified School District Trustee Jay Hansen
- San Diego Community College District Trustee Bernie Rhinerson
- San Diego Unified School District Trustee Kevin Beiser
- San Francisco Unified School District President Matt Haney
- San Mateo-Foster City School District Trustee Nancy Kohn-Hsieh
- Spreckels Union School District Trustee Steve McDougall
- Twin Rivers Unified School District Trustee Walter Kawamoto
- Washington Unified School District Trustee Coby Pizzoti
- West Contra Costa Unified School District Trustee Madeline Kronenberg
- Woodland Joint Unified School District Trustee Sam Blanco III
- Woodland Joint Unified School District Trustee Cirenio Rodriguez
- Woodland Joint Unified School District Trustee Tico Zendejas
- Alameda Social Service Human Relations Board Member Audrey Hyman
- Fremont Planning Commissioner Brannin Dorsey

School Boards

- Alameda Unified School District
- Alhambra Unified School District
- Bennett Valley School District
- Berkeley Unified School District
- Burbank Unified School District
- Cinnabar School District
- Cloverdale Unified School District
- Cutten School District
- Downey Unified School District
- Dunsmuir Joint Union High School District
- El Segundo Unified School District
- Emeryville Unified School District
- Firebaugh-Las Deltas Unified School District
- Fontana Unified School District
- Fresno County Board of Education
- Glendora Unified School District
- Gonzalez Unified School District
- Guerneville School District
- Hueneme Elementary School District
- Jefferson Elementary School District
- Jefferson Union High School District
- John Swett Unified School District
- Lake Tahoe Unified School District
- Livingston Union School District
- Los Angeles Unified School District
- Manhattan Beach Unified School District
- Mariposa County Unified School District
- McSwain Union Elementary School District
- Modesto City Schools
- Modoc County Board of Education
- Napa County Board of Education
- Ocean View School District
- Palmdale School District
- Paso Robles Joint Unified School District

- Redwood City School District
- Ross Valley School District
- Sacramento City Unified School District
- Salinas Union High School District
- San Bernardino County District Advocates for Better Schools
- San Leandro Unified School District
- Santa Clara Unified School District
- San Rafael City Schools
- Santa Cruz City Schools
- Santa Monica-Malibu Unified School District
- Saugus Union School District
- Sebastopol Union School District
- Sonoma County Board of Education
- Sonoma Valley Unified School District
- Southern Humboldt Unified School District
- South Bay Union School District
- Sweetwater Union High School District
- Temecula Valley Unified School District
- Vacaville Unified School District
- Val Verde Unified School District
- Vallejo City Unified School District
- Ventura County Board of Education
- Washington Unified School District
- Wright Elementary School District

Community College Boards

- Cabrillo College Governing Board
- Coast Community College District
- Foothill-DeAnza Community College District
- Glendale Community College District
- Los Angeles Community College District
- San José-Evergreen Community College District
- San Diego Community College District
- San Luis Obispo Community College District
- San Mateo Community College District
- West Valley-Mission Community College District