Public View Report

Regular Meeting of the Board of Trustees (Virtual)
Lancaster ESD
June 16, 2020 5:00PM
44711 N. Cedar Avenue Lancaster, CA 93534 Closed Session (if necessary) followed by Study Session - 5:00 p.m./ Regular Open (Public) Session - 6:00 p.m. (VIRTUAL) MEETING - ONLINE ONLY DUE TO COVID-19 SHELTER IN PLACE ORDER VIA WEBEX. To join the

Mission Statement:

The mission of the Lancaster School District is to provide a relevant, high quality education within an inclusive and culturally respectful environment, preparing all students for personal and profe

1. VIRTUAL MEETING ACCESS

Quick Summary / Abstract:

The Lancaster School District is committed to public input and participation in school board meetings in a manner that is consistent with guidance provided by our county public health officials. Given the current shelter in place order in Los Angeles County, we are making available remote, online participation in order to promote the safety and health of our community. We will not have in-person public participation during this period due to the health and safety risks posed. The public can join the WebEx meeting from a computer, mobile device, or tablet or call in by telephone. The WebEx meeting information is provided on the district's website for every board meeting agenda, as long as needed during the COVID-19 pandemic.

Join the Meeting or by telephone +1-408-418-9388 Access Code: 146 057 2533 (press #, then # again)

Visit our Virtual Board Meeting site for further instructions on how to participate in this meeting by clicking here.

2. CALL TO ORDER BY PRESIDING OFFICER

Minutes:

The June 16, 2020, meeting of the Board of Trustees of the Lancaster School District was called to order at 5:04 p.m. by the presiding officer, Diane Grooms, President.

3. ROLL CALL

Minutes:

Roll call was taken by Superintendent Bowers.

Members Present:
Diane V. Grooms, President
Duane Winn, Vice-President
Sandy Price, Clerk (arrived 5:20 p.m.)
Greg Tepe, Member
Keith Giles, Member

Administrators Present:
Dr. Michele Bowers, Superintendent, Secretary to the Board
Lexy Conte, Deputy Superintendent, Human Resources Services
Dr. Larry Freise, Assistant Superintendent, Business Services
Bart Hoffman, Assistant Superintendent, Educational Services
Rebecca Cooksey, Assistant Superintendent, Innovation and Technology Services

Also present were: Jerri Munney, Executive Secretary to the Superintendent; members of the leadership team; TAL President Gina Whipple; parents; and interested members of the community.

4. AGENDA APPROVAL

4.a. Approval of the Agenda of Tuesday, June 16, 2020, and Permit Reading the Title Only of Proposed Agenda Items in Lieu of Reciting the Entire Text (v)

Recommended Motion:

It is recommended that the Board of Trustees approve the agenda of Tuesday, June 16, 2020, and permit reading the title only of proposed agenda items in lieu of reciting the entire text.

Actions:

Motion	Vote:
It is recommended that the Board of Trustees approve the agenda of Tuesday, June 16, 2020, and permit reading the title only of proposed agenda items in lieu of reciting the entire text.	**Yes** Mr. Keith Giles. **Yes** Mrs. Diane Grooms. **Absent** Ms. Sandra Price. **Yes** Mr. Gregory Tepe. **Yes** Mr. Duane Winn.

Passed with a motion by Mr. Keith Giles and a second by Mr. Duane Winn.

5. PUBLIC INPUT ON CLOSED SESSION AGENDA ITEMS

Quick Summary / Abstract:

Requests to address the Board on Closed Session items

Minutes:

There was no public input on closed session agenda items.

6. CLOSED SESSION ITEMS

6.a. Personnel Matters - with respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957

6.a.1. Public Employee Discipline/Dismissal/Release/Reassignment/Non-reelect

6.b. Employer / Employee Relations - with respect to every item of business to be discussed in closed session pursuant to Government code section 54957.6

Quick Summary / Abstract:

Conference with Labor Negotiator, Mr. Lexy Conte, regarding: 1. Certificated Bargaining Unit 2. Classified Bargaining Unit 3. Unrepresented Groups

6.c. Pupil Personnel - with regard to every item of business to be discussed in closed session pursuant to Education Code Section 35146

6.d. Legal Issues - with respect to every item of business to be discussed in closed session pursuant to Government Code Section 54956.9

6.e. Facilities

7. RECESS TO CLOSED SESSION BY PRESIDING OFFICER (if necessary)

Minutes:

A closed session was not necessary.

8. RECONVENE TO OPEN SESSION (if necessary)

8.a. Report of any action taken in closed session pursuant to Government Code Section 54957.1

Minutes:

A closed session was not held.

9. STUDY SESSION

9.a. Safe Schools 2020-2021 Reopening Planning

Minutes:

Dr. Bowers shared an overview of the preparations being made to reopen schools for the 2020-21 school year, following guidelines from the CA Department of Public Health. Further direction from the Los Angeles County Department of Public Health is expected later this week. Dr. Bowers participated in LACOE's Superintendent Task Force and a framework has been developed with a response timeline. It is a fluid preliminary plan and revisions are expected. The main areas of concern are instruction and health/safety. A District planning team was assigned to each of the following areas: Health/Safety Operations, Early Childhood Education, Professional Development, Social and Emotional Support Systems, Family and Community Engagement, Instruction (general, distance learning); and Instruction (alternative programs). She reviewed the guiding tenets for the planning teams and each chairperson reported on their team's suggestions. This information was used to inform further discussion about three different models for reopening: distance learning (primary); modified blended learning (application, program of choice) and independent study (packet-based). Dr. Bowers then outlined the next steps.

Parent Ashley G. expressed concerns about students wearing masks and social distancing causing depression and behavior problems. TAL President Gina Whipple commented that communication and transparency were an issue and feels that a lottery system is not going to serve students. She further noted that teachers have not agreed to recording lessons and wanted the Board to be aware that this scenario has not been vetted by TAL. Teacher Kym Hickman noted concerns about distance learning with younger students as they need to be active participants, not sitting in front of a computer. She contended that writing cannot be taught over the computer and thinks students in distance learning will be at a distinct disadvantage over those in a physical setting.

10. PLEDGE OF ALLEGIANCE

10.a. Led by Diane Grooms, President

11. INFORMATIONAL ITEMS

11.a. Enrollment Report

Quick Summary / Abstract:

Rebecca Cooksey, Assistant Superintendent, Innovation and Technology

Minutes:

Rebecca Cooksey reported that TK-8 enrollment is 14,466, with 1069 ECE students, for a total of 15,535. This is a loss of 3 from the last report but a gain of 232 from the same month last year.

11.b. Other

Minutes:

There were no other items.

12. PRESENTATIONS-REQUESTS-PROPOSALS-REPORTS

12.a. COVID-19 Report to the Community

Minutes:

Dr. Jordan Goines provided an overview of the COVID-19 Report to the Community beginning with the order to close schools on March 13, 2020, and spanning topics about changes to program offerings; major impacts to student/families; how English Learners, foster youth and special population needs were met; how meals were provided with safety protocols; how high quality remote learning occurred; and supervision options during school hours.

13. ADDRESSING THE BOARD

Quick Summary / Abstract:

Board members will be utilizing electronic devices during the meeting to access the online agenda and to participate in the meeting virtually. An

electronic device may be used to record this meeting.

Individuals who wish to address the Board may complete a DIGITAL SPEAKER CARD or phone in a comment weekdays between the hours of 8:00 a.m. and 4:00 p.m. at 661-948-4661 (please request a public comment transcription). These requests will close at 5:00 p.m. on the day of the Board Meeting. Call-in comments will be read into the minutes by the superintendent.

During the time for public comment your name will be announced and your call will be unmuted. The Board President shall recognize individuals who wish to speak. Individuals wishing to present testimony to the Board concerning specific items on the agenda may do so once that item has been moved, seconded, and is on the floor for discussion. Please use the "RAISE YOUR HAND" digital tool to be recognized. Time limits of three minutes per person and twenty minutes per item shall be allowed. (Board Bylaws 9322). Board members may ask questions for clarification purposes, however, no action may be taken and no discussion may take place on an item not on the posted agenda. (Brown Act)

Al dirigirse a la Mesa Directiva
Los miembros de la Mesa Directiva estarán utilizando dispositivos electrónicos durante la reunión para tener acceso a la agenda electrónica y así poder participar de la reunión en forma virtual. Reservamos el derecho de usar un dispositivo electrónico para grabar esta reunión.

Las personas que deseen dirigirse a la Directiva pueden llenar una TARJETA DIGITAL PARA PERSONAS QUE PIDEN TIEMPO PARA HABLAR o llamar con su comentario los días entre semana durante horas hábiles, de 8:00 a.m. a 4:00 p.m., al teléfono 661-948-4661 (por favor pida una forma de transcripción para comentario público). Estas peticiones se dejarán de recibir a las 5:00 p.m. el día en que se reúne la Mesa Directiva. Los comentarios de las personas que llamen se incluirán en las minutas que lea la Superintendente.

Durante el tiempo para comentarios del público, su nombre será anunciado y su llamada tendrá volumen. El Presidente de la Directiva hará conocimiento de las personas que desean hablar. Las personas que deseen presentar su testimonio ante la Directiva con respecto a un tema específico en la agenda, lo podrán hacer después de que dicho tema haya sido mocionado, secundado, y esté disponible para su discusión. Por favor use la forma digital que dice "RAISE YOUR HAND" (LEVANTE SU MANO), para que así se le otorgue la palabra. Solamente se permitirán tres minutos por persona y 20 por tema (Según los Estatutos de la Directiva 9322). Los miembros de la Directiva pueden hacer preguntas para mayor clarificación; sin embargo, ninguna acción o discusión tendrá lugar acerca de un tema que no esté incluido en la agenda (según la Ley Brown).

13.a. Comments from PTA/CSEA/TAL

Minutes:

Gina Whipple, TAL President, asked if there is a mechanism to send out an automated reminder of board meetings. She noted that the foundation of a relationship is trust and communication is a big part of that.

There were no comments from PTA or CSEA.

13.b. Comments from the Audience

Minutes:

Ashley G. thinks the board meeting needs to be broadcast by Facebook live and bilingually.

14. PUBLIC HEARING

14.a. Implementing School Facilities Fees Public Hearing

Recommended Motion:

A Public Hearing will be held at this time to review any comments received during the public review and to determine the need to impose the new developer fees.

Rationale:

This Public Hearing will be to consider any comments received during the public review period and to determine the need to impose the developer fee. If the Board finds the study justified, it may adopt a resolution imposing the new developer fees as indicated in this study. Notice of this hearing was posted on May 5, 2020, on the Lancaster School District website, at the District Office and all school sites on May 22, 2020, and on June 2 and June 9, 2020, in the Antelope Valley Press.

Minutes:

The Public Hearing opened at 7:17 p.m. Dr. Freise explained that a developer fee study was

completed to demonstrate that the District is eligible to impose Level I Developer Fees. There is a resolution on board this evening to authorize such fees. There were no comments from the public. The Public Hearing closed at 7:19 p.m.

Attachments:

Notice of Intent to Adopt School Facilities Fees

14.b. Budget Public Hearing

Recommended Motion:

A Public Hearing will be held at this time concerning the budget for 2020-2021.

Notice of the Public Hearing was posted on the District website, at the District Office, and at all District School sites at least ten (10) days prior to the Hearing.

Minutes:

Budget Public Hearing:
The Public Hearing opened at 7:19 p.m. Dr. Freise explained that the state budget must be approved by June 15. The Governor's May Revise and the Legislature had markedly different proposals. It is all predicated on federal funding. It appears there will be some flexibility with attendance and instructional minute requirements.
Ruby Thompson, Director of Fiscal Services, said that the budget is required to be based on the May Revise no matter the changes that have occurred. Modifications can be made after the state budget is finalized. She reviewed Board Priorities; GAP and COLA funding; decreases in funding for 2020-21; revenues; expenses; projected changes for STRS/PERS; estimated actuals and budget development changes since Governor's January budget; average daily attendance and potential budget implications; multi-year projection; assumptions to maintain fiscal solvency and monitor deficit spending; items not included in the multi-year projections; and supplemental and concentration requirements. She commented that the budget is extremely fluid and changes will be coming in the next 45-60 days. The Public Hearing closed at 7:54 p.m.

Attachments:

Budget Report 2020-21
Notice of Budget Public Hearing 06-16-20

15. INDIVIDUAL ACTION ITEMS - BUSINESS

15.a. Adoption of Resolution 2019:20-30 - Increasing School Facilities Fees as Authorized by Government Code Section 65995(b)(3)(v)

Recommended Motion:

It is recommended that the Board of Trustees adopt Resolution 2019-20:30 - Resolution of the Governing Board of the Lancaster School District - Increasing of School Facilities Fees as Authorized by Government Code Section 65995(b)(3).

Actions:

Motion	Vote:
It is recommended that the Board of Trustees adopt Resolution 2019-20:30 - Resolution of the Governing Board of the Lancaster School District - Increasing of School Facilities Fees as Authorized by Government Code Section 65995(b)(3). Passed with a motion by Mr. Gregory Tepe and a second by Mr. Keith Giles.	**Yes** Mr. Keith Giles. **Yes** Mrs. Diane Grooms. **Yes** Ms. Sandra Price. **Yes** Mr. Gregory Tepe. **Yes** Mr. Duane Winn.

Rationale:

This resolution meets the public reporting requirements of E.C. 65995 and 17620, which authorizes

governing boards to increase developer fees to provide for the welfare of the students.

Financial Impact:

None

Comments:

Larry Freise, Ed.D. / Dean Fourr / Ruby Thompson / Mary Ellen Butterworth

Attachments:

2020.4.28 Final LSD Developer Fee Justification Study
Resolution 2019-20:30 Increasing School Facilities Fees

15.b. Adoption of Annual Budget Report - July 1, 2020 Single Budget Adoption (v)

Recommended Motion:

Subsequent to a public hearing by the Board of Trustees, it is recommended that the Board of Trustees adopt the Lancaster School District's 2020-21 Budget and it be filed with the Los Angeles County Office of Education (LACOE) by July 1, 2020.

Actions:

Motion	Vote:
Subsequent to a public hearing by the Board of Trustees, it is recommended that the Board of Trustees adopt the Lancaster School District's 2020-21 Budget and it be filed with the Los Angeles County Office of Education (LACOE) by July 1, 2020. Passed with a motion by Ms. Sandra Price and a second by Mr. Keith Giles.	**Yes** Mr. Keith Giles. **Yes** Mrs. Diane Grooms. **Yes** Ms. Sandra Price. **Yes** Mr. Gregory Tepe. **Yes** Mr. Duane Winn.

Rationale:

Public Hearing was held on June 16, 2020. This budget was developed using the state adopted Criteria and Standards (Pursuant to Education Code sections 33129 and 42127).

Comments:

Larry Freise, Ed. D. / Ruby Thompson / Mary Ellen Butterworth

Attachments:

Budget Report 2020-21

15.c. Adoption of Resolution 2019-20:31 - Temporary Transfers from the School Pools Fund Maintained by the Los Angeles County Treasurer (v)

Recommended Motion:

It is recommended that the Board of Trustees adopt Resolution 2019-20:31 - Temporary Transfers from the School Pools Fund maintained by the Los Angeles County Treasurer for the fiscal year 2019-20 with a maximum of $10,000,000.00.

Actions:

Motion	Vote:
It is recommended that the Board of Trustees adopt Resolution 2019-20:31 - Temporary Transfers from the School Pools Fund maintained by the Los Angeles County Treasurer for the fiscal year 2019-20 with a maximum of $10,000,000.00. Passed with a motion by Ms. Sandra Price and a second by Mr. Gregory Tepe.	**Yes** Mr. Keith Giles. **Yes** Mrs. Diane Grooms. **Yes** Ms. Sandra Price. **Yes** Mr. Gregory Tepe. **Yes** Mr. Duane Winn.

Rationale:

Resolution is required per Bulletin #5207 from LACOE and will allow for temporary transfer of cash from the School Pools Fund maintained by the Los Angeles County Treasurer as needed.

Comments:

Larry Freise, Ed.D. / Ruby Thompson / Mary Ellen Butterworth

Attachments:

Cash Borrowing Resolution 19-20:31 Temp Transfers From School Pools

15.d. Adoption of Resolution No. 2019-20:32 - Resolution of the Board of Trustees of the Lancaster School District Determining the Amount of a Special Tax for Fiscal Year 2020-21 Within Community Facilities District No. 2004-1 (v)

Recommended Motion:

It is recommended that the Board of Trustees adopt Resolution No. 2019-20:32 - Resolution of the Board of Trustees of the Lancaster School District Determining the Amount of a Special Tax for Fiscal Year 2020-21 within Community Facilities District No. 2004-1.

Actions:

Motion	Vote:
It is recommended that the Board of Trustees adopt Resolution No. 2019-20:32 - Resolution of the Board of Trustees of the Lancaster School District Determining the Amount of a Special Tax for Fiscal Year 2020-21 within Community Facilities District No. 2004-1. Passed with a motion by Mr. Keith Giles and a second by Ms. Sandra Price.	**Yes** Mr. Keith Giles. **Yes** Mrs. Diane Grooms. **Yes** Ms. Sandra Price. **Yes** Mr. Gregory Tepe. **Yes** Mr. Duane Winn.

Rationale:

Pursuant to the Ordinance and the Special Tax Formula set forth in the Rate and Method (the "Special Tax Formula"), the Board of Trustees, acting as legislative body of both the School District and the District, hereby determines the Annual Special Tax for Fiscal Year 2020-21 to be $0.4391 per square foot. The Annual Special Tax for Fiscal Year 2020-21, together with a list of all parcels subject thereto and the total amount of such tax to be levied on each parcel for fiscal year 2020-21 (the "2020-21 Tax Schedule") is on file at the School District office.

Comments:

Larry Freise, Ed. D. / Mary Ellen Butterworth

Attachments:

Resolution 2019-20:32 CFD Tax Rate Resolution

15.e. Approval of Change Order No.02 with Enable Energy, Inc. for the Battery Energy Storage System Project (v)

Recommended Motion:

It is recommended that the Board of Trustees approve Enable Energy, Inc. Change Order No.02 to extend the Site Commercial Operation Deadline for May 30, 2020, to July 31, 2020 on the Proposition 39 Battery Energy Storage System Project.

Actions:

Motion	Vote:
It is recommended that the Board of Trustees approve Enable Energy, Inc. Change Order No.02 to extend the Site Commercial Operation Deadline for May 30, 2020, to July 31, 2020 on the Proposition 39 Battery Energy Storage System Project. Passed with a motion by Mr. Gregory Tepe and a	**Yes** Mr. Keith Giles. **Yes** Mrs. Diane Grooms. **Yes** Ms. Sandra Price. **Yes** Mr. Gregory Tepe. **Yes** Mr. Duane Winn.

second by Ms. Sandra Price.

Rationale:

Due to COVID19 related schedule delays, Enable Energy is requesting schedule relief from the current Site Commercial Operation Deadline of May 30, 2020, and to extend the Site Commercial Operation Deadline date to July 31, 2020. This is based on the Enel X commissioning travel restrictions and the Southern California Edison service planning inspections and metering installation delays.

Financial Impact:

$0.00 / Fund 40.0

Comments:

Larry Freise, Ed.D. / Dean Fourr / Sara Bevington

Attachments:

Enable Energy - Change Order No.02

16. INDIVIDUAL ACTION ITEMS - EDUCATIONAL SERVICES

16.a. Approval of the Report to the Community in Response to COVID-19, Executive Order N-56-20 (v)

Recommended Motion:

It is recommended that the Board of Trustees approve Lancaster School District's Report to the Community in Response to COVID-19, Executive Order N-56-20 issued by Governor Newsom on April 22, 2020.

Actions:

Motion	Vote:
It is recommended that the Board of Trustees approve Lancaster School District's Report to the Community in Response to COVID-19, Executive Order N-56-20 issued by Governor Newsom on April 22, 2020. Passed with a motion by Mr. Keith Giles and a second by Mr. Gregory Tepe.	**Yes** Mr. Keith Giles. **Yes** Mrs. Diane Grooms. **Yes** Ms. Sandra Price. **Yes** Mr. Gregory Tepe. **Yes** Mr. Duane Winn.

Rationale:

Executive Order N-56-20 empowers schools to focus on responding to COVID-19 and to provide transparency to their communities. The order requires LEAs to develop a written report to the community that explains how the Local Educational Agency (LEA) responded to school closures beginning in March 2020.

Comments:

Bart Hoffman/Jordan Goines/Yolanda Cortez

Attachments:

COVID 19 Community Report
Executive Summary N-56-20

17. INDIVIDUAL ACTION ITEMS - HUMAN RESOURCES

17.a. Approval of Provisional Internship Permit for the 2020-2021 School Year (v)

Recommended Motion:

It is recommended that the Board of Trustees approve a Provisional Internship Permit (PIP) for the 2020 - 2021 school year for the teachers listed:

Name	Subject	Site
Aragundi, Gabriela	Multiple Subject	To Be Determined
Attig, Abigail	Multiple Subject	JO
Edwards, Katie	Multiple Subject	LV
Flynn, Rebecca	Multiple Subject	To Be Determined
Hultquist, Stephanie	Physical Education	To Be Determined
Jackson, Raven	Language Arts	PI
Jaime, Cynthia	Special Education Mild/Moderate	To Be Determined
Stuen, Dayna	Multiple Subject	To Be Determined
Wienke, Amanda	Multiple Subject	JO

Actions:

Motion

It is recommended that the Board of Trustees approve a Provisional Internship Permit (PIP) for the 2020 - 2021 school year for the teachers listed:

Vote:
Yes Mr. Keith Giles.
Yes Mrs. Diane Grooms.
Yes Ms. Sandra Price.
Yes Mr. Gregory Tepe.
Yes Mr. Duane Winn.

Name	Subject	Site
Aragundi, Gabriela	Multiple Subject	To Be Determined
Attig, Abigail	Multiple Subject	JO
Edwards, Katie	Multiple Subject	LV
Flynn, Rebecca	Multiple Subject	To Be Determined
Hultquist, Stephanie	Physical Education	To Be Determined
Jackson, Raven	Language Arts	PI
Jaime, Cynthia	Special Education Mild/Moderate	To Be Determined
Stuen, Dayna	Multiple Subject	To Be Determined
Wienke, Amanda	Multiple Subject	JO

Passed with a motion by Ms. Sandra Price and a second by Mr. Gregory Tepe.

Rationale:

The Provisional Internship Permit (PIP) is issued to fill an immediate staffing need.

Comments:

Lexy Conte/Michael Davis/ Brenda D. Lewis-Hawkins

Attachments:

Provisional Internship Permit 2020-2021

18. CONSENT AGENDA ITEMS - SUPERINTENDENT, ITEMS 18a - 18f (v)

Recommended Motion:

It is recommended that the Board of Trustees approve all items under Consent Agenda Items - Superintendent, Items 18a - 18f.

Actions:

Motion	Vote:
It is recommended that the Board of Trustees approve all items under Consent Agenda Items - Superintendent, Items 18a - 18f. Passed with a motion by Mr. Keith Giles and a second by Ms. Sandra Price.	**Yes** Mr. Keith Giles. **Yes** Mrs. Diane Grooms. **Yes** Ms. Sandra Price. **Yes** Mr. Gregory Tepe. **Yes** Mr. Duane Winn.

Quick Summary / Abstract:

Items listed under the Consent Calendar of Superintendent are consistent with adopted policies and approved practices of the District and deemed routine and customary in nature. Board Members may request that any item be withdrawn from the Consent Calendar and considered separately. The item will be removed from the motion to approve and discussed immediately following action on the Consent Calendar.

18.a. Approval of Minutes of Regular Board Meeting of June 2, 2020

Recommended Motion:

It is recommended that the Board of Trustees approve the minutes of the June 2, 2020, meeting, as presented.

Rationale:

The minutes reflect the business of the meeting held by the Board of Trustees.

Attachments:

Board Minutes 06-02-20

18.b. Approval of Renewal of District Membership in California Schools Board Association (CSBA) and CSBA Education Legal Alliance

Recommended Motion:

It is recommended that the Board of Trustees approve the renewal of the District's membership in the California School Boards Association (CSBA) at a cost of $14,410.00 and in the CSBA Education Legal Alliance at a cost of $3,603.00 (total of $18,013.00), for the period of July 1, 2020, to June 30, 2021. Funding is provided by the General Fund.

Rationale:

CSBA provides leadership and training for school board members in the area of Budget, Facilities, Curriculum, Legislative Action, and Personnel issues. The CSBA Education Legal Alliance provides support with legal and political issues of concern to school districts.

Financial Impact:

$18,013.00 / General Fund (2020-21)

Comments:

Michele Bowers, Ed.D. / Jerri Munney

Attachments:

CSBA Membership Renewal 2020-21

18.c. Approval of Renewal of California School Boards Association (CSBA) GAMUT Policy, GAMUT Policy Plus, and GAMUT Meetings 2020-21

Recommended Motion:

It is recommended that the Board of Trustees approve the renewal of CSBA GAMUT Policy, GAMUT Policy Plus, and GAMUT Meetings (Agenda Online) for the period of July 1, 2020, to June 30, 2021, at a total cost of $11,140.00. Funding is provided by the General Fund.

Rationale:

CSBA provides online services for District policies. These services also include policy updates and resources. GAMUT Policy Plus is a required supplement to the District's agreement with CSBA for GAMUT online services. Agenda Online is now GAMUT Meetings and part of the integrated platform.

Financial Impact:

$11,140.00 ($4,065.00 GAMUT; $4,050.00 GAMUT Plus; $3,025.00 GAMUT Meetings) / General Fund

Comments:

Michele Bowers, Ed.D. / Jerri Munney

Attachments:

GAMUT Policy, Plus, Meetings

18.d. Adoption of Update to Board Policy 4112.2 Certification

Recommended Motion:

It is recommended that the Board of Trustees adopt the update to Board Policy 4112.2 Certification.

Rationale:

Policy updated to clarify the hiring hierarchy if the district is unable to hire a person who possesses a clear or preliminary credential, including one who is approved for a limited assignment option. Policy reflects Commission on Teacher Credentialing (CTC) Coded Correspondence stating that, if the district needs to hire a person who has been granted a credential waiver by CTC, that person must qualify for a "variable term waiver."

Comments:

Lexy Conte / Jerri Munney

Attachments:

BP4112.2 adoption

18.e. Approval of Update to Administrative Regulation 6174 Education for English Learners

Recommended Motion:

It is recommended that the Board of Trustees approve the update to Administrative Regulation 6174 Education for English Learners.

Rationale:

Regulation updated to clarify the process for assessment and identification of English learners,

including additional notification requirements. Section on "Reclassification/Redesignation" revised to require English learners who are reclassified as fluent English proficient to be monitored for at least four years following their reclassification, consistent with CDE's Federal Program Monitoring instrument. Regulation also adds further information regarding the composition and duties of the school-level and district-level English Learner Advisory Committee.

Comments:

Bart Hoffman / Jordan Goines / Jerri Munney

18.f. Approval of Antelope Valley SELPA Local Plan - Amended Action

Recommended Motion:

It is recommended the Board of Trustees approve the Antelope Valley SELPA Local Plan template Section B, Governance and Administration, indicating that the Local Plan has been adopted and is the basis for the operation and administration of special education programs. There is no anticipated fiscal impact to the District.

Rationale:

The Antelope Valley SELPA Local Plan is required to be updated on a periodic basis to reflect possible changes in legal references and compliance with the California Education Code. Under the trailer bill language of the adopted budget in 2018, AB 1808, the Governor required all Special Education Local Plan Areas (SELPAs) to develop a local plan that conformed to a template to be provided by the California Department of Education (CDE). CDE developed Section B for the Local Plan titled Governance and Administration to be used by all SELPAs in the state. Section B, Governance and Administration, requires Antelope Valley SELPA member LEA board approval.

Financial Impact:

None

Attachments:

Local Plan - Summary
Local Plan Certification
Section B Governance Administration 4-14-20

19. CONSENT AGENDA ITEMS - BUSINESS, ITEMS 19a - 19f (v)

Recommended Motion:

It is recommended that the Board of Trustees approve all items under Consent Agenda Items - Business, Items 19a - 19f.

Actions:

Motion	Vote:
It is recommended that the Board of Trustees approve all items under Consent Agenda Items - Business, Items 19a - 19f. Passed with a motion by Mr. Gregory Tepe and a second by Mr. Duane Winn.	**Yes** Mr. Keith Giles. **Yes** Mrs. Diane Grooms. **Yes** Ms. Sandra Price. **Yes** Mr. Gregory Tepe. **Yes** Mr. Duane Winn.

Quick Summary / Abstract:

Items listed under the Consent Calendar of Business are consistent with adopted policies and approved practices of the District and deemed routine and customary in nature. Board Members may request that any item be withdrawn from the Consent Calendar and considered separately. The item will be removed from the motion to approve and discussed immediately following action on the Consent Calendar.

19.a. Approval of Conference/Meeting Request Schedule No. 18

Recommended Motion:

It is recommended that the Board of Trustees approve/ratify the Conference/Meeting Requests

Schedule No. 18 for the 2019-20 school year.

Rationale:

Conference/meetings requested by individuals and approved by an administrator/manager.

Financial Impact:

Various

Comments:

Larry Freise, Ed. D. / Mary Ellen Butterworth

Attachments:

Conference Meeting Requests Schedule No. 18

19.b. Approval of Purchase Order Report No. 21 for the 2019-20 School Year

Recommended Motion:

It is recommended that the Board of Trustees approve Purchase Order Report No. 21 for the 2019-20 school year.

Rationale:

Purchase Orders submitted by individuals/departments have been approved by an Administrator/Manager, and approved by the Assistant Superintendent of Business Services or Superintendent.

Financial Impact:

Various

Comments:

Larry Freise, Ed. D. / Mary Ellen Butterworth

Attachments:

PO Summary Report No. 21

19.c. Approval of Budget Transfers and Adjustments

Recommended Motion:

It is recommended that the Board of Trustees approve the budget transfers and adjustments as presented.

Rationale:

Transfers are necessary to update fund balances.

Comments:

Larry Freise, Ed.D / Ruby Thompson / Lori Cooper-Kuriyama

Attachments:

061620 Brd Entry List

19.d. Approval of Notice of Completion for Joshua Elementary School Asphalt Trench and Paving by ANM Construction & Engineering

Recommended Motion:

It is recommended that the Board of Trustees approve the Notice of Completion for the Joshua Elementary School asphalt trench and paving project by ANM Construction & Engineering.

Rationale:

The project is complete.

Comments:

Larry Freise, Ed.D. / Dean Fourr / Sara Bevington

19.e. Approval of Notice of Completion for Mariposa Elementary School Kindergarten Concrete Project by Bob Miller Masonry

Recommended Motion:

It is recommended that the Board of Trustees approve the Notice of Completion of the Mariposa Elementary School Kindergarten Concrete Project by Bob Miller Masonry.

Rationale:

The project is complete.

Comments:

Larry Freise, Ed.D. / Dean Fourr / Sara Bevigton

19.f. Approval of Agreement with Total Compensation Systems, Inc.

Recommended Motion:

It is recommended that the Board of Trustees approve the agreement with Total Compensations Systems, Inc. to provide a consulting report including all actuarial information necessary to comply with requirements related to retiree health benefits, during the period of May 1, 2020, through June 30, 2021, at a cost of $9,700.00 for the Full Valuation and $4,850.00 for the Roll-forward Valuation for the second year (total $14,550.00). Funding is provided by LCFF Base.

Rationale:

In 2015, the Governmental Accounting Standards Board (GASB) released new actuarial accounting standards (GASB 74 and 75) for Other Post-Employment Benefit (OPEB) plans not related to STRS and PERS benefits. These new standards substantially revised the accounting requirements previously mandated under GASB Statements No. 43 and 45, requiring agencies to perform an additional "roll-forward" secondary valuation during the normal two-year valuation cycle.

Total Compensation will take the current valuation, which ran through June 30, 2020, and roll it forward, meeting the requirements for valuation through the 2020-21 school year. This roll forward will then prepare the District for a complete valuation that will serve the needs of GASB 74/75 through the end of the 2021-22 school year.

Financial Impact:

$14,550.00 / LCFF Base

Comments:

Larry Freise, Ed. D. / Mary Ellen Butterworth

Attachments:

TCS Lancaster SC GASB 75 Proposal 2020
TCS Lancaster SD GASB 75 Contract 2020

20. CONSENT AGENDA ITEMS - EDUCATIONAL SERVICES, ITEMS 20a - 20h (v)

Recommended Motion:

It is recommended that the Board of Trustees approve all items under Consent Agenda Items - Educational Services, Items 20a - 20h.

Actions:

Motion **Vote:**

It is recommended that the Board of Trustees approve all items under Consent Agenda Items - Educational Services, Items 20a - 20h.

Passed with a motion by Mr. Keith Giles and a second by Ms. Sandra Price.

Yes Mr. Keith Giles.
Yes Mrs. Diane Grooms.
Yes Ms. Sandra Price.
Yes Mr. Gregory Tepe.
Yes Mr. Duane Winn.

Quick Summary / Abstract:

Items listed under the Consent Calendar of Educational Services are consistent with adopted policies and approved practices of the District and deemed routine and customary in nature. Board Members may request that any item be withdrawn from the Consent Calendar and considered separately. The item will be removed from the motion to approve and discussed immediately following action on the Consent Calendar.

20.a. Approval of Contract CSPP-0213-00 Project #19-06466-00-0 with the California Department of Education for California State Preschool Program

Recommended Motion:

It is recommended that the Board of Trustees approve Contract CSPP-0213-00 Project #19-06466-00-0 with the California Department of Education and the California State Preschool Program in the amount of $4,726,279.00 for the 2020-2021 fiscal year.

Rationale:

These funds will be used to provide preschool services in accordance with the funding terms and conditions set forth by the California Department of Education for the 2020-2021 school year.

Financial Impact:

Award of $4,726,279.00 for program funds.

Comments:

Bart Hoffman/ Kelly Fountain / Jose Rincon

Attachments:

CSPP-0213-00 California State Preschool Program Contract

20.b. Adoption of Resolution 2019-2020:33 - to Certify Approval and Authorize Signators to the California Department of Education for Contract CSPP-0213-00 Project 19-06466-00-0

Recommended Motion:

It is recommended that the Board of Trustees adopt Resolution 2019-2020:33 - to Certify Approval and Authorize Signators to the California Department of Education for Contract CSPP-0213-00 Project 19-06466-00-0, with Michele Bowers, Ed.D., Superintendent; Bart Hoffman, Assistant Superintendent Educational Services; and Kelly Fountain, Director of Early Childhood Education, authorized to sign and execute necessary documents for the 2020-2021 fiscal year.

Rationale:

This resolution must be adopted to authorize the designated personnel to sign contract documents for Fiscal Year 2020-2021.

Comments:

Bart Hoffman/ Kelly Fountain / Jose Rincon

Attachments:

Resolution 2019-20:33 (CSPP-0213-00)

20.c. Approval of Memorandum of Understanding with Cal-PASS Plus

Recommended Motion:

It is recommended that the Board of Trustees approve the Memorandum of Understanding with Cal-PASS Plus, for the period of July 1, 2020, to June 30, 2022, at no cost to the District.

Rationale:

Cal-PASS Plus is a data company that will collect, analyze and share student data to track student performance and will share the outcomes with educational institutions who have agreed to take part. It will assist FosterEd, an initiative of the National Center for Youth Law, with the tracking of foster youth and provide data on the impact made by foster liaison.

Financial Impact:

None

Comments:

Bart Hoffman/Jullie Eutsler/Karen Avila

Attachments:

Cal-PASS MOU
Cal-PASS MOU Addendum

20.d. Approval of Agreement with Flippen Group for Capturing Kids Hearts Recharged - Sierra Elementary School

Recommended Motion:

It is recommended that the Board of Trustees approve the agreement with the Flippen Group to provide Capturing Kids' Hearts Recharged training during the 2020-21 school year for Sierra staff at a cost of $4,000.00. Funding is provided by School Improvement (CSI) funds.

Rationale:

The Flippen Group will partner with the District to bring out the best in our organization. Capturing Kids' Hearts Recharged will enable us to decrease discipline referrals, increase attendance and test scores, provide on-going support, develop a plan for removing constraints and capitalizing on strengths, improve parent and community relationships, decrease teacher turnover, and much more.

Financial Impact:

$4,000.00 / School Improvement (CSI)

Comments:

Bart Hoffman / Rebekah McConnell / Alesha Cayce / Beth Griswold

Attachments:

Agreement-SI-CKHR (2020-21)

20.e. Approval of Final Settlement Agreement for Student #71020702

Recommended Motion:

It is recommended that the Board of Trustees approve the Final Settlement Agreement for Student #71020702, executed on May 28, 2020, for 20 hours of academic tutoring at a cost of $700.00 and Attorney Fees at a cost of $5,750.00. Funding is provided by Special Education Funds.

Rationale:

The Final Settlement Agreement, which was executed on May 28, 2020, settles any and all issues arising out of the education of the student to date.

Financial Impact:

$6,450.00 / Special Education Funds

Comments:

Bart Hoffman/Rosemary Napoleon/Nancy Palencia

20.f. Approval of Agreement for Services with Instructional Coaching Group

Recommended Motion:

It is recommended that the Board of Trustees approve the agreement with Instructional Coaching Group to provide professional development for Lancaster School District teachers and administrators during the 2020-2021 school year, at a cost of $21,200.00 for PD and $5,045.00 for materials, a total not to exceed $26,245.00. Funding is provided by Title II funds.

Rationale:

Participants will:

- Learn research-based communication and leadership skills that can be used in professional practice immediately
- Discuss each strategy, principle, tool, or idea with other administrators and coaches to gain multiple perspectives on the learning that is shared
- Create an implementation plan to take back to schools and district

Financial Impact:

$21,200.00 (Consulting Fee) + $5,045.00 (Workbooks) = $26,245.00 / Title II

Comments:

Bart Hoffman / Krista Thomsen / Sarah Schneider

Attachments:

Service Agreement (Instructional Coaching Group)

20.g. Approval of Agreement with Curriculum Associates for iReady Licensed Software and Service

Recommended Motion:

It is recommended that the Board of Trustees approve the agreement with Curriculum Associates to purchase iReady Math and Reading Diagnostic and Instruction 1-year licenses and Teacher Toolbox access for the period of July 1, 2020, through June 30, 2021, for Lancaster School District K - 8th grade students, at a cost of $515,661.00, and to provide on-site professional development for Lancaster School District teachers during the 2020-2021 school year, at a cost of $63,000.00, for a total of $578,661.00. Funding is provided by LCFF Supplemental/Concentration funds.

Rationale:

Adaptive assessments, like iReady® Diagnostic, leverage advanced technology to provide a deep, customized evaluation of every student and to track student growth and performance consistently and continuously over a student's entire K–12 career.

By dynamically adapting based on student response patterns, adaptive assessments are able to derive large amounts of information from a limited number of test items. This allows the assessments to more accurately and more efficiently pinpoint students' needs as compared to traditional fixed-form tests.

The iReady® Diagnostic assessments will serve as the LCAP district measure of student progress

throughout the year.

Financial Impact:

$578,661.00 / LCFF S/C

Comments:

Bart Hoffman / Krista Thomsen / Sarah Schneider

Attachments:

Service Agreement (Curriculum Associates - iReady)

20.h. Approval of School Plans for School Year 2020-2021

Recommended Motion:

It is recommended that the Board of Trustees approve the School Plans describing improvement goals and supporting activities to be implemented as the School Plan for Student Achievement and as part of the Elementary and Secondary Education Act (ESEA) for *Joshua, Jack Northrop, Lincoln, Linda Verde, Miller, Monte Vista, Piute, Sierra, and The Leadership Academy*.

Rationale:

The School Plans for each site have been updated and revised for school year 2020-21. Federal and state approved funding allocations are represented in the School Plan for Student Achievement.

Programs include, but are not limited to: ESEA Title I; LCFF State Funding, Special Education Programs and other District supported categorical programs. School Plans will support expenditure of funds as reported on the Consolidated Application (ConnApp) Funding for Categorical Programs and on the Local Control Accountability Plan.

School Plans have been developed and revised in accordance with the Education Code requirements for the School Plan for Student Achievement. An original copy of all plans is kept on file in Special Programs.

Attachments:

School Plan-Jack Northrop 2020-21
School Plan-Joshua 2020-21
School Plan-Lincoln 2020-21
School Plan-Linda Verde 2020-21
School Plan-Miller 2020-21
School Plan-Monte Vista 2020-21
School Plan-Piute MS 2020-21
School Plan-Sierra 2020-21
School Plan-The Leadership Academy 2020-21

21. CONSENT AGENDA ITEMS - HUMAN RESOURCES SERVICES, ITEMS 21a - 21h (v)

Recommended Motion:

It is recommended that the Board of Trustees approve all items under Consent Agenda Items - Human Resources, Items 21a - 21h.

Actions:

Motion

It is recommended that the Board of Trustees approve all items under Consent Agenda Items - Human Resources, Items 21a - 21h.

Vote:

Yes Mr. Keith Giles.
Yes Mrs. Diane Grooms.
Yes Ms. Sandra Price.
Yes Mr. Gregory Tepe.

Passed with a motion by Mr. Duane Winn and a second by Ms. Sandra Price.

Yes Mr. Duane Winn.

Quick Summary / Abstract:

Items listed under the Consent Calendar of Human Resources are consistent with adopted policies and approved practices of the District and deemed routine and customary in nature. Board Members may request that any item be withdrawn from the Consent Calendar and considered separately. The item will be removed from the motion to approve and discussed immediately following action on the Consent Calendar.

21.a. Approval of Personnel Actions No. 22

Recommended Motion:

It is recommended that the Board of Trustees approve Personnel Actions, No. 22.

Rationale:

The various actions represent the normal activity of the employment, transfers, leaves, resignations and terminations in the District.

Financial Impact:

None

Comments:

Lexy B. Conte/Teresa Morris

Attachments:

Personnel Actions Certificated
Personnel Actions Classified

21.b. Approval of Memorandum of Understanding between Palmdale School District and Lancaster School District for the Clear Administrative Credential Program

Recommended Motion:

It is recommended the Board of Trustees approve the Memorandum of Understanding between Palmdale School District and the Lancaster School District for the Clear Administrative Credential Program, effective school year 2020-2021.

Rationale:

This agreement will continue to provide administrators with a program aligned to new CTC requirements for clearing their preliminary administrative credential.

Financial Impact:

Comments:

Lexy B. Conte / Penny Baker

Attachments:

Palmdale School District Clear Administrative Credential Program

21.c. Approval of Internship Contract Agreement with Brandman University

Recommended Motion:

It is recommended the Board of Trustees approve the Internship Contract Agreement between Brandman University and Lancaster School District, effective July 1, 2020, through July 1, 2023.

Rationale:

The District continues to support Brandman University programs which have proven to be beneficial in the preparation of staff.

Comments:

Lexy Conte/ Michael Davis/ Marbella Flores

Attachments:

Brandman University Internship Contract Agreement 2020

21.d. Approval of Supervised Fieldwork Agreement with Brandman University

Recommended Motion:

It is recommended the Board of Trustees approve the agreement for Supervised Fieldwork for Teacher Education between Brandman University and the Lancaster School District, effective July 1, 2020, through July 1, 2023.

Rationale:

The District continues to support Brandman University programs which have proven to be beneficial in the preparation of staff.

Comments:

Lexy Conte/ Michael Davis/ Marbella Flores

Attachments:

Brandman University Supervised Fieldwork Agreement 2020

21.e. Approval of Memorandum of Understanding with Pacific Oaks College

Recommended Motion:

It is recommended the Board of Trustees approve the Memorandum of Understanding between Pacific Oaks College and the Lancaster School District, effective June 17, 2020, through June 17, 2025.

Rationale:

The District continues to support Pacific Oaks College programs which have proven to be beneficial in the preparation of staff.

Comments:

Lexy Conte/ Michael Davis/ Marbella Flores

Attachments:

Pacific Oaks College Memorandum of Understanding 2020

21.f. Approval of Community Liaison Bilingual Job Description

Recommended Motion:

It is recommended that the Board of Trustees approve the job description for Community Liaison - Bilingual.

Rationale:

The job description has been updated to reflect the needs of the district.

Comments:

Lexy B. Conte/Scott J. Smith/Lisa Shannon

Attachments:

Community Liaison Bilingual

21.g. Approval of Classified Salary Schedule for the 2020-2021 School Year

Recommended Motion:

It is recommended that the Board of Trustees approve the Classified Salary Schedule for the 2020-2021 school year.

Rationale:

The classified salary schedule is updated annually with the current school year (2020-2021). There are no changes to classified compensation.

Comments:

Lexy B. Conte/Scott J. Smith/Lisa Shannon

Attachments:

Classified Salary Schedule 20-21

21.h. Approval of Quarterly Report on Valenzuela/CAHSEE Lawsuit Settlement (aka Williams' Uniform Complaints

Recommended Motion:

It is recommended that the Board of Trustees approve the Quarterly Report on Valenzuela/CAHSEE Lawsuit (aka Williams' Uniform Complaints) for April 1, 2020, through June 30, 2020.

Rationale:

Fourth quarterly report for the 2019-2020 school year required by the State of California.

Comments:

Lexy B. Conte/Scott J. Smith/Lisa Shannon

Attachments:

Williams' Quarterly Report 4th Quarter

22. CONSENT AGENDA ITEMS - INNOVATION AND TECHNOLOGY SERVICES, ITEMS 22a - 22b (v)

Recommended Motion:

It is recommended that the Board of Trustees approve all items under Consent Agenda Items, Innovation and Technology Services, Items 22a- 22b.

Actions:

Motion	Vote:
It is recommended that the Board of Trustees approve all items under Consent Agenda Items, Innovation and Technology Services, Items 22a- 22b.	**Yes** Mr. Keith Giles. **Yes** Mrs. Diane Grooms. **Yes** Ms. Sandra Price. **Yes** Mr. Gregory Tepe. **Yes** Mr. Duane Winn.

Passed with a motion by Mr. Gregory Tepe and a second by Mr. Keith Giles.

Quick Summary / Abstract:

Items listed under the Consent Calendar of Innovation and Technology are consistent with adopted policies and approved practices of the District and deemed routine and customary in nature. Board Members may request that any item be withdrawn from the Consent Calendar and considered separately. The item will be removed from the motion to approve and discussed immediately following action on the Consent Calendar.

22.a. Approval of Renewal Agreement for BlackBoard, Inc.

Recommended Motion:

It is recommended that the Board Trustees approve the renewal agreement for Blackboard, Inc. for the period of July 1, 2020, to June 30, 2021, at a cost of $59,889.99. Funding is provided by LCFF Supplemental/Concentration.

Rationale:

Blackboard, Inc. is the District's parent link and emergency notification system. This system allows staff to deliver phone calls, emails, and text messages to recipients during emergencies or for reminders. Blackboard, Inc. also provides a website and content management system and web hosting, as well as supporting the District app.

Financial Impact:

$59,889.99 / LCFF S/C

Comments:

Rebecca Cooksey/Kristina Wilson

Attachments:

Blackboard Renewal

22.b. Approval of Renewal Agreement with CDW Government, LLC for Nutanix Cluster Services Licensing

Recommended Motion:

It is recommended that the Board of Trustees approve the renewal of the annual agreement with CDW Government, LLC for Nutanix Hyperconverged Infrastructure (HCI) cluster services licensing for the period of July 1, 2020, through June 30, 2021, at a cost of $22,017.00. Funding is provided by LCFF Base.

Rationale:

Nutanix is a hyperconverged infrastructure which combines Servers, Data Storage, Networking, and Backups into a single set of hardware. This provides a seamless infrastructure which normally would be individual pieces with different availability, maintenance, security, and cost considerations. Benefits include lower total cost of ownership, increased performance, and greater productivity within IT teams.

Financial Impact:

$22,017.00/ LCFF Base

Comments:

Rebecca Cooksey/Kristina Wilson

Attachments:

Nutanix Renewal

23. LEGISLATIVE AND POLICY DISCUSSION

23.a. First Reading of Update to Board Policy 5116.1 Intradistrict Open Enrollment

Recommended Motion:

It is recommended that the Board of Trustees conduct a first reading of the update to Board Policy 5116.1 Intradistrict Open Enrollment and bring it back for a second reading.

Rationale:

Policy updated to delete material related to transfers under the state Open Enrollment Act and federal Program Improvement, as those programs are no longer operational. Policy also reflects **NEW LAW (AB 1127)** which requires districts to approve an intradistrict transfer request for a student who is a victim of bullying, as defined.

Comments:

Bart Hoffman / Jullie Eutsler / Jerri Munney

Minutes:

There were no suggested changes.

Attachments:

BP5116.1 changes
BP5116.1 first reading

23.b. First Reading of Update to Board Policy 5117 Interdistrict Attendance

Recommended Motion:

It is recommended that the Board of Trustees conduct a first reading of the update to Board Policy 5117 Interdistrict Attendance and bring it back for a second reading.

Rationale:

Policy updated to reflect **NEW LAW (AB 1127)** which requires districts to provide transportation assistance to transfer students who are victims of bullying or are children of active duty military parents/guardians, if they are also eligible for free or reduced-priced meals.

Comments:

Bart Hoffman / Jullie Eutsler / Jerri Munney

Minutes:

There were no suggested changes.

Attachments:

BP5117 changes
BP5117 first reading

23.c. First Reading of Deletion of Board Policy and Administrative Regulation 5118 Open Enrollment Act Transfers

Recommended Motion:

It is recommended that the Board of Trustees conduct a first reading of the deletion of Board Policy and Administrative Regulation 5118 Open Enrollment Act Transfers and bring them back for a second reading.

Rationale:

Policy and regulation deleted since CDE no longer identifies low-achieving schools based on the Academic Performance Index for purposes of developing an Open Enrollment List of schools, in which students had the option to transfer to a higher achieving school within or outside the district.

Comments:

Bart Hoffman / Jullie Eutsler / Jerri Munney

Minutes:

There were no suggested changes.

Attachments:

AR5118 DELETE
BP5118 DELETE

23.d. First Reading of Update to Board Policy 5131.2 Bullying

Recommended Motion:

It is recommended that the Board of Trustees conduct a first reading of the update to Board Policy 5131.2 Bullying and bring it back for a second reading.

Rationale:

Policy updated to reflect **NEW LAW (AB 1127)** which requires a district to approve an intradistrict transfer request for a victim of bullying and, if the district does not have another school with the same grade level, allows a victim of bullying to transfer out of the district.

Comments:

Bart Hoffman / Jullie Eutsler / Jerri Munney

Minutes:

There were no suggested changes.

Attachments:

BP5131.2 changes
BP5131.2 first reading

23.e. First Reading of Update to Board Policy 5141.21 Administering Medication and Monitoring Health Conditions

Recommended Motion:

It is recommended that the Board of Trustees conduct a first reading of the update to Board Policy 5141.21 Administering Medication and Monitoring Health Conditions and bring it back for a second reading.

Rationale:

Policy explains the conflict between state and federal law and provides options for districts to authorize or not authorize administration of medicinal cannabis at a school site.

Comments:

Bart Hoffman / Jullie Eutsler / Jerri Munney

Minutes:

There were no suggested changes.

Attachments:

BP5141.21 changes
BP5141.21 first reading

24. COMMENTS FROM THE BOARD AND DISCUSSION

24.a. Mr. Giles

Minutes:

Mr. Giles congratulated the 8th graders who promoted. He thanked everyone involved in the planning for reopening. He noted that Kym Hickman was an excellent teacher and thanked her for her input. He also appreciated the concerns from the parent and wants to ensure we come up with a plan that works. He thanked the presenters.

24.b. Mrs. Grooms

Minutes:

Mrs. Grooms is concerned about the lottery system and how that will affect our special population groups like foster and homeless. A priority variance will need to be established. She questioned whether a mask is required if you are six feet apart. She noted that perhaps the deputy contract could be modified this year if we are doing more distance learning which could be a way to save at least temporarily. She feels that some parents might take their students out of school for the year altogether.

24.c. Ms. Price

Minutes:

Ms. Price thanked everyone for the time and effort put into planning for the new year. She too is concerned for the younger students. She finds the idea of kids having to wear masks troubling as they learn nuance from facial expressions. She would like to see more students on campus as well. She questioned whether we could consider other facilities and whether a split schedule with half the kids in the morning and half in the afternoon would work. She understands the restrictions with cleaning.

24.d. Mr. Tepe

Minutes:

Mr. Tepe enjoyed the presentations and thanked the staff. He would like to see TAL more involved in the planning and hopes that more students will be able to physically attend classes. He was pleased to see the work on the budget and that we were being fiscally prudent.

24.e. Mr. Winn

Minutes:

Mr. Winn found the school plans to be very proactive as our students need to continue a quality education even in these uncertain times. He appreciates the work being done in the midst of this crisis. He participated in a few of the planning committees and thanked the chairpersons.

25. RECESS TO CLOSED SESSION (if necessary)

26. RECONVENE TO OPEN SESSION (if necessary)

26.a. Report of any action taken in closed session pursuant to Government Code Section 54957.1

27. ADJOURNMENT (v)

Recommended Motion:

It is recommended that the Board of Trustees approve the adjournment of the regular Board meeting of June 16, 2020, at _____ p.m.

Actions:

Motion	Vote:
It is recommended that the Board of Trustees approve the adjournment of the regular Board meeting of June 16, 2020, at 8:37 p.m.	**Yes** Mr. Keith Giles. **Yes** Mrs. Diane Grooms. **Yes** Ms. Sandra Price. **Yes** Mr. Gregory Tepe. **Yes** Mr. Duane Winn.

Passed with a motion by Ms. Sandra Price and a second by Mr. Gregory Tepe.

Minutes:

The June 16, 2020, regular meeting of the Board of Trustees of the Lancaster School District was adjourned at 8:37 p.m. by the presiding officer, Diane Grooms, President.

Disability Information:

Anyone requiring disability-related accommodations or modifications, including auxiliary aids or services, in order to participate in the meeting should contact the Superintendent's Office at (661) 948-4661 x134 at least 36 hours prior to the meeting to request specific accommodations. Any materials required by law to be made available to the public prior to a meeting of the Board of Trustees of the Lancaster School District can be inspected at the Superintendent's office, 44711 North Cedar Avenue, Lancaster, CA 93534 during the hours of 8:00 a.m. - 4:00 p.m. Monday through Friday; closed all major holidays.

6/16/2020 5:04:00 PM (Original)

Present	Mr. Keith Giles
Present	Mrs. Diane Grooms
Absent	Ms. Sandra Price
Present	Mr. Gregory Tepe
Present	Mr. Duane Winn

6/16/2020 5:20:00 PM

Present	Ms. Sandra Price

ATTACHMENTS

LARRY FREISE, ED D.
Assistant Superintendent of
Business Services

Lancaster School District

44711 NORTH CEDAR AVENUE, LANCASTER, CALIFORNIA 93534-3210 (661) 948-4661
Fax (661) 942-9452
TDD/Voice (661) 948-4661 x100

NOTICE OF PUBLIC HEARING AND OF PROPOSAL FOR IMPLEMENTING SCHOOL FACILITIES FEES AS AUTHORIZED BY EDUCATION CODE SECTION S 17620 AND GOVERNMENT CODES 65995

PLEASE TAKE NOTICE that immediately following a public hearing on the matter, a proposed resolution(s) will be considered by the Governing Board of Lancaster School District at its regular meeting on June 16, 2020, at 6:00 pm, which if adopted by the Board will implement development fees established by the District against residential construction and reconstruction at $4.08 per square foot and against new commercial or industrial construction at $0.66 a square foot. The proposed fees are authorized by Education Code Section 17620 and Government Code Section 65995. Data pertaining to the cost of school facilities is available for inspection on the District's website at lancsd.org. The fee, if approved by the Governing Board, will become effective on August 15, 2020, which is 60 days after the proposed adoption of the resolution levying such fee by the Governing Board.

Dated: May 22, 2020

Larry Freise, Ed.D.
Assistant Superintend, Business Services

Publish in the AV Press on June 2, 2020 and June 9, 2020
Posted on the Lancaster School District Website on May 5, 2020
Sent to Sites on May 22, 2020

Lancaster School District

Amargosa Creek Middle—Desert View-Discovery-District Office-Early Childhood Education-El Dorado-Endeavor Middle-Fulton and Alsbury—Jack Northrop—Joshua—LAVA-Lincoln—Linda Verde—Linda Verde Center—Mariposa—Miller—Monte Vista—Nancy Cory—New Vista Middle—Piute Middle—Sierra—Sunnydale—The Leadership Academy -Welcome and Wellness Center—West Wind

Estimated Actuals
2019-2020

Budget
2020-2021

June 15, 2020

LANCASTER SCHOOL DISTRICT
2020 - 2021 Budget

June 15, 2020 Board Meeting

	UNRESTRICTED	RESTRICTED	TOTAL
BEGINNING BALANCE	**$23,071,774**	**$4,421,539**	**$27,493,312**
Less: Audit Adjustments and Restatements	$0	$0	$0
ADJUSTED BEGINNING BALANCE	**$23,071,774**	**$4,421,539**	**$27,493,312**
REVENUES	$142,762,649	$22,076,235	$164,838,884
EXPENDITURES	$118,115,588	$49,754,733	$167,870,321
TRANSER TO RESTRICTED PROGRAMS	($27,648,567)	$27,648,567	$0
FUND BALANCE	$20,070,268	$4,391,608	$24,461,875
CAPITAL PROJECTS TRANSFER	$1,000,000		$1,000,000
FUND BALANCE	$19,070,268	$4,391,608	$23,461,875
COMPONENTS OF ENDING BALANCE			
RESERVE FOR ECONOMIC UNCERTAINTIES	$19,070,268		$19,070,268
BALANCE REMAINING	($0)	**$4,391,608**	**$4,391,607**

2020-21 BUDGET ASSUMPTIONS

* *Budgeted a -7.92% COLA*
* Step & Column Budgeted for all Employees
* Budgeted $25 Per Student for Supplies In LCFF Base
* Maintain Instructional Materials Budgeted at $1,000,000
* Continue Safety Improvements, Deputies, Training and Support minimum of $500,000
* Maintain Minimum Reserve at 3.00%
* Continue Transfer to Fund 14.0/40.0 Deferred Maintenance at $1,000,000
* STRS decrease From 17.10% To 16.15%
* PERS Increase From 19.721% To 20.70%
* **Positions or Programs Added to Increase Services or Improve Programs**
  - Expansion to add 7th Grade Dual Language Immersion
* Lottery is budgeted at $153/ADA for Unrestricted and $54/ADA for Restricted
* Mandated Block Grant is budgeted at $32.18/ADA
* Worker Compensation is calculated at 3.934%
* Maintain Routine Restricted Maintenance to 3%

2021-22 MULTI-YEAR PROJECTION

* *Budgeted a 0% COLA*
* Step & Column Budgeted for all Employees
* Budgeted $25 Per Student for Supplies In LCFF Base
* Continue Instructional Materials at $1,000,000
* Continue Safety Improvements for Deputies, Training and Support minimum of $500,000
* Maintain Transfer to Fund 14.0/40.0 at $1,000,000 For Maintenance Projects
* Minimum Reserve at 3%
* STRS decrease From 16.15% To 16.02%
* PERS Increase From 20.70% To 22.84%

2022-23 MULTI-YEAR PROJECTION

* *Budgeted a 0% COLA*
* Step & Column Budgeted for all Employees
* Budgeted $25 Per Student for Supplies In LCFF Base
* Continue Instructional Materials at $1,000,000
* Continue Safety Improvements Deputies, Training and Support minimum of $500,000
* Maintain Transfer to Fund 14.0/40.0 at $1,000,000 For Maintenance Projects
* Minimum Reserve at 3%
* STRS Increase From 16.02% To 18.10%
* PERS Increase From 22.84% To 25.50%

ANNUAL BUDGET REPORT:
July 1, 2020 Budget Adoption

Insert "X" in applicable boxes:

[x] This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

[x] If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: 44711 Cedar Ave. Lancaster Ca 93534
Date: June 15, 2020

Adoption Date: June 15, 2020

Signed: _____
Clerk/Secretary of the Governing Board
(Original signature required)

Public Hearing:

Place: 44711 Cedar Ave. Lancaster Ca 93
Date: June 15, 2020
Time: 06:00 PM

Contact person for additional information on the budget reports:

Name: Ruby D. Thompson
Title: Director of Fiscal Services

Telephone: 661-948-4661 ext. 111
E-mail: thompsonr@lancsd.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

( ) Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	$
Less: Amount of total liabilities reserved in budget:	$
Estimated accrued but unfunded liabilities:	$ 0.00

(X) This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

( ) This school district is not self-insured for workers' compensation claims.

Signed _____ Date of Meeting: _____

Clerk/Secretary of the Governing Board
(Original signature required)

For additional information on this certification, please contact:

Name: Danielle Gates

Title: Director of Payroll/Risk Mgnt

Telephone: 661-948-4661 ext 129

E-mail: gatesda@lancsd.org

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.	X	
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.	X	
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?	X	

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2019-20) annual payment?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)	n/a	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	Dec. 2020	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	

ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals Unrestricted (A)	2019-20 Estimated Actuals Restricted (B)	2019-20 Estimated Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	151,196,410.00	0.00	151,196,410.00	139,771,961.00	0.00	139,771,961.00	-7.6%
2) Federal Revenue		8100-8299	0.00	9,613,622.00	9,613,622.00	0.00	10,570,212.00	10,570,212.00	10.0%
3) Other State Revenue		8300-8599	4,681,128.00	2,661,755.00	7,342,883.00	2,550,888.00	2,456,843.00	5,007,531.00	-31.8%
4) Other Local Revenue		8600-8799	1,215,499.00	8,638,994.00	9,854,493.00	440,000.00	9,049,180.00	9,489,180.00	-3.7%
5) TOTAL, REVENUES			157,093,037.00	20,914,371.00	178,007,408.00	142,762,649.00	22,076,235.00	164,838,884.00	-7.4%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	58,832,220.00	16,922,218.00	75,754,438.00	55,629,633.00	16,539,551.00	72,169,184.00	-4.7%
2) Classified Salaries		2000-2999	17,178,947.00	9,152,296.00	26,331,243.00	16,594,514.00	8,627,706.00	25,222,220.00	-4.2%
3) Employee Benefits		3000-3999	34,246,712.00	10,812,754.00	45,059,466.00	32,811,200.00	10,642,972.00	43,454,172.00	-3.6%
4) Books and Supplies		4000-4999	5,180,645.00	4,170,088.00	9,350,733.00	2,438,410.00	4,336,777.00	6,775,187.00	-27.5%
5) Services and Other Operating Expenditures		5000-5999	11,716,291.00	5,293,867.00	17,010,158.00	11,460,817.00	7,912,244.00	19,373,061.00	13.9%
6) Capital Outlay		6000-6999	317,084.00	354,264.00	671,348.00	227,000.00	110,000.00	337,000.00	-49.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	464.00	1,287,489.00	1,287,953.00	500.00	1,288,489.00	1,288,989.00	0.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(766,355.00)	334,355.00	(432,000.00)	(1,048,486.00)	296,994.00	(749,492.00)	73.5%
9) TOTAL, EXPENDITURES			126,706,008.00	48,327,331.00	175,033,339.00	118,115,588.00	49,754,733.00	167,870,321.00	-4.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			30,387,029.00	(27,412,960.00)	2,974,069.00	24,647,061.00	(27,678,498.00)	(3,031,437.00)	-201.9%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,000,000.00	0.00	1,000,000.00	1,000,000.00	0.00	1,000,000.00	0.0%
2) Other Sources/Uses a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(29,229,883.00)	29,229,883.00	0.00	(27,648,567.00)	27,648,567.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(30,229,883.00)	29,229,883.00	(1,000,000.00)	(28,648,567.00)	27,648,567.00	(1,000,000.00)	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals Unrestricted (A)	2019-20 Estimated Actuals Restricted (B)	2019-20 Estimated Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 Budget Total Fund col. D + E (F)	% Diff Column C & F
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			157,146.00	1,816,923.00	1,974,069.00	(4,001,506.00)	(29,931.00)	(4,031,437.00)	-304.2%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	22,914,627.57	2,604,615.52	25,519,243.09	23,071,773.57	4,421,538.52	27,493,312.09	7.7%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			22,914,627.57	2,604,615.52	25,519,243.09	23,071,773.57	4,421,538.52	27,493,312.09	7.7%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			22,914,627.57	2,604,615.52	25,519,243.09	23,071,773.57	4,421,538.52	27,493,312.09	7.7%
2) Ending Balance, June 30 (E + F1e)			23,071,773.57	4,421,538.52	27,493,312.09	19,070,267.57	4,391,607.52	23,461,875.09	-14.7%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	4,421,538.98	4,421,538.98	0.00	4,391,607.98	4,391,607.98	-0.7%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	23,071,773.57	0.00	23,071,773.57	19,070,267.57	0.00	19,070,267.57	-17.3%
Unassigned/Unappropriated Amount		9790	0.00	(0.46)	(0.46)	0.00	(0.46)	(0.46)	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals Unrestricted (A)	2019-20 Estimated Actuals Restricted (B)	2019-20 Estimated Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 Budget Total Fund col. D + E (F)	% Diff Column C & F
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals Unrestricted (A)	2019-20 Estimated Actuals Restricted (B)	2019-20 Estimated Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 Budget Total Fund col. D + E (F)	% Diff Column C & F
LCFF SOURCES									
Principal Apportionment State Aid - Current Year		8011	110,409,013.00	0.00	110,409,013.00	99,686,275.00	0.00	99,686,275.00	-9.7%
Education Protection Account State Aid - Current Year		8012	21,716,055.00	0.00	21,716,055.00	21,014,344.00	0.00	21,014,344.00	-3.2%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions Homeowners' Exemptions		8021	27,284.00	0.00	27,284.00	27,284.00	0.00	27,284.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	38.00	0.00	38.00	38.00	0.00	38.00	0.0%
County & District Taxes Secured Roll Taxes		8041	5,233,414.00	0.00	5,233,414.00	5,233,414.00	0.00	5,233,414.00	0.0%
Unsecured Roll Taxes		8042	199,366.00	0.00	199,366.00	199,366.00	0.00	199,366.00	0.0%
Prior Years' Taxes		8043	136,779.00	0.00	136,779.00	136,779.00	0.00	136,779.00	0.0%
Supplemental Taxes		8044	754,299.00	0.00	754,299.00	754,299.00	0.00	754,299.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	12,279,037.00	0.00	12,279,037.00	12,279,037.00	0.00	12,279,037.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	1,795,100.00	0.00	1,795,100.00	1,795,100.00	0.00	1,795,100.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604) Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			152,550,385.00	0.00	152,550,385.00	141,125,936.00	0.00	141,125,936.00	-7.5%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(1,353,975.00)	0.00	(1,353,975.00)	(1,353,975.00)	0.00	(1,353,975.00)	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			151,196,410.00	0.00	151,196,410.00	139,771,961.00	0.00	139,771,961.00	-7.6%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	2,987,250.00	2,987,250.00	0.00	3,170,545.00	3,170,545.00	6.1%
Special Education Discretionary Grants		8182	0.00	141,853.00	141,853.00	0.00	151,595.00	151,595.00	6.9%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	12,612.00	12,612.00	0.00	0.00	0.00	-100.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		4,065,055.00	4,065,055.00		5,306,508.00	5,306,508.00	30.5%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		673,234.00	673,234.00		961,922.00	961,922.00	42.9%
Title III, Part A, Immigrant Student Program	4201	8290		1,185.00	1,185.00		11,600.00	11,600.00	878.9%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals Unrestricted (A)	2019-20 Estimated Actuals Restricted (B)	2019-20 Estimated Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 Budget Total Fund col. D + E (F)	% Diff Column C & F
Title III, Part A, English Learner Program	4203	8290		241,759.00	241,759.00		232,296.00	232,296.00	-3.9%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630	8290		1,382,395.00	1,382,395.00		575,638.00	575,638.00	-58.4%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	108,279.00	108,279.00	0.00	160,108.00	160,108.00	47.9%
TOTAL, FEDERAL REVENUE			0.00	9,613,622.00	9,613,622.00	0.00	10,570,212.00	10,570,212.00	10.0%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	427,201.00	0.00	427,201.00	427,201.00	0.00	427,201.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	2,123,487.00	749,466.00	2,872,953.00	2,123,487.00	749,466.00	2,872,953.00	0.0%
Tax Relief Subventions Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		685,412.00	685,412.00		1,380,918.00	1,380,918.00	101.5%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,130,440.00	1,226,877.00	3,357,317.00	0.00	326,459.00	326,459.00	-90.3%
TOTAL, OTHER STATE REVENUE			4,681,128.00	2,661,755.00	7,342,883.00	2,550,688.00	2,456,843.00	5,007,531.00	-31.8%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals Unrestricted (A)	2019-20 Estimated Actuals Restricted (B)	2019-20 Estimated Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 Budget Total Fund col. D + E (F)	% Diff Column C & F
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	1,092,665.00	1,092,665.00	0.00	0.00	0.00	-100.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	6,319.00	6,319.00	0.00	0.00	0.00	-100.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	3,805.00	0.00	3,805.00	0.00	0.00	0.00	-100.0%
Interest		8660	233,225.00	0.00	233,225.00	240,000.00	0.00	240,000.00	2.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	978,469.00	152,857.00	1,131,326.00	200,000.00	0.00	200,000.00	-82.3%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		7,387,153.00	7,387,153.00		9,049,180.00	9,049,180.00	22.5%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,215,499.00	8,638,994.00	9,854,493.00	440,000.00	9,049,180.00	9,489,180.00	-3.7%
TOTAL, REVENUES			157,093,037.00	20,914,371.00	178,007,408.00	142,762,649.00	22,076,235.00	164,838,884.00	-7.4%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals Unrestricted (A)	2019-20 Estimated Actuals Restricted (B)	2019-20 Estimated Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 Budget Total Fund col. D + E (F)	% Diff Column C & F
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	49,711,425.00	11,476,934.00	61,188,359.00	46,742,760.00	11,361,799.00	58,104,559.00	-5.0%
Certificated Pupil Support Salaries		1200	1,869,106.00	4,527,995.00	6,397,101.00	1,812,663.00	4,314,763.00	6,127,426.00	-4.2%
Certificated Supervisors' and Administrators' Salaries		1300	7,195,377.00	799,730.00	7,995,107.00	7,060,385.00	784,789.00	7,845,174.00	-1.9%
Other Certificated Salaries		1900	56,312.00	117,559.00	173,871.00	13,825.00	78,200.00	92,025.00	-47.1%
TOTAL, CERTIFICATED SALARIES			58,832,220.00	16,922,218.00	75,754,438.00	55,629,633.00	16,539,551.00	72,169,184.00	-4.7%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	5,295,991.00	4,985,358.00	10,281,349.00	5,006,494.00	4,496,911.00	9,503,405.00	-7.6%
Classified Support Salaries		2200	4,536,302.00	3,071,270.00	7,607,572.00	4,541,294.00	2,944,752.00	7,486,046.00	-1.6%
Classified Supervisors' and Administrators' Salaries		2300	959,101.00	212,746.00	1,171,847.00	861,268.00	284,917.00	1,146,183.00	-2.2%
Clerical, Technical and Office Salaries		2400	6,142,545.00	880,190.00	7,022,735.00	5,986,052.00	901,126.00	6,887,178.00	-1.9%
Other Classified Salaries		2900	245,008.00	2,732.00	247,740.00	199,408.00	0.00	199,408.00	-19.5%
TOTAL, CLASSIFIED SALARIES			17,178,947.00	9,152,296.00	26,331,243.00	16,594,514.00	8,627,706.00	25,222,220.00	-4.2%
EMPLOYEE BENEFITS									
STRS		3101-3102	9,724,284.00	2,748,230.00	12,472,514.00	8,939,670.00	2,688,293.00	11,627,963.00	-6.8%
PERS		3201-3202	3,297,359.00	1,831,142.00	5,128,501.00	2,960,877.00	1,722,462.00	4,683,339.00	-8.7%
OASDI/Medicare/Alternative		3301-3302	2,210,360.00	992,498.00	3,202,858.00	2,038,092.00	908,833.00	2,946,925.00	-8.0%
Health and Welfare Benefits		3401-3402	13,764,241.00	4,133,042.00	17,897,283.00	13,795,384.00	4,320,084.00	18,115,468.00	1.2%
Unemployment Insurance		3501-3502	37,620.00	13,183.00	50,803.00	37,577.00	12,574.00	50,151.00	-1.3%
Workers' Compensation		3601-3602	3,065,429.00	1,094,659.00	4,160,088.00	2,840,600.00	990,726.00	3,831,326.00	-7.9%
OPEB, Allocated		3701-3702	1,363,919.00	0.00	1,363,919.00	1,370,000.00	0.00	1,370,000.00	0.4%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	783,500.00	0.00	783,500.00	829,000.00	0.00	829,000.00	5.8%
TOTAL, EMPLOYEE BENEFITS			34,246,712.00	10,812,754.00	45,059,466.00	32,811,200.00	10,642,972.00	43,454,172.00	-3.6%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	2,180,233.00	500,000.00	2,680,233.00	0.00	550,000.00	550,000.00	-79.5%
Books and Other Reference Materials		4200	0.00	4,586.00	4,586.00	5,165.00	0.00	5,165.00	12.6%
Materials and Supplies		4300	2,663,266.00	2,932,915.00	5,596,181.00	2,350,530.00	3,702,507.00	6,053,037.00	8.2%
Noncapitalized Equipment		4400	337,146.00	732,587.00	1,069,733.00	82,715.00	84,270.00	166,985.00	-84.4%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			5,180,645.00	4,170,088.00	9,350,733.00	2,438,410.00	4,336,777.00	6,775,187.00	-27.5%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	1,309,126.00	3,326,228.00	4,635,354.00	1,052,470.00	6,087,723.00	7,140,193.00	54.0%
Travel and Conferences		5200	228,314.00	236,111.00	464,425.00	234,505.00	247,682.00	482,187.00	3.8%
Dues and Memberships		5300	438,337.00	126,171.00	564,508.00	284,832.00	3,730.00	288,562.00	-48.9%
Insurance		5400 - 5450	1,473,373.00	0.00	1,473,373.00	1,600,000.00	0.00	1,600,000.00	8.6%
Operations and Housekeeping Services		5500	2,439,530.00	0.00	2,439,530.00	2,663,800.00	0.00	2,663,800.00	9.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	265,963.00	232,931.00	498,894.00	280,523.00	350,250.00	630,773.00	26.4%
Transfers of Direct Costs		5710	(13,806.00)	13,806.00	0.00	(7,500.00)	7,500.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(1,043.00)	0.00	(1,043.00)	(1,000.00)	0.00	(1,000.00)	-4.1%
Professional/Consulting Services and Operating Expenditures		5800	4,733,093.00	1,335,897.00	6,068,990.00	4,327,838.00	1,199,384.00	5,527,222.00	-8.9%
Communications		5900	843,404.00	22,723.00	866,127.00	1,025,349.00	15,975.00	1,041,324.00	20.2%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			11,716,291.00	5,293,867.00	17,010,158.00	11,460,817.00	7,912,244.00	19,373,061.00	13.9%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals Unrestricted (A)	2019-20 Estimated Actuals Restricted (B)	2019-20 Estimated Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 Budget Total Fund col. D + E (F)	% Diff Column C & F
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	317,084.00	354,264.00	671,348.00	227,000.00	110,000.00	337,000.00	-49.8%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			317,084.00	354,264.00	671,348.00	227,000.00	110,000.00	337,000.00	-49.8%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	464.00	0.00	464.00	500.00	0.00	500.00	7.8%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	1,287,489.00	1,287,489.00	0.00	1,288,489.00	1,288,489.00	0.1%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			464.00	1,287,489.00	1,287,953.00	500.00	1,288,489.00	1,288,989.00	0.1%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(334,355.00)	334,355.00	0.00	(296,994.00)	296,994.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(432,000.00)	0.00	(432,000.00)	(749,492.00)	0.00	(749,492.00)	73.5%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(766,355.00)	334,355.00	(432,000.00)	(1,046,486.00)	296,994.00	(749,492.00)	73.5%
TOTAL, EXPENDITURES			126,706,008.00	48,327,331.00	175,033,339.00	118,115,588.00	49,754,733.00	167,870,321.00	-4.1%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals Unrestricted (A)	2019-20 Estimated Actuals Restricted (B)	2019-20 Estimated Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 Budget Total Fund col. D + E (F)	% Diff Column C & F
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	1,000,000.00	0.00	1,000,000.00	1,000,000.00	0.00	1,000,000.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,000,000.00	0.00	1,000,000.00	1,000,000.00	0.00	1,000,000.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(29,229,883.00)	29,229,883.00	0.00	(27,648,567.00)	27,648,567.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(29,229,883.00)	29,229,883.00	0.00	(27,648,567.00)	27,648,567.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(30,229,883.00)	29,229,883.00	(1,000,000.00)	(28,648,567.00)	27,648,567.00	(1,000,000.00)	0.0%

Resource	Description	2019-20 Estimated Actuals	2020-21 Budget
3010	ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	1.00	1.00
5630	ESSA: Title IX, Part A, McKinney-Vento Homeless Assistance Grant:	2.00	2.00
6300	Lottery: Instructional Materials	327,272.82	521,238.82
6512	Special Ed: Mental Health Services	796,851.76	796,851.76
7085	Learning Communities for School Success Program	355,306.00	355,306.00
7510	Low-Performing Students Block Grant	568,458.00	568,458.00
9010	Other Restricted Local	2,373,647.40	2,149,750.40
Total, Restricted Balance		4,421,538.98	4,391,607.98

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	4,030,096.00	4,744,075.00	17.7%
4) Other Local Revenue		8600-8799	6,783.00	0.00	-100.0%
5) TOTAL, REVENUES			4,036,879.00	4,744,075.00	17.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	218,027.00	243,638.00	11.7%
2) Classified Salaries		2000-2999	1,924,418.00	2,009,392.00	4.4%
3) Employee Benefits		3000-3999	1,291,166.00	1,252,378.00	-3.0%
4) Books and Supplies		4000-4999	441,940.00	506,500.00	14.6%
5) Services and Other Operating Expenditures		5000-5999	92,100.00	62,675.00	-31.9%
6) Capital Outlay		6000-6999	62,445.00	350,000.00	460.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	319,492.00	New
9) TOTAL, EXPENDITURES			4,030,096.00	4,744,075.00	17.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			6,783.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			6,783.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	520,669.70	527,452.70	1.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			520,669.70	527,452.70	1.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			520,669.70	527,452.70	1.3%
2) Ending Balance, June 30 (E + F1e)			527,452.70	527,452.70	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	514,600.00	514,600.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	12,852.70	12,852.70	0.0%
Reserve Account	0000	9780		*12,852.70*	
Reserve Account	0000	9780	*12,852.70*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	4,002,596.00	4,716,575.00	17.8%
All Other State Revenue	All Other	8590	27,500.00	27,500.00	0.0%
TOTAL, OTHER STATE REVENUE			4,030,096.00	4,744,075.00	17.7%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	6,783.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			6,783.00	0.00	-100.0%
TOTAL, REVENUES			4,036,879.00	4,744,075.00	17.5%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	5,000.00	0.00	-100.0%
Certificated Pupil Support Salaries		1200	0.00	3,998.00	New
Certificated Supervisors' and Administrators' Salaries		1300	135,432.00	239,640.00	76.9%
Other Certificated Salaries		1900	77,595.00	0.00	-100.0%
TOTAL, CERTIFICATED SALARIES			218,027.00	243,638.00	11.7%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	1,696,510.00	1,789,613.00	5.5%
Classified Support Salaries		2200	93,062.00	87,478.00	-6.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	134,246.00	132,301.00	-1.4%
Other Classified Salaries		2900	600.00	0.00	-100.0%
TOTAL, CLASSIFIED SALARIES			1,924,418.00	2,009,392.00	4.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	29,401.00	38,702.00	31.6%
PERS		3201-3202	361,698.00	352,846.00	-2.4%
OASDI/Medicare/Alternative		3301-3302	147,565.00	146,938.00	-0.4%
Health and Welfare Benefits		3401-3402	663,723.00	624,092.00	-6.0%
Unemployment Insurance		3501-3502	1,072.00	1,125.00	4.9%
Workers' Compensation		3601-3602	87,707.00	88,675.00	1.1%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,291,166.00	1,252,378.00	-3.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	261,942.00	345,325.00	31.8%
Noncapitalized Equipment		4400	179,998.00	161,175.00	-10.5%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			441,940.00	506,500.00	14.6%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	33,300.00	3,000.00	-91.0%
Dues and Memberships		5300	1,500.00	1,500.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	14,000.00	22,700.00	62.1%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,000.00	500.00	-50.0%
Professional/Consulting Services and Operating Expenditures		5800	34,000.00	26,975.00	-20.7%
Communications		5900	8,300.00	8,000.00	-3.6%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			92,100.00	62,675.00	-31.9%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	62,445.00	350,000.00	460.5%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			62,445.00	350,000.00	460.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	319,492.00	New
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	319,492.00	New
TOTAL, EXPENDITURES			4,030,096.00	4,744,075.00	17.7%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	4,030,096.00	4,744,075.00	17.7%
4) Other Local Revenue		8600-8799	6,783.00	0.00	-100.0%
5) TOTAL, REVENUES			4,036,879.00	4,744,075.00	17.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		3,283,719.00	3,703,314.00	12.8%
2) Instruction - Related Services	2000-2999		678,913.00	663,512.00	-2.3%
3) Pupil Services	3000-3999		35,966.00	39,779.00	10.6%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	319,492.00	New
8) Plant Services	8000-8999		31,498.00	17,978.00	-42.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			4,030,096.00	4,744,075.00	17.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			6,783.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			6,783.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	520,669.70	527,452.70	1.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			520,669.70	527,452.70	1.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			520,669.70	527,452.70	1.3%
2) Ending Balance, June 30 (E + F1e)			527,452.70	527,452.70	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	514,600.00	514,600.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	12,852.70	12,852.70	0.0%
Reserve Account	0000	9780		*12,852.70*	
Reserve Account	0000	9780	*12,852.70*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Estimated Actuals	2020-21 Budget
6130	Child Development: Center-Based Reserve Account	514,600.00	514,600.00
Total, Restricted Balance		514,600.00	514,600.00

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	6,077,792.00	8,292,050.00	36.4%
3) Other State Revenue		8300-8599	460,857.00	830,000.00	80.1%
4) Other Local Revenue		8600-8799	84,814.00	50,000.00	-41.0%
5) TOTAL, REVENUES			6,623,463.00	9,172,050.00	38.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	2,956,763.00	2,670,281.00	-9.7%
3) Employee Benefits		3000-3999	1,442,797.00	1,526,863.00	5.8%
4) Books and Supplies		4000-4999	3,360,680.00	3,541,000.00	5.4%
5) Services and Other Operating Expenditures		5000-5999	420,698.00	450,850.00	7.2%
6) Capital Outlay		6000-6999	45,000.00	500,000.00	1011.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	432,000.00	430,000.00	-0.5%
9) TOTAL, EXPENDITURES			8,657,938.00	9,118,994.00	5.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,034,475.00)	53,056.00	-102.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,034,475.00)	53,056.00	-102.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,216,384.97	3,181,909.97	-39.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,216,384.97	3,181,909.97	-39.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,216,384.97	3,181,909.97	-39.0%
2) Ending Balance, June 30 (E + F1e)			3,181,909.97	3,234,965.97	1.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,973,750.54	3,026,806.54	1.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	208,159.43	208,159.43	0.0%
Equipment Replacement	0000	9780		*208,159.43*	
Equipment Replacement	0000	9780	*208,159.43*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	6,077,792.00	8,292,050.00	36.4%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			6,077,792.00	8,292,050.00	36.4%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	460,857.00	830,000.00	80.1%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			460,857.00	830,000.00	80.1%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	16,334.00	20,000.00	22.4%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	46,778.00	5,000.00	-89.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	21,702.00	25,000.00	15.2%
TOTAL, OTHER LOCAL REVENUE			84,814.00	50,000.00	-41.0%
TOTAL, REVENUES			6,623,463.00	9,172,050.00	38.5%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	2,533,268.00	2,242,850.00	-11.5%
Classified Supervisors' and Administrators' Salaries		2300	200,568.00	220,564.00	10.0%
Clerical, Technical and Office Salaries		2400	222,927.00	205,867.00	-7.7%
Other Classified Salaries		2900	0.00	1,000.00	New
TOTAL, CLASSIFIED SALARIES			2,956,763.00	2,670,281.00	-9.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	432,411.00	431,022.00	-0.3%
OASDI/Medicare/Alternative		3301-3302	240,958.00	189,781.00	-21.2%
Health and Welfare Benefits		3401-3402	585,348.00	714,534.00	22.1%
Unemployment Insurance		3501-3502	1,659.00	1,335.00	-19.5%
Workers' Compensation		3601-3602	117,421.00	105,191.00	-10.4%
OPEB, Allocated		3701-3702	50,000.00	50,000.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	15,000.00	35,000.00	133.3%
TOTAL, EMPLOYEE BENEFITS			1,442,797.00	1,526,863.00	5.8%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	453,795.00	496,000.00	9.3%
Noncapitalized Equipment		4400	49,480.00	45,000.00	-9.1%
Food		4700	2,857,405.00	3,000,000.00	5.0%
TOTAL, BOOKS AND SUPPLIES			3,360,680.00	3,541,000.00	5.4%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	19,000.00	16,000.00	-15.8%
Dues and Memberships		5300	3,122.00	500.00	-84.0%
Insurance		5400-5450	1,075.00	2,000.00	86.0%
Operations and Housekeeping Services		5500	23,392.00	23,550.00	0.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	136,500.00	155,000.00	13.6%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	43.00	500.00	1062.8%
Professional/Consulting Services and Operating Expenditures		5800	236,175.00	252,200.00	6.8%
Communications		5900	1,391.00	1,100.00	-20.9%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			420,698.00	450,850.00	7.2%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	45,000.00	500,000.00	1011.1%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			45,000.00	500,000.00	1011.1%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	432,000.00	430,000.00	-0.5%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			432,000.00	430,000.00	-0.5%
TOTAL, EXPENDITURES			8,657,938.00	9,118,994.00	5.3%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	6,077,792.00	8,292,050.00	36.4%
3) Other State Revenue		8300-8599	460,857.00	830,000.00	80.1%
4) Other Local Revenue		8600-8799	84,814.00	50,000.00	-41.0%
5) TOTAL, REVENUES			6,623,463.00	9,172,050.00	38.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		8,202,546.00	8,665,444.00	5.6%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		432,000.00	430,000.00	-0.5%
8) Plant Services	8000-8999		23,392.00	23,550.00	0.7%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			8,657,938.00	9,118,994.00	5.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(2,034,475.00)	53,056.00	-102.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,034,475.00)	53,056.00	-102.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,216,384.97	3,181,909.97	-39.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,216,384.97	3,181,909.97	-39.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,216,384.97	3,181,909.97	-39.0%
2) Ending Balance, June 30 (E + F1e)			3,181,909.97	3,234,965.97	1.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,973,750.54	3,026,806.54	1.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	208,159.43	208,159.43	0.0%
Equipment Replacement	0000	9780		*208,159.43*	
Equipment Replacement	0000	9780	*208,159.43*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Estimated Actuals	2020-21 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School	2,973,750.54	3,026,806.54
Total, Restricted Balance		2,973,750.54	3,026,806.54

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	29,945.00	25,000.00	-16.5%
5) TOTAL, REVENUES			29,945.00	25,000.00	-16.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	195,300.00	258,200.00	32.2%
5) Services and Other Operating Expenditures		5000-5999	474,085.00	669,300.00	41.2%
6) Capital Outlay		6000-6999	184,369.00	276,000.00	49.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			853,754.00	1,203,500.00	41.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(823,809.00)	(1,178,500.00)	43.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(823,809.00)	(1,178,500.00)	43.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,382,054.74	1,558,245.74	-34.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,382,054.74	1,558,245.74	-34.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,382,054.74	1,558,245.74	-34.6%
2) Ending Balance, June 30 (E + F1e)			1,558,245.74	379,745.74	-75.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,558,245.74	379,745.74	-75.6%
Deferred Maint. Projects	0000	9780		*379,745.74*	
Deferred Maint. Projects	0000	9780	*1,558,245.74*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	29,945.00	25,000.00	-16.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			29,945.00	25,000.00	-16.5%
TOTAL, REVENUES			29,945.00	25,000.00	-16.5%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	152,500.00	201,500.00	32.1%
Noncapitalized Equipment		4400	42,800.00	56,700.00	32.5%
TOTAL, BOOKS AND SUPPLIES			195,300.00	258,200.00	32.2%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	456,585.00	648,600.00	42.1%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	17,500.00	20,700.00	18.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			474,085.00	669,300.00	41.2%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	177,476.00	266,800.00	50.3%
Equipment		6400	6,893.00	9,200.00	33.5%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			184,369.00	276,000.00	49.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			853,754.00	1,203,500.00	41.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	29,945.00	25,000.00	-16.5%
5) TOTAL, REVENUES			29,945.00	25,000.00	-16.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		853,754.00	1,203,500.00	41.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			853,754.00	1,203,500.00	41.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(823,809.00)	(1,178,500.00)	43.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(823,809.00)	(1,178,500.00)	43.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,382,054.74	1,558,245.74	-34.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,382,054.74	1,558,245.74	-34.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,382,054.74	1,558,245.74	-34.6%
2) Ending Balance, June 30 (E + F1e)			1,558,245.74	379,745.74	-75.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,558,245.74	379,745.74	-75.6%
Deferred Maint. Projects	0000	9780		*379,745.74*	
Deferred Maint. Projects	0000	9780	*1,558,245.74*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Estimated Actuals	2020-21 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	80,996.00	50,000.00	-38.3%
5) TOTAL, REVENUES			80,996.00	50,000.00	-38.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	14,475.00	10,100.00	-30.2%
6) Capital Outlay		6000-6999	2,305,531.00	3,801,400.00	64.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,320,006.00	3,811,500.00	64.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,239,010.00)	(3,761,500.00)	68.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,239,010.00)	(3,761,500.00)	68.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,134,832.34	3,895,822.34	-36.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,134,832.34	3,895,822.34	-36.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,134,832.34	3,895,822.34	-36.5%
2) Ending Balance, June 30 (E + F1e)			3,895,822.34	134,322.34	-96.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	3,895,822.34	134,322.34	-96.6%
Measure L Projects	0000	9780		*134,322.34*	
Measure L Projects	0000	9780	*3,895,822.34*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	80,996.00	50,000.00	-38.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			80,996.00	50,000.00	-38.3%
TOTAL, REVENUES			80,996.00	50,000.00	-38.3%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	14,475.00	10,100.00	-30.2%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			14,475.00	10,100.00	-30.2%
CAPITAL OUTLAY					
Land		6100	825,156.00	1,141,700.00	38.4%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,480,375.00	2,659,700.00	79.7%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			2,305,531.00	3,801,400.00	64.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			2,320,006.00	3,811,500.00	64.3%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	80,996.00	50,000.00	-38.3%
5) TOTAL, REVENUES			80,996.00	50,000.00	-38.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		2,320,006.00	3,811,500.00	64.3%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,320,006.00	3,811,500.00	64.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(2,239,010.00)	(3,761,500.00)	68.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,239,010.00)	(3,761,500.00)	68.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,134,832.34	3,895,822.34	-36.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,134,832.34	3,895,822.34	-36.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,134,832.34	3,895,822.34	-36.5%
2) Ending Balance, June 30 (E + F1e)			3,895,822.34	134,322.34	-96.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	3,895,822.34	134,322.34	-96.6%
Measure L Projects	0000	9780		*134,322.34*	
Measure L Projects	0000	9780	*3,895,822.34*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Estimated Actuals	2020-21 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	223,483.00	30,000.00	-86.6%
5) TOTAL, REVENUES			223,483.00	30,000.00	-86.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	11,898.00	29,400.00	147.1%
5) Services and Other Operating Expenditures		5000-5999	20,363.00	27,200.00	33.6%
6) Capital Outlay		6000-6999	8,500.00	11,400.00	34.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			40,761.00	68,000.00	66.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			182,722.00	(38,000.00)	-120.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			182,722.00	(38,000.00)	-120.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,674,861.49	1,857,583.49	10.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,674,861.49	1,857,583.49	10.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,674,861.49	1,857,583.49	10.9%
2) Ending Balance, June 30 (E + F1e)			1,857,583.49	1,819,583.49	-2.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,857,583.49	1,819,583.49	-2.0%
Growth Classroom Furniture/Equipment	0000	9780		*1,819,583.49*	
Growth Classroom Furniture/Equipment	0000	9780	*1,857,583.49*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	23,902.00	30,000.00	25.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	199,581.00	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			223,483.00	30,000.00	-86.6%
TOTAL, REVENUES			223,483.00	30,000.00	-86.6%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	8,820.00	21,000.00	138.1%
Noncapitalized Equipment		4400	3,078.00	8,400.00	172.9%
TOTAL, BOOKS AND SUPPLIES			11,898.00	29,400.00	147.1%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	20,363.00	27,200.00	33.6%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			20,363.00	27,200.00	33.6%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	8,500.00	11,400.00	34.1%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			8,500.00	11,400.00	34.1%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			40,761.00	68,000.00	66.8%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	223,483.00	30,000.00	-86.6%
5) TOTAL, REVENUES			223,483.00	30,000.00	-86.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		40,761.00	68,000.00	66.8%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			40,761.00	68,000.00	66.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			182,722.00	(38,000.00)	-120.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			182,722.00	(38,000.00)	-120.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,674,861.49	1,857,583.49	10.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,674,861.49	1,857,583.49	10.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,674,861.49	1,857,583.49	10.9%
2) Ending Balance, June 30 (E + F1e)			1,857,583.49	1,819,583.49	-2.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,857,583.49	1,819,583.49	-2.0%
Growth Classroom Furniture/Equipment	0000	9780		*1,819,583.49*	
Growth Classroom Furniture/Equipment	0000	9780	*1,857,583.49*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Estimated Actuals	2020-21 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	16,313.00	16,313.00	0.0%
5) TOTAL, REVENUES			16,313.00	16,313.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	3,800.00	New
6) Capital Outlay		6000-6999	384,704.00	512,600.00	33.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			384,704.00	516,400.00	34.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(368,391.00)	(500,087.00)	35.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(368,391.00)	(500,087.00)	35.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,227,419.19	859,028.19	-30.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,227,419.19	859,028.19	-30.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,227,419.19	859,028.19	-30.0%
2) Ending Balance, June 30 (E + F1e)			859,028.19	358,941.19	-58.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	25,949.36	25,949.36	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	833,078.83	332,991.83	-60.0%
Construction Projects	0000	9780		*332,991.83*	
Construction Projects	0000	9780	*833,078.83*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	16,313.00	16,313.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			16,313.00	16,313.00	0.0%
TOTAL, REVENUES			16,313.00	16,313.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	3,800.00	New
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	3,800.00	New
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	384,704.00	512,600.00	33.2%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			384,704.00	512,600.00	33.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			384,704.00	516,400.00	34.2%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/ County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	16,313.00	16,313.00	0.0%
5) TOTAL, REVENUES			16,313.00	16,313.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		384,704.00	516,400.00	34.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			384,704.00	516,400.00	34.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(368,391.00)	(500,087.00)	35.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(368,391.00)	(500,087.00)	35.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,227,419.19	859,028.19	-30.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,227,419.19	859,028.19	-30.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,227,419.19	859,028.19	-30.0%
2) Ending Balance, June 30 (E + F1e)			859,028.19	358,941.19	-58.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	25,949.36	25,949.36	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	833,078.83	332,991.83	-60.0%
Construction Projects	0000	9780		*332,991.83*	
Construction Projects	0000	9780	*833,078.83*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Estimated Actuals	2020-21 Budget
7710	State School Facilities Projects	25,949.36	25,949.36
Total, Restricted Balance		25,949.36	25,949.36

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	97,104.00	97,104.00	0.0%
5) TOTAL, REVENUES			97,104.00	97,104.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	61,379.00	0.00	-100.0%
3) Employee Benefits		3000-3999	27,604.00	0.00	-100.0%
4) Books and Supplies		4000-4999	307,640.00	320,200.00	4.1%
5) Services and Other Operating Expenditures		5000-5999	2,110,630.00	2,109,300.00	-0.1%
6) Capital Outlay		6000-6999	1,384,475.00	1,830,200.00	32.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			3,891,728.00	4,259,700.00	9.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(3,794,624.00)	(4,162,596.00)	9.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,000,000.00	1,000,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,000,000.00	1,000,000.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,794,624.00)	(3,162,596.00)	13.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	8,449,945.61	5,655,321.61	-33.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,449,945.61	5,655,321.61	-33.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,449,945.61	5,655,321.61	-33.1%
2) Ending Balance, June 30 (E + F1e)			5,655,321.61	2,492,725.61	-55.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	293.00	293.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	5,655,028.61	2,492,432.61	-55.9%
Construction Projects	0000	9780		*2,492,432.61*	
Construction Projects	0000	9780	*5,655,028.61*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	97,020.00	97,104.00	0.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	84.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			97,104.00	97,104.00	0.0%
TOTAL, REVENUES			97,104.00	97,104.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	61,379.00	0.00	-100.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			61,379.00	0.00	-100.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	12,745.00	0.00	-100.0%
OASDI/Medicare/Alternative		3301-3302	5,128.00	0.00	-100.0%
Health and Welfare Benefits		3401-3402	7,189.00	0.00	-100.0%
Unemployment Insurance		3501-3502	34.00	0.00	-100.0%
Workers' Compensation		3601-3602	2,508.00	0.00	-100.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			27,604.00	0.00	-100.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	262,622.00	270,200.00	2.9%
Noncapitalized Equipment		4400	45,018.00	50,000.00	11.1%
TOTAL, BOOKS AND SUPPLIES			307,640.00	320,200.00	4.1%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	9,000.00	12,000.00	33.3%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,101,630.00	2,097,300.00	-0.2%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,110,630.00	2,109,300.00	-0.1%
CAPITAL OUTLAY					
Land		6100	136,764.00	182,500.00	33.4%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,078,390.00	1,427,900.00	32.4%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	169,321.00	219,800.00	29.8%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,384,475.00	1,830,200.00	32.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			3,891,728.00	4,259,700.00	9.5%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	1,000,000.00	1,000,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			1,000,000.00	1,000,000.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			1,000,000.00	1,000,000.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	97,104.00	97,104.00	0.0%
5) TOTAL, REVENUES			97,104.00	97,104.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		3,891,728.00	4,259,700.00	9.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			3,891,728.00	4,259,700.00	9.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(3,794,624.00)	(4,162,596.00)	9.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,000,000.00	1,000,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,000,000.00	1,000,000.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,794,624.00)	(3,162,596.00)	13.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	8,449,945.61	5,655,321.61	-33.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,449,945.61	5,655,321.61	-33.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,449,945.61	5,655,321.61	-33.1%
2) Ending Balance, June 30 (E + F1e)			5,655,321.61	2,492,725.61	-55.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	293.00	293.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	5,655,028.61	2,492,432.61	-55.9%
Construction Projects	0000	9780		*2,492,432.61*	
Construction Projects	0000	9780	*5,655,028.61*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Estimated Actuals	2020-21 Budget
6230	California Clean Energy Jobs Act	293.00	293.00
Total, Restricted Balance		293.00	293.00

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	12.00	10.00	-16.7%
5) TOTAL, REVENUES			12.00	10.00	-16.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	217.00	215.00	-0.9%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			217.00	215.00	-0.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(205.00)	(205.00)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(205.00)	(205.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	887.14	682.14	-23.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			887.14	682.14	-23.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			887.14	682.14	-23.1%
2) Ending Balance, June 30 (E + F1e)			682.14	477.14	-30.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	682.14	477.14	-30.1%
Admin. Fees Mello Roos and COPs	0000	9780		*477.14*	
Admin. Fees - Mello Roos and COPs	0000	9780	*682.14*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	12.00	10.00	-16.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			12.00	10.00	-16.7%
TOTAL, REVENUES			12.00	10.00	-16.7%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	217.00	215.00	-0.9%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			217.00	215.00	-0.9%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			217.00	215.00	-0.9%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	12.00	10.00	-16.7%
5) TOTAL, REVENUES			12.00	10.00	-16.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	217.00	215.00	-0.9%
10) TOTAL, EXPENDITURES			217.00	215.00	-0.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(205.00)	(205.00)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(205.00)	(205.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	887.14	682.14	-23.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			887.14	682.14	-23.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			887.14	682.14	-23.1%
2) Ending Balance, June 30 (E + F1e)			682.14	477.14	-30.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	682.14	477.14	-30.1%
Admin. Fees Mello Roos and COPs	0000	9780		*477.14*	
Admin. Fees - Mello Roos and COPs	0000	9780	*682.14*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Estimated Actuals	2020-21 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	53,592.00	53,592.00	0.0%
4) Other Local Revenue		8600-8799	5,257,618.00	5,257,618.00	0.0%
5) TOTAL, REVENUES			5,311,210.00	5,311,210.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	4,359,343.00	4,359,343.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			4,359,343.00	4,359,343.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			951,867.00	951,867.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			951,867.00	951,867.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,901,824.00	5,853,691.00	19.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,901,824.00	5,853,691.00	19.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,901,824.00	5,853,691.00	19.4%
2) Ending Balance, June 30 (E + F1e)			5,853,691.00	6,805,558.00	16.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	5,853,691.00	6,805,558.00	16.3%
Bond Payments	0000	9780		*6,805,558.00*	
Bond Payments	0000	9780	*5,853,691.00*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	53,592.00	53,592.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			53,592.00	53,592.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	4,777,924.00	4,777,924.00	0.0%
Unsecured Roll		8612	139,380.00	139,380.00	0.0%
Prior Years' Taxes		8613	118,647.00	118,647.00	0.0%
Supplemental Taxes		8614	113,817.00	113,817.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	13,457.00	13,457.00	0.0%
Interest		8660	29,411.00	29,411.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	64,982.00	64,982.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,257,618.00	5,257,618.00	0.0%
TOTAL, REVENUES			5,311,210.00	5,311,210.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	2,417,836.00	2,417,836.00	0.0%
Bond Interest and Other Service Charges		7434	1,941,507.00	1,941,507.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			4,359,343.00	4,359,343.00	0.0%
TOTAL, EXPENDITURES			4,359,343.00	4,359,343.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	53,592.00	53,592.00	0.0%
4) Other Local Revenue		8600-8799	5,257,618.00	5,257,618.00	0.0%
5) TOTAL, REVENUES			5,311,210.00	5,311,210.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	4,359,343.00	4,359,343.00	0.0%
10) TOTAL, EXPENDITURES			4,359,343.00	4,359,343.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			951,867.00	951,867.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			951,867.00	951,867.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,901,824.00	5,853,691.00	19.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,901,824.00	5,853,691.00	19.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,901,824.00	5,853,691.00	19.4%
2) Ending Balance, June 30 (E + F1e)			5,853,691.00	6,805,558.00	16.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	5,853,691.00	6,805,558.00	16.3%
Bond Payments	0000	9780		*6,805,558.00*	
Bond Payments	0000	9780	*5,853,691.00*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Estimated Actuals	2020-21 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	774,425.00	876,554.00	13.2%
5) TOTAL, REVENUES			774,425.00	876,554.00	13.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	583,806.00	637,000.00	9.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			583,806.00	637,000.00	9.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			190,619.00	239,554.00	25.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			190,619.00	239,554.00	25.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,618,217.16	1,808,836.16	11.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,618,217.16	1,808,836.16	11.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,618,217.16	1,808,836.16	11.8%
2) Ending Balance, June 30 (E + F1e)			1,808,836.16	2,048,390.16	13.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,808,836.16	2,048,390.16	13.2%
Debt Payments-Lease Revenue Bonds	0000	9780		*2,048,390.16*	
Debt Payments - Lease Revenue Bonds	0000	9780	*1,808,836.16*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes Voted Indebtedness Levies					
Secured Roll		8611	742,235.00	844,364.00	13.8%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	8,166.00	8,166.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Other		8622	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	734.00	734.00	0.0%
Interest		8660	23,290.00	23,290.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			774,425.00	876,554.00	13.2%
TOTAL, REVENUES			774,425.00	876,554.00	13.2%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	263,806.00	317,000.00	20.2%
Other Debt Service - Principal		7439	320,000.00	320,000.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			583,806.00	637,000.00	9.1%
TOTAL, EXPENDITURES			583,806.00	637,000.00	9.1%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	774,425.00	876,554.00	13.2%
5) TOTAL, REVENUES			774,425.00	876,554.00	13.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	583,806.00	637,000.00	9.1%
10) TOTAL, EXPENDITURES			583,806.00	637,000.00	9.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			190,619.00	239,554.00	25.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			190,619.00	239,554.00	25.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,618,217.16	1,808,836.16	11.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,618,217.16	1,808,836.16	11.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,618,217.16	1,808,836.16	11.8%
2) Ending Balance, June 30 (E + F1e)			1,808,836.16	2,048,390.16	13.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,808,836.16	2,048,390.16	13.2%
Debt Payments-Lease Revenue Bonds	0000	9780		*2,048,390.16*	
Debt Payments - Lease Revenue Bonds	0000	9780	*1,808,836.16*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Estimated Actuals	2020-21 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,217.00	1,217.00	0.0%
5) TOTAL, REVENUES			1,217.00	1,217.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	2,850.00	2,850.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,850.00	2,850.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,633.00)	(1,633.00)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,633.00)	(1,633.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	98,375.92	96,742.92	-1.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			98,375.92	96,742.92	-1.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			98,375.92	96,742.92	-1.7%
2) Ending Balance, June 30 (E + F1e)			96,742.92	95,109.92	-1.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	96,742.92	95,109.92	-1.7%
Debt Payments COPs	0000	9780		*95,109.92*	
Debt Payments COPs	0000	9780	*96,742.92*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Interest		8660	1,217.00	1,217.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,217.00	1,217.00	0.0%
TOTAL, REVENUES			1,217.00	1,217.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	2,850.00	2,600.00	-8.8%
Other Debt Service - Principal		7439	0.00	250.00	New
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			2,850.00	2,850.00	0.0%
TOTAL, EXPENDITURES			2,850.00	2,850.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,217.00	1,217.00	0.0%
5) TOTAL, REVENUES			1,217.00	1,217.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	2,850.00	2,850.00	0.0%
10) TOTAL, EXPENDITURES			2,850.00	2,850.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(1,633.00)	(1,633.00)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,633.00)	(1,633.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	98,375.92	96,742.92	-1.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			98,375.92	96,742.92	-1.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			98,375.92	96,742.92	-1.7%
2) Ending Balance, June 30 (E + F1e)			96,742.92	95,109.92	-1.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	96,742.92	95,109.92	-1.7%
Debt Payments COPs	0000	9780		*95,109.92*	
Debt Payments COPs	0000	9780	*96,742.92*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Estimated Actuals	2020-21 Budget
Total, Restricted Balance		0.00	0.00

Description	2019-20 Estimated Actuals			2020-21 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	13,499.75	13,499.75	13,499.75	13,499.75	13,499.75	13,499.75
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	13,499.75	13,499.75	13,499.75	13,499.75	13,499.75	13,499.75
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	13,499.75	13,499.75	13,499.75	13,499.75	13,499.75	13,499.75
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2019-20 Estimated Actuals			2020-21 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2019-20 Estimated Actuals			2020-21 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
Governmental Activities:						
Capital assets not being depreciated:						
Land	9,507,508.00		9,507,508.00			9,507,508.00
Work in Progress	24,881,305.00		24,881,305.00	3,268,886.00		28,150,191.00
Total capital assets not being depreciated	34,388,813.00	0.00	34,388,813.00	3,268,886.00	0.00	37,657,699.00
Capital assets being depreciated:						
Land Improvements	22,168,939.00		22,168,939.00			22,168,939.00
Buildings	192,813,199.00		192,813,199.00	725,433.00		193,538,632.00
Equipment	27,626,618.00		27,626,618.00	1,133,254.00		28,759,872.00
Total capital assets being depreciated	242,608,756.00	0.00	242,608,756.00	1,858,687.00	0.00	244,467,443.00
Accumulated Depreciation for:						
Land Improvements	(13,574,061.00)		(13,574,061.00)	(801,756.00)		(14,375,817.00)
Buildings	(80,224,509.00)		(80,224,509.00)	(4,620,293.00)		(84,844,802.00)
Equipment	(22,565,170.00)		(22,565,170.00)	(2,241,471.00)		(24,806,641.00)
Total accumulated depreciation	(116,363,740.00)	0.00	(116,363,740.00)	(7,663,520.00)	0.00	(124,027,260.00)
Total capital assets being depreciated, net	126,245,016.00	0.00	126,245,016.00	(5,804,833.00)	0.00	120,440,183.00
Governmental activity capital assets, net	160,633,829.00	0.00	160,633,829.00	(2,535,947.00)	0.00	158,097,882.00
Business-Type Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF	JUNE									
A. BEGINNING CASH			14,570,146.00	23,690,208.35	16,526,432.19	18,962,135.04	12,120,942.93	8,862,792.35	9,766,083.88	5,213,122.54
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		4,984,313.00	4,984,313.00	14,225,350.00	8,971,764.00	8,971,764.00	14,225,350.00	8,971,764.00	8,971,765.00
Property Taxes	8020-8079		98,410.14	252,161.19	286,165.44	263,743.79	117,060.16	662,428.73	2,275,354.61	161,226.66
Miscellaneous Funds	8080-8099		(112,831.00)	112,831.00	(112,831.00)	(112,831.00)	(112,831.00)	(112,831.00)	(112,831.00)	(112,831.00)
Federal Revenue	8100-8299		486,610.00		67,880.76	1,336,834.23	89,477.94	121,642.12	1,837,410.87	3,173,971.07
Other State Revenue	8300-8599		1,730.00	391,882.00	748,452.77	141,727.31	658,948.00	458,145.00	600,000.00	
Other Local Revenue	8600-8799		42,881.17	7,624.84	1,679.64	33,839.86	1,091,821.22	4,013.49	988,268.22	3,843,425.46
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			5,501,113.31	5,748,812.03	15,216,697.61	10,635,078.19	10,816,240.32	15,358,748.34	14,559,966.70	16,037,557.19
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		4,723,796.13	5,961,523.21	6,123,548.00	6,124,158.00	6,142,506.00	6,124,154.00	6,121,025.00	6,125,489.00
Classified Salaries	2000-2999		535,564.80	1,794,003.23	2,303,340.92	2,413,215.93	2,514,069.98	2,145,476.82	2,193,749.77	2,154,874.00
Employee Benefits	3000-3999		2,126,593.14	3,065,368.05	3,440,071.17	4,048,299.04	3,779,261.17	3,637,723.82	3,748,484.53	3,781,556.95
Books and Supplies	4000-4999		46,576.45	859,826.52	810,722.00	582,146.75	382,419.55	465,244.93	461,503.26	385,919.58
Services	5000-5999		1,946,782.87	1,861,914.56	1,462,052.91	2,101,499.20	737,865.91	1,951,648.40	1,812,539.52	1,010,353.43
Capital Outlay	6000-6599				42,975.41	57,481.23	24,518.00	25,136.00	56,408.08	35,468.00
Other Outgo	7000-7499							488.42	464.00	607.35
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			9,379,313.39	13,542,635.57	14,182,710.41	15,326,800.15	13,580,640.61	14,349,872.39	14,394,174.16	13,494,268.31
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199						(672.66)	(460,019.49)	(121,221.73)	(1,804.41)
Accounts Receivable	9200-9299	(361.00)	8,660,885.00	105,542.38	101,576.77	749,447.82	33,539.79	410,977.00	(335,293.80)	3,869,939.43
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL		(361.00)	8,660,885.00	105,542.38	101,576.77	749,447.82	32,867.13	(49,042.49)	(456,515.53)	3,868,135.02
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599		4,067,622.57	(524,505.00)	(1,300,138.88)	2,898,917.97	526,617.42	56,541.93	59,738.35	329,701.28
Due To Other Funds	9610									
Current Loans	9640		(8,405,000.00)						4,202,500.00	4,261,510.00
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	(4,337,377.43)	(524,505.00)	(1,300,138.88)	2,898,917.97	526,617.42	56,541.93	4,262,238.35	4,591,211.28
Nonoperating										
Suspense Clearing	9910		0.00							
TOTAL BALANCE SHEET ITEMS		(361.00)	12,998,262.43	630,047.38	1,401,715.65	(2,149,470.15)	(493,750.29)	(105,584.42)	(4,718,753.88)	(723,076.26)
E. NET INCREASE/DECREASE (B - C + D)			9,120,062.35	(7,163,776.16)	2,435,702.85	(6,841,192.11)	(3,258,150.58)	903,291.53	(4,552,961.34)	1,820,212.62
F. ENDING CASH (A + E)			23,690,208.35	16,526,432.19	18,962,135.04	12,120,942.93	8,862,792.35	9,766,083.88	5,213,122.54	7,033,335.16
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

ESTIMATES THROUGH THE MONTH OF	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
	JUNE								
A. BEGINNING CASH		7,033,335.16	6,562,458.17	38,493,772.79	25,699,639.76				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	14,225,350.00				32,168,886.00		120,700,619.00	120,700,619.00
Property Taxes	8020-8079	1,148,638.00				15,160,128.28		20,425,317.00	20,425,317.00
Miscellaneous Funds	8080-8099	(112,831.00)				(564,158.00)		(1,353,975.00)	(1,353,975.00)
Federal Revenue	8100-8299	(2,452,376.07)	155,739.00	897,453.00	1,234,567.00	3,621,002.08		10,570,212.00	10,570,212.00
Other State Revenue	8300-8599	631,185.95	245,145.00	222,483.00	175,489.00	732,342.97		5,007,531.00	5,007,531.00
Other Local Revenue	8600-8799	332,723.14	300,072.58	541,587.00	519,296.38	1,781,947.00		9,489,180.00	9,489,180.00
Interfund Transfers In	8910-8929							0.00	0.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		13,772,690.02	700,956.58	1,661,523.00	1,929,352.38	52,900,148.33	0.00	164,838,884.00	164,838,884.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	6,120,326.00	6,125,487.00	6,125,489.00	6,114,587.00	237,095.66		72,169,184.00	72,169,184.00
Classified Salaries	2000-2999	2,154,897.00	2,154,897.00	2,250,059.00	1,850,059.00	758,012.55		25,222,220.00	25,222,220.00
Employee Benefits	3000-3999	3,840,927.65	3,827,781.03	3,627,781.03	3,554,875.00	975,449.42		43,454,172.00	43,454,172.00
Books and Supplies	4000-4999	471,014.06	589,186.85	589,186.00	356,189.00	775,252.05		6,775,187.00	6,775,187.00
Services	5000-5999	1,229,704.68	1,058,371.90	1,048,753.00	694,773.61	2,456,801.01		19,373,061.00	19,373,061.00
Capital Outlay	6000-6599		21,548.00		20,154.00	53,311.28		337,000.00	337,000.00
Other Outgo	7000-7499		1,303.18		536,634.05			539,497.00	539,497.00
Interfund Transfers Out	7600-7629				1,000,000.00			1,000,000.00	1,000,000.00
All Other Financing Uses	7630-7699							0.00	0.00
TOTAL DISBURSEMENTS		13,816,869.39	13,778,574.96	13,641,268.03	14,127,271.66	5,255,921.97	0.00	168,870,321.00	168,870,321.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199	(375,053.77)						(958,772.06)	
Accounts Receivable	9200-9299	380,136.15	45,187.00	50,124.00	18,456.00			14,090,517.54	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490				0.00			0.00	
SUBTOTAL		5,082.38	45,187.00	50,124.00	18,456.00	0.00	0.00	13,131,745.48	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	431,780.00	36,254.00	864,512.00	2,015,488.00			9,462,529.64	
Due To Other Funds	9610							0.00	
Current Loans	9640		(45,000,000.00)					(44,940,990.00)	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		431,780.00	(44,963,746.00)	864,512.00	2,015,488.00	0.00	0.00	(35,478,460.36)	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		(426,697.62)	45,008,933.00	(814,388.00)	(1,997,032.00)	0.00	0.00	48,610,205.84	
E. NET INCREASE/DECREASE (B - C + D)		(470,876.99)	31,931,314.62	(12,794,133.03)	(14,194,951.28)	47,644,226.36	0.00	44,578,768.84	(4,031,437.00)
F. ENDING CASH (A + E)		6,562,458.17	38,493,772.79	25,699,639.76	11,504,688.48				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								59,148,914.84	

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF	JUNE									
A. BEGINNING CASH			11,504,688.48	5,321,954.39	13,838,053.42	16,643,605.81	27,242,769.76	25,098,308.21	43,467,579.91	20,826,295.28
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		4,969,421.00	4,959,421.00	14,198,544.00	8,944,958.00	8,944,958.00	14,198,544.00	8,944,958.00	8,946,958.00
Property Taxes	8020-8079		98,410.14	252,161.19	286,165.44	263,743.79	117,060.16	662,428.73	2,145,795.00	161,226.66
Miscellaneous Funds	8080-8099									
Federal Revenue	8100-8299		486,610.00	391,882.00	67,880.76	141,727.31	89,477.94	121,642.12	1,837,410.87	2,215,487.00
Other State Revenue	8300-8599		1,730.00	7,624.84	351,589.00	332,654.00	451,548.00	548,745.00	34,158.00	665,215.00
Other Local Revenue	8600-8799		42,818.17		1,679.64		1,091,821.22	1,245,877.00	988,268.22	2,254,879.00
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			5,598,989.31	5,611,089.03	14,905,858.84	9,683,083.10	10,694,865.32	16,777,236.85	13,950,590.09	14,243,765.66
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		4,663,796.13	5,881,523.21	6,145,874.00	6,188,458.00	6,192,458.00	6,145,245.00	6,180,154.00	6,192,458.00
Classified Salaries	2000-2999		535,564.81	1,794,003.23	2,303,340.92	2,215,488.00	2,254,875.00	2,145,476.82	2,193,749.77	2,215,487.00
Employee Benefits	3000-3999		2,123,910.13	3,545,187.00	3,841,524.00	3,895,457.00	3,879,458.00	3,837,458.00	3,848,578.00	3,840,927.65
Books and Supplies	4000-4999		49,259.46	884,587.00	845,875.00	582,146.75	382,457.00	354,629.00	341,574.00	351,245.00
Services	5000-5999		1,946,782.87	1,861,914.56	2,015,487.00	2,101,499.20	1,021,548.00	1,951,648.40	1,812,539.52	1,229,704.68
Capital Outlay	6000-6599				42,975.41	57,481.23	71,651.45	50,124.00	56,408.08	
Other Outgo	7000-7499		12,541.00	10,215.00	51,248.00	124,587.00	59,021.00	54,157.00	51,012.00	41,201.00
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			9,331,854.40	13,977,430.00	15,246,324.33	15,165,117.18	13,861,468.45	14,538,738.22	14,484,015.37	13,871,023.33
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299		1,978.00	19,341,235.00	1,845,879.00	16,371,096.00	1,548,759.00	16,187,315.00	451,879.00	3,869,939.43
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	1,978.00	19,341,235.00	1,845,879.00	16,371,096.00	1,548,759.00	16,187,315.00	451,879.00	3,869,939.43
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599		2,451,847.00	2,458,795.00	(1,300,138.88)	289,897.97	526,617.42	56,541.93	59,738.35	451,548.00
Due To Other Funds	9610									
Current Loans	9640								22,500,000.00	22,500,000.00
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	2,451,847.00	2,458,795.00	(1,300,138.88)	289,897.97	526,617.42	56,541.93	22,559,738.35	22,951,548.00
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	(2,449,869.00)	16,882,440.00	3,146,017.88	16,081,198.03	1,022,141.58	16,130,773.07	(22,107,859.35)	(19,081,608.57)
E. NET INCREASE/DECREASE (B - C + D)			(6,182,734.09)	8,516,099.03	2,805,552.39	10,599,163.95	(2,144,461.55)	18,369,271.70	(22,641,284.63)	(18,708,866.24)
F. ENDING CASH (A + E)			5,321,954.39	13,838,053.42	16,643,605.81	27,242,769.76	25,098,308.21	43,467,579.91	20,826,295.28	2,117,429.04
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

ESTIMATES THROUGH THE MONTH OF	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
	JUNE								
A. BEGINNING CASH		2,117,429.04	6,225,853.57	7,668,891.57	7,258,455.24				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	14,200,544.00	8,946,958.00	8,946,958.00	14,200,545.00			120,402,767.00	120,402,767.00
Property Taxes	8020-8079	1,248,759.00	4,857,948.00	4,879,458.00	4,098,185.89			19,071,342.00	19,071,342.00
Miscellaneous Funds	8080-8099							0.00	
Federal Revenue	8100-8299	1,542,858.00	155,739.00	521,548.00	451,874.00	2,046,075.00		10,070,212.00	10,070,212.00
Other State Revenue	8300-8599	432,154.00	451,872.00	458,744.00	487,549.00	784,188.16		5,007,771.00	5,007,771.00
Other Local Revenue	8600-8799	332,723.14	846,987.00	541,587.00	519,296.38	1,623,243.23		9,489,180.00	9,489,180.00
Interfund Transfers In	8910-8929							0.00	
All Other Financing Sources	8930-8979							0.00	
TOTAL RECEIPTS		17,757,038.14	15,259,504.00	15,348,295.00	19,757,450.27	4,453,506.39	0.00	164,041,272.00	164,041,272.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	6,192,415.00	6,185,458.00	6,192,458.00	6,201,504.00	1,250,316.66		73,612,118.00	73,612,118.00
Classified Salaries	2000-2999	2,315,487.00	2,250,059.00	2,314,884.00	2,250,059.00	938,189.45		25,726,664.00	25,726,664.00
Employee Benefits	3000-3999	3,827,781.03	3,827,458.00	3,840,927.65	3,845,874.00	755,086.54		44,909,627.00	44,909,627.00
Books and Supplies	4000-4999	398,574.00	485,127.00	354,215.00	452,168.00	753,438.79		6,235,296.00	6,235,296.00
Services	5000-5999	1,058,371.90	1,048,751.00	1,229,704.68	1,048,751.00	579,358.19		18,906,061.00	18,906,061.00
Capital Outlay	6000-6599	58,359.83						337,000.00	337,000.00
Other Outgo	7000-7499	51,303.00	28,546.00	22,154.00	33,512.00			539,497.00	539,497.00
Interfund Transfers Out	7600-7629			1,000,000.00				1,000,000.00	1,000,000.00
All Other Financing Uses	7630-7699							0.00	
TOTAL DISBURSEMENTS		13,902,291.76	13,825,399.00	14,954,343.33	13,831,868.00	4,276,389.63	0.00	171,266,263.00	171,266,263.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299	380,136.15	45,187.00	50,124.00	18,456.00			60,111,983.58	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		380,136.15	45,187.00	50,124.00	18,456.00	0.00	0.00	60,111,983.58	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	126,458.00	36,254.00	854,512.00	2,015,488.00			8,027,558.79	
Due To Other Funds	9610							0.00	
Current Loans	9640							45,000,000.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		126,458.00	36,254.00	854,512.00	2,015,488.00	0.00	0.00	53,027,558.79	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		253,678.15	8,933.00	(804,388.00)	(1,997,032.00)	0.00	0.00	7,084,424.79	
E. NET INCREASE/DECREASE (B - C + D)		4,108,424.53	1,443,038.00	(410,436.33)	3,928,550.27	177,116.76	0.00	(140,566.21)	(7,224,991.00)
F. ENDING CASH (A + E)		6,225,853.57	7,668,891.57	7,258,455.24	11,187,005.51				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								11,364,122.27	

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	E N
1000 - Certificated Salaries	75,754,438.00	301	0.00	303	75,754,438.00	305	260,535.00		307	75,493,903.00	3
2000 - Classified Salaries	26,331,243.00	311	5,390.00	313	26,325,853.00	315	1,549,323.00		317	24,776,530.00	3
3000 - Employee Benefits	45,059,466.00	321	1,365,615.00	323	43,693,851.00	325	441,670.00		327	43,252,181.00	3
4000 - Books, Supplies Equip Replace. (6500)	9,350,733.00	331	0.00	333	9,350,733.00	335	3,165,010.00		337	6,185,723.00	3
5000 - Services. . . & 7300 - Indirect Costs	16,578,158.00	341	0.00	343	16,578,158.00	345	5,229,604.00		347	11,348,554.00	3
				TOTAL	171,703,033.00	365			TOTAL	161,056,891.00	3

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		E N
1. Teacher Salaries as Per EC 41011	1100	61,070,495.00	3
2. Salaries of Instructional Aides Per EC 41011	2100	10,279,188.00	3
3. STRS	3101 & 3102	9,910,945.00	3
4. PERS	3201 & 3202	1,966,355.00	3
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	1,716,606.00	3
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	11,675,860.00	3
7. Unemployment Insurance	3501 & 3502	34,981.00	3
8. Workers' Compensation Insurance	3601 & 3602	2,864,072.00	3
9. OPEB, Active Employees (EC 41372)	3751 & 3752	0.00	
10. Other Benefits (EC 22310)	3901 & 3902	0.00	3
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)		99,518,502.00	3
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)		138,096.00	3
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*			3
14. TOTAL SALARIES AND BENEFITS		99,380,406.00	3
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372		61.71%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	60.00%
2. Percentage spent by this district (Part II, Line 15)	61.71%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	161,056,891.00
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EI N
1000 - Certificated Salaries	72,169,184.00	301	0.00	303	72,169,184.00	305	361,880.00		307	71,807,304.00	3(
2000 - Classified Salaries	25,222,220.00	311	2,000.00	313	25,220,220.00	315	1,997,887.00		317	23,222,333.00	3
3000 - Employee Benefits	43,454,172.00	321	1,370,647.00	323	42,083,525.00	325	476,225.00		327	41,607,300.00	3
4000 - Books, Supplies Equip Replace. (6500)	6,775,187.00	331	0.00	333	6,775,187.00	335	621,533.00		337	6,153,654.00	3
5000 - Services. . . & 7300 - Indirect Costs	18,623,569.00	341	0.00	343	18,623,569.00	345	7,046,787.00		347	11,576,782.00	3
				TOTAL	164,871,685.00	365			TOTAL	154,367,373.00	3

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EI N
1. Teacher Salaries as Per EC 41011	1100	57,842,404.00	3
2. Salaries of Instructional Aides Per EC 41011	2100	9,503,405.00	3
3. STRS	3101 & 3102	9,304,084.00	3
4. PERS	3201 & 3202	1,558,989.00	3
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	1,576,303.00	3
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	12,002,629.00	3
7. Unemployment Insurance	3501 & 3502	35,143.00	3
8. Workers' Compensation Insurance	3601 & 3602	2,650,033.00	3
9. OPEB, Active Employees (EC 41372)	3751 & 3752	0.00	
10. Other Benefits (EC 22310)	3901 & 3902	0.00	3
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)		94,472,990.00	3
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)		208,192.00	3
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*			3
14. TOTAL SALARIES AND BENEFITS		94,264,798.00	3
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372		61.07%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1.	Minimum percentage required (60% elementary, 55% unified, 50% high)	60.00%
2.	Percentage spent by this district (Part II, Line 15)	61.07%
3.	Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4.	District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	154,367,373.00
5.	Deficiency Amount (Part III, Line 3 times Line 4)	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable	68,494,390.00	(392,807.00)	68,101,583.00		1,461,200.00	66,640,383.00	5,338,173.00
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable	7,751,482.00	(22,582.00)	7,728,900.00		342,582.00	7,386,318.00	583,806.00
Capital Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt	1,167,000.00	478,000.00	1,645,000.00		562,000.00	1,083,000.00	442,500.00
Net Pension Liability	158,190,998.00	8,611,395.00	166,802,393.00			166,802,393.00	
Total/Net OPEB Liability	30,179,606.00	4,991,460.00	35,171,066.00			35,171,066.00	4,872,960.00
Compensated Absences Payable	642,807.00		642,807.00	698,487.00	642,807.00	698,487.00	
Governmental activities long-term liabilities	266,426,283.00	13,665,466.00	280,091,749.00	698,487.00	3,008,589.00	277,781,647.00	11,237,439.00
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Capital Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section I - Expenditures	Funds 01, 09, and 62 Goals	Functions	Objects	2019-20 Expenditures
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	176,033,339.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	9,661,188.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	670,462.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	463,743.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	1,000,000.00
6. All Other Financing Uses	All	9100 9200	7699 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				2,134,205.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	2,034,475.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				166,272,421.00

Section II - Expenditures Per ADA		2019-20 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)		13,499.75
B. Expenditures per ADA (Line I.E divided by Line II.A)		12,316.70

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	153,144,614.94	11,525.37
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	153,144,614.94	11,525.37
B. Required effort (Line A.2 times 90%)	137,830,153.45	10,372.83
C. Current year expenditures (Line I.E and Line II.B)	166,272,421.00	12,316.70
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2021-22 may be reduced by the lower of the two percentages)	0.00%	0.00%

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	**Total Expenditures**	**Expenditures Per ADA**
Total adjustments to base expenditures	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702) (Functions 7200-7700, goals 0000 and 9000) — 5,931,040.00
2. Contracted general administrative positions not paid through payroll
   a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800.
   b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702) (Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) — 139,850,188.00

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) — 4.24%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. — Entry required

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A.	**Indirect Costs**	
1.	Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	8,373,980.00
2.	Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	2,148,438.00
3.	External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	0.00
4.	Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
5.	Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	680,942.81
6.	Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7.	Adjustment for Employment Separation Costs	
	a. Plus: Normal Separation Costs (Part II, Line A)	0.00
	b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8.	Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	11,203,360.81
9.	Carry-Forward Adjustment (Part IV, Line F)	(1,416.04)
10.	Total Adjusted Indirect Costs (Line A8 plus Line A9)	11,201,944.77
B.	**Base Costs**	
1.	Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	109,777,616.00
2.	Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	16,618,028.00
3.	Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	12,410,453.00
4.	Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	11,139.00
5.	Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	708,725.00
6.	Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	2,086,419.00
7.	Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	604,910.00
8.	External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	0.00
9.	Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	60,406.00
10.	Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	10,598.00
11.	Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	15,379,029.19
12.	Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13.	Adjustment for Employment Separation Costs	
	a. Less: Normal Separation Costs (Part II, Line A)	0.00
	b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14.	Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15.	Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16.	Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	3,952,653.00
17.	Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	5,323,533.00
18.	Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19.	Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	166,943,509.19
C.	**Straight Indirect Cost Percentage Before Carry-Forward Adjustment (For information only - not for use when claiming/recovering indirect costs)** (Line A8 divided by Line B19)	6.71%
D.	**Preliminary Proposed Indirect Cost Rate (For final approved fixed-with-carry-forward rate for use in 2021-22 see www.cde.ca.gov/fg/ac/ic)** (Line A10 divided by Line B19)	6.71%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A.	**Indirect costs incurred in the current year (Part III, Line A8)**	11,203,360.81
B.	**Carry-forward adjustment from prior year(s)**	
1.	Carry-forward adjustment from the second prior year	881,933.22
2.	Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C.	**Carry-forward adjustment for under- or over-recovery in the current year**	
1.	Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (7.25%) times Part III, Line B19); zero if negative	0.00
2.	Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (7.25%) times Part III, Line B19) or (the highest rate used to recover costs from any program (7.24%) times Part III, Line B19); zero if positive	(1,416.04)
D.	**Preliminary carry-forward adjustment (Line C1 or C2)**	(1,416.04)

E. Optional allocation of negative carry-forward adjustment over more than one year

Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.

Option 1.	Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	6.71%
Option 2.	Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment ($-708.02) is applied to the current year calculation and the remainder ($-708.02) is deferred to one or more future years:	6.71%
Option 3.	Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment ($-472.01) is applied to the current year calculation and the remainder ($-944.03) is deferred to one or more future years:	6.71%
	LEA request for Option 1, Option 2, or Option 3	1
F.	**Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)**	(1,416.04)

Approved indirect cost rate: 7.25%
Highest rate used in any program: 7.24%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except Object 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	3,671,677.00	265,524.00	7.23%
01	4035	627,789.00	45,445.00	7.24%
01	4128	334,088.00	23,386.00	7.00%
13	5310	8,180,938.00	432,000.00	5.28%

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	2,151,828.35		77,806.82	2,229,635.17
2. State Lottery Revenue	8560	2,123,487.00		749,466.00	2,872,953.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		4,275,315.35	0.00	827,272.82	5,102,588.17
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00			0.00
2. Classified Salaries	2000-2999	1,323,413.00			1,323,413.00
3. Employee Benefits	3000-3999	330,363.00			330,363.00
4. Books and Supplies	4000-4999	2,189,442.00		500,000.00	2,689,442.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800				
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800				
6. Capital Outlay	6000-6999	0.00			0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221, 7222,7281,7282	0.00			0.00
b. To JPAs and All Others	7213,7223, 7283,7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399				
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		3,843,218.00	0.00	500,000.00	4,343,218.00
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	432,097.35	0.00	327,272.82	759,370.17
D. COMMENTS:					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Description	2019-20 Actual	2020-21 Budget	% Diff.
SELPA Name: Antelope Valley (DA)			
Date allocation plan approved by SELPA governance:			
I. TOTAL SELPA REVENUES			
A. Base Plus Taxes and Excess ERAF			
1. Base Apportionment			0.00%
2. Local Special Education Property Taxes			0.00%
3. Applicable Excess ERAF			0.00%
4. Total Base Apportionment, Taxes, and Excess ERAF	0.00	0.00	0.00%
B. COLA Apportionment			0.00%
C. Growth Apportionment or Declining ADA Adjustment			0.00%
D. Subtotal (Sum lines A.4, B, and C)	0.00	0.00	0.00%
E. Program Specialist/Regionalized Services Apportionment			0.00%
F. Program Specialist/Regionalized Services for NSS Apportionment			0.00%
G. Low Incidence Apportionment			0.00%
H. Out of Home Care Apportionment			0.00%
I. Extraordinary Cost Pool for NPS/LCI and NSS Mental Health Services Apportionment			0.00%
J. Adjustment for NSS with Declining Enrollment			0.00%
K. Grand Total Apportionment, Taxes and Excess ERAF (Sum lines D through J)	0.00	0.00	0.00%
L. Mental Health Apportionment			0.00%
M. Federal IDEA Local Assistance Grants - Preschool			0.00%
N. Federal IDEA - Section 619 Preschool			0.00%
O. Other Federal Discretionary Grants			0.00%
P. Other Adjustments			0.00%
Q. Total SELPA Revenues (Sum lines K through P)	0.00	0.00	0.00%

Description	2019-20 Actual	2020-21 Budget	% Diff.
II. ALLOCATION TO SELPA MEMBERS			
Palmdale Elementary (DA00)			0.00%
Antelope Valley Union High (DA01)			0.00%
Eastside Union Elementary (DA02)			0.00%
Hughes-Elizabeth Lakes Union Elementary (DA03)			0.00%
Keppel Union Elementary (DA04)			0.00%
Lancaster Elementary (DA05)			0.00%
Westside Union Elementary (DA08)			0.00%
Wilsona Elementary (DA09)			0.00%
Gorman Joint (DA10)			0.00%
Acton-Agua Dulce Unified (DA11)			0.00%
Total Allocations (Sum all lines in Section II) (Amount must equal Line I.Q)	0.00	0.00	0.00%

Preparer Name: _____

Title: _____

Phone: _____

Current LEA:	19-64667-0000000 Lancaster Elementary	
Selected SELPA:	DA	(Enter a SELPA ID from the list below then save and close)

POTENTIAL SELPAS FOR THIS LEA ID	SELPA-TITLE	DATE APPROVED (from Form SEA)
DA	Antelope Valley	

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	(1,043.00)	0.00	(432,000.00)				
Other Sources/Uses Detail					0.00	1,000,000.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	1,000.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	43.00	0.00	432,000.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					1,000,000.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	1,043.00	(1,043.00)	432,000.00	(432,000.00)	1,000,000.00	1,000,000.00	0.00	0.00

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 13,500

District's ADA Standard Percentage Level: 1.0%

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2017-18)				
District Regular	13,366	13,366		
Charter School				
Total ADA	**13,366**	**13,366**	**0.0%**	**Met**
Second Prior Year (2018-19)				
District Regular		13,275		
Charter School	13,366			
Total ADA	**13,366**	**13,275**	**0.7%**	**Met**
First Prior Year (2019-20)				
District Regular		13,500		
Charter School	13,275	0		
Total ADA	**13,275**	**13,500**	**N/A**	**Met**
Budget Year (2020-21)				
District Regular	13,500			
Charter School	0			
Total ADA	**13,500**			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 13,500

District's Enrollment Standard Percentage Level: 1.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2017-18)				
District Regular	14,000	14,041		
Charter School				
Total Enrollment	**14,000**	**14,041**	**N/A**	**Met**
Second Prior Year (2018-19)				
District Regular	14,000	14,089		
Charter School				
Total Enrollment	**14,000**	**14,089**	**N/A**	**Met**
First Prior Year (2019-20)				
District Regular	14,075	14,330		
Charter School				
Total Enrollment	**14,075**	**14,330**	**N/A**	**Met**
Budget Year (2020-21)				
District Regular	14,330			
Charter School				
Total Enrollment	**14,330**			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2017-18)			
District Regular	13,229	14,041	
Charter School		0	
Total ADA/Enrollment	**13,229**	**14,041**	**94.2%**
Second Prior Year (2018-19)			
District Regular	13,275	14,089	
Charter School			
Total ADA/Enrollment	**13,275**	**14,089**	**94.2%**
First Prior Year (2019-20)			
District Regular	13,500	14,330	
Charter School	0		
Total ADA/Enrollment	**13,500**	**14,330**	**94.2%**
		Historical Average Ratio:	94.2%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			**94.7%**

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2020-21)				
District Regular	13,500	14,330		
Charter School	0			
Total ADA/Enrollment	**13,500**	**14,330**	**94.2%**	**Met**
1st Subsequent Year (2021-22)				
District Regular				
Charter School	13,500	14,330		
Total ADA/Enrollment	**13,500**	**14,330**	**94.2%**	**Met**
2nd Subsequent Year (2022-23)				
District Regular				
Charter School	13,500	14,330		
Total ADA/Enrollment	**13,500**	**14,330**	**94.2%**	**Met**

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)[1] and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA[1] and its economic recovery target payment, plus or minus one percent.

[1] Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.
LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

Projected LCFF Revenue

	Prior Year (2019-20)	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	13,499.75	13,499.75	13,499.75	13,499.75
b. Prior Year ADA (Funded)		13,499.75	13,499.75	13,499.75
c. Difference (Step 1a minus Step 1b)		0.00	0.00	0.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		0.00%	0.00%	0.00%
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding				
b1. COLA percentage				
b2. COLA amount (proxy for purposes of this criterion)		0.00	0.00	0.00
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		0.00%	0.00%	0.00%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)		0.00%	0.00%	0.00%
LCFF Revenue Standard (Step 3, plus/minus 1%):		**-1.00% to 1.00%**	**-1.00% to 1.00%**	**-1.00% to 1.00%**

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2019-20)	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	20,425,317.00	20,425,317.00	20,425,317.00	20,425,317.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2019-20)	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	152,550,385.00	141,125,936.00	140,830,451.00	140,831,442.00
District's Projected Change in LCFF Revenue:		-7.49%	-0.21%	0.00%
LCFF Revenue Standard:		**-1.00% to 1.00%**	**-1.00% to 1.00%**	**-1.00% to 1.00%**
Status:		Not Met	Not Met	Not Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

State reduction of 7.92% caused this element to be not met

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2017-18)	97,003,169.56	109,745,471.34	88.4%
Second Prior Year (2018-19)	102,870,618.78	118,805,459.92	86.6%
First Prior Year (2019-20)	110,257,879.00	126,706,008.00	87.0%
		Historical Average Ratio:	87.3%

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**84.3% to 90.3%**	**84.3% to 90.3%**	**84.3% to 90.3%**

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2020-21)	105,035,347.00	118,115,588.00	88.9%	Met
1st Subsequent Year (2021-22)	107,579,005.00	120,659,246.00	89.2%	Met
2nd Subsequent Year (2022-23)	110,578,345.00	123,658,586.00	89.4%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	0.00%	0.00%	0.00%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-10.00% to 10.00%**	**-10.00% to 10.00%**	**-10.00% to 10.00%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-5.00% to 5.00%	-5.00% to 5.00%	-5.00% to 5.00%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2019-20)	9,613,622.00		
Budget Year (2020-21)	10,570,212.00	9.95%	Yes
1st Subsequent Year (2021-22)	10,070,212.00	-4.73%	No
2nd Subsequent Year (2022-23)	10,070,212.00	0.00%	No

Explanation: (required if Yes): In 19-20 reduced revenue to equal expenditures. For 20-21 total allocations were used as well as some carryover from 19-20

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2019-20)	7,342,883.00		
Budget Year (2020-21)	5,007,531.00	-31.80%	Yes
1st Subsequent Year (2021-22)	5,007,771.00	0.00%	No
2nd Subsequent Year (2022-23)	5,007,771.00	0.00%	No

Explanation: (required if Yes): One time revenues in 19-20 that are not in 20-21

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2019-20)	9,854,493.00		
Budget Year (2020-21)	9,489,180.00	-3.71%	No
1st Subsequent Year (2021-22)	9,489,180.00	0.00%	No
2nd Subsequent Year (2022-23)	9,489,180.00	0.00%	No

Explanation: (required if Yes):

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)			
First Prior Year (2019-20)	9,350,733.00		
Budget Year (2020-21)	6,775,187.00	-27.54%	Yes
1st Subsequent Year (2021-22)	6,235,296.00	-7.97%	Yes
2nd Subsequent Year (2022-23)	6,035,296.00	-3.21%	No

Explanation: (required if Yes): Due to the decrease in revenues expenses had to be eliminated from budget

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2019-20)	17,010,158.00		
Budget Year (2020-21)	19,373,061.00	13.89%	Yes
1st Subsequent Year (2021-22)	18,906,061.00	-2.41%	No
2nd Subsequent Year (2022-23)	18,731,061.00	-0.93%	No

Explanation: (required if Yes)
Due to the decrease in revenues expenses had to be eliminated from budget

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2019-20)	26,810,998.00		
Budget Year (2020-21)	25,066,923.00	-6.51%	Met
1st Subsequent Year (2021-22)	24,567,163.00	-1.99%	Met
2nd Subsequent Year (2022-23)	24,567,163.00	0.00%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2019-20)	26,360,891.00		
Budget Year (2020-21)	26,148,248.00	-0.81%	Met
1st Subsequent Year (2021-22)	25,141,357.00	-3.85%	Met
2nd Subsequent Year (2022-23)	24,766,357.00	-1.49%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

1a. STANDARD MET - Projected total operating revenues have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation: Federal Revenue (linked from 6B if NOT met)

Explanation: Other State Revenue (linked from 6B if NOT met)

Explanation: Other Local Revenue (linked from 6B if NOT met)

1b. STANDARD MET - Projected total operating expenditures have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation: Books and Supplies (linked from 6B if NOT met)

Explanation: **Services and Other Exps** (linked from 6B if NOT met)

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

   b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223) — 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999)	168,870,321.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)				
c. Net Budgeted Expenditures and Other Financing Uses	168,870,321.00	5,066,109.63	5,066,114.00	Met

[1] Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- [ ] Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- [ ] Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- [ ] Other (explanation must be provided)

Explanation: (required if NOT met and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2017-18)	Second Prior Year (2018-19)	First Prior Year (2019-20)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	19,578,837.96	22,651,322.03	23,071,773.57
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	0.00
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	(0.46)
e. Available Reserves (Lines 1a through 1d)	19,578,837.96	22,651,322.03	23,071,773.11
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	152,498,032.09	170,314,617.97	176,033,339.00
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	152,498,032.09	170,314,617.97	176,033,339.00
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	12.8%	13.3%	13.1%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**4.3%**	**4.4%**	**4.4%**

[1]Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2]A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2017-18)	4,914,912.09	110,745,471.34	N/A	Met
Second Prior Year (2018-19)	2,932,642.59	123,506,459.92	N/A	Met
First Prior Year (2019-20)	157,146.00	127,706,008.00	N/A	Met
Budget Year (2020-21) (Information only)	(4,001,506.00)	119,115,588.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

9. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level [1]	District ADA		
1.7%	0	to	300
1.3%	301	to	1,000
1.0%	1,001	to	30,000
0.7%	30,001	to	400,000
0.3%	400,001	and	over

[1] Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4): 13,500

District's Fund Balance Standard Percentage Level: 1.0%

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance [2] (Form 01, Line F1e, Unrestricted Column) Original Budget	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2017-18)	12,397,834.00	14,980,461.05	N/A	Met
Second Prior Year (2018-19)	17,566,497.05	19,981,984.98	N/A	Met
First Prior Year (2019-20)	19,801,055.14	22,914,627.57	N/A	Met
Budget Year (2020-21) (Information only)	23,071,773.57			

[2] Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA		
5% or $71,000 (greater of)	0	to	300
4% or $71,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

[1] Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2] Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

[3] A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	13,500	13,450	13,450
District's Reserve Standard Percentage Level:	3%	3%	3%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? Yes
2. If you are the SELPA AU and are excluding special education pass-through funds:
   a. Enter the name(s) of the SELPA(s): _____

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	168,870,321.00	171,266,263.00	174,898,522.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	168,870,321.00	171,266,263.00	174,898,522.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	5,066,109.63	5,137,987.89	5,246,955.66
6. Reserve Standard - by Amount ($71,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7. **District's Reserve Standard (Greater of Line B5 or Line B6)**	**5,066,109.63**	**5,137,987.89**	**5,246,955.66**

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	19,070,267.57		
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	13,631,197.57	5,293,788.57
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	(0.46)	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	19,070,267.11	13,631,197.57	5,293,788.57
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	11.29%	7.96%	3.03%
District's Reserve Standard (Section 10B, Line 7):	**5,066,109.63**	**5,137,987.89**	**5,246,955.66**
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? — No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources? — No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues? — No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? — No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0% or -$20,000 to +$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the 1st and 2nd Subsequent Years. Click the appropriate button for Item 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. **Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**				
First Prior Year (2019-20)	(29,229,883.00)			
Budget Year (2020-21)	(27,648,567.00)	(1,581,316.00)	-5.4%	Met
1st Subsequent Year (2021-22)	(26,247,228.00)	(1,401,339.00)	-5.1%	Met
2nd Subsequent Year (2022-23)	(26,147,228.00)	(100,000.00)	-0.4%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2019-20)	0.00			
Budget Year (2020-21)	0.00	0.00	0.0%	Met
1st Subsequent Year (2021-22)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2022-23)	0.00	0.00	0.0%	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2019-20)	1,000,000.00			
Budget Year (2020-21)	1,000,000.00	0.00	0.0%	Met
1st Subsequent Year (2021-22)	1,000,000.00	0.00	0.0%	Met
2nd Subsequent Year (2022-23)	1,000,000.00	0.00	0.0%	Met

1d. **Impact of Capital Projects**
Do you have any capital projects that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments? (If No, skip item 2 and Sections S6B and S6C) — Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2020
Capital Leases				
Certificates of Participation	18	General Fund and Mello Roos Taxes	School Facilities	7,345,000
General Obligation Bonds	17	Property Taxes	School Facilities and Technology	67,604,506
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences		General Fund	Vacation Pay Off Liability	746,258
Other Long-term Commitments (do not include OPEB):				
TOTAL:				75,695,764

Type of Commitment (continued)	Prior Year (2019-20) Annual Payment (P & I)	Budget Year (2020-21) Annual Payment (P & I)	1st Subsequent Year (2021-22) Annual Payment (P & I)	2nd Subsequent Year (2022-23) Annual Payment (P & I)
Capital Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	746,258	730,154	744,896	715,489
Other Long-term Commitments (continued):				
Total Annual Payments:	746,258	730,154	744,896	715,489
Has total annual payment increased over prior year (2019-20)?		**No**	**No**	**No**

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

Explanation:
(required if Yes to increase in total annual payments)

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5) — Yes

2. For the district's OPEB:
   a. Are they lifetime benefits? — No
   b. Do benefits continue past age 65? — No
   c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

Retirees are required to contribute any premiums higher than the cap of $14,504. Employees become eligible after 10 years of service to Lancaster School District

3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method? — Pay-as-you-go

   b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund	Governmental Fund
0	0

4. OPEB Liabilities

a. Total OPEB liability	32,093,613.00
b. OPEB plan(s) fiduciary net position (if applicable)	
c. Total/Net OPEB liability (Line 4a minus Line 4b)	32,093,613.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	Jul 29, 2019

5. OPEB Contributions

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	4,027,845.00	4,027,845.00	4,027,845.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	1,420,000.00	1,420,000.00	1,420,000.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	2,034,743.00	2,320,756.00	2,584,948.00
d. Number of retirees receiving OPEB benefits	120	135	138

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

   No

2. Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	N/A
b. Unfunded liability for self-insurance programs	N/A

4. Self-Insurance Contributions

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
a. Required contribution (funding) for self-insurance programs			
b. Amount contributed (funded) for self-insurance programs			

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:
The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2019-20)	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of certificated (non-management) full-time-equivalent (FTE) positions	724.0	720.0	720.0	720.0

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations for the budget year will start in the 20-21 school year

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?
If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?
If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits: 793,521

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
7. Amount included for any tentative salary schedule increases	0	0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are costs of H&W benefit changes included in the budget and MYPs?	No	No	No
2. Total cost of H&W benefits	10,862,782	10,862,782	10,862,782
3. Percent of H&W cost paid by employer	83.0%	83.0%	83.0%
4. Percent projected change in H&W cost over prior year	12.0%	12.0%	12.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	1,284,640	1,310,332	1,336,539
3. Percent change in step & column over prior year	2.0%	2.0%	2.0%

Certificated (Non-management) Attrition (layoffs and retirements)

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are savings from attrition included in the budget and MYPs?	No	No	No
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2019-20)	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of classified (non-management) FTE positions	654.8	654.8	654.8	654.8

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations for the budget year will start in the 20-21 school year

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?
If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?
If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits 307,512

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
7. Amount included for any tentative salary schedule increases	0	0	0

Classified (Non-management) Health and Welfare (H&W) Benefits

		Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	No	No	No
2.	Total cost of H&W benefits	6,190,822	6,190,822	6,190,822
3.	Percent of H&W cost paid by employer	83.0%	83.0%	83.0%
4.	Percent projected change in H&W cost over prior year	12.0%	12.0%	12.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments

		Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	472,080	481,522	491,152
3.	Percent change in step & column over prior year	2.0%	2.0%	2.0%

Classified (Non-management) Attrition (layoffs and retirements)

		Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1.	Are savings from attrition included in the budget and MYPs?	No	No	No
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2019-20)	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of management, supervisor, and confidential FTE positions	66.0	66.0	66.0	66.0

Management/Supervisor/Confidential Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? n/a

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
4. Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are costs of H&W benefit changes included in the budget and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Management/Supervisor/Confidential Step and Column Adjustments

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are step & column adjustments included in the budget and MYPs?			
2. Cost of step and column adjustments			
3. Percent change in step & column over prior year			

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are costs of other benefits included in the budget and MYPs?			
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?	Yes
2. Adoption date of the LCAP or an update to the LCAP.	Dec. 2020

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?	Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	No
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

Description	Object Codes	2020-21 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	139,771,961.00	-0.21%	139,476,476.00	0.00%	139,477,477.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	2,550,688.00	0.01%	2,550,928.00	0.00%	2,550,928.00
4. Other Local Revenues	8600-8799	440,000.00	0.00%	440,000.00	0.00%	440,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(27,648,567.00)	-5.07%	(26,247,228.00)	-0.38%	(26,147,228.00)
6. Total (Sum lines A1 thru A5c)		115,114,082.00	0.96%	116,220,176.00	0.09%	116,321,177.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				55,629,633.00		56,742,226.00
b. Step & Column Adjustment				1,112,593.00		1,134,845.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	55,629,633.00	2.00%	56,742,226.00	2.00%	57,877,071.00
2. Classified Salaries						
a. Base Salaries				16,594,514.00		16,926,404.00
b. Step & Column Adjustment				331,890.00		338,528.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	16,594,514.00	2.00%	16,926,404.00	2.00%	17,264,932.00
3. Employee Benefits	3000-3999	32,811,200.00	3.35%	33,910,375.00	4.50%	35,436,342.00
4. Books and Supplies	4000-4999	2,438,410.00	0.00%	2,438,410.00	0.00%	2,438,410.00
5. Services and Other Operating Expenditures	5000-5999	11,460,817.00	0.00%	11,460,817.00	0.00%	11,460,817.00
6. Capital Outlay	6000-6999	227,000.00	0.00%	227,000.00	0.00%	227,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	500.00	0.00%	500.00	0.00%	500.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(1,046,486.00)	0.00%	(1,046,486.00)	0.00%	(1,046,486.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,000,000.00	0.00%	1,000,000.00	0.00%	1,000,000.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		119,115,588.00	2.14%	121,659,246.00	2.47%	124,658,586.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(4,001,506.00)		(5,439,070.00)		(8,337,409.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		23,071,773.57		19,070,267.57		13,631,197.57
2. Ending Fund Balance (Sum lines C and D1)		19,070,267.57		13,631,197.57		5,293,788.57
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	19,070,267.57				
2. Unassigned/Unappropriated	9790	0.00		13,631,197.57		5,293,788.57
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		19,070,267.57		13,631,197.57		5,293,788.57

Description	Object Codes	2020-21 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	19,070,267.57		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		13,631,197.57		5,293,788.57
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		19,070,267.57		13,631,197.57		5,293,788.57

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2020-21 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	10,570,212.00	-4.73%	10,070,212.00	0.00%	10,070,212.00
3. Other State Revenues	8300-8599	2,456,843.00	0.00%	2,456,843.00	0.00%	2,456,843.00
4. Other Local Revenues	8600-8799	9,049,180.00	0.00%	9,049,180.00	0.00%	9,049,180.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	27,648,567.00	-5.07%	26,247,228.00	-0.50%	26,117,228.00
6. Total (Sum lines A1 thru A5c)		49,724,802.00	-3.82%	47,823,463.00	-0.27%	47,693,463.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				16,539,551.00		16,869,892.00
b. Step & Column Adjustment				330,341.00		336,948.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	16,539,551.00	2.00%	16,869,892.00	2.00%	17,206,840.00
2. Classified Salaries						
a. Base Salaries				8,627,706.00		8,800,260.00
b. Step & Column Adjustment				172,554.00		176,005.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	8,627,706.00	2.00%	8,800,260.00	2.00%	8,976,265.00
3. Employee Benefits	3000-3999	10,642,972.00	3.35%	10,999,252.00	4.50%	11,494,218.00
4. Books and Supplies	4000-4999	4,336,777.00	-12.45%	3,796,886.00	-5.27%	3,596,886.00
5. Services and Other Operating Expenditures	5000-5999	7,912,244.00	-5.90%	7,445,244.00	-2.35%	7,270,244.00
6. Capital Outlay	6000-6999	110,000.00	0.00%	110,000.00	0.00%	110,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,288,489.00	0.00%	1,288,489.00	0.00%	1,288,489.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	296,994.00	0.00%	296,994.00	0.00%	296,994.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		49,754,733.00	-0.30%	49,607,017.00	1.28%	50,239,936.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(29,931.00)		(1,783,554.00)		(2,546,473.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,421,538.52		4,391,607.52		2,608,053.52
2. Ending Fund Balance (Sum lines C and D1)		4,391,607.52		2,608,053.52		61,580.52
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	4,391,607.98		2,608,053.52		61,580.52
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(0.46)		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,391,607.52		2,608,053.52		61,580.52

Description	Object Codes	2020-21 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2020-21 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	139,771,961.00	-0.21%	139,476,476.00	0.00%	139,477,477.00
2. Federal Revenues	8100-8299	10,570,212.00	-4.73%	10,070,212.00	0.00%	10,070,212.00
3. Other State Revenues	8300-8599	5,007,531.00	0.00%	5,007,771.00	0.00%	5,007,771.00
4. Other Local Revenues	8600-8799	9,489,180.00	0.00%	9,489,180.00	0.00%	9,489,180.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	(30,000.00)
6. Total (Sum lines A1 thru A5c)		164,838,884.00	-0.48%	164,043,639.00	-0.02%	164,014,640.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				72,169,184.00		73,612,118.00
b. Step & Column Adjustment				1,442,934.00		1,471,793.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	72,169,184.00	2.00%	73,612,118.00	2.00%	75,083,911.00
2. Classified Salaries						
a. Base Salaries				25,222,220.00		25,726,664.00
b. Step & Column Adjustment				504,444.00		514,533.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	25,222,220.00	2.00%	25,726,664.00	2.00%	26,241,197.00
3. Employee Benefits	3000-3999	43,454,172.00	3.35%	44,909,627.00	4.50%	46,930,560.00
4. Books and Supplies	4000-4999	6,775,187.00	-7.97%	6,235,296.00	-3.21%	6,035,296.00
5. Services and Other Operating Expenditures	5000-5999	19,373,061.00	-2.41%	18,906,061.00	-0.93%	18,731,061.00
6. Capital Outlay	6000-6999	337,000.00	0.00%	337,000.00	0.00%	337,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,288,989.00	0.00%	1,288,989.00	0.00%	1,288,989.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(749,492.00)	0.00%	(749,492.00)	0.00%	(749,492.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,000,000.00	0.00%	1,000,000.00	0.00%	1,000,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		168,870,321.00	1.42%	171,266,263.00	2.12%	174,898,522.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(4,031,437.00)		(7,222,624.00)		(10,883,882.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		27,493,312.09		23,461,875.09		16,239,251.09
2. Ending Fund Balance (Sum lines C and D1)		23,461,875.09		16,239,251.09		5,355,369.09
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	4,391,607.98		2,608,053.52		61,580.52
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	19,070,267.57		0.00		0.00
2. Unassigned/Unappropriated	9790	(0.46)		13,631,197.57		5,293,788.57
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		23,461,875.09		16,239,251.09		5,355,369.09

Description	Object Codes	2020-21 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	19,070,267.57		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		13,631,197.57		5,293,788.57
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(0.46)		0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		19,070,267.11		13,631,197.57		5,293,788.57
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		11.29%		7.96%		3.03%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00				
2. District ADA						
Used to determine the reserve standard percentage level on line F3d						
(Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		13,499.75		13,449.75		13,449.75
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		168,870,321.00		171,266,263.00		174,898,522.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		168,870,321.00		171,266,263.00		174,898,522.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		5,066,109.63		5,137,987.89		5,246,955.66
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		5,066,109.63		5,137,987.89		5,246,955.66
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

PLEASE POST

NOTICE OF PUBLIC HEARING

ON THE BUDGET OF

LANCASTER SCHOOL DISTRICT

OF LOS ANGELES COUNTY

The Governing Board of Lancaster School District will hold a public hearing on the BUDGET OF THE DISTRICT FOR THE YEAR ENDING JUNE 16, 2020, PRIOR TO Final Adoption as required by Education Code 42103.

The public hearing will be held virtually at the following link: https://www.lancsd.org/ on June 16, 2020, at 6:00 o'clock p.m. The public is cordially invited to attend this meeting.

The proposed budget will be on file and available for public inspection should members of the public wish to review the budget prior to the public hearing at the following location:

Location: https://www.lancsd.org/ beginning June 6, 2020

Level I Developer Fee Study
for
Lancaster School District

April 28, 2020

Michele Bowers, Ed.D., Superintendent

Board of Trustees
Diane V. Grooms, President
Duane Winn, Vice-President
Sandra Price, Clerk
Keith Giles, Member
Greg Tepe, Member

Prepared by:

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TABLE OF CONTENTS

Page

EXECUTIVE SUMMARY 1
INTRODUCTION 2
SECTION I: DEVELOPER FEE JUSTIFICATION 7
- School Capacity 7
- Student Generation 7
- Enrollment Projection and Development 8
- District Capacity Compared to Enrollment Projection 9
- Residential Fee Projection 9
- Square Footage of Residential Development 10
- Residential Fee Generation 11
- Commercial / Industrial Development and Fee Projections 12
- Summary 14

SECTION II: BACKGROUND OF DEVELOPER FEE LEGISLATION 15
SECTION III: REVENUE SOURCES FOR FUNDING FACILITIES 19
- State Sources 19
- Local Sources 19

SECTION IV: REQUIREMENTS OF AB 1600 21
SECTION V: ESTABLISHING THE COST, BENEFIT AND BURDEN NEXUS 23
SECTION VI: FACILITY FUNDING ALTERNATIVES 24
SOURCES 25

LIST OF TABLES AND FIGURES

Table 1. Student Generation Factors 8
Table 2. Residential Development 9
Table 3. Cost Per Student 10
Table 4. Average Square Footage for New Housing Units 10
Table 5. Commercial/Industrial Generation Factors 13
Table 6. Commercial/Industrial Facilities Cost Impact 13

LIST OF APPENDICES

Appendix A: ……District Capacity
Appendix B: ……Enrollment Projection
Appendix C: ……Cost Per Student
Appendix D: ……..Commercial/Industrial Calculations

EXECUTIVE SUMMARY

- Education Code Section 17620 authorizes school districts to levy a fee, charge, dedication or other form of requirement against any development project for the construction or reconstruction of school facilities provided the district can show justification for levying of fees.

- In January 2020 the State Allocation Board's biennial inflation adjustment changed the fee to $4.08 per square foot for residential construction and $0.66 per square foot for commercial/industrial construction.

- The Lancaster School District currently has a Level 1 Fee Sharing Agreement with the Antelope Valley Union High School District. The Elementary School District collects 74% of the Level 1 Fee and the High School District collects 26% of the Level 1 Fee.

- Based on this study findings, the Lancaster School District is justified to collect $3.02 (74% of $4.08) per square foot of residential construction and $0.49 (74% of $0.66) per square foot of commercial/industrial construction with the exception of mini-storage. Mini-storage should be collected at a rate of $0.07 per square foot.

- The justification is based on this study's findings that the District currently exceeds its capacity and will continue to do so through the 2024-25 school year.

- Each new residential unit to be constructed in the District will average an estimated 2,581 square feet and will generate an average of .439 K-8th grade students for the District to house.

- Each square foot of residential construction will create a school facilities cost of at least $5.40 per square foot of new residential construction.

- Each square foot of commercial/industrial construction will create a school facilities cost ranging from $0.07 to $6.05 per square foot of new commercial/industrial construction.

INTRODUCTION

In September, 1986, the Governor signed into law Assembly Bill 2926 (Chapter 887/Statutes of 1986) which granted school district governing boards the authority to impose developer fees. This authority is codified in Education Code Section 17620 which states in part "...the governing board of any school district is authorized to levy a fee, charge, dedication or other form of requirement against any development project for the construction or reconstruction of school facilities."

The maximum fee that can be levied is adjusted every two years according to the inflation rate, as listed by the statewide index for Class B construction set by the State Allocation Board. In January of 1992, the State Allocation Board increased the maximum fee to $1.65 per square foot for residential construction and $0.27 per square foot for commercial and industrial construction.

Senate Bill 1187 (Chapter 1354/Statutes of 1992) effective January 1, 1993, affected the facility mitigation requirements a school district could impose on developers. Senate Bill 1187 allowed school districts to levy an additional $1.00 per square foot of residential construction (Government Code Section 65995.3). The authority to levy the additional $1.00 was rescinded by the failure of Proposition 170 on the November 1993 ballot.

In January 1994, the State Allocation Board's biennial inflation adjustment changed the fee to $1.72 per square foot for residential construction and $0.28 per square foot for commercial/industrial construction.

In January 1996, the State Allocation Board's biennial inflation adjustment changed the fee to $1.84 per square foot for residential construction and $0.30 per square foot for commercial/industrial construction.

In January 1998, the State Allocation Board's biennial inflation adjustment changed the fee to $1.93 per square foot for residential construction and $0.31 per square foot for commercial/industrial construction.

In January 2000, the State Allocation Board's biennial inflation adjustment changed the fee to $2.05 per square foot for residential construction and $0.33 per square foot for commercial/industrial construction.

In January 2002, the State Allocation Board's biennial inflation adjustment changed the fee to $2.14 per square foot for residential construction and $0.34 per square foot for commercial/industrial construction.

In January 2004, the State Allocation Board's biennial inflation adjustment changed the fee to $2.24 per square foot for residential construction and $0.36 per square foot for commercial/industrial construction.

In January 2006, the State Allocation Board's biennial inflation adjustment changed the fee to $2.63 per square foot for residential construction and $0.42 per square foot for commercial/industrial construction.

In January 2008, the State Allocation Board's biennial inflation adjustment changed the fee to $2.97 per square foot for residential construction and $0.47 per square foot for commercial/industrial construction.

In January 2010, the State Allocation Board maintained the fees at $2.97 per square foot for residential construction and $0.47 per square foot for commercial/industrial construction.

In January 2012, the State Allocation Board's biennial inflation adjustment changed the fee to $3.20 per square foot for residential construction and $0.51 per square foot for commercial/industrial construction.

In January 2014, the State Allocation Board's biennial inflation adjustment changed the fee to $3.36 per square foot for residential construction and $0.54 per square foot for commercial/industrial construction.

In February 2016, the State Allocation Board's biennial inflation adjustment changed the fee to $3.48 per square foot for residential construction and $0.56 per square foot for commercial/industrial construction.

In January 2018, the State Allocation Board's biennial inflation adjustment changed the fee to $3.79 per square foot for residential construction and $0.61 per square foot for commercial/industrial construction.

In January 2020, the State Allocation Board's biennial inflation adjustment changed the fee to $4.08 per square foot for residential construction and $0.66 per square foot for commercial/industrial construction.

The fee will be adjusted in January 2022 and every two years thereafter in accordance with the statewide cost index for Class B construction as determined by the State Allocation Board.

In order to levy a fee, a district must make a finding that the fee to be paid bears a reasonable relationship and be limited to the needs of the community for elementary or high school facilities and be reasonably related to the need for schools caused by the development. Fees are different from taxes and do not require a vote of the electorate. Fees may be used only for specific purposes and there must be a reasonable relationship between the levying of fees and the impact created by development.

Senate Bill 50: Background

In August 1998, the Governor signed into legislation Senate Bill 50, also known as the Leroy Greene School Facilities Act of 1998. This bill made major changes in the State school facilities program as well as developer fee mitigation for school districts in California. Education Code Section 17620 was amended to include the provisions of Government Code Section 65995.

Prior to the passage of SB 50, school districts had been able to rely on a series of appellate court decisions known as "Mira-Hart-Murrieta". These court decisions had allowed municipalities, when making a legislative decision (such as general plan amendments, development agreements, zoning changes, etc.) concerning land use, to consider the impacts of that decision on school facilities and condition its approval on mitigation measures. These cases allowed cities and counties to assist school districts by using their legislative power to fully mitigate the impacts of land development on school facilities. These measures could be in the form of higher developer fees, land dedication or other measures which the municipal agencies agreed would mitigate the impacts of the proposed development. In addition, the California Environmental Quality Act (CEQA) was interpreted by the "Mira" decisions to include mitigation for the environmental impact of a development, providing the school districts with another opportunity to benefit from mitigation agreements.

SB 50 imposes new limitations on the power of cities and counties to require mitigation of school facilities impacts as a condition of approving new development. This law amends Government Code Section 65995(a) to provide that only those funds authorized by Education Code Section 17620 or Government Code Section 65970 may be levied or imposed in connection with or made conditions of any legislative or adjudicative act by a local agency involving planning, use, or development of real property.

SB 50 provides authority for collection of three levels of developer fees:

Level I Fees:

Level I Fees are the current statutory fees allowed under Education Code Section 17620. This code section provides the basic authority for school districts to levy a fee against residential and commercial and industrial construction for the purpose of funding school construction or reconstruction of facilities. These fees, which are currently $4.08 for residential construction and $0.66 for commercial and industrial construction, will be increased in the year 2022 and every two years thereafter in accordance with the statewide cost index for Class B Construction as determined by the State Allocation Board. The district can collect these fees as long as a current justification study justifies those amounts, according to the regulations in Government Code Section 66001.

Level II Fees:

Level II Fees are outlined in Government Code Section 65995.5. This code section allows a school district to impose a higher fee on residential construction if certain conditions are met. This level of developer fees is subject to a Facility Needs Analysis based on Government Code Section 65995.6.

Level III Fees:

Level III Fees are outlined in Government Code Section 65995.7. If State funding becomes unavailable, this code section authorizes a school district that has been approved to collect Level II fees, to collect a higher fee on residential construction. This fee is equal to twice the amount of Level II fees. However, if a district eventually receives State funding, this excess fee must be reimbursed to the developers or be subtracted from the amount of State funding.

In accordance with the recent decision in the *Cresta Bella* LP v. *Poway Unified School District* (2013 WL 3942961) court Case, school districts are now required to demonstrate that reconstruction projects will generate an increase in the student population thereby creating an impact on the school district's facilities. School districts must establish a reasonable relationship between an increase in student facilities needs and the reconstruction project in order to levy developer fees.

Purpose of Study

This study will demonstrate the relationship between residential, commercial and industrial growth and the need for the construction and/or reconstruction of school facilities in the District based on the requirements for collection of Level I Fees (statutory fees).

SECTION I: DEVELOPER FEE JUSTIFICATION

Developer fee law requires that before fees can be levied a district must find that justification exists for the fee. Justification for the fee can be shown if anticipated residential, commercial and industrial development within a district will impact it with additional students. In addition, the district either will not have the facility capacity to house these students and/or the students would have to be housed in existing facilities that are not educationally adequate (i.e., antiquated facilities). It must also be shown that the amount of developer fees to be collected will not exceed the district's cost for housing students generated by new development. This section of the study will show that justification does exist for levying developer fees in the District.

School Capacity

The District's capacity of 13,283 is based State School Facility Program loading standards of 25 pupils per K-6th grade classrooms, 27 pupils per 7th-8th grade classroom and 13 pupils per non-severe SDC classroom. A District capacity summary is included as Appendix A.

Student Generation

To identify the number of students anticipated to be generated by new residential development, a student generation study was completed by Jack Schreder & Associates.

A K-6th student yield factor of .354 and 7-8th student yield factor of .062 has been identified for single-family units in the District. The results of these surveys are outlined in Table 1.

The number of multi-family and affordable units constructed within District boundaries in the previous five years is minimal; therefore, the student generation rates for a school district located in Los Angeles County and similar to the Lancaster School District were utilized. A student yield factor of .533 for K-6th and .200 for 7-8th has been identified for multi-family units. A student yield factor of .340 for K-6th and .120 for 7-8th has been identified for affordable units. A weighted student yield factor of .364 for K-6th and .075 for 7-8th has been calculated for Lancaster Elementary School District.

Table 1. Student Generation Factors

	Units	SGR	Students
K-6 Single-Family Detached	750	0.354	266
7-8 Single-Family Detached	750	0.062	47
K-6 Multi-Family	50	0.533	27
7-8 Multi-Family	50	0.200	10
K-6 Affordable	56	0.340	19
7-8 Affordable	56	0.120	7
Total	**856**		**376**
K-6 Weighted Average	*0.364*		
7-8 Weighted Average	*0.075*		
K-8 Weighted Average	**0.439**		

Source: Jack Schreder & Associates. Lancaster School District.

Enrollment Projection and Development

The enrollment projections used in this study utilize a cohort methodology based on four years of historic California Basic Education Data System (CBEDS) enrollments. The cohort survival method of projecting enrollments identifies the probability that a student will "survive" from one school year to the next in the successive grade level. By using four years of enrollment, the cohort rates are averaged over three years of change.

The City of Lancaster, City of Palmdale, and Los Angeles County Planning Departments were contacted to provide residential development information regarding the construction of new residential units in the District's boundary. According to the City of Lancaster Planning Department, there are 1,335 single-family units and 282 affordable units with final or tentative maps. However, the City Planning Department estimates 750 single-family, 50 multi-family, and 56 affordable units may be constructed within the next five years. There are currently no approved units within the portion of the District located in the City of Palmdale or within the County boundary. Table 2 provides a list of planned development by type. In addition to the approved development included in Table 2, there will be infill projects along with the construction of accessory structures (additional unit on an existing parcel) which will also be subject to Level I fees.

Table 2. Residential Development

Housing Type	Housing Units
Single Family Detached	750
Multi-Family	50
Affordable	56
Total	**856**

Source: City of Lancaster, City of Palmdale, Los Angeles County.

District Capacity Compared to Enrollment Projection

The District's current enrollment is 15,785 with a capacity of 13,283. The District currently exceeds its capacity by 2,502 pupils and will continue to do so through the 2024-25 school year. The enrollment projection includes students generated from residential development. The District's capacity is included as Appendix A and the enrollment projection is included as Appendix B.

Residential Fee Projection

To show a reasonable relationship exists between the construction of new housing units and the need for additional school facilities, it will be shown that each square foot of new assessable residential space will create a school facility cost impact on the District.

The Lancaster School District's long-term plan is to provide future students with permanent school facilities, constructed as stand-alone permanent school structures or permanent additions to existing structures. In addition to classrooms, the District plans to provide additional adequate core facilities as needed to accommodate students generated from new development. While school construction funds are cumulatively accrued to fund permanent facilities or to be used as matching funds in the State School Funding Program, it may be necessary to house students in portable, relocatable, or temporary facilities. The District's short-term plan is to house projected students in portable facilities. Therefore, the Level I fee calculations include the cost to house students in portable facilities. Appendix C contains the portable cost per student calculations.

To determine the cost impact of residential construction on the District, the cost to house a student in new school facilities must be identified. Table 3 shows the cost impact for portable school facilities for each student generated by new residential development

is $31,745. The District currently owns sites which are suitable for the construction of elementary and middle schools. Therefore, land costs were not included in the calculation.

Table 3. Cost Per Student

Facility Cost Per Student (modular)

Grade	Cost
K-6	$30,725
7-8	$35,316

Weighted Average (($30,725 x 7) + ($35,316 x 2))/9 = $31,745

Source: State Department of Education, Office of Public School Construction, Lancaster School District, and Jack Schreder & Associates.

Square Footage of Residential Development

To determine the impact per square foot of residential construction, the student generation factors are compared to the average house size anticipated to be constructed in the District. Based on recently constructed housing and research on residential development, the average size of a new single-family detached residential unit will be approximately 2,804 square feet, the average size of a new multi-family detached residential unit will be approximately 1,000 square feet, and the average size of a new affordable residential unit will be approximately 1,000 square feet. Based on these averages, and the number of new housing units planned, JSA calculated the average square footage of residential units anticipated to be constructed in the District (Table 4).

Table 4. Average Square Footage for New Housing Units

Unit Type	Average Square Footage	New Housing Units	Total Square Footage	Average Square Footage
SFD	2,804	750	2,103,000	
MF	1,000	50	50,000	
AFF	1,000	56	56,000	
Total		**856**	**2,209,000**	**2,581**

Source: City of Lancaster and MetroScan Online.

Residential Fee Generation

To determine the impact per square foot of residential construction, the average student generation factor was compared to the average square footage of residential units anticipated to be constructed in the District.

Since each residential unit generates an average of .439 K-8th grade students for the District to house, each residential unit will generate .0001701 students per square foot (.439 students per unit divided by the average residential unit size of 2,581 sq. ft.). The cost to house students is $5.40 per square foot of new residential construction ($31,745 per student multiplied by the square foot student generation factor of .0001701 students). This cost impact is based on each new student requiring new facilities.

This calculation satisfies the requirements of *Shapell Industries, Inc. v. Governing Board of Milpitas Unified School District* (1991) 1 Cal.App.4th 218 ("*Shapell*"), as follows. The *Shapell* case requires that a fee justification study must involve the interrelation between three elements: (1) a projection of the total amount of new housing expected to be built within the District, (2) approximately how many students will be generated by the new housing, and (3) an estimate of what it will cost to provide the necessary school facilities for that approximate number of new students. As stated above, the projection of the total amount of new housing expected to be built within the District is 856 units, which will generate approximately 376 new students. The cost to house 376 students is $11,936,120, calculated by multiplying the per-student construction cost ($31,745) by the 376 students. Breaking that cost down among the total projected square footage of 2,209,000 yields a fee of $5.40, as cited above.

Based on the residential fee generation calculations each square foot of residential construction will create a school facilities cost of at least $5.40 per square foot for the District. However, the District has a Level I Fee Sharing Agreement with the High School District. The High School District collects 26 percent of the Level I Fee and the Elementary District collects 74 percent of the Level I Fee. Therefore, the Lancaster School District is justified to collect $3.02 (74 percent of the statutory fee of $4.08) per square foot of residential construction.

Commercial / Industrial Development and Fee Projections

In order to levy developer fees on commercial and industrial development, a district must conduct a study to determine the impact of the increased number of employees anticipated to result from commercial and industrial development upon the cost of providing school facilities within the district. For the purposes of making this determination, the [developer fee justification] study shall utilize employee generation estimates that are calculated on either an individual project or categorical basis. Those employee generation estimates shall be based upon commercial and industrial factors within the district or upon, in whole or part, the applicable employee generation estimates as set forth in the January 1990 edition of "San Diego Traffic Generators," a report of the San Diego Association of Governments. (Education Code Section 17621) The initial study that was completed in January of 1990 identifies the number of employees generated for every 1,000 square feet of floor area for several development categories. These generation factors are shown in Table 5.

Table 5 indicates the number of employees generated for every 1,000 square feet of development and the number of District households generated for every employee in 12 categories of commercial and industrial development. The number of District households is calculated by adjusting the number of employees for the percentage of employees that live in the District and are heads of households.

In addition, an adjustment in the formula is necessary so that students moving into new residential units that have paid residential fees are not counted in the commercial/industrial fee calculation. Forty percent of all employees in the District live in existing housing units. The forty percent adjustment eliminates double counting the impact. This adjustment is shown in the worksheets in Appendix D and in Table 5.

These adjustment factors are based on surveys of commercial and industrial employees in school districts similar to the District. When these figures are compared to the cost to house students, it can be shown that each square foot of commercial and industrial development creates a cost impact greater than the maximum fee, with the exception of mini-storage. The data in Table 5 is based on the per student costs shown in Table 3. These figures are multiplied by the student yield factor to determine the number of students generated per square foot of commercial and industrial development. To determine the school facilities square foot impact of commercial and industrial

development shown in Table 6, the students per square foot are multiplied by the cost of providing school facilities.

Table 5. Commercial/Industrial Generation Factors

Type of Development	*Employees per 1,000 sf	**Dist HH Per Emp.	% Emp in Exist HH	Adj.%Emp Dist HH/Emp
Medical Offices	4.27	.2	.4	.08
Corporate Offices	2.68	.2	.4	.08
Commercial Offices	4.78	.2	.4	.08
Lodging	1.55	.3	.4	.12
R&D	3.04	.2	.4	.08
Industrial Parks	1.68	.2	.4	.08
Industrial/Comm. Parks	2.21	.2	.4	.08
NBHD Comm SC	3.62	.3	.4	.12
Community Shopping Centers	1.09	.3	.4	.12
Banks	2.82	.3	.4	.12
Mini-Storage	.06	.2	.4	.08

* *Source: San Diego Association of Governments.*
** *Source: Jack Schreder and Associates. Original Research.*

Table 6. Commercial/Industrial Facilities Cost Impact

Type of Development	Cost Impact Per Sq. Ft.
Medical Offices	$4.76
Corporate Offices	$2.99
Commercial Offices	$5.33
Lodging	$2.59
R&D	$3.39
Industrial Parks	$1.87
Industrial/Commercial Parks	$2.46
NBHD Comm SC	$6.05
Community SC	$1.82
Banks	$4.72
Mini-Storage	$0.07

**Source: San Diego Association of Governments and Jack Schreder and Associates, Original Research.*

Table 5 shows that all types of commercial and industrial development create a cost justifying the commercial/industrial fee with the exception of mini-storage which

creates a reduced square foot cost justifying a commercial/industrial fee. Thus, a reasonable relationship between commercial and industrial development and the impact on the District is shown. Based on this relationship, the levying of commercial and industrial developer fees is justified in the District.

Summary

The cost impact on the District imposed by new students to be generated from new residential, commercial and industrial development is greater than the maximum allowable fees. Each square foot of residential development creates a school facility cost of $5.40 per square foot. Each square foot of commercial and industrial development creates a school facility cost ranging from $0.07 to $6.05 per square foot. The cost to provide additional school facilities exceeds the amount of residential and commercial/industrial fees to be generated directly and indirectly by residential construction.

However, the District currently has a Level 1 Fee Sharing Agreement with the Antelope Valley Union High School District. The Lancaster School District collects 74 percent of the Level 1 Fee and the High School District collects 26 percent of the Level 1 Fee. Therefore, the Lancaster School District is justified to collect $3.02 (74 percent of $4.08) per square foot of residential construction and $0.49 (74 percent of $0.66) per square foot for commercial/industrial construction with the exception of mini-storage, which the District is justified to collect at a rate of $0.07.

SECTION II: BACKGROUND OF DEVELOPER FEE LEGISLATION

Initially, the maximum allowable developer fee was limited by Government Code Section 65995 to $1.50 per square foot of covered or enclosed space for residential development and $.25 per square foot of covered or enclosed space of commercial or industrial development. The maximum fee that can be levied is adjusted every two years, according to the inflation rate as listed by the state-wide index for Class B construction set by the State Allocation Board. In January of 2020, the State Allocation Board increased the maximum fee to $4.08 per square foot for residential construction and $0.66 per square foot for commercial and industrial construction. In January of 2022, the State Allocation Board will increase the maximum fees for residential, commercial and industrial construction.

The fees collected are to be used by the school district for the construction or reconstruction of school facilities and may be used by the district to pay bonds, notes, loans, leases or other installment agreements for temporary as well as permanent facilities.

Assembly Bill 3228 (Chapter 1572/Statutes of 1990) added Government Code Section 66016 requiring districts adopting or increasing any fee to first hold a public hearing as part of a regularly scheduled meeting and publish notice of this meeting twice, with the first notice published at least ten days prior to the meeting.

Assembly Bill 3980 (Chapter 418/Statutes of 1988) added Government Code Section 66006 to require segregation of school facilities fees into a separate capital facilities account or fund and specifies that those fees and the interest earned on those fees can only be expended for the purposes for which they were collected.

Senate Bill 519 (Chapter 1346/Statutes of 1987) added Section 530.880.4 to the Government Code. Government Code Section 530.880.4 has been changed to Education Code Section 17625. It provides that a school district can charge a fee on manufactured or mobile homes only in compliance with all of the following:

1. The fee may be imposed only as to the initial installation of the manufactured or mobile home in the school district.

2. A manufactured or mobile home must not have been located previously on the pad where the manufactured or mobile home is to be installed.

3. The construction of the pad where the manufactured or mobile home is to be located must have commenced after September 1, 1986.

Senate Bill 1151 (Chapter 1037/Statutes of 1987) concerns agricultural buildings and added Section 530.880.15 to the Government Code. Government Code Section 530.880.15 has been changed to Education Code Section 17622. It provides that no school fee may be imposed and collected on a greenhouse or other space covered or enclosed for agricultural purposes unless the school district has made findings supported by substantial evidence as follows:

1. The amount of the fees bears a reasonable relationship and is limited to the needs for school facilities created by the greenhouse or other space covered or enclosed for agricultural purposes.

2. The amount of the fee does not exceed the estimated reasonable costs of the school facilities necessitated by the structures as to which the fees are to be collected.

3. In determining the amount of the fees, the school district shall consider the relationship between the proposed increase in the number of employees, if any, the size and specific use of the structure, as well as the cost of construction.

In order to levy developer fees, a study is required to assess the impact of new growth and the ability of the local school district to accommodate that growth. The need for new school construction and reconstruction must be determined along with the costs involved. The sources of revenue need to be evaluated to determine if the district can fund the new construction and reconstruction. Finally, a relationship between needs and funding raised by the fee must be quantified.

Assembly Bill 181 (Chapter 1109/Statutes of 1989) which became effective October 2, 1989, was enacted to clarify several areas of developer fee law. Assembly Bill 181 provisions include the following:

1. Exempts residential remodels of less than 500 square feet from fees.

2. Prohibits the use of developer fee revenue for routine maintenance and repair, most asbestos work, and deferred maintenance.

3. Allows the fees to be used to pay for the cost of performing developer fee justification studies.

4. States that fees are to be collected at the time of occupancy, unless the district can justify earlier collection. The fees can be collected at the time the building permit is issued if the district has established a developer fee account and funds have been appropriated for which the district has adopted a proposed construction schedule or plan prior to the issuance of the certificate of occupancy.

5. Clarifies that the establishment or increase of fees is not subject to the California Environmental Quality Act.

6. Clarifies that the impact of commercial and industrial development may be analyzed by categories of development as well as an individual project-by-project basis. An appeal process for individual projects would be required if an analysis were to be done by categories.

7. Changes the frequency of the annual inflation adjustment on the maximum fee to every two years.

8. Exempts from fees - development used exclusively for religious purposes, private schools, and government-owned development.

9. Expands the definition of senior housing, which is limited to the commercial/industrial fee cap and requires the conversion from senior housing to be approved by the city/county after notification of the school district.

10. Extends the commercial/industrial fee cap to mobile-home parks limited to older persons.

SECTION III: REVENUE SOURCES FOR FUNDING FACILITIES

Two general sources exist for funding facility construction and reconstruction - state sources and local sources. The District has considered the following available sources:

State Sources

State Facility Program

Senate Bill 50 reformed the State School Building Lease-Purchase Program in August of 1998. The new program, entitled the School Facility Program, provides funding under a "grant" program once a school district establishes eligibility. Funding required from districts will be a 50/50 match for construction projects and 60/40 (State/District) match for modernization projects. Districts may levy the current statutory developer fee as long as a district can justify collecting that fee. If a district desires to collect more than the statutory fee (Level 2 or Level 3), that district must meet certain requirements outlined in the law, as well as conduct a needs assessment to enable a higher fee to be calculated.

Local Sources

Mello-Roos Community Facilities Act

The Mello-Roos Community Facilities Act of 1982 allows school districts to establish a community facilities district in order to impose a special tax to raise funds to finance the construction of school facilities.

1. The voter approved tax levy requires a two-thirds vote by the voters of the proposed Mello-Roos District.

2. If a Mello-Roos District is established in an area in which fewer than twelve registered voters reside, the property owners may elect to establish a Mello-Roos District.

General Obligation Bonds

General Obligation (GO) bonds may be issued by any school district for the purposes of purchasing real property or constructing or purchasing buildings or equipment "of a permanent nature." Because GO bonds are secured by an ad valorem tax levied on all taxable property in the district, their issuance is subject to two-thirds voter approval or 55% majority vote under Proposition 39 in an election. School districts are obligated, in the event of delinquent payments on the part of the property owners, to raise the amount of tax levied against the non-delinquent properties to a level sufficient to pay the principal and interest coming due on the bonds.

The District passed a bond in November 2012 in the amount of $63 million to modernize and construct school facilities. The costs to complete all projects included in the bond exceeds available funds. Developer fees will be used to augment local funds to complete construction projects.

Developer Fees

District developer fees are dedicated to the modernization and new construction needs of school facilities due to the impact of students generated from new development.

School District General Funds

The District's general funds are needed by the district to provide for the operation of its instructional program.

SECTION IV: REQUIREMENTS OF AB 1600

Assembly Bill 1600 (Chapter 927/Statutes of 1987) adds Section 66000 through 66003 to the Government Code:

Section 66000 defines various terms used in AB 1600:

"Fee" is defined as monetary exaction (except a tax or a special assessment) which is charged by a local agency to the applicant in connection with the approval of a development project for the purpose of defraying all or a portion of the costs of public facilities related to the development project.

"Development project" is defined broadly to mean any project undertaken for purposes of development. This would include residential, commercial, or industrial projects.

"Public facilities" is defined to include public improvements, public services, and community amenities.

Section 66001(a) sets forth the requirements for establishing, increasing or imposing fees. Local agencies are required to do the following:

1. Identify the purpose of the fee.

2. Identify the use to which the fee is to be put.

3. Determine how there is a reasonable relationship between the fee's use and the type of development project on which the fee is imposed.

4. Determine how there is a reasonable relationship between the need for the public facility and the type of development project on which the fee is imposed.

Assembly Bill 1600 as Related to the Justification for Levying Developer Fees

Effective January 1, 1989, Assembly Bill 1600 requires that any school district which establishes, increases or imposes a fee as a condition of approval of development shall make specific findings as follows:

1. A cost nexus must be established. A cost nexus means that the amount of the fee cannot exceed the cost of providing adequate school facilities for students generated by development. Essentially, it prohibits a school district from charging a fee greater than their cost to construct or reconstruct facilities for use by students generated by development.

2. A benefit nexus must be established. A benefit nexus is established if the fee is used to construct or reconstruct school facilities benefiting students to be generated from development projects.

3. A burden nexus must be established. A burden nexus is established if a project, by the generation of students, creates a need for additional facilities or a need to reconstruct existing facilities.

SECTION V: ESTABLISHING THE COST, BENEFIT AND BURDEN NEXUS

Establishment of a Cost Nexus

The District chooses to construct and/or reconstruct facilities for the additional students created by development in the District and the cost for providing new and/or reconstructed facilities exceeds the amount of developer fees to be collected. It is clear that when educational facilities are provided for students generated by new residential, commercial and industrial development that the cost of new facilities exceeds developer fee generation, thereby establishing a cost nexus.

Establishment of a Benefit Nexus

Students generated by new residential, commercial and industrial development will be attending District schools. Housing District students in new and/or reconstructed facilities will directly benefit those students from the new development projects upon which the fee is imposed, therefore, a benefit nexus is established.

Establishment of a Burden Nexus

The generation of new students by development will create a need for additional and/or reconstructed school facilities. The District must carry the burden of constructing new facilities required by the students generated by future developments and the need for facilities will be, in part, satisfied by the levying of developer fees, therefore, a burden nexus is established.

SECTION VI: FACILITY FUNDING ALTERNATIVES

The District does not currently have funds to provide for the shortfall in housing costs. We suggest that the District continue to consider State Facility Funding options.

STATEMENT TO IDENTIFY PURPOSE OF FEE

It is a requirement of AB 1600 that the District identify the purpose of the fee. The purpose of fees being levied shall be used for the construction and/or modernization of school facilities. The District will provide for the construction and/or modernization of school facilities, in part, with developer fees.

The District completed a Facility Master Plan in September 2018 which includes a summary of District facility needs for which developer fees will be expended.

ESTABLISHMENT OF A SPECIAL ACCOUNT

Pursuant to Government Code section 66006, the District has established a special account in which fees for capital facilities are deposited. The fees collected in this account will be expended only for the purpose for which they were collected. Any interest income earned on the fees that are deposited in such an account must remain with the principal. The school district must make specific information available to the public within 180 days of the end of each fiscal year pertaining to each developer fee fund. The information required to be made available to the public by Section 66006 (b) (1) was amended by SB 1693 and includes specific information on fees expended and refunds made during the year.

RECOMMENDATION

Based on the fee justification provided in this report, it is recommended that the Lancaster School District levy residential development fees and commercial/industrial fees up to the statutory fee for which justification has been determined.

SOURCES

Alvarado, Jasmine. City of Palmdale Planning Department.

Bowers, Michele. Superintendent, Lancaster School District.

Butterworth, Mary Ellen. Administrative Secretary Business Services. Lancaster School District.

California Basic Educational Data System. California State Department of Education. October Enrollments, 2015-2017.

Campana, Cynthia. Development Services, Lancaster Planning Department.

Collard, Gary. Lead Housing Analyst for Southern California. California State Department of Housing and Community Development.

Flynn, Nora. County of Los Angeles Planning Department.

Freise, Larry, PhD. Assistant Superintendent, Business Services, Lancaster School District.

Metro Scan Database.

Office of Public School Construction. Leroy F. Greene School Facilities Act, 1998.

San Diego Association of Governments. Traffic Generators, January 1990.

Schreder, Jack and Associates. Original research.

APPENDIX A

DISTRICT CAPACITY

Lancaster Elementary School District							
Recalculated Facility Capacity							
	K-6	**7-8**	**NS**	**S**	**OPSC Application #**	**DSA Number**	**Year Built**
SAB 50-02 Existing School Building Capacity (attached)	**7,050**	**1,782**	**195**				
Armagosa Creek Middle: Alteration to 2 (24'x40')C.R. Bldgs (Relocation from Stockpile)		37			50/64667-00-001	03-106404	2001
West Wind Elementary: 12 Classrooms	675				50/64667-00-002	03-102936	2003
Northrup Elementary. 28 Classrooms	700				50/64667-00-003	03-103480	2004
Miller Elementary School (#17): 33 Classrooms	800		13		50/64667-00-005	03-107603	2002
Discovery Elementary School (#23): 32 Classrooms	775		13		50/64667-00-006	03-107601	2010
Endeavor Middle School (#18): 43 Classrooms	60	1,022	26		50/64667-00-007	03-107599	2009
Endeavor Middle School: 2 Classrooms	50				50/64667-00-010	03-116476	TBD
Linda Verde Elementary: 6 Classrooms	85				50/64667-00-011	03-118205	TBD
CapacityTotal	**10,195**	**2,841**	**247**	**0**			

APPENDIX B

ENROLLMENT PROJECTION

Lancaster Elementary School District							
Districtwide Enrollment Projection							
GR.	**19-20**		**20-21**	**21-22**	**22-23**	**23-24**	**24-25**
K	2,039		2,070	2,101	2,132	2,164	2,196
1	1,758		1,735	1,765	1,796	1,828	1,860
2	1,723		1,773	1,750	1,781	1,812	1,843
3	1,696		1,771	1,821	1,798	1,829	1,860
4	1,806		1,735	1,810	1,861	1,837	1,868
5	1,661		1,833	1,762	1,837	1,887	1,864
6	1,736		1,665	1,836	1,766	1,841	1,891
7	1,659		1,698	1,627	1,799	1,728	1,803
8	1,707		1,708	1,748	1,677	1,848	1,778
K-6	**12,419**		**12,582**	**12,846**	**12,971**	**13,198**	**13,382**
7-8	**3,366**		**3,407**	**3,375**	**3,476**	**3,576**	**3,581**
Total	**15,785**		**15,988**	**16,221**	**16,447**	**16,775**	**16,963**

APPENDIX C

COST PER STUDENT

Cost Per Student	Weighted Average	$31,745
Elementary School Facility Construction Costs - Modular Construction		
I. Allowable Building Area		
A. Total Student Capacity		
B. Building Area		
600 students @ 71sf/student		42,600
Speech/Resource Specialist		600
Total		43,200
II. Site Requirements		
A. Purchase Price of Property (10 Acres)		
Cost per Acre		$0
B. Appraisals		$0
C. Costs Incurred in Escrow		$0
D. Surveys		$0
E. Other Costs, Geo. and Soils Reports		$0
Total-Acquisition of Site		$0
III. Plans		
A. Architect's Fee for Plans		$1,215,799
B. DSA Plans Check Fee		$106,382
C. School Planning, Plans Check Fee		$7,833
D. Preliminary Tests		$6,006
E. Other Costs, Energy Cons. & Advertising		$52,734
		$1,388,755
IV. Construction Requirements		
A. Utility Services		$504,376
B. Off-site Development		$756,563
C. Site Development, Service		$1,210,499
D. Site Development, General		$806,999
E. Modular Construction		$11,232,000
F. Unconventional Energy Source		$687,056
Total Construction		$15,197,493
Total Items II, III and IV		$16,586,248
Contingency 10%		$1,658,625
Construction Tests		$37,994
Inspection		$151,975
TOTAL ESTIMATED PROJECT COSTS		**$18,434,841**
ESTIMATED COST PER STUDENT		**$30,725**
**Source: California Department of Education, Jack Schreder & Associates.*		

Middle School Facility Construction Costs - Modular Construction			
I. Allowable Building Area			
	A. Total Student Capacity		
	B. Building Area		
	1000 students @ 85sf/student		85,000
	Speech/Resource Specialist		1,360
	Total		86,360
II. Site Requirements			
	A. Purchase Price of Property (20 Acres)		
	Cost per Acre	$0	$0
	B. Appraisals		$0
	C. Costs Incurred in Escrow		$0
	D. Surveys		$0
	E. Other Costs, Geo. and Soils Reports		$0
	Total-Acquisition of Site		$0
III. Plans			
	A. Architect's Fee for Plans		$2,331,414
	B. OSA Plans Check Fee		$203,999
	C. School Planning, Plans Check Fee		$8,993
	D. Preliminary Tests		$9,991
	E. Other Costs, Energy Cons. & Advertising		$76,936
			$2,631,332
IV. Construction Requirements			
	A. Utility Services		$739,991
	B. Off-site Development		$832,810
	C. Site Development, Service		$2,300,396
	D. Site Development, General		$1,640,844
	E.Modular Construction		$22,453,600
	F. Unconventional Energy Source		$1,175,028
	Total Construction		$29,142,669
	Total Items II, III and IV		$31,774,001
	Contingency		$3,177,400
	Construction Tests		$72,857
	Inspection		$291,427
	TOTAL ESTIMATED PROJECT COSTS		**$35,315,685**
	ESTIMATED COST PER STUDENT		**$35,316**
**Source: California Department of Education, Jack Schreder & Associates.*			

APPENDIX D

COMMERCIAL/INDUSTRIAL CALCULATIONS

Lancaster School District						
Commercial/Iindustrial Calculations						
	EMP/	DIST.HH/	HH/SF	% EMP IN	ADJUSTED	ADJ %
	1000 SQ.FT	EMP		EXIST HH	HH/SF	DIST HH/EMP
MEDICAL	4.27	0.2	0.000854	0.4	0.0003416	0.08
CORP. OFFICE	2.68	0.2	0.000536	0.4	0.0002144	0.08
COM. OFFICE	4.78	0.2	0.000956	0.4	0.0003824	0.08
LODGING	1.55	0.3	0.000465	0.4	0.0001860	0.12
R&D	3.04	0.2	0.000608	0.4	0.0002432	0.08
IN. PARK	1.68	0.2	0.000336	0.4	0.0001344	0.08
IN/COM PARK	2.21	0.2	0.000442	0.4	0.0001768	0.08
NBHD COMM SC	3.62	0.3	0.001086	0.4	0.0004344	0.12
COMMUNITY SC	1.09	0.3	0.000327	0.4	0.0001308	0.12
BANKS	2.82	0.3	0.000846	0.4	0.0003384	0.12
MINI-STORAGE	0.06	0.2	0.000012	0.4	0.0000048	0.08
STUDENT YIELDS			**COST PER STUDENT**			
K-8	0.439		K-8	$31,745		
STUDENTS PER SQUARE FOOT						
(YIELD FACTORS X ADJ HH/SQ. FT IN COLUMN F)						
	K-8					
MEDICAL	0.000150					
CORP. OFFICE	0.000094					
COM. OFFICE	0.000168					
LODGING	0.000082					
R&D	0.000107					
IN. PARK	0.000059					
IN/COM PARK	0.000078					
COM. SC.	0.000191					
COMMUNITY SC	0.000057					
BANKS	0.000149					
MINI STORAGE	0.000002					
COSTS PER SQUARE FOOT						
(STUDENTS/ SQ. FOOT X STUDENT COST/SQ. FOOT IN EACH CATEGORY)						
	K-8					
MEDICAL	$4.76					
CORP. OFFICE	$2.99					
COM. OFFICE	$5.33					
LODGING	$2.59					
R&D	$3.39					
IN. PARK	$1.87					
IN/COM PARK	$2.46					
COM. SC.	$6.05					
COMMUNITY SC	$1.82					
BANKS	$4.72					
MINI STORAGE	$0.07					

RESOLUTION NO. 2019-20:30

June 16, 2020, Regular Meeting
A RESOLUTION OF THE GOVERNING BOARD OF THE LANCASTER SCHOOL DISTRICT INCREASING SCHOOL FACILITIES FEES AS AUTHORIZED BY GOVERNMENT CODE SECTION 65995(b)(3)

WHEREAS, Statute AB 2926 (Chapter 887/ Statutes 1986) authorizes the governing board of any school district to levy a fee, charge, dedication or other form of requirement against any development project for the construction or reconstruction of school facilities; and,

WHEREAS, Government Code Section 65995 establishes a maximum amount of fee that may be charged against such development projects and authorizes the maximum amount set forth in said section to be adjusted for inflation every two years as set forth in the state-wide cost index for Class B construction as determined by the State Allocation Board at its January meeting; and,

WHEREAS, at its January 22, 2020, meeting, the State Allocation Board increased the maximum fee authorized by Education Code Section 17620 to $4.08 per square foot of residential construction described in Government Code Section 65995(b)(1) and $0.66 per square foot against commercial and industrial construction described in Government Code Section 65995(b)(2); and,

WHEREAS, the purpose of this Resolution is to approve and adopt fees on residential projects in the amount of up to $4.08 per square foot as authorized by Education Code Section 17620; and,

WHEREAS, the purpose of this Resolution is to approve and adopt fees on commercial and industrial development projects in the amount of up to $0.66 per square foot as described in Government Code Section 65995 (b) (2). The mini storage category of commercial/industrial justification has less impact than the statutory $0.66 per square foot commercial/industrial justification and should be collected at the justified rate of $0.00 per square foot.

NOW, THEREFORE, BE IT HEREBY RESOLVED by the Governing Board of the Lancaster School District as follows:

1. Procedure. This Board hereby finds that prior to the adoption of this Resolution, the Board conducted a public hearing at which oral and written presentations were made, as part of the Board's regularly scheduled June 16, 2020, meeting. Notice of the time and place of the meeting, including a general explanation of the matter to be considered, has been published twice in a newspaper in accordance with Government Code Section 66016, and a notice, including a statement that the data required by Government Code Section 66016 was available, was mailed at least 14 days prior to the meeting to any interested party who had filed a written request with the district for mailed notice of the meeting on new fees or service charges within the period specified by law. Additionally, at least 10 days prior to the meeting, the district made available to the public, data indicating the amount of the cost, or estimated cost, required to provide the service for which the fee or service charge is to be adjusted pursuant to this Resolution, and the revenue sources anticipated to provide this service. By way of such public meeting, the Board received oral and written presentations by district staff which are summarized and contained in the district's Developer Fee Implementation Study dated April 28, 2020, (hereinafter referred to as the "Plan") and which formed the basis for the action taken pursuant to this Resolution.

2. Findings. The Board has reviewed the plan as it relates to proposed and potential development, the resulting school facilities needs, the cost thereof, and the available sources of revenue including the fees provided by this Resolution, and based thereon and upon all other written and oral presentations to the Board, hereby makes the following findings:

A. Enrollment at the District school(s) presently **exceeds capacity**;

B. Additional development projects within the district, whether new residential construction or residential reconstruction involving increases in assessable area greater than 500 square feet, or new commercial or industrial construction will increase the need for school facilities and/or the need for reconstruction of school facilities.

C. Without the addition of new school facilities, and/or reconstruction of present school facilities, any further residential development projects or commercial or industrial development projects within the district will result in a significant decrease in the quality of education presently offered by the district;

D. Substantial residential development and commercial or industrial development is projected within the district's boundaries and the enrollment produced thereby will exceed the capacity of the schools of the district. As a result, conditions of overcrowding **exists** within the district, which will impair the normal functioning of the district's educational programs;

E. The fees proposed in the Plan and the fees implemented pursuant to this Resolution are for the purposes of providing adequate school facilities to maintain the quality of education offered by the district;

F. The fees proposed in the Plan and implemented pursuant to this Resolution will be used for the construction and/or reconstruction of school facilities as identified in the Plan;

G. The uses of the fees proposed in the Plan and implemented pursuant to this Resolution are reasonably related to the types of development projects on which the fees are imposed;

H. The fees proposed in the Plan and implemented pursuant to this Resolution bear a reasonable relationship to the need for school facilities created by the types of development projects on which the fees are imposed;

I. The fees proposed in the Plan and implemented pursuant to this Resolution do not exceed the estimated amount required to provide funding for the construction or reconstruction of school facilities for which the fees are levied; and in making this finding, the Board declares that it has considered the availability of revenue sources anticipated to provide such facilities, including general fund revenues;

J. The fees imposed on commercial or industrial development bear a reasonable relationship and are limited to the needs of the community for schools and are reasonably related and limited to the need for school facilities caused by the development;

K. The fees will be collected for school facilities for which an account has been established and funds appropriated and for which the district has adopted a construction schedule and/or to reimburse the district for expenditures previously made.

3. Fee. Based upon the foregoing findings, the Board hereby **increases** the previously levied fee to the amount of up to $4.08 per square foot for assessable space for new residential construction and for residential reconstruction to the extent of the resulting increase in assessable areas; and to the amount of up to $0.66 per square foot for new commercial or industrial construction. The mini-storage category of commercial/industrial justification has less impact than the statutory $0.66 per square foot commercial/industrial justification and should be collected at the justified rate of $0.07 per square foot.

4. Fee Adjustments and Limitation. The fees adjusted herewith shall be subject to the following:

A. The amount of the district's fees as authorized by Education Code Section 17620 shall be reviewed every two years to determine if a fee increase according to the adjustment for inflation set forth in the statewide cost index for Class B construction as determined by the State Allocation Board is justified.

B. Any development project for which a final map was approved and construction had commenced on or before September 1, 1986, is subject only to the fee, charge, dedication or other form of requirement in existence on that date and applicable to the project.

C. The term "development project" as used herein is as defined by Section 65928 of the Government Code.

5. Additional Mitigation Methods. The policies set forth in this Resolution are not exclusive and the Board reserves the authority to undertake other or additional methods to finance school facilities including but not limited to the Mello-Roos Community Facilities Act of 1982 (Government Code Section 53311, et seq.) and such other funding mechanisms. This Board reserves the authority to substitute the dedication of land or other property or other form of requirement in lieu of the fees levied by way of this resolution at its discretion, so long as the reasonable value of land to be dedicated does not exceed the maximum fee amounts contained herein or pursuant hereto.

6. Implementation. For residential, commercial or industrial projects within the district, the Superintendent, or the Superintendent's designee, is authorized to issue Certificates of Compliance upon the payment of any fee levied under the authority of this Resolution.

7. California Environmental Quality Act. The Board hereby finds that the implementation of Developer Fees is exempt from the California Environmental Quality Act (CEQA).

8. Commencement Date. The effective date of this Resolution shall be August 15, 2020, which is 60 days following its adoption by the Board.

9. Notification of Local Agencies. The Secretary of the Board is hereby directed to forward copies of this Resolution and a Map of the district to the Planning Commission and Board of Supervisors of Los Angeles County and to the Planning Commission and City Council of the City of Lancaster.

10. Severability. If any portion of this Resolution is found by a Court of competent jurisdiction to be invalid, such finding shall not affect the validity of the remaining portions of this Resolution. The Board hereby declares its intent to adopt this Resolution irrespective of the fact that one or more of its provisions may be declared invalid subsequent hereto.

APPROVED, PASSED and ADOPTED by the Governing Board of the Lancaster School District this 16th day of June, 2020, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

_____

President, Governing Board
Lancaster School District

ATTEST:

_____

Clerk, Governing Board
Lancaster School District

Lancaster School District

Amargosa Creek Middle—Desert View-Discovery-District Office-Early Childhood Education-El Dorado-Endeavor Middle-Fulton and Alsbury—Jack Northrop—Joshua—LAVA-Lincoln—Linda Verde—Linda Verde Center—Mariposa—Miller—Monte Vista—Nancy Cory—New Vista Middle—Piute Middle—Sierra—Sunnydale—The Leadership Academy -Welcome and Wellness Center—West Wind

Estimated Actuals
2019-2020

Budget
2020-2021

June 16, 2020

LANCASTER SCHOOL DISTRICT
2020 - 2021 Budget

June 16, 2020 Board Meeting

	UNRESTRICTED	RESTRICTED	TOTAL
BEGINNING BALANCE	**$23,071,774**	**$4,421,539**	**$27,493,312**
Less: Audit Adjustments and Restatements	$0	$0	$0
ADJUSTED BEGINNING BALANCE	**$23,071,774**	**$4,421,539**	**$27,493,312**
REVENUES	$142,762,649	$22,076,235	$164,838,884
EXPENDITURES	$118,115,588	$49,754,733	$167,870,321
TRANSER TO RESTRICTED PROGRAMS	($27,648,567)	$27,648,567	$0
FUND BALANCE	$20,070,268	$4,391,608	$24,461,875
CAPITAL PROJECTS TRANSFER	$1,000,000		$1,000,000
FUND BALANCE	$19,070,268	$4,391,608	$23,461,875
COMPONENTS OF ENDING BALANCE			
RESERVE FOR ECONOMIC UNCERTAINTIES	$19,070,268		$19,070,268
BALANCE REMAINING	**($0)**	**$4,391,608**	**$4,391,607**

2020-21 BUDGET ASSUMPTIONS

** Budgeted a -7.92% COLA*
* Step & Column Budgeted for all Employees
* Budgeted $25 Per Student for Supplies In LCFF Base
* Maintain Instructional Materials Budgeted at $1,000,000
* Continue Safety Improvements, Deputies, Training and Support minimum of $500,000
* Maintain Minimum Reserve at 3.00%
* Continue Transfer to Fund 14.0/40.0 Deferred Maintenance at $1,000,000
* STRS decrease From 17.10% To 16.15%
* PERS Increase From 19.721% To 20.70%
* **Positions or Programs Added to Increase Services or Improve Programs**
  - Expansion to add 7th Grade Dual Language Immersion
* Lottery is budgeted at $153/ADA for Unrestricted and $54/ADA for Restricted
* Mandated Block Grant is budgeted at $32.18/ADA
* Worker Compensation is calculated at 3.934%
* Maintain Routine Restricted Maintenance to 3%

2021-22 MULTI-YEAR PROJECTION

** Budgeted a 0% COLA*
* Step & Column Budgeted for all Employees
* Budgeted $25 Per Student for Supplies In LCFF Base
* Continue Instructional Materials at $1,000,000
* Continue Safety Improvements for Deputies, Training and Support minimum of $500,000
* Maintain Transfer to Fund 14.0/40.0 at $1,000,000 For Maintenance Projects
* Minimum Reserve at 3%
* STRS decrease From 16.15% To 16.02%
* PERS Increase From 20.70% To 22.84%

2022-23 MULTI-YEAR PROJECTION

** Budgeted a 0% COLA*

* Step & Column Budgeted for all Employees
* Budgeted $25 Per Student for Supplies In LCFF Base
* Continue Instructional Materials at $1,000,000
* Continue Safety Improvements Deputies, Training and Support minimum of $500,000
* Maintain Transfer to Fund 14.0/40.0 at $1,000,000 For Maintenance Projects
* Minimum Reserve at 3%
* STRS Increase From 16.02% To 18.10%
* PERS Increase From 22.84% To 25.50%

ANNUAL BUDGET REPORT:
July 1, 2020 Budget Adoption

Insert "X" in applicable boxes:

[x] This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

[x] If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: 44711 Cedar Ave. Lancaster Ca 93534
Date: June 11, 2020

Adoption Date: June 16, 2020

Signed: _____
Clerk/Secretary of the Governing Board
(Original signature required)

Public Hearing:

Place: 44711 Cedar Ave. Lancaster Ca 93
Date: June 16, 2020
Time: 06:00 PM

Contact person for additional information on the budget reports:

Name: Ruby D. Thompson
Telephone: 661-948-4661 ext. 111

Title: Director of Fiscal Services
E-mail: thompsonr@lancsd.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.	X	
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.	X	
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?	X	

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2019-20) annual payment?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)	n/a	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	Dec. 2020	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	

ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

( ) Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	$
Less: Amount of total liabilities reserved in budget:	$
Estimated accrued but unfunded liabilities:	$ 0.00

(X) This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

( ) This school district is not self-insured for workers' compensation claims.

Signed _____ Date of Meeting: _____

Clerk/Secretary of the Governing Board
(Original signature required)

For additional information on this certification, please contact:

Name: Danielle Gates

Title: Director of Payroll/Risk Mgnt

Telephone: 661-948-4661 ext 129

E-mail: gatesda@lancsd.org

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals Unrestricted (A)	2019-20 Estimated Actuals Restricted (B)	2019-20 Estimated Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	151,196,410.00	0.00	151,196,410.00	139,771,961.00	0.00	139,771,961.00	-7.6%
2) Federal Revenue		8100-8299	0.00	9,613,622.00	9,613,622.00	0.00	10,570,212.00	10,570,212.00	10.0%
3) Other State Revenue		8300-8599	4,681,128.00	2,661,755.00	7,342,883.00	2,550,888.00	2,456,843.00	5,007,531.00	-31.8%
4) Other Local Revenue		8600-8799	1,215,499.00	8,638,994.00	9,854,493.00	440,000.00	9,049,180.00	9,489,180.00	-3.7%
5) TOTAL, REVENUES			157,093,037.00	20,914,371.00	178,007,408.00	142,762,649.00	22,076,235.00	164,838,884.00	-7.4%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	58,832,220.00	16,922,218.00	75,754,438.00	55,629,633.00	16,539,551.00	72,169,184.00	-4.7%
2) Classified Salaries		2000-2999	17,178,947.00	9,152,296.00	26,331,243.00	16,594,514.00	8,627,706.00	25,222,220.00	-4.2%
3) Employee Benefits		3000-3999	34,246,712.00	10,812,754.00	45,059,466.00	32,811,200.00	10,642,972.00	43,454,172.00	-3.6%
4) Books and Supplies		4000-4999	5,180,645.00	4,170,088.00	9,350,733.00	2,438,410.00	4,336,777.00	6,775,187.00	-27.5%
5) Services and Other Operating Expenditures		5000-5999	11,716,291.00	5,293,867.00	17,010,158.00	11,460,817.00	7,912,244.00	19,373,061.00	13.9%
6) Capital Outlay		6000-6999	317,084.00	354,264.00	671,348.00	227,000.00	110,000.00	337,000.00	-49.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	464.00	1,287,489.00	1,287,953.00	500.00	1,288,489.00	1,288,989.00	0.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(766,355.00)	334,355.00	(432,000.00)	(1,048,486.00)	296,994.00	(749,492.00)	73.5%
9) TOTAL, EXPENDITURES			126,706,008.00	48,327,331.00	175,033,339.00	118,115,588.00	49,754,733.00	167,870,321.00	-4.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			30,387,029.00	(27,412,960.00)	2,974,069.00	24,647,061.00	(27,678,498.00)	(3,031,437.00)	-201.9%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,000,000.00	0.00	1,000,000.00	1,000,000.00	0.00	1,000,000.00	0.0%
2) Other Sources/Uses a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(29,229,883.00)	29,229,883.00	0.00	(27,648,567.00)	27,648,567.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(30,229,883.00)	29,229,883.00	(1,000,000.00)	(28,648,567.00)	27,648,567.00	(1,000,000.00)	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals Unrestricted (A)	2019-20 Estimated Actuals Restricted (B)	2019-20 Estimated Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 Budget Total Fund col. D + E (F)	% Diff Column C & F
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			157,146.00	1,816,923.00	1,974,069.00	(4,001,506.00)	(29,931.00)	(4,031,437.00)	-304.2%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	22,914,627.57	2,604,615.52	25,519,243.09	23,071,773.57	4,421,538.52	27,493,312.09	7.7%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			22,914,627.57	2,604,615.52	25,519,243.09	23,071,773.57	4,421,538.52	27,493,312.09	7.7%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			22,914,627.57	2,604,615.52	25,519,243.09	23,071,773.57	4,421,538.52	27,493,312.09	7.7%
2) Ending Balance, June 30 (E + F1e)			23,071,773.57	4,421,538.52	27,493,312.09	19,070,267.57	4,391,607.52	23,461,875.09	-14.7%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	4,421,538.98	4,421,538.98	0.00	4,391,607.98	4,391,607.98	-0.7%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	23,071,773.57	0.00	23,071,773.57	19,070,267.57	0.00	19,070,267.57	-17.3%
Unassigned/Unappropriated Amount		9790	0.00	(0.46)	(0.46)	0.00	(0.46)	(0.46)	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals Unrestricted (A)	2019-20 Estimated Actuals Restricted (B)	2019-20 Estimated Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 Budget Total Fund col. D + E (F)	% Diff Column C & F
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals Unrestricted (A)	2019-20 Estimated Actuals Restricted (B)	2019-20 Estimated Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 Budget Total Fund col. D + E (F)	% Diff Column C & F
LCFF SOURCES									
Principal Apportionment State Aid - Current Year		8011	110,409,013.00	0.00	110,409,013.00	99,686,275.00	0.00	99,686,275.00	-9.7%
Education Protection Account State Aid - Current Year		8012	21,716,055.00	0.00	21,716,055.00	21,014,344.00	0.00	21,014,344.00	-3.2%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions Homeowners' Exemptions		8021	27,284.00	0.00	27,284.00	27,284.00	0.00	27,284.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	38.00	0.00	38.00	38.00	0.00	38.00	0.0%
County & District Taxes Secured Roll Taxes		8041	5,233,414.00	0.00	5,233,414.00	5,233,414.00	0.00	5,233,414.00	0.0%
Unsecured Roll Taxes		8042	199,366.00	0.00	199,366.00	199,366.00	0.00	199,366.00	0.0%
Prior Years' Taxes		8043	136,779.00	0.00	136,779.00	136,779.00	0.00	136,779.00	0.0%
Supplemental Taxes		8044	754,299.00	0.00	754,299.00	754,299.00	0.00	754,299.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	12,279,037.00	0.00	12,279,037.00	12,279,037.00	0.00	12,279,037.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	1,795,100.00	0.00	1,795,100.00	1,795,100.00	0.00	1,795,100.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604) Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			152,550,385.00	0.00	152,550,385.00	141,125,936.00	0.00	141,125,936.00	-7.5%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(1,353,975.00)	0.00	(1,353,975.00)	(1,353,975.00)	0.00	(1,353,975.00)	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			151,196,410.00	0.00	151,196,410.00	139,771,961.00	0.00	139,771,961.00	-7.6%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	2,987,250.00	2,987,250.00	0.00	3,170,545.00	3,170,545.00	6.1%
Special Education Discretionary Grants		8182	0.00	141,853.00	141,853.00	0.00	151,595.00	151,595.00	6.9%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	12,612.00	12,612.00	0.00	0.00	0.00	-100.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		4,065,055.00	4,065,055.00		5,306,508.00	5,306,508.00	30.5%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		673,234.00	673,234.00		961,922.00	961,922.00	42.9%
Title III, Part A, Immigrant Student Program	4201	8290		1,185.00	1,185.00		11,600.00	11,600.00	878.9%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals Unrestricted (A)	2019-20 Estimated Actuals Restricted (B)	2019-20 Estimated Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 Budget Total Fund col. D + E (F)	% Diff Column C & F
Title III, Part A, English Learner Program	4203	8290		241,759.00	241,759.00		232,296.00	232,296.00	-3.9%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630	8290		1,382,395.00	1,382,395.00		575,638.00	575,638.00	-58.4%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	108,279.00	108,279.00	0.00	160,108.00	160,108.00	47.9%
TOTAL, FEDERAL REVENUE			0.00	9,613,622.00	9,613,622.00	0.00	10,570,212.00	10,570,212.00	10.0%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	427,201.00	0.00	427,201.00	427,201.00	0.00	427,201.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	2,123,487.00	749,466.00	2,872,953.00	2,123,487.00	749,466.00	2,872,953.00	0.0%
Tax Relief Subventions Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		685,412.00	685,412.00		1,380,918.00	1,380,918.00	101.5%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	2,130,440.00	1,226,877.00	3,357,317.00	0.00	326,459.00	326,459.00	-90.3%
TOTAL, OTHER STATE REVENUE			4,681,128.00	2,661,755.00	7,342,883.00	2,550,688.00	2,456,843.00	5,007,531.00	-31.8%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals Unrestricted (A)	2019-20 Estimated Actuals Restricted (B)	2019-20 Estimated Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 Budget Total Fund col. D + E (F)	% Diff Column C & F
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	1,092,665.00	1,092,665.00	0.00	0.00	0.00	-100.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	6,319.00	6,319.00	0.00	0.00	0.00	-100.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	3,805.00	0.00	3,805.00	0.00	0.00	0.00	-100.0%
Interest		8660	233,225.00	0.00	233,225.00	240,000.00	0.00	240,000.00	2.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	978,469.00	152,857.00	1,131,326.00	200,000.00	0.00	200,000.00	-82.3%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		7,387,153.00	7,387,153.00		9,049,180.00	9,049,180.00	22.5%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,215,499.00	8,638,994.00	9,854,493.00	440,000.00	9,049,180.00	9,489,180.00	-3.7%
TOTAL, REVENUES			157,093,037.00	20,914,371.00	178,007,408.00	142,762,649.00	22,076,235.00	164,838,884.00	-7.4%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals Unrestricted (A)	2019-20 Estimated Actuals Restricted (B)	2019-20 Estimated Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 Budget Total Fund col. D + E (F)	% Diff Column C & F
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	49,711,425.00	11,476,934.00	61,188,359.00	46,742,760.00	11,361,799.00	58,104,559.00	-5.0%
Certificated Pupil Support Salaries		1200	1,869,106.00	4,527,995.00	6,397,101.00	1,812,663.00	4,314,763.00	6,127,426.00	-4.2%
Certificated Supervisors' and Administrators' Salaries		1300	7,195,377.00	799,730.00	7,995,107.00	7,060,385.00	784,789.00	7,845,174.00	-1.9%
Other Certificated Salaries		1900	56,312.00	117,559.00	173,871.00	13,825.00	78,200.00	92,025.00	-47.1%
TOTAL, CERTIFICATED SALARIES			58,832,220.00	16,922,218.00	75,754,438.00	55,629,633.00	16,539,551.00	72,169,184.00	-4.7%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	5,295,991.00	4,985,358.00	10,281,349.00	5,006,494.00	4,496,911.00	9,503,405.00	-7.6%
Classified Support Salaries		2200	4,536,302.00	3,071,270.00	7,607,572.00	4,541,294.00	2,944,752.00	7,486,046.00	-1.6%
Classified Supervisors' and Administrators' Salaries		2300	959,101.00	212,746.00	1,171,847.00	861,268.00	284,917.00	1,146,183.00	-2.2%
Clerical, Technical and Office Salaries		2400	6,142,545.00	880,190.00	7,022,735.00	5,986,052.00	901,126.00	6,887,178.00	-1.9%
Other Classified Salaries		2900	245,008.00	2,732.00	247,740.00	199,408.00	0.00	199,408.00	-19.5%
TOTAL, CLASSIFIED SALARIES			17,178,947.00	9,152,296.00	26,331,243.00	16,594,514.00	8,627,706.00	25,222,220.00	-4.2%
EMPLOYEE BENEFITS									
STRS		3101-3102	9,724,284.00	2,748,230.00	12,472,514.00	8,939,670.00	2,688,293.00	11,627,963.00	-6.8%
PERS		3201-3202	3,297,359.00	1,831,142.00	5,128,501.00	2,960,877.00	1,722,462.00	4,683,339.00	-8.7%
OASDI/Medicare/Alternative		3301-3302	2,210,360.00	992,498.00	3,202,858.00	2,038,092.00	908,833.00	2,946,925.00	-8.0%
Health and Welfare Benefits		3401-3402	13,764,241.00	4,133,042.00	17,897,283.00	13,795,384.00	4,320,084.00	18,115,468.00	1.2%
Unemployment Insurance		3501-3502	37,620.00	13,183.00	50,803.00	37,577.00	12,574.00	50,151.00	-1.3%
Workers' Compensation		3601-3602	3,065,429.00	1,094,659.00	4,160,088.00	2,840,600.00	990,726.00	3,831,326.00	-7.9%
OPEB, Allocated		3701-3702	1,363,919.00	0.00	1,363,919.00	1,370,000.00	0.00	1,370,000.00	0.4%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	783,500.00	0.00	783,500.00	829,000.00	0.00	829,000.00	5.8%
TOTAL, EMPLOYEE BENEFITS			34,246,712.00	10,812,754.00	45,059,466.00	32,811,200.00	10,642,972.00	43,454,172.00	-3.6%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	2,180,233.00	500,000.00	2,680,233.00	0.00	550,000.00	550,000.00	-79.5%
Books and Other Reference Materials		4200	0.00	4,586.00	4,586.00	5,165.00	0.00	5,165.00	12.6%
Materials and Supplies		4300	2,663,266.00	2,932,915.00	5,596,181.00	2,350,530.00	3,702,507.00	6,053,037.00	8.2%
Noncapitalized Equipment		4400	337,146.00	732,587.00	1,069,733.00	82,715.00	84,270.00	166,985.00	-84.4%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			5,180,645.00	4,170,088.00	9,350,733.00	2,438,410.00	4,336,777.00	6,775,187.00	-27.5%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	1,309,126.00	3,326,228.00	4,635,354.00	1,052,470.00	6,087,723.00	7,140,193.00	54.0%
Travel and Conferences		5200	228,314.00	236,111.00	464,425.00	234,505.00	247,682.00	482,187.00	3.8%
Dues and Memberships		5300	438,337.00	126,171.00	564,508.00	284,832.00	3,730.00	288,562.00	-48.9%
Insurance		5400 - 5450	1,473,373.00	0.00	1,473,373.00	1,600,000.00	0.00	1,600,000.00	8.6%
Operations and Housekeeping Services		5500	2,439,530.00	0.00	2,439,530.00	2,663,800.00	0.00	2,663,800.00	9.2%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	265,963.00	232,931.00	498,894.00	280,523.00	350,250.00	630,773.00	26.4%
Transfers of Direct Costs		5710	(13,806.00)	13,806.00	0.00	(7,500.00)	7,500.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(1,043.00)	0.00	(1,043.00)	(1,000.00)	0.00	(1,000.00)	-4.1%
Professional/Consulting Services and Operating Expenditures		5800	4,733,093.00	1,335,897.00	6,068,990.00	4,327,838.00	1,199,384.00	5,527,222.00	-8.9%
Communications		5900	843,404.00	22,723.00	866,127.00	1,025,349.00	15,975.00	1,041,324.00	20.2%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			11,716,291.00	5,293,867.00	17,010,158.00	11,460,817.00	7,912,244.00	19,373,061.00	13.9%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals Unrestricted (A)	2019-20 Estimated Actuals Restricted (B)	2019-20 Estimated Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 Budget Total Fund col. D + E (F)	% Diff Column C & F
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	317,084.00	354,264.00	671,348.00	227,000.00	110,000.00	337,000.00	-49.8%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			317,084.00	354,264.00	671,348.00	227,000.00	110,000.00	337,000.00	-49.8%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	464.00	0.00	464.00	500.00	0.00	500.00	7.8%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	1,287,489.00	1,287,489.00	0.00	1,288,489.00	1,288,489.00	0.1%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			464.00	1,287,489.00	1,287,953.00	500.00	1,288,489.00	1,288,989.00	0.1%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(334,355.00)	334,355.00	0.00	(296,994.00)	296,994.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(432,000.00)	0.00	(432,000.00)	(749,492.00)	0.00	(749,492.00)	73.5%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(766,355.00)	334,355.00	(432,000.00)	(1,046,486.00)	296,994.00	(749,492.00)	73.5%
TOTAL, EXPENDITURES			126,706,008.00	48,327,331.00	175,033,339.00	118,115,588.00	49,754,733.00	167,870,321.00	-4.1%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals Unrestricted (A)	2019-20 Estimated Actuals Restricted (B)	2019-20 Estimated Actuals Total Fund col. A + B (C)	2020-21 Budget Unrestricted (D)	2020-21 Budget Restricted (E)	2020-21 Budget Total Fund col. D + E (F)	% Diff Column C & F
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	1,000,000.00	0.00	1,000,000.00	1,000,000.00	0.00	1,000,000.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,000,000.00	0.00	1,000,000.00	1,000,000.00	0.00	1,000,000.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(29,229,883.00)	29,229,883.00	0.00	(27,648,567.00)	27,648,567.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(29,229,883.00)	29,229,883.00	0.00	(27,648,567.00)	27,648,567.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(30,229,883.00)	29,229,883.00	(1,000,000.00)	(28,648,567.00)	27,648,567.00	(1,000,000.00)	0.0%

Resource	Description	2019-20 Estimated Actuals	2020-21 Budget
3010	ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	1.00	1.00
5630	ESSA: Title IX, Part A, McKinney-Vento Homeless Assistance Grant:	2.00	2.00
6300	Lottery: Instructional Materials	327,272.82	521,238.82
6512	Special Ed: Mental Health Services	796,851.76	796,851.76
7085	Learning Communities for School Success Program	355,306.00	355,306.00
7510	Low-Performing Students Block Grant	568,458.00	568,458.00
9010	Other Restricted Local	2,373,647.40	2,149,750.40
Total, Restricted Balance		4,421,538.98	4,391,607.98

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	4,030,096.00	4,744,075.00	17.7%
4) Other Local Revenue		8600-8799	6,783.00	0.00	-100.0%
5) TOTAL, REVENUES			4,036,879.00	4,744,075.00	17.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	218,027.00	243,638.00	11.7%
2) Classified Salaries		2000-2999	1,924,418.00	2,009,392.00	4.4%
3) Employee Benefits		3000-3999	1,291,166.00	1,252,378.00	-3.0%
4) Books and Supplies		4000-4999	441,940.00	506,500.00	14.6%
5) Services and Other Operating Expenditures		5000-5999	92,100.00	62,675.00	-31.9%
6) Capital Outlay		6000-6999	62,445.00	350,000.00	460.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	319,492.00	New
9) TOTAL, EXPENDITURES			4,030,096.00	4,744,075.00	17.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			6,783.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			6,783.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	520,669.70	527,452.70	1.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			520,669.70	527,452.70	1.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			520,669.70	527,452.70	1.3%
2) Ending Balance, June 30 (E + F1e)			527,452.70	527,452.70	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	514,600.00	514,600.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	12,852.70	12,852.70	0.0%
Reserve Account	0000	9780		*12,852.70*	
Reserve Account	0000	9780	*12,852.70*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	4,002,596.00	4,716,575.00	17.8%
All Other State Revenue	All Other	8590	27,500.00	27,500.00	0.0%
TOTAL, OTHER STATE REVENUE			4,030,096.00	4,744,075.00	17.7%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	6,783.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			6,783.00	0.00	-100.0%
TOTAL, REVENUES			4,036,879.00	4,744,075.00	17.5%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	5,000.00	0.00	-100.0%
Certificated Pupil Support Salaries		1200	0.00	3,998.00	New
Certificated Supervisors' and Administrators' Salaries		1300	135,432.00	239,640.00	76.9%
Other Certificated Salaries		1900	77,595.00	0.00	-100.0%
TOTAL, CERTIFICATED SALARIES			218,027.00	243,638.00	11.7%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	1,696,510.00	1,789,613.00	5.5%
Classified Support Salaries		2200	93,062.00	87,478.00	-6.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	134,246.00	132,301.00	-1.4%
Other Classified Salaries		2900	600.00	0.00	-100.0%
TOTAL, CLASSIFIED SALARIES			1,924,418.00	2,009,392.00	4.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	29,401.00	38,702.00	31.6%
PERS		3201-3202	361,698.00	352,846.00	-2.4%
OASDI/Medicare/Alternative		3301-3302	147,565.00	146,938.00	-0.4%
Health and Welfare Benefits		3401-3402	663,723.00	624,092.00	-6.0%
Unemployment Insurance		3501-3502	1,072.00	1,125.00	4.9%
Workers' Compensation		3601-3602	87,707.00	88,675.00	1.1%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,291,166.00	1,252,378.00	-3.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	261,942.00	345,325.00	31.8%
Noncapitalized Equipment		4400	179,998.00	161,175.00	-10.5%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			441,940.00	506,500.00	14.6%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	33,300.00	3,000.00	-91.0%
Dues and Memberships		5300	1,500.00	1,500.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	14,000.00	22,700.00	62.1%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,000.00	500.00	-50.0%
Professional/Consulting Services and Operating Expenditures		5800	34,000.00	26,975.00	-20.7%
Communications		5900	8,300.00	8,000.00	-3.6%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			92,100.00	62,675.00	-31.9%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	62,445.00	350,000.00	460.5%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			62,445.00	350,000.00	460.5%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	319,492.00	New
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	319,492.00	New
TOTAL, EXPENDITURES			4,030,096.00	4,744,075.00	17.7%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	4,030,096.00	4,744,075.00	17.7%
4) Other Local Revenue		8600-8799	6,783.00	0.00	-100.0%
5) TOTAL, REVENUES			4,036,879.00	4,744,075.00	17.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		3,283,719.00	3,703,314.00	12.8%
2) Instruction - Related Services	2000-2999		678,913.00	663,512.00	-2.3%
3) Pupil Services	3000-3999		35,966.00	39,779.00	10.6%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	319,492.00	New
8) Plant Services	8000-8999		31,498.00	17,978.00	-42.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			4,030,096.00	4,744,075.00	17.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			6,783.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			6,783.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	520,669.70	527,452.70	1.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			520,669.70	527,452.70	1.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			520,669.70	527,452.70	1.3%
2) Ending Balance, June 30 (E + F1e)			527,452.70	527,452.70	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	514,600.00	514,600.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	12,852.70	12,852.70	0.0%
Reserve Account	0000	9780		*12,852.70*	
Reserve Account	0000	9780	*12,852.70*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Estimated Actuals	2020-21 Budget
6130	Child Development: Center-Based Reserve Account	514,600.00	514,600.00
Total, Restricted Balance		514,600.00	514,600.00

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	6,077,792.00	8,292,050.00	36.4%
3) Other State Revenue		8300-8599	460,857.00	830,000.00	80.1%
4) Other Local Revenue		8600-8799	84,814.00	50,000.00	-41.0%
5) TOTAL, REVENUES			6,623,463.00	9,172,050.00	38.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	2,956,763.00	2,670,281.00	-9.7%
3) Employee Benefits		3000-3999	1,442,797.00	1,526,863.00	5.8%
4) Books and Supplies		4000-4999	3,360,680.00	3,541,000.00	5.4%
5) Services and Other Operating Expenditures		5000-5999	420,698.00	450,850.00	7.2%
6) Capital Outlay		6000-6999	45,000.00	500,000.00	1011.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	432,000.00	430,000.00	-0.5%
9) TOTAL, EXPENDITURES			8,657,938.00	9,118,994.00	5.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,034,475.00)	53,056.00	-102.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,034,475.00)	53,056.00	-102.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,216,384.97	3,181,909.97	-39.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,216,384.97	3,181,909.97	-39.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,216,384.97	3,181,909.97	-39.0%
2) Ending Balance, June 30 (E + F1e)			3,181,909.97	3,234,965.97	1.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,973,750.54	3,026,806.54	1.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	208,159.43	208,159.43	0.0%
Equipment Replacement	0000	9780		*208,159.43*	
Equipment Replacement	0000	9780	*208,159.43*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	6,077,792.00	8,292,050.00	36.4%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			6,077,792.00	8,292,050.00	36.4%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	460,857.00	830,000.00	80.1%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			460,857.00	830,000.00	80.1%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	16,334.00	20,000.00	22.4%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	46,778.00	5,000.00	-89.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	21,702.00	25,000.00	15.2%
TOTAL, OTHER LOCAL REVENUE			84,814.00	50,000.00	-41.0%
TOTAL, REVENUES			6,623,463.00	9,172,050.00	38.5%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	2,533,268.00	2,242,850.00	-11.5%
Classified Supervisors' and Administrators' Salaries		2300	200,568.00	220,564.00	10.0%
Clerical, Technical and Office Salaries		2400	222,927.00	205,867.00	-7.7%
Other Classified Salaries		2900	0.00	1,000.00	New
TOTAL, CLASSIFIED SALARIES			2,956,763.00	2,670,281.00	-9.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	432,411.00	431,022.00	-0.3%
OASDI/Medicare/Alternative		3301-3302	240,958.00	189,781.00	-21.2%
Health and Welfare Benefits		3401-3402	585,348.00	714,534.00	22.1%
Unemployment Insurance		3501-3502	1,659.00	1,335.00	-19.5%
Workers' Compensation		3601-3602	117,421.00	105,191.00	-10.4%
OPEB, Allocated		3701-3702	50,000.00	50,000.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	15,000.00	35,000.00	133.3%
TOTAL, EMPLOYEE BENEFITS			1,442,797.00	1,526,863.00	5.8%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	453,795.00	496,000.00	9.3%
Noncapitalized Equipment		4400	49,480.00	45,000.00	-9.1%
Food		4700	2,857,405.00	3,000,000.00	5.0%
TOTAL, BOOKS AND SUPPLIES			3,360,680.00	3,541,000.00	5.4%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	19,000.00	16,000.00	-15.8%
Dues and Memberships		5300	3,122.00	500.00	-84.0%
Insurance		5400-5450	1,075.00	2,000.00	86.0%
Operations and Housekeeping Services		5500	23,392.00	23,550.00	0.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	136,500.00	155,000.00	13.6%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	43.00	500.00	1062.8%
Professional/Consulting Services and Operating Expenditures		5800	236,175.00	252,200.00	6.8%
Communications		5900	1,391.00	1,100.00	-20.9%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			420,698.00	450,850.00	7.2%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	45,000.00	500,000.00	1011.1%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			45,000.00	500,000.00	1011.1%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	432,000.00	430,000.00	-0.5%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			432,000.00	430,000.00	-0.5%
TOTAL, EXPENDITURES			8,657,938.00	9,118,994.00	5.3%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	6,077,792.00	8,292,050.00	36.4%
3) Other State Revenue		8300-8599	460,857.00	830,000.00	80.1%
4) Other Local Revenue		8600-8799	84,814.00	50,000.00	-41.0%
5) TOTAL, REVENUES			6,623,463.00	9,172,050.00	38.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		8,202,546.00	8,665,444.00	5.6%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		432,000.00	430,000.00	-0.5%
8) Plant Services	8000-8999		23,392.00	23,550.00	0.7%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			8,657,938.00	9,118,994.00	5.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(2,034,475.00)	53,056.00	-102.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,034,475.00)	53,056.00	-102.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,216,384.97	3,181,909.97	-39.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,216,384.97	3,181,909.97	-39.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,216,384.97	3,181,909.97	-39.0%
2) Ending Balance, June 30 (E + F1e)			3,181,909.97	3,234,965.97	1.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,973,750.54	3,026,806.54	1.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	208,159.43	208,159.43	0.0%
Equipment Replacement	0000	9780		*208,159.43*	
Equipment Replacement	0000	9780	*208,159.43*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Estimated Actuals	2020-21 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School	2,973,750.54	3,026,806.54
Total, Restricted Balance		2,973,750.54	3,026,806.54

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	29,945.00	25,000.00	-16.5%
5) TOTAL, REVENUES			29,945.00	25,000.00	-16.5%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	195,300.00	258,200.00	32.2%
5) Services and Other Operating Expenditures		5000-5999	474,085.00	669,300.00	41.2%
6) Capital Outlay		6000-6999	184,369.00	276,000.00	49.7%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			853,754.00	1,203,500.00	41.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(823,809.00)	(1,178,500.00)	43.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(823,809.00)	(1,178,500.00)	43.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,382,054.74	1,558,245.74	-34.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,382,054.74	1,558,245.74	-34.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,382,054.74	1,558,245.74	-34.6%
2) Ending Balance, June 30 (E + F1e)			1,558,245.74	379,745.74	-75.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,558,245.74	379,745.74	-75.6%
Deferred Maint. Projects	0000	9780		*379,745.74*	
Deferred Maint. Projects	0000	9780	*1,558,245.74*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	29,945.00	25,000.00	-16.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			29,945.00	25,000.00	-16.5%
TOTAL, REVENUES			29,945.00	25,000.00	-16.5%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	152,500.00	201,500.00	32.1%
Noncapitalized Equipment		4400	42,800.00	56,700.00	32.5%
TOTAL, BOOKS AND SUPPLIES			195,300.00	258,200.00	32.2%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	456,585.00	648,600.00	42.1%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	17,500.00	20,700.00	18.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			474,085.00	669,300.00	41.2%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	177,476.00	266,800.00	50.3%
Equipment		6400	6,893.00	9,200.00	33.5%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			184,369.00	276,000.00	49.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			853,754.00	1,203,500.00	41.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	29,945.00	25,000.00	-16.5%
5) TOTAL, REVENUES			29,945.00	25,000.00	-16.5%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		853,754.00	1,203,500.00	41.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			853,754.00	1,203,500.00	41.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(823,809.00)	(1,178,500.00)	43.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(823,809.00)	(1,178,500.00)	43.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,382,054.74	1,558,245.74	-34.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,382,054.74	1,558,245.74	-34.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,382,054.74	1,558,245.74	-34.6%
2) Ending Balance, June 30 (E + F1e)			1,558,245.74	379,745.74	-75.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,558,245.74	379,745.74	-75.6%
Deferred Maint. Projects	0000	9780		*379,745.74*	
Deferred Maint. Projects	0000	9780	*1,558,245.74*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Estimated Actuals	2020-21 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	80,996.00	50,000.00	-38.3%
5) TOTAL, REVENUES			80,996.00	50,000.00	-38.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	14,475.00	10,100.00	-30.2%
6) Capital Outlay		6000-6999	2,305,531.00	3,801,400.00	64.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,320,006.00	3,811,500.00	64.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,239,010.00)	(3,761,500.00)	68.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,239,010.00)	(3,761,500.00)	68.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,134,832.34	3,895,822.34	-36.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,134,832.34	3,895,822.34	-36.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,134,832.34	3,895,822.34	-36.5%
2) Ending Balance, June 30 (E + F1e)			3,895,822.34	134,322.34	-96.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	3,895,822.34	134,322.34	-96.6%
Measure L Projects	0000	9780		*134,322.34*	
Measure L Projects	0000	9780	*3,895,822.34*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	80,996.00	50,000.00	-38.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			80,996.00	50,000.00	-38.3%
TOTAL, REVENUES			80,996.00	50,000.00	-38.3%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	14,475.00	10,100.00	-30.2%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			14,475.00	10,100.00	-30.2%
CAPITAL OUTLAY					
Land		6100	825,156.00	1,141,700.00	38.4%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,480,375.00	2,659,700.00	79.7%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			2,305,531.00	3,801,400.00	64.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			2,320,006.00	3,811,500.00	64.3%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	80,996.00	50,000.00	-38.3%
5) TOTAL, REVENUES			80,996.00	50,000.00	-38.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		2,320,006.00	3,811,500.00	64.3%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,320,006.00	3,811,500.00	64.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(2,239,010.00)	(3,761,500.00)	68.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,239,010.00)	(3,761,500.00)	68.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,134,832.34	3,895,822.34	-36.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,134,832.34	3,895,822.34	-36.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,134,832.34	3,895,822.34	-36.5%
2) Ending Balance, June 30 (E + F1e)			3,895,822.34	134,322.34	-96.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	3,895,822.34	134,322.34	-96.6%
Measure L Projects	0000	9780		*134,322.34*	
Measure L Projects	0000	9780	*3,895,822.34*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Estimated Actuals	2020-21 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	223,483.00	30,000.00	-86.6%
5) TOTAL, REVENUES			223,483.00	30,000.00	-86.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	11,898.00	29,400.00	147.1%
5) Services and Other Operating Expenditures		5000-5999	20,363.00	27,200.00	33.6%
6) Capital Outlay		6000-6999	8,500.00	11,400.00	34.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			40,761.00	68,000.00	66.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			182,722.00	(38,000.00)	-120.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			182,722.00	(38,000.00)	-120.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,674,861.49	1,857,583.49	10.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,674,861.49	1,857,583.49	10.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,674,861.49	1,857,583.49	10.9%
2) Ending Balance, June 30 (E + F1e)			1,857,583.49	1,819,583.49	-2.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,857,583.49	1,819,583.49	-2.0%
Growth Classroom Furniture/Equipment	0000	9780		*1,819,583.49*	
Growth Classroom Furniture/Equipment	0000	9780	*1,857,583.49*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	23,902.00	30,000.00	25.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	199,581.00	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			223,483.00	30,000.00	-86.6%
TOTAL, REVENUES			223,483.00	30,000.00	-86.6%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	8,820.00	21,000.00	138.1%
Noncapitalized Equipment		4400	3,078.00	8,400.00	172.9%
TOTAL, BOOKS AND SUPPLIES			11,898.00	29,400.00	147.1%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	20,363.00	27,200.00	33.6%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			20,363.00	27,200.00	33.6%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	8,500.00	11,400.00	34.1%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			8,500.00	11,400.00	34.1%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			40,761.00	68,000.00	66.8%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	223,483.00	30,000.00	-86.6%
5) TOTAL, REVENUES			223,483.00	30,000.00	-86.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		40,761.00	68,000.00	66.8%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			40,761.00	68,000.00	66.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			182,722.00	(38,000.00)	-120.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			182,722.00	(38,000.00)	-120.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,674,861.49	1,857,583.49	10.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,674,861.49	1,857,583.49	10.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,674,861.49	1,857,583.49	10.9%
2) Ending Balance, June 30 (E + F1e)			1,857,583.49	1,819,583.49	-2.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,857,583.49	1,819,583.49	-2.0%
Growth Classroom Furniture/Equipment	0000	9780		*1,819,583.49*	
Growth Classroom Furniture/Equipment	0000	9780	*1,857,583.49*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Estimated Actuals	2020-21 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	16,313.00	16,313.00	0.0%
5) TOTAL, REVENUES			16,313.00	16,313.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	3,800.00	New
6) Capital Outlay		6000-6999	384,704.00	512,600.00	33.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			384,704.00	516,400.00	34.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(368,391.00)	(500,087.00)	35.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(368,391.00)	(500,087.00)	35.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,227,419.19	859,028.19	-30.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,227,419.19	859,028.19	-30.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,227,419.19	859,028.19	-30.0%
2) Ending Balance, June 30 (E + F1e)			859,028.19	358,941.19	-58.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	25,949.36	25,949.36	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	833,078.83	332,991.83	-60.0%
Construction Projects	0000	9780		*332,991.83*	
Construction Projects	0000	9780	*833,078.83*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	16,313.00	16,313.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			16,313.00	16,313.00	0.0%
TOTAL, REVENUES			16,313.00	16,313.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	3,800.00	New
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	3,800.00	New
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	384,704.00	512,600.00	33.2%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			384,704.00	512,600.00	33.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			384,704.00	516,400.00	34.2%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/ County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	16,313.00	16,313.00	0.0%
5) TOTAL, REVENUES			16,313.00	16,313.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		384,704.00	516,400.00	34.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			384,704.00	516,400.00	34.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(368,391.00)	(500,087.00)	35.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(368,391.00)	(500,087.00)	35.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,227,419.19	859,028.19	-30.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,227,419.19	859,028.19	-30.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,227,419.19	859,028.19	-30.0%
2) Ending Balance, June 30 (E + F1e)			859,028.19	358,941.19	-58.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	25,949.36	25,949.36	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	833,078.83	332,991.83	-60.0%
Construction Projects	0000	9780		*332,991.83*	
Construction Projects	0000	9780	*833,078.83*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Estimated Actuals	2020-21 Budget
7710	State School Facilities Projects	25,949.36	25,949.36
Total, Restricted Balance		25,949.36	25,949.36

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	97,104.00	97,104.00	0.0%
5) TOTAL, REVENUES			97,104.00	97,104.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	61,379.00	0.00	-100.0%
3) Employee Benefits		3000-3999	27,604.00	0.00	-100.0%
4) Books and Supplies		4000-4999	307,640.00	320,200.00	4.1%
5) Services and Other Operating Expenditures		5000-5999	2,110,630.00	2,109,300.00	-0.1%
6) Capital Outlay		6000-6999	1,384,475.00	1,830,200.00	32.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			3,891,728.00	4,259,700.00	9.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(3,794,624.00)	(4,162,596.00)	9.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,000,000.00	1,000,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,000,000.00	1,000,000.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,794,624.00)	(3,162,596.00)	13.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	8,449,945.61	5,655,321.61	-33.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,449,945.61	5,655,321.61	-33.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,449,945.61	5,655,321.61	-33.1%
2) Ending Balance, June 30 (E + F1e)			5,655,321.61	2,492,725.61	-55.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	293.00	293.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	5,655,028.61	2,492,432.61	-55.9%
Construction Projects	0000	9780		*2,492,432.61*	
Construction Projects	0000	9780	*5,655,028.61*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	97,020.00	97,104.00	0.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	84.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			97,104.00	97,104.00	0.0%
TOTAL, REVENUES			97,104.00	97,104.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	61,379.00	0.00	-100.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			61,379.00	0.00	-100.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	12,745.00	0.00	-100.0%
OASDI/Medicare/Alternative		3301-3302	5,128.00	0.00	-100.0%
Health and Welfare Benefits		3401-3402	7,189.00	0.00	-100.0%
Unemployment Insurance		3501-3502	34.00	0.00	-100.0%
Workers' Compensation		3601-3602	2,508.00	0.00	-100.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			27,604.00	0.00	-100.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	262,622.00	270,200.00	2.9%
Noncapitalized Equipment		4400	45,018.00	50,000.00	11.1%
TOTAL, BOOKS AND SUPPLIES			307,640.00	320,200.00	4.1%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	9,000.00	12,000.00	33.3%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	2,101,630.00	2,097,300.00	-0.2%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,110,630.00	2,109,300.00	-0.1%
CAPITAL OUTLAY					
Land		6100	136,764.00	182,500.00	33.4%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	1,078,390.00	1,427,900.00	32.4%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	169,321.00	219,800.00	29.8%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,384,475.00	1,830,200.00	32.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			3,891,728.00	4,259,700.00	9.5%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	1,000,000.00	1,000,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			1,000,000.00	1,000,000.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			1,000,000.00	1,000,000.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	97,104.00	97,104.00	0.0%
5) TOTAL, REVENUES			97,104.00	97,104.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		3,891,728.00	4,259,700.00	9.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			3,891,728.00	4,259,700.00	9.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(3,794,624.00)	(4,162,596.00)	9.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,000,000.00	1,000,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			1,000,000.00	1,000,000.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,794,624.00)	(3,162,596.00)	13.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	8,449,945.61	5,655,321.61	-33.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,449,945.61	5,655,321.61	-33.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,449,945.61	5,655,321.61	-33.1%
2) Ending Balance, June 30 (E + F1e)			5,655,321.61	2,492,725.61	-55.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	293.00	293.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	5,655,028.61	2,492,432.61	-55.9%
Construction Projects	0000	9780		*2,492,432.61*	
Construction Projects	0000	9780	*5,655,028.61*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Estimated Actuals	2020-21 Budget
6230	California Clean Energy Jobs Act	293.00	293.00
Total, Restricted Balance		293.00	293.00

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	12.00	10.00	-16.7%
5) TOTAL, REVENUES			12.00	10.00	-16.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	217.00	215.00	-0.9%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			217.00	215.00	-0.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(205.00)	(205.00)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(205.00)	(205.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	887.14	682.14	-23.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			887.14	682.14	-23.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			887.14	682.14	-23.1%
2) Ending Balance, June 30 (E + F1e)			682.14	477.14	-30.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	682.14	477.14	-30.1%
Admin. Fees Mello Roos and COPs	0000	9780		*477.14*	
Admin. Fees - Mello Roos and COPs	0000	9780	*682.14*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	12.00	10.00	-16.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			12.00	10.00	-16.7%
TOTAL, REVENUES			12.00	10.00	-16.7%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	217.00	215.00	-0.9%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			217.00	215.00	-0.9%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			217.00	215.00	-0.9%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	12.00	10.00	-16.7%
5) TOTAL, REVENUES			12.00	10.00	-16.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	217.00	215.00	-0.9%
10) TOTAL, EXPENDITURES			217.00	215.00	-0.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(205.00)	(205.00)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(205.00)	(205.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	887.14	682.14	-23.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			887.14	682.14	-23.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			887.14	682.14	-23.1%
2) Ending Balance, June 30 (E + F1e)			682.14	477.14	-30.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	682.14	477.14	-30.1%
Admin. Fees Mello Roos and COPs	0000	9780		*477.14*	
Admin. Fees - Mello Roos and COPs	0000	9780	*682.14*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Estimated Actuals	2020-21 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	53,592.00	53,592.00	0.0%
4) Other Local Revenue		8600-8799	5,257,618.00	5,257,618.00	0.0%
5) TOTAL, REVENUES			5,311,210.00	5,311,210.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	4,359,343.00	4,359,343.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			4,359,343.00	4,359,343.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			951,867.00	951,867.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			951,867.00	951,867.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,901,824.00	5,853,691.00	19.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,901,824.00	5,853,691.00	19.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,901,824.00	5,853,691.00	19.4%
2) Ending Balance, June 30 (E + F1e)			5,853,691.00	6,805,558.00	16.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	5,853,691.00	6,805,558.00	16.3%
Bond Payments	0000	9780		*6,805,558.00*	
Bond Payments	0000	9780	*5,853,691.00*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	53,592.00	53,592.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			53,592.00	53,592.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	4,777,924.00	4,777,924.00	0.0%
Unsecured Roll		8612	139,380.00	139,380.00	0.0%
Prior Years' Taxes		8613	118,647.00	118,647.00	0.0%
Supplemental Taxes		8614	113,817.00	113,817.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	13,457.00	13,457.00	0.0%
Interest		8660	29,411.00	29,411.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	64,982.00	64,982.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,257,618.00	5,257,618.00	0.0%
TOTAL, REVENUES			5,311,210.00	5,311,210.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	2,417,836.00	2,417,836.00	0.0%
Bond Interest and Other Service Charges		7434	1,941,507.00	1,941,507.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			4,359,343.00	4,359,343.00	0.0%
TOTAL, EXPENDITURES			4,359,343.00	4,359,343.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	53,592.00	53,592.00	0.0%
4) Other Local Revenue		8600-8799	5,257,618.00	5,257,618.00	0.0%
5) TOTAL, REVENUES			5,311,210.00	5,311,210.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	4,359,343.00	4,359,343.00	0.0%
10) TOTAL, EXPENDITURES			4,359,343.00	4,359,343.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			951,867.00	951,867.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			951,867.00	951,867.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,901,824.00	5,853,691.00	19.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,901,824.00	5,853,691.00	19.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,901,824.00	5,853,691.00	19.4%
2) Ending Balance, June 30 (E + F1e)			5,853,691.00	6,805,558.00	16.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	5,853,691.00	6,805,558.00	16.3%
Bond Payments	0000	9780		*6,805,558.00*	
Bond Payments	0000	9780	*5,853,691.00*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Estimated Actuals	2020-21 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	774,425.00	876,554.00	13.2%
5) TOTAL, REVENUES			774,425.00	876,554.00	13.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	583,806.00	637,000.00	9.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			583,806.00	637,000.00	9.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			190,619.00	239,554.00	25.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			190,619.00	239,554.00	25.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,618,217.16	1,808,836.16	11.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,618,217.16	1,808,836.16	11.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,618,217.16	1,808,836.16	11.8%
2) Ending Balance, June 30 (E + F1e)			1,808,836.16	2,048,390.16	13.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,808,836.16	2,048,390.16	13.2%
Debt Payments-Lease Revenue Bonds	0000	9780		*2,048,390.16*	
Debt Payments - Lease Revenue Bonds	0000	9780	*1,808,836.16*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes Voted Indebtedness Levies					
Secured Roll		8611	742,235.00	844,364.00	13.8%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	8,166.00	8,166.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Other		8622	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	734.00	734.00	0.0%
Interest		8660	23,290.00	23,290.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			774,425.00	876,554.00	13.2%
TOTAL, REVENUES			774,425.00	876,554.00	13.2%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	263,806.00	317,000.00	20.2%
Other Debt Service - Principal		7439	320,000.00	320,000.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			583,806.00	637,000.00	9.1%
TOTAL, EXPENDITURES			583,806.00	637,000.00	9.1%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	774,425.00	876,554.00	13.2%
5) TOTAL, REVENUES			774,425.00	876,554.00	13.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	583,806.00	637,000.00	9.1%
10) TOTAL, EXPENDITURES			583,806.00	637,000.00	9.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			190,619.00	239,554.00	25.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			190,619.00	239,554.00	25.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,618,217.16	1,808,836.16	11.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,618,217.16	1,808,836.16	11.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,618,217.16	1,808,836.16	11.8%
2) Ending Balance, June 30 (E + F1e)			1,808,836.16	2,048,390.16	13.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,808,836.16	2,048,390.16	13.2%
Debt Payments-Lease Revenue Bonds	0000	9780		*2,048,390.16*	
Debt Payments - Lease Revenue Bonds	0000	9780	*1,808,836.16*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Estimated Actuals	2020-21 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,217.00	1,217.00	0.0%
5) TOTAL, REVENUES			1,217.00	1,217.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	2,850.00	2,850.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,850.00	2,850.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,633.00)	(1,633.00)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,633.00)	(1,633.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	98,375.92	96,742.92	-1.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			98,375.92	96,742.92	-1.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			98,375.92	96,742.92	-1.7%
2) Ending Balance, June 30 (E + F1e)			96,742.92	95,109.92	-1.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	96,742.92	95,109.92	-1.7%
Debt Payments COPs	0000	9780		*95,109.92*	
Debt Payments COPs	0000	9780	*96,742.92*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Interest		8660	1,217.00	1,217.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,217.00	1,217.00	0.0%
TOTAL, REVENUES			1,217.00	1,217.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	2,850.00	2,600.00	-8.8%
Other Debt Service - Principal		7439	0.00	250.00	New
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			2,850.00	2,850.00	0.0%
TOTAL, EXPENDITURES			2,850.00	2,850.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,217.00	1,217.00	0.0%
5) TOTAL, REVENUES			1,217.00	1,217.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	2,850.00	2,850.00	0.0%
10) TOTAL, EXPENDITURES			2,850.00	2,850.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(1,633.00)	(1,633.00)	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,633.00)	(1,633.00)	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	98,375.92	96,742.92	-1.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			98,375.92	96,742.92	-1.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			98,375.92	96,742.92	-1.7%
2) Ending Balance, June 30 (E + F1e)			96,742.92	95,109.92	-1.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	96,742.92	95,109.92	-1.7%
Debt Payments COPs	0000	9780		*95,109.92*	
Debt Payments COPs	0000	9780	*96,742.92*		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2019-20 Estimated Actuals	2020-21 Budget
Total, Restricted Balance		0.00	0.00

Description	2019-20 Estimated Actuals			2020-21 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	13,499.75	13,499.75	13,499.75	13,499.75	13,499.75	13,499.75
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	13,499.75	13,499.75	13,499.75	13,499.75	13,499.75	13,499.75
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	13,499.75	13,499.75	13,499.75	13,499.75	13,499.75	13,499.75
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2019-20 Estimated Actuals			2020-21 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2019-20 Estimated Actuals			2020-21 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
Governmental Activities:						
Capital assets not being depreciated:						
Land	9,507,508.00		9,507,508.00			9,507,508.00
Work in Progress	24,881,305.00		24,881,305.00	3,268,886.00		28,150,191.00
Total capital assets not being depreciated	34,388,813.00	0.00	34,388,813.00	3,268,886.00	0.00	37,657,699.00
Capital assets being depreciated:						
Land Improvements	22,168,939.00		22,168,939.00			22,168,939.00
Buildings	192,813,199.00		192,813,199.00	725,433.00		193,538,632.00
Equipment	27,626,618.00		27,626,618.00	1,133,254.00		28,759,872.00
Total capital assets being depreciated	242,608,756.00	0.00	242,608,756.00	1,858,687.00	0.00	244,467,443.00
Accumulated Depreciation for:						
Land Improvements	(13,574,061.00)		(13,574,061.00)	(801,756.00)		(14,375,817.00)
Buildings	(80,224,509.00)		(80,224,509.00)	(4,620,293.00)		(84,844,802.00)
Equipment	(22,565,170.00)		(22,565,170.00)	(2,241,471.00)		(24,806,641.00)
Total accumulated depreciation	(116,363,740.00)	0.00	(116,363,740.00)	(7,663,520.00)	0.00	(124,027,260.00)
Total capital assets being depreciated, net	126,245,016.00	0.00	126,245,016.00	(5,804,833.00)	0.00	120,440,183.00
Governmental activity capital assets, net	160,633,829.00	0.00	160,633,829.00	(2,535,947.00)	0.00	158,097,882.00
Business-Type Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF	JUNE									
A. BEGINNING CASH			14,570,146.00	23,690,208.35	16,526,432.19	18,962,135.04	12,120,942.93	8,862,792.35	9,766,083.88	5,213,122.54
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		4,984,313.00	4,984,313.00	14,225,350.00	8,971,764.00	8,971,764.00	14,225,350.00	8,971,764.00	8,971,765.00
Property Taxes	8020-8079		98,410.14	252,161.19	286,165.44	263,743.79	117,060.16	662,428.73	2,275,354.61	161,226.66
Miscellaneous Funds	8080-8099		(112,831.00)	112,831.00	(112,831.00)	(112,831.00)	(112,831.00)	(112,831.00)	(112,831.00)	(112,831.00)
Federal Revenue	8100-8299		486,610.00		67,880.76	1,336,834.23	89,477.94	121,642.12	1,837,410.87	3,173,971.07
Other State Revenue	8300-8599		1,730.00	391,882.00	748,452.77	141,727.31	658,948.00	458,145.00	600,000.00	
Other Local Revenue	8600-8799		42,881.17	7,624.84	1,679.64	33,839.86	1,091,821.22	4,013.49	988,268.22	3,843,425.46
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			5,501,113.31	5,748,812.03	15,216,697.61	10,635,078.19	10,816,240.32	15,358,748.34	14,559,966.70	16,037,557.19
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		4,723,796.13	5,961,523.21	6,123,548.00	6,124,158.00	6,142,506.00	6,124,154.00	6,121,025.00	6,125,489.00
Classified Salaries	2000-2999		535,564.80	1,794,003.23	2,303,340.92	2,413,215.93	2,514,069.98	2,145,476.82	2,193,749.77	2,154,874.00
Employee Benefits	3000-3999		2,126,593.14	3,065,368.05	3,440,071.17	4,048,299.04	3,779,261.17	3,637,723.82	3,748,484.53	3,781,556.95
Books and Supplies	4000-4999		46,576.45	859,826.52	810,722.00	582,146.75	382,419.55	465,244.93	461,503.26	385,919.58
Services	5000-5999		1,946,782.87	1,861,914.56	1,462,052.91	2,101,499.20	737,865.91	1,951,648.40	1,812,539.52	1,010,353.43
Capital Outlay	6000-6599				42,975.41	57,481.23	24,518.00	25,136.00	56,408.08	35,468.00
Other Outgo	7000-7499							488.42	464.00	607.35
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			9,379,313.39	13,542,635.57	14,182,710.41	15,326,800.15	13,580,640.61	14,349,872.39	14,394,174.16	13,494,268.31
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199						(672.66)	(460,019.49)	(121,221.73)	(1,804.41)
Accounts Receivable	9200-9299	(361.00)	8,660,885.00	105,542.38	101,576.77	749,447.82	33,539.79	410,977.00	(335,293.80)	3,869,939.43
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL		(361.00)	8,660,885.00	105,542.38	101,576.77	749,447.82	32,867.13	(49,042.49)	(456,515.53)	3,868,135.02
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599		4,067,622.57	(524,505.00)	(1,300,138.88)	2,898,917.97	526,617.42	56,541.93	59,738.35	329,701.28
Due To Other Funds	9610									
Current Loans	9640		(8,405,000.00)						4,202,500.00	4,261,510.00
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	(4,337,377.43)	(524,505.00)	(1,300,138.88)	2,898,917.97	526,617.42	56,541.93	4,262,238.35	4,591,211.28
Nonoperating										
Suspense Clearing	9910		0.00							
TOTAL BALANCE SHEET ITEMS		(361.00)	12,998,262.43	630,047.38	1,401,715.65	(2,149,470.15)	(493,750.29)	(105,584.42)	(4,718,753.88)	(723,076.26)
E. NET INCREASE/DECREASE (B - C + D)			9,120,062.35	(7,163,776.16)	2,435,702.85	(6,841,192.11)	(3,258,150.58)	903,291.53	(4,552,961.34)	1,820,212.62
F. ENDING CASH (A + E)			23,690,208.35	16,526,432.19	18,962,135.04	12,120,942.93	8,862,792.35	9,766,083.88	5,213,122.54	7,033,335.16
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

ESTIMATES THROUGH THE MONTH OF	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
	JUNE								
A. BEGINNING CASH		7,033,335.16	6,562,458.17	38,493,772.79	25,699,639.76				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	14,225,350.00				32,168,886.00		120,700,619.00	120,700,619.00
Property Taxes	8020-8079	1,148,638.00				15,160,128.28		20,425,317.00	20,425,317.00
Miscellaneous Funds	8080-8099	(112,831.00)				(564,158.00)		(1,353,975.00)	(1,353,975.00)
Federal Revenue	8100-8299	(2,452,376.07)	155,739.00	897,453.00	1,234,567.00	3,621,002.08		10,570,212.00	10,570,212.00
Other State Revenue	8300-8599	631,185.95	245,145.00	222,483.00	175,489.00	732,342.97		5,007,531.00	5,007,531.00
Other Local Revenue	8600-8799	332,723.14	300,072.58	541,587.00	519,296.38	1,781,947.00		9,489,180.00	9,489,180.00
Interfund Transfers In	8910-8929							0.00	0.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		13,772,690.02	700,956.58	1,661,523.00	1,929,352.38	52,900,148.33	0.00	164,838,884.00	164,838,884.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	6,120,326.00	6,125,487.00	6,125,489.00	6,114,587.00	237,095.66		72,169,184.00	72,169,184.00
Classified Salaries	2000-2999	2,154,897.00	2,154,897.00	2,250,059.00	1,850,059.00	758,012.55		25,222,220.00	25,222,220.00
Employee Benefits	3000-3999	3,840,927.65	3,827,781.03	3,627,781.03	3,554,875.00	975,449.42		43,454,172.00	43,454,172.00
Books and Supplies	4000-4999	471,014.06	589,186.85	589,186.00	356,189.00	775,252.05		6,775,187.00	6,775,187.00
Services	5000-5999	1,229,704.68	1,058,371.90	1,048,753.00	694,773.61	2,456,801.01		19,373,061.00	19,373,061.00
Capital Outlay	6000-6599		21,548.00		20,154.00	53,311.28		337,000.00	337,000.00
Other Outgo	7000-7499		1,303.18		536,634.05			539,497.00	539,497.00
Interfund Transfers Out	7600-7629				1,000,000.00			1,000,000.00	1,000,000.00
All Other Financing Uses	7630-7699							0.00	0.00
TOTAL DISBURSEMENTS		13,816,869.39	13,778,574.96	13,641,268.03	14,127,271.66	5,255,921.97	0.00	168,870,321.00	168,870,321.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199	(375,053.77)						(958,772.06)	
Accounts Receivable	9200-9299	380,136.15	45,187.00	50,124.00	18,456.00			14,090,517.54	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490				0.00			0.00	
SUBTOTAL		5,082.38	45,187.00	50,124.00	18,456.00	0.00	0.00	13,131,745.48	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	431,780.00	36,254.00	864,512.00	2,015,488.00			9,462,529.64	
Due To Other Funds	9610							0.00	
Current Loans	9640		(45,000,000.00)					(44,940,990.00)	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		431,780.00	(44,963,746.00)	864,512.00	2,015,488.00	0.00	0.00	(35,478,460.36)	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		(426,697.62)	45,008,933.00	(814,388.00)	(1,997,032.00)	0.00	0.00	48,610,205.84	
E. NET INCREASE/DECREASE (B - C + D)		(470,876.99)	31,931,314.62	(12,794,133.03)	(14,194,951.28)	47,644,226.36	0.00	44,578,768.84	(4,031,437.00)
F. ENDING CASH (A + E)		6,562,458.17	38,493,772.79	25,699,639.76	11,504,688.48				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								59,148,914.84	

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF	JUNE									
A. BEGINNING CASH			11,504,688.48	5,321,954.39	13,838,053.42	16,643,605.81	27,242,769.76	25,098,308.21	43,467,579.91	20,826,295.28
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		4,969,421.00	4,959,421.00	14,198,544.00	8,944,958.00	8,944,958.00	14,198,544.00	8,944,958.00	8,946,958.00
Property Taxes	8020-8079		98,410.14	252,161.19	286,165.44	263,743.79	117,060.16	662,428.73	2,145,795.00	161,226.66
Miscellaneous Funds	8080-8099									
Federal Revenue	8100-8299		486,610.00	391,882.00	67,880.76	141,727.31	89,477.94	121,642.12	1,837,410.87	2,215,487.00
Other State Revenue	8300-8599		1,730.00	7,624.84	351,589.00	332,654.00	451,548.00	548,745.00	34,158.00	665,215.00
Other Local Revenue	8600-8799		42,818.17		1,679.64		1,091,821.22	1,245,877.00	988,268.22	2,254,879.00
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			5,598,989.31	5,611,089.03	14,905,858.84	9,683,083.10	10,694,865.32	16,777,236.85	13,950,590.09	14,243,765.66
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		4,663,796.13	5,881,523.21	6,145,874.00	6,188,458.00	6,192,458.00	6,145,245.00	6,180,154.00	6,192,458.00
Classified Salaries	2000-2999		535,564.81	1,794,003.23	2,303,340.92	2,215,488.00	2,254,875.00	2,145,476.82	2,193,749.77	2,215,487.00
Employee Benefits	3000-3999		2,123,910.13	3,545,187.00	3,841,524.00	3,895,457.00	3,879,458.00	3,837,458.00	3,848,578.00	3,840,927.65
Books and Supplies	4000-4999		49,259.46	884,587.00	845,875.00	582,146.75	382,457.00	354,629.00	341,574.00	351,245.00
Services	5000-5999		1,946,782.87	1,861,914.56	2,015,487.00	2,101,499.20	1,021,548.00	1,951,648.40	1,812,539.52	1,229,704.68
Capital Outlay	6000-6599				42,975.41	57,481.23	71,651.45	50,124.00	56,408.08	
Other Outgo	7000-7499		12,541.00	10,215.00	51,248.00	124,587.00	59,021.00	54,157.00	51,012.00	41,201.00
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			9,331,854.40	13,977,430.00	15,246,324.33	15,165,117.18	13,861,468.45	14,538,738.22	14,484,015.37	13,871,023.33
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299		1,978.00	19,341,235.00	1,845,879.00	16,371,096.00	1,548,759.00	16,187,315.00	451,879.00	3,869,939.43
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	1,978.00	19,341,235.00	1,845,879.00	16,371,096.00	1,548,759.00	16,187,315.00	451,879.00	3,869,939.43
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599		2,451,847.00	2,458,795.00	(1,300,138.88)	289,897.97	526,617.42	56,541.93	59,738.35	451,548.00
Due To Other Funds	9610									
Current Loans	9640								22,500,000.00	22,500,000.00
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	2,451,847.00	2,458,795.00	(1,300,138.88)	289,897.97	526,617.42	56,541.93	22,559,738.35	22,951,548.00
Nonoperating										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	(2,449,869.00)	16,882,440.00	3,146,017.88	16,081,198.03	1,022,141.58	16,130,773.07	(22,107,859.35)	(19,081,608.57)
E. NET INCREASE/DECREASE (B - C + D)			(6,182,734.09)	8,516,099.03	2,805,552.39	10,599,163.95	(2,144,461.55)	18,369,271.70	(22,641,284.63)	(18,708,866.24)
F. ENDING CASH (A + E)			5,321,954.39	13,838,053.42	16,643,605.81	27,242,769.76	25,098,308.21	43,467,579.91	20,826,295.28	2,117,429.04
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

ESTIMATES THROUGH THE MONTH OF	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
	JUNE								
A. BEGINNING CASH		2,117,429.04	6,225,853.57	7,668,891.57	7,258,455.24				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	14,200,544.00	8,946,958.00	8,946,958.00	14,200,545.00			120,402,767.00	120,402,767.00
Property Taxes	8020-8079	1,248,759.00	4,857,948.00	4,879,458.00	4,098,185.89			19,071,342.00	19,071,342.00
Miscellaneous Funds	8080-8099							0.00	
Federal Revenue	8100-8299	1,542,858.00	155,739.00	521,548.00	451,874.00	2,046,075.00		10,070,212.00	10,070,212.00
Other State Revenue	8300-8599	432,154.00	451,872.00	458,744.00	487,549.00	784,188.16		5,007,771.00	5,007,771.00
Other Local Revenue	8600-8799	332,723.14	846,987.00	541,587.00	519,296.38	1,623,243.23		9,489,180.00	9,489,180.00
Interfund Transfers In	8910-8929							0.00	
All Other Financing Sources	8930-8979							0.00	
TOTAL RECEIPTS		17,757,038.14	15,259,504.00	15,348,295.00	19,757,450.27	4,453,506.39	0.00	164,041,272.00	164,041,272.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	6,192,415.00	6,185,458.00	6,192,458.00	6,201,504.00	1,250,316.66		73,612,118.00	73,612,118.00
Classified Salaries	2000-2999	2,315,487.00	2,250,059.00	2,314,884.00	2,250,059.00	938,189.45		25,726,664.00	25,726,664.00
Employee Benefits	3000-3999	3,827,781.03	3,827,458.00	3,840,927.65	3,845,874.00	755,086.54		44,909,627.00	44,909,627.00
Books and Supplies	4000-4999	398,574.00	485,127.00	354,215.00	452,168.00	753,438.79		6,235,296.00	6,235,296.00
Services	5000-5999	1,058,371.90	1,048,751.00	1,229,704.68	1,048,751.00	579,358.19		18,906,061.00	18,906,061.00
Capital Outlay	6000-6599	58,359.83						337,000.00	337,000.00
Other Outgo	7000-7499	51,303.00	28,546.00	22,154.00	33,512.00			539,497.00	539,497.00
Interfund Transfers Out	7600-7629			1,000,000.00				1,000,000.00	1,000,000.00
All Other Financing Uses	7630-7699							0.00	
TOTAL DISBURSEMENTS		13,902,291.76	13,825,399.00	14,954,343.33	13,831,868.00	4,276,389.63	0.00	171,266,263.00	171,266,263.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299	380,136.15	45,187.00	50,124.00	18,456.00			60,111,983.58	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		380,136.15	45,187.00	50,124.00	18,456.00	0.00	0.00	60,111,983.58	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	126,458.00	36,254.00	854,512.00	2,015,488.00			8,027,558.79	
Due To Other Funds	9610							0.00	
Current Loans	9640							45,000,000.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		126,458.00	36,254.00	854,512.00	2,015,488.00	0.00	0.00	53,027,558.79	
Nonoperating									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		253,678.15	8,933.00	(804,388.00)	(1,997,032.00)	0.00	0.00	7,084,424.79	
E. NET INCREASE/DECREASE (B - C + D)		4,108,424.53	1,443,038.00	(410,436.33)	3,928,550.27	177,116.76	0.00	(140,566.21)	(7,224,991.00)
F. ENDING CASH (A + E)		6,225,853.57	7,668,891.57	7,258,455.24	11,187,005.51				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								11,364,122.27	

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	E N
1000 - Certificated Salaries	75,754,438.00	301	0.00	303	75,754,438.00	305	260,535.00		307	75,493,903.00	3
2000 - Classified Salaries	26,331,243.00	311	5,390.00	313	26,325,853.00	315	1,549,323.00		317	24,776,530.00	3
3000 - Employee Benefits	45,059,466.00	321	1,365,615.00	323	43,693,851.00	325	441,670.00		327	43,252,181.00	3
4000 - Books, Supplies Equip Replace. (6500)	9,350,733.00	331	0.00	333	9,350,733.00	335	3,165,010.00		337	6,185,723.00	3
5000 - Services. . . & 7300 - Indirect Costs	16,578,158.00	341	0.00	343	16,578,158.00	345	5,229,604.00		347	11,348,554.00	3
				TOTAL	171,703,033.00	365			TOTAL	161,056,891.00	3

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		E N
1. Teacher Salaries as Per EC 41011	1100	61,070,495.00	3
2. Salaries of Instructional Aides Per EC 41011	2100	10,279,188.00	3
3. STRS	3101 & 3102	9,910,945.00	3
4. PERS	3201 & 3202	1,966,355.00	3
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	1,716,606.00	3
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	11,675,860.00	3
7. Unemployment Insurance	3501 & 3502	34,981.00	3
8. Workers' Compensation Insurance	3601 & 3602	2,864,072.00	3
9. OPEB, Active Employees (EC 41372)	3751 & 3752	0.00	
10. Other Benefits (EC 22310)	3901 & 3902	0.00	3
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)		99,518,502.00	3
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)		138,096.00	3
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*			3
14. TOTAL SALARIES AND BENEFITS		99,380,406.00	3
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372		61.71%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	60.00%
2. Percentage spent by this district (Part II, Line 15)	61.71%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	161,056,891.00
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EI N
1000 - Certificated Salaries	72,169,184.00	301	0.00	303	72,169,184.00	305	361,880.00		307	71,807,304.00	3(
2000 - Classified Salaries	25,222,220.00	311	2,000.00	313	25,220,220.00	315	1,997,887.00		317	23,222,333.00	3
3000 - Employee Benefits	43,454,172.00	321	1,370,647.00	323	42,083,525.00	325	476,225.00		327	41,607,300.00	3
4000 - Books, Supplies Equip Replace. (6500)	6,775,187.00	331	0.00	333	6,775,187.00	335	621,533.00		337	6,153,654.00	3
5000 - Services. . . & 7300 - Indirect Costs	18,623,569.00	341	0.00	343	18,623,569.00	345	7,046,787.00		347	11,576,782.00	3
				TOTAL	164,871,685.00	365			TOTAL	154,367,373.00	3

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EI N
1. Teacher Salaries as Per EC 41011	1100	57,842,404.00	3
2. Salaries of Instructional Aides Per EC 41011	2100	9,503,405.00	3
3. STRS	3101 & 3102	9,304,084.00	3
4. PERS	3201 & 3202	1,558,989.00	3
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	1,576,303.00	3
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	12,002,629.00	3
7. Unemployment Insurance	3501 & 3502	35,143.00	3
8. Workers' Compensation Insurance	3601 & 3602	2,650,033.00	3
9. OPEB, Active Employees (EC 41372)	3751 & 3752	0.00	
10. Other Benefits (EC 22310)	3901 & 3902	0.00	3
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)		94,472,990.00	3
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)		208,192.00	3
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*			3
14. TOTAL SALARIES AND BENEFITS		94,264,798.00	3
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372		61.07%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1.	Minimum percentage required (60% elementary, 55% unified, 50% high)	60.00%
2.	Percentage spent by this district (Part II, Line 15)	61.07%
3.	Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4.	District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369)	154,367,373.00
5.	Deficiency Amount (Part III, Line 3 times Line 4)	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable	68,494,390.00	(392,807.00)	68,101,583.00		1,461,200.00	66,640,383.00	5,338,173.00
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable	7,751,482.00	(22,582.00)	7,728,900.00		342,582.00	7,386,318.00	583,806.00
Capital Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt	1,167,000.00	478,000.00	1,645,000.00		562,000.00	1,083,000.00	442,500.00
Net Pension Liability	158,190,998.00	8,611,395.00	166,802,393.00			166,802,393.00	
Total/Net OPEB Liability	30,179,606.00	4,991,460.00	35,171,066.00			35,171,066.00	4,872,960.00
Compensated Absences Payable	642,807.00		642,807.00	698,487.00	642,807.00	698,487.00	
Governmental activities long-term liabilities	266,426,283.00	13,665,466.00	280,091,749.00	698,487.00	3,008,589.00	277,781,647.00	11,237,439.00
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Capital Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section I - Expenditures	Funds 01, 09, and 62 Goals	Functions	Objects	2019-20 Expenditures
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	176,033,339.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	9,661,188.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	670,462.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	463,743.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	1,000,000.00
6. All Other Financing Uses	All	9100 9200	7699 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				2,134,205.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	2,034,475.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				166,272,421.00

Section II - Expenditures Per ADA		2019-20 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)		13,499.75
B. Expenditures per ADA (Line I.E divided by Line II.A)		12,316.70

Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	153,144,614.94	11,525.37
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	153,144,614.94	11,525.37
B. Required effort (Line A.2 times 90%)	137,830,153.45	10,372.83
C. Current year expenditures (Line I.E and Line II.B)	166,272,421.00	12,316.70
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2021-22 may be reduced by the lower of the two percentages)	0.00%	0.00%

SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	**Total Expenditures**	**Expenditures Per ADA**
Total adjustments to base expenditures	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702) (Functions 7200-7700, goals 0000 and 9000) — 5,931,040.00
2. Contracted general administrative positions not paid through payroll
   a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800.
   b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702) (Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) — 139,850,188.00

C. Percentage of Plant Services Costs Attributable to General Administration

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) — 4.24%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. Retain supporting documentation.

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. — Entry required

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A.	**Indirect Costs**	
1.	Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	8,373,980.00
2.	Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	2,148,438.00
3.	External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	0.00
4.	Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
5.	Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	680,942.81
6.	Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7.	Adjustment for Employment Separation Costs	
	a. Plus: Normal Separation Costs (Part II, Line A)	0.00
	b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8.	Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	11,203,360.81
9.	Carry-Forward Adjustment (Part IV, Line F)	(1,416.04)
10.	Total Adjusted Indirect Costs (Line A8 plus Line A9)	11,201,944.77
B.	**Base Costs**	
1.	Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	109,777,616.00
2.	Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	16,618,028.00
3.	Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	12,410,453.00
4.	Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	11,139.00
5.	Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	708,725.00
6.	Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	2,086,419.00
7.	Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	604,910.00
8.	External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	0.00
9.	Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	60,406.00
10.	Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	10,598.00
11.	Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	15,379,029.19
12.	Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13.	Adjustment for Employment Separation Costs	
	a. Less: Normal Separation Costs (Part II, Line A)	0.00
	b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14.	Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15.	Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16.	Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	3,952,653.00
17.	Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	5,323,533.00
18.	Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19.	Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	166,943,509.19
C.	**Straight Indirect Cost Percentage Before Carry-Forward Adjustment (For information only - not for use when claiming/recovering indirect costs)** (Line A8 divided by Line B19)	6.71%
D.	**Preliminary Proposed Indirect Cost Rate (For final approved fixed-with-carry-forward rate for use in 2021-22 see www.cde.ca.gov/fg/ac/ic)** (Line A10 divided by Line B19)	6.71%

Part IV - Carry-forward Adjustment

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A.	**Indirect costs incurred in the current year (Part III, Line A8)**	11,203,360.81
B.	**Carry-forward adjustment from prior year(s)**	
1.	Carry-forward adjustment from the second prior year	881,933.22
2.	Carry-forward adjustment amount deferred from prior year(s), if any	0.00
C.	**Carry-forward adjustment for under- or over-recovery in the current year**	
1.	Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (7.25%) times Part III, Line B19); zero if negative	0.00
2.	Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (7.25%) times Part III, Line B19) or (the highest rate used to recover costs from any program (7.24%) times Part III, Line B19); zero if positive	(1,416.04)
D.	**Preliminary carry-forward adjustment (Line C1 or C2)**	(1,416.04)

E. Optional allocation of negative carry-forward adjustment over more than one year

Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.

Option 1.	Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	6.71%
Option 2.	Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment ($-708.02) is applied to the current year calculation and the remainder ($-708.02) is deferred to one or more future years:	6.71%
Option 3.	Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment ($-472.01) is applied to the current year calculation and the remainder ($-944.03) is deferred to one or more future years:	6.71%
	LEA request for Option 1, Option 2, or Option 3	1
F.	**Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)**	(1,416.04)

Approved indirect cost rate: 7.25%
Highest rate used in any program: 7.24%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except Object 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	3,671,677.00	265,524.00	7.23%
01	4035	627,789.00	45,445.00	7.24%
01	4128	334,088.00	23,386.00	7.00%
13	5310	8,180,938.00	432,000.00	5.28%

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	2,151,828.35		77,806.82	2,229,635.17
2. State Lottery Revenue	8560	2,123,487.00		749,466.00	2,872,953.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		4,275,315.35	0.00	827,272.82	5,102,588.17
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00			0.00
2. Classified Salaries	2000-2999	1,323,413.00			1,323,413.00
3. Employee Benefits	3000-3999	330,363.00			330,363.00
4. Books and Supplies	4000-4999	2,189,442.00		500,000.00	2,689,442.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800				
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800				
6. Capital Outlay	6000-6999	0.00			0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221, 7222,7281,7282	0.00			0.00
b. To JPAs and All Others	7213,7223, 7283,7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399				
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		3,843,218.00	0.00	500,000.00	4,343,218.00
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	432,097.35	0.00	327,272.82	759,370.17
D. COMMENTS:					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Description	2019-20 Actual	2020-21 Budget	% Diff.
SELPA Name: Antelope Valley (DA)			
Date allocation plan approved by SELPA governance:			
I. TOTAL SELPA REVENUES			
A. Base Plus Taxes and Excess ERAF			
1. Base Apportionment			0.00%
2. Local Special Education Property Taxes			0.00%
3. Applicable Excess ERAF			0.00%
4. Total Base Apportionment, Taxes, and Excess ERAF	0.00	0.00	0.00%
B. COLA Apportionment			0.00%
C. Growth Apportionment or Declining ADA Adjustment			0.00%
D. Subtotal (Sum lines A.4, B, and C)	0.00	0.00	0.00%
E. Program Specialist/Regionalized Services Apportionment			0.00%
F. Program Specialist/Regionalized Services for NSS Apportionment			0.00%
G. Low Incidence Apportionment			0.00%
H. Out of Home Care Apportionment			0.00%
I. Extraordinary Cost Pool for NPS/LCI and NSS Mental Health Services Apportionment			0.00%
J. Adjustment for NSS with Declining Enrollment			0.00%
K. Grand Total Apportionment, Taxes and Excess ERAF (Sum lines D through J)	0.00	0.00	0.00%
L. Mental Health Apportionment			0.00%
M. Federal IDEA Local Assistance Grants - Preschool			0.00%
N. Federal IDEA - Section 619 Preschool			0.00%
O. Other Federal Discretionary Grants			0.00%
P. Other Adjustments			0.00%
Q. Total SELPA Revenues (Sum lines K through P)	0.00	0.00	0.00%

Description	2019-20 Actual	2020-21 Budget	% Diff.
II. ALLOCATION TO SELPA MEMBERS			
Palmdale Elementary (DA00)			0.00%
Antelope Valley Union High (DA01)			0.00%
Eastside Union Elementary (DA02)			0.00%
Hughes-Elizabeth Lakes Union Elementary (DA03)			0.00%
Keppel Union Elementary (DA04)			0.00%
Lancaster Elementary (DA05)			0.00%
Westside Union Elementary (DA08)			0.00%
Wilsona Elementary (DA09)			0.00%
Gorman Joint (DA10)			0.00%
Acton-Agua Dulce Unified (DA11)			0.00%
Total Allocations (Sum all lines in Section II) (Amount must equal Line I.Q)	0.00	0.00	0.00%

Preparer Name: _____

Title: _____

Phone: _____

Current LEA:	19-64667-0000000 Lancaster Elementary	
Selected SELPA:	DA	(Enter a SELPA ID from the list below then save and close)

POTENTIAL SELPAS FOR THIS LEA ID	SELPA-TITLE	DATE APPROVED (from Form SEA)
DA	Antelope Valley	

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	(1,043.00)	0.00	(432,000.00)				
Other Sources/Uses Detail					0.00	1,000,000.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	1,000.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	43.00	0.00	432,000.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					1,000,000.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	1,043.00	(1,043.00)	432,000.00	(432,000.00)	1,000,000.00	1,000,000.00	0.00	0.00

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 13,500

District's ADA Standard Percentage Level: 1.0%

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2017-18)				
District Regular	13,366	13,366		
Charter School				
Total ADA	**13,366**	**13,366**	**0.0%**	**Met**
Second Prior Year (2018-19)				
District Regular		13,275		
Charter School	13,366			
Total ADA	**13,366**	**13,275**	**0.7%**	**Met**
First Prior Year (2019-20)				
District Regular		13,500		
Charter School	13,275	0		
Total ADA	**13,275**	**13,500**	**N/A**	**Met**
Budget Year (2020-21)				
District Regular	13,500			
Charter School	0			
Total ADA	**13,500**			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 13,500

District's Enrollment Standard Percentage Level: 1.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2017-18)				
District Regular	14,000	14,041		
Charter School				
Total Enrollment	**14,000**	**14,041**	**N/A**	**Met**
Second Prior Year (2018-19)				
District Regular	14,000	14,089		
Charter School				
Total Enrollment	**14,000**	**14,089**	**N/A**	**Met**
First Prior Year (2019-20)				
District Regular	14,075	14,330		
Charter School				
Total Enrollment	**14,075**	**14,330**	**N/A**	**Met**
Budget Year (2020-21)				
District Regular	14,330			
Charter School				
Total Enrollment	**14,330**			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2017-18)			
District Regular	13,229	14,041	
Charter School		0	
Total ADA/Enrollment	**13,229**	**14,041**	**94.2%**
Second Prior Year (2018-19)			
District Regular	13,275	14,089	
Charter School			
Total ADA/Enrollment	**13,275**	**14,089**	**94.2%**
First Prior Year (2019-20)			
District Regular	13,500	14,330	
Charter School	0		
Total ADA/Enrollment	**13,500**	**14,330**	**94.2%**
		Historical Average Ratio:	94.2%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			**94.7%**

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2020-21)				
District Regular	13,500	14,330		
Charter School	0			
Total ADA/Enrollment	**13,500**	**14,330**	**94.2%**	**Met**
1st Subsequent Year (2021-22)				
District Regular				
Charter School	13,500	14,330		
Total ADA/Enrollment	**13,500**	**14,330**	**94.2%**	**Met**
2nd Subsequent Year (2022-23)				
District Regular				
Charter School	13,500	14,330		
Total ADA/Enrollment	**13,500**	**14,330**	**94.2%**	**Met**

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)[1] and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA[1] and its economic recovery target payment, plus or minus one percent.

[1] Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.
LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

Projected LCFF Revenue

	Prior Year (2019-20)	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	13,499.75	13,499.75	13,499.75	13,499.75
b. Prior Year ADA (Funded)		13,499.75	13,499.75	13,499.75
c. Difference (Step 1a minus Step 1b)		0.00	0.00	0.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		0.00%	0.00%	0.00%
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding				
b1. COLA percentage				
b2. COLA amount (proxy for purposes of this criterion)		0.00	0.00	0.00
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		0.00%	0.00%	0.00%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)		0.00%	0.00%	0.00%
LCFF Revenue Standard (Step 3, plus/minus 1%):		**-1.00% to 1.00%**	**-1.00% to 1.00%**	**-1.00% to 1.00%**

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2019-20)	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	20,425,317.00	20,425,317.00	20,425,317.00	20,425,317.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2019-20)	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	152,550,385.00	141,125,936.00	140,830,451.00	140,831,442.00
District's Projected Change in LCFF Revenue:		-7.49%	-0.21%	0.00%
LCFF Revenue Standard:		**-1.00% to 1.00%**	**-1.00% to 1.00%**	**-1.00% to 1.00%**
Status:		Not Met	Not Met	Not Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

State reduction of 7.92% caused this element to be not met

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2017-18)	97,003,169.56	109,745,471.34	88.4%
Second Prior Year (2018-19)	102,870,618.78	118,805,459.92	86.6%
First Prior Year (2019-20)	110,257,879.00	126,706,008.00	87.0%
		Historical Average Ratio:	87.3%

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**84.3% to 90.3%**	**84.3% to 90.3%**	**84.3% to 90.3%**

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2020-21)	105,035,347.00	118,115,588.00	88.9%	Met
1st Subsequent Year (2021-22)	107,579,005.00	120,659,246.00	89.2%	Met
2nd Subsequent Year (2022-23)	110,578,345.00	123,658,586.00	89.4%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	0.00%	0.00%	0.00%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-10.00% to 10.00%**	**-10.00% to 10.00%**	**-10.00% to 10.00%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-5.00% to 5.00%	-5.00% to 5.00%	-5.00% to 5.00%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2019-20)	9,613,622.00		
Budget Year (2020-21)	10,570,212.00	9.95%	Yes
1st Subsequent Year (2021-22)	10,070,212.00	-4.73%	No
2nd Subsequent Year (2022-23)	10,070,212.00	0.00%	No

Explanation: (required if Yes): In 19-20 reduced revenue to equal expenditures. For 20-21 total allocations were used as well as some carryover from 19-20

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2019-20)	7,342,883.00		
Budget Year (2020-21)	5,007,531.00	-31.80%	Yes
1st Subsequent Year (2021-22)	5,007,771.00	0.00%	No
2nd Subsequent Year (2022-23)	5,007,771.00	0.00%	No

Explanation: (required if Yes): One time revenues in 19-20 that are not in 20-21

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2019-20)	9,854,493.00		
Budget Year (2020-21)	9,489,180.00	-3.71%	No
1st Subsequent Year (2021-22)	9,489,180.00	0.00%	No
2nd Subsequent Year (2022-23)	9,489,180.00	0.00%	No

Explanation: (required if Yes):

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)			
First Prior Year (2019-20)	9,350,733.00		
Budget Year (2020-21)	6,775,187.00	-27.54%	Yes
1st Subsequent Year (2021-22)	6,235,296.00	-7.97%	Yes
2nd Subsequent Year (2022-23)	6,035,296.00	-3.21%	No

Explanation: (required if Yes): Due to the decrease in revenues expenses had to be eliminated from budget

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2019-20)	17,010,158.00		
Budget Year (2020-21)	19,373,061.00	13.89%	Yes
1st Subsequent Year (2021-22)	18,906,061.00	-2.41%	No
2nd Subsequent Year (2022-23)	18,731,061.00	-0.93%	No

Explanation: (required if Yes)
Due to the decrease in revenues expenses had to be eliminated from budget

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2019-20)	26,810,998.00		
Budget Year (2020-21)	25,066,923.00	-6.51%	Met
1st Subsequent Year (2021-22)	24,567,163.00	-1.99%	Met
2nd Subsequent Year (2022-23)	24,567,163.00	0.00%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2019-20)	26,360,891.00		
Budget Year (2020-21)	26,148,248.00	-0.81%	Met
1st Subsequent Year (2021-22)	25,141,357.00	-3.85%	Met
2nd Subsequent Year (2022-23)	24,766,357.00	-1.49%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

1a. STANDARD MET - Projected total operating revenues have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation: Federal Revenue (linked from 6B if NOT met)

Explanation: Other State Revenue (linked from 6B if NOT met)

Explanation: Other Local Revenue (linked from 6B if NOT met)

1b. STANDARD MET - Projected total operating expenditures have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation: Books and Supplies (linked from 6B if NOT met)

Explanation: **Services and Other Exps** (linked from 6B if NOT met)

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

   b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223) — 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999)	168,870,321.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)				
c. Net Budgeted Expenditures and Other Financing Uses	168,870,321.00	5,066,109.63	5,066,114.00	Met

[1] Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- [ ] Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- [ ] Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- [ ] Other (explanation must be provided)

Explanation: (required if NOT met and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2017-18)	Second Prior Year (2018-19)	First Prior Year (2019-20)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	19,578,837.96	22,651,322.03	23,071,773.57
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	0.00
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	(0.46)
e. Available Reserves (Lines 1a through 1d)	19,578,837.96	22,651,322.03	23,071,773.11
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	152,498,032.09	170,314,617.97	176,033,339.00
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	152,498,032.09	170,314,617.97	176,033,339.00
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	12.8%	13.3%	13.1%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**4.3%**	**4.4%**	**4.4%**

[1]Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2]A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2017-18)	4,914,912.09	110,745,471.34	N/A	Met
Second Prior Year (2018-19)	2,932,642.59	123,506,459.92	N/A	Met
First Prior Year (2019-20)	157,146.00	127,706,008.00	N/A	Met
Budget Year (2020-21) (Information only)	(4,001,506.00)	119,115,588.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

9. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level [1]	District ADA		
1.7%	0	to	300
1.3%	301	to	1,000
1.0%	1,001	to	30,000
0.7%	30,001	to	400,000
0.3%	400,001	and	over

[1] Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4): 13,500

District's Fund Balance Standard Percentage Level: 1.0%

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance [2] (Form 01, Line F1e, Unrestricted Column) Original Budget	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2017-18)	12,397,834.00	14,980,461.05	N/A	Met
Second Prior Year (2018-19)	17,566,497.05	19,981,984.98	N/A	Met
First Prior Year (2019-20)	19,801,055.14	22,914,627.57	N/A	Met
Budget Year (2020-21) (Information only)	23,071,773.57			

[2] Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA		
5% or $71,000 (greater of)	0	to	300
4% or $71,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

[1] Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2] Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

[3] A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	13,500	13,450	13,450
District's Reserve Standard Percentage Level:	3%	3%	3%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? Yes
2. If you are the SELPA AU and are excluding special education pass-through funds:
   a. Enter the name(s) of the SELPA(s): _____

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	168,870,321.00	171,266,263.00	174,898,522.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	168,870,321.00	171,266,263.00	174,898,522.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	5,066,109.63	5,137,987.89	5,246,955.66
6. Reserve Standard - by Amount ($71,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7. **District's Reserve Standard (Greater of Line B5 or Line B6)**	**5,066,109.63**	**5,137,987.89**	**5,246,955.66**

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	19,070,267.57		
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	13,631,197.57	5,293,788.57
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	(0.46)	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	19,070,267.11	13,631,197.57	5,293,788.57
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	11.29%	7.96%	3.03%
District's Reserve Standard (Section 10B, Line 7):	**5,066,109.63**	**5,137,987.89**	**5,246,955.66**
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? — No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources? — No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues? — No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? — No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0% or -$20,000 to +$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the 1st and 2nd Subsequent Years. Click the appropriate button for Item 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. **Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**				
First Prior Year (2019-20)	(29,229,883.00)			
Budget Year (2020-21)	(27,648,567.00)	(1,581,316.00)	-5.4%	Met
1st Subsequent Year (2021-22)	(26,247,228.00)	(1,401,339.00)	-5.1%	Met
2nd Subsequent Year (2022-23)	(26,147,228.00)	(100,000.00)	-0.4%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2019-20)	0.00			
Budget Year (2020-21)	0.00	0.00	0.0%	Met
1st Subsequent Year (2021-22)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2022-23)	0.00	0.00	0.0%	Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2019-20)	1,000,000.00			
Budget Year (2020-21)	1,000,000.00	0.00	0.0%	Met
1st Subsequent Year (2021-22)	1,000,000.00	0.00	0.0%	Met
2nd Subsequent Year (2022-23)	1,000,000.00	0.00	0.0%	Met

1d. **Impact of Capital Projects**
Do you have any capital projects that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments? (If No, skip item 2 and Sections S6B and S6C) — Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2020
Capital Leases				
Certificates of Participation	18	General Fund and Mello Roos Taxes	School Facilities	7,345,000
General Obligation Bonds	17	Property Taxes	School Facilities and Technology	67,604,506
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences		General Fund	Vacation Pay Off Liability	746,258
Other Long-term Commitments (do not include OPEB):				
TOTAL:				75,695,764

Type of Commitment (continued)	Prior Year (2019-20) Annual Payment (P & I)	Budget Year (2020-21) Annual Payment (P & I)	1st Subsequent Year (2021-22) Annual Payment (P & I)	2nd Subsequent Year (2022-23) Annual Payment (P & I)
Capital Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	746,258	730,154	744,896	715,489
Other Long-term Commitments (continued):				
Total Annual Payments:	746,258	730,154	744,896	715,489
Has total annual payment increased over prior year (2019-20)?		**No**	**No**	**No**

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

Explanation:
(required if Yes to increase in total annual payments)

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5) — Yes

2. For the district's OPEB:
   a. Are they lifetime benefits? — No
   b. Do benefits continue past age 65? — No
   c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

Retirees are required to contribute any premiums higher than the cap of $14,504. Employees become eligible after 10 years of service to Lancaster School District

3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method? — Pay-as-you-go

   b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund	Governmental Fund
0	0

4. OPEB Liabilities

a. Total OPEB liability	32,093,613.00
b. OPEB plan(s) fiduciary net position (if applicable)	
c. Total/Net OPEB liability (Line 4a minus Line 4b)	32,093,613.00
d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	Jul 29, 2019

5. OPEB Contributions

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	4,027,845.00	4,027,845.00	4,027,845.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	1,420,000.00	1,420,000.00	1,420,000.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	2,034,743.00	2,320,756.00	2,584,948.00
d. Number of retirees receiving OPEB benefits	120	135	138

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

   No

2. Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	N/A
b. Unfunded liability for self-insurance programs	N/A

4. Self-Insurance Contributions

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
a. Required contribution (funding) for self-insurance programs			
b. Amount contributed (funded) for self-insurance programs			

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:
The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2019-20)	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of certificated (non-management) full-time-equivalent (FTE) positions	724.0	720.0	720.0	720.0

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations for the budget year will start in the 20-21 school year

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?
If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?
If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits: 793,521

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
7. Amount included for any tentative salary schedule increases	0	0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are costs of H&W benefit changes included in the budget and MYPs?	No	No	No
2. Total cost of H&W benefits	10,862,782	10,862,782	10,862,782
3. Percent of H&W cost paid by employer	83.0%	83.0%	83.0%
4. Percent projected change in H&W cost over prior year	12.0%	12.0%	12.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	1,284,640	1,310,332	1,336,539
3. Percent change in step & column over prior year	2.0%	2.0%	2.0%

Certificated (Non-management) Attrition (layoffs and retirements)

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are savings from attrition included in the budget and MYPs?	No	No	No
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2019-20)	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of classified (non-management) FTE positions	654.8	654.8	654.8	654.8

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations for the budget year will start in the 20-21 school year

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?
If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?
If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits 307,512

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
7. Amount included for any tentative salary schedule increases	0	0	0

Classified (Non-management) Health and Welfare (H&W) Benefits

		Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1.	Are costs of H&W benefit changes included in the budget and MYPs?	No	No	No
2.	Total cost of H&W benefits	6,190,822	6,190,822	6,190,822
3.	Percent of H&W cost paid by employer	83.0%	83.0%	83.0%
4.	Percent projected change in H&W cost over prior year	12.0%	12.0%	12.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget? No

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments

		Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1.	Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2.	Cost of step & column adjustments	472,080	481,522	491,152
3.	Percent change in step & column over prior year	2.0%	2.0%	2.0%

Classified (Non-management) Attrition (layoffs and retirements)

		Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1.	Are savings from attrition included in the budget and MYPs?	No	No	No
2.	Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2019-20)	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of management, supervisor, and confidential FTE positions	66.0	66.0	66.0	66.0

Management/Supervisor/Confidential Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? n/a

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
4. Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are costs of H&W benefit changes included in the budget and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Management/Supervisor/Confidential Step and Column Adjustments

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are step & column adjustments included in the budget and MYPs?			
2. Cost of step and column adjustments			
3. Percent change in step & column over prior year			

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are costs of other benefits included in the budget and MYPs?			
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?	Yes
2. Adoption date of the LCAP or an update to the LCAP.	Dec. 2020

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?	Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	No
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	No
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

Description	Object Codes	2020-21 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	139,771,961.00	-0.21%	139,476,476.00	0.00%	139,477,477.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	2,550,688.00	0.01%	2,550,928.00	0.00%	2,550,928.00
4. Other Local Revenues	8600-8799	440,000.00	0.00%	440,000.00	0.00%	440,000.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(27,648,567.00)	-5.07%	(26,247,228.00)	-0.38%	(26,147,228.00)
6. Total (Sum lines A1 thru A5c)		115,114,082.00	0.96%	116,220,176.00	0.09%	116,321,177.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				55,629,633.00		56,742,226.00
b. Step & Column Adjustment				1,112,593.00		1,134,845.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	55,629,633.00	2.00%	56,742,226.00	2.00%	57,877,071.00
2. Classified Salaries						
a. Base Salaries				16,594,514.00		16,926,404.00
b. Step & Column Adjustment				331,890.00		338,528.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	16,594,514.00	2.00%	16,926,404.00	2.00%	17,264,932.00
3. Employee Benefits	3000-3999	32,811,200.00	3.35%	33,910,375.00	4.50%	35,436,342.00
4. Books and Supplies	4000-4999	2,438,410.00	0.00%	2,438,410.00	0.00%	2,438,410.00
5. Services and Other Operating Expenditures	5000-5999	11,460,817.00	0.00%	11,460,817.00	0.00%	11,460,817.00
6. Capital Outlay	6000-6999	227,000.00	0.00%	227,000.00	0.00%	227,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	500.00	0.00%	500.00	0.00%	500.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(1,046,486.00)	0.00%	(1,046,486.00)	0.00%	(1,046,486.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,000,000.00	0.00%	1,000,000.00	0.00%	1,000,000.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		119,115,588.00	2.14%	121,659,246.00	2.47%	124,658,586.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(4,001,506.00)		(5,439,070.00)		(8,337,409.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		23,071,773.57		19,070,267.57		13,631,197.57
2. Ending Fund Balance (Sum lines C and D1)		19,070,267.57		13,631,197.57		5,293,788.57
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	19,070,267.57				
2. Unassigned/Unappropriated	9790	0.00		13,631,197.57		5,293,788.57
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		19,070,267.57		13,631,197.57		5,293,788.57

Description	Object Codes	2020-21 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	19,070,267.57		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		13,631,197.57		5,293,788.57
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		19,070,267.57		13,631,197.57		5,293,788.57

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2020-21 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	10,570,212.00	-4.73%	10,070,212.00	0.00%	10,070,212.00
3. Other State Revenues	8300-8599	2,456,843.00	0.00%	2,456,843.00	0.00%	2,456,843.00
4. Other Local Revenues	8600-8799	9,049,180.00	0.00%	9,049,180.00	0.00%	9,049,180.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	27,648,567.00	-5.07%	26,247,228.00	-0.50%	26,117,228.00
6. Total (Sum lines A1 thru A5c)		49,724,802.00	-3.82%	47,823,463.00	-0.27%	47,693,463.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				16,539,551.00		16,869,892.00
b. Step & Column Adjustment				330,341.00		336,948.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	16,539,551.00	2.00%	16,869,892.00	2.00%	17,206,840.00
2. Classified Salaries						
a. Base Salaries				8,627,706.00		8,800,260.00
b. Step & Column Adjustment				172,554.00		176,005.00
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	8,627,706.00	2.00%	8,800,260.00	2.00%	8,976,265.00
3. Employee Benefits	3000-3999	10,642,972.00	3.35%	10,999,252.00	4.50%	11,494,218.00
4. Books and Supplies	4000-4999	4,336,777.00	-12.45%	3,796,886.00	-5.27%	3,596,886.00
5. Services and Other Operating Expenditures	5000-5999	7,912,244.00	-5.90%	7,445,244.00	-2.35%	7,270,244.00
6. Capital Outlay	6000-6999	110,000.00	0.00%	110,000.00	0.00%	110,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,288,489.00	0.00%	1,288,489.00	0.00%	1,288,489.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	296,994.00	0.00%	296,994.00	0.00%	296,994.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		49,754,733.00	-0.30%	49,607,017.00	1.28%	50,239,936.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(29,931.00)		(1,783,554.00)		(2,546,473.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,421,538.52		4,391,607.52		2,608,053.52
2. Ending Fund Balance (Sum lines C and D1)		4,391,607.52		2,608,053.52		61,580.52
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	4,391,607.98		2,608,053.52		61,580.52
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(0.46)		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		4,391,607.52		2,608,053.52		61,580.52

Description	Object Codes	2020-21 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

Description	Object Codes	2020-21 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	139,771,961.00	-0.21%	139,476,476.00	0.00%	139,477,477.00
2. Federal Revenues	8100-8299	10,570,212.00	-4.73%	10,070,212.00	0.00%	10,070,212.00
3. Other State Revenues	8300-8599	5,007,531.00	0.00%	5,007,771.00	0.00%	5,007,771.00
4. Other Local Revenues	8600-8799	9,489,180.00	0.00%	9,489,180.00	0.00%	9,489,180.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	(30,000.00)
6. Total (Sum lines A1 thru A5c)		164,838,884.00	-0.48%	164,043,639.00	-0.02%	164,014,640.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				72,169,184.00		73,612,118.00
b. Step & Column Adjustment				1,442,934.00		1,471,793.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	72,169,184.00	2.00%	73,612,118.00	2.00%	75,083,911.00
2. Classified Salaries						
a. Base Salaries				25,222,220.00		25,726,664.00
b. Step & Column Adjustment				504,444.00		514,533.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	25,222,220.00	2.00%	25,726,664.00	2.00%	26,241,197.00
3. Employee Benefits	3000-3999	43,454,172.00	3.35%	44,909,627.00	4.50%	46,930,560.00
4. Books and Supplies	4000-4999	6,775,187.00	-7.97%	6,235,296.00	-3.21%	6,035,296.00
5. Services and Other Operating Expenditures	5000-5999	19,373,061.00	-2.41%	18,906,061.00	-0.93%	18,731,061.00
6. Capital Outlay	6000-6999	337,000.00	0.00%	337,000.00	0.00%	337,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,288,989.00	0.00%	1,288,989.00	0.00%	1,288,989.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(749,492.00)	0.00%	(749,492.00)	0.00%	(749,492.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,000,000.00	0.00%	1,000,000.00	0.00%	1,000,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		168,870,321.00	1.42%	171,266,263.00	2.12%	174,898,522.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(4,031,437.00)		(7,222,624.00)		(10,883,882.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		27,493,312.09		23,461,875.09		16,239,251.09
2. Ending Fund Balance (Sum lines C and D1)		23,461,875.09		16,239,251.09		5,355,369.09
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	4,391,607.98		2,608,053.52		61,580.52
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	19,070,267.57		0.00		0.00
2. Unassigned/Unappropriated	9790	(0.46)		13,631,197.57		5,293,788.57
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		23,461,875.09		16,239,251.09		5,355,369.09

Description	Object Codes	2020-21 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	19,070,267.57		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		13,631,197.57		5,293,788.57
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(0.46)		0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		19,070,267.11		13,631,197.57		5,293,788.57
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		11.29%		7.96%		3.03%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00				
2. District ADA						
Used to determine the reserve standard percentage level on line F3d						
(Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		13,499.75		13,449.75		13,449.75
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		168,870,321.00		171,266,263.00		174,898,522.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		168,870,321.00		171,266,263.00		174,898,522.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		5,066,109.63		5,137,987.89		5,246,955.66
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		5,066,109.63		5,137,987.89		5,246,955.66
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

CASH BORROWING RESOLUTION

2019-20:31

Temporary Transfers from the School Pools Fund Maintained by the Los Angeles County Treasurer

Lancaster School District

WHEREAS, sufficient cash is needed to pay obligations for current operating requirements lawfully incurred in the fiscal year, and;

WHEREAS, Article XVI, Section 6, of the California Constitution allows for borrowing from the School Pools Fund maintained by the Los Angeles County Treasurer (Treasurer), and;

WHEREAS, the following restrictions apply to this authorization:

1. Maximum amount of authorized borrowing: $ 10,000,000.00
2. For fiscal year: 2020-21
3. Shall not exceed 85 percent of the anticipated revenues accruing to the district.
4. Shall not be made prior to the first day of the fiscal year nor after the last Monday in April of the current fiscal year.
5. Shall be repaid from revenues accruing to the district before any other obligation of the district is met from such revenue.

NOW, THEREFORE, BE IT RESOLVED, that the Governing Board of the Lancaster School District hereby requests the Treasurer to make temporary transfers of funds.

Certification of the Clerk of the Governing Board

The agenda with this item for action was posted as required by law.

This resolution was adopted by the Governing Board on: June 16, 2020
Date

Signature: _____
Clerk of the Governing Board

Attachment No. 3
Info Bul. No. 5207
SFS-A75-2019-2020

RESOLUTION 2019-20:32
RESOLUTION OF THE BOARD OF TRUSTEES
OF THE LANCASTER SCHOOL DISTRICT
DETERMINING THE AMOUNT OF A SPECIAL TAX
FOR FISCAL YEAR 2020-21 WITHIN
COMMUNITY FACILITIES DISTRICT NO. 2004-1

WHEREAS, on May 18, 2004, the Board of Trustees of the Lancaster School District (the "School District") adopted a resolution entitled "Resolution of Formation of the Board of Trustees of the Lancaster School District Establishing Community Facilities District No. 2004-1 of the Lancaster School District, Authorizing the Levy of a Special Tax, the Incurrence of Bonded Indebtedness Not to Exceed $100,000,000 Within Proposed Community Facilities District No. 2004-1 and Calling an Election" (the "CFD Resolution"), which established Community Facilities District No. 2004-1 of the Lancaster School District (the "District") pursuant to the Mello-Roos Community Facilities Act of 1982, as amended, consisting of Sections 53311, et. seq., of the California Government Code (the "Act"), to finance the costs of the acquisition, purchase, modification, expansion, improvement, rehabilitation, leasing and/or construction of certain school facilities within the District including incidental expenses incurred in conjunction therewith; and

WHEREAS, the CFD Resolution also authorized the levy of a special tax on property lying within the District, authorized the issuance of bonds in an aggregate principal amount not to exceed $100,000,000 and called an election; and

WHEREAS, on May 27, 2004, an election (the "Election") was held within the District in which the eligible electors approved by more than two-thirds of the votes cast (the "Election Results") the propositions of levying a special tax on property within the District, incurring indebtedness in an amount not to exceed $100,000,000 and establishing an appropriations limit; and

WHEREAS, on June 1, 2004, the Board of Trustees certified the Election Results; and

WHEREAS, Pursuant to an ordinance adopted on June 1, 2004 (the "Ordinance") as authorized by Section 53340 of the Act, the Board of Trustees authorized the levy of a special tax within the District pursuant to the rate and method of apportionment of special taxes approved in the Election (the “Rate and Method”);

NOW THEREFORE, THE BOARD OF TRUSTEES OF THE LANCASTER SCHOOL DISTRICT, ACTING ON ITS OWN BEHALF AND AS THE LEGISLATIVE BODY OF THE DISTRICT, DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. Pursuant to the Ordinance and the Special Tax Formula set forth in the Rate and Method (the "**Special Tax Formula**"), the Board of Trustees, acting as legislative body of both the School District and the District, hereby determines the Annual Special Tax for Fiscal Year 2020-21 to be $0.4391 per square foot. The Annual Special Tax for Fiscal Year 2020-21, together with a list of all parcels subject thereto and the total amount of such tax to be levied on each parcel for fiscal year 2020-21 (the **"2020-21 Tax Schedule"**) is on file at the School District office.

Section 2. The Clerk of the Board of Trustees, or its designee, is hereby directed to file a certified copy of this Resolution, together with the 2020-21 Tax Schedule, with the Los Angeles County Auditor on or before August 10, 2020 and to post such documents on the District's or the School District's website in a timely manner.

Section 3. The members of the Board of Trustees and their authorized representatives are, and each of them acting alone is, hereby authorized to execute any and all documents and agreements and do and perform any and all acts and things, from time to time, consistent with this Resolution and necessary or appropriate to carry the same into effect and to carry out its purposes.

Section 4. All capitalized terms used herein and not otherwise defined shall have the meanings given such terms on the Special Tax Formula.

Section 5. This Resolution shall take effect immediately upon adoption hereof.

ADOPTED, SIGNED AND APPROVED, this ____ day of_____, 2020.

By:_____
President, Board of Trustees of Lancaster School District, acting as the legislative body of Community Facilities District No. 2004-1 of Lancaster School District

ATTEST:

_____
Clerk of the Board of Trustees

CHANGE ORDER REQUEST

Contractor: Enable Energy, Inc. CSLB #990593
Address: 1101 National Drive, Suite B
City/State/Zipcode: Sacramento, CA 95834

Change Order Request #: 002
Date: 5/27/2020
Purchase Order #: 200000000608

Contract: Energy Services Agreement

Contract Date: 6/5/2019

Owner Name: Lancaster School District
Address: 44711 Cedar Avenue
City/State/Zip code: Lancaster,CA 93534

Project Name: Lancaster BESS

Terms capitalized or used but not defined herein shall have the meanings given to them in the Contract referenced above by and between Owner (therein referred to as "Owner") and Enable Energy, Inc.(therein referred to as "Contractor"). This Change Order authorizes Contractor to perform the Change(s) to the Contract described below.

Schedule

Description	Additive	Deductive
Due to COVID19 related schedule delays Enable Energy is requesting schedule relief from the current Site Commercial Operation Deadline of May 30th 2020. The Enable Energy request is to extend the Site Commercial Operation Deadline date to July 31st 2020.This is based on the Enel X commissioning travel restrictions and the SCE- Southern California Edison service planning inspections and metering installation delays.	$ 0.00	$ 0.00

EXCAVATING SUBCONTRACTOR WORK

		Additive	Deductive
1	Subcontractor Labor total	$ -	$ -
2	Subcontractor Material Total	$ -	$ -
3	Subcontractor Equipment Total	$ -	$ -
4	Subtotal #1 (Lines 1,2,&3)	$ -	$ -
5	Subcontractor's overhead and Profit For Subtotal #1 (line4)	$ -	$ -
6	Subtotal #2 (Lines 4&5)	$ -	$ -

ELECTRICAL SUBCONTRACTOR WORK

		Additive	Deductive
7	Subcontractor Labor total	$ -	$ -
8	Subcontractor Material Total	$ -	$ -
9	Subcontractor Equipment Total	$ -	$ -
10	Subtotal #3 (Lines 7,8,&9)	$ -	$ -
11	Subcontractor's overhead and Profit For Subtotal #3 (line 10)	$ -	$ -
12	Subtotal #4 (Lines 10&11)	$ -	$ -

ENGINEERING SUBCONTRACTOR WORK

		Additive	Deductive
13	Subcontractor Labor total		$ -
14	Subcontractor Material Total	$ -	$ -
15	Subcontractor Equipment Total	$ -	$ -
16	Subtotal #5 (Lines 13,14&15)	$ -	$ -
17	Subcontractor's overhead and Profit For Subtotal #5 (Line 16)	$ -	$ -
18	Subtotal #6 (Lines 16 &17)	$ -	$ -

CONTRACTOR'S WORK

		Additive	Deductive
19	Contractors Labor Total	$ -	$ -
20	Contractors Material Total	$ -	$ -
21	Contractors Equipment Total	$ -	$ -
22	Subtotal #7 (Lines 19,20,21)	$ -	$ -
23	Contractor's overhead and Profit For Subtotal #7 (Line 22)	$ -	$ -
24	Contractors Overhead and Profit For Subtotal #2,4,6 (Line 6,12,18)		
25	Subtotal #8 (Lines 23,24&25)		

26	Sum of Subtotals #2,4,6,8)	

27	Contractor's Bond	
28	Net Total For C.O.R.	

Contract Summary

Original Contract Price:	$2,492,222.20
Net Change by Previous Change Orders:	$36,926.23
Contract Price Prior to this Change Order:	$2,529,148.43
Amount for this Change Order:	$0.00
The new Contract Price Including this Change Order will be:	$2,529,148.43

Signatures

PLEASE NOTE: THE ORIGINAL COPY OF THIS CHANGE ORDER MUST BE SIGNED AND RETURNED TO THIS OFFICE PRIOR TO COMMENCEMENT OF WORK. ALL CHANGE ORDERS MUST BE PAID IN FULL PRIOR TO SCHEDULED SYSTEM TURN OVER.

Lancaster School District	**Enable Energy, Inc. CSLB #990593**
Signature	Signature: Erik Sowa Digitally signed by Erik Sowa Date: 2020.05.29 17:44:36 -07'00'
Printed	Printed
Title	Title
Date	Date

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Lancaster Elementary	Dr. Jordan Goines Director of Special Programs	goinesj@lancsd.org 661-948-4661	6/16/2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

On March 13, 2020, Lancaster School District was met with the challenge of closing schools due to the COVID 19 health pandemic. After making the decision to close schools, Lancaster schools began the process of changing program offerings in order for students to continue learning, while remaining in compliance with the Safer at Home order. Lancaster administration began to work along-side the Teachers Association of Lancaster (TAL) to provide offerings to students throughout the district. A team of Lancaster School District teachers were identified by TAL and were responsible for creating online remote learning plans for core content areas. Additionally, in order to ensure equitable access to quality learning materials for all students, teachers created learning packets which were mailed to all students the first 3 weeks of school closures. Since that time, we provided more than 5000 chromebooks and 2500 hotspots for students to access online resources, lessons and support at home and we continued to mail packets to all TK-2 students and on request to student in grades 3-8. All lessons and learning materials, online and packets, were standards-based and grade level aligned. Teachers and bilingual para educators were also responsible for supporting English language learners with designated work pertaining to English language development. We provided students in our special education program with differentiated work that included regular communication with their case managers and service providers in order to meet the requirements of their Individualized Education Program. In order to meet social emotional needs of our low income, foster and homeless students, the district counselors worked to create and provide SEL lessons to both students and families. Counselors also provided access to social services for families and counseling support.

Board policy changes were enacted that provided for access to distance learning, the ability for teachers to work from home (in order to maintain the fidelity of the Safer at Home order), and modified grading policies for students during this period allowing third quarter grades to be frozen. The grading policy provided additional clarity and went on to state that grades could reflect increases based on work completed during the school closures, however, grades could not be lowered.

Lancaster School District prioritized regular communication with families through teachers, various written forms such as letters to the community, the "Standing Strong" Newsletter, through radio appearances on AM1470 and FM 96.9, and finally by increasing our social media presence on Facebook, and via our "Standing Strong" website, along with updates on our district website. District sites continued to meet with school site councils and English language advisory councils via web-based tools such as Google Hangout, and Zoom.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

Support to our EL population was addressed in multiple ways. Through increased access to our district wide bilingual para educators, students were provided opportunities to review and practice English language development. We also provided English language

development work through our remote learning website and work packets that included ELD assignments. The grade specific work, based on the English Language Development Standards, was modified by our teachers and bilingual paras.

Based on input from families and staff, we identified two primary barriers facing our low income, foster, and homeless populations. One challenge was access to tutoring assistance for students/families. Through a partnership developed with UCLA's Pritzker Center, we were able to work with UCLA students to provide families help in assisting their child(ren) in their coursework. The other barrier experienced by these populations is lack of social emotional support. In order to address this, Lancaster counselors provided students and families with access to social emotional learning lessons based from our district adopted SEL programs, Second Step and Kelso's Choice. To further assist foster students, our counselors provided targeted, individualized support for each student. Targeted assistance for students experiencing homelessness was provided by our family ambassadors. Family ambassadors and counselors also served an important role by reaching out to families, as appropriate, to assist in securing additional resources i.e. food, clothing, and shelter.

Foster, homeless and low income students sometimes lack supplies in the home, therefore primary teachers identified that need early on. We were able to provide our primary students with needed supplies such as crayons, glue sticks, pencils, erasers, sharpeners, scissors and paper. These items were compiled and placed in an envelope and mailed out to over three thousand students in our community based on parent requests. In addition, supplies for upper grade students were also identified, purchased and delivered to each site in support of their remote learning needs.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

In order to initially bring about a distance learning environment in Lancaster, we initiated a collaborative effort with more than 100 teachers across 10 grade levels in order to create consistent, rigorous, and engaging weekly learning activities that could be accessed both digitally and in print. For students with digital resources, access to a plethora of enrichment resources was encouraged and shared. Students without technology were given rigorous learning activities based on grade level standards, and were provided multiple ways to share their learning and progress with their teacher. Google Classroom was used as the core platform to deliver instruction, and provide feedback. In order to address student privacy concerns, the LEA opted for teachers to make phone calls and individually guide students through the learning process. Upon learning that there was a true need for our teachers to be in front of students on a more regular basis, we began the process of adopting Webex. Teachers communicated with their students, and site administration contacted families when students were not being responsive.

The Innovation and Technology department surveyed parents to inquire about their technology needs and provided that information to all schools. They then provided students and teachers with technology and wifi access as requested, ensured teacher and student access to new resources and platforms, and secured free accounts for the duration of the school year. The district went about distributing technology based on schedules provided by the school sites to the public. We were able to secure extra licenses from various programs such as iReady, Nearpod, and Renzulli Learning. Training was provided to teachers and staff on an ongoing basis and support for technology was provided via the districts IT department and site techs. Lancaster requested additional technology support for TK- 2 students from the California Department of Education.

Lancaster sought feedback from the community and staff as to the success of the online program provided. To date, we have had a good response and continue to get survey responses back that will inform decisions on distance learning. Thus far, the survey findings indicate that over 49% of our families state that they would want to continue with some sort of distance or hybrid learning environment moving forward.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

Lancaster began servicing our students and families by serving both breakfast and lunch within the first week of closures. We served meals at 12 sites, every day of the week. Meals are prepared in accordance with state mandated social distancing measures in

place. Cafeteria workers are required to wear masks and gloves at all times. In order to facilitate an efficient Grab-N-Go meal and pick up routine, families have been asked to drive through our school site parking lots in a designated fashion predetermined by staff. Meals are served to each family who drives through, allowing for walk ups when necessary. Any family that comes seeking meals, we ask that they wear masks for the safety of our employees, the students who accompany them, and our families. The districts supervision aides place prepared meals either on a tray or cart brought up to the edge of the car door and meals are taken by a family member, limiting any contact with the public.

In order to safely complete this food distribution program, staff was trained by the district office in appropriate social distancing procedures, as well as how specifically to hand food out to families as they went through the food service line. All food preparation and support staff serving the meals are provided with personal protective equipment and are required to wear it at all times.

The LEA utilized sites that were located in our most impacted communities. This allowed for our most vulnerable families who were low income, and lacking transportation, to access and pick up food for their students. During the process we took on the spot feedback from families regarding food distribution procedures, and employed much of the feedback into our practices.

We communicated with families via phone calls alerting families to the presence of food at local schools. Facebook, the district weekly newsletter, through text, and through digital and print fliers, as well as through radio spots.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

Daycare options:

Understanding that the Lancaster School District population of students has many families whose work called them out of the home during this period, we found it necessary to assist families in providing options for day care. Upon coming back from Spring break, district staff identified every child care provider in the area and worked through multiple departments to individually contact each provider and identify which providers were actively taking children and planned to offer continuous service to families. The teams identified the details from each provider and compiled a master list that was communicated to parents targeting care for families of first responders, as well as, any parent in need of child care.

Child care process:

During this time, families who called our office inquiring about childcare were provided with the abovementioned list providing families with the relevant resources to secure the help needed to watch their children during the day.

LANCASTER SCHOOL DISTRICT

Written Report to the Community required by EXECUTIVE Order N-56-20

Executive Summary for Board Information June 16, 2020

Executive Order N-56-20, issued by Governor Newsom on April 22, 2020, empowers schools to focus on responding to COVID-19 and to provide transparency to their communities. The order requires LEAs to develop a written report to the community that explains how the Local Educational Agency (LEA) responded to school closures beginning in March 2020.

> The Order extends from July 1, 2020 to December 15, 2020, the deadline for a school district governing board *(or governing body of a charter school)* to adopt the Local Control and Accountability Plan (LCAP) and the budget overview for parents. The Order also requires the governing board of the LEA to adopt, during the same meeting at which the governing board adopts the annual budget, due July 1, 2020, a written report to the community that explains the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of such closures on students and families. The Report must detail how the LEA is meeting the needs of unduplicated pupils during the period of school closures and the steps taken by the LEA to support the following: delivery of high-quality distance learning opportunities; providing school meals in non-congregate settings; and arranging for supervision of students during ordinary school hours. The content to be included in the report aligns with the prior Executive Order N-26-20 which outlined the conditions under which California public local education agencies retained state funding in the event of physical school closure.

School districts are required to submit the written report in conjunction with submission of the adopted annual budget to the county office of education. *(Charter schools submit the written report adopted pursuant to its authorizer.)*

School districts and charter schools must post a copy of the written report on the homepage of their internet website.

Date of Board Approval _____

Provisional Internship Permit

2020/2021 School Year

Name	Subject	Site
Aragundi, Gabriela	Multiple Subject	To Be Determined
Attig, Abigail	Multiple Subject	JO
Edwards, Katie	Multiple Subject	LV
Flynn, Rebecca	Multiple Subject	To Be Determined
Hultquist, Stephanie	Physical Education	To Be Determined
Jackson, Raven	Language Arts	PI
Jaime, Cynthia	Special Education Mild/Moderate	To Be Determined
Stuen, Dayna	Multiple Subject	To Be Determined
Wienke, Amanda	Multiple Subject	JO

Lancaster School District

Regular Meeting of the Board of Trustees (Virtual)

June 02, 2020, 5:00 PM

44711 N. Cedar Avenue
Lancaster, CA 93534

Closed Session - 5:00 p.m./Open (Public) Session - 6:00 p.m.

(VIRTUAL) MEETING - ONLINE ONLY DUE TO COVID-19 SHELTER IN PLACE ORDER VIA WEBEX. To join the meeting, click on the Virtual Board Meeting Information link for instructions on how to join by computer/tablet or telephone.

The mission of the Lancaster School District is to provide a relevant, high quality education within an inclusive and culturally respectful environment, preparing all students for personal and professional success.

Attendance Taken at 5:11 PM:

Present:
Mr. Keith Giles
Mrs. Diane Grooms
Mr. Gregory Tepe

Absent:
Ms. Sandra Price
Mr. Duane Winn

Updated Attendance:
Ms. Sandra Price was updated to present at: 5:16 PM
Mr. Duane Winn was updated to present at: 5:22 PM

1. VIRTUAL MEETING ACCESS

The Lancaster School District is committed to public input and participation in school board meetings in a manner that is consistent with guidance provided by our county public health officials. Given the current shelter in place order in Los Angeles County, we are making available remote, online participation in order to promote the safety and health of our community. We will not have in-person public participation during this period due to the health and safety risks posed. The public can join the WebEx meeting from a computer, mobile device, or tablet or call in by telephone. The WebEx meeting information is provided on the district's website for every board meeting agenda, as long as needed during the COVID-19 pandemic. Join the Meeting or by telephone: +1-408-418-9388 Access Code: 961 606 832 (press #, then # again)Visit our Virtual Board Meeting site for further instructions on how to participate in this meeting by clicking here.

2. CALL TO ORDER BY PRESIDING OFFICER

Minutes:
The June 2, 2020, meeting of the Board of Trustees of the Lancaster School District was called to order at 5:11 p.m. by the presiding officer, Diane Grooms, President.

3. ROLL CALL

Minutes:
Roll call was taken by Superintendent Bowers.

Members Present:
Diane V. Grooms, President
Duane Winn, Vice-President (arrived 5:22 p.m)
Sandy Price, Clerk (arrived 5:16 p.m)
Greg Tepe, Member
Keith Giles, Member

Administrators Present:
Dr. Michele Bowers, Superintendent, Secretary to the Board
Lexy Conte, Deputy Superintendent, Human Resources Services
Dr. Larry Freise, Assistant Superintendent, Business Services
Bart Hoffman, Assistant Superintendent, Educational Services
Rebecca Cooksey, Assistant Superintendent, Innovation and Technology Services

Also present were: Jerri Munney, Executive Secretary to the Superintendent; members of the leadership team; TAL President Gina Whipple; parents; and interested members of the community.

4. AGENDA APPROVAL

4.a. Approval of the Agenda of Tuesday, June 2, 2020, and Permit Reading the Title Only of Proposed Agenda Items in Lieu of Reciting the Entire Text (v)

Motion Passed: It is recommended that the Board of Trustees approve the agenda of Tuesday, June 2, 2020, and permit reading the title only of proposed agenda items in lieu of reciting the entire text. Passed with a motion by Mr. Keith Giles and a second by Mr. Gregory Tepe.

Yes	Mr. Keith Giles
Yes	Mrs. Diane Grooms
Absent	Ms. Sandra Price
Yes	Mr. Gregory Tepe
Absent	Mr. Duane Winn

5. INFORMATIONAL ITEMS

5.a. Enrollment Report
Rebecca Cooksey, Assistant Superintendent, Innovation and Technology

Minutes:
Rebecca Cooksey reported that TK-8 enrollment is 14,469, with 1070 ECE students, for a total of 15,539. This is the same as the last report (although a gain of 6 ECE students) and a gain of 235 from the same month last year.

5.b. Board Calendar 2020-21

5.c. Meal Service June 5 - June 30

Minutes:
The meal distribution service has been very successful and is being extended from June 30

until July 2 with a modified schedule of Monday-Thursdays with Friday meals provided on Thursday. The time has changed and two locations eliminated. The new schedule will be begin on July 8. Some of the other districts are not continuing the services through the summer.

5.d. Other

Minutes:
We will have a Safe School 2020-2021 Reopening Planning Study Session at the beginning of the next meeting. If a closed session is necessary, we will have it at the end.

6. PUBLIC INPUT ON CLOSED SESSION AGENDA ITEMS

Requests to address the Board on Closed Session items

Minutes:
There was no public input on closed session agenda items.

7. CLOSED SESSION ITEMS

7.a. Personnel Matters - with respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957

7.a.1. Public Employee Discipline/Dismissal/Release/Reassignment/Non-reelect

7.b. Employer / Employee Relations - with respect to every item of business to be discussed in closed session pursuant to Government code section 54957.6

Conference with Labor Negotiator, Mr. Lexy Conte, regarding:
1. Certificated Bargaining Unit
2. Classified Bargaining Unit
3. Unrepresented Groups

7.c. Pupil Personnel - with regard to every item of business to be discussed in closed session pursuant to Education Code Section 35146

7.d. Legal Issues - with respect to every item of business to be discussed in closed session pursuant to Government Code Section 54956.9

7.d.1. Settlement Agreement - Student #71028994

7.e. Facilities

8. RECESS TO CLOSED SESSION BY PRESIDING OFFICER

Minutes:
The Board of Trustees recessed to closed session at 5:22 p.m.

9. RECONVENE TO OPEN SESSION

9.a. Report of any action taken in closed session pursuant to Government Code Section 54957.1

Minutes:
The Board of Trustees reconvened to open session at 6:03 p.m. and reported that no action was taken in closed session.

10. PLEDGE OF ALLEGIANCE

10.a. Led by Greg Tepe

11. RECOGNITION

11.a. Essay Contest Winner - Nykia Whitfield

Minutes:
Lexy Conte explained that the essay contest was established in memory of long-time teacher, Lynn Schettig. The annual "Inspirational Teacher" contest is held for all Lancaster School District 8th graders, with a winner chosen from each school and a district winner who will receive a $300 award from the Lancaster Education Foundation with funds donated in Lynn's memory.

This year, the District winner was Nykia Whitfield from The Leadership Academy. Nykia read her essay about her 6th grade teacher at Piute, Jorge Lopez, and Mr. Lopez's impact on her education and life.

11.b. Above and Beyond Awards

Minutes:
Dr. Bowers presented Above and Beyond Awards to: Charles Coleman, Principal (Jack Northrop), for the extra effort to guide and lead his students; Lisa Pitko, Tech Support and Assessment Specialist (ITS), for sewing 80 masks for our community partners; and Heather Fritz, Teacher (Sunnydale), for using her computer literacy talents to support other teachers with distance learning. She also recognized 106 staff members for their work on remote learning.

11.c. Golden Apple Awards

Minutes:
The site recipients of this year's Golden Apple Awards were recognized. The Golden Apple Award is given to individuals who have shown exceptional service and support to their schools. This year's winners were as follows: Kevin Murphy - Amargosa Creek, Jennifer Early - Desert View, Nancy Higuera - Discovery, Angelina Smith - El Dorado, Amanda Lifonzo - Endeavour, Hector Chavez - Fulton and Alsbury, Monique Bell - Jack Northrop, Darryl Shim - Joshua, Deysi Loeza - Lincoln, Karen Spain - Linda Verde, *Cynthia Vazquez - Mariposa, William Green - Miller, Leann Yi-Ortiz - Monte Vista, Kimi Milliron - Nancy Cory, Lucia Reyes - New Vista, Rosalba Davalos - Piute, Jerry Ciriza - Sierra, Stephanie Brown - Sunnydale, and Patty Wick - West Wind. The District winner out of this field of amazing and dedicated candidates was Cynthia Vazquez from Mariposa. Principal Mike Choate spoke glowingly about Cynthia's work at Mariposa.

11.d. Employee Recognition

Minutes:
Lexy Conte celebrated District employees and honored the retirees. Two presentations were shared electronically with district staff.

12. PRESENTATIONS-REQUESTS-PROPOSALS-REPORTS

12.a. English Language Development Program Update

Minutes:
Nayeli Chacon, Coordinator of English Language Learners, highlighted the English Language Development Program. She reviewed the total EL students over time and accomplishments of the year by students, staff, and community. She noted that although great strides have been made, there is still much work to do. She explained the English Learner Progress Indicator. The goal is to implement the California English Language Learners' Roadmap strategically over a three year period. The roll out plan and next steps were outlined.

13. ADDRESSING THE BOARD

Board members will be utilizing electronic devices during the meeting to access the online agenda and to participate in the meeting virtually. An electronic device may be used to record this meeting. Individuals who wish to address the Board may complete a DIGITAL SPEAKER CARD or phone in a comment weekdays between the hours of 8:00 a.m. and 4:00 p.m. at 661-948-4661 (please request a public comment transcription). These requests will close at 5:00 p.m. on the day of the Board Meeting. Call-in comments will be read into the minutes by the superintendent.During the time for public comment your name will be announced and your call will be unmuted. The Board President shall recognize individuals who wish to speak. Individuals wishing to present testimony to the Board concerning specific items on the agenda may do so once that item has been moved, seconded, and is on the floor for discussion. Please use the "RAISE YOUR HAND" digital tool to be recognized. Time limits of three minutes per person and twenty minutes per item shall be allowed. (Board Bylaws 9322). Board members may ask questions for clarification purposes, however, no action may be taken and no discussion may take place on an item not on the posted agenda. (Brown Act)

Al dirigirse a la Mesa
DirectivaLos miembros de la Mesa Directiva estar n utilizando dispositivos electr nicos durante la reuni n para tener acceso a la agenda electr nica y as poder participar de la reuni n en forma virtual. Reservamos el derecho de usar un dispositivo electr nico para grabar esta reuni n.Las personas que deseen dirigirse a la Directiva pueden llenar una TARJETA DIGITAL PARA PERSONAS QUE PIDEN TIEMPO PARA HABLAR o llamar con su comentario los d as entre semana durante horas h biles, de 8:00 a.m. a 4:00 p.m., al tel fono 661-948-4661 (por favor pida una forma de transcripci n para comentario p blico). Estas peticiones se dejar n de recibir a las 5:00 p.m. el d a en que se re ne la Mesa Directiva. Los comentarios de las personas que llamen se incluir n en las minutas que lea la Superintendente.Durante el tiempo para comentarios del p blico, su nombre ser anunciado y su llamada tendr volumen. El Presidente de la Directiva har conocimiento de las personas que desean hablar. Las personas que deseen presentar su testimonio ante la Directiva con respecto a un tema espec fico en la agenda, lo podr n hacer despu s de que dicho tema haya sido mocionado, secundado, y est disponible para su discusi n. Por favor use la forma digital que dice "RAISE YOUR HAND" (LEVANTE SU MANO), para que as se le otorgue la palabra. Solamente se permitir n tres minutos por persona y 20 por tema (Seg n los Estatutos de la Directiva 9322). Los miembros de la Directiva pueden hacer preguntas para mayor clarificaci n; sin embargo, ninguna acci n o discusi n tendr lugar acerca de un tema que no est incluido en la agenda (seg n la Ley Brown).

13.a. Comments from PTA/CSEA/TAL

Minutes:
There were no comments from PTA or CSEA.

Gina Whipple, TAL President, thanked the remote learning team and read each name aloud.

13.b. Comments from the Audience

Minutes:
There were no comments from the audience.

14. INDIVIDUAL ACTION ITEMS - BUSINESS

14.a. Approval of Work Order Proposal from Earth Systems Pacific for Joshua Phase III Modernization and Seismic Mitigation Program Project (v)

Motion Passed: It is recommended that the Board of Trustees approve the work order proposal from Earth Systems Pacific to provide compaction testing, materials testing and inspections, and laboratory conformance testing on the Joshua Phase III Modernization and SMP project on a time and materials basis per the 2020 fee schedule, as requested, at a cost not to exceed $180,000.00. Funding is provided by Fund 21.0. Passed with a motion by Mr. Keith Giles and a second by Ms. Sandra Price.

Yes Mr. Keith Giles
Yes Mrs. Diane Grooms
Yes Ms. Sandra Price
Yes Mr. Gregory Tepe
Yes Mr. Duane Winn

14.b. Adoption of Resolution Number 2019-20:27 Approving Assignment of Delinquent Tax Receivables to the California Statewide Delinquent Tax Finance Authority for Fiscal Years Ending June 30, 2020, 2021, and 2022, and Authorizing Execution and Delivery of Related Documents and Actions (v)

Motion Passed: It is recommended that the Board of Trustees adopt Resolution Number 2019-20:27 - Approving Assignment of Delinquent Tax Receivables to the California Statewide Delinquent Tax Finance Authority for Fiscal Years Ending June 30, 2020, 2021, and 2022, and Authorizing Execution and Delivery of Related Documents and Actions. Passed with a motion by Mr. Duane Winn and a second by Mr. Gregory Tepe.
Yes Mr. Keith Giles
Yes Mrs. Diane Grooms
Yes Ms. Sandra Price
Yes Mr. Gregory Tepe
Yes Mr. Duane Winn

Motion Passed: It is recommended that the Board of Trustees adopt Resolution Number 2019-20:27 - Approving Assignment of Delinquent Tax Receivables to the California Statewide Delinquent Tax Finance Authority for Fiscal Years Ending June 30, 2020, 2021, and 2022, and Authorizing Execution and Delivery of Related Documents and Actions. Passed with a motion by Mr. Duane Winn and a second by Mr. Gregory Tepe.
Yes Mr. Keith Giles
Yes Mrs. Diane Grooms
Yes Ms. Sandra Price
Yes Mr. Gregory Tepe
Yes Mr. Duane Winn

14.c. Adoption of Resolution 2019-20:28 - Temporary Inter-Fund Cash Borrowing (v)

Motion Passed: It is recommended that the Board of Trustees adopt Resolution 2019-20:28 - Temporary Inter-Fund Cash Borrowing for the fiscal year 2020-21 with a maximum amount of $10,000,000.00. Passed with a motion by Mr. Gregory Tepe and a second by Mr. Keith Giles.
Yes Mr. Keith Giles
Yes Mrs. Diane Grooms
Yes Ms. Sandra Price
Yes Mr. Gregory Tepe
Yes Mr. Duane Winn

14.d. Approval of Resolution No.2019-20:29, Authorizing Borrowing of Funds for Fiscal Year 2020-21 and Issuance and Sale of One or More Series of 2020-21 Tax and Revenue Anticipation Notes therefore and Participation in the California School Cash Reserve Program and Requesting the Board of Supervisors of the County to Issue and Sell Said Series of Notes (v)

Motion Passed: It is recommended that the Board of Trustees adopt Resolution No. 2019-20:29, Authorizing Borrowing of Funds for Fiscal Year 2020-21 and the Issuance and Sale of One or More Series of 2020-21 Tax and Revenue Anticipation Notes Therefore and Participation in the California School Cash Reserve Program and Requesting the Board of Supervisors of the County to Issue and Sell Said Series of Notes. Passed with a motion by Ms. Sandra Price and a second by Mr. Duane Winn.

Yes Mr. Keith Giles
Yes Mrs. Diane Grooms
Yes Ms. Sandra Price
Yes Mr. Gregory Tepe
Yes Mr. Duane Winn

***Attachment was reloaded after posting due to error in the number of the resolution on the attachment.*

15. INDIVIDUAL ACTION ITEMS - HUMAN RESOURCES

15.a. Approval of Variable Term Waiver for 2020 - 2021 School Year (v)

Motion Passed: It is recommended that the Board of Trustees approve a Variable Term Waiver for the 2020 - 2021 school year for the following teachers, subjects, and sites:

Name	Subject	Site
Alnemour, Naeem	Multiple Subject	SI
Bowers, Sahara	Multiple Subject	JN
Escobar, Claudia	Multiple Subject	DI
Fallon, Catherine	BCLAD	LV
Freistadt, Tammra	Multiple Subject	MA
Hamburger, Kevin	Multiple Subject	LI
Harris, Peter	Multiple Subject	TLA
Johnson, Amy	Multiple Subject	NVMS
Michaels, Lea	Physical Education	PI
Ortega Rattay, Erica	Multiple Subject	MI
Price, John	Special Education Mild/Moderate	PI
Tyler, Jesse	Mathematics	PI
Walker, Deanna	Multiple Subject	MV
Warmington, Brigitte	Special Education Mild/Moderate	SU
Wills, Leslie	Multiple Subject	NVMS

Passed with a motion by Mr. Keith Giles and a second by Ms. Sandra Price.

Yes Mr. Keith Giles
Yes Mrs. Diane Grooms
Yes Ms. Sandra Price
Yes Mr. Gregory Tepe
Yes Mr. Duane Winn

16. CONSENT AGENDA ITEMS - SUPERINTENDENT, ITEMS 16a - 16f (v)

Motion Passed: It is recommended that the Board of Trustees approve all items under Consent Agenda Items - Superintendent, Items 16a - 16f. Passed with a motion by Ms. Sandra Price and a second by Mr. Gregory Tepe.

Yes Mr. Keith Giles
Yes Mrs. Diane Grooms
Yes Ms. Sandra Price
Yes Mr. Gregory Tepe
Yes Mr. Duane Winn

Items listed under the Consent Calendar of Superintendent are consistent with adopted policies and approved practices of the District and deemed routine and customary in nature. Board Members may request that any item be withdrawn from the

Consent Calendar and considered separately. The item will be removed from the motion to approve and discussed immediately following action on the Consent Calendar.

16.a. Approval of Minutes of Regular Board Meeting of May 19, 2020

16.b. Adoption of Update to Board Policy 3600 Consultants

16.c. Adoption of Addition of Board Policy 4113.5 4213.5 4313.5 Working Remotely

16.d. Adoption of Addition of Board Policy 6157 Distance Learning

16.e. Approval of Update to Board Exhibit 4112.9 4212.9 4319.2 Employee Notifications

16.f. Approval of Acceptance of Grant - Lockheed Martin $15,000.00

17. CONSENT AGENDA ITEMS - BUSINESS, ITEMS 17a - 17g (v)

Motion Passed: It is recommended that the Board of Trustees approve all items under Consent Agenda Items - Business, Items 17a - 17g. Passed with a motion by Mr. Duane Winn and a second by Mr. Keith Giles.

Yes Mr. Keith Giles
Yes Mrs. Diane Grooms
Yes Ms. Sandra Price
Yes Mr. Gregory Tepe
Yes Mr. Duane Winn

Items listed under the Consent Calendar of Business are consistent with adopted policies and approved practices of the District and deemed routine and customary in nature. Board Members may request that any item be withdrawn from the Consent Calendar and considered separately. The item will be removed from the motion to approve and discussed immediately following action on the Consent Calendar.

17.a. Approval of Purchase Order Report No. 20 for the 2019-20 School Year

17.b. Approval of Budget Transfers and Adjustments

17.c. Approval of Notice of Completion for the District Office Concrete Replacement, ADA Ramp and Driveway Project by Bob Miller Masonry

17.d. Approval of Notice of Completion for Fulton & Alsbury Academy Cafeteria Re-Roof by Western Pacific Roofing

17.e. Approval of Notice of Completion for El Dorado Primary Playground Preparation by Bob Miller Masonry

17.f. Approval of Contract Proposal from CS & Associates, Inc. for Labor Compliance Services on the Joshua Elementary School Phase III Modernization and Seismic Upgrade Project

17.g. Approval of Authorization of Destruction of Class 3 Records for Lincoln Elementary School

18. CONSENT AGENDA ITEMS - EDUCATIONAL SERVICES, ITEMS 18a - 18i (v)

Motion Passed: It is recommended that the Board of Trustees approve all items under Consent Agenda Items - Educational Services, Items 18a - 18i. Passed with a motion by Mr. Gregory Tepe and a second by Ms. Sandra Price.

Yes Mr. Keith Giles

Yes Mrs. Diane Grooms
Yes Ms. Sandra Price
Yes Mr. Gregory Tepe
Yes Mr. Duane Winn

Items listed under the Consent Calendar of Educational Services are consistent with adopted policies and approved practices of the District and deemed routine and customary in nature. Board Members may request that any item be withdrawn from the Consent Calendar and considered separately. The item will be removed from the motion to approve and discussed immediately following action on the Consent Calendar.

18.a. Approval of Operational Agreement with the Los Angeles County Department of Children Family Services

18.b. Approval of Renewed Memorandum of Understanding with the National Center for Youth Law

18.c. Approval of Renewal Agreement with Davis Demographics

18.d. Approval of Agreement with The Flippen Group Part B

18.e. Approval of Service Agreement with AVID Center for AVID Excel

18.f. Approval of Agreement, Memorandum of Understanding and Legal Assurances for the Migrant Education Program

18.g. Approval of the School Plan for Lancaster Alternative and Virtual Academies for School Year 2019-2020

18.h. Approval of Final Settlement Agreement for Student #71028994

18.i. Approval of School Plans for School Year 2020-2021

19. CONSENT AGENDA ITEMS - HUMAN RESOURCES SERVICES, ITEMS 19a - 19c (v)

Motion Passed: It is recommended that the Board of Trustees approve all items under Consent Agenda Items - Human Resources, Items 19a - 19c. Passed with a motion by Mr. Gregory Tepe and a second by Ms. Sandra Price.
Yes Mr. Keith Giles
Yes Mrs. Diane Grooms
Yes Ms. Sandra Price
Yes Mr. Gregory Tepe
Yes Mr. Duane Winn

Items listed under the Consent Calendar of Human Resources are consistent with adopted policies and approved practices of the District and deemed routine and customary in nature. Board Members may request that any item be withdrawn from the Consent Calendar and considered separately. The item will be removed from the motion to approve and discussed immediately following action on the Consent Calendar.

19.a. Approval of Personnel Actions No. 21

19.b. Approval of Renewal Agreement with Fagen Friedman & Fulfrost, LLP

19.c. Adoption of Resolution 2019-2020:26 - Displacement of Classified Position
1 Licensed Vocational Nurse-Linda Verde Center

20. CONSENT AGENDA ITEMS - INNOVATION AND TECHNOLOGY SERVICES, ITEM 20a (v)

Motion Passed: It is recommended that the Board of Trustees approve all items under Consent Agenda Items, Innovation and Technology Services, Item 20a . Passed with a motion by Mr. Keith Giles and a second by Ms. Sandra Price.

Yes Mr. Keith Giles
Yes Mrs. Diane Grooms
Yes Ms. Sandra Price
Yes Mr. Gregory Tepe
Yes Mr. Duane Winn

Items listed under the Consent Calendar of Innovation and Technology are consistent with adopted policies and approved practices of the District and deemed routine and customary in nature. Board Members may request that any item be withdrawn from the Consent Calendar and considered separately. The item will be removed from the motion to approve and discussed immediately following action on the Consent Calendar.

20.a. Approval of Renewal Agreement with CDW-G for Palo Alto Service and Subscription Licensing

21. LEGISLATIVE AND POLICY DISCUSSION

21.a. Second Reading of Update to Board Policy 4112.2 Certification

Minutes:
There were no suggested changes.

21.b. Reading of Update to Administrative Regulation 6174 Education for English Learners

Minutes:
There were no suggested changes.

22. COMMENTS FROM THE BOARD AND DISCUSSION

22.a. Mr. Giles

Minutes:
Mr. Giles appreciated Nykia's *Most Inspirational Teacher* essay and the honor to Mr. Lopez. He congratulated all the Above and Beyond and Golden Apple Award winners as well as the Employees of the Year and Retirees.

22.b. Mrs. Grooms

Minutes:
Mrs. Grooms is thankful to every single member of the community who is supporting the educational effort. She commented that one of the hardest things is not being able to properly honor and bid farewell to the retirees. She is participating on the social-emotional team and said that we can't forget that we have students that are still vulnerable.

22.c. Ms. Price

Minutes:
Ms. Price echoed congratulations to the staff who stepped up with remote learning. She

appreciated the EL report.

22.d. Mr. Tepe

Minutes:
Mr. Tepe was pleased to see the progress with the English Learners. He congratulated all the employees and volunteers recognized this evening. He thanked Dr. Freise and the fiscal services team for the planning on the budget with the upcoming cuts.

22.e. Mr. Winn

Minutes:
Mr. Winn thanked all for their work in a challenging year. He acknowledged the survey that was distributed to gather data on how schools should reopen. He also applauded the staff who worked on distance learning. He attended the Sierra parade through the neighborhood and noted other upcoming promotional events at sites as well as the broadcast on Cafe Con Leche Radio. He finds participation on planning teams for next year very rewarding.

23. RECESS TO CLOSED SESSION (if necessary)

24. RECONVENE TO OPEN SESSION (if necessary)

25. ADJOURNMENT (v)

Motion Passed: It is recommended that the Board of Trustees approve the adjournment of the regular Board meeting of June 2, 2020, at 7:52 p.m. Passed with a motion by Mr. Keith Giles and a second by Mr. Duane Winn.

Yes Mr. Keith Giles
Yes Mrs. Diane Grooms
Yes Ms. Sandra Price
Yes Mr. Gregory Tepe
Yes Mr. Duane Winn

Minutes:
The June 2, 2020, regular meeting of the Board of Trustees of the Lancaster School District was adjourned at 7:52 p.m. by the presiding officer, Diane Grooms, President.

_____
Board President

_____
Board Clerk

California School Boards Association
(916) 371-4691

Please refer to your invoice number and customer number in all communications regarding this invoice.

Invoice Number	Invoice Date	PO #
INV-51322-K7C6J3	5/22/2020	

Bill To:
Lancaster ESD
44711 Cedar Ave
Lancaster, CA 93534-3210
United States

Ship To:
Lancaster ESD
44711 Cedar Ave
Lancaster, CA 93534-3210
United States

Product Code	Description	Unit Price	Quantity	Extended Price	Terms
CSBA	CSBA Membership (07/01/2020 - 06/30/2021)	$14,410.00	1.00	$14,410.00	
ELA	ELA Membership (07/01/2020 - 06/30/2021)	$3,603.00	1.00	$3,603.00	

Dues not processed before September 15 will result in a disruption of services. Officers or employees of LEAs that have not paid dues by September will not be granted access to CSBA's Annual Education Conference and Trade Show. AEC registrations made absent membership dues will be canceled on September 15. Registrants will be refunded, minus a processing fee, and hotel reservations canceled on September 16.

Total Invoice: $18,013.00 **Total Paid:** $0.00 **Balance Due:** $18,013.00

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100371	**INV-51322-K7C6J3**	**05/22/2020**		**$18,013.00**

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44711 Cedar Ave
Lancaster, CA 93534-3210
United States

California School Boards Association
(916) 371-4691

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Invoice Number	Invoice Date	PO #
INV-52328-R8Z1N1	5/22/2020	

Bill To:
Lancaster ESD
44711 Cedar Ave
Lancaster, CA 93534-3210
United States

Ship To:
Lancaster ESD
44711 Cedar Ave
Lancaster, CA 93534-3210
United States

Product Code	Description	Unit Price	Quantity	Extended Price	Terms
GAMUT/POLICY	Gamut Policy (07/01/2020 - 06/30/2021)	$4,065.00	1.00	$4,065.00	Net 30
GAMUT/POLICY/PLUS	Gamut Policy Plus (07/01/2020 - 06/30/2021)	$4,050.00	1.00	$4,050.00	Net 30
GAMUT/MEETINGS	Gamut Meetings (07/01/2020 - 06/30/2021)	$3,025.00	1.00	$3,025.00	Net 30

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California School Boards Association

Customer Number	Invoice Number	Invoice Date	Terms	Balance Due
100371	**INV-52328-R8Z1N1**	**05/22/2020**	**Net 30**	**$11,140.00**

Make checks payable to:
California School Boards Association - CSB (6744)
c/o West America Bank
P.O. Box 1450
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CERTIFICATION

The Governing Board recognizes that the district's ability to provide a high-quality educational program is dependent upon the employment of certificated staff who are adequately prepared and have demonstrated proficiency in basic skills and in the subject matter to be taught. The Superintendent or designee shall ensure that persons employed to fill positions requiring certification qualifications possess the appropriate credential, permit, or other certification document from the Commission on Teacher Credentialing (CTC) and fulfill any additional state, federal, or district requirements for the position.

(cf. 4111/4211/4311 - Recruitment and Selection)
(cf. 4112.21 - Interns)
(cf. 4112.22 - Staff Teaching English Learners)
(cf. 4112.23 - Special Education Staff)
(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)
(cf. 4113 - Assignment)
(cf. 4121 - Temporary/Substitute Personnel)
(cf. 5148 - Child Care and Development)
(cf. 6178 - Career Technical Education)
(cf. 6200 - Adult Education)

The Superintendent or designee shall provide assistance and support to teachers holding preliminary credentials to enable them to meet the qualifications required for the clear credential.

(cf. 4131 - Staff Development)
(cf. 4131.1 - Teacher Support and Guidance)

Priorities for Hiring Based on Unavailability of Credentialed Teacher

The Superintendent or designee shall make reasonable efforts to recruit a fully prepared teacher who is authorized in the subject or setting for each assignment or, when necessary, a fully prepared teacher serving on a local assignment option. Whenever a teacher with a clear or preliminary credential is not available, the Superintendent or designee shall make reasonable efforts to recruit an individual for the assignment in the following order: (Education Code 44225.7)

1. A candidate who enrolls in an approved intern program in the region of the district and possesses an intern credential

2. A candidate who is scheduled to complete preliminary credential requirements within six months and who is granted a provisional internship permit (PIP) or short-term staff permit issued by the CTC

   The Board shall approve, as an action item at an open Board meeting, a notice of its intent to employ a PIP applicant for a specific position. (5 CCR 80021.1)

CERTIFICATION (continued)

3. An individual who has been granted a credential waiver by the CTC

Prior to requesting that the CTC issue an emergency permit or a limited assignment permit, the Board shall annually approve a Declaration of Need for Fully Qualified Educators. The Declaration of Need shall be approved by the Board as an action item at a regularly scheduled open Board meeting, with the entire Declaration of Need being included in the Board agenda. (Education Code 44225, 44225.7; 5 CCR 80023.2, 80026, 80027, 80027.1)

The Declaration of Need shall certify that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) and that the district has made reasonable efforts to recruit individuals who meet the qualifications specified in items #1-2 above. The Declaration of Need shall also indicate the number and type of emergency permits that the district estimates it will need during the valid period of the Declaration of Need, based on the previous year's actual needs and projections of enrollment. Whenever the actual number of permits needed exceeds the estimate by 10 percent, the Board shall revise and resubmit the Declaration of Need. (5 CCR 80026)

Whenever it is necessary to employ noncredentialed teachers to fill a position requiring certification qualifications, the Superintendent or designee shall provide support and guidance in accordance with law to ensure the quality of the instructional program.

Parental Notifications

At the beginning of each school year, the Superintendent or designee shall notify the parents/guardians of each student attending a school receiving Title I funds that they may request information regarding the professional qualifications of their child's classroom teacher including, but not limited to, whether the teacher: (20 USC 6312)

1. Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction

2. Is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived

3. Is teaching in the field of discipline of the teacher's certification

(cf. 5145.6 - Parental Notifications)

CERTIFICATION (continued)

In addition, the Superintendent or designee shall notify parents/guardians in a timely manner whenever their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area to which the teacher has been assigned. (20 USC 6312)

Legal Reference:

EDUCATION CODE
8360-8370 Qualifications of child care personnel
32340-32341 Unlawful issuance of a credential
35186 Complaints regarding teacher vacancy or misassignment
44066 Limitations on certification requirements
44200-44399.1 Teacher credentialing, especially:
44250-44277 Credential types; minimum requirements
44300-44302 Emergency permit
44325-44328 District interns
44330-44355 Certificates and credentials
44420-44440 Revocation and suspension of credentials
44450-44468 University intern program
44830-44929 Employment of certificated persons; requirement of proficiency in basic skills
56060-56063 Substitute teachers in special education
CODE OF REGULATIONS, TITLE 5
80001-80674.6 Commission on Teacher Credentialing
UNITED STATES CODE, TITLE 20
6312 Title I local educational agency plans; notifications regarding teacher qualifications
CODE OF FEDERAL REGULATIONS, TITLE 34
200.48 Parent notification regarding teacher qualifications
COURT DECISIONS
Association of Mexican-American Educators et al. v. State of California and the Commission on Teacher Credentialing, (1993) 836 F.Supp. 1534

Management Resources:

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS
CL-667 Basic Skills Requirement
CL-856 Provisional Internship Permit
CL 858 Short-Term Staff Permit
Credential Information Guide
Approved Addition and Amendments to Title 5 of the California Code of Regulations Pertaining to Teaching Permit for Statutory Leave (TPSL), Coded Correspondence 16-10, August 23, 2016
Waiver Requests Guidebook, 2015
Hiring Hierarchy in Education Code 44225.7, Coded Correspondence 13-01, January 30, 2013
Subject Matter Authorization Guideline Book, 2012

Management Resources continued: (see next page)

CERTIFICATION (continued)

Management Resources: (continued)

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS (continued)
Supplementary Authorization Guideline Book, 2012
California Standards for the Teaching Profession, 2009
The Administrator's Assignment Manual, rev. September 2007
NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS PUBLICATIONS
Considerations for Using Federal Funds to Support National Board Certification, 2018
WEB SITES
CSBA: http://www.csba.org
Commission on Teacher Credentialing: http://www.ctc.ca.gov
Commission on Teacher Credentialing, Credential Information Guide (for employers' use only): http://www.ctc.ca.gov/credentials/cig
National Board for Professional Teaching Standards: http://www.nbpts.org
National Board Resource Center: nbcalistrong.net
U.S. Department of Education: http://www.ed.gov

Policy
adopted:

Antelope Valley SELPA
38345 30th Street, East, Suite A-2 • Palmdale, CA 93550 • 661.274.4136

Antelope Valley SELPA Local Plan 2020-21

Board Agenda Item
Summary

Background: The Lancaster School District is a member of the Antelope Valley Special Education Local Plan Area (SELPA). The purpose of the SELPA is to ensure that all students with disabilities living within its boundaries will be provided a free appropriate public education as required by the Federal Individuals with Disabilities Education Act (IDEA) and California Education Code. The Local Plan contains a governance and administration section that includes policies and procedures for the provision of special education services by all Local Educational Agencies (LEAs) within the SELPA.

The Antelope Valley SELPA Local Plan was last fully revised in 2007 and at that time required subsequent approval by all participating LEAs within the SELPA.

Discussion: Under the trailer bill language of the adopted budget in 2018, AB 1808, the Governor required all Special Education Local Plan Areas (SELPAs) to develop a local plan that conformed to a template to be provided by the California Department of Education (CDE). CDE developed the Section B template for the Local Plan titled Governance and Administration to be used by all SELPAs in the State. Section B, Governance and Administration, requires Antelope Valley SELPA member LEA board approval.

A local plan committee was formed in the Antelope Valley SELPA consistent with the required stakeholders per education code. Stakeholders included both general and special education teachers and administrators along with parent representatives of students with disabilities for the Antelope Valley SELPA's Community Advisory Committee. The language within the current Local Plan was used to satisfy the majority of requirements of the new template. Additional language was developed, reviewed, and recommended by the committee for parts of the new template that were in excess of the current Local Plan. The required sections of the Local Plan using the new templates from CDE (i.e., Section B- Governance and Administration, Section D- Annual Budget Plan and Section E- Services Plan) were approved unanimously by the Antelope Valley SELPA Superintendents' Council on May 28, 2020. The meeting was held consistent with the Brown Act and Governor Newsom's Executive Order 29-20 to allow the public an opportunity to participate and comment.

Following approval by the Superintendents' Council, the Local Plan Section B Governance and Administration, must be approved by all governing boards of participating LEAs and by the Los Angeles County Office of Education (LACOE). These approvals of the Local Plan will be submitted to the California Department of

Education (CDE). Upon final approval by, the Local Plan must be posted on the website of each LEA, the Antelope Valley SELPA, and LACOE.

Local Plan Sections

Section A, Contacts and Certifications
Section B, Governance and Administration, must be reviewed every three years
Section D, Annual Budget plan, must be developed and approved annually
Section E, Annual Services Plan, must be developed and approved annually

SELPA Antelope Valley SELPA **Fiscal Year** 2020-21

Certification 5: Participating Local Educational Agency

The SELPA shall include a signed copy of the following local educational agency (LEA) certification for each participating agency when submitting the original, or revised local plan Governance and Administration (Section B).

LEA [Enter one LEA per certification]

The LEA certifies the SELPA local plan has been adopted by the LEA/county local governing board(s) and is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA superintendent shall administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations, which will ensure full compliance. The Superintendent certifies the LEA is participating in a:

○ Single LEA SELPA ◉ Multi-LEA SELPA

This Governance and Administration was:

Adopted on the _____ day of _____ , _____

Yeas _____ Nays _____

The superintendent, or chief administrator of the LEA ensures the current local plan: Governance and Administration (Section B), Annual Budget Plan (Section D), and Annual Services Plan (Section E), including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA local plan, including all sections, is posted.

_____

_____ _____

LEA Superintendent/Chief Administrator Date

SELPA ANTELOPE VALLEY **Fiscal Year** 2020-21

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA

California Department of Education

Special Education Division

January 2020

SELPA | ANTELOPE VALLEY | Fiscal Year | 2020-21

B. Governance and Administration

California *Education Code* (*EC*) sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

The following Los Angeles County local educational agencies:

ACTON-AGUA DULCE UNIFIED SCHOOL DISTRICT

ANTELOPE VALLEY UNION HIGH SCHOOL DISTRICT

EASTSIDE UNION SCHOOL DISTRICT

GORMAN JOINT SCHOOL DISTRICT

HUGHES-ELIZABETH LAKES UNION SCHOOL DISTRICT

KEPPEL UNION SCHOOL DISTRICT

LANCASTER ELEMENTARY SCHOOL DISTRICT

PALMDALE ELEMENTARY SCHOOL DISTRICT

WESTSIDE UNION SCHOOL DISTRICT

WILSONA ELEMENTARY SCHOOL DISTRICT

join together to adopt a plan to assure access to special education and services for all individuals with exceptional needs residing in the geographic area served by these local educational agencies (LEAs), hereinafter known as the Antelope Valley Special Education Local Plan Area (SELPA).

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

The administrative organization of the Antelope Valley Local Plan for Special Education, hereinafter referred to as the Local Plan, incorporates the management staff from all participating LEAs into a framework that provides direct supervision over all programs and the necessary coordination of regionalized services. The respective governing boards, superintendents, and administrators of special education all provide appropriate support to the implementation of the Local Plan within their LEA. The LEA governing

boards appoint their superintendent as their designee for the approval and review of all policies, procedures, programs, and fiscal decisions in the implementation of the SELPA Local Plan. The Superintendents' Council, as the governance council, provides support to the SELPA Program Administrator and is the decision-making entity for the Local Plan. In adopting the completed plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

The Superintendents' Council shall be composed of the superintendents from each participating LEA. The governance council shall:

- Determine general guidelines and procedures for the implementation of the Local Plan.
- May utilize existing superintendent meetings as the basis for Council meetings, with agenda items for SELPA, as necessary.
- Establish procedures to supervise and evaluate the SELPA Program Administrator's performance, including discipline as may be necessary.
- As the designee for the LEA, adopt policies for the SELPA in the implementation of the Local Plan.
- Review and take action on program transfer requests
- Establish and promote a Community Advisory Committee (CAC)
- Review and consider comments from the CAC
- Take action on the Annual Budget and Services Plans

The Superintendents' Council shall have the exclusive right to decide the following:

- Any matter involving a material change to the SELPA's budget.
- Any matter involving the allocation of special education funding to each participating LEA.
- Any appointment of, or material changes to the staff members of the SELPA, including the SELPA Program Administrator.
- Approval of any charter school or LEA's application for LEA status within the SELPA.

The Superintendents' Council Voting:

- A designee may represent a member of the Superintendents' Council, provided that the name and title of the designee is given to the SELPA Program Administrator in writing prior to the meeting. The designee must have the authority to commit LEA resources.
- A quorum shall consist of one-half plus one of the members or designees represented.
- Each member or designee shall have one vote.
- Every act or decision done or made by the members and/or designees present at a meeting shall be by two-thirds vote of those members present during the vote.

The responsibilities of the SELPA Program Administrator shall include, but not be limited to, the following:

- Assist the superintendents upon request.
- Prepare Superintendents' Council agendas and distribute them in advance of scheduled meetings.
- Designate and/or serve as an ad hoc member of the CAC.
- Advise the Superintendents' Council of any action related to policies and/or procedures, distribution of state or federal funding, and/or program development
- Compile data and submit reports as required and/or requested by the County Office and California Department of Education.
- Submit any waivers necessary for the implementation of the Local Plan.
- Monitor the appropriate use of IDEA, Regionalized Service Program Specialist funds, and state and federal grants for special education.
- Monitor and sign all purchase orders for low incidence materials and equipment.
- Oversee and monitor LEA data and review submission processes.
- May convene and dissolve working committees from the member LEAs in an advisory capacity to the

SELPA Program Administrator in support of the local plan.

- Gather input from LEA program and business staff to formulate policy and procedure recommendations for Superintendents' Council action related to:
  - The distribution of state and federal funds among the LEAs
  - Special education program needs, policies, procedures, agreements, and forms; and the development and implementation of personnel development programs.
- Provide LEA program staff with a venue for sharing ideas regarding issues such as IEP development and implementation, curriculum scope and sequence, student performance targets, assessments, instructional best practices, and day-to-day operations.
- Oversee the recruitment, supervision, and evaluation of SELPA staff

The Community Advisory Committee (CAC) acts as an advisory body to the governance council and are responsible for the following:

- Carry out a series of educational trainings for all parents based on the results of a needs assessment and/or requests from CAC membership.
- Encourage community involvement in the development and review of the Local Plan by inviting members to participate in SELPA review committee.
- Support other activities on behalf of students with disabilities through involvement of community-wide projects and community resource directory as determined by the CAC Board.
- Assist in parent awareness of the importance of regular school attendance through educational trainings
- Advise the governance council regarding policy making and the development, implementation and review of the Local Plan. The SELPA governance council shall review and consider comments from the CAC.
- The CAC shall be composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of general education pupils, individuals with exceptional needs enrolled in special education programs, adults with disabilities, general education teachers, special education teachers, other school personnel, representatives of public and private agencies, and persons concerned with the needs of individuals with exceptional needs.
- All board meetings of the CAC shall be held according to federal and state law, including the Brown Act. Announcements of CAC meetings and activities will be posted by the member LEAs and on the SELPA website.

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

The LEA governing boards appoint their superintendent as their designee for the approval and review of all policies, procedures, program and fiscal decisions in the implementation of the SELPA Local Plan.

Local board policy of each member LEA of the SELPA shall indicate that the LEA is responsible for educating students with disabilities in the least restrictive environment. Placement in special education programs or services occurs only when the nature or severity of the disability is such that the student's education, even with the use of modifications of the general educational program or use of supplementary aids or programs, cannot be achieved satisfactorily in the general education setting.

SELPA | ANTELOPE VALLEY | Fiscal Year | 2020-21

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

The SELPA shall submit the Local Plan to the superintendent of the Los Angeles County Office of Education for approval. If the County Superintendent does not approve the plan, the County office shall return the plan with comments and recommendations to the LEA(s). The LEAs participating in the plan may appeal the decision to the Superintendent of Public Instruction (E.C. 56140(b) (2)).

5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

The SELPA shall follow Antelope Valley SELPA local policy L-8 (SP: L-8) when charter schools apply to be part of the SELPA Local Plan.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

The CAC acts as an advisory body to the policy and administrative entity in the development, amendment, and review of the Local Plan. The Local Plan for special education shall be updated cooperatively by a committee of representatives of special and general education teachers and administrators selected by the groups they represent and with participation by parent members of the CAC, or parents selected by the CAC.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

To ensure adequate and effective communication, the Local Plan will be developed, revised or updated cooperatively by a committee. The committee will include administrators, special/general education teachers and parent(s) selected by the group they represent. The parent(s) will be members of the Community Advisory Committee (CAC) or selected by the CAC. The SELPA Program Administrator or designee will serve as committee chairperson.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The Palmdale Elementary School District has been designated as the Administrative Unit (AU) or Responsible Local Agency (RLA) for the Antelope Valley SELPA. The AU shall be responsible for functions including, but not limited to:

- Receipt and distribution of any funds for the operation of special education programs to appropriate accounts.
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
- Provision of administrative support to the SELPA office.
- Employment of SELPA staff to support SELPA operations.
- Upon recommendation of the SELPA Superintendents' Council, the Administrative Unit's governing Board shall review and act on SELPA operational items such as contracts or other requisite matters as needed to support the Local Plan.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

The SELPA will facilitate agreements for the provision and coordination of services by other public agencies that are funded to serve children with disabilities. The SELPA Program Administrator shall develop, agree to and maintain Interagency agreements and/or memorandums of understanding necessary to support the implementation of the Local Plan, and as required by legal mandates, have been developed with agencies such as Regional Center. Other interagency agreements and/or memorandums of understanding will be developed as needed in support of the local plan. Copies of these documents can be requested through the SELPA office.

10. For multi-LEA local plans, specify:

a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

The governing board of each LEA shall approve its participation in the Antelope Valley SELPA Local Plan for Special Education.

The local governing board responsibilities include, but are not limited to:

- Approval of the Local Plan.
- Appointing their superintendent as their designee for the approval and review of all policies, procedures, program and fiscal decisions in the implementation of the SELPA Local Plan.
- Provide input on SELPA policies and procedures through the superintendent of the LEA as needed.
- Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the agency.
- Adoption of policies and procedures for special education programs and services within their LEA.
- Appointment of members to the SELPA Community Advisory Committee.
- Ensure LEA compliance with all elements of the Local Plan.
- Other duties as required by federal and state law

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

The superintendent of each LEA retains responsibility for the administration of programs operated by his/her LEA. The superintendent shall provide, as necessary, direct support to his/her staff in planning, establishing, and implementing policy decisions. In addition, each superintendent shall:

- Assure that the provisions of the Local Plan are implemented in the LEA in compliance with State Education Code and Federal IDEA.
- Calendar items requiring local board approval.
- Direct the activities of administrators of special education in coordinating the administration of the Local Plan.
- Assure that required data is submitted to the SELPA and/or administrative agency in a timely fashion.
- Assure that appropriate facilities and support services such as transportation are available to meet the needs of students with disabilities residing in the geographical area covered by the Local Plan.
- Other duties as required by federal and state law.

c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

The LEA Special Education Administrator and/or designee (`administrators') shall direct the operation of the special education programs and services that are operated by the LEA. In addition, the administrators shall assist in the coordination of the administration of the Local Plan as follows:

- Serve in an advisory capacity to the SELPA Program Administrator.
- Are employed by their respective LEA and are responsible to their LEA superintendent.
- Are responsible for the coordination of special education services and programs within their agencies and for the implementation of the Local Plan within their LEAs.
- Assign staff as required to assist in the development of regionalized services including, but not limited to, the development of a coordinated child find identification, placement and referral system, personnel, and curriculum development activities, and evaluation and program review/monitoring activities.
- Making available a free appropriate public education to all children residing in the LEA between the ages of birth through 21 inclusive, including students with disabilities who have been suspended or expelled from school.
- Identifying and serving students in medical facilities, foster care, or Licensed Childcare Institute (LCI) pursuant to federal and state law.
- Developing and providing programs and services for all eligible students residing in the LEA and for students attending private schools.
- Organize, administer, and supervise the activities of local IEP Teams and participate in regional IEP Teams as required.
- Ensuring participation in state and LEA-wide assessments.

- Operating all special education programs and services in accordance with federal and state laws and regulations.
- Organize the activities of the Resource Specialist Program (RSP) and assure that the programs comply with the provisions pursuant to EC 56362.
- Ensure equal access to all programs within the SELPA for students with disabilities by:
    - Use of common forms and web-based IEP development system
    - Acceptance of all students with disabilities appropriately referred to regionalized programs across LEAs
    - Assure the availability of programs as needed
- Assure that required information, reports and necessary waivers are submitted to the SELPA Program Administrator in a timely manner.
- Completing state and federal report requirements in a timely manner, including CALPADS reports
- Coordinate and conduct LEA special education monitoring and review activities as required.
- Implement and monitor any corrective actions findings for all monitoring and review activities.
- Respond to compliance and due process complaints and implement required corrective actions, if needed.
- Forward to the SELPA Program Administrator, copies of all monitoring activities and reviews, Office of Civil Rights, due process, and state-level complaint findings.
- Perform other duties necessary to coordinate the administration of the local plan.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

    a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

- The RLA/AU is responsible for the recruitment and hiring of the SELPA Program Administrator and staff. The selection of the SELPA Program Administrator candidate for the position shall be the sole responsibility and decision of the Superintendents' Council.
- The Superintendents' Council shall jointly supervise and evaluate the SELPA Program Administrator's performance, including implementing disciplinary action as may be necessary.
- The SELPA Program Administrator oversees the recruitment, supervision and evaluation of SELPA staff.
- The individual LEAs will provide representation in the interview panel for the hiring of SELPA staff, as needed.

SELPA | ANTELOPE VALLEY | Fiscal Year | 2020-21

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

All federal and state special education funds shall be allocated to the SELPA for distribution to member LEAs according to an approved Special Education Funding Allocation Plan. It shall be the sole decision of the Superintendents' Council regarding any changes to the allocation of federal and state special education funds. The SELPA Program Administrator is responsible to ensure that the funds are distributed in accordance with the Funding Allocation Plan.

The RLA/AU shall be responsible for functions including, but not limited to:

- Receipt and distribution of any funds for the operation of special education programs to appropriate SELPA accounts.
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.

The SELPA shall be responsible for functions including, but not limited to the distribution of funds for the operation of special education program to appropriate accounts of member LEAs.

c. The operation of special education programs: education programs:

Specific duties of the RLA/AU:

- The AU shall be responsible for receipt of and distribution of any funds for the operation of special education programs in accordance with the provisions of the Education Code Section 56836.

Specific duties of the SELPA Program Administrator:

- Coordinate implementation of all components of the Local Plan
- Develop and maintain interagency agreements with appropriate public agencies to ensure a full range of special education programs and services.
- Monitor and ensure appropriate use of federal, state, and local funds allocated for special education operations.
- Provide LEA program staff with a venue for sharing ideas regarding issues such as IEP development and implementation, curriculum scope and sequence, student performance targets, assessments, instructional best practices, and day-to-day operations.
- Provide technical assistance to LEAs with non-public schools and agencies, including distribution of a Master Contract template and rate negotiations.

Specific duties of the individual LEAs:

- Coordinating and conducting child find activities
- Making available a free appropriate public education to all students residing in the LEA and/or Local Plan

geographic area

- Developing and providing programs and services for all eligible students residing in the LEA and for students attending private schools and attending regional programs.
- Identifying and serving students in medical facilities, foster care, or Licensed Children's Intuition (LCI) pursuant to federal and state law.
- Ensuring participation in state and district-wide assessments.
- Operating all special education programs and services in accordance with federal and state laws and regulations and in alignment with SELPA policies/procedures

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

Specific duties of the RLA/AU:

The AU, as the grantee of federal funds from the California Department of Education (CDE), shall distribute all or part of the federal funds received to the SELPA through a sub-grantee process and shall annually conduct and report to the CDE the required MOE information. The AU will provide consultation and support to the SELPA related to the monitoring of the appropriate us of federal, state and local funds used for special education programs.

Specific duties of the SELPA Program Administrator:

The SELPA Program Administrator or designee shall be responsible to monitor, at a minimum annually, the appropriate use of all funds allocated for special education programs and services. Final determination and monitoring regarding the appropriate use of special education funds shall be made through the required annual MOE reports and Annual Budget Plan submitted to the CDE.

Specific duties of the individual LEAs:

The individual LEAs, along with support from the SELPA Program Administrator, shall ensure that the funds received from part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement state, local, and other Federal funds and not to supplant those funds; and will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of students with disabilities except as provided in Federal law and regulations.

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

The SELPA and individual LEAs will ensure that specialized equipment is accessible to students and in alignment with federal and state law (e.g., AB 650). Specialized equipment and services will be provided at the site where the Individualized Education Program (IEP) team has determined provides the program/ services where the student with a free and appropriate public education is served in the least restrictive

SELPA | ANTELOPE VALLEY | Fiscal Year | 2020-21

environment.

Low Incidence funds may be used for all pupils with low incidence disabilities as defined in law (hearing impairments, visual impairments, severe orthopedic impairments or any combination thereof) where an IEP team has determined the pupil meets eligibility requirements for a low incidence disability and the specialized equipment and/or services are recommended in the student's IEP. The SELPA Low Incidence Committee shall be responsible for ensuring LEAs following the SELPA Low Incidence Disability Policy.

The LEA is responsible for providing a student with disabilities who requires the use of an assistive technology device, as noted in their IEP, with continued access to that device, or to a comparable device, when the student, because of enrollment in another LEA, ceases to be enrolled in that LEA. This responsibility is in force until alternative arrangements for providing the student with continuous access to the assistive technology device, or to a comparable device, can be made or until two months have elapsed from the date that the student ceased to be enrolled in that LEA, whichever occurs first (EC 56040.3).

Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code* (*USC*) and in accordance with Title 34 *Code of Federal Regulations* (*CFR*) Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether, or not each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 *USC* Section 1412(a)(1)

Policy/Procedure Number:	SP:M-6
Document Title:	Free Appropriate Public Education
Document Location:	Antelope Valley SELPA Office

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

2. Full Educational Opportunity: 20 *USC* Section 1412(a)(2)

Policy/Procedure Number:	SP:M-7

SELPA: ANTELOPE VALLEY | Fiscal Year: 2020-21

Document Title: Full Educational Opportunity

Document Location: 38345 10th St E, Suite A-2, Palmdale, CA 93550

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

◉ Yes ○ No

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3. Child Find: 20 *USC* Section 1412(a)(3)

Policy/Procedure Number: SP:M-2

Document Title: Child Find

Document Location: Antelope Valley SELPA Office

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

◉ Yes ○ No

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4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 *USC* Section 1412(a)(4)

Policy/Procedure Number: SP: M-9

Document Title: Individualized Education Program and Individualized Family Service Plan

Document Location: Antelope Valley SELPA Office

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 *USC* Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 *USC* Section 1414 (d). It shall be the policy of this LEA that a of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

◉ Yes ○ No

SELPA: ANTELOPE VALLEY | Fiscal Year: 2020-21

5. Least Restrictive Environment: USC Section 1412(a)(5)

Policy/Procedure Number:	SP:M-11
Document Title:	Least Restrictive Environment
Document Location:	Antelope Valley SELPA Office

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

6. Procedural Safeguards: 20 *USC* Section 1412(a)(6)

Policy/Procedure Number:	SP:M-18
Document Title:	Procedural Safeguards
Document Location:	Antelope Valley SELPA Office

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

7. Evaluation: 20 *USC* Section 1412(a)(7)

Policy/Procedure Number:	SP:M-1
Document Title:	Evaluation
Document Location:	Antelope Valley SELPA Office

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

SELPA: ANTELOPE VALLEY | Fiscal Year: 2020-21

◉ Yes ○ No

8. Confidentiality: 20 *USC* Section 1412(a)(8)

Policy/Procedure Number:	SP:M-5
Document Title:	Confidentiality
Document Location:	Antelope Valley SELPA Office

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

◉ Yes ○ No

9. Part C to Part B Transition: 20 *USC* Section 1412(a)(9)

Policy/Procedure Number:	SP:M-14
Document Title:	Part C to Part B Transition
Document Location:	Antelope Valley SELPA Office

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 *USC* Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

◉ Yes ○ No

10. Private Schools: 20 *USC* Section 1412(a)(10)

Policy/Procedure Number:	SP:M-21
Document Title:	Private Schools
Document Location:	Antelope Valley SELPA Office

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to

LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

◉ Yes ○ No

11. Local Compliance Assurances: 20 *USC* Section 1412(a)(11)

Policy/Procedure Number:	SP:M-3
Document Title:	Local Compliance Assurances
Document Location:	Antelope Valley SELPA Office

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and-regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California *EC*, Part 30." The policy is adopted by the SELPA as stated:

◉ Yes ○ No

12. Interagency: 20 USC Section 1412(a)(12)

Policy/Procedure Number:	SP:M-26
Document Title:	Interagency
Document Location:	Antelope Valley SELPA Office

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

◉ Yes ○ No

13. Governance: 20 *USC* Section 1412(a)(13)

Policy/Procedure Number:	SP:M-8
Document Title:	Governance

SELPA | ANTELOPE VALLEY | Fiscal Year | 2020-21

Document Location: Antelope Valley SELPA Office

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

◉ Yes ○ No

14. Personnel Qualifications

Policy/Procedure Number: SP: M-17

Document Title: Personnel Standards

Document Location: Antelope Valley SELPA Office

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

◉ Yes ○ No

15. Performance Goals and Indicators: 20 *USC* Section 1412(a)(15)

Policy/Procedure Number: SP:M-16

Document Title: Performance Goals and Indicators

Document Location: Antelope Valley SELPA Office

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

◉ Yes ○ No

16. Participation in Assessments: 20 *USC* Section 1412(a)(16)

Policy/Procedure Number: SP:M-15

SELPA: ANTELOPE VALLEY | Fiscal Year: 2020-21

Document Title: Participation in Assessments

Document Location: Antelope Valley SELPA Office

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 *USC* Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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17. Supplementation of State, Local, and Federal Funds: 20 *USC* Section 1412(a)(17)

Policy/Procedure Number: SP:M-20

Document Title: Supplementation of State, Local, and Federal Funds

Document Location: Antelope Valley SELPA Office

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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18. Maintenance of Effort: 20 *USC* Section 1412(a)(18)

Policy/Procedure Number: SP:M-12

Document Title: Maintenance of Effort

Document Location: Antelope Valley SELPA Office

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

(●) Yes ( ) No

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19. Public Participation: 20 *USC* Section 1412(a)(19)

Policy/Procedure Number: SP:M-19

SELPA: ANTELOPE VALLEY | Fiscal Year: 2020-21

Policy/Procedure Title: Public Participation

Document Location: Antelope Valley SELPA Office

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public,including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

○ Yes ○ No

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20. Suspension and Expulsion: 20 *USC* Section 1412(a)(22)

Policy/Procedure Number: SP:M-22

Document Title: Suspension and Expulsion

Document Location: Antelope Valley SELPA Office

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

◉ Yes ○ No

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21. Access to Instructional Materials: 20 *USC* Section 1412(a)(23)

Policy/Procedure Number: SP:M-24

Document Title: Access to Instructional Materials

Document Location: Antelope Valley SELPA Office

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

◉ Yes ○ No

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22. Over-identification and Disproportionality: 20 *USC* Section 1412(a)(24)

Policy/Procedure Number: SP:M-23

SELPA: ANTELOPE VALLEY | Fiscal Year: 2020-21

Document Title: Overidentification and Disproportionality

Document Location: Antelope Valley SELPA Office

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

○ Yes ○ No

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23. Prohibition on Mandatory Medicine: 20 *USC* Section 1412(a)(25)

Policy/Procedure Number: SP:M-25

Document Title: Prohibition on Mandatory Medicine

Document Location: Antelope Valley SELPA Office

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

◉ Yes ○ No

Administration of Regionalized Operations and Services

Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/ AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

1. Coordination of the SELPA and the implementation of the local plan:

Reference Number: 1

Document Title: Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services

Document Location: Antelope Valley SELPA Office

Direct Instructional support provided by the program specialist: Not

SELPA | ANTELOPE VALLEY | Fiscal Year | 2020-21

Description:	Applicable Role of the RLA/AU: • The AU receives and maintains accountability for fiscal and accounting records in accordance with federal and state requirements and submitting reports to appropriate authorities. Role of the Administrator of the SELPA: The SELPA Program Administrator will: • Ensure that the local plan is implemented and will make recommendations to the Superintendents' Council when revisions are needed. • Facilitate development and approval of SELPA policies and procedures necessary to implement the local plan. Role of the individual LEAs: • Ensure a full continuum of services/supports are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. • Through their representative at the Superintendents' Council, will review and approve policies and procedures to implement the Local Plan.

2. Coordinated system of identification and assessment:

Reference Number:	AV-301
Document Title:	Identification, Referral and Referral for Initial Assessment
Document Location:	Antelope Valley SELPA Office
Description:	Direct Instructional support provided by the program specialist: • The program specialist(s) will observe, consult and assist service providers and member LEAs. Role of the RLA/AU: Not Applicable Role of the Administrator of the SELPA: • The SELPA Program Administrator o Ensures each LEA conducts child find activities. o Provides technical support to LEAs and guidance to parents as needed. o Participates in child find activities by establishing policies and

	procedures for the member LEAs. Role of the individual LEAs: • Each LEA is responsible for identifying and assessing all students for whom they are responsible.

3. Coordinated system of procedural safeguards:

Reference Number:	3
Document Title:	Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services
Document Location:	Antelope Valley SELPA Office
Description:	Direct Instructional support provided by the program specialist: The program specialist(s) provides: • Support to LEAs by coordinating trainings in alternate dispute resolution proactive strategies such as a facilitated IEP. • Assists parents with accessing information related to filing complaints with the CDE and/or Office of Administrative Hearings when requested. • Assures procedural safeguards are in place by providing technical assistance and guidance on forms and procedures to LEAs in the areas related to assessment, identification, and placement. Role of the RLA/AU: Not Applicable Role of the Administrator of the SELPA: The SELPA Program Administrator • Facilitates the use of a facilitated IEP process to assist both LEAs and parents to resolve conflicts. • Assists parents with filing complaints with the CDE and/or Office of Administrative Hearings when requested. • Provides guidance to LEAs on procedural safeguards. • Assures procedural safeguards are in place by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement. • Provides parents with a copy of procedural safeguards upon request and maintains a copy on their website. Role of the individual LEAs: LEAs will: • Provide procedural safeguards to parents consistent with the education code and ensure that the safeguards are implemented.

SELPA | ANTELOPE VALLEY | Fiscal Year | 2020-21

• Assist parents in understanding of procedural safeguards. • Assist LEAs with filing a complaint with CDE and/or the Office of Administrative Hearings when requested. • Utilize alternative dispute resolution processes such as a facilitated IEP whenever possible and as applicable.

4. Coordinated system of staff development and parent and guardian education:

Reference Number:	SP:M-4
Document Title:	Comprehensive System of Personnel Development (CSPD)
Document Location:	Antelope Valley SELPA Office
Description:	Direct Instructional support provided by the program specialist: The program specialist(s) will support parent education and staff development, program development and innovative methods and approaches within the SELPA. Role of the Administrator of the SELPA: On an annual basis, input is collected from the Special Education Administrators from member LEAs and staff to determine the staff development needs that the SELPA is requested to provide. On an annual basis, the Community Advisory Committee will provide input on the parent and guardian education needs. The SELPA Administrator or designee will coordinate and/or provide needed trainings and supports as requested or determined appropriate for each member LEA. Role of the RLA/AU: Not Applicable Role of the individual LEAs: LEAs will determine their staff development and parent/guardian education needs, based on their locally identified requirements. LEAs will seek assistance and staff and professional development from the SELPA when needed.

5. Coordinated system of curriculum development and alignment with the core curriculum:

Reference Number:	SP:M-4
Document Title:	Comprehensive System of Personnel Development (CSPD)

SELPA: ANTELOPE VALLEY | Fiscal Year: 2020-21

Document Location:	Antelope Valley SELPA Office
Description:	Direct Instructional support provided by the program specialist: The program specialist(s) will coordinate curriculum development and resources and technical assistance to LEAs when requested in the SELPA. Role of the RLA/AU: Not Applicable Role of the Administrator of the SELPA: The SELPA Program Administrator will provide technical assistance and staff development as requested or determined appropriate for member LEAs. Role of the individual LEAs: Individual LEAs will determine needs for curriculum development and alignment with the core curriculum, based on their locally identified needs. LEAs will seek technical assistance and staff and professional development from the SELPA when needed.

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Reference Number:	6
Document Title:	Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services
Document Location:	Antelope Valley SELPA Office
Description:	Direct Instructional support provided by the program specialist: When requested, the program specialist(s) will assist LEAs to evaluate effectiveness of programs for students with disabilities. Role of the RLA/AU: The AU, as the grantee for state and federal funds, will monitor the SELPA funding allocations and distributions to member LEAs. Role of the Administrator of the SELPA: The SELPA will: • Review Annual Performance Reports, California School Dashboard, and other data sources with LEA administrators • Review Annual Budget Plan by Superintendents, CAC and other interested parents, community or educational groups • Review Annual Service Plan by Superintendents, CAC and other

interested parents, community or educational groups
• Review of the SELPA Funding Allocation Plan by the Superintendents to ensure appropriate distribution of funds.

Role of the individual LEAs:
LEAs will:
• Review and monitor Annual Performance Reports, California School Dashboard, and other data sources to ensure SWDs receive a free appropriate public education.
• Engage in monitoring activities as required by the CDE.

7. Coordinated system of data collection and management:

Reference Number:	7
Document Title:	Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services
Document Location:	Antelope Valley SELPA Office
Description:	Direct Instructional support provided by the program specialist: Not Applicable Role of the RLA/AU: Not Applicable Role of the Administrator of the SELPA: The SELPA will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The SELPA will provide technical assistance and training to LEAs as requested and/or deemed necessary by the SELPA. Role of the individual LEAs: LEAs are responsible for data entry, quality and integrity. LEAs will ensure that CALPADS submissions are in a timely manner and as required by the California Department of Education.

8. Coordination of interagency agreements:

Reference Number:	SP:M-26
Document Title:	Interagency Coordination

SELPA | ANTELOPE VALLEY | Fiscal Year | 2020-21

Document Location:	Antelope Valley SELPA Office
Description:	Direct Instructional support provided by the program specialist: Not Applicable Role of the RLA/AU: Not Applicable Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will review, revise, or develop interagency agreements as required to implement the plan. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code and provide technical assistance and dispute resolution as needed. Role of the individual LEAs: LEA will support and implement interagency agreements developed and agreed to by the SELPA .

9. Coordination of services to medical facilities:

Reference Number:	9
Document Title:	Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services
Document Location:	Antelope Valley SELPA Office
Description:	Direct Instructional support provided by the program specialist: The program specialist(s) shall provide technical assistance to LEAs when requested to ensure that students have full educational opportunities regardless of district of special education accountability. Role of the RLA/AU: Not Applicable Role of the Administrator of the SELPA: The SELPA Program Administrator will facilitate the coordination of services to students in medical facilities within the geographic area of the SELPA and by the designated LEAs. Role of the individual LEAs: Individuals with exceptional needs who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational

	responsibility of the LEA in which the hospital or facility is located.

10. Coordination of services to licensed children's institutions and foster family homes:

Reference Number:	10
Document Title:	Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services
Document Location:	Antelope Valley SELPA Office
Description:	Direct Instructional support provided by the program specialist: The program specialist(s) shall provide technical assistance to LEAs when requested to ensure that students have full educational opportunities regardless of district of special education accountability. Role of the RLA/AU: Not Applicable Role of the Administrator of the SELPA: The SELPA Program Administrator will facilitate the coordination of services to students in licensed children's institutions and foster homes within the geographic area of the SELPA and by the designated LEAs. Role of the individual LEAs: Special education services for students with disabilities residing in foster family homes or licensed children's institutions shall be the responsibility of the LEA in which the foster family home or the licensed children's institution is located, unless based on education code there is another district of special education accountability which would be responsible.

11. Preparation and transmission of required special education local plan area reports:

Reference Number:	11
Document Title:	Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services
Document Location:	Antelope Valley SELPA Office
	Direct Instructional support provided by the program specialist: Not Applicable Role of the RLA/AU:

SELPA | ANTELOPE VALLEY | Fiscal Year | 2020-21

Description:	The AU is responsible for completing required accountability and fiscal reports on behalf of the SELPA. Role of the Administrator of the SELPA: The SELPA Program Administrator will ensure preparation and timely submission of required reports and provide technical assistance to LEAs in completing said reports. Role of the individual LEAs: Individual LEAs will submit required reports and/or data in order for the SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Reference Number:	12
Document Title:	Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services
Document Location:	Antelope Valley SELPA Office
Description:	Direct Instructional support provided by the program specialist- The program specialist(s) will provide logistical support to the CAC. Role of the RLA/AU: The AU will approve those expenses deemed appropriate and approved by the Superintendents' Council and/or SELPA Program Administrator. Role of the Administrator of the SELPA: The SELPA Program Administrator will provide fiscal and logistical support for CAC meetings, events, and trainings that are approved by the Superintendents' Council when required. Role of the individual LEAs: The LEA superintendents through the Superintendents' Council will ensure that the SELPA has appropriate fiscal and logistical support for the CAC. LEA Special Education administrators shall facilitate communication between their CAC representative and their LEA.

13. Coordination of transportation services for individuals with exceptional needs:

Reference Number:	13

SELPA | ANTELOPE VALLEY | Fiscal Year | 2020-21

Document Title:	Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services
Document Location:	Antelope Valley SELPA Office
Description:	Direct Instructional support provided by the program specialist: The program specialist(s) will provide staff development as needed or requested by member LEAs. Role of the RLA/AU: Not Applicable Role of the Administrator of the SELPA: The SELPA Program Administrator will provide technical assistance as needed or requested by LEAs. Role of the individual LEAs: Each individual LEA will be responsible for providing transportation for their students with disabilities as determined by their IEP teams.

14. Coordination of career and vocational education and transition services:

Reference Number:	14
Document Title:	Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services
Document Location:	Antelope Valley SELPA Office
Description:	Direct Instructional support provided by the program specialist: The program specialist(s) will support staff development, program development, and innovation of special methods and approaches. The program specialist(s) will collaborate with outside agencies to support transition as needed or requested. Role of the RLA/AU: Not Applicable Role of the Administrator of the SELPA: The SELPA Administrator will provide staff and professional development and technical assistance as needed or requested. The SELPA Administrator will ensure appropriate interagency agreements are in place and facilitate connection to agencies, as appropriate. Role of Individual LEAs:

SELPA | ANTELOPE VALLEY | Fiscal Year | 2020-21

Individual LEAs will provide career and vocational education and transition services as required under state and federal law as appropriate. LEAs will also coordinate with local agencies (e.g., Regional Center and Department of Rehabilitation).

15. Assurance of full educational opportunity:

Reference Number: SP:M-7

Document Title: Full Educational Opportunity

Document Location: Antelope Valley SELPA Office

Description:

Direct Instructional support provided by the program specialist:
The program specialist(s) shall provide technical assistance to LEAs when requested to ensure that students have full educational opportunities regardless of district of special education accountability.

Role of the RLA/AU: Not Applicable

Role of the Administrator of the SELPA:
Through approval of the Annual Services Plan the SELPA Program Administrator will ensure that the full continuum of services is provided. The SELPA Program Administrator will assist with Inter-SELPA Transfers, as needed. Additionally, professional development and technical assistance is available upon request or as determined needed by the SELPA for LEAs and/or nonpublic schools.

Role of the individual LEAs:
Each LEA, through their representative to the Superintendents' Council will determine the regional programs required to meet the needs of the students with disabilities within the SELPA. Additionally, each LEA is responsible for providing a full continuum of services in collaboration with the SELPA and supporting those regional programs provided by their LEA.

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number: Not Applicable

SELPA: ANTELOPE VALLEY | Fiscal Year: 2020-21

Document Title:	Agreement Between the Palmdale School District and the LEAs of the Antelope Valley Special Education Local Plan Area (SELPA)
Document Location:	Antelope Valley SELPA Office
Description:	Direct Instructional support provided by the program specialist: Not Applicable Role of the RLA/AU: The AU will work collaboratively with the SELPA to ensure that the distribution of funds are in alignment with the Funding Allocation Plan. The AU shall be responsible for functions including, but not limited to: • Receipt and distribution of any funds for the operation of special education programs to appropriate accounts. • Receipt and distribution of special education funds to accounts exclusively designated for SELPA use. Role of the Administrator of the SELPA: The SELPA Program Administrator will • Ensure that the distribution and allocation of funds to member LEAs is in alignment with the Funding Allocation Plan. • Review, monitor and submit required fiscal reports as identified by the California Department of Education. • Review and submit the Annual Budget Plan Role of the individual LEAs: The individual LEAs through representation to the Superintendents' Council, determine and approve the allocation of funds to the member LEAs and the Annual Budget Plan. The LEAs will submit required fiscal reports as required by state and federal law.

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Reference Number:	17
Document Title:	Local Plan Section B Governance and Administration: Administration of Regionalized Operations and Services
Document Location:	Antelope Valley SELPA Office
	Direct Instructional support provided by the program specialist: Under the direction of the SELPA Program Administrator, direct

Description:	instructional program support that may be provided by the program specialist(s) which shall include, but are not limited to: • Conduct observations, consult with and assist special and general education staff, administrators, and parents regarding appropriate services for students with disabilities. • Participate and provide technical support in program development. • Coordinate curricular resources and take leadership in ensuring the use of appropriate instructional methods, strategies, interventions and resources are utilized. • Facilitate the development and implementation of staff development and parent education activities. Role of the RLA/AU: Not Applicable. Role of the Administrator of the SELPA: The SELPA Program Administrator will supervise and evaluate the SELPA program specialist(s) and provide training and guidance to the program specialist(s) as need. Role of the individual LEAs: The program specialist(s) will provide direct instructional support to LEAs as requested or determined necessary.

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Reference Number:	AV 100
Document Title:	Early Childhood Special Education Birth through Five Years of Age
Document Location:	Antelope Valley SELPA Office
	Palmdale School District (PSD) is the regional provider for Early Start services for all member Local Educational Agencies (LEAs). PSD serves all solely low incidence (visually, hearing, or orthopedically impaired) identified children birth-3 years of age, providing service coordination and special education and related services. The Antelope Valley SELPA and member LEAs will make timely referrals to the Regional Center for potentially eligible infants and toddlers with additional needs. See Memorandum of Understanding between the Antelope Valley

SELPA: ANTELOPE VALLEY | Fiscal Year: 2020-21

Description:

SELPA and the North Los Angeles County Regional Center related to services for children aged birth to three years.

Referrals for students ages 3, 4, and 5 who are not in transitional kindergarten or kindergarten are made to the child's school district of residence/special education accountability. Preschool special education services are provided to students with IEPs in a variety of ways according to LEA procedures. Some LEAs offer individual and small group instruction in special education class settings. LEAs may work collaboratively to provide regionalized preschool services and/or programs within the SELPA. Some 3, 4 and 5-year old preschoolers with disabilities are enrolled in state preschool programs or Head Start as part of their IEP and receive special education and related services to support progress in that setting.

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Reference Number: 2

Document Title: Local Plan Section B Governance and Administration: Special Education Local Plan Area Services

Document Location: Antelope Valley SELPA Office

Description: Members of the public, including parents or guardians of students with disabilities, may address questions or concerns to the governing boards of each LEA, the Superintendents' Council, the LEA Special Education Administrators, the SELPA Program Administrator, and/or the CAC.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Reference Number: Section 18

Document Title: Agreement Between the Palmdale School District and the LEAs of the Antelope Valley Special Education Local Plan Area (SELPA)

Document Location: Antelope Valley SELPA Office

In the event of a disagreement among the local educational agencies, local educational agencies and the Administrative Unit, local educational

SELPA: ANTELOPE VALLEY | Fiscal Year: 2020-21

Description:

agencies and/or the Administrative Unit and the SELPA regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the Local Plan, it is the intent of the Superintendents' Council that issues be resolved at the lowest level possible in the SELPA's governance structure. The Superintendents' Council is the board of last resort. This process is intended to resolve disagreements within a period of 45 days, but is not intended to undermine local authority.

If a local educational agency disagrees with a decision or practice of another agency or the SELPA Office, that local educational agency has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties directly involved. The parties involved will present the issues to their respective superintendents or designees who will attempt to resolve the matter. Either party may request direct assistance of the SELPA Program Administrator or designee, or Chairperson of the Superintendents' Council. If this process fails, the parties may pursue a meeting on the issues and resolution with the Superintendents' Council in closed session. The decision of the Superintendents' Council shall be final.

All LEA boards must approve the Local Plan for final submission to the State. If any board fails to approve the Local Plan, that board shall notify all other participating agencies of the reason for not approving the plan and request that the Administrative Unit (AU) Superintendent or designee conduct a meeting on the merits of the local board's objections and negotiate a settlement. If negotiations cannot be settled, the superintendent shall convene a three-person panel as follows: (1) one person selected by the LEA objecting to the plan, (2) one person selected by one of the LEAs agreeing to the plan, and (3) one person selected by mutual agreement of the other two appointees within five days. The decision of the panel will be binding for all parties involved in the dispute.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Reference Number: SP:M-11

Document Title: Least Restrictive Environment

Document Location: Antelope Valley SELPA Office

SELPA | ANTELOPE VALLEY | Fiscal Year | 2020-21

Description:	The SELPA provides a full continuum of services to students identified with disabilities, including students in charter schools, alternative education, and students who are not in residence but approved to attend the LEA. Services are provided through each of the member LEAs. The referral, assessment, and Individual Education Program (IEP) process is utilized to identify the needs of each individual student with disabilities. The LEA ensures that supplemental aids and services are provided in the Least Restrictive Environment (LRE). A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and where appropriate, utilized.

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Reference Number:	Policy SP:M-7; AR:M7a
Document Title:	Full Educational Opportunities
Document Location:	Antelope Valley SELPA Office
Description:	Each LEA, or SELPA on behalf of the LEA, shall oversee and evaluate placements in nonpublic, nosecretarian school placements for students. The LEA/SELPA shall ensure that the students' IEPs are being implemented.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC* 56026(c)(4)) who has been incarcerated in a county jail and remains eligible for special education services:

   The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC* Section 56040)

   It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the

SELPA: ANTELOPE VALLEY | Fiscal Year: 2020-21

DOR is based on the residence of the conservator. (*EC* Section 56041)

Reference Number:	AV 300
Document Title:	Incarcerated Youth in County Jails
Document Location:	Antelope Valley SELPA Office
Description:	The LEAs of the SELPA shall: • Seek out eligible adults residing within its boundaries • Review and revise IEPs as necessary, including conducting annual reviews • Determine whether the qualified individual wishes to receive FAPE and if so ensure FAPE is provided with consent The following special education requirements do not apply to eligible individuals who are convicted as adults under State law and incarcerated in adult prisons: • Eligible individuals are exempt from o State and LEA-wide assessment programs o Transition Planning and transition services o IEP team may modify the individual's IEP or placement notwithstanding the least restrictive environment requirement if there is a security or compelling penological interest that cannot otherwise be accommodated.

CONFERENCE/MEETING REQUESTS
SCHEDULE NO. 18

It is recommended the following individuals or groups of individuals be approved/ratified to attend activities designated, with actual and necessary expenses to be paid by the Lancaster School District as budgeted in appropriate categories.

Date/Location	Name	Workshop
June 29 – July 1, 2020 Monday - Wednesday Online Sessions	Janet Renteria, Teacher (LV) Giovanna Origel-Polanco, Tchr (LV) Jennifer Lara, Teacher (LV) Sara Lopez, Teacher (LV) Karla Tobar, Teacher (LV) Elsa Cardoza, Teacher (LV) Asuncion Zamora, Teacher (LV) Elizabeth Panduro, Teacher (LV) Bridget Soria, Teacher (LV) Adriana Landeros, Teacher (LV) Jacqueline Valadez, Teacher (LV) Leslie Ruvalcaba, Asst. Principal (PI) Berenice Alfaro, Teacher (LV) Joaquin Buendia, Teacher (LV) Heather Durant, Principal (LV) Jennifer Chavez-Lanza, Tchr (LV) Richard Garcia, Teacher (LV) $4,250.00 (Title I)	CABE VIRTUAL SUMMER SPANISH DUAL LANGUAGE IMMERSION INSTITUTE California Association of Bilingual Education (CABE) Dual Language Immersion (DLI) Programs and customized strands to better prepare you to teach, lead and grow your DLI Program; www.gocabe.org
June 22 - 24, 2020 Monday - Wednesday Online Sessions	Paulette Volmer, Principal (SU) Rachelle Malcolm, Teacher (SU) Amy Kibble, Teacher (SU) Heather Fritz, Teacher (SU) Richelle Pulos, Principal (AC) Amy Harrington, Teacher (AC) Charissa Welsh, Teacher (AC) $5,950.00 (Title I)	AVID AVID DigitalXP AVID Digital Experience (XP) will kick off with three days of online interactions in large groups, smaller professional learning communities and time with Site Teams. The AVID online learning and community will continue throughout the entire 2020-21 school year; www.aviddigitalxp.org
July 20 - 22, 2020 Monday - Wednesday Online Sessions	Jordan Goines, Director (Special Programs Alesha Cayce, Coord. of Student Equity, Access, and Outcomes (Special Programs) $0.00 (Fee Waived)	AVID AVID DigitalXP AVID Digital Experience (XP) will kick off with three days of online interactions in large groups, smaller professional learning communities and time with Site Teams. The AVID online learning and community will continue throughout the entire 2020-21 school year; www.aviddigitalxp.org

CONFERENCE/MEETING REQUESTS
SCHEDULE NO. 18

It is recommended the following individuals or groups of individuals be approved/ratified to attend activities designated, with actual and necessary expenses to be paid by the Lancaster School District as budgeted in appropriate categories.

Date/Location	**Name**	**Workshop**
July 28 - 30, 2020 Tuesday - Thursday Online Sessions	Tara Holloway, Asst. Principal (JO) Jennie Johnson, Teacher (JO) Melissa Marino, Teacher (JO) $2,550.00 (Title I)	AVID AVID DigitalXP AVID Digital Experience (XP) will kick off with three days of online interactions in large groups, smaller professional learning communities and time with Site Teams. The AVID online learning and community will continue throughout the entire 2020-21 school year; www.aviddigitalxp.org
June 29 – July 3, 2020 Monday - Friday Online Session	Lynette Johnson, Teacher (FA) $2,550.00 (LCFF S/C)	PROJECT LEAD THE WAY GATEWAY – FLIGHT AND SPACE Project Lead the Way (PLTW) Students become engineers as they design, prototype, and test models to learn about the science of flight and what it takes to travel and live in space. They solve real-world aviation and space challenges and plan a mission to Mars; www.pltw.org

LANCASTER SCHOOL DISTRICT
Board of Trustees Order Listing
May 21, 20 to June 3, 2020

PO DATE	CODE	PO ID	SITE	Doc Description	VENDOR	AMOUNT
05/26/20	PO1	200000002793	CIA	Customization Services - PowerSchool SST Forms	MARCIA BRENNER	$6,435.00
05/26/20	PO1	200000002794	FAC	Health Department Backflow Repairs	ACCURATE BACKFLOW TESTING & VALVE REPAIR	$5,802.00
05/26/20	PO1	200000002795	FAC	LA County Waterworks Backflow Testing/Repair	ACCURATE BACKFLOW TESTING & VALVE REPAIR	$11,868.00
05/26/20	PO1	200000002796	FAC	Re-Program existing panels at Endeavour	UNIVERSAL ELECTRONIC ALARMS, INC	$1,000.00
05/26/20	PO1	200000002797	FAC	Open PO -Paint Materials/Supplies	PPG ARCHITECTURAL COATINGS	$5,000.00
05/26/20	PO1	200000002798	FAC	Geotechnical Engineering - DO Parking Lot	EARTH SYSTEMS	$5,000.00
05/26/20	PO1	200000002799	FAC	Grounds Herbicide - Green Gobbler 20% Vinegar	ECO CLEAN SOLUTIONS INC	$2,024.66
05/27/20	PO1	200000002800	LAVA	Open PO 2019-2020 ASES supplies	SOUTHWEST SCHOOL SUPPLY	$20,000.00
05/28/20	PO1	200000002801	FAC	DV Primary Playground Prep	Bob Miller Masonry	$6,200.00
05/28/20	PO1	200000002802	DI	Open PO for PE Equipment	AMAZON CAPITAL SERVICES	$219.00
05/28/20	PO1	200000002803	CIA	Installation of Viewboards (2) at PV	CAVALLO ELECTRIC	$1,000.00
05/28/20	PO1	200000002804	ITS	Open PO Students Educ packets due to COVID	MINUTEMAN PRESS	$8,400.00
05/28/20	PO1	200000002805	Ed Sv	Math for new 7th Gr	MCGRAW HILL SCHOOL EDUCATION INC.	$1,789.54
05/28/20	PO1	200000002806	Ed Sv	History (Spanish) for 6th & 7th Gr	MCGRAW HILL SCHOOL EDUCATION INC.	$31,353.31
05/28/20	PO1	200000002807	Ed Sv	Wonders ELD for EL students	MCGRAW HILL SCHOOL EDUCATION INC.	$29,904.35
05/28/20	PO1	200000002808	Ed Sv	TK Language Arts	MCGRAW HILL SCHOOL EDUCATION INC.	$311.80
05/28/20	PO1	200000002809	Ed Sv	TK Language Arts	MCGRAW HILL SCHOOL EDUCATION INC.	$311.80
05/28/20	PO1	200000002810	Ed Sv	TK Language Arts	MCGRAW HILL SCHOOL EDUCATION INC.	$311.80
05/28/20	PO1	200000002811	Ed Sv	TK Language Arts	MCGRAW HILL SCHOOL EDUCATION INC.	$311.80
05/28/20	PO1	200000002812	Ed Sv	TK Language Arts	MCGRAW HILL SCHOOL EDUCATION INC.	$311.80
05/28/20	PO1	200000002813	Ed Sv	TK Language Arts	MCGRAW HILL SCHOOL EDUCATION INC.	$311.80
05/28/20	PO1	200000002814	Ed Sv	TK Language Arts	MCGRAW HILL SCHOOL EDUCATION INC.	$311.80
05/29/20	PO1	200000002815	FAC	Geotechnical Engineering - JO Asphalt	EARTH SYSTEMS	$626.10
05/29/20	PO1	200000002816	FAC	Construction Plan Room - JO Phase III	ORACLE AMERICA, INC	$8,550.00
05/29/20	PO1	200000002817	FAC	Labor Compliance Svcs - NC Re-Roof	CS & ASSOCIATES, INC	$2,126.00

PO DATE	CODE	PO ID	SITE	Doc Description	VENDOR	AMOUNT
05/29/20	PO1	200000002818	FAC	Electrical Fish Tape Duct Rodder	AMAZON CAPITAL SERVICES	$512.46
05/29/20	PO1	200000002819	FAC	Open PO Maintenance Materials/Supplies	LOWES #9800 677297 8	$3,000.00
05/29/20	PO1	200000002820	FAC	LI Hallway Lighting	GRAYBAR ELECTRIC CO, INC	$4,024.34
05/29/20	PO1	200000002821	FAC	DO East Parking Gas Line repair	AMERICAN PLUMBING SERVICES INC	$10,999.64
05/29/20	PO1	200000002823	FAC	Scissor Lift & Forklift Rental	UNITED RENTALS	$3,116.22
06/01/20	PO1	200000002824	FAC	Youth Disposable Face Masks	SOUTHWEST SCHOOL SUPPLY	$6,132.00
06/01/20	PO1	200000002825	FAC	Park View Backflow test	ACCURATE BACKFLOW TESTING & VALVE REPAIR	$68.00
06/01/20	PO1	200000002826	FAC	No-Contact Infrared Thermometers	AMAZON CAPITAL SERVICES	$3,941.01
06/01/20	PO1	200000002827	Sp Pr	One year/Classroom Licenses for Sacred Heart Students	LEARNING A-Z	$1,469.65
06/01/20	PO1	200000002828	ED	OPEN PO remainder of 19-20 SY	SPARKLETTS	$900.00
06/01/20	PO1	200000002829	PSA	Xerox copier moved to Park View Learning Complex	XEROX CORPORATION - SUPPLIES	$200.00
06/01/20	PO1	200000002830	AC	Digital Copier/Printer/Scanner for Teacher workroom	AMERIMAC OFFICE PRODUCTS	$5,270.24
06/01/20	PO1	200000002831	SI	In house Training for Social, Emotional & Physical skills	PLAYWORKS EDUCATION ENERGIZED	$9,000.00
06/02/20	PO1	200000002832	Ed Sv	Science K-5 Curriculum	TWIG EDUCATION	$144,461.08
06/02/20	PO1	200000002833	Ed Sv	Science K-5 Curriculum	TWIG EDUCATION	$170,148.84
06/02/20	PO1	200000002834	Ed Sv	Science K-5 Curriculum	TWIG EDUCATION	$158,531.97
06/02/20	PO1	200000002835	Ed Sv	Science K-5 Curriculum	TWIG EDUCATION	$165,624.47
06/02/20	PO1	200000002836	Ed Sv	Science K-5 Curriculum	TWIG EDUCATION	$143,861.62
06/02/20	PO1	200000002837	Ed Sv	Science K-5 Curriculum	TWIG EDUCATION	$155,984.36
06/02/20	PO1	200000002838	Ed Sv	Science K-5 Curriculum	TWIG EDUCATION	$188,207.87
06/02/20	PO1	200000002840	Ed Sv	Science K-5 Curriculum	TWIG EDUCATION	$108,839.00
06/02/20	PO1	200000002841	Ed Sv	Science K-5 Curriculum	TWIG EDUCATION	$174,701.76
06/02/20	PO1	200000002843	Ed Sv	Science K-5 Curriculum	TWIG EDUCATION	$136,187.12
06/02/20	PO1	200000002844	Ed Sv	Science K-5 Curriculum	TWIG EDUCATION	$174,149.15
06/02/20	PO1	200000002845	Ed Sv	Science K-5 Curriculum	TWIG EDUCATION	$142,099.76

LANCASTER SCHOOL DISTRICT
Board of Trustees Order Listing
May 21, 20 to June 3, 2020

PO DATE	CODE	PO ID	SITE	Doc Description	VENDOR	AMOUNT
06/02/20	PO1	200000002846	Ed Sv	Science K-5 Curriculum	TWIG EDUCATION	$131,054.87
06/02/20	PO1	200000002847	Ed Sv	Science K-5 Curriculum	TWIG EDUCATION	$158,289.54
06/02/20	PO1	200000002848	Ed Sv	Science K-5 Curriculum	TWIG EDUCATION	$30,299.43
06/02/20	PO1	200000002849	Ed Sv	Science K-5 Curriculum	TWIG EDUCATION	$21,999.77
06/03/20	PO1	200000002850	FAC	Youth Disposable Face Masks	SOUTHWEST SCHOOL SUPPLY	$32,850.00
06/02/20	PO1	200000002852	FAC	PV Electrical Materials	CED	$2,537.78
05/28/20	PO2W	200000001141	LAVA	Dance Club Supplies for ASES	ORIENTAL TRADING COMPANY INC	$5,132.22
06/03/20	PO2W	200000001142	ECE	Licensing fees	DEPT OF SOCIAL SERVICES	$484.00
05/26/20	PO3W	200000000349	ED	Scanner/printer (4)	CDW GOVERNMENT INC	$584.14
05/28/20	PO3W	200000000350	JN	Viewboard, wireless keyboard & mouse	CAL WEST VISUALS INC	$4,511.45
05/28/20	PO3W	200000000351	CIA	Viewboard Interactive Panels	CAL WEST VISUALS INC	$8,872.89
05/29/20	PO3W	200000000352	FAC	Mesh High Back Office Chairs	SOUTHWEST SCHOOL SUPPLY	$599.02
06/02/20	PO3W	200000000353	FAC	Office Chairs Replacement Parts	THE HUMAN SOLUTION	$151.08
06/02/20	PO3W	200000000354	FAC	COVID-19 Face Mask Signs	KRAY INDUSTRIES, INC	$7,665.00
06/03/20	PO3W	200000000355	CIA	Chromebooks (36) and cart	CDW GOVERNMENT INC	$9,247.68
06/03/20	PO3W	200000000356	FAC	HVAC Roof Top Units - Innovation Center	US AIR CONDITIONING DISTRIBUTORS	$9,149.82
					Grand Total	**$2,484,339.81**

BOARD ENTRY LIST

BUDGET ADJUSTMENT

ID #	Description	Fd	Resrc	Goal	Func	Obj	Loc	Expenditure Amount	Revenue Amount	Reserve Amount
A V 556	Adjusting Dup Contra acct to reflect transfers processed	01.0	00000.0	00000	76000	5710	0000000	($7,360)		
								($7,360)	$0	$7,360
TOTAL - BUDGET ADJUSTMENT								($7,360.00)	$0.00	$7,360.00

BUDGET TRANSFERS

ID #	Description	Fd	Resrc	Goal	Func	Obj	Loc	Amount
T V 872	Moving PI Title I funds to cover negatives (PI#BB27)	01.0	30100.0	11100	10000	6410	0581500	($7,000)
T V 872	Moving PI Title I funds to cover negatives (PI#BB27)	01.0	30100.0	11100	10000	4300	0581500	(3,762)
T V 872	Moving PI Title I funds to cover negatives (PI#BB27)	01.0	30100.0	11100	10000	1160	0581500	190
T V 872	Moving PI Title I funds to cover negatives (PI#BB27)	01.0	30100.0	11100	10000	1170	0581500	1,780
T V 872	Moving PI Title I funds to cover negatives (PI#BB27)	01.0	30100.0	11100	10000	1170	0583400	24
T V 872	Moving PI Title I funds to cover negatives (PI#BB27)	01.0	30100.0	11100	10000	2170	0581510	8,051
T V 872	Moving PI Title I funds to cover negatives (PI#BB27)	01.0	30100.0	11100	10000	2180	0584100	311
T V 872	Moving PI Title I funds to cover negatives (PI#BB27)	01.0	30100.0	11100	10000	3342	0581510	100
T V 872	Moving PI Title I funds to cover negatives (PI#BB27)	01.0	30100.0	11100	10000	3612	0581510	306
								$0
T V 878	Mvng IT LCFF Base fds to cvr GoGuardian XREQ#5085	01.0	00000.0	00000	77000	4490	0151500	(18,008)
T V 878	Mvng IT LCFF Base fds to cvr GoGuardian XREQ#5085	01.0	00000.0	00000	77000	5340	0151500	15,000
T V 878	Mvng IT LCFF Base fds to cvr GoGuardian XREQ#5085	01.0	00000.0	11100	10000	5340	0151500	3,008
								$0
TOTAL - BUDGET TRANSFERS								$0

PREPARED BY: Larry Freise, Ed.D / Ruby Thompson / Lori Cooper-Kuriyama

TCS Total Compensation Systems, Inc.

March 27, 2020

Larry Freise
Superintendent of Business
Lancaster School District
44711 Cedar Ave
Lancaster, CA 93534-3210

Dear Larry,

This letter is our proposal for GASB 74/75 actuarial valuation services. The proposal includes a full actuarial valuation as of June 30, 2020 as well as an anticipated roll-forward valuation as of June 30, 2021.

Fees and Our 10% Discount

To confidently schedule existing clients, we provide an incentive for clients who make a commitment in advance of the valuation date. To reserve a place in our schedule, please send the signed contract and non-refundable deposit of one-half of the full valuation fee by May 15, 2020. The deposit is non-refundable because of the preliminary work we do to streamline valuations, as well as to compensate for downtime of resources that could result from cancelled contracts. By reserving a spot, Lancaster School District is not only guaranteed a valuation slot, but is given priority over every client that didn't reserve one. We give a 10% discount of the full valuation fee as well as of the subsequent roll-forward valuation fee to those who reserve a spot by May 15, 2020. That means that, to reserve a spot, we must receive the signed contract and a check for $4,365 – i.e. one-half of 90% of $9,700 – by May 15, 2020. The following table shows the new fees under GASB 74/75:

	Full GASB 74/75	GASB 74/75 w/ 10% Discount
Fee for Full Valuation	$9,700	$8,730
Roll-forward Valuation for 2nd Year	$4,850	$4,365

Our fees are generally all-inclusive without additional charges for phone calls, re-work, or additional information. However, because the vast majority of our clients do not require an in-person meeting or separate valuation for funding purposes we prefer not to bake those costs into our standard fees. In cases where these services are desired, we charge $1,900 for an in-person meeting and $2,000 for a separate funding valuation. Other additional non-valuation projects are priced on a case by case basis.

If you choose *NOT* to reserve a spot, we still hope to work with you on the GASB 74/75 valuation, though it will be at the full fee quoted above.

Second Year Roll-Forward Valuation

As you know, GASB 75 requires a full actuarial valuation at least every two years. Because your last full valuation was performed as of June 30, 2018, you are due for this full valuation as of June 30, 2020. While this proposal does include the subsequent roll-forward valuation that we anticipate performing as of June 30, 2021, we will confirm with you prior to performing that work to ensure circumstances have not changed and that you would still like for us to proceed with the roll-forward valuation.

Timing and Data Requirements

Our records indicate that you will use the results of this June 30, 2020 valuation in your financials for the fiscal year ending June 30, 2020. This means that the valuation will be on a compressed timetable with little room for deviation.

The following timeline shows when the primary data items are expected to be provided.

Data Item	Anticipated Delivery	Responsible Party
Census Data	May-July	Lancaster School District
Asset Information	July-August	Lancaster School District
Audit Report/CAFR	May-July	Lancaster School District
Draft Report	July-October	TCS

Please keep in mind that even for an unfunded plan with no asset information necessary, the valuation relies on interest rate information that cannot be obtained prior to June 30, 2020. Therefore, the valuation cannot be completed until after June 30, 2020.

Please let us know if you have any questions about the above or generally about retiree health or pension benefits. We would very much appreciate once again having the opportunity to work with Lancaster School District.

Sincerely,





Geoffrey L. Kischuk
Actuary
gkischuk@totcomp.com

Will Kane
Actuary
wkane@totcomp.com

We require the following information in order to complete your retiree health actuarial valuation:

- **Census Data.** Demographic information as of the valuation date for active employees and retirees receiving health benefits. See below for specific data items needed.
- **Asset Statement.** If retiree health benefits are being funded through an irrevocable trust, please provide the annual trust statement for the full fiscal year ending on the valuation date.
- **Audit Report / CAFR.** Your most recent audited financial statements.
- **Description of Benefit Arrangement.** Either your most recent collective bargaining agreements or a summary of the retiree health benefits and eligibility. If the benefit structure has changed since the last actuarial valuation, a brief description of the change is helpful.
- **Medical Premium Rate Summary.** A summary exhibit that shows the full premium rates (even if the employer only pays up to a certain amount) for medical plans available to active employees and pre-Medicare retirees. Not necessary if you participate in CalPERS Medical as those rates are published and applicable broadly.
- **Other Useful Information.** Every retiree health plan is unique! If there is information not listed above or below that you believe would be helpful, please feel free to provide it.

<u>For Each Active Employee (any active employee who may be eligible for future retiree health benefits)</u>

- Required Information
  - Date of Birth
  - Sex
  - Date of Hire
  - Employee Group (e.g. Police, Fire, Management, Classified, Certificated, Miscellaneous)
  - Full-Time Equivalent Fraction / Full-Time or Part-Time Indicator / Hours Per Week
- Other Helpful Information
  - Name
  - Identifier (e.g. Employee ID, SSN, Last 4 SSN)
  - Active Medical Premium Amount
  - Medical Plan Name
  - Medical Coverage Tier (Single, 2-Party, Family)

<u>For Each Retiree (any retiree receiving health coverage (even if self-pay) or health payments through employer)</u>

- Required Information
  - Date of Birth
  - Sex
  - Date of Retirement (to the extent available)
  - Date/Age Benefit Ends (only needed if differs amongst retirees – e.g. Lifetime for some and to Age 65 for others)
  - Employee Group (e.g. Police, Fire, Management, Classified, Certificated, Miscellaneous)
  - Medical Premium – Total Amount (even if employer only pays up to a capped amount)
  - Medical Premium – Employer Portion (including employer reimbursement of Retiree Portion, if any)
  - Medical Premium – Retiree Portion
  - Employer Paid Amount for any Non-Medical Health Benefits (Dental, Vision, Life Insurance, Medicare Part B, HRA Contributions, Cash-In-Lieu, etc.)
  - Medical Plan Name
  - Medical Coverage Tier (Single, 2-Party, Family)
- Other Helpful Information
  - Name
  - Identifier (e.g. Employee ID, SSN, Last 4 SSN)

TCS Actuarial Clients

Following is a list of California public employers for which we have performed retiree health valuation services.

Acalanes Union High School District
Acton-Agua Dulce Unified School District
Adelanto Elementary School District
Alameda County Office of Education
Alameda County Waste Management Authority
Alisal Union School District
Allan Hancock Joint Community College District
Alpine Springs County Water District
Alta Loma School District
Alvord Unified School District
Amador County Office of Education
Anderson Union High School District
Antelope Valley College
Antelope Valley Mosquito & Vector Control District
Antelope Valley Union High School District
Antelope Valley-East Kern Water Agency
Apple Valley Unified School District
Arcadia Unified School District
Arcohe Union Elementary School District
Armona Union Elementary School District
Arrowbear Park County Water District
Associated Students of San Jose State University
Atwater Elementary School District
Auburn Union Elementary School District
Baldy View Regional Occupation Program
Banning Unified School District
Banta Elementary School District
Barstow Community College District
Bass Lake Joint Union Elementary School District
Bassett Unified School District
Bay Area Rapid Transit District
Bear Valley Unified School District
Beaumont-Cherry Valley Recreation and Park District
Belmont Redwood Shores School District
Berkeley Unified School District
Big Bear City Airport
Big Bear City Community Services District
Blue Lake Union School District
Bonny Doon Union Elementary School District
Butte-Glenn Community College District
Cabrillo College Foundation
Cabrillo Community College District
Cachuma Operation and Maintenance Board
Calistoga Joint Unified School District
Carmel Unified School District
Carmichael Water District
Cascade Union Elementary School District
Casitas Municipal Water District
Castro Valley Sanitary District
Castroville Community Services District
Central Elementary School District
Central Union School District
Centralia Elementary School District
Ceres Unified School District
Cerritos Community College District
Chabot-Las Positas Community College District
Chaffey Community College District
Chaffey Joint Union High School District
Chatom Union School District
Chino Valley Unified School District
Chualar Union School District
Citrus Community College District
City College of San Francisco Bookstore
City of Arcata
City of Auburn
City of Bell
City of Bellflower
City of Blue Lake
City of Buena Park
City of Calabasas
City of Canyon Lake
City of Capitola
City of Chino
City of Chino Hills
City of Claremont
City of Colton
City of Covina
City of Elk Grove
City of Emeryville
City of Folsom
City of Fountain Valley
City of Garden Grove
City of Imperial Beach
City of Industry
City of Ione
City of Irwindale
City of La Cañada Flintridge
City of La Puente
City of Lafayette
City of Lake Forest
City of Lakeport
City of Lawndale
City of Loma Linda
City of Los Alamitos
City of Manhattan Beach
City of Menifee

City of Mission Viejo
City of Morro Bay
City of Porterville
City of Rancho Santa Margarita
City of Rolling Hills
City of San Clemente
City of Scotts Valley
City of Seal Beach
City of Signal Hill
City of Simi Valley -- General Unit
City of Solvang
City of Stanton
Claremont Unified School District
Cloverdale Unified School District
Coachella Valley Mosquito and Vector Control District
Coachella Valley Unified School District
Coalinga Huron Joint Unified School District
Coast Community College District
Coastline Regional Occupational Program
Coastside County Water District
Coastside Fire Protection District
College and Career Advantage
College of Marin
College of the Desert
College of the Redwoods
College of the Sequoias
College of the Siskiyous
Colusa County Office of Education
Compton Community College District
Compton Creek Mosquito Abatement District
Conrad Hilton Foundation
Contra Costa Community College District
Contra Costa County Office of Education
Copper Mountain Community College District
Corcoran Joint Unified School District
Corona-Norco Unified School District
Cotati-Rohnert Park Unified School District
Cottonwood Fire Protection District
Cottonwood Union School District
Crestline Sanitation District
Cuesta College
Culver City Unified School District
Cutten Elementary School District
Cypress Charter High School
Cypress School District
Davis Joint Unified School District
Del Norte County Schools
Del Paso Manor Water District
Delano Joint Union High School District
Denair Unified School District
Desert Center Unified School District
Desert Health Care District
Desert Sands Unified School District
Diocese of San Bernardino
Dixon Unified School District
Dos Palos Oro Loma Joint Unified School District
Downey Unified School District
Duarte Unified School District
Ducor Union Elementary School District
Durham Unified School District
East Whittier City School District
Eastside Union School District
El Camino Community College District
El Dorado Hills County Water District
El Dorado Irrigation District
El Dorado Union High School District
El Rancho Unified School District
El Segundo Unified School District
El Toro Water District
Elk Grove Benefit Employee Retirement Trust
Elk Grove Unified School District
Emery Unified School District
Escalon Unified School District
Etiwanda School District
Eureka City Schools
Fairfax Elementary School District
Fairfield-Suisun Sewer District
Fall River Joint Unified School District
Feather River Community College District
Ferndale Unified School District
Fieldbrook Elementary School District
Fillmore Unified School District
First 5 San Benito
Folsom-Cordova Unified School District
Fontana Unified School District
Foothill-DeAnza Community College District
Fortuna Union High School District
Fountain Valley Elementary School District
Fowler Unified School District
Franklin Elementary School District
Fremont Union High School District
Freshwater School District
Fresno County Superintendent of Schools
Fruitvale Elementary School District
Fullerton Elementary School District
Fullerton Joint Union High School District
Galt Joint Union Elementary School District
Garfield School District
Glendale Community College District
Glenn County Office of Education
Gold Coast Transit
Gold Oak Union Elementary School District

Goleta Water District
Goleta West Sanitary District
Great Basin Unified Air Pollution Control District
Greater Anaheim Special Education Local Plan Area
Greenfield Union Elementary School District
Grossmont-Cuyamaca Community College District
Guadalupe Union Elementary School District
Guerneville Elementary School District
Gustine Unified School District
Hacienda La Puente Unified School District
Happy Valley Union Elementary School District
Hart Ransom Academic Charter School
Hart Ransom Union Elementary School District
Hartnell Community College District
Healdsburg Unified School District
Hemet Unified School District
Hi-Desert Water District
Hillsborough City School District
Housing Authority of the City of Eureka
Housing Authority of the City of Los Angeles
Housing Authority of the County of San Joaquin
Hughson Unified School District
Humboldt Bay Harbor Recreation and Conservation District
Humboldt County Office of Education
Humboldt State University Center
Humboldt Transit Authority
Huntington Beach City Elementary School District
Igo-Ono-Platina Union School District
Imperial Community College District
Indian Wells Valley Water District
Ironhouse Sanitary District
Jacoby Creek School District
Jefferson School District
Jefferson Union High School District
John Swett Unified School District
Kaweah Delta Water Conservation District
Kerman Unified School District
Kern Community College District
Kern Council of Governments
Kern County Law Library
Kernville Union School District
Kings County Office of Education
Kings River Union Elementary School District
Kings River-Hardwick Union School District
Kingsburg Elementary Charter School District
Kit Carson Union Elementary School District
Knights Ferry Elementary School District
La Habra City School District
Lafayette School District
Laguna Beach Unified School District
Lake Hemet Municipal Water District
Lake Tahoe Community College District
Lakeside Fire Protection District
Lakeside Union Elementary School District
Lamont Elementary School District
Lancaster School District
Las Lomitas School District
Las Virgenes Municipal Water District
Lassen Community College District
Lassen County Office of Education
Lassen Municipal Utility District
Lassen Union High School District
Laton Unified School District
Lawndale Elementary School District
Le Grand Union Elementary School District
Lemoore Union Elementary School District
Lemoore Union High School District
Liberty Union High School District
Live Oak School District
Live Oak Unified School District
Livingston Union School District
Lodi Unified School District
Loleta Union Elementary School District
Long Beach City College
Loomis Union School District
Los Alamitos Unified School District
Los Angeles County Law Library
Los Angeles County West Vector & Vector-Borne Disease Control District
Los Gatos-Saratoga Joint Union High School District
Luther Burbank Elementary School District
Magnolia School District
Mammoth Unified School District
March Joint Powers Authority
Marin County Office of Education
Mark West Union School District
Martinez Unified School District
Marysville Joint Unified School District
McCabe Union Elementary School District
McFarland Unified School District
McKinleyville Community Services District
McKinleyville Union School District
Meeks Bay Fire Protection District
Mendocino-Lake Community College
Menlo Park City School District
Merced Community College District
Merced County Office of Education
Merced Union High School District
Mid-Placer Public Schools Transportation Agency
Millbrae School District
Mission Union School District

Mission Valley ROP
Mono County Office of Education
Monroe Elementary School District
Montecito Sanitary District
Montecito Water District
Monterey Peninsula Community College District
Monterey Peninsula Unified School District
Monterey Regional Waste Management District
Moraga School District
Moreland School District
Morongo Unified School District
Mosquito & Vector Management District of Santa Barbara County
Mount San Antonio Community College District
Mount San Antonio Community College District Auxiliary
Mount Shasta Union School District
Mountain View Elementary School District
Mountain View Los Altos Union High School District
Mt. San Jacinto Community College District
Municipalities, Colleges and Schools Insurance Group
Murrieta Valley Unified School District
Napa County Office of Education
Nevada Joint Union High School District
New Hope Elementary School District
New Jerusalem Elementary School District
Newman Crows Landing Unified School District
North Coast Unified Air Quality Management District
North County Fire Protection District of San Diego County
North Monterey County Unified School District
North of the River Municipal Water District
North Orange County Community College District
North Orange County Regional Occupational Program
North Tahoe Fire Protection District
Northwest Mosquito and Vector Control District
Norwalk La Mirada Unified School District
Novato Unified School District
Oakdale Joint Unified School District
Oakley Union Elementary School District
Ocean View School District
Oceanside Unified School District
Ohlone Community College District
Ojai Valley Sanitary District
Old Adobe Union School District
Ontario Montclair School District Board of Trustees
Orange Center School District
Orange County Superintendent of Schools
Orange Unified School District
Orcutt Academy Charter
Orcutt Union School District
Oroville Union High School District
Oxnard School District
Pacheco Union School District
Pacific Grove Unified School District
Pacific Union School District
Pacifica School District
Pajaro Valley Unified School District
Palermo Union Elementary School District
Palm Springs Unified School District
Palo Verde Community College District
Palo Verde Unified School District
Palomar Community College District
Paradise Elementary School District
Paradise Irrigation District
Pasadena Area Community College District
Patterson Joint Unified School District
Peralta Community College District
Perris Elementary School District
Pico Water District
Piedmont Unified School District
Pioneer Union School District
Placer County Office of Education
Placer Hills Union School District
Planada Elementary School District
Pleasant Valley School District
Plumas County Community Development Commission
Port of Hueneme - Oxnard Harbor District
Porterville Unified School District
Processing Tomato Advisory Board
PSA2 Area Agency on Aging
Public Employees Union, Local 1
Rancho Santiago Community College District
Ravenswood City Elementary School District
Reclamation District No. 1000
Reclamation District No. 900
Redlands Unified School District
Reef-Sunset Unified School District
Rescue Fire Protection District
Rim of the World Unified School District
Rincon del Diablo Municipal Water District
Rincon Valley Union School District
Rio Dell Elementary School District
Rio Hondo Community College District
Ripon Unified School District
Riverbank Unified School District
Riverdale Joint Unified School District
Riverside Transit Agency
Roberts Ferry Elementary School District
Robla School District
Rocklin Unified School District
Rodeo-Hercules Fire Protection District

Romoland School District
Rosedale Union School District
Roseland Elementary School District
Roseville City School District
Ross School District
Ross Valley Elementary School District
Rowland Unified School District
Rubidoux Community Services District
Sacramento Suburban Water District
Saddleback Valley Unified School District
Salinas Union High School District
San Bernardino City Unified School District
San Bernardino Community College District
San Bernardino County Superintendent of Schools
San Bruno Park School District
San Carlos School District
San Francisco Community College District
San Francisco Unified School District
San Gabriel Valley Mosquito & Vector Control District
San Gabriel Valley Municipal Water District
San Jacinto Unified School District
San Joaquin County Office of Education
San Joaquin Delta Community College District
San Juan Water District
San Lorenzo Unified School District
San Lorenzo Valley Unified School District
San Marino Unified School District
San Mateo County Community College District
San Mateo County Office of Education
San Mateo County Schools Insurance Group
San Mateo Union High School District
Santa Ana Unified School District
Santa Barbara Community College District
Santa Barbara County Association of Governments
Santa Clarita Community College District
Santa Cruz County Office of Education
Santa Maria Public Airport District
Santa Monica Community College District
Santa Paula City Housing Authority
Santa Rita Union School District
Savanna Elementary School District
Scotia Union Elementary School District
Scotts Valley Fire Protection District
Selma Kingsburg Fowler County Sanitation District
Sequoia Union High School District
Shasta Regional Transportation Agency
Shasta Tehama Trinity Joint Community College District
Shasta Union Elementary School District
Shasta Union High School District
Shasta Union High School District Charter Schools
Sierra Joint Community College District
Sierra Lakes County Water District
Sierra Unified School District
Silicon Valley Clean Water
Silver Valley Unified School District
Simi Valley Unified School District
Siskiyou County Office of Education
Siskiyou Union High School District
Solano County Community College District
Solano County Office of Education
Soledad Unified School District
Sonoma Valley Unified School District
South Bay Union School District
South County Support Services Agency
South Fork Union School District
South Monterey County Joint Union High School District
South Pasadena Unified School District
South San Francisco Unified School District
South San Luis Obispo County Sanitation District
Southern California Library Cooperative
Southern Humboldt Joint Unified School District
Southern Kern Unified School District
Southern Trinity Joint Unified School District
Southwest Transportation Agency
Southwestern Community College District
Squaw Valley Public Service District
Standard Elementary School District
Stanislaus County Office of Education
Stanislaus Union School District
Stege Sanitary District
Stellar Charter School
Successor Agency to the Redevelopment Agency of the City and County of San Francisco dba San Francisco Office of Community Investment and Infrastructure (OCII)
Sundale Union Elementary School District
Sunnyside Union Elementary School District
Susanville Sanitary District
Susanville School District
Sutter County Office of Education
Sweetwater Authority
Taft City School District
Tahoe-Truckee Sanitation Agency
Tahoe-Truckee Unified School District
TCS Miscellaneous
Temple City Unified School District
Town of Ross
Tracy Joint Unified School District
Trinidad Union School District
Truckee Fire Protection District
Truckee Sanitary District
Trust for Retirees of Associated California Schools

Turlock Unified School District
Tustin Unified School District
United Water Conservation District
Upper San Gabriel Valley Municipal Water District
Val Verde Unified School District
Valley County Water District
Valley Home Joint School District
Valley Sanitary District
Ventura County Community College District
Ventura County Office of Education
Victor Elementary School District
Victor Valley Community College District
Victor Valley Union High School District
Victor Valley Wastewater Reclamation Authority
Vineland Elementary School District
Walnut Creek School District
Wasco Union Elementary School District
Washington Unified School District
Washington Union School District
Weed Union Elementary School District
West Contra Costa Transportation Advisory Committee
West Hills Community College District
West Kern Community College District
West Sonoma County Union High School District
West Valley Mission Community College District
Western Placer Unified School District
Westwood Unified School District
Wheatland School District
Wheatland Union High School District
Williams Unified School District
Willits Unified School District
Winters Joint Unified School District
Winton School District
Woodland Joint Unified School District
Woodside Elementary School District
Yolo County Office of Education
Yosemite Community College District
Yreka Union Elementary School District
Yreka Union High School District
Yuba Community College District
Yuba County Office of Education
Yucaipa-Calimesa Unified School District

CONSULTING SERVICES AGREEMENT

This Agreement is entered into effective the 1st day of May, 2020 by and between Total Compensation Systems, Inc. ("Consultant"), a California corporation with principal offices located at 5655 Lindero Canyon Road, Suite 223, Westlake Village, California, 91362 and Lancaster School District ("Customer").

The following shall govern the provision of consulting services by Consultant to Customer.

1. Consulting Services. Consultant shall provide the consulting services described on Schedule 1 attached hereto.

2. Compensation to Consultant. Customer shall pay Consultant for the consulting services described on Schedule 1 attached hereto the compensation set forth on Schedule 2 attached hereto.

3. Term and Termination. (a) Term. This Agreement shall commence on the date first written above and shall continue in effect until June 30, 2021, or until all consulting services described on Schedule 1 have been performed, whichever occurs first, unless sooner terminated in accordance with the provisions of this Agreement. (b) Termination Without Cause. This agreement may be terminated at any time by either party upon sixty (60) days prior written notice to the other party. (c) Termination With Cause. Either party shall have the right to terminate this Agreement upon the failure of either party to observe any of the covenants and agreements required to be observed by it under this Agreement, and such failure continues for a period of thirty (30) days after written notice thereof. (d) Rights and Obligations after Termination. Termination of this agreement shall not relieve either party of any rights or obligations arising out of the Agreement prior to termination, with the exception that the amount of the final payment that shall be made by Customer shall be based solely upon the percentage of work that was completed by Consultant.

4. Customer Will Provide Information. Customer shall provide Consultant with the information necessary for Consultant to provide the consulting services described on Schedule 1 attached hereto.

5. Authorization to Acquire Information. Customer hereby authorizes Consultant to acquire the necessary information reasonably required by Consultant to provide the consulting services described on Schedule 1 attached hereto from any agency, agencies, source or sources.

6. Customer's Right to Provide Information. Customer represents and warrants to Consultant that it has the right to provide the information that will be given by Customer to Consultant, or which will be acquired by Consultant pursuant to paragraphs 4 and 5 above.

7. Limitation on Services. Customer understands that Customer retains sole authority and responsibility for the operation and design of all Customer's employee benefit plans.

8. Ownership of Systems and Materials. All systems, programs, operating instructions, forms and other documentation prepared by or for Consultant shall be and remain the property of Consultant. All data source documents provided by Customer shall remain the property of Customer.

9. Indemnification. (a) By Customer. Customer hereby agrees to defend and indemnify Consultant and hold Consultant harmless against any claims, injury, costs or damages (including actual attorneys' fees incurred) resulting from Customer's gross negligence or willful misconduct. (b) By Consultant. Consultant hereby agrees to defend and indemnify Customer and hold Customer harmless against any claims, injury, costs or damages (including actual attorneys' fees incurred) resulting from Consultant's gross negligence or willful misconduct.

10. General.

a. Relationship of the Parties. The relationship between Consultant and Customer established by this Agreement is that of independent contractors. Consultant and Customer shall each conduct its respective business at its own initiative, responsibility, and expense, and shall have no authority to incur any obligations on behalf of the other.

b. Force Majeure. No party shall have liability for damages or non-performance under this Agreement due to fire, explosion, strikes or labor disputes, water, acts of God, war, civil disturbances, acts of civil or military authorities or the public enemy, transportation, facilities, labor, fuel or energy shortages, or other causes beyond that party's control.

c. Entire Agreement. This Agreement and the Schedules attached hereto contain the entire agreement between the parties and supersedes all previous agreements and proposals, oral or written, and all negotiations, conversations, or discussions between the parties related to the subject matter of this Agreement. This Agreement shall not be deemed or construed to be modified, amended, rescinded, canceled or waived in whole or in part, except by written amendment signed by both of the parties hereto.

11. Confidentiality. Consultant recognizes that its work will bring it into close contact with confidential information of Customer, including personal information about employees of Customer. Consultant agrees not to disclose anything that is the confidential information of Customer, or that is proprietary to Customer, including its software, its legacy applications, and its databases, to any third party.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as set forth below.

"CONSULTANT" TOTAL COMPENSATION SYSTEMS, INC.	"CUSTOMER" LANCASTER SCHOOL DISTRICT
Signed: 	Signed: _____
By: Geoffrey L. Kischuk	By: _____
Title: President	Title: _____
Date: March 27, 2020	Date: _____

SCHEDULE 1

For the purposes of this Agreement, "consulting services" shall include the following services provided by Consultant to Customer:

Consulting reports including all actuarial information necessary for Customer to comply with the requirements of current GASB accounting standards 74/75 related to retiree health benefits for two years, including one full valuation and one “roll-forward” valuation. Study results will be separated between three employee classifications. Consultant will provide as many copies of the final reports as Customer shall reasonably request.

Services do not include Consultant's attendance at any meetings, unless requested by Customer at the fee shown in Schedule 2. Services also do not include a funding valuation unless requested by Customer at the fee shown in Schedule 2

SCHEDULE 2

Customer shall pay Consultant for the retiree health valuation report based on the full valuation a total of $9,700. One-half, or $4,850 shall be due within 30 days of the commencement of work by Consultant. One-half, or $4,850 shall be due within 30 days of the delivery by Consultant to Customer of the draft consulting report for the full valuation (or within 30 days of contract termination, if earlier). Customer shall also pay Consultant for the retiree valuation report based on the "roll-forward" valuation a total of $4,850 within 30 days of the delivery by Consultant to Customer of the draft consulting report for the "roll-forward" valuation (or within 30 days of contract termination, if earlier)

If Consultant receives a non-refundable deposit from Customer of $4,365 by May 15, 2020, all amounts shown above shall be reduced by 10%.

In addition to the above fees, Customer agrees to pay Consultant an all-inclusive fee of $1,900 per meeting to attend meetings related to the consulting services. Customer shall pay such meeting fees within 30 days of the meeting. Also in addition, to all of the above fees, Customer will pay Consultant $2,000 for each "funding valuation" requested by Customer. Neither the meeting fee nor the fee for a "funding valuation" shall be subject to the above discount or to any other discounts.

CONTRACT CHECKLIST

Please note that every form is required.

Contractor name Lancaster Elementary School District **Contract #** CSPP-0213-00 Project# 19-

Place a check mark next to each item being returned.

☐ Checklist

☐ **Two (2)** signed (in **blue ink**) child care contracts with original signatures

- **Did you include your printed name, title, and address?**
- **Is all of the contract language visible?**

☐ **Two (2)** signed Contractor Certification Clauses (CCC-4/2017)

- **Did you fill in ALL spaces including Federal ID Number?**

☐ **Two (2)** signed California Civil Rights Laws Certifications (CO-005)

☐ Board resolution or minutes authorizing execution of contract and/or authorizing delegation of authority (if applicable)

Mail all signed contracts and completed documents *as soon as possible* to:

Contracts, Purchasing, and Conference Services
California Department of Education
1430 N Street, Suite 2213
Sacramento, CA 95814-5901

Contractor Certification Clauses

CCC 04/2017

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

Contractor/Bidder Firm Name (Printed)	Federal ID Number
Lancaster Elementary School District	95-6001815

By (Authorized Signature)

Printed Name and Title of Person Signing

Michele Bowers, Ed.D., Superintendent

Date Executed	Executed in the County of
June 16, 2020	Los Angeles

CONTRACTOR CERTIFICATION CLAUSES

1. STATEMENT OF COMPLIANCE: Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 11102) (Not applicable to public entities.)

2. DRUG-FREE WORKPLACE REQUIREMENTS: Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

1) the dangers of drug abuse in the workplace;

2) the person's or organization's policy of maintaining a drug-free workplace;

3) any available counseling, rehabilitation and employee assistance programs; and,

4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

1) receive a copy of the company's drug-free workplace policy statement; and,

2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES $50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that Contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lessor of 30 multiplied by the number of full time attorneys in the firm’s offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor’s records, documents, agents or employees, or premises if reasonably

required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts of $100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.3.

8. GENDER IDENTITY: For contracts of $100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.35.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.

2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.

2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and

Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be*:* (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

California Department of Education
Fiscal & Administrative Services Division
CO-005 (NEW 4/2020)

CALIFORNIA CIVIL RIGHTS LAWS CERTIFICATION

Pursuant to Public Contract Code section 2010, if a bidder or proposer executes or renews a contract in the amount of $100,000 or more on or after January 1, 2017, the bidder or proposer hereby certifies compliance with the following:

1. CALIFORNIA CIVIL RIGHTS LAWS: For contracts $100,000 or more, executed or renewed after January 1, 2017, the contractor certifies compliance with the Unruh Civil Rights Act (Section 51 of the Civil Code) and the Fair Employment and Housing Act (Section 12960 of the Government Code); and

2. EMPLOYER DISCRIMINATORY POLICIES: For contracts $100,000 or more, executed or renewed after January 1, 2017, if a Contractor has an internal policy against a sovereign nation or peoples recognized by the United States government, the Contractor certifies that such policies are not used in violation of the Unruh Civil Rights Act (Section 51 of the Civil Code) or the Fair Employment and Housing Act (Section 12960 of the Government Code).

CERTIFICATION

I, the official named below, certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

1. Proposer/Bidder Firm Name (Printed):
   Lancaster Elementary School District
2. Federal ID Number:
   95-6001815
3. By (Authorized Signature):

4. Printed Name and Title of Person Signing:
   Michele Bowers, Ed.D., Superintendent
5. Date Executed:
   6/16/20
6. Executed in the County and State of:
   Los Angeles

California Department of Education
Fiscal and Administrative Services Division
CO-007 (Rev. 04/2020)

FEDERAL CERTIFICATIONS

Certifications regarding lobbying, debarment, suspension and other responsibility matters; and drug-free workplace requirements

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82 "New restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Non procurement) and Government-wide requirements for Drug-Free Workplace (Grants)." The Certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000 as defined at 34 CFR Part 82, Section 82.105 and 82.110, the applicant certifies that:

(a.) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement;

(b.) If any funds other than federal appropriated funds have been or will be paid to any person for influencing or attempting to influence an employee of Congress, or any employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form –LLL, "Disclosure Form to Report Lobbying," in accordance with this instruction;

(c.) The undersigned shall require the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 34 CFR Part 85, for prospective participants in primary or substantive control over a covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110-

A. The applicant certifies that it and its principals:

(a.) Are not presently debarred, suspended proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency:

(b.) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction violation of federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c.) Have not within a three-year period proceeding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1998, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Section 85.605 and 85.610-

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a.) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b.) Establishing an on-going drug-free awareness program to inform employees about-

(1.)The danger of drug abuse in the workplace;

(2.)The grantee's policy of maintaining a drug-free workplace;

(3.)Any available drug counseling, rehabilitation, and employee assistance programs; and

(4.)The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c.)Making it a requirement that each employee to be engaged in performance of the grant be given a copy of the statement required by paragraph (a);

(d.)Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will-

(1.)Abide by the terms of the statement; and

(2.)Notify the employer in writing of his or her conviction for a violation;

(e.)Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants, and Contracts Service, U.S. Department of Education 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No.3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f.) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d) (2), with respect to any employee who is so convicted:

(1.)Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2.)Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency:

(g.)Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Address: 44711 Cedar Ave

City: Lancaster

State: CA

Zip Code: 93534

☐ Check if there are workplaces on file that are not identified here.

4. DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610

(a.) As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant, and

(b.) If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No.3) Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT:

Lancaster Elementary School District

CONTRACT #:

CSPP-0213-00 Project# 19-06466-00-0

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE:

Michele Bowers, Ed.D., Superintendent

SIGNATURE:

DATE:

6/16/20

CALIFORNIA DEPARTMENT OF EDUCATION
1430 N Street
Sacramento, CA 95814-5901

F.Y. 20 - 21

DATE: July 01, 2020

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

CONTRACT NUMBER: CSPP-0213
PROGRAM TYPE: CALIFORNIA STATE PRESCHOOL PROGRAM
PROJECT NUMBER: 19-06466-00-0

CONTRACTOR'S NAME: LANCASTER ELEMENTARY SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the CONTINUED FUNDING APPLICATION FY 20-21, the GENERAL TERMS AND CONDITIONS* (GTC 04/2017), the STATE PRESCHOOL PROGRAM REQUIREMENTS*, and the FUNDING TERMS AND CONDITIONS* (FT&C), which are by this reference made a part of the Agreement. Where the GTC 04/2017 conflicts with either the Program Requirements or the FT&C, the Program Requirements or the FT&C will prevail.

Funding of this Agreement is contingent upon appropriation and availability of sufficient funds. This Agreement may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this Agreement.

The period of performance for this Agreement is July 01, 2020 through June 30, 2021. For satisfactory performance of the required services, the Contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount section of the FT&C, at a rate not to exceed $49.85 per child day of full time enrollment and a Maximum Reimbursable Amount (MRA) of $4,726,279.00.

Service Requirements

Minimum Child Days of Enrollment (CDE) Requirement 94,810.0
Minimum Days of Operation (MDO) Requirement 180

Any provision of this Agreement found to be in violation of Federal or State statute or regulation shall be invalid, but such a finding shall not affect the remaining provisions of this Agreement.

Items shown with an asterisk (*) can be viewed at https://www.cde.ca.gov/fg/aa/cd/ftc2020.asp

STATE OF CALIFORNIA	CONTRACTOR
BY (AUTHORIZED SIGNATURE)	BY (AUTHORIZED SIGNATURE)
PRINTED NAME OF PERSON SIGNING: Jaymi Brown,	PRINTED NAME AND TITLE OF PERSON SIGNING: Michele Bowers, Ed.D., Superintendent
TITLE: Contract Manager	ADDRESS: 44711 N Cedar Ave., Lancaster, CA 93534

AMOUNT ENCUMBERED BY THIS DOCUMENT: $ 4,726,279	PROGRAM/CATEGORY (CODE AND TITLE): Child Development Programs		FUND TITLE: General	Department of General Services use only
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT: $ 0	(OPTIONAL USE) 0656 23038-6466			
TOTAL AMOUNT ENCUMBERED TO DATE: $ 4,726,279	ITEM 30.10.010. 6100-196-0001	CHAPTER B/A	STATUTE 2020	FISCAL YEAR 2020-2021
	OBJECT OF EXPENDITURE (CODE AND TITLE): 702 SACS: Res-6105 Rev-8590			

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.

SIGNATURE OF ACCOUNTING OFFICER	T.B.A. NO.	B.R. NO.
	DATE	

RESOLUTION

2019-20:33

This resolution is adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2020-2021.

RESOLUTION

BE IT RESOLVED that the Governing Board of Lancaster Elementary School District

authorizes entering into local agreement number CSPP-0213-00 Project# 19-06466-00-0 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

NAME	TITLE	SIGNATURE
Michele Bowers, Ed.D.	Superintendent	
Bart Hoffman	Asst. Supt., Ed Services	
Kelly Fountain	Director, ECE	

PASSED AND ADOPTED THIS 16th day of June 2020, by the Governing Board of Lancaster Elementary School District of Los Angeles County, in the State of California.

I, Sandra Price, Clerk of the Governing Board of Lancaster Elementary School District, of Los Angeles, County, in the State of California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a regular board meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature)

June 16, 2020
(Date)

CALIFORNIA PARTNERSHIP FOR ACHIEVING STUDENT SUCCESS

MEMBER INSTITUTION MEMORANDUM OF UNDERSTANDING

In signing this Memorandum of Understanding ("**MOU**"), [Institution Name] _____("**Institution**") agrees become a member institution of the California Partnership for Achieving Student Success ("**Cal-Pass Plus**") and to be bound by all terms and conditions of this MOU.

RECITAL

A. Cal-PASS Plus is a program conducted by Education Results Partnership, Inc., a California nonprofit public benefit corporation ("**ERP**") together with San Joaquin Delta College ("**SJDC**") and the California Community Colleges Chancellor's Office ("**CCCCO**"). Cal-PASS Plus collects, analyzes, and shares student data with educational institutions who have agreed to become part of Cal-PASS Plus by entering into a memorandum of understanding ("**Cal-PASS Plus Members**"). Cal-PASS Plus collects, analyzes and shares student data among Cal-PASS Plus Members in order to track performance and improve student outcomes from pre-K through 12th grade, and through college and the workplace. Cal-PASS Plus services are provided without fees or cost to Cal-PASS Plus Members. Data sharing also assist educational institutions to meet compliance reporting requirements and to assist organizations with the research necessary to increase knowledge and collaboration among educational institutions. To that end, Cal-PASS Plus will coordinate the process of Cal-PASS Plus Members sharing academic performance data concerning students who have attended or who are attending their institutions by facilitating the transfer of data between Cal-PASS Plus Members in a manner consistent with FERPA, other applicable federal and California state laws and regulations, local regulations, and best practices and guidelines.

B. Cal-PASS Plus is designed to improve transitions and success across educational segments. Cal-PASS Plus Members may use data provided by Cal-PASS Plus to develop, implement, and assess interventions to improve instruction, and also to identify higher performing institutions and programs to support collaboration and peer-to-peer sharing of best practices. Institution-based, multi-segmental work groups (also known as Regional Learning Councils, or RLC's) are the preferred venues for Cal-PASS Plus participation.

C. In entering into this MOU, Institution accepts and agrees to abide by all MOU terms and conditions, elects to become a Cal-PASS Plus Member, and to actively engage in data sharing with Cal-PASS Plus and the other Cal-PASS Plus Members.

THEREFORE, the Institution agrees to the following terms of this MOU:

ARTICLE 1. DEFINITIONS

As used in this Agreement, the following terms have the meanings as specified below:

"**Cal-PASS Plus Parties**" shall have the meaning assigned to such term in Article 2.

"**Cal-PASS Plus**" shall have the meaning assigned to such term in the first paragraph of this MOU.

"**Cal-PASS Plus Data**" means the data elements that are defined in the Data Element Dictionary as may be amended by Cal-PASS Plus from time to and which data elements have been provided to Cal-PASS Plus.

"**Cal-PASS Plus Members**" shall have the meaning assigned to such term in Recital A.

"**CCCCO**" shall have the meaning assigned to such term in Recital A.

"**ERP**" shall have the meaning assigned to such term in Recital A.

"**FERPA**" shall mean the Family Education Rights and Privacy Act of 1974.

"**Institution**" shall have the meaning assigned to such term in the first paragraph of this MOU.

"**MOU**" shall have the meaning assigned to such term in the first paragraph of this MOU.

"**MOU Addenda**" shall have the meaning assigned to such term in Section 2.

"**Partner Organizations**" shall mean ERP, SJDC and CCCCO.

"**SJDC**" shall have the meaning assigned to such term in Recital A.

"**Termination Event**" shall mean (a) a material breach of this MOU by Institution; (b) any act by Institution exposing the Cal-PASS Plus, any Partner Organization or any other Cal-PASS Plus Party to liability for personal injury or property damage; or (c) Institution confirms its insolvency or is adjudged a bankrupt, or assumes negative fiscal status; Institution makes a general assignment for the benefit of creditors, or a receiver is appointed on account of Institution's insolvency.

ARTICLE 2. PURPOSE OF CAL-PASS PLUS AND MOU

It is the role of Cal-PASS Plus to create the mechanisms and procedures by which CAL-PASS Plus Members, ERP, SJDCC and CCCCO (collectively, "**Cal-PASS Plus**") share, store, compare, analyse and disseminate academic performance data and research obtained through the analysis of such data, concerning students who have attended or who are attending Cal-PASS Plus Member institutions by facilitating the transfer of data between Cal-PASS Plus Parties in a manner

consistent with all federal, state and local laws and regulations including, without limitation, FERPA, and best practices and guidelines within this industry.

The purpose of this MOU is to provide the terms and conditions by which Cal-PASS Plus Parties agree to share and use such data. The Cal-PASS Plus Parties may enter into one or more addenda or amendment outlining additional terms, conditions, roles or obligations with respect to the operation of Cal-PASS Plus ("**MOU Addenda**"). Each MOU Addenda shall be binding on the Cal-PASS Plus Member upon its execution of the MOU Addenda and shall, upon such execution, form a part of this Agreement and its terms shall be fully incorporated herein as though fully set forth in this Agreement.

Institution acknowledges that performance of its obligations under this MOU may require frequent and timely exchanges of information between one or more of the Cal-PASS Plus Parties. Cal-PASS Plus' ability to execute the Cal-PASS Plus program is conditioned upon timely receipt of necessary information from Institution, provided that Cal-PASS Plus provides Institution with reasonable advance notice of the need for such information and the date by which such information is required.

ARTICLE 3. DATA SHARING

Institution shall provide to Cal-PASS Plus the Cal-PASS Plus Data as required of Institution by the Cal-PASS Plus administrator. Said Cal-PASS Plus Data shall be provided in the manner and form as specified by the administrators of Cal-PASS Plus. Cal-PASS Plus Data shall be used by Cal-PASS Plus Parties consistent with the terms and conditions of this MOU.

Occasionally, requests may be made from researchers or research institutions for data aggregated in a particular manner. Cal-PASS Plus may, from time to time at its discretion, provide aggregated and anonymous data based on the data received from Cal-PASS Plus Parties to researchers or research institutions for analysis and research concerning the improvement of academic instruction and student outcomes. Cal-PASS Plus agrees to share the data in a manner consistent with the FERPA guidelines, ensuring the confidentiality of records.

Institution understands that, in order to conduct the Cal-PASS Plus Program, it may be necessary for Cal-PASS Plus and/or its Partner Organizations to share Cal-PASS Plus Data with such third parties as it deems necessary or appropriate to conduct Cal-PASS Plus provided, however, that the third party has agreed in writing to maintain the confidentiality obligations, including compliance with FERPA, as each of the Cal-PASS Plus Parties are required to do under this MOU.

In addition, Cal-PASS Plus shall have the ability to display summary-level reports of Cal-PASS Plus Data on the publicly accessible Cal-PASS website.

A. Confidentiality and Security of Data

All Cal-PASS Plus Parties shall maintain the confidentiality of any and all student data exchanged by each as a part of this MOU and Cal-PASS Plus. In accepting, maintaining and sharing Cal-PASS Plus Data, all Cal-PASS Plus Parties shall comply with all federal, state and local laws and regulations including, without limitation, FERPA. The requirements under this paragraph shall survive the termination or expiration of this MOU or any subsequent agreement intended to supersede this MOU.

To ensure the continued confidentiality and security of the student data processed, stored, or transmitted under this MOU, each Cal-PASS Plus Party shall establish a system of safeguards that will, in all respects, comply with all federal, state and local laws and regulations including, without limitation, FERPA and other privacy protection laws and regulations. Specifically:

1. Institution, to the extent it is an education institution collecting educational records of its students, understands that it may not disclose educational records without written consent from the parent or eligible student, except to the following parties under the following conditions: school officials with legitimate educational interest; other schools to which a student is transferring; specified officials for audit or evaluation purposes; appropriate parties in connection with financial aid to a student; organizations conducting research or studies for or on behalf of the school; accrediting organizations; to comply with a judicial order or lawfully issued subpoena; appropriate officials in cases of health and safety emergencies; and state and local authorities, within a juvenile justice system, pursuant to specific State law.

2. For the purposes of this MOU, Institution acknowledges and agrees that Cal-PASS Plus is considered an organization conducting research and other services on behalf of Institution.

3. Institution will not use Cal-PASS Plus Data received through Cal-PASS Plus for any purpose other than that specifically allowed under the terms of this MOU.

4. This MOU does not allow Institution (or its subcontractors) to disclose Cal-PASS Plus Data to any other third parties except as set forth under this MOU or in limited circumstances permitted under FERPA.

5. To ensure the continued confidentiality and security of the Cal-PASS Plus Data, stored, or transmitted under this MOU, Institution shall assume responsibility of data received and will employ industry best practices, both technically and procedurally, to protect data from unauthorized physical and electronic access.

6. To ensure the continued confidentiality and security of the student data processed, stored, or transmitted under this MOU, Institution shall establish, implement, and maintain policies, procedures, and systems that ensure all Cal-PASS Plus Data is kept in secured facilities and access to such records is limited to personnel who are authorized to have access to said data.

7. All staff of Institution involved in the handling, transmittal, and/or processing of Cal-PASS Plus Data provided under this MOU will be required to execute a confidentiality

agreement requiring said personnel to maintain the confidentiality of all student related personally identifiable information.

8. To ensure the continued confidentiality and security of Cal-PASS Plus Data, stored, or transmitted under this MOU, Institution shall establish, implement, and maintain policies, procedures, and systems shall require the use of appropriate safeguards, including secure passwords to access databases used to process, store, or transmit Cal-PASS Plus Data provided under this MOU.

9. Institution will establish, implement, and maintain internal procedures, systems, and safeguards: to maintain the integrity of their systems and secure databases used to process, store, or transmit Cal-PASS Plus Data provided under this MOU, and to maintain the Cal-PASS Plus Data in a secure manner that prevents the interception, diversion, or other unauthorized access to said data.

10. Institution shall ensure that any and all disclosures of Cal-PASS Plus Data comply with all provisions of FERPA and other applicable federal and California state laws and regulations relating to the privacy rights of students, such as but not limited to, the Information Practices Act and the California Public Records Act.

11. Institution shall immediately notify Cal-PASS Plus in the event the security, confidentiality, or integrity of the Cal-PASS Plus Data exchanged is, or is reasonably believed to have been, compromised. Notification will take place within 24 hours of discovery.

12. Exchange of data between Cal-PASS Plus Parties and/or third party contractors is subject to the requirements outlined in this MOU. Cal-PASS Plus Parties may subcontract to assist in performing the Roles and Responsibilities hereunder.

B. Method of Transfer

Cal-PASS Plus will employ industry best practices, both technically and procedurally to protect the data from unauthorized physical and electronic access during transfer. Typical secure methods of transfer include Secure File Transfer Protocol (SFTP), Secure HTTPS transfer or via encrypted physical media. Any other transfer methods employed and the procedures utilized by Institution to protect the data provided under this agreement are the responsibility of the Institution but are subject to review and approval by the administrators of Cal-PASS Plus.

C. Disposition of Data

Any Cal-PASS Plus Data received pursuant to this Agreement shall be one way encrypted, stripped of personally identifiable information and the primary source data will be archived securely, detached from all Internet connected devices, and only accessible to the administrators of Cal-PASS Plus authorized staff.

ARTICLE 4. INDEMNIFICATION

Institution shall defend, indemnify, and hold harmless each of the other Cal-PASS Plus Parties and their affiliates, respective officers, directors, shareholders, members, employees, agents, attorneys, representatives and their respective successors and permitted assigns from and against all losses, damages, liabilities, deficiencies, actions, judgments, interest, awards, penalties, fines, costs or expenses of whatever kind (including reasonable attorneys' fees and costs) arising out of or resulting from: (a) any misrepresentations made or factually incorrect information provided willfully or negligently by Institution to another Cal-PASS Plus Party; (b) Institutions' noncompliance with any federal, state or local law, statute, rule, or regulation; (c) Institution's breach of any term or condition of this MOU; or (d) the negligent or intentional acts or omissions of Institution.

ARTICLE 5. ENTIRE AGREEMENT

This MOU states the entire agreement between the Cal-PASS Plus Parties with respect to its subject matter and supersedes any previous and contemporaneous or oral representations, statements, negotiations, or agreements.

ARTICLE 6. REPRESENTATIONS AND WARRANTIES

Institution represents and warrants that:

1) The person signing this MOU on behalf of Institution represents and warrants that he or she has authority to sign on behalf and to bind such party.
2) Institution represents that it has the right and power to authorize participation in Cal-PASS Plus and to undertake its obligations as set forth in this Agreement.
3) The execution of this MOU by its representative whose signature is set forth at the end hereof has been duly authorized by all necessary actions.
4) In performing its obligations under this MOU, Institution will comply with all applicable federal, state and local, laws, rules and regulations.
5) Institution shall not knowingly provide to Cal-PASS Plus, Cal-PASS Plus Data that is false or inaccurate.

ARTICLE 7. ASSIGNMENT

Institution may not assign their rights, duties, or obligations under this MOU, either in whole or in part, without the prior written consent of Cal-PASS Plus.

ARTICLE 8. SEVERABILITY

Each term or provision of this MOU shall be valid and enforced as written to the full extent permitted by law. If any provision of this MOU is held to be illegal, invalid, or unenforceable under present or future laws effective during the term of this MOU, such provision shall be fully severable. This MOU shall remain in full force and effect, unaffected by such severance, provided that the severed provision(s) are not material to the overall purpose and operation of this MOU.

ARTICLE 9. WAIVER

Waiver by any signatory to this MOU of any breach of any provision of this MOU or warranty of representation set forth herein shall not be construed as a waiver of any subsequent breach of the same or any other provision. The failure to exercise any right under this MOU shall not operate as a waiver of such right. All rights and remedies provided for in this MOU are cumulative.

ARTICLE 10. MODIFICATION AND AMENDMENTS

Except for the Data Element Dictionary, this MOU may only be amended, modified or supplemented by an agreement in writing signed by authorized representatives of the Institution. The Data Element Dictionary may be amended by Cal-PASS Program from time to time by providing Institution with thirty (30) days prior written notice of any such amendment.

ARTICLE 11. TERM

This MOU shall be in effect with respect to Institution upon its execution of this MOU and will remain in effect until terminated in accordance with Article 12.

ARTICLE 12. TERMINATION

Institution, may terminate this MOU and, as a result, its participation in Cal-PASS Plus, by providing Cal-PASS Plus thirty (30) days' written notice. Notice shall be deemed given upon Cal-PASS Plus' actual receipt of the written notice. However, termination of Institution will have no force or effect on the rights and responsibilities as to the remaining Cal-PASS Plus Parties.

A Partner Organization will notify in writing Cal-PASS Plus in the event it decides to terminate its participation in Cal-PASS Plus. This MOU shall also immediately terminate in the event of the termination or cancellation of Cal-PASS Plus as a program.

The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to Cal-PASS Plus at law or equity. Written notice by Cal-PASS Plus shall be deemed given when received by Institution.

ARTICLE 13. JOINDER OF OTHER CAL-PASS PLUS PARTIES

Cal-PASS Plus Parties agree that any school district, county office of education, community college district, WASC accredited public or private four-year college or university located in California or other educational organization whose purpose is to improve student success, may

become a party to this MOU by executing a counterpart of this MOU in form substantially similar hereto.

ARTICLE 14. EXECUTION AND DELIVERY OF MOU

A signed copy of this MOU delivered by facsimile, e-mail or other means of electronic transmission shall be deemed to have the same legal effect as delivery of an original signed copy of this MOU. In executing and returning a signed copy of this MOU, the "Authorized Officer" represents and warrants that he or she has all requisite power and authority to execute and deliver this MOU, all necessary approvals for the execution and delivery of this MOU on behalf of the Institution has been obtained.

Authorized Officer Signature:_____

Date: _____

Institution Name: _____

Print Name: _____

Title: _____

Phone:_____ **Email:** _____

MOU Submission
This MOU may be signed and completed via Echosign by visiting this URL [https://www.calpassplus.org/CalPASS/Join/NewMou.aspx], by e-mail to [dmoynihan@edresults.org] or by US Mail addressed as follows:

Educational Results Partnership
Attn: Cal-PASS Plus
428 J Street, Suite 320
Sacramento, CA 95814

If you choose to limit the institutions with which you share data, contact Cal-PASS Plus for assistance.

Designation of Contacts for Cal-PASS Plus

Name of Institution/District: _____

Primary Contact: This person is responsible for coordinating the Cal-PASS Plus process at your institution. This is also the person who will receive a primary User ID and Password, which are required to access data and performance reports on the web site. The primary contact will be notified when a new user from your institution has been given login credentials. If login credentials are to be revoked, it is the responsibility of the primary Contact to notify Cal-PASS Plus in writing. It is the responsibility of the Institution to notify Cal-PASS Plus, in writing, when the Primary Contact role moves to another employee.

Name: _____

Title: _____

Phone Number: _____

Email Address: _____

Data Submission Contact: This person is responsible for generating and submitting the data files. It is the responsibility of the Institution to notify Cal-PASS Plus, in writing, when the Data Submission Contact role moves to another employee.

Name: _____

Title: _____

Phone Number: _____

Email Address: _____

Cal-PASSPlus
FOSTER YOUTH DATA SHARING ADDENDUM TO CAL-PASS PLUS MEMORANDUM OF UNDERSTANDING

This Addendum ("**MOU Addendum**") to the Memorandum of Understanding ("**MOU**") entered into by the undersigned institution ("**Institution**") in regard to Cal-PASS Plus conducted by Educational Results Partnership, ("**ERP**") is made and entered into this 16th day of June 2020, with reference to the following facts:

A. The Foster Youth College Success dashboard will provide school districts with reports on the academic performance of anonymized students who are identified as Foster Youth and subsequently enroll in a California community college or university.

B. The Institution is currently a member of the Cal-PASS Plus and recognizes that the results of the Foster Youth data dashboard and related reports will be beneficial of the Institution to help assess academic outcomes of their students.

C. The Institution also has a pre-existing engagement with the National Center for Youth Law's FosterEd initiative ("**NCYL**") through which NCYL is serving the Institution's foster youth students and the Institution is providing NCYL with certain foster youth data ("**NCYL Foster Youth Data**").

D. The Institution wants ERP to be able to share with NCYL information ERP has obtained from the Institution through the Cal-PASS Plus Program ("**Cal-PASS Foster Youth Data**," as further defined below) matched with the NCYL Foster Youth Data, in order to evaluate the effectiveness of the FosterEd initiative.

NOW, THEREFORE, the Institution agrees as follows:

1. **Amendment.** This MOU Addendum is an amendment to the MOU and is an MOU Addenda as that term is defined in the MOU. Except as otherwise defined or amended by this MOU Addendum, all of the terms and conditions of the MOU shall remain in full force and effect.

2. **Data Sharing.** As a member of Cal-PASS Plus, Institution hereby agrees that it will provide to ERP Cal-PASS Foster Youth Data, which includes annual data on the foster youth status of students within the Institution's schools. Institution acknowledges and agrees that ERP's work with NCYL will include matching NCYL Foster Youth Data to the Cal-PASS Foster Youth Data provided by Institution to ERP as part of Cal-PASS Plus (collectively, "**Matched Foster Youth Data**"). Matched Foster Youth Data will be included in an ERP generated Report (as further described in Section 3) and Institution hereby consents to ERP's sharing with NCYL any or all the Matched Foster Youth Data including any Cal-PASS Foster Youth Data included in the Report.

3. **Reports.** As a result of this data sharing and pursuant to the Institution's engagement with NCYL, ERP is engaged in preliminary work ultimately aimed at creating a report, or series of reports (collectively, the "**Report**") to evaluate the effectiveness of NCYL's FosterEd initiative, which will be shared with NCYL. For the sake of clarity, NCYL has represented to ERP that the Report will not evaluate the Institution or any of its schools in any way and will not contain any personally identifiable information of any of the Institution's students or otherwise.

4. **Confidentiality.** NCYL has agreed in writing to adhere to the same confidentiality obligations, including compliance with FERPA, as each of the Cal-PASS Plus Parties are required to do under the MOU.

IN WITNESS WHEREOF, the Institution has caused this MOU Addendum to be executed by its duly authorized officer.

"**Institution**"

Signature: _____ Print Name: _____

Title: _____ Date: _____

Lancaster School District
AGREEMENT FOR SERVICES

School/Dept. Ed Services (for Sierra)

P.O. Number

Budget Number 01.0-31820.0-11100-10000-5892-0191500

Date of Agreement: June 18, 2020

☑ Single Payment ☐ Multiple Payments

Consultant (Payable to:)

FLIPPEN GROUP

Address

1199 Haywood Drive

City/State/Zip

College Station, TX 77845

Phone Number (including area code)

800-316-4311

SS or FEIN Number

Date(s) of Service

2021-21 school year

Services to be provided:

Capturing Kids' Hearts Recharged for up to 60 people at Sierra Elementary School - may be scheduled as a virtual training should in-person not be possible.

The district agrees to pay the consultant *(including travel expenses)* for this service: $4,000.00

Authorization for Payment:

Principal/Dept. Head

Date	Invoice #	Amount	Signature

After receipt of services, send this form directly to Business Office.

THIS AGREEMENT is made between the consultant and LANCASTER SCHOOL DISTRICT OF LOS ANGELES COUNTY, herein called the District.

The Consultant agrees to provide worker's compensation insurance covering services to be provided by Consultant under this agreement, or to self-insure such services. Consultant also agrees to hold harmless and indemnify the District, its officers, agents and employees, with respect to all damages, costs, expenses or claims, in law or in equity, arising or asserted because of injuries to or death of persons or damage to, destruction, loss or theft of property arising out of faulty performance of the services to be performed by Consultant hereunder, and Consultant agrees to defend any and all actions, suits or other legal proceedings, at Consultant's own expense, cost and risk, that may be brought or instituted against the District, its officers, agents and employees, on any such claim or demand, and pay or satisfy any final judgment or award against the District, its officers, agents or employees in any such action, suit or legal proceeding.

It is expressly understood and agreed to by both parties hereto that the consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District. This agreement shall become null and void immediately upon depletion of funds or services no longer required.

IN WITNESS WHEREOF, said parties have executed this agreement as of the date first above written.

SIGNATURES:

Authorized Agent for Consultant

Principal/Department Head

Authorized Agent for District
Assistant Superintendent - Business Services

DISTRICT OFFICE USE ONLY

Date Approved by Board of Trustees: _____ Motion # _____ Verified by: _____

Lancaster School District
AGREEMENT FOR SERVICES

P.O. Number

Date of Agreement: July 1, 2020

Budget Number 01.0-40350.0-11100-10000-5892-0071400

Consultant (Payable to:)

Instructional Coaching Group

Address

P.O. Box 35

City/State/Zip

North Loup, NE. 68859

Phone Number (including area code)

(308) 219-0218 (308) 496-4724

SS or FEIN Number

Date(s) of Service

2020-2021 School Year

Services to be provided:

Provide professional development for Lancaster School District teachers and administrators during the 2020-2021 school year

The district agrees to pay the consultant *(including travel expenses)* for this service: **$21,200.00**

PLEASE DO NOT WRITE IN THIS AREA

THIS AGREEMENT is made between the consultant and LANCASTER SCHOOL DISTRICT OF LOS ANGELES COUNTY, herein called the District.

The Consultant agrees to provide worker's compensation insurance covering services to be provided by Consultant under this agreement, or to self-insure such services. Consultant also agrees to hold harmless and indemnify the District, its officers, agents and employees, with respect to all damages, costs, expenses or claims, in law or in equity, arising or asserted because of injuries to or death of persons or damage to, destruction, loss or theft of property arising out of faulty performance of the services to be performed by Consultant hereunder, and Consultant agrees to defend any and all actions, suits or other legal proceedings, at Consultant's own expense, cost and risk, that may be brought or instituted against the District, its officers, agents and employees, on any such claim or demand, and pay or satisfy any final judgment or award against the District, its officers, agents or employees in any such action, suit or legal proceeding.

It is expressly understood and agreed to by both parties hereto that the consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District. This agreement shall become null and void immediately upon depletion of funds or services no longer required.

IN WITNESS WHEREOF, said parties have executed this agreement as of the date first above written.

SIGNATURES:

Authorized Agent for Consultant

Principal/Department Head

Categorical funding approved by: (if applicable)

Director of Categorical Program

Authorized Agent for District
Assistant Superintendent - Business Services

DISTRICT OFFICE USE ONLY

Date Approved by Board of Trustees: _____ Motion # _____ Verified by: _____

Lancaster School District
AGREEMENT FOR SERVICES

☑ Single Payment ☑ Multiple Payments

P.O. Number

Date of Agreement: July 1, 2020

Budget Number 01.0-40350.0-11100-10000-5892-0071400

Consultant (Payable to:)

Instructional Coaching Group

Address

P.O. Box 35

City/State/Zip

North Loup, NE. 68859

Phone Number (including area code)

(308) 219-0218 (308) 496-4724

SS or FEIN Number

0

Date(s) of Service

2020-2021 School Year

Services to be provided:

Provide professional development for Lancaster School District teachers and administrators during the 2020-2021 school year

The district agrees to pay the consultant *(including travel expenses)* for this service: $ 21,200.00

Authorization for Payment:

Date	Amount	Principal/Dept. Head Signature

After receipt of services, send this form directly to Business Office.

THIS AGREEMENT is made between LANCASTER SCHOOL DISTRICT OF LOS ANGELES COUNTY, herein called the District.

The Consultant agrees to provide worker's compensation insurance covering services to be provided by Consultant under this agreement, or to self-insure such services. Consultant also agrees to hold harmless and indemnify the District, its officers, agents and employees, with respect to all damages, costs, expenses or claims, in law or in equity, arising or asserted because of injuries to or death of persons or damage to, destruction, loss or theft of property arising out of faulty performance of the services to be performed by Consultant hereunder, and Consultant agrees to defend any and all actions, suits or other legal proceedings, at Consultant's own expense, cost and risk, that may be brought or instituted against the District, its officers, agents and employees, on any such claim or demand, and pay or satisfy any final judgment or award against the District, its officers, agents or employees in any such action, suit or legal proceeding.

It is expressly understood and agreed to by both parties hereto that the consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District. This agreement shall become null and void immediately upon depletion of funds or services no longer required.

IN WITNESS WHEREOF, said parties have executed this agreement as of the date first above written.

SIGNATURES:

Authorized Agent for Consultant

Principal/Department Head

Categorical funding approved by: (if applicable)

Director of Categorical Program

Authorized Agent for District
Assistant Superintendent - Business Services

DISTRICT OFFICE USE ONLY

Date Approved by Board of Trustees: _____ Motion # _____ Verified by: _____

Part-2 Authorization for Payment (Business Office - Yellow)

Form SP-15 Oct 2011

Lancaster School District
AGREEMENT FOR SERVICES

☑ Single Payment ☑ Multiple Payments

P.O. Number

Date of Agreement: July 1, 2020

Budget Number 01.0-40350.0-11100-10000-5892-0071400

Consultant (Payable to:)

Instructional Coaching Group

Address

P.O. Box 35

City/State/Zip

North Loup, NE. 68859

Phone Number (including area code)

(308) 219-0218 (308) 496-4724

SS or FEIN Number

0

Date(s) of Service

2020-2021 School Year

Services to be provided:

Provide professional development for Lancaster School District teachers and administrators during the 2020-2021 school year

The district agrees to pay the consultant *(including travel expenses)* for this service: $ 21,200.00

Authorization for Payment:

Date	Amount	Principal/Dept. Head Signature

After receipt of services, send this form directly to Business Office.

THIS AGREEMENT is made between LANCASTER SCHOOL DISTRICT OF LOS ANGELES COUNTY, herein called the District.

The Consultant agrees to provide worker's compensation insurance covering services to be provided by Consultant under this agreement, or to self-insure such services. Consultant also agrees to hold harmless and indemnify the District, its officers, agents and employees, with respect to all damages, costs, expenses or claims, in law or in equity, arising or asserted because of injuries to or death of persons or damage to, destruction, loss or theft of property arising out of faulty performance of the services to be performed by Consultant hereunder, and Consultant agrees to defend any and all actions, suits or other legal proceedings, at Consultant's own expense, cost and risk, that may be brought or instituted against the District, its officers, agents and employees, on any such claim or demand, and pay or satisfy any final judgment or award against the District, its officers, agents or employees in any such action, suit or legal proceeding.

It is expressly understood and agreed to by both parties hereto that the consultant, while engaged in carrying out and complying with any of the terms and conditions of this contract, is an independent contractor and is not an officer, agent or employee of the aforesaid District. This agreement shall become null and void immediately upon depletion of funds or services no longer required.

IN WITNESS WHEREOF, said parties have executed this agreement as of the date first above written.

SIGNATURES:

Authorized Agent for Consultant

Principal/Department Head

Categorical funding approved by: (if applicable)

Director of Categorical Program

Authorized Agent for District
Assistant Superintendent - Business Services

DISTRICT OFFICE USE ONLY

Date Approved by Board of Trustees: Motion # Verified by:

CLIENT SERVICES AGREEMENT
BETWEEN

Lancaster School District
44711 Cedar Avenue
Lancaster, CA 93534

and

INSTRUCTIONAL COACHING GROUP
P.O. Box 35
North Loup, NE 68859
308-219-0218
308-496-4724

The Instructional Coaching Group looks forward to partnering with you! Please read this agreement in its entirety before signing.

THIS AGREEMENT is made and entered into by and between Instructional Coaching Group, LLC (Jim Knight or Individual Consultant) and Lancaster School District.

IT IS THE PURPOSE OF THIS AGREEMENT to provide Lancaster School District with Instructional Coaching Professional Development.

This agreement supersedes all other agreements made between Lancaster School District and the Instructional Coaching Group.

THEREFORE, IT IS MUTUALLY AGREED THAT:

STATEMENT OF WORK

Instructional Coaching Group, LLC, shall furnish the necessary personnel, equipment and/or service(s) and otherwise do all things necessary for or incidental to the performance of the work required in the provision of Instructional Coaching Professional Development.

PERIOD OF PERFORMANCE

Subject to its other provision, the period of performance of this contract shall commence on July 16-November 10, 2020.

SCHEDULED DATES ARE AS FOLLOWS:

Date	Content	Consulting Fee
July 16, 2020	Better Conversations Day 1	$5300
July 17, 2020	Better Conversations Day 2	$5300
August 28, 2020	Better Conversations	$5300
November 10, 2020	Better Leaders	$5300
Total		**$21,200**

These dates can be amended with the agreement of both parties.

PAYMENT

The parties have determined that the cost of accomplishing the work herein will be $21,200. (See above schedule.) Payment for satisfactory performance of the work shall not exceed this amount unless the parties mutually agree in writing to a higher amount. Work will be invoiced following the first day of work listed above.

Materials are not included in the above pricing.

Materials Needed:

Title(s)	Quantity	Cost	Total
Better Conversations Bundle	105	$38.00	$3,990.00
Better Leaders workbook	60	$20.00	$1,200.00
Subtotal			$5,190
Volume discount for quantities of 50 or more (10%)			$4671
Shipping & Handling (8%) –shipping fee to district address			$374
Total Resource Investment			**$5,045**

*any applicable sales tax is not included in the pricing above

*a 10% discount will be added if 50 copies of each resource are ordered.
Your materials can be ordered directly from the Instructional Coaching Group by contacting Brooke Deaton at Brooke@instructionalcoaching.com.

BILLING PROCEDURE

Instructional Coaching Group, LLC, will send one invoice for all the work described herein. You can pay on the invoice after each engagement takes place, or in its entirety. Invoices should be submitted to:

Lancaster School District	Attn: Stacey Laux	slaus@lancsd.org

Payment to the Instructional Coaching Group, LCC, for approved and completed work will be made within 30 days of the event. Invoices with unpaid balances that extend beyond 30 days will be charged an additional 20% service fee for each 30-day period that the invoice remains unpaid. Payment made before the engagement date is preferred, but not required. This policy will be enforced.

Please send all payments to:

Instructional Coaching Group
Attn: Ruth Ryschon
P.O. Box 35
North Loup, NE 68859

CONTRACT ALTERATIONS AND AMENDMENTS

This contract may be amended by mutual agreement of the parties. Such amendments shall not be binding unless they are in writing and signed by personnel authorized to bind each of the parties.

TERMINATION

Either party may terminate this Contract or a scheduled event upon 60 days prior written notification to the other party. If this Contract is so terminated, the parties shall be liable only for performance rendered or costs incurred in accordance with the terms of this Contract prior to the effective date of

termination. A cancellation fee of 30% of the agreed upon rate will be charged for any cancellations 30-60 days prior to a scheduled professional development session, and 100% of the agree upon rate will be charged for cancellations fewer than 10 days prior to the professional development session. In all cases, any expenses already incurred will be charged. This policy will be enforced.

ICG associates/consultants will do everything within their power to get to their contracted commitments, but from time to time, travel cancellations do occur due to weather or mechanical issues that are beyond their control. In these instances, ICG is not responsible for any expenses that may have been incurred by the contractee. In an event of this nature, ICG will work with the contractee to reschedule the event as soon as possible, to the satisfaction of both parties. If any travel expenses have been incurred by the consultant (flight change fees, hotel stays), the contractee is responsible for reimbursing these costs.

ALL WRITINGS CONTAINED HEREIN

This contract contains all the terms and conditions agreed upon by the parties. No other understandings, oral or otherwise, regarding the subject matter of this Contract shall be deemed to exist or to bind any of the parties hereto.

IN WITNESS WHEREOF, the parties have executed this Contract.

Lancaster School District

_____

Dr. Larry Freise, Assistant Superintendent of Business Services

Date:

Instructional Coaching Group, LLC

_____

Emily Malatesta, COO

Date:

Lancaster School District
AGREEMENT FOR SERVICES

P.O. Number

Date of Agreement: July 1, 2020

Budget Number 01.0-07000.0-11100-10000-5892-0071300 ($25K) / 5100 ($38K) SPLIT

Consultant (Payable to:)

Curriculum Associates, LLC

Address

153 Rangeway Rd.

City/State/Zip

North Billerica, MA 01862-2013

Phone Number (including area code)

800-225-0248

SS or FEIN Number

Date(s) of Service

2020-2021 School Year

Services to be provided:

Various on site professional development for teachers during the 2020-2021 school year (i-Ready Assessment and Personalized Instruction PD)

The district agrees to pay the consultant *(including travel expenses)* for this service: **$63,000.00**

PLEASE DO NOT WRITE IN THIS AREA

THIS AGREEMENT is made between the consultant and LANCASTER SCHOOL DISTRICT OF LOS ANGELES COUNTY, herein called the District.

The Consultant agrees to provide worker's compensation insurance covering services to be provided by Consultant under this agreement, or to self-insure such services. Consultant also agrees to hold harmless and indemnify the District, its officers, agents and employees, with respect to all damages, costs, expenses or claims, in law or in equity, arising or asserted because of injuries to or death of persons or damage to, destruction, loss or theft of property arising out of faulty performance of the services to be performed by Consultant hereunder, and Consultant agrees to defend any and all actions, suits or other legal proceedings, at Consultant's own expense, cost and risk, that may be brought or instituted against the District, its officers, agents and employees, on any such claim or demand, and pay or satisfy any final judgment or award against the District, its officers, agents or employees in any such action, suit or legal proceeding.

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SIGNATURES:

Authorized Agent for Consultant

Principal/Department Head

Categorical funding approved by: (if applicable)

Director of Categorical Program

Authorized Agent for District
Assistant Superintendent - Business Services

DISTRICT OFFICE USE ONLY

Date Approved by Board of Trustees: _____ Motion # _____ Verified by: _____

Lancaster School District
AGREEMENT FOR SERVICES

P.O. Number

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Lancaster School District
AGREEMENT FOR SERVICES

P.O. Number

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Authorized Agent for Consultant

Principal/Department Head

Categorical funding approved by: (if applicable)

Director of Categorical Program

Authorized Agent for District
Assistant Superintendent - Business Services

DISTRICT OFFICE USE ONLY

Date Approved by Board of Trustees: _____ Motion # _____ Verified by: _____

Curriculum Associates

Prepared For:
Krista Thomsen
Lancaster School District
44711 Cedar Ave,
Lancaster, CA 93534

4/8/2020

Dear Krista Thomsen,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and/or services included. If you have any questions or would like any changes, please contact us.

Quote ID: 207946.1 Valid through: 12/31/2020

Product	List Price	Net Price
i-Ready	$426,190.00	$383,571.00
Toolbox	$155,400.00	$132,090.00
	List Total:	$581,590.00
	Savings:	$65,929.00
	Shipping/Tax/Other:	$0.00
	Total:	$515,661.00

Thank you again for your interest in Curriculum Associates.

Sincerely

Susan Flocco
818-500-7048
sflocco@cainc.com

Please submit this quote with your purchase order

Curriculum Associates

Quote ID: 207946.1 Date: 4/8/2020 Valid through: 12/31/2020

Prepared For:
Krista Thomsen
Lancaster School District
44711 Cedar Ave,
Lancaster, CA 93534
thomsenk@lancsd.org

Your Representative:
Susan Flocco
818-500-7048
sflocco@cainc.com

Amargosa Creek Middle School 44333 27th St W, Lancaster, CA 93536

Total Building Enrollment: 971

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 801-1200 Students 1 Year	Multiple	15005.0	1	$26,400.00	$23,760.00	$23,760.00
Teacher Toolbox Access Math and Reading + Writing Per Site 801-1200 students (1 Year)	Multiple	28427.0	1	$9,400.00	$7,990.00	$7,990.00
					Subtotal:	$31,750.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$31,750.00

Crossroads Community Day 44310 Hardwood Ave, Lancaster, CA 93534

Total Building Enrollment: 101

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 200 or fewer Students 1 Year	Multiple	15001.0	1	$7,350.00	$6,615.00	$6,615.00
Teacher Toolbox Access Math and Reading + Writing Per Site 200 or fewer students (1 Year)	Multiple	28423.0	1	$2,400.00	$2,040.00	$2,040.00
					Subtotal:	$8,655.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$8,655.00

Desert View School 1555 W Avenue H10, Lancaster, CA 93534

Total Building Enrollment: 743

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	Multiple	15004.0	1	$20,600.00	$18,540.00	$18,540.00
Teacher Toolbox Access Math and Reading + Writing Per Site 501-800 students (1 Year)	Multiple	28426.0	1	$7,600.00	$6,460.00	$6,460.00
					Subtotal:	$25,000.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$25,000.00

Discovery School 44910 17th St E, Lancaster, CA 93535

Total Building Enrollment: 786

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	Multiple	15004.0	1	$20,600.00	$18,540.00	$18,540.00
Teacher Toolbox Access Math and Reading + Writing Per Site 501-800 students (1 Year)	Multiple	28426.0	1	$7,600.00	$6,460.00	$6,460.00
					Subtotal:	$25,000.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$25,000.00

El Dorado School 361 E Pondera St, Lancaster, CA 93535

Total Building Enrollment: 769

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	Multiple	15004.0	1	$20,600.00	$18,540.00	$18,540.00
Teacher Toolbox Access Math and Reading + Writing Per Site 501-800 students (1 Year)	Multiple	28426.0	1	$7,600.00	$6,460.00	$6,460.00
					Subtotal:	$25,000.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$25,000.00

Endeavour Middle School 43755 45th St W, Lancaster, CA 93536

Total Building Enrollment: 752

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	Multiple	15004.0	1	$20,600.00	$18,540.00	$18,540.00
Teacher Toolbox Access Math and Reading + Writing Per Site 501-800 students (1 Year)	Multiple	28426.0	1	$7,600.00	$6,460.00	$6,460.00
					Subtotal:	$25,000.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$25,000.00

Fulton & Alsbury Acad Arts Eng 831 E Avenue K2, Lancaster, CA 93535

Total Building Enrollment: 417

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 351-500 Students 1 Year	Multiple	15003.0	1	$17,490.00	$15,741.00	$15,741.00
Teacher Toolbox Access Math and Reading + Writing Per Site 351-500 students (1 Year)	Multiple	28425.0	1	$6,600.00	$5,610.00	$5,610.00
					Subtotal:	$21,351.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$21,351.00

Jack Northrop Elementary Sch 835 E Avenue K4, Lancaster, CA 93535

Total Building Enrollment: 713

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	Multiple	15004.0	1	$20,600.00	$18,540.00	$18,540.00
Teacher Toolbox Access Math and Reading + Writing Per Site 501-800 students (1 Year)	Multiple	28426.0	1	$7,600.00	$6,460.00	$6,460.00
					Subtotal:	$25,000.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$25,000.00

Joshua School 43926 2nd St E, Lancaster, CA 93535

Total Building Enrollment: 544

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	Multiple	15004.0	1	$20,600.00	$18,540.00	$18,540.00
Teacher Toolbox Access Math and Reading + Writing Per Site 501-800 students (1 Year)	Multiple	28426.0	1	$7,600.00	$6,460.00	$6,460.00
					Subtotal:	$25,000.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$25,000.00

Lancaster Alt Virtual Acad 44310 Hardwood Ave, Lancaster, CA 93534

Total Building Enrollment: 70

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 200 or fewer Students 1 Year	Multiple	15001.0	1	$7,350.00	$6,615.00	$6,615.00
Teacher Toolbox Access Math and Reading + Writing Per Site 200 or fewer students (1 Year)	Multiple	28423.0	1	$2,400.00	$2,040.00	$2,040.00
					Subtotal:	$8,655.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$8,655.00

Lincoln School 44021 15th St E, Lancaster, CA 93535

Total Building Enrollment: 777

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	Multiple	15004.0	1	$20,600.00	$18,540.00	$18,540.00
Teacher Toolbox Access Math and Reading + Writing Per Site 501-800 students (1 Year)	Multiple	28426.0	1	$7,600.00	$6,460.00	$6,460.00
					Subtotal:	$25,000.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$25,000.00

Linda Verde School 44924 5th St E, Lancaster, CA 93535

Total Building Enrollment: 752

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	Multiple	15004.0	1	$20,600.00	$18,540.00	$18,540.00
Teacher Toolbox Access Math and Reading + Writing Per Site 501-800 students (1 Year)	Multiple	28426.0	1	$7,600.00	$6,460.00	$6,460.00
					Subtotal:	$25,000.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$25,000.00

Mariposa School 737 W Avenue H6, Lancaster, CA 93534

Total Building Enrollment: 615

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	Multiple	15004.0	1	$20,600.00	$18,540.00	$18,540.00
Teacher Toolbox Access Math and Reading + Writing Per Site 501-800 students (1 Year)	Multiple	28426.0	1	$7,600.00	$6,460.00	$6,460.00
					Subtotal:	$25,000.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$25,000.00

Miller Elementary School 43420 22nd St W, Lancaster, CA 93536

Total Building Enrollment: 727

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	Multiple	15004.0	1	$20,600.00	$18,540.00	$18,540.00
Teacher Toolbox Access Math and Reading + Writing Per Site 501-800 students (1 Year)	Multiple	28426.0	1	$7,600.00	$6,460.00	$6,460.00
					Subtotal:	$25,000.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$25,000.00

Monte Vista School 1235 W Kettering St, Lancaster, CA 93534

Total Building Enrollment: 893

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 801-1200 Students 1 Year	Multiple	15005.0	1	$26,400.00	$23,760.00	$23,760.00
Teacher Toolbox Access Math and Reading + Writing Per Site 801-1200 students (1 Year)	Multiple	28427.0	1	$9,400.00	$7,990.00	$7,990.00
					Subtotal:	$31,750.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$31,750.00

Nancy Cory School 3540 W Avenue K4, Lancaster, CA 93536

Total Building Enrollment: 765

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	Multiple	15004.0	1	$20,600.00	$18,540.00	$18,540.00
Teacher Toolbox Access Math and Reading + Writing Per Site 501-800 students (1 Year)	Multiple	28426.0	1	$7,600.00	$6,460.00	$6,460.00
					Subtotal:	$25,000.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$25,000.00

New Vista Middle School 753 E Avenue K2, Lancaster, CA 93535

Total Building Enrollment: 961

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 801-1200 Students 1 Year	Multiple	15005.0	1	$26,400.00	$23,760.00	$23,760.00
Teacher Toolbox Access Math and Reading + Writing Per Site 801-1200 students (1 Year)	Multiple	28427.0	1	$9,400.00	$7,990.00	$7,990.00
					Subtotal:	$31,750.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$31,750.00

Piute Middle School 425 E Avenue H11, Lancaster, CA 93535

Total Building Enrollment: 938

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 801-1200 Students 1 Year	Multiple	15005.0	1	$26,400.00	$23,760.00	$23,760.00
Teacher Toolbox Access Math and Reading + Writing Per Site 801-1200 students (1 Year)	Multiple	28427.0	1	$9,400.00	$7,990.00	$7,990.00
					Subtotal:	$31,750.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$31,750.00

Sierra Elementary School 747 W Avenue J12, Lancaster, CA 93534

Total Building Enrollment: 616

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	Multiple	15004.0	1	$20,600.00	$18,540.00	$18,540.00
Teacher Toolbox Access Math and Reading + Writing Per Site 501-800 students (1 Year)	Multiple	28426.0	1	$7,600.00	$6,460.00	$6,460.00
					Subtotal:	$25,000.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$25,000.00

Sunnydale School 1233 W Avenue J8, Lancaster, CA 93534

Total Building Enrollment: 618

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	Multiple	15004.0	1	$20,600.00	$18,540.00	$18,540.00
Teacher Toolbox Access Math and Reading + Writing Per Site 501-800 students (1 Year)	Multiple	28426.0	1	$7,600.00	$6,460.00	$6,460.00
					Subtotal:	$25,000.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$25,000.00

West Wind Elementary School 44044 36th St W, Lancaster, CA 93536

Total Building Enrollment: 747

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	Multiple	15004.0	1	$20,600.00	$18,540.00	$18,540.00
Teacher Toolbox Access Math and Reading + Writing Per Site 501-800 students (1 Year)	Multiple	28426.0	1	$7,600.00	$6,460.00	$6,460.00
					Subtotal:	$25,000.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$25,000.00

Total

List Total:	$581,590.00
Savings:	$65,929.00
Merchandise Total:	$515,661.00
Voucher/Credit:	$0.00
Estimated Tax:	$0.00
Estimated Shipping:	$0.00
Total:	$515,661.00

Special Notes

10% discount applied to i-Ready dependent on number of schools in final purchase. All i-Ready purchases require professional development.
15% Blended Learning Discount applied to Toolbox contingent upon purchase of i-Ready.

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Please attach quote to all signed purchase orders.

1) **Email:** orders@cainc.com
2) **Fax:** 1-800-366-1158
3) **Mail:**

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Curriculum Associates, LLC
153 Rangeway Rd
North Billerica, MA 01862-2013

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Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
$74.99 or less	Max charge of $12.75
$75.00 to $999.99	12% of order
$1,000.00 to $4,999.99	10% of order
$5,000.00 to $99,999.99	8% of order
$100,000.00 and more	6% of order

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Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: Payment in full at time of order
- Accounts must be current before subsequent shipments are made

i-Ready®

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support.

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Curriculum Associates

Prepared For:
Krista Thomsen
Lancaster School District
44711 Cedar Ave,
Lancaster, CA 93534

4/8/2020

Dear Krista Thomsen,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and/or services included. If you have any questions or would like any changes, please contact us.

Quote ID: 207946.2 Valid through: 12/31/2020

Product	Net Price
Professional Development	$63,000.00
Shipping/Tax/Other:	$0.00
Total:	$63,000.00

Thank you again for your interest in Curriculum Associates.

Sincerely

Susan Flocco
818-500-7048
sflocco@cainc.com

Please submit this quote with your purchase order

Curriculum Associates

Quote ID: 207946.2 Date: 4/8/2020 Valid through: 12/31/2020

Prepared For:
Krista Thomsen
Lancaster School District
44711 Cedar Ave,
Lancaster, CA 93534
thomsenk@lancsd.org

Your Representative:
Susan Flocco
818-500-7048
sflocco@cainc.com

Amargosa Creek Middle School 44333 27th St W, Lancaster, CA 93536

Total Building Enrollment: 971

Product Name	Grade	Item #	Qty	Net Price	Total
i-Ready Assessment and Personalized Instruction Prof Dev On Site Practicing User Package: Delivering Differentiated Instruction and Helping all Learners Succeed (All sessions up to 6 hrs)	Multiple	19981.0	1	$3,000.00	$3,000.00
				Subtotal:	$3,000.00
				Shipping:	$0.00
				Tax:	$0.00
				School Subtotal:	$3,000.00

Crossroads Community Day 44310 Hardwood Ave, Lancaster, CA 93534

Total Building Enrollment: 101

Product Name	Grade	Item #	Qty	Net Price	Total
i-Ready Assessment and Personalized Instruction Prof Dev On Site Practicing User Package: Delivering Differentiated Instruction and Helping all Learners Succeed (All sessions up to 6 hrs)	Multiple	19981.0	1	$3,000.00	$3,000.00
				Subtotal:	$3,000.00
				Shipping:	$0.00
				Tax:	$0.00
				School Subtotal:	$3,000.00

Desert View School 1555 W Avenue H10, Lancaster, CA 93534

Total Building Enrollment: 743

Product Name	Grade	Item #	Qty	Net Price	Total
i-Ready Assessment and Personalized Instruction Prof Dev On Site Practicing User Package: Delivering Differentiated Instruction and Helping all Learners Succeed (All sessions up to 6 hrs)	Multiple	19981.0	1	$3,000.00	$3,000.00
				Subtotal:	$3,000.00
				Shipping:	$0.00
				Tax:	$0.00
				School Subtotal:	$3,000.00

Discovery School 44910 17th St E, Lancaster, CA 93535

Total Building Enrollment: 786

Product Name	Grade	Item #	Qty	Net Price	Total

i-Ready Assessment and Personalized Instruction Prof Dev On Site Practicing User Package: Delivering Differentiated Instruction and Helping all Learners Succeed (All sessions up to 6 hrs)	Multiple	19981.0	1	$3,000.00	$3,000.00
				Subtotal:	$3,000.00
				Shipping:	$0.00
				Tax:	$0.00
				School Subtotal:	$3,000.00

El Dorado School 361 E Pondera St, Lancaster, CA 93535

Total Building Enrollment: 769

Product Name	Grade	Item #	Qty	Net Price	Total
i-Ready Assessment and Personalized Instruction Prof Dev On Site Practicing User Package: Delivering Differentiated Instruction and Helping all Learners Succeed (All sessions up to 6 hrs)	Multiple	19981.0	1	$3,000.00	$3,000.00
				Subtotal:	$3,000.00
				Shipping:	$0.00
				Tax:	$0.00
				School Subtotal:	$3,000.00

Endeavour Middle School 43755 45th St W, Lancaster, CA 93536

Total Building Enrollment: 752

Product Name	Grade	Item #	Qty	Net Price	Total
i-Ready Assessment and Personalized Instruction Prof Dev On Site Practicing User Package: Delivering Differentiated Instruction and Helping all Learners Succeed (All sessions up to 6 hrs)	Multiple	19981.0	1	$3,000.00	$3,000.00
				Subtotal:	$3,000.00
				Shipping:	$0.00
				Tax:	$0.00
				School Subtotal:	$3,000.00

Fulton & Alsbury Acad Arts Eng 831 E Avenue K2, Lancaster, CA 93535

Total Building Enrollment: 417

Product Name	Grade	Item #	Qty	Net Price	Total
i-Ready Assessment and Personalized Instruction Prof Dev On Site Practicing User Package: Delivering Differentiated Instruction and Helping all Learners Succeed (All sessions up to 6 hrs)	Multiple	19981.0	1	$3,000.00	$3,000.00
				Subtotal:	$3,000.00
				Shipping:	$0.00
				Tax:	$0.00
				School Subtotal:	$3,000.00

Jack Northrop Elementary Sch 835 E Avenue K4, Lancaster, CA 93535

Total Building Enrollment: 713

Product Name	Grade	Item #	Qty	Net Price	Total
i-Ready Assessment and Personalized Instruction Prof Dev On Site Practicing User Package: Delivering Differentiated Instruction and Helping all Learners Succeed (All sessions up to 6 hrs)	Multiple	19981.0	1	$3,000.00	$3,000.00
				Subtotal:	$3,000.00

	Shipping:	$0.00
	Tax:	$0.00
	School Subtotal:	$3,000.00

Joshua School 43926 2nd St E, Lancaster, CA 93535

Total Building Enrollment: 544

Product Name	Grade	Item #	Qty	Net Price	Total
i-Ready Assessment and Personalized Instruction Prof Dev On Site Practicing User Package: Delivering Differentiated Instruction and Helping all Learners Succeed (All sessions up to 6 hrs)	Multiple	19981.0	1	$3,000.00	$3,000.00
				Subtotal:	$3,000.00
				Shipping:	$0.00
				Tax:	$0.00
				School Subtotal:	$3,000.00

Lancaster Alt Virtual Acad 44310 Hardwood Ave, Lancaster, CA 93534

Total Building Enrollment: 70

Product Name	Grade	Item #	Qty	Net Price	Total
i-Ready Assessment and Personalized Instruction Prof Dev On Site Practicing User Package: Delivering Differentiated Instruction and Helping all Learners Succeed (All sessions up to 6 hrs)	Multiple	19981.0	1	$3,000.00	$3,000.00
				Subtotal:	$3,000.00
				Shipping:	$0.00
				Tax:	$0.00
				School Subtotal:	$3,000.00

Lancaster School District 44711 Cedar Ave, Lancaster, CA 93534

Total Building Enrollment: 14988

Product Name	Grade	Item #	Qty	Net Price	Total
i-Ready Assessment and Personalized Instruction Prof Dev On Site Add on Leadership Session (Up to 3 hrs)	Multiple	19984.0	3	$0.00	$0.00
				Subtotal:	$0.00
				Shipping:	$0.00
				Tax:	$0.00
				School Subtotal:	$0.00

Lincoln School 44021 15th St E, Lancaster, CA 93535

Total Building Enrollment: 777

Product Name	Grade	Item #	Qty	Net Price	Total
i-Ready Assessment and Personalized Instruction Prof Dev On Site Practicing User Package: Delivering Differentiated Instruction and Helping all Learners Succeed (All sessions up to 6 hrs)	Multiple	19981.0	1	$3,000.00	$3,000.00
				Subtotal:	$3,000.00
				Shipping:	$0.00
				Tax:	$0.00
				School Subtotal:	$3,000.00

Linda Verde School 44924 5th St E, Lancaster, CA 93535

Total Building Enrollment: 752

Product Name	Grade	Item #	Qty	Net Price	Total
i-Ready Assessment and Personalized Instruction Prof Dev On Site Practicing User Package: Delivering Differentiated Instruction and Helping all Learners Succeed (All sessions up to 6 hrs)	Multiple	19981.0	1	$3,000.00	$3,000.00
				Subtotal:	$3,000.00
				Shipping:	$0.00
				Tax:	$0.00
				School Subtotal:	$3,000.00

Mariposa School 737 W Avenue H6, Lancaster, CA 93534

Total Building Enrollment: 615

Product Name	Grade	Item #	Qty	Net Price	Total
i-Ready Assessment and Personalized Instruction Prof Dev On Site Practicing User Package: Delivering Differentiated Instruction and Helping all Learners Succeed (All sessions up to 6 hrs)	Multiple	19981.0	1	$3,000.00	$3,000.00
				Subtotal:	$3,000.00
				Shipping:	$0.00
				Tax:	$0.00
				School Subtotal:	$3,000.00

Miller Elementary School 43420 22nd St W, Lancaster, CA 93536

Total Building Enrollment: 727

Product Name	Grade	Item #	Qty	Net Price	Total
i-Ready Assessment and Personalized Instruction Prof Dev On Site Practicing User Package: Delivering Differentiated Instruction and Helping all Learners Succeed (All sessions up to 6 hrs)	Multiple	19981.0	1	$3,000.00	$3,000.00
				Subtotal:	$3,000.00
				Shipping:	$0.00
				Tax:	$0.00
				School Subtotal:	$3,000.00

Monte Vista School 1235 W Kettering St, Lancaster, CA 93534

Total Building Enrollment: 893

Product Name	Grade	Item #	Qty	Net Price	Total
i-Ready Assessment and Personalized Instruction Prof Dev On Site Practicing User Package: Delivering Differentiated Instruction and Helping all Learners Succeed (All sessions up to 6 hrs)	Multiple	19981.0	1	$3,000.00	$3,000.00
				Subtotal:	$3,000.00
				Shipping:	$0.00
				Tax:	$0.00
				School Subtotal:	$3,000.00

Nancy Cory School 3540 W Avenue K4, Lancaster, CA 93536

Total Building Enrollment: 765

Product Name	Grade	Item #	Qty	Net Price	Total

i-Ready Assessment and Personalized Instruction Prof Dev On Site Practicing User Package: Delivering Differentiated Instruction and Helping all Learners Succeed (All sessions up to 6 hrs)	Multiple	19981.0	1	$3,000.00	$3,000.00
				Subtotal:	$3,000.00
				Shipping:	$0.00
				Tax:	$0.00
				School Subtotal:	$3,000.00

New Vista Middle School 753 E Avenue K2, Lancaster, CA 93535

Total Building Enrollment: 961

Product Name	Grade	Item #	Qty	Net Price	Total
i-Ready Assessment and Personalized Instruction Prof Dev On Site Practicing User Package: Delivering Differentiated Instruction and Helping all Learners Succeed (All sessions up to 6 hrs)	Multiple	19981.0	1	$3,000.00	$3,000.00
				Subtotal:	$3,000.00
				Shipping:	$0.00
				Tax:	$0.00
				School Subtotal:	$3,000.00

Piute Middle School 425 E Avenue H11, Lancaster, CA 93535

Total Building Enrollment: 938

Product Name	Grade	Item #	Qty	Net Price	Total
i-Ready Assessment and Personalized Instruction Prof Dev On Site Practicing User Package: Delivering Differentiated Instruction and Helping all Learners Succeed (All sessions up to 6 hrs)	Multiple	19981.0	1	$3,000.00	$3,000.00
				Subtotal:	$3,000.00
				Shipping:	$0.00
				Tax:	$0.00
				School Subtotal:	$3,000.00

Sierra Elementary School 747 W Avenue J12, Lancaster, CA 93534

Total Building Enrollment: 616

Product Name	Grade	Item #	Qty	Net Price	Total
i-Ready Assessment and Personalized Instruction Prof Dev On Site Practicing User Package: Delivering Differentiated Instruction and Helping all Learners Succeed (All sessions up to 6 hrs)	Multiple	19981.0	1	$3,000.00	$3,000.00
				Subtotal:	$3,000.00
				Shipping:	$0.00
				Tax:	$0.00
				School Subtotal:	$3,000.00

Sunnydale School 1233 W Avenue J8, Lancaster, CA 93534

Total Building Enrollment: 618

Product Name	Grade	Item #	Qty	Net Price	Total
i-Ready Assessment and Personalized Instruction Prof Dev On Site Practicing User Package: Delivering Differentiated Instruction and Helping all Learners Succeed (All sessions up to 6 hrs)	Multiple	19981.0	1	$3,000.00	$3,000.00
				Subtotal:	$3,000.00

Shipping:	$0.00
Tax:	$0.00
School Subtotal:	$3,000.00

West Wind Elementary School 44044 36th St W, Lancaster, CA 93536

Total Building Enrollment: 747

Product Name	Grade	Item #	Qty	Net Price	Total
i-Ready Assessment and Personalized Instruction Prof Dev On Site Practicing User Package: Delivering Differentiated Instruction and Helping all Learners Succeed (All sessions up to 6 hrs)	Multiple	19981.0	1	$3,000.00	$3,000.00

Subtotal:	$3,000.00
Shipping:	$0.00
Tax:	$0.00
School Subtotal:	$3,000.00

Total

Merchandise Total:	$63,000.00
Voucher/Credit:	$0.00
Estimated Tax:	$0.00
Estimated Shipping:	$0.00
Total:	$63,000.00

Special Notes

All i-Ready purchases require professional development.

F.O.B.: N. Billerica, MA 01862
Shipping: Shipping based on MDSE total
Terms: Net 30 days, pending credit approval
Fed. ID: #26-3954988

Please submit this quote with your purchase order

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2) **Fax**: 1-800-366-1158
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Curriculum Associates, LLC
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Shipping Policy

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$74.99 or less	Max charge of $12.75
$75.00 to $999.99	12% of order
$1,000.00 to $4,999.99	10% of order
$5,000.00 to $99,999.99	8% of order
$100,000.00 and more	6% of order

Please contact local CA Representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500 lbs.

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

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- With credit approval: Net 30 days
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- Accounts must be current before subsequent shipments are made

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School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Jack Northrop Elementary School	19646676108419	10/24/2019	June 16, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Jack Northrop Elementary has designed the school plan so that it aligns with the Lancaster School District's LCAP goals using both LCFF S/C and Title I funds.
Goal 1-Academics: Based on data outcomes we will support and improve core instructional lesson design emphasizing differentiated lesson designs (UDL), great first time instruction, systemic supports that include Leadership expectations, Professional Learning Communities, Personal Learning Time and differentiation, and the Multi Tiered System of Support model. This goal will be supported with professional development, ELA and Math Interventions, Computer technology and programs and Performing Arts.

Goal 2: Culture- Based on data outcomes, the focus will be on improved systemic supports that include Professional Learning Time and English Language Development including integrated and designated supports; bi-lingual after school tutoring and professional development designed to enhance English Language.

Plan Summary

The Story

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

Jack Northrop Elementary School students and community are a diverse group of outstanding individuals who make up our school, located in the city of Lancaster, California. At Jack Northrop Elementary School we view our parents and community as an asset to increase student outcomes. Over 84% of our student population is designated low socioeconomic status (SES) along with 23% English Language Learners (ELL). The economic and cultural student diversity at Jack Northrop Elementary motivates our professional educators to be a professional learning community where we collaborate together and with parents to identify the best course of action to support and ensure ALL of our students learn and grow while having equitable access to all programs and curriculum.
At Jack Northrop Elementary School, we strive to exemplify the vision and beliefs of the Lancaster School District. It is our goal to create options and excellence in education, empowering all students to reach their full potential. We strive to provide a relevant, high quality education within a culturally respectful environment, preparing all students for personal and professional success.The vision at Jack Northrop Elementary School is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking and problem solving skills. Students will have success for today and will be prepared for tomorrow.
In order to prepare our students for the requirements of the Common Core State Standards and provide them with the skills needed for success in the 21st century, each classroom at Jack Northrop Elementary School is equipped with a pod of computers, a document camera, a media projector, audio enhancing equipment, and a Smart Board. All classrooms in Grades 2, 3, 4, and 5 are equipped with a Chromebook or laptop cart, providing 1:1 technology for all students in most classrooms at our school. Kindergarten and 1st Grade students have daily access to a computer lab, in addition to the pod of computers located in each classroom. Students utilize technology for Math, Language Arts, and Science instruction, as well as for research based projects directly tied to the grade level CCSS curriculum. Students receive grade level appropriate technology instruction on a regular basis through whole group instruction, with the goal that they are proficient in conducting research, creating presentations, and effectively integrating technology into their daily lives. So that teachers are well equipped to prepare students for the demands of 21st century learning, we will continue to provide professional development to expand teachers' expertise in developing and utilizing technology in their daily lesson designs.

We strive to provide high quality instruction in every classroom in our school. In addition to District Adopted Texts, supplemental books and intervention materials are used to support a wide variety of teaching strategies and techniques, such as cooperative learning, direct whole group and small group instruction, Universal Access, and Differentiated Instruction to ensure that every student, including our Title 1, English Language Learners, Migrant, Homeless, Gifted and Talented Education (GATE), and Special Education students have full access to the core curriculum.Teachers utilize common grade level planning sessions to develop grade level appropriate weekly lesson plans and Common Core State Standards based daily learning objectives which are posted and explicitly taught during each lesson. Students are exposed to differentiated curriculum and varied learning strategies to meet their individual needs and learning styles. These include: critical thinking

activities, integrated units of study, access to technology and multimedia platforms in the classroom, collaborative learning groups, Specially Designed Academic Instruction in English (SDAIE) and Guided Language Acquisition Instruction (GLAD) Strategies, and lessons designed to address multiple modalities.

Jack Northrop also provides more intense differentiated instruction to address the needs of our students. Formative and Summative assessments, including the California Assessment of Student Progress and Performance (CAASPP), text assessments, teacher created quizzes and assessments, the English Language Proficiency Assessments for California (ELPAC), benchmark tests and district created performance tasks, Lexile assessments, writing portfolios, Math Journals, and the Basic Phonics Skills Test (BPST), are administered regularly to assess and monitor student learning and to guide daily instruction. Personalized Learning Times (PLT), where students receive differentiated, small group instruction at their reading level, are scheduled daily in each classroom. Teachers utilize PLT to pre-teach and reteach key skills needed to access the core curriculum and reinforce and extend the regular classroom programs. PLC Data meetings with individual teachers, the School Psychologist, Instructional Coach, and Principal are held three times yearly to monitor students' progress, determine needed interventions, and refer students to the Student Study Team process when needed. The Student Study Team (SST) process assures the coordinated efforts of support staff, teachers, parents, and administrator to provide support and early intervention for our At-Risk and struggling student due to academic, behavior, and/or attendance concerns. Student Study Team meetings are held weekly with the goal of providing a wide range of strategies and interventions to meet the needs of at-risk students.

Research shows that early intervention is critical to students' academic success. To ensure that all Jack Northrop Elementary School have the literacy skills that they need for success, in the Fall of 2018, we will launched a Literacy Lab in Grades 1, 2, and 3. which includes four certificated retired teachers for three hours a day, plus one hour per week for planning, who work under the supervision of the Principal and Instructional Coach. Students are screened using the District adopted iReady assessment and teacher input. Those students identified as At-Risk receive differentiated, small group instruction in the Literacy Lab during Personalized Learning Time in the areas of need identified by the iReady assessment. Students will receive Literacy Lab services for one hour each day, utilizing the instruction of the certificated staff as well as the online resources of our District adopted English Language Arts materials, California Wonders. Literacy Lab intervention sessions will run quarterly, and regular Progress Monitoring assessments will be utilized to monitor students' progress and drive instruction. Each Literacy Lab teacher will provides intervention services to 10 students, for a total of 40 students receiving services at each grade level in Grades 1,2, and 3. This effectively lowers class sizes during Personalized Learning Time, allowing classroom teachers to provide differentiated, targeted, small group instruction to the remaining students in the class. It is our goal to provide intensive early intervention services and supports so that every child leaves third grade with the skills that he or she needs to succeed; however, interventions are in place for 4th and 5th grade students identified as At-Risk as well. Read 180 and System 44 intervention programs are offered for 4th and 5th grade students reading significantly below grade level. In the Fall of 2019 we will launch our Math Lab for grades 3-5 to which includes two certificated retired teachers for three hours a day, plus one hour per week for planning, who work under the supervision of the Principal and Instructional Coach. Students are screened using the District adopted iReady math assessment and teacher input. Those students identified as At-Risk receive differentiated, small group instruction in the Math Lab during Personalized Learning Time in the areas of need identified by the iReady Math assessment. Students will receive Math Lab services for one hour each day, utilizing the instruction of the certificated staff as well as the online resources of our District adopted Math materials. Math Lab intervention sessions will run quarterly, and regular Progress Monitoring assessments will be utilized to monitor students' progress and drive instruction. Each Math Lab

teacher will provides intervention services to 10 students, for a total of 20 students receiving services at each grade level in Grades 3, 4, and 5. This will also effectively lowers class sizes during Personalized Learning Time, allowing classroom teachers to provide differentiated, targeted, small group instruction to the remaining students in the class.

We are proud to offer a dynamic, engaging Gifted and Talented (GATE) program at Jack Northrop Elementary! 4th and 5th grade students identified as GATE and high achieving receive enrichment and supplemental instruction in addition to the regular curriculum. Our high achieving students are provided with a variety of challenging, high level projects and enrichment activities, such as designing a Rube Goldberg Machine, designing and building a roller coaster, solving complex problems, or preparing for a field trip to the Getty Museum.

Students with identified disabilities have a current Individual Education Program (IEP) or 504 plans which addresses their unique educational needs. These students have complete access to the core curriculum through the delivery of instruction in the least restrictive environment (LRE) which may include a general education classroom with resource support (RSP) or a special day class as determined by their IEP Team. RSP modifications are coordinated between the classroom teacher and the resource teacher through the IEP process and collaborative meetings. In order to reinforce learning, after school tutoring is a supplemental intervention that assists the achievement of At-Risk students in the area of Math.

Homeless students are enrolled immediately and provided with equal educational services in accordance with Federal Legislation to ensure that these students have the opportunity to meet the challenging academic standards. The school district has appointed a Homeless Liaison to support families with enrollment, community support information, and transportation needs as needed. Coordination of services for the homeless occurs through the Homeless Liaison and collaboration between the Department of Special Programs and the Department of Pupil Safety and Attendance.

English Language Learners receive the core curriculum in English with primary language support and a multi-leveled structured English Language Development Program with push-in support from a part time ELL para-educator. To further support ELL students, ELAC and DELAC meetings are held 5 times a year. During this time, parents are given strategies to better assist their children's academic progress in school and at home. Some identified RSP students receive support in the regular education classroom environment during core academic instruction periods, while others receive support through a pull-out model of instruction. Students with special needs are also mainstreamed into regular education classes as needed and supported by SDC Para Educators inside the classroom.

School Culture and Climate are important areas of focus at Jack Northrop Elementary School. PBIS (Positive Behavior Incentive Systems) strategies are utilized school-wide, and all students and staff follow our school rules of: Be Safe, Be Respectful, Be Responsible. Many teachers have been trained in Capturing Kids' Hearts, and evidence of the strategies and values of the program are seen throughout the school. We work on a continual basis to enhance our community and parent involvement within our school. Parents are our partners, and we are fortunate to have many active, involved parents who care deeply about their children's education. We maintain a school website, and send weekly Connect Ed messages to keep our families apprised of current school events. We are fortunate to have a dynamic and productive Parent Teacher Organization that provides funding for field trips, assemblies, supplies, and events at the school. Among the opportunities to be involved at our school are the School Site Council, Parent Education Nights, school programs and events, Principal's Coffee Club, English Language Advisory Committee, and Parent Teacher Organization, A

school is the heart of a community, and we strive to be a place where our community feels welcomed and valued.

SPSA Highlights

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

Our Literacy Lab students showed a huge jump in their lexile scores and the small group instruction held due to classroom size being reduced during PLT had an increased academic affect on all grades 1-3 classrooms tier 2 academic supports.

Needs Assessment – Review of Performance

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

Greatest Progress

Significant growth in Math for ALL students, grew by +5 points, to 26% proficient and above from 21% the previous year. Chronic absenteeism rate decreased from 12.7 % to 10.2 %.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local indicators or other local indicators. What steps is the school planning to take to address these areas with he greatest need for improvement?

Greatest Needs

Online remote learning delivery in addition to staff professional development in the delivery of online education. English Language Arts- African-American subgroups is 61.4 points below the standard for met. (subgroup performance is in Orange) Math- African American subgroup is 80. points below the standard for met and decreased by 5.3 points (Subgroup performance is in Orange) Math- Current English Learners declined 15.3 points and are 42.9 points below standard (Subgroup performance is in Orange). Suspension rate for Foster students increased 2% (Subgroup is in Red). Chronically absent rate is at 22.6% and was maintained at 0.1%; 3 subgroups are in Red (Hispanic, Homeless, SED) There continues to be a disproportionate number of African American students who are suspended, and who are struggling in Math and English Language Arts. Jack Northrop Elementary will support many of our Tier 2 students with greater focus on PBIS/CKH, counselor support and CICO measures; The psychologist and the counselor will employ strategies that support the underlying issues that keep students from attaining greater access to differentiated instruction and support with Common Core state standards. We will continue to be intentional in our academic strategies that include , Academic discourse, Collaboration models, technology supports, MTSS supports for Tier 2 and Tier 3 students. An intentional focus on Standard English Learners and

support in (ELA) Reading Comprehension; as well as (Math) Conceptual understanding and use of hands-on supports that broaden the opportunity to support students with varying learning modalities. There will be greater Foster student support with greater support from the school psychologist and counselor. Check In Check Out (CICO) and Behavior Support Plans will be used and support classroom strategies from the teacher. With the support to the classroom teacher, counselor and attendance clerk will will create a schedule to ensure that parents are called in an expeditious manner. Month incentives for perfect attendance or improved attendance will be introduced. Parent phone calls, meetings and interventions will be more frequent.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Performance Gaps

There are no dashboard indicators showing that a subgroup is two or more performance levels below the All student category in any of the 5 Dashboard Indicators.

Supplemental Services

If not previously addressed identify the two or three most significant ways that the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

To ensure that all Jack Northrop Elementary School students have the math skills that they need for success, in the Fall of 2020, we will continue our Math intervention Lab in Grades 3, 4, and 5 . We will fund two retired certificated teachers for three hours a day, plus one hour per week for planning, who will work under the supervision of the Principal and Instructional Coach. Students will be screened using the District adopted iReady Math diagnostic assessment. Those students identified as At-Risk will receive differentiated, small group instruction in the math Lab during Personalized Learning Time in the areas of need as identified by the iReady Math diagnostic assessment. Instruction will focus on key areas of deficiencies identified in the I-Ready Math Diagnostic assessment. Students will work on their own individualized Math goals established with the I-Ready online lesson plan component. Students will receive Math Lab services for one hour each day, four or five days per week, utilizing the instruction of the certificated staff as well as the online resources of District adopted Math curriculum and i-Ready on-line Math instruction. Students will have hands-on lessons with manipulatives and concrete concept building materials before moving to the abstract level. They will work in small groups of 5 students with a certificated teacher for 30 minutes a day. They will also spend 30 minutes daily using the online resources of i-Ready and the District adopted math curriculum.
Math Lab intervention sessions will run quarterly, and regular Progress Monitoring assessments will be utilized to monitor students' progress and drive instruction. New flexible groups will be arranged each quarter based on math assessment data.Each Math Lab teacher will provide intervention services to 10 students, for a total of 20 students receiving services at each grade level in Grades 3, 4 and 5. This effectively lowers class sizes during Personalized Learning Time, allowing classroom teachers to provide differentiated, targeted, small group instruction to the remaining students in the class and or Online remote learning.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

During our monthly JNES Site leadership team meetings and our monthly School Site council Meetings, along with our Monthly ELAC meetings (All meetings will be flexible to utilize virtual meetings in addition to on-campus format to ensure safety and equity of all participants).

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Many factors affect the academic achievement of Jack Northrop Elementary students. Approximately 86% of Jack Northrop students are eligible for free or reduced school lunch. 4% of our students are Homeless, and 3% are in foster care. Academic achievement is affected by students' attendance and disciplinary issues. The average attendance rate is 95.21% in 2017-2018, 94.67% in 2016-2017, and 95.13% in 2015-2016. Approximately 12% of our students are identified as having Chronic Absenteeism due to their excessive absences. In 2017-2018, 30 students were suspended, with 8 students having more than one suspension, for a total of 78 suspensions. We strive to improve overall attendance and reduce truancy by building relationships with students, proving a variety of incentives for excellent attendance, making school engaging and welcoming, eliminating barriers to attendance, and partnering with the Abolish Chronic Truancy Program sponsored by the Los Angeles County District Attorney's Office. We continue to improve our school climate and lower disciplinary issues through the use of interventions such as Capturing Kids' Hearts, Positive Behavior Incentive Systems, Second Step and Kelso's Choices lessons, referral to School-Based Mental Health Counseling Programs, Zones of Regulation classes, Check-In/Check-Out strategies, academic and behavioral supports, and increased parental communication. In the event that we have to utilize remote learning for students the same services would apply online as well as the access to School-Based mental health counseling services via online.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	103	117	126	102	115	125	102	115	125	99	98.3	99.2
Grade 4	121	106	127	120	106	124	120	106	124	99.2	100	97.6
Grade 5	111	118	118	111	118	117	111	118	117	100	100	99.2
All Grades	335	341	371	333	339	366	333	339	366	99.4	99.4	98.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2411.	2391.	2390.	15.69	10.43	12.80	22.55	20.00	14.40	34.31	32.17	32.80	27.45	37.39	40.00
Grade 4	2434.	2430.	2434.	19.17	15.09	14.52	20.00	17.92	21.77	18.33	20.75	17.74	42.50	46.23	45.97
Grade 5	2478.	2471.	2481.	14.41	14.41	14.53	23.42	32.20	33.33	26.13	11.86	17.09	36.04	41.53	35.04
All Grades	N/A	N/A	N/A	16.52	13.27	13.93	21.92	23.60	22.95	25.83	21.53	22.68	35.74	41.59	40.44

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.61	13.91	15.20	40.20	44.35	42.40	40.20	41.74	42.40
Grade 4	14.17	13.21	13.71	51.67	42.45	39.52	34.17	44.34	46.77
Grade 5	17.12	13.56	23.93	44.14	47.46	38.46	38.74	38.98	37.61
All Grades	16.82	13.57	17.49	45.65	44.84	40.16	37.54	41.59	42.35

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.63	13.04	8.80	53.92	46.09	48.80	27.45	40.87	42.40
Grade 4	20.00	14.15	13.71	42.50	40.57	56.45	37.50	45.28	29.84
Grade 5	23.42	27.35	23.08	48.65	35.90	45.30	27.93	36.75	31.62
All Grades	20.72	18.34	15.03	48.05	40.83	50.27	31.23	40.83	34.70

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	17.65	8.70	13.60	65.69	58.26	65.60	16.67	33.04	20.80
Grade 4	11.67	11.32	8.87	56.67	66.04	70.16	31.67	22.64	20.97
Grade 5	12.61	13.56	17.95	58.56	52.54	52.14	28.83	33.90	29.91
All Grades	13.81	11.21	13.39	60.06	58.70	62.84	26.13	30.09	23.77

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.61	18.26	8.00	50.00	49.57	56.80	30.39	32.17	35.20
Grade 4	18.33	16.98	12.10	51.67	46.23	46.77	30.00	36.79	41.13
Grade 5	18.92	22.88	15.38	47.75	44.92	48.72	33.33	32.20	35.90
All Grades	18.92	19.47	11.75	49.85	46.90	50.82	31.23	33.63	37.43

Conclusions based on this data:

1. School-wide, approximately 39% of JNE students met or exceeded Proficiency in ELA. Writing is a strength for JNE students; approximately 69% of JNE students exceeded, met, or nearly met Proficiency in both Writing and Research/Inquiry. Based on the data and discussion with our School Site Council and Teacher Leadership groups, JNE will continue our focus on writing skills and the use of the Writing Rockets writing model that is utilized school-wide.
2. Of the approximately 62% of students not reaching Proficiency in ELA, 26% of them reached Nearly Met, and 36% did not meet Proficiency. After discussion with Leadership and School Site Council stakeholder groups, we will focus on the differentiation of classroom instruction and on developing interventions to meet the needs of all students.
3. Approximately 61% of 4th grade students did not reach Proficiency in English Language Arts, showing the need for further interventions and differentiation opportunities in this grade.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	103	117	126	101	115	125	101	115	125	98.1	98.3	99.2
Grade 4	121	106	128	120	106	125	120	106	125	99.2	100	97.7
Grade 5	111	118	118	111	117	117	111	117	117	100	99.2	99.2
All Grades	335	341	372	332	338	367	332	338	367	99.1	99.1	98.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2415.	2387.	2385.	7.92	6.09	2.40	34.65	14.78	18.40	26.73	33.91	31.20	30.69	45.22	48.00
Grade 4	2430.	2428.	2445.	10.00	4.72	11.20	16.67	13.21	20.00	34.17	46.23	38.40	39.17	35.85	30.40
Grade 5	2460.	2465.	2454.	6.31	11.11	6.84	15.32	12.82	18.80	27.93	32.48	27.35	50.45	43.59	47.01
All Grades	N/A	N/A	N/A	8.13	7.40	6.81	21.69	13.61	19.07	29.82	37.28	32.43	40.36	41.72	41.69

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.76	11.30	8.80	36.63	29.57	33.60	39.60	59.13	57.60
Grade 4	15.00	9.43	20.00	27.50	35.85	32.00	57.50	54.72	48.00
Grade 5	12.61	16.24	8.55	27.03	29.91	35.90	60.36	53.85	55.56
All Grades	16.87	12.43	12.53	30.12	31.66	33.79	53.01	55.92	53.68

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.79	10.43	7.20	42.57	44.35	51.20	36.63	45.22	41.60
Grade 4	13.33	7.55	15.20	34.17	48.11	42.40	52.50	44.34	42.40
Grade 5	6.31	9.40	9.40	37.84	36.75	41.03	55.86	53.85	49.57
All Grades	13.25	9.17	10.63	37.95	42.90	44.96	48.80	47.93	44.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.86	8.70	5.60	62.38	55.65	48.00	23.76	35.65	46.40
Grade 4	15.83	6.60	12.80	38.33	50.00	45.60	45.83	43.40	41.60
Grade 5	8.11	12.82	9.40	42.34	39.32	44.44	49.55	47.86	46.15
All Grades	12.65	9.47	9.26	46.99	48.22	46.05	40.36	42.31	44.69

Conclusions based on this data:

1. 30% of JNE students met or exceeded the standard in Math. After discussion with School Site Council and Teacher Leadership, we will maintain our focus on Mathematics, the use of the District Year At a Glance curriculum mapping, and the use of the direct instruction model utilized in all classrooms.
2. 13 % of students scored Above Standard in Problem Solving, and 38% scored At or Near Proficiency. Based on the data and discussion with School Site Council and Teacher Leadership, we will focus attention on problem solving strategies and projects in daily lessons, monthly Problem Solving Tuesday events, and Family Math Nights so that students have opportunities to solve problems and articulate their thinking in ways similar to what is expected on CAASPP.
3. Students' achievement in Mathematics declined through the grade levels, with 31% of 3rd graders, 39% of 4th graders, and 50% of 5th graders not reaching Proficiency in Mathematics, showing that students need more instruction and practice with problem solving and Math reasoning.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
754	**90.6**	**18.6**	**3.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	140	18.6
Foster Youth	24	3.2
Homeless	33	4.4
Socioeconomically Disadvantaged	683	90.6
Students with Disabilities	96	12.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	224	29.7
American Indian	6	0.8
Asian	7	0.9
Filipino	10	1.3
Hispanic	412	54.6
Two or More Races	40	5.3
Pacific Islander	1	0.1
White	54	7.2

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Green
Mathematics  Orange		

Conclusions based on this data:

1. Out of 9 Student Groups, 6 earned a level of Orange on the Suspension Rate indicator, indicating the need for further behavioral interventions and supports.
2. The academic progress of English Language Learners was in the Orange Performance level, indicating the need for differentiated instruction, increased academic support, and more rigorous English Language Development instruction.
3. Jack Northrop students reached a Performance Level of Orange in both ELA and Mathematics, indicating the need for more rigorous instruction, differentiated and diagnostic intervention, and better progress monitoring of student achievement.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Orange	 No Performance Color
32.1 points below standard	23.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3.5 points	Declined -7.7 points	9
339	79	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 Orange
Less than 11 Students - Data Not Displayed for Privacy	35.5 points below standard	97.6 points below standard
10	Increased ++7.6 points	Increased Significantly ++32.4 points
	312	41

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange	 No Performance Color	 No Performance Color	 No Performance Color
61.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++0.1 points	4	1	9
94			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 No Performance Color	 No Performance Color	 No Performance Color
26.8 points below standard	29.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	5.4 points below standard
Maintained -2 points	Increased Significantly ++43.4 points	1	Increased Significantly ++25.5 points
185	21		24

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
85.9 points below standard	23 points above standard	38 points below standard
Increased ++3.2 points	Maintained -1.5 points	Increased ++6.2 points
34	45	252

Conclusions based on this data:

1. Jack Northrop Elementary students' scores declined significantly by 16.7 points in 2016-2017, indicating the need for more rigorous, intensive instruction in all classrooms, targeted, differentiated intervention based on student need, and regular progress monitoring.
2. The performance of all JNE student rated in the Low Status, indicating the need for more rigorous, intensive instruction in all classrooms K-5, targeted, differentiated intervention based on student need, and regular progress monitoring.
3. English Language Learners who were reclassified scored at a Very High Status and increased Significantly by 17.7 points. English Language Learners who had not reached the level required for Reclassification, however, scored int he Low Range and declined Significantly by 16.2 points, indicating the need for more support and targeted interventions in English Language Arts and English Language Development for this group.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
52.4 points below standard	42.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.8 points	Maintained 0 points	9
339	79	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 Orange
Less than 11 Students - Data Not Displayed for Privacy	55.1 points below standard	105.5 points below standard
10	Increased ++6.1 points	Increased Significantly ++16.6 points
	312	41

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange	 No Performance Color	 No Performance Color	 No Performance Color
82.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained -2.3 points	4	1	9
94			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 No Performance Color	 No Performance Color	 No Performance Color
46.4 points below standard	44.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	25.9 points below standard
Maintained -0.2 points	Increased Significantly ++31.4 points	1	Increased ++10.6 points
185	21		24

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
95.9 points below standard	2.9 points below standard	57.3 points below standard
Declined -3.4 points	Increased ++12.4 points	Increased ++3.2 points
34	45	252

Conclusions based on this data:

1. All sub-groups declined, with the exception of English Language Learners and White students.
2. All sub-groups are in the Low range, indicating the need for more rigorous, comprehensive instruction in all classrooms, targeted interventions, and closer progress monitoring for all students.
3. African American and Homeless students' scores were the lowest of the sub-groups, indicating the need for comprehensive support for these students.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
51.8 making progress towards English language proficiency
Number of EL Students: 83
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
15	25	8	35

Conclusions based on this data:

1. The Suspension Rate of English Language Learners was in the Highest Performance rating, and declined from the previous year.
2. English Language Learners' progress in the development of English Language skills declined 3.7% and received an Orange rating, indicating the need for more rigorous, intensive instruction in English Language Development.
3. The ELA score of English Language Learners declined 6.3 points, receiving a status of Low, and Mathematics scores for this group declined 2.9 points, earning a status of Low and indicating the need for more rigorous instruction, higher order thinking skills

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	3	2	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
		
Yellow	Orange	No Performance Color
12.2	8.3	7.1
Declined -0.5	Increased +1.8	Declined -6.2
810	132	28
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
		
Orange	Yellow	Yellow
27.8	12.6	19.2
Declined -1.5	Declined -0.6	Declined -0.7
54	733	120

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	 No Performance Color	 No Performance Color	 No Performance Color
17.6	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	18.2
Increased Significantly +4.8	7	7	Increased +4.8
245			11
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow	 Green	 No Performance Color	 Green
10.4	7.3	Less than 11 Students - Data Not Displayed for Privacy	7.1
Declined -1.2	Declined -10.5	1	Declined -9.8
442	41		56

Conclusions based on this data:

1. In the 2016-2017 school year, 119, or 13.06%, of Jack Northrop Elementary students were classified as Chronically Truant. This was an increase of 1.87% in 2015-2016.
2. 59 African American and 44 Hipanic students were classified as Chronic Truants, idicating the need for more supports and services for these groups.
3. The attendance rate in 2016-2017 was 94.67%, compared to a rate of 95.13% in 2017-2018. Attendance data for 2017-2018 shows an encouraging trend, showing an attendance rate of 95.21% , indicating the efficacy of attendance interventions put in place this school year.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	3	5

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Green	 Blue	 Blue
1.2	0	0
Declined Significantly -2.1	Declined -1.9	Declined -9.4
846	138	31

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Blue	 Green	 Green
0	1.3	0.8
Declined -1.3	Declined Significantly -2	Declined -1.6
63	767	126

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Green	No Performance Color	No Performance Color	No Performance Color
2.7	Less than 11 Students - Data 7	Less than 11 Students - Data 7	0
Declined Significantly -1.9			Maintained 0
260			11
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Orange	No Performance Color	Blue
0.2	4.9	Less than 11 Students - Data 1	0
Declined Significantly -2.2	Increased +0.5		Declined -3.8
457	41		62

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3.2	1.2

Conclusions based on this data:

1. English Language Learners and Homeless students at Jack Northrop Elementary School received the highest Performance Level on the Suspension Rate Indicator.
2. African American, Mixed Race, Foster Youth, and Disabled students received a Performance Level of Red. Socioeconomically Disadvantaged, Hispanic, and White students received a rating of Orange. The suspension rate for each of these sub-groups increased, indicating the need for further behavior interventions and supports for much of JNE's population.
3. After discussion of the data with School Site Council, PBIS committee, and Teacher Leadership, JNE will increase the emphasis on Second Step and Kelso's Choices lessons, expand referrals to School Based Mental Health Counseling and Zones of Regulation groups, train more teachers in Capturing Kids' Hearts, and increase emphasis on community events and parental communication.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Options and Excellence
Provide relevant high quality classroom instruction and curriculum that promote college and career readiness skills with academic interventions and enrichments in place to eliminate barriers to student success.

Goal 1

Academic Options and Excellence: Provide relevant high quality classroom instruction and curriculum that promote college and career readiness skills with academic interventions and enrichments in place to eliminate barriers to student success.

School Goal 1- ELA - Jack Northrop Elementary School will increase the percentage of students who are meeting or exceeding standards from 37% of the student population to 42% as measured by the California Assessment of Student Progress and Proficiency.

School Goal 2 - Math - Jack Northrop Elementary School will increase the percentage of students who are meeting or exceeding standards in Math from 25% of the student population to 35% as measured by the California Assessment of Student Progress and Proficiency.

Identified Need

ELA- Needs assessments have determined that students need greater access to foundational skills, strategies and access to the aligned grade level standards and rigor. This is evidenced by 37% of our students met or exceeded on the ELA CAASPP assessment, which is the same as the previous year with no growth.
Math- Needs assessments have determined that students need greater foundational skills, strategies and access to aligned grade level standards and rigor. This is evidenced by data results indicating that 26% of our students met or exceeded on the Math CAASPP assessment, which below the state average but above the district average.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL STUDENTS

Strategy/Activity

Target 1A - ELA: In all subjects, teachers will plan and deliver common core standards-aligned balanced lesson designs utilizing "The Teacher Clarity Playbook" to foster close reading strategies and Lesson clarity for all students at all grade levels. The following activities will be in place: Teacher Clarity Playbook professional Development and Small Group instruction Professional Development :

To ensure that all Jack Northrop Elementary School students have the literacy skills that they need for success, in the Fall of 2020, we will continue with Teacher Clarity Playbook professional Development and Small Group instruction Professional Development :

Small Group Instruction:
Students will be screened using the District adopted iReady assessment. Those students identified as At-Risk will receive differentiated, small group instruction by there Homeroom teacher during Personalized Learning Time in the areas of need as identified by the iReady assessment and/or the areas of need identified by the Basic Phonics Skills Test (BPST) that all teachers in grades 1-3 administer.

Instruction will focus on key areas of English Language Arts: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Daily work on high frequency words, phonics elements, and reading decodable text will occur. Learning will be of a hands-on nature in small groups of 5-6 students at a table with the certificated teacher. When students are not at the teacher table they will be working on computer-based programs such as Connect Ed and i-Ready Reading. Students will learn the reading comprehension strategies of summarizing, questioning, clarifying, citing evidence and predicting.

Students will receive Small group Instruction for one hour each day, five days per week, utilizing the instruction of the certificated staff as well as the online resources of District adopted English Language Arts material.
Regular Progress Monitoring assessments will be utilized to monitor students' progress and drive instruction. New flexible groups will be arranged each quarter based on assessment data.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,000	Title I
500	LCFF S/C

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Target 1A - ELA

Teachers will implement the District adopted ELA series with fidelity:

Students will receive 60 minutes of small group differentiated ELA instruction during daily Personalized Learning time.

ELD students will receive 30 minutes daily of small group, differentiated instruction in ELD as their designated ELD time.

Students will complete a writing project with each theme of ELA.

Teachers will be provided online/remote learning professional development

Teacher will utilize the online resources of District adopted ELA materials.

Teacher will utilize instructional aide's to assist with small group instruction and assessments.

Students who are not meeting grade level standards will be identified through the SST process and will be provided interventions targeted to meet their learning needs.

Teachers will directly teach and model strategies of critical reading: marking and charting the text, writing higher level questions and conclusions, analyzing complex text, and citing evidence. They will teach and model close reading strategies.

Students will have multiple opportunities to engage in collaborative conversations with peers. Teachers model academic language with a focus on high level vocabulary and syntactic complexity.

Students will have daily content-based reading, writing, listening, and speaking opportunities according to standards listed on the YAAG.

Students will have daily opportunities to read high-quality, increasingly challenging literary and informational text at their Lexile level.

Students will be provided with Reading Counts quizzes to encourage independent reading.

Instructional Coach or classroom teachers will provide student intervention in foundational reading programs such as iRead, iReady, Read 180 Universal, and System 44.

Kindergarten students will utilize Scholastic Reading Newspapers and On-line Resources to supplement their reading program.

Before or After School tutoring may be provided in ELA in Grades K-5 for students identified as at risk or below grade level.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	LCFF S/C
	Centralized

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Target 1A - ELA

Writing:

Teachers will directly teach and model structured writing processes using organizational tools such as Thinking Maps and Graphic Organizers such as Writing Rockets for visual representation of thinking as part of the writing process.

Students will complete a writing project with each theme of ELA. Student writing is compiled in a writing portfolio throughout the year.

Students will have opportunities to participate in quarterly Writer's Cafe events to share and celebrate their writing.

Students will write in all subject areas. Writing will be incorporated into Science, Social Studies, Math and other academic curriculum areas.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Centralized

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Target 1B - Mathematics

Teachers implement District adopted Mathematics series with fidelity, including the use of the program's online resources and manipulative materials.

Math Journals will be utilized in Grades 1-5. Students regularly write about their thinking processes in Math.

Students who are not meeting grade level standards will be identified through the SST process and will be provided interventions targeted to meet their learning needs.

Students will receive small group differentiated Math instruction during daily Personalized Learning time.

Teachers will utilize manipulative materials in Mathematics to further students' understanding of Mathematics concepts and algorithms.

Teachers will utilize Number Talks strategies in Mathematics lessons.

Teachers will participate in professional development in which they will backwards map their math curriculum year long plan using the Math Framework.

Teachers in grades 2, 3, 4 and 5 will participate in professional development with Teacher Clarity Playbook and Small group Instruction and will participate in lesson study throughout the year using math standards as a focus.

Teachers in grades 3, 4 and 5 will use the IABs in the CAASPP system as a teaching and practice tool to prepare students for the rigor of the SBA.

Teachers in grades 2, 3, 4 and 5 will participate in professional development on utilizing standards based math assessments

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25,000	Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Target 1B - Mathematics

To ensure that all Jack Northrop Elementary School students have the math skills that they need for success, in the Fall of 2020, we will continue our Math intervention Lab in Grades 3, 4, and 5 .

We will fund two retired certificated teachers for three hours a day, plus one hour per week for planning, who will work under the supervision of the Principal and Instructional Coach.

Students will be screened using the District adopted iReady Math diagnostic assessment. Those students identified as At-Risk will receive differentiated, small group instruction in the math Lab during Personalized Learning Time in the areas of need as identified by the iReady Math diagnostic assessment.

Instruction will focus on key areas of deficiencies identified in the I-Ready Math Diagnostic assessment. Students will work on their own individualized Math goals established with the I-Ready online lesson plan component.

Students will receive Math Lab services for one hour each day, four or five days per week, utilizing the instruction of the certificated staff as well as the online resources of District adopted Math curriculum and i-Ready on-line Math instruction. Students will have hands-on lessons with manipulatives and concrete concept building materials before moving to the abstract level. They will work in small groups of 5 students with a certificated teacher for 30 minutes a day. They will also spend 30 minutes daily using the online resources of i-Ready and the District adopted math curriculum.

Math Lab intervention sessions will run quarterly, and regular Progress Monitoring assessments will be utilized to monitor students' progress and drive instruction. New flexible groups will be arranged each quarter based on math assessment data.

Each Math Lab teacher will provide intervention services to 10 students, for a total of 20 students receiving services at each grade level in Grades 3, 4 and 5. This effectively lowers class sizes during Personalized Learning Time, allowing classroom teachers to provide differentiated, targeted, small group instruction to the remaining students in the class.

Strategy/Activity

Targets 1A and 1B - ELA and Mathematics

Student Study Teams and Professional Learning Communities:

Weekly Student Study Team Meetings will be held to identify students who are not reaching grade level standards, determine appropriate interventions, and monitor student progress.

Quarterly Professional Learning Community Meetings with administrator, coach, school psychologist, and teachers will be held to determine student strengths and challenges, identify areas of need, identify students needing additional support, develop Tier 2 interventions, and monitor progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	LCFF S/C

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Target 1B - Mathematics

Tutoring:

Before or After School tutoring may be provided in Mathematics in Grades K-5 for students identified as at risk or below grade level.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Targets 1A and 1B - ELA and Mathematics

Technology:

In order to meet the requirements of the Common Core State Standards and prepare students with the skills needed for success in the 21st century, each classroom at Jack Northrop Elementary School is equipped with a pod of computers, a document camera, a media projector, audio enhancing equipment, and a Smart Board.

All classrooms in Grades 2, 3, 4, and 5 are equipped with a Chromebook or laptop cart, providing 1:1 technology for all students in most classrooms at our school. Kindergarten and 1st Grade students have daily access to a computer lab, in addition to the pod of computers located in each classroom.

Students utilize technology for Math, Language Arts, and Science instruction, as well as for research based projects directly tied to the grade level CCSS curriculum.

Students receive grade level appropriate technology instruction on a regular basis through whole group instruction, with the goal that they are proficient in conducting research, creating presentations, and effectively integrating technology into their daily lives.

So that teachers are well equipped to prepare students for the demands of 21st century learning, we will continue to provide professional development to expand teachers' expertise in developing and utilizing technology in their daily lesson designs.

Story Maker and WeVideo will be taught to student groups to allow students to present content knowledge using animation and video.

New technology purchases of chrome books and View Sonic smart screens to provide in class and distance/remote learning

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20661	LCFF S/C

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Targets 1A and 1B - ELA and Mathematics

Instructional Coach Support:

Instructional Coach will support classroom instruction by providing demo lessons, coaching services, and professional development in the curricular areas of ELA, Math, and Science/Technology to teachers and staff.

Instructional Coach will facilitate PLC and SST meetings to develop interventions and supports for teachers and students.

Instructional Coach will support student intervention in foundational reading programs, such as Read 180 Universal, and System 44. The programs are designed for students needing Tier 3 support in grades 4-5.

Instructional Coach will also provide guidance and support to our Lit Lab and Math Lab teachers in designing appropriate intervention instruction. The coach will assist teachers in selecting and monitoring the progress of the students who receive these interventions.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Centralized

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Targets 1A and 1B - ELA and Mathematics

Ongoing Professional Development will be provided to teachers. Topics may include:

Teacher Clarity Playbook
Components of Direct Instruction
Thinking Maps
Instruction aligned to CCSS/YAAG SBA claims

Teaching with Poverty in Mind
ELA Instruction and Strategies- Close Reading
Mathematics Instruction and Strategies
ELD Instruction and Strategies
Read 180/System 44/iRead Training
Math/Science/Technology Training and Curriculum Mapping
Lessons and Accommodations for students with disabilities
Differentiated Small-Group Instruction and Strategies
Professional Learning Communities
SST training
UDL training
i-Ready training and implementation
Data driven instruction

(Costs include teacher training, materials, supplies, equipment, conference registrations, fees, extra duty pay, and substitute costs)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11,274	Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Targets 1A and 1B - ELA and Mathematics

Supplies and materials will be provided for the office and to each classroom to support whole class and small group instruction. Supplies may include paper, pencils, markers, composition books, pens, crayons, ink, consumable textbooks and materials, laminating film, poster maker ink and

paper, technology supplies, and other office and classroom materials. Copy Machines contracts and fees

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23,500	LCFF S/C
12,000	LCFF - Base

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Supportive and Inclusive Learning Environment
End the predictability of uneven academic achievement by ensuring that all systems and processes are equitable while being culturally and linguistically responsive to the needs of our students.

Goal 2

Jack Northrop Elementary School will increase the number of English Learners becoming proficient in their English language development by 5% in the 2019-2020 school year as measured by the English Language Progress indicator on the California State Dashboard.

Identified Need

ELA and Math Needs assessments have determined that students need greater access to foundational skills, strategies and access to the aligned grade level standards and content rigor.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Target 2A: English Language Development and Reclassification

All English Language Learners in Grades K-5 will have 30 minutes daily of designated English Language instruction differentiated by ELPAC level. (Instructional delivery will be flexible to utilize online and on-campus delivery)

Teachers will utilize District adopted ELD curriculum, CA Wonders, as well as strategies of GLAD and SIOP.

Bilingual Para-Educator will support classroom teachers in differentiated small group instruction and translation as needed during parent conferences.

English Language Development lessons will provide students with daily opportunities for listening, speaking, reading, and writing. Students will have ample opportunities to talk and interact with peers in engaging and differentiated activities and lessons.

ELD instruction will include explicit and intensive instruction in phonological awareness and phonics to build students' decoding skills, explicit teaching of vocabulary, and strategies and knowledge to comprehend and analyze challenging narrative and expository text.

Teachers will analyze formative and summative assessments as part of the PLC process to improve instructional practices for ELD instruction and utilize standards based assessments.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Centralized

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Target 2A: English Language Development and Reclassification

All English Language Learners in Grade K-5 will have access to high quality, relevant ELA and Mathematics lessons utilizing SDAIE and GLAD instructional strategies. ELD strategies will be integrated throughout the learning day in all settings.

Teachers will be provided Professional Development on how to analyze assessment data in PLC meetings in order to differentiate instruction by ELPAC level.

Provide support, professional development, and monitoring for teachers and administrators in SDAIE and GLAD strategies as well as professional development for analyzing and monitoring the assessment results for current and reclassified English Learner students.

EL Site Chair will support teachers and para-educators and will monitor the progress of current and reclassified EL students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Centralized

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Target 2B: School Focus

Science, Math, and Technology lessons will be taught in every classroom K-5, using a STEAM curriculum such as Project Lead The Way. Each classroom will be equipped with the materials, equipment, and technology to access PLTW curriculum.

Teachers will receive Math, Science, and Technology training and will have opportunities to map NGSS curriculum and lessons in PLC team meetings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2400	LCFF - Base
15000	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Gifted and High Achieving

Strategy/Activity

Target 2B: School Focus

Jack Northrop will provide students identified as Gifted or High Achieving with opportunities to develop and expand skills in critical thinking and leadership, create self expression, and to explore areas of interest at higher levels of depth and complexity than may be available in their regular classroom.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

2500	LCFF S/C
1000	LCFF S/C

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Target 2B: School Focus

Jack Northrop students will be provided opportunities for Music enrichment lessons and Bell Choir.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	LCFF S/C

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID-19 impact on CA state revenues, site funds have been dramatically reduced.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Personal Integrity and Responsibility
Ensure all school sites have safe, warm, welcoming and responsive climates for staffs, students and their families, so that all students feel connected, are motivated to attend and ready to learn.

Goal 3

School Goal 3A - Attendance
Jack Northrop Elementary School will increase attendance by .5% over the course of the 2019-2020 school year, as measured by daily attendance. The Chronic Truancy Rate will decrease from 13.06% to 11.06.

School Goad 3B - Suspensions
Jack Northrop Elementary will reduce overall suspensions from 1.5% to 0.5%, as measured by the California dashboard Suspension indicator.

School Goal 3C - School Climate
Jack Northrop Elementary School Climate will improve, based on a decrease of discipline referrals for all students, as measured by SWIS data.

Identified Need

Based upon the CA Dashboard Data Jack Northrop Elementary had a chronic absenteeism rate of 12.7% in which is 3.7% higher than the state average of 9%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Data Conditions and Climate (Suspensions Rate) (ALL)	1.5 %	0.05%
CA Dashboard Data Academic Engagement (Chronic Absenteeism Rate) (ALL)	12.7%	10.5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Target 3A - Attendance

Teachers will verify absences daily and will contact parents to discuss attendance concerns.

Staff will utilize A2A to document attendance interventions and parent contacts.

Attendance Clerk, School Counselor, and Administration will monitor chronic absenteeism monthly through A2A and report attendance data results in relation to attendance goals at staff, leadership and ELAC/SSC meetings.

Attendance Clerk, School Counselor, Teachers, and Administrator will conduct attendance conferences with students and parents, utilizing the SST process when appropriate.

A variety of attendance incentives will be utilized, including:

Parent Ambassador outreach to site parents and guardians

Scheduling high interest, engaging activities on days with historically poor attendance

Class attendance goals, incentives, and recognition

Recognizing attendance with the use of Space Bucks for daily attendance

Incentive drawings and announcements each Friday afternoon

Fun Friday activities from 2:45-3:15 each Friday for students with excellent attendance and behavior

Increased parent communication regarding the importance of regular attendance

Implement online attendance monitoring for remote/online learning

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

2000	Lottery: Instructional Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Target 3B - Suspensions

Target 3C - School Climate

Students will be warmly greeted each day by administration, teachers, and staff. Classrooms are culturally responsive, engaging, collaborative, and engaging. Staff will utilize a 5:1 Positive Reinforcement Ratio.

Ongoing Professional Development and Collaboration will be provided in the areas of:

- PBIS implementation
- Culturally Responsive Campuses
- Behavior Intervention Plans
- SST Online

Social-Emotional, Conflict Resolution, and Anti-Bullying lessons will be taught weekly in Grades K-5. Resources include Second Step and Kelso's Choices curriculum materials. Information about the programs will be shared with parents at Principal's Coffee Club.

Discipline Referral (ODR) flow charts are posted and implemented throughout all areas of campus. Behavior expectations are explicitly taught and modeled. Major and Minor Offenses are clearly defined and delineated. Behavior assemblies and launches are held at the beginning of each semester.

Supervision staff are proactively stationed and visible throughout campus before and after school and during recesses and lunches. Adequate play equipment and materials are available for students. Playground recreation supervisor and duty aides conduct age-appropriate, engaging, and structured games and activities during students' recesses.

Admin/PBIS site team to create alternatives to suspension. Behavior data reported to staff, leadership and ELAC/SSC. IEP team will revise/create Behavior Intervention Plans for all students with disabilities who are suspended for 7 days in one school year.

Student disciplinary referrals, suspensions, and expulsions will decrease as a result of the following interventions:

Increase structured activities at recess.

Implement "Fun Fridays" each Friday afternoon with games and activities for students who are eligible to participate.

Homework Assistance or Second Step/Kelso's Choices lesson for students who are ineligible to participate in Fun Friday.

Monthly Behavior Incentive Assemblies and Performances. Performances include culturally relevant groups, such as Ballet Folklorico, African Dance Troupe, musical performances, and magic shows.

Space Bucks for Student Store and classroom treasure chest items as behavior incentives.

Second Step lessons taught weekly in each classroom.

Quarterly PBIS launches.

SST process utilized for behavior concerns.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	LCFF S/C
3550	LCFF - Base
600	LCFF - Base
900	LCFF - Base
4000	LCFF - Base
1200	LCFF - Base

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Family and Community Partnerships
Build positive relationships with Families and Community partners that center around the needs of students, inform our decisions and strengthen our programs.

Goal 4

Jack Northrop Elementary School will increase student and family engagement and create a welcoming and safe environment for students and families via online and on-campus traditional education setting.

Identified Need

Increase of Jack Northrop Elementary parent involvement in school based activities that include School Site Council, LCSD Superintendent advisory board, ELLAC, and DELAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Increase parent communication from classrooms and the office via technology by utilizing:

Class Dojo in at least 70% of classrooms
Weekly Blackboard Connect messages
Monthly School Newsletter
School Website
Power School
Classroom Newsletters
Parent Ambassador phone calls
WebEx
Google Meet
Zoom

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
850	LCFF - Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide and coordinate parent workshops, parent academies or parent university to support student achievement with available personnel on topics to include:

Literacy
Math
Bullying, Social Skills, Conflict Resolution
Science and Technology
CAASPP Testing
Safe use of Technology
Parenting Partners Training
Extra Classified hours for non-scheduled work day/hours to assist parent registration and other office and site duties.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Jack Northrop Elementary School will host Principal’s Coffee Club meetings monthly to share information, build parent relationships, and hear parent feedback.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5400	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Jack Northrop Elementary School will host family events throughout the year, including:

Welcome Back Breakfast
Back to School Night
Family Math Night
Family Literacy Night
Open House
Science Events
Parent/Teacher Conferences
Music Concerts
Annual Halloween Parade
Red Ribbon Week activities
Dr. Seuss' Birthday events
PTO meetings and events

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$174,835.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$73,674.00

Subtotal of additional federal funds included for this school: $73,674.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF - Base	$25,500.00
LCFF S/C	$73,661.00
Lottery: Instructional Materials	$2,000.00

Subtotal of state or local funds included for this school: $101,161.00

Total of federal, state, and/or local funds for this school: $174,835.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Charles E. Coleman Jr.	Principal
Kelly Huggins	Classroom Teacher
Tamara Woods	Classroom Teacher
Tina Manke	Classroom Teacher
Christine Rodriguez	Other School Staff
Christina Zweckbronner	Parent or Community Member
Diana Silva	Parent or Community Member
Desiree Guinto	Parent or Community Member
Jasmine Williams	Parent or Community Member
Ana Alvarado	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	Other: Teacher Leadership, Site Staff

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on October 24, 2019.

Attested:

	Principal, Charles E. Coleman Jr. on
	SSC Chairperson, Diana Silva on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

School Year: **2020-21**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Joshua Elementary School	19646676014690	June 2, 2020	June 16, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Joshua Elementary has designed the school plan so that it aligns with Lancaster School District LCAP goals using both LCFF S/C and Title 1 funds.

Goal 1 Academics: Based on data outcomes we will support and improve tier one good first instruction, systemic supports that focus on small group instruction (Academic, Behavioral, and/or SEL Instruction) and Personal Learning Times. Small group data driven instruction is used to front load, reinforce, or reteach specific skills and concepts and provide a reduced student to teacher ratio with grouping that is flexible, formed and dissolved based on data. The support for Tier 1 Instruction and Small Group Instruction will include planning and executing Universal Design, using Standards Based Common Core lessons in timely progressions, Collaborative Teams, (Professional Learning Communities), and Multi Tiered System of Support model (Tier 1, 2, and 3). The goal will be supported with professional development, a clear coaching plan, and ELA, Math, and SEL Interventions.

Goal 2 Culture: Based on data outcomes, we will support and improve academic supports that include small group instruction/Personal Learning Time and English Language Development including integrated and designated supports. This goal will be supported through professional development led by EL Chair designed to enhance Academic English Language proficiency and improve EL achievement by ensuring that ELD differentiated instruction occurs daily for 30-45 minutes.

Goal 3 Climate: Based on data outcomes, personal integrity and responsibility, we will ensure our school site has a safe, warm, welcoming and responsive climate for staff, students and their families, so that all students feel connected, are motivated to attend and ready to learn by strengthen our Tier 1 Implementation of PBIS to establish and implement non-negotiables Tier 1 instruction.

Goal 4 Family and Community Partnerships-Build positive relationships with families and community partners that empowers parents to be an integral component of school decision-making. All decision making centers around the needs of students, which will inform our decisions, and strengthen our programs.

Plan Summary

The Story

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

Joshua Elementary is a diverse school built in 1953 made up of caring professional educators who serve our students, school and community, located in East Lancaster California. Joshua Elementary is currently undergoing renovation/modernization. Our students eat breakfast and lunch in two

classrooms. Our school serves Breakfast After the Bell for students who arrive after breakfast is served. We serve breakfast until 9:00 AM. Our food is cooked in a neighboring school and trucked over for serving. In the 18/19 school year, we packed and moved 19 classrooms. Our new cafeteria opened in January 2020. We are now scheduled to begin Phase 3 in July of 2020.

Joshua serves a school community of diverse learners. Over 94.3% of our population is designated low socioeconomic status (SES) with 13% English Language Learners (ELL), 24% Hispanic, 23% White, 47% African American, 13% Students with Disabilities, 14% Foster Youth and Homeless. The diverse and economic needs of our school motivate our staff to be a Professional Learning Community and enlist one another's help to meet our students' needs. At Joshua, we strive to include parents and community to identify the best course of action for their student. We ensure ALL of our students learn and grow while having equitable access to all programs and curriculum.

At Joshua, we strive to implement the vision and beliefs of the Lancaster School District. Our goal to create options and excellence in education, empowering all students to reach their full potential. We strive to provide relevant, high-quality education within a culturally respectful environment, preparing all students for personal and professional success. AVID is an integral part of their preparation through the use of Writing, Inquiry, Collaboration, Organization, and Reading.

Joshua's vision and mission focus the district's beliefs to serve our unique community. The mission of Joshua Elementary School is to provide an appropriate, meaningful and goal-oriented education in an equity-driven and safe environment, preparing all students for personal and professional success in the community. Our vision is as follows: In order to develop our capacity to function as a professional learning community, we envision a school in which staff: Work together - interdependently - in collaborative teams; Regularly monitor every student’s progress toward mastery of grade-level standards through the use of common formative assessments as reflected through data; Commit to the academic and personal success of every student; Seek and implement strategies to address barriers regularly within lessons and the classroom environment. In order to achieve the shared vision of our school, Joshua staff make the following collective commitments:
1. We will make decisions with student learning as our focus.
2. We will have high expectations for all students and ourselves.
3. We will work collaboratively in identifying the essential standards, choosing instructional strategies, and designing common formative assessments to monitor each student’s learning.
4. We will use the results of assessments to guide us through the PLC cycle of continuous improvement (4 questions).
5. We will initiate individual and small-group instructional programs to provide additional support for all students.
6. We will engage in and implement meaningful, job-embedded staff development to enhance our professional skills.
7. We will model what we expect from our students including life-long learning, behaviors, and respect.

In preparation for the requirements of 21st century, Common Core Standards and College/Career Readiness, Joshua Elementary provides every classroom with a teacher computer, google cart, document camera, media projector, and audio enhancing equipment. Joshua is currently working towards Smart Boards for every classroom. We have 1:1 technology in grades K-5. Students utilize technology for Math, Language Arts, Social Studies/Science, and Social-Emotional Learning. In addition, we are in the process of replacing laptops. Students receive grade-level appropriate technology instruction on a regular basis through whole group and individual instruction with the goal of conducting research, creating presentations and effectively integrating technology into their daily lives. They are taught digital citizenship to prepare them for individual decision-making skills on the

world wide web. In addition, teachers are preparing their students to use google classroom enhancements to ensure they have a technological skill set. This ensures teachers and students are well equipped for the demands of 21st-century learning. We will continue to provide professional development to expand teacher expertise in developing and utilizing technology in their daily lesson design.

Joshua strives to provide high-quality instruction in every classroom in our school. We are adopting a new focus on writing through the curriculum this school year. Each student will be given a Writer's Notebook that will house learning exploration through all content areas. The Writer's Notebook focus will support authentic writing and academic rigor in the classroom. District Adopted Texts, supplemental books, and intervention materials are used to close the achievement gap. Students are provided support through the Universal Design for Learning Framework by using a wide variety of teaching strategies and techniques, such as Inclusion, AVID, cooperative learning, direct whole group instruction, and small group instruction to ensure that every student including our Title 1, English Language Learners, Migrant, Homeless, Gifted and Talented Education and Special Education students have full access to the core curriculum. Teachers utilize common grade-level planning sessions to develop grade-level appropriate weekly lesson plans and Common Core state standards based on daily learning objectives that are posted and explicitly taught during each lesson. Students are provided differentiated curriculum and varied learning strategies to meet their individual needs and learning styles. These include Inquiry, critical thinking, activities, integrated units of study, access to technology and multimedia platforms in the classroom, Specially Designed Academic Instruction in English (SDAIE) and Guided Language Instruction (GLAD) Strategies, and UDL to address barriers to learning.

Joshua Elementary utilizes Universal Design for Learning to deliver quality instruction that transcends the barriers of all students enabling them to be successful. UDL is a proactive approach to address learners' barriers from the conception of the lesson's design. Barriers are transcended through environment, instruction and variability in demonstration of knowledge modalities. Addressing students' barriers and challenges prior to designing lessons allows educators to provide lessons that are individualized based on the students' skills, strengths, preferences and interests. Designing lessons to address student strengths and weaknesses allows teachers to provide effective Tier 1 instruction for all learners utilizing multiple modalities for instruction and student knowledge demonstration.

Joshua Elementary also provides more intense instruction by using Universal Lesson Design to address the needs of our students. Formative and Summative assessments, including the California Assessment of Student Progress and Performance (CAASPP), text assessments, teacher-created formative assessments, i-Ready assessments, the English Language Proficiency Assessments for California (ELPAC), benchmark tests and district created performance tasks, Lexile assessments, writing portfolios, Math Journals, and the Basic Phonics Skills Test (BPST), are administered regularly to assess and monitor student learning and to guide daily instruction.

Personalized Learning Times (PLT), where students receive differentiated, small group instruction at targeted Academic, Behavioral, and SEL skills, are scheduled daily in each classroom. Teachers utilize PLT to pre-teach and reteach key skills needed to access the core curriculum and reinforce and extend the regular classroom programs. PLC Data meetings with individual teachers, the School Psychologist, Instructional Coach, and Principal are being planned to support the monitoring of students' progress, determining needed interventions, and referring students to the Student Study Team process when needed. The Student Study Team (SST) process assures the coordinated efforts of support staff, teachers, parents, and administrator to provide support and early intervention for our At-Risk and struggling student due to academic, behavior, and/or attendance concerns.

Student Study Team meetings are held weekly with the goal of providing a wide range of strategies and interventions to meet the needs of at-risk students. Teachers are provided collaboration time with support staff through the SST process in order to identify areas of concern and implement appropriate interventions.

Students with identified disabilities have a current individual Education Program (IEP) or 504 plan which addresses their unique educational needs. These students have complete access to the core curriculum through the delivery of instruction in the least restrictive environment (LRE) which may include a general education classroom with resource support in the classroom or a special day class as determined by their IEP team. RSP modifications are coordinated between the classroom teacher and the resource teacher through the IEP process and collaborative meetings in order to reinforce learning. We are working towards full inclusion, including Circle of Friends, Push-In model, Team Teaching, and SDC students being placed in General Ed during appropriate content area instruction.

Homeless students are enrolled immediately and provided with equal educational services in accordance with Federal Legislation to ensure that these students have the opportunity to meet the challenging academic standards. The school district has appointed a Homeless Liaison to support families with enrollment, community support information, and transportation needs as needed. Coordination of services for the homeless occurs through the Homeless Liaison and collaboration between the Department of Special Programs and the Department of Pupil Safety and Attendance.

English Language Learners receive the core curriculum in English with primary language support and a multi-leveled structured English Language Development Program with push-in support from a part time ELL paraeducator. To further support ELL students, ELAC and DELAC meetings are held 5 times a year. During this time, parents are given strategies to better assist their children's academic progress in school and at home. Some identified RSP students receive support in the regular education classroom environment during core academic instruction periods, while others receive support through a pull-out model of instruction. Students with special needs are also mainstreamed into regular education classes as needed and supported by SDC Para Educators inside the classroom.

School Culture and Climate are important areas of focus at Joshua Elementary School. Joshua currently earned GOLD status by implementing with fidelity. Joshua has been designated as a National Showcase School for Capturing Kid's Hearts two years in a row--the 2018-2019 and 2019-2020 school years. PBIS (Positive Behavior Incentive Systems) strategies are utilized school-wide, and all students and staff follow our school rules of: Safe, Organized, Achieve Goals and Responsible. All teachers have been trained in Capturing Kids' Hearts, and evidence of the strategies and values of the program are seen throughout the school. We work on a continual basis to enhance our community and parent involvement within our school. Parents are our partners, and we are fortunate to have many active, involved parents who care deeply about their children's education. We maintain a school website, and send weekly Connect Ed messages to keep our families apprised of current school events. We are fortunate to have a dynamic and productive Parent Teacher Student Organization that provides funding for field trips, assemblies, supplies, and events at the school. Among the opportunities to be involved at our school are the School Site Council, Parent Education Nights, Parent University (AVID), Parenting Partnership, school programs and events, Principal's Zapata Zone, English Language Advisory Council, African American Action Council and Parent Teacher Organization, A school is the heart of a community, and we strive to be a place where our community feels welcomed and valued.

SPSA Highlights

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

Joshua is implementing MTSS across our school. This includes inclusion in our Special Day Class and Resource Cluster. We completed the SWIFT profile and found the need for planning across all domains. Our i-ready data is not showing gains at 80% mastery our triangle is upside down.

This year Joshua will focus on planning tier 1 instruction and small group instruction (PLT). The focus on Tier 1 instruction is identified due to low academic performance across our school and the number of classroom discipline records impacting academic excellence. By promoting actions that impact academic excellence before school begins each teacher will start the year with a positive intentional plan for classroom management. This is in alignment with our CKH, AVID, and Title 1 programs. We will shore up classroom management by developing non-negotiable One-Pagers and Checklists for PBIS and small group instruction to empowering staff to implement solid first instruction, PLT, and effective classroom management techniques. Academic and behavior data gathered throughout the school year will drive the creation of appropriate small groups and inform the targeted instruction taking place in small groups. This PLT time will then improve academic and behavioral performance.

Needs Assessment – Review of Performance

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

Greatest Progress

Our greatest progress was in ELA with 12.95% of all students met or exceeded the ELA standards. We also went to the orange category in Mathematics, and Chronic Absenteeism. We are on yellow for our suspension rate.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local indicators or other local indicators. What steps is the school planning to take to address these areas with he greatest need for improvement?

Greatest Needs

Based on the lack of progress in all academic areas, Tier 1 Instruction has been targeted as our greatest need.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on

review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Performance Gaps

The performance gap in our English Learner population declined 32.1 points and are currently on red. All students declined 5.7 points and are 99.1 points below standard. Our Hispanic students declined 5.7 points. In Math, Our ELL students are in 127.1 points below standard, red and Hispanic students are 111.7 points below standard.

Supplemental Services

If not previously addressed identify the two or three most significant ways that the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

We will provide Professional Development for our staff in Tier 1 Instruction, Technology, clubs and tutoring.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The plan was developed by the Joshua Leadership Team on the following dates: May 6-May 29, 2020. SSC approved our school plan Wednesday May 20, 2020 revisions made and approved June 3, 2020.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Joshua has 11 new teachers with 0-2 years of experience, 4 teachers with 5-7 years of experience, 8 teachers with 10+ years of experience. We currently have 6 teachers who are are on Emergency Credentials. This leads to a personnel resource inequity. The least prepared teachers are at a school with a population of high risk students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	103	74	74	101	70	74	101	70	74	98.1	94.6	100
Grade 4	80	99	93	79	97	93	79	97	91	98.8	98	100
Grade 5	123	81	97	121	77	96	121	77	96	98.4	95.1	99
All Grades	306	254	264	301	244	263	301	244	261	98.4	96.1	99.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2335.	2326.	2329.	2.97	2.86	0.00	8.91	5.71	2.70	15.84	18.57	28.38	72.28	72.86	68.92
Grade 4	2355.	2377.	2363.	0.00	6.19	4.40	5.06	8.25	6.59	16.46	13.40	18.68	78.48	72.16	70.33
Grade 5	2414.	2407.	2416.	5.79	2.60	7.29	13.22	7.79	8.33	14.05	24.68	22.92	66.94	64.94	61.46
All Grades	N/A	N/A	N/A	3.32	4.10	4.21	9.63	7.38	6.13	15.28	18.44	22.99	71.76	70.08	66.67

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.94	2.86	1.35	21.78	28.57	32.43	72.28	68.57	66.22
Grade 4	1.27	8.25	5.49	27.85	29.90	29.67	70.89	61.86	64.84
Grade 5	5.79	2.60	8.33	31.40	33.77	38.54	62.81	63.64	53.13
All Grades	4.65	4.92	5.36	27.24	30.74	33.72	68.11	64.34	60.92

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.94	1.43	1.35	29.70	22.86	28.38	64.36	75.71	70.27
Grade 4	0.00	4.12	3.30	24.05	28.87	27.47	75.95	67.01	69.23
Grade 5	9.09	3.90	8.33	31.40	37.66	34.38	59.50	58.44	57.29
All Grades	5.65	3.28	4.60	28.90	29.92	30.27	65.45	66.80	65.13

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.98	0.00	0.00	45.54	38.57	62.16	52.48	61.43	37.84
Grade 4	0.00	6.19	4.40	39.24	67.01	40.66	60.76	26.80	54.95
Grade 5	5.79	5.19	5.21	50.41	46.75	41.67	43.80	48.05	53.13
All Grades	2.99	4.10	3.45	45.85	52.46	47.13	51.16	43.44	49.43

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.98	4.29	1.35	32.67	35.71	35.14	65.35	60.00	63.51
Grade 4	1.27	8.25	6.59	36.71	31.96	23.08	62.03	59.79	70.33
Grade 5	9.09	2.60	6.25	29.75	38.96	35.42	61.16	58.44	58.33
All Grades	4.65	5.33	4.98	32.56	35.25	31.03	62.79	59.43	63.98

Conclusions based on this data:

1. Based on the data, 10.34% of all students met or exceeded the ELA standards which was lower than the district average. After completing the needs assessment we will develop non-negotiables for classroom Tier 1 instruction and targeted small groups.
2. Ongoing Team Collaboration (PLC) will focus on reviewing and analyzing data to inform instructions in reading, writing and listening and indicating a need for Universal Lesson Design Framework during Tier 1 and targeted small group instruction.
3. PD will be provided to align instruction of common core standards both vertically and horizontally within grade levels along with technology used daily indicating a need for Universal Lesson Design Framework during Tier 1 and targeted small group instruction.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	103	74	74	100	72	74	100	72	74	97.1	97.3	100
Grade 4	80	99	93	79	98	93	79	98	93	98.8	99	100
Grade 5	123	81	97	120	77	96	120	77	96	97.6	95.1	99
All Grades	306	254	264	299	247	263	299	247	263	97.7	97.2	99.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2343.	2326.	2333.	1.00	1.39	0.00	12.00	5.56	1.35	13.00	16.67	18.92	74.00	76.39	79.73
Grade 4	2351.	2382.	2367.	0.00	2.04	2.15	1.27	8.16	3.23	13.92	17.35	23.66	84.81	72.45	70.97
Grade 5	2391.	2400.	2403.	0.00	2.60	3.13	7.50	0.00	3.13	10.83	18.18	19.79	81.67	79.22	73.96
All Grades	N/A	N/A	N/A	0.33	2.02	1.90	7.36	4.86	2.66	12.37	17.41	20.91	79.93	75.71	74.52

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.00	5.56	0.00	20.00	9.72	16.22	75.00	84.72	83.78
Grade 4	0.00	5.10	3.23	5.06	15.31	17.20	94.94	79.59	79.57
Grade 5	3.33	0.00	3.13	8.33	11.69	11.46	88.33	88.31	85.42
All Grades	3.01	3.64	2.28	11.37	12.55	14.83	85.62	83.81	82.89

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2.00	4.17	0.00	32.00	22.22	29.73	66.00	73.61	70.27
Grade 4	1.27	3.06	3.23	18.99	30.61	22.58	79.75	66.33	74.19
Grade 5	1.67	2.60	5.21	21.67	24.68	23.96	76.67	72.73	70.83
All Grades	1.67	3.24	3.04	24.41	26.32	25.10	73.91	70.45	71.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.00	2.78	0.00	37.00	30.56	37.84	60.00	66.67	62.16
Grade 4	0.00	4.08	2.15	16.46	28.57	22.58	83.54	67.35	75.27
Grade 5	0.83	2.60	1.04	25.00	29.87	27.08	74.17	67.53	71.88
All Grades	1.34	3.24	1.14	26.76	29.55	28.52	71.91	67.21	70.34

Conclusions based on this data:

1. Overall in math, 4.56% of the students met or exceeded standards while 20.91% nearly met standards in Math. Based on the data, students are making slow progress in this area. Staff will collaborate during PD within the PLC identifying intervention strategies to support student improvement in math scores while maintaining a focus on use of Number Talks and Writers Notebook.
2. In Concepts & Procedures, 17.11% of the students are above or at/near standards 0% in Grade 3, but in grades 4 there was a 4.89% increase and 5 there was a decline. Staff will collaborate during PD within the PLC identifying interventions to improve math scores. Identified strategies will be shared with Grade Level Teams, SSC, Leadership, ILT, Targeted Math Interventions in 3-5.
3. In Problem Solving and Modeling Data Analysis, 28.14% of students are above & at/near standards; 29.73% in Grade 3, 25.81% in Grade 4, and 29.17% in Grade 5. Through GLT, SSC, Leadership, ILT and Targeted Math Interventions in Grades 3-5 to increase the percentage and move towards meeting standards.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
541	**94.3**	**19.6**	**4.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	106	19.6
Foster Youth	23	4.3
Homeless	30	5.5
Socioeconomically Disadvantaged	510	94.3
Students with Disabilities	83	15.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	203	37.5
American Indian	2	0.4
Asian	2	0.4
Filipino	3	0.6
Hispanic	276	51.0
Two or More Races	19	3.5
White	36	6.7

Conclusions based on this data:

1. Socioeconomically disadvantaged students take up the largest part of the population at 94.3% indicating a need for application of the Universal Design for Learning Framework during Tier 1 and targeted small group instruction.
2. The greatest race represented is Hispanic at 51% with African American following at 37.5% indicating a need for application of the Universal Design for Learning Framework during Tier 1 and targeted small group instruction.
3. Our students with disabilities are 15.3% of our population indicating a need for application of the Universal Design for Learning Framework during Tier 1 and targeted small group instruction.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Green
Mathematics  Red		

Conclusions based on this data:

1. All students are in the orange category in English Language Arts indicating a need for application of the Universal Design for Learning Framework during Tier 1 and targeted small group instruction.
2. All students are in the red category for mathematics indicating a need for application of the Universal Design for Learning Framework during Tier 1 and targeted small group instruction.
3. All chronic absenteeism are in the yellow indicating a need for application of the Universal Design for Learning Framework during Tier 1 and targeted small group instruction.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
94.7 points below standard	102.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++5.5 points	Increased ++12.1 points	7
223	65	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	96.1 points below standard	153.8 points below standard
9	Increased ++8 points	Increased ++12.4 points
	216	41

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange	 No Performance Color	 No Performance Color	 No Performance Color
109.8 points below standard	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4.2 points			2
75			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 No Performance Color	 No Performance Color	 No Performance Color
88.9 points below standard	87.6 points below standard	0 Students	85.1 points below standard
Increased ++10.2 points	11		Maintained ++1.1 points
122			13

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
143.7 points below standard	33.1 points below standard	93 points below standard
Maintained -1.8 points	Increased Significantly ++25.3 points	Maintained ++2.1 points
41	24	152

Conclusions based on this data:

1. All students are in the orange category showing a 5.5 increase indicating great need for application of Universal Design for Learning during Tier 1 and targeted small group instruction.

2. Students with disabilities showed the largest increase in 12.4 points, indicating a need for application of Universal Design for Learning during Tier 1 and targeted small group instruction.
RFEP students increased significantly by 25.3% indicating continued need for application of Universal Design for Learning during Tier 1 and targeted small group instruction.

3. All students increased from the previous data except for the white student group who maintained, indicating great need for application of Universal Design for Learning during Tier 1 and targeted small group instruction.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
3	1	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Red	 Orange	 No Performance Color
113.3 points below standard	121 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++1 points	Increased ++6.2 points	7
223	65	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Red	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	114.4 points below standard	177.2 points below standard
9	Maintained ++2.4 points	Maintained ++0.1 points
	216	41

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red			No Performance Color
123.9 points below standard			Less than 11 Students - Data Not Displayed for Privacy
Maintained ++0.2 points			2
75			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	No Performance Color		No Performance Color
109.2 points below standard	129.5 points below standard		88.5 points below standard
Maintained ++2.5 points	11		Increased Significantly ++15.6 points
122			13

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
146.2 points below standard	77.8 points below standard	111.2 points below standard
Maintained -0.4 points	Increased ++10.1 points	Maintained -2 points
41	24	152

Conclusions based on this data:

1. All students maintained in mathematics, keeping them at 113.3 points below standard indicating a need for application of the Universal Design for Learning Framework during Tier 1 and targeted small group instruction.
2. Current English Learners at Joshua increased 6.2 points bringing them to 123.2 points below standards and indicating a need for application of the Universal Design for Learning Framework during Tier 1 and targeted small group instruction.
3. White Students increased significantly by 15.6 points, bringing them 88.5 points below standard, indicating a need for application of the Universal Design for Learning Framework during Tier 1 and targeted small group instruction.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
44.9 making progress towards English language proficiency
Number of EL Students: 69
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15	23	1	30

Conclusions based on this data:

1. 15 English Learners decreased one ELPI level indicating a need for Tier 1 instruction with a focus on Universal Design for Learning and support in targeted small group instruction.
2. 30 English Learner progress progressed one level in ELPI indicating a need for Tier 1 instruction with a focus on Universal Design for Learning and support in targeted small group instruction.
3. 23 English Learners maintained ELPI level indicating a need for Tier 1 instruction with a focus on Universal Design for Learning and support in targeted small group instruction.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	3	3	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow	 Red	 Yellow
21	21	13.9
Declined Significantly -3.8	Increased +2.6	Declined -6.6
647	105	36
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Orange	 Yellow	 Orange
39.2	20.5	27.4
Declined -10.8	Declined Significantly -4.1	Declined -7.3
51	609	117

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Yellow	 No Performance Color	 No Performance Color	 No Performance Color
21.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -8.1	4	2	3
253			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 No Performance Color	 No Performance Color	 Red
19.9	20.8	Less than 11 Students - Data Not Displayed for Privacy	27.5
Maintained 0	Declined -6.1	0	Maintained -0.1
321	24		40

Conclusions based on this data:

1. Chronic absenteeism declined significantly by 3.8% indicating a need for application of the Universal Design for Learning Framework during Tier 1 and targeted small group instruction to ensure engagement.
2. The socioeconomically disadvantaged student group declined significantly in chronic absenteeism by 4.1% placing that student group in the yellow, indicating a need for application of the Universal Design for Learning Framework during Tier 1 and targeted small group instruction to ensure engagement.
3. English Learners increased in chronic by 2.6% indicating a need for increased attention to climate and culture as well as application of the Universal Design for Learning Framework during Tier 1 and targeted small group instruction.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	3	5

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
		
Green	Green	Blue
1.3	0.9	0
Declined Significantly -6.5	Declined -2.1	Declined -17.8
696	107	43

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
Blue	Green	Blue
0	1.4	0
Declined -10.7	Declined Significantly -6.7	Declined -7.5
55	657	124

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Green	 No Performance Color	 No Performance Color	 No Performance Color
2.5	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
Declined Significantly -10	5	2	3
281			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue	 No Performance Color		 Blue
0.6	0		0
Declined Significantly -2.5	Declined -10.3		Declined -6.3
332	25		48

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	7.8	1.3

Conclusions based on this data:

1. All students reside in the green for suspension showing a significant decline indicating a need for application of Universal Design for Learning Framework during Tier 1 and targeted small group instruction to continue addressing climate and culture.
2. The overall suspension rate declined significantly by 6.5% wherein the Socioeconomically Disadvantaged student group showed the greatest decrease by 6.7%, indicating a need for Tier 1 instruction with a focus on Universal Design for Learning and support in targeted small group instruction to continue engaging our students.
3. The African American group declined significantly by 105 placing them in the green, indicating a need for Tier 1 instruction with a focus on Universal Design for Learning and support in targeted small group instruction to meet their learning needs.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide relevant high quality classroom instruction and curriculum that promotes college and career readiness skills with academic interventions and enrichments in place to eliminate barriers to student success.

Goal 1

Joshua Elementary School will increase the percentage of students who are meeting or exceeding standards from 7% of the student population to 17% in Math and as measured by the California Assessment of Student Progress and Proficiency by providing relevant high quality classroom instruction and common core standards based lessons that promote college and career readiness skills with academic interventions and enrichment in place to eliminate barriers to students success.

Joshua Elementary will increase the percentage of students who are meeting or exceeding standards from 10% of the student population to 15% in Language Arts as measured by the California Assessment of Student Progress and Proficiency by providing relevant high quality classroom instruction and common core standards based lessons that promote college and career readiness skills with academic interventions and enrichment in place to eliminate barriers to students success.

GOAL 1 - Basic: Solid First Instruction-Targeted Small Group Instruction in all academic areas.

GOAL 2 - Writers Notebook in all academic areas.

GOAL 3-AVID Writers Notebook in all academic areas.

GOAL 4-SST for targeted interventions in academic areas.

Identified Need

Data across the board indicates a need for planning/using the Universal Design Learning Framework for tier 1 instruction and implementation of targeted small group instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA: All CAASPP ELA: English Learners CAASPP ELA: Hispanic CAASPP ELA: SED CAASPP ELA: African American	• 100.2 • 115 • 99.1 • 104.1 • 114	• 97.2 • 96.1 • 101.1 • 107
CAASPP MATH: All	• 114.4 • 127.1	• 106 • 124.1

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP MATH: English Learners CAASPP MATH: Hispanic CAASPP MATH: African American CAASPP MATH: SED	• 111.7 • 124 • 116.8	• 108.7 • 104 • 109.8
iReady Reading Diagnostic Results Phonics SES	8%	50%
iReady Math Diagnostic Results NO	11%	54%
iReady Reading Diagnostic Results Phonics White	20%	40%
Student Youth Truth Engagement Academic Rigor Instructional Methods	Average Rating 2.92 Average Rating 2.63 Average Rating 2.61	3.02 2.73 2.71
Staff YT Professional Development and Support	Average Rating 3.81	3.91
Reading Counts Quizzes Passed Words Read	1289 Quizzes Passed 5,257,340 Words Read	3000 11,000,000

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Standards Based Instruction--Daily Small Group

Strategy/Activity

1:1 Academics in LA, Math, SES, and Behavior

All grade levels at Joshua Elementary School will utilize Small Group Instruction in order to target essential skills and standards, ensure all students have access to grade-level essential curriculum, service students in Tier 1, 2, and 3, thereby closing the achievement gap. In order to implement the strategy the following will occur:
Implementation Tasks
The Leadership Team will identify priority standards for each grade/subject.
Small Group Instruction will occur at least twice a day..
Grade level teams will plan front-loading, reteaching of skills/concepts, and targeted intervention

Writer's Notebooks will be used in all subject areas as a means to process information.
Teachers will have three weeks to gather data to determine flexible grouping arrangements.
Flexible groupings should be revised regularly based on student progress and essential/priority standards.
Stemulate Coaching if funds become available.
Administration will conduct both announced and unannounced classroom visits to monitor and support as needed.
Instructional coach will provide monthly professional development support aligned with instructional goals.
Digital professional development resources will be provided monthly
Tutoring will be provided to students not making academic progress

Monitored by:
ILT will develop a walk-through tool appropriate to use every 4-6 weeks that will measure progress towards your identified target
Grade level teams will determine the focus of small group instructional time
PLC conversations will focus and reflect on data used to develop flexible grouping and targeted lessons for small group instruction time
Admin will monitor and provide frequent feedback

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1270	Title I
4531	LCFF S/C
1235	Title I
1500	LCFF - Base
12,238	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students ELA/Math/Social Emotional /Behavioral

Strategy/Activity

1:2 Writers Notebook

All grade levels at Joshua Elementary School will utilize a Writer's Notebook in order to incorporate authentic writing across all content areas, thereby increasing rigor and ensuring support to students in Tier 1, 2, and 3 through use in whole group and small group instruction, thereby closing the achievement gap. In order to implement the strategy the following will occur:

Implementation Tasks

All students and teachers will receive a composition notebook that will become their Writer's Notebook (WNB)
The WNB will be used primarily for informal with some formal writing.
The WNB will be used in all content area lessons and during Small Group Instruction.
Grade level teams will plan targeted mini-lessons that will utilize the WNB
Administration will conduct both announced and unannounced classroom visits
Admin and coach will present monthly targeted professional development support
Digital professional development resources will be provided monthly
Heggerty phonemic awareness lesson daily

Monitored by:
ILT will develop a walk through tool appropriate to use every 4-6 weeks that will measure progress towards your identified target
Grade level teams will seek feedback from team regarding best practices.
Admin will monitor and provide frequent feedback

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I
3,200	Title I
3,000	LCFF S/C
3607	Title I
500	LCFF - Base

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1.3 AVID

All grade levels at Joshua Elementary School will utilize AVID Strategies throughout the curriculum, including the Writer's Notebook as a tool for written organization. AVID Strategies will provide organizational and structural techniques for students, ensuring all students have access to grade-level essential curriculum, support students in Tier 1, 2, and 3. In order to implement the strategy the following will occur:

Implementation Tasks:

All students and teachers will receive Learning Logs that will be placed in their Writer's Notebook (WNB).

Teachers will implement WICOR Strategies in the classroom: Writing, Inquiry, Collaboration, Organization, and Reading (WICOR). WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (scaffolding) within developmental, general education, and discipline-based curricula.
Scaffold from teacher-directed toward student owned and controlled writing in all areas.
AVID Chair will present Site AVID Goals to staff
Administration will conduct both announced and unannounced classroom visits
Instructional coach, admin, and AVID chair will provide monthly professional development support
Digital professional development resources will be provided monthly

Monitored by:
ILT will develop a walk-through tool appropriate to use every 4-6 weeks that will measure progress towards your identified target
Grade level teams
AVID Chair
Admin will monitor and provide weekly feedback.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Title I
6,000	Title I
2,200	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

1:4 SST
Student Study Teams and Team Collaboration planning (PLC):

Joshua Student Study Task Force will ensure equity and access to interventions for at-risk students.
Student Study Team Meetings will be held to identify students who are not reaching grade level standards, behavior expectations,, or social emotional needs to determine appropriate interventions, and monitor student progress.

Team Collaboration planning meetings will be held to determine student strengths and challenges, identify areas of need, identify students needing additional support, develop Tier 2 interventions and monitor progress. PBIS Tier 2 meeting bi-monthly.

Implementation Tasks:
Calendar SST's progress monitoring meetings for targeted students as evidenced by SST cycle
Calendar Collaboration Planning Meetings
Calendar PBIS Tier 2 bi-monthly meetings

SST chair to provide PD on the new forms, process, and handbook.
Teachers initiate and implement SST and progress monitoring through small group protocols
Develop groupings in Tiers 1-3 based on behavioral and academic data.
Implement small group training by week 2, and interventions by week 4 including System 44 for grades 4 and 5.

Monitored by:
SST Chair
Admin will check monthly on Tier 2 and Tier 3 students and instruction
ILT will share the responsibility to communicate with staff regarding SST's. .
Admin will monitor and provide frequent feedback.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1600	LCFF S/C
3,586	Title I

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Joshua implemented Universal design for Learning Framework. We completed two trainings and were beginning to see small successes. In November, we course corrected due to new teacher needs and behavior escalations. We did not start System 44 Power Hour until January. Our grade Level PLC's were beginning to gain depth. We focused on question 1-2 one week and the following week 2-3. The cycle and knowledge was beginning to be applied.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not implement paid planning of Standards Based Lessons due to time constraints. We were unable to gain traction in implementation due to other behavioral needs rising to the top. We did purchase Heggerty for K-2 and had excellent results in phonics application according to our i-Ready data. We purchased a set for 3rd grade and one set in grades 4 & 5. It was well received, however we did not get to implement fully. We had a large number of students who did not grow in their academic areas.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on our data across the board i-Ready, Lexile, and Phonics Instruction, we are targeting small group instruction to close the achievement gap. Specifically in I-Ready Language Arts and Math,and Behavior.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

End the predictability of academic achievement by ensuring that all systems and processes are equitable while being culturally and linguistically responsive to the needs of our students.

Goal 2

Joshua Elementary School will increase the amount of students becoming proficient in their English Language Development by 1.5% in the 2018-2019 school year as measured by the English Language Progress Indicator on the California State Dashboard.

Identified Need

Students in the EL program at Joshua Elementary School will be provided with targeted language development instruction during designated ELD and have language development integrated into the core curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Level 4: 23.53% Level 3: 29.41% Level 2: 28.43% Level 1: 18.63%	Level 4: 30% Level 3: 28% Level 2: 19% Level 1: 23%
Reclassification Rate	5%	10%
LAS Links Listening/Writing 1-5	16/11	26/21
ELPAC	10.10%	20.10%
i-Ready	0%	50%
EL CAASPP ELPI	• 102.9 44.9%	• 88 75%
Youth Truth/Student African American Engagement Academic Rigor Relationships Culture Belonging & Peer Collaboration	 Average Rating 2.68 Average Rating 2.49 Average Rating 2.58 Average Rating 1.86 Average Rating 2.59	 2.78 2.59 2.58 1.96 2.69
Youth Truth/Student EL Engagement Academic Rigor Relationships	 Average Rating 2.70 Average Rating 2.39 Average Rating 2.59	 2.80 2.49 2.69

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Culture Belonging & Peer Collaboration	Average Rating 1.94 Average Rating 2.42	2.52
Youth Truth/Student Foster Engagement Academic Rigor Relationships Culture Belonging & Peer Collaboration	 Average Rating 2.86 Average Rating 2.30 Average Rating 2.74 Average Rating 1.83 Average Rating 2.75	 2.96 2.40 2.84 1.93 2.85
Youth Truth/Student Homeless Engagement Academic Rigor Relationships Culture Belonging & Peer Collaboration	 Average Rating 2.96 Average Rating 2.67 Average Rating 2.82 Average Rating 1.85 Average Rating 2.69	 3.06 2.77 2.92 1.95 2.79

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2:1 PBIS

Tier 1 Implementation:

All staff at Joshua Elementary School will utilize PBIS to ensure a safe/supportive environment conducive to learning, paying specific attention to Tier 1 implementation of PBIS.

Implementation Tasks:
Establish team membership from all employee classifications
Re-introduce brief statement of behavioral purpose
Identify Positive school-wide Behavioral Expectations (SOAR)
Develop Procedures for Teaching School-Wide Behavioral Expectation (Rotations through school and classroom matrices)
Refine continuum of procedures for encouraging the strengthening student use of school-wide behavioral expectations 5:1 +/-
Clearly define school-wide consequences, with attention to the difference between staff and office ODR's.

Refine continuum of procedures for discouraging student behavior violations of school-wide behavioral expectations
Continue using data-based procedures for monitoring implementation of school-wide PBIS (Tier 1)
Provide supplies for PBIS Tier 1(all) , 2 (some) , and 3(few) for the school community.
Provide CKH professional development and checklist for classroom visits.
Monthly PBIS meetings with the Tier 1 team held by the PBIS Coach.

Monitored by:
ILT will develop a walkthrough tool appropriate to use every 4-6 weeks that will measure progress towards an identified target
PBIS team will regularly review SWISS data and create action plans/implementation for targeted short term goals based on current data
CKH/PBIS coach will provide feedback gathered from ILT to staff quarterly
PLCs will focus on data used to develop flexible grouping and targeted lessons for small group instruction time
Admin will monitor and provide frequent feedback.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	LCFF S/C
1,000	Title I
500	LCFF - Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
English Learners TK-5

Strategy/Activity
2:2 English Language Learners

All grade levels at Joshua Elementary School will utilize Small Group Instruction for English Language Learners in order to target essential skills and standards, ensure all students have access to grade-level essential curriculum, service students in Tier 1, 2, and 3, thereby closing the achievement gap. In order to implement the strategy the following will occur:
Implementation Tasks
The Grade Level will identify essential ELD standards for each grade/level in English Language Development
ELD Small Group Instruction will occur every day M-F .
Grade level teams will plan frontloading, reteaching of skills/concepts, and targeted instruction
Writer's Notebooks will be used
Teachers will have two weeks to gather data to determine grouping arrangements
Administration will conduct both announced and unannounced classroom visits

English Learner Chair will provide monthly professional development support
Digital professional development resources will be provided monthly

Monitored by:
ILT will develop a walkthrough tool appropriate to use every 4-6 weeks that will measure progress towards your identified target
Grade level teams will determine the focus of small group instructional time
PLCs will focus on data used to develop flexible grouping and targeted lessons for small group instruction time
Admin will monitor and provide frequent feedback.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Title I
3,150	LCFF - Base
2,200	LCFF - Base

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We were not successful in the implementation of Tier 1 PBIS. We had many new staff members and consistency of practice did not occur. Our SWISS data continued to show issues in the classroom. Small groups instruction to target behaviors interfering in learning did not happen. Classroom matrices were not consistently used in every classroom.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not account for new staff need and lack of knowledge when emergency credentialed.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the Youth Truth Survey, SWISS, Suspendable offences we did not achieve our goal. We must refocus on PBIS Tier 1 and ensure all 8 elements are controlled by the adults on campus.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Personal Integrity and responsibility - Ensure all school sites have safe, warm, welcoming and responsive climates for staff, students and their families, so that all students feel connected, are motivated to attend and ready to learn.

Goal 3

3A-Joshua Elementary School will increase attendance by .5% over the course of the 2019-2020 school year as measured by average daily attendance.
3B-Joshua Elementary School will see a decrease in one time student suspensions for all student groups by 2%, from 7.7% to 5.7% as measured by the California school dashboard suspension indicator.
3C-Joshua Elementary School Climate will show an increased satisfaction based upon relevant survey items as measured in the school's annual climate survey.

Identified Need

Chronic absenteeism is significant at Joshua Elementary, and is indicative of a high Foster student population and homeless student population. In order to continue to increase student connectivity to the site, we will continue to utilize our PBIS, and Second Step Programs. It is our theory of action, that should we continue the use of these pieces of the Joshua Program, that we will see lower suspension and chronic absenteeism rates for our students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism: Overall Chronic Absenteeism: Students with Disabilities Chronic Absenteeism: Foster Students Chronic Absenteeism: Homeless Chronic Absenteeism: White Chronic Absenteeism: English Learners Chronic Absenteeism: Hispanic Chronic Absenteeism: Socioeconomically Disadvantaged Chronic Absenteeism: African American	24.8% 34.6% 20.5% 50% 27.6% 18.3% 19.9% 24.6% 29.9%	21.8% (Decline of 3%) 31.6% (Decline of 3%) 17.5% (Decline of 3%) 47% (Decline of 3%) 24.5% (Decline of 3%) 15.3% (Decline of 3%) 17.9% (Decline of 3%) 21.6% (Decline of 3%) 27.9% (Decline of 3%)
Suspension: Overall Suspension: Students with Disabilities Suspension: Foster Students	7.8% 7.5% 17.8% 10.7%	5.8% (Decline of 2%) 5.5% (Decline of 2%) 15.8% (Decline of 2%) 8.7% (Decline of 2%)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension: Homeless Suspension: White Suspension: English Learners Suspension: Hispanic Suspension: Socioeconomically Disadvantaged Suspension: African American	6.3% 3% 3.1% 8.1% 12.5%	4.3% (Decline of 2%) 1% (Decline of 2%) 1.1% (Decline of 2%) 6.8% (Decline of 2%) 10.5% (Decline of 2%)
Youth Truth Climate Student Climate Survey: Relationships Youth Truth Climate Student Survey: Culture Youth Truth Climate Student Survey: Engagement	2.72 2.04 2.86 *All surveys are ranked out of a 5 point likert scale	3 2.5 3
Attendance Rate	93.36%	95.00%
Student YT Relationships Culture	 Average Rating 2.61 Average Rating 1.91	 2.71 2.01
Staff YT Relationships Culture	 Average Rating 3.71 Average Rating 3.39	 3.81 3.49
Family YT Relationships Culture	 Average Rating 3.97 Average Rating 3.78	 4.07 3.88
SWISS Referrals School Wide SWISS Triangle Data Report RISK for Students within each group to receive a referral #/enrollment SWISS Referral Target Classroom Referrals SWISS Risk Rate Native (18 students) SWISS Risk Rate Asian (5 students) SWISS Risk Rate Black (267 students) SWISS Risk Rate Latino (157 students) SWISS Risk Rate Pacific (9 student)	804 7.00% School Wide with 6+ ODR 60% .17 .80 .46 .26 .11 .08 .21	500 4.5% School Wide with 6+ ODR 40% .02 .008 .07 .42 .25 .014 .23

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SWISS Risk Rate White (144 students)		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3:1 Technology Plan

All grade levels at Joshua Elementary School will utilize technology driven practices in order to target essential skills and standards, ensure all students have access to grade-level essential curriculum, service students in Tier 1, 2, and 3, thereby closing the achievement gap. In order to implement the strategy the following will occur:
Implementation Tasks
Students will have 1:1 access to devices during the school day.
Small Group Instruction will incorporate technology every day.
Grade level teams will plan technology incorporation for front-loading, reteaching of skills/concepts, and targeted intervention
Teachers will utilize technology to promote 21st Century Learning skills in the classroom.
Administration will conduct both announced and unannounced classroom visits
Instructional Coach will provide monthly professional development support
Digital professional development resources will be provided monthly

Monitored by:
ILT will develop a walk-through tool appropriate to use every 4-6 weeks that will measure progress towards your identified target
PLCs will focus on data used to develop flexible grouping and targeted lessons for small group instruction time
Admin will monitor

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Title I

150	LCFF - Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3:2 Chronic Absenteeism/Attendance

All grade levels at Joshua Elementary School will reduce Chronic Absenteeism and improve overall attendance for all students in order to target essential skills and standards, ensure all students have access to grade-level essential curriculum, service students in Tier 1, 2, and 3, thereby closing the achievement gap. In order to implement the strategy the following will occur:
Implementation Tasks
The Grade Level will identify essential ELD standards for each grade/level in English Language Development
ELD Small Group Instruction will occur every day.
Grade level teams will plan front-loading, reteaching of skills/concepts, and targeted intervention
Teachers will have two weeks to gather data to determine grouping arrangements
Administration will conduct both announced and unannounced classroom visits
English Learner Chair will provide monthly professional development support
Digital professional development resources will be provided monthly

Monitored by:
ILT will develop a walk-through tool appropriate to use every 4-6 weeks that will measure progress towards your identified target
Grade level teams will determine the focus of ELD small group instructional time
PLCs will focus on data used to develop flexible grouping and targeted lessons for small group instruction time.
Admin will monitor and provide frequent feedback.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	LCFF - Base

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3:3 SES Learning/Suspension & Expulsion

All staff will reduce the number of suspendable and expellable offences by ensuring we are teaching, implementing, and practicing SES learning on a daily basis including equitable practices, restorative justice, trauma informed practice, mindfulness, SES lessons daily, and Growth Mindset.

Implementation Tasks:

Second Step Lessons taught daily and Writer's Notebook used to process lesson learning.
Kelso's Choice Video Lessons shared with every classroom and use the process to solve problems in and out of the classroom, on the playground, and when interpersonal situations occur.
Repair Harm Video PD on how to assist students with solving problems and facilitate communication for problem solving.
Mindfulness practiced daily upon entering the classroom.
Calming kits provided for every classroom with instruction on their use.
All students will have been monitored through the SST process prior to being considered for suspension/expulsion.
Where applicable, MTSS para-educators will assist with documentation and intervention as support.
Stemulation coaching for all teachers to ensure engagement if money becomes available.
Clubs will be provided for all students with a focus on those experiencing disconnection from school.
Administration will conduct both announced and unannounced classroom visits.

Monitored by:

Success will be gauged and needs addressed utilizing various measures throughout the year including:
Student achievement
Attendance both at school and during events
Feedback through ZZ meetings and Youth Truth survey
Parent conferences
SWIS Data
Suspension/Expulsion weekly monitoring with referral for small group instruction, SST and parent partnership.
Admin will monitor and provide frequent feedback.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCFF S/C
1000	Title I
1225	Lottery: Instructional Materials

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We met our goal of providing technology. We are 1:1 in TK-5. Each classroom is set up with a desktop, doc camera, RedCat and projector.
We did not meet our goal in suspension/expulsion due to a lack of understanding of PBIS/CKH. Our behaviors escalated. New teachers and staff did not know how to meet our students' behavioral needs. Second Step and Wonders was not taught consistently. PBIS Tier 1 continues to be a need. The teacher implementation was inconsistent. We continued to have disproportionality in the use of ODR. Our AA student received 4:1 in comparison with our Hispanic Students. The classroom environment continues to be a challenge. We did not meet our goal of improvement in attendance due to excessive absences. This is true of our academic data as well. Staff turnover was a barrier that continues. We were beginning to see traction in attendance working with our district counselor and ensuring our implementation was succinct.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not purchase ViewSonic technology for 2nd grade due to COVID. We did not get to implement changing out our older chrome books due to COVID. Our poster printer was destroyed by vermin in the classroom.
Our attendance incentives occured monthly, but our students did not buy in. Our tea parties were inconsistent. Our PBIS store was a success.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will purchase technology so we can continue to have 1:1 for our students.
We will purchase a new poster printer.
We will ensure Tier 1 PBIS is up and running in every classroom with checks on SEL teaching/learning. Leadership is working on a check list for all of us to use for ongoing monitoring.
We have streamlined our process for attendance and will monitor bi weekly to ensure our students are attending school.
We will use Youth Truth, SWISS, and suspendable offences to ensure we are providing a safe warm campus. Our Youth Truth survey data declined in this area.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Family and Community Partnerships - Build positive relationships with families and community partners that center around the needs of students, inform our decisions, and strengthen our programs.

Goal 4

Joshua Elementary will increase parents and community partnerships at Joshua Elementary School will show increased engagement of stakeholders via participation in school events. We will create a welcoming and safe environment for students and families.

Identified Need

Joshua Elementary School finds that relationships with families and culture among the family and school, as well as relationship building are integral to student development. It is our theory of practice, that should Joshua increase communication and feedback, we will see increases in perception pertaining to all of the above.
We will use Youth Truth Family Data, Class DoJo messaging, Weekly Announcements to ensure a clear communication path for our families. We will ensure they are in English and Spanish.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Family Survey: Culture Youth Truth Family Survey: Resources: Youth Truth Family Survey: Engagement Youth Truth Family Survey: Relationships Youth Truth Family Survey: Communication and feedback	3.78 3.72 3.74 3.97 3.77 *All scores are out of a 5 pt likert scale	4 4 4 4 4
Student YT Engagement	Average Rating 2.75	2.85
Staff YT Engagement	Average Rating 3.93	3.93
Family YT Communication and Feedback Relationships Resources Engagement	 Average Rating 3.77 Average Rating 3.97 Average Rating 3.72 Average Rating 3.74	 3.87 4.03 3.82 3.84

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

4:1 Family Involvement
To increase family engagement and support growth in climate and culture while encouraging students' academic success, Joshua will encourage family involvement through all programs by creating inclusion through equity, empowerment and special interests.

Implementation Tasks:
Stakeholders will be invited to attend Parenting Partners workshops wherein parents will receive specialized supports in improving student success.
Staff will develop action steps and follow-through cycle for continued support following completion of the program.
Parenting Partner graduates will extend training to other parents using the follow-through cycle.
School Site Council Meetings will be held monthly to monitor schools progress toward SPSA.
ELAC and AAAC meetings will be held to determine needs and supports for the student population as well as provide a specific forum for parent and family engagement.
Zapata Zone (ZZ) will be hosted by the administrator to support parent and family discourse concerning current events and areas of need.
AVID strategies will be taught during monthly Parent University meetings to support student success.
Digital Training will be provided to encourage understanding of digital learning components as well as other common digital resources.
Open House will be held to display student accomplishments and provide a celebration of educational growth for all stakeholders.
Various family events will be held throughout the year to maintain relationships and honor student achievement including: Back to School Night, Family Literacy Night, Math Night, Parent/ Teacher Conferences, PTSA Meetings, Patriot's Day Assembly, Fall Parade, Black History Month Assembly, Cinco De Mayo celebration, 5th grade Commencement

Monitored By:
Success will be gauged and needs addressed utilizing various measures throughout the year including:
Student achievement
Attendance both at school and during events
Feedback through ZZ meetings and Youth Truth survey
Parent conferences
Office Affirmation station
SWIS Data
Admin will monitor and provide monthly feedback.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I
3,300	Title I

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We provided two rounds of Parent Partners. We also provided two rounds of Family Feeding. We had monthly Zapata Zones with parents. The groups continued to grow and expand. We provided 14 studens with food for the weekend by partnering with the city.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We are working on parent providing the training. We paid staff to provide training for our parents. We did not use all our Child Care budget.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Empowering parents to participate in their child's school and education must be the focus. We will measure this by how many parents lead our Parent Partnership training, AAAC leadership, and ELAC attendance.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$78,342.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$58,636.00

Subtotal of additional federal funds included for this school: $58,636.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF - Base	$8,250.00
LCFF S/C	$10,231.00
Lottery: Instructional Materials	$1,225.00

Subtotal of state or local funds included for this school: $19,706.00

Total of federal, state, and/or local funds for this school: $78,342.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Lorraine Zapata	Principal
Judith Allen	Classroom Teacher
Melissa Murino	Classroom Teacher
Bernice Romero	Other School Staff Parent or Community Member
Diana Schirmacher	Other School Staff
Carol Linde	Parent or Community Member
Jennifer Linde	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on June 2, 2020.

Attested:

Principal, Lorraine Zapata on

SSC Chairperson, Carol Linde on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

inteventions and enrichments in place to eliminate barriers to stud	
4000, 5000)	Amount to be expended
Goal 1	
	12,238
	3,000
	1,200
	10,000
	3,000
	500
	1,200

Goal 1 LCFF Base Expended	0
Concentration Expended	14,200
Goal 1 Title I Expended	4,700
Goal 1 Total Expended	18900

dent success

Base; LCFF S/C; Title I)	Description
Title 1	Chromebooks
Supplemental Concentration	Chromebook repair
Supplemental Concentration	Awards
Supplemental Concentration	Supplies
Title 1	School Planners
Supplemental Concentration	Reading Counts
Base	Office Supplies

Important Note Regarding Title I funds
If site expends Title I resources, please provide an explanation regarding what you are purchasing in the "Notes" column of your budget sheet for all Title I expenditures.

1000 - Certificated Personnel Salaries
2000 - Classified Personnel Salaries
3000 - Employee Benefits
4000 - Books and Supplies
5000 - Services and other operating expenditures (mileage, consultants, conferences, duplicating, etc.)
6000 - Capital Outlay

linguistically responsive to the needs of our students.	
4000, 5000)	**Amount to be expended**
Goal 2	
	1,000
	4,000
	3,600
	3,600

Goal 2 LCFF Base Expended	0
Concentration Expended	8,600
Goal 2 Title I Expended	3,600
Goal 2 Total Expended	12,200

Base; LCFF S/C; Title I)	Description
Supplemental Concentration	Counselor Supplies
Title 1	CKH Training
Supplemental Concentration	Amerimac
Base	

Important Note I
If site expends Ti
provide an explar
are expending in
budget sheet

Regarding Title I funds
tle I sources, it is necessary to
nation as to state what you
the "Notes" column of your

students feel connected, are motivated to attend and ready to learn.						
4000, 5000)	**Amount to be expended**	**Base; LCFF S/C; Title I)**	**Description**			
Goal 3						
	100	Base	Tardy Books			
	1,200	Supplemental Concentration	Circle of Friends	**Important Note Regarding Title I funds**		
	600	Base	Nestle	If site expends Title I sources, it is necessary to provide an explanation as to state what you are expending in the "Notes" column of your budget sheet		
	300	Base	Nurse Supplies			
	6,000	Title 1	Chromebooks/Laptops			
Goal 3 LCFF Base Expended	1000					
Concentration Expended	1,200					
Goal 3 Title I Expended	6,000					
Goal 3 Total Expended	8200					

	100	BASE	Tardy Slips			
	600	BASE	RIZO			
	300	BASE	Nurse Supplies			
	6,000	Title 1	Chromebooks/laptops			

participation and active involvement on campuses and at site and district events.				
4000, 5000)	**Amount to be expended**	**SPSA (LCFF Base; LCFF S/C; Title I)**	**Description**	
Goal 4				
	500	Title 1	Daycare	
	1,000	Title 1	Parent Ambassador extra hours	**Important Note Regarding Title I funds**
	500	Title 1	Nikki's Communicators	If site expends Title I sources, it is necessary to provide an explanation as to state what you are expending in the "Notes" column of your budget sheet
6000		Base		
6000		Supplemental Concentration		
6000		Title I		
Goal 4 LCFF Base Expended	0			
Concentration Expended	0			
Goal 4 Title I Expended	2000			
Goal 4 Total Expended	2000			

Budget source	Strategic SPSA	Budget Addendum	Total
Title I	46,398	27,238	73,636
LCFF S/C	10,231	20,500	30,731
LCFF Base	8,250	5,500	13,750
Lottery	1,225	0	1,225
			119,342

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lincoln Elementary School	19646676108401		June 16, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Comprehensive Support and Improvement
Lincoln Elementary is a CSI school receiving support for 2020.2021

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Title I funds will be utilized in order to provide for social emotional support, as well as academic intervention via iReady online programs within this years school plan.

Plan Summary

The Story

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

Lincoln Elementary School is a neighborhood school on the eastside of Lancaster, California just an hour away from Los Angeles. The school's first year with students was in 1989-1990. The Lincoln Elementary Community promotes a positive school environment where everyone feels respected, understand their responsibilities, and experience success in their learning environment where every student is provided a rigorous academic environment to succeed. Lincoln implemented the PBIS program in 2014. P.B.I.S stands for Positive Behavior Interventions and Supports. Our PBIS focus is the 4 - B's. Be Responsible, Be Respectful, Be Safe, and Be Scholarly. P.B.I.S. is working to improve its fidelity by increasing in the CICO process.

All of Lincoln's teachers have been Capturing Kids' Hearts trained during the 2019.2020 school year and as new teachers arrive, will continue to have them trained as well. This program developed on

our campus has created a culture where students create their own classroom Social Contract. Through many elements implemented using CKH, Lincoln will continue on the pathway towards an increased fidelity as seen by improved student behaviors as evidenced by low office referrals and an improvement in SWIS data.

The ethnic composition of our student body is Hispanic at 49%, African Americans at 39%, White population (not hispanic) 8%, and all others at 4%. The staff is made up of 28 teachers plus 3 full-time Special Education teachers (1 RSP teacher and 2 SDC teachers) along with 1 teacher who is an Instructional Coach.

We have worked on a continual basis to enhance our community and parent involvement within our school. We maintain a website, Instagram, Facebook page along with the Connect Ed system, PeachJar, and Class Dojo to keep parents and the community appraised of current school events. Among the opportunities to be involved at our school are the School Site Council, Parent University Nights, English Language Learners Advisory Council (ELAC), the Parent Teacher Organization and parent volunteers in the classroom. PTO, ELAC, AAAC, and SSC meetings are held regularly to seek input from the community and our parents in regards to activities, events, and taking place at our school. We also invite our parents in quarterly to our Lunch on the Lawn.

Lincoln will continue to increase our school emphasis on PBIS, an increase in attendance (2018-2019 = 93.49%, Goal for 2019-202- was 94.50%, MET goal - with an increase of 1.35% = 94.89%). Our PBIS includes prizes handed out monthly at school-wide assemblies to promote BEST practices in being responsible, respectful, safe, and scholarly. Each month students are chosen to have lunch with the Principal as well as dozens of prizes drawn each month from our Mustang Gold PBIS tickets.

Lincoln provides students with the required technology skills to enhance their learning. Students have a 1-to-1 access to a chromebook in grades 1st through 5th. In grades TK through 2, students have access daily to the computer lab at 45 minutes a day. Students will be proficient in the ability to conduct research, create presentations and effectively integrate technology into their daily lives. Students will receive grade level appropriate technology instruction on a regular basis through whole group instruction in the computer lab.

Creating a school-wide climate that ensures safety for all students, academic rigor in all grade levels, with a school-wide emphasis on 21st Century skills strategies while embedding Common Core Instruction is the focus for Lincoln Elementary School. Over the past 5-10 years, Lincoln has had a roving door of teachers. Mainly new teachers get assigned to Lincoln and within 2 -3 years they transfer to a different site. In order to achieve our goals, Lincoln needs to be "the place to be", where teachers come, they grow in their profession and relational capacity, and they want to stay.

SPSA Highlights

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

Lincoln Elementary has been identified as a C.S.I school due to the under-performing students we serve in regards to state testing, attendance (high chronic absenteeism), and high suspension rates. Our focus for 2020.2021 will include continual training and professional development of a fairly young staff (10/28 teachers have less than 3 years of experience).

Our focus will include: Great First Instruction, Capturing Kids' Hearts, PBIS, Second Step, and MTSS Interventions to include I-Ready Online, Read180 Universal, Systems 44, Our focus will also include Lesson Studies for each grade level, along with AVID training and strategies implemented grades 3 - 5. Additional support and training for all staff to include PD after school, Saturdays, Intermission, summers, and/or weekends for certificated and classified. Our focus will also be to increase the out of date technology on our campus so that we can get to 1-to-1 technology for our 1st graders through 5th graders.

Improve CAASPP scores by 8-10 points from standard in both Math and Language Arts.
Improve number of RFEP students.
Improved schoolwide attendance from 93.49 to 94.89 (an increase in 1.35%) for 2020.2021 to increase to 95%.
Decrease Chronic Absenteeism to 10% or lower.
Decrease subgroups (SWD) in Suspension rates.

Needs Assessment – Review of Performance

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

Greatest Progress

For 2019.202 - Huge increase in overall attendance percentage. 2018-2019 - Attendance was 93.49 - increased in 2019-2020 to 94.89 (an increase of 1.35%)
All certificated staff - Capturing Kids' Heart trained, 1/3 of staff CKH2 trained.
Overall decrease of suspensions on campus from 113 last year (2018-2019) to 58 suspensions for 2019.2020.
Overall decrease in office referrals from 2017-2018 (August through March = 1,145) to 2019-2020 (August through March - 647).

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local indicators or other local indicators. What steps is the school planning to take to address these areas with he greatest need for improvement?

Greatest Needs

Academically - ELA and Math scores are in the red across the board

Attendance - For the past 5 years, the school has never risen above 94% (Increased in 2019.2020 by 1.35%)

Chronic Absenteeism

Suspension rates high.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Performance Gaps

gaps in performance below two levels or more

Supplemental Services

If not previously addressed identify the two or three most significant ways that the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

Categorical Funds will be used for Tier 2 and Tier 3 supports for students with an emphasis on assisting EL, Foster Youth, Homeless Youth, and At-risk students. Tutoring after school will be provided.
Interventions / Steps towards growth:
We are implementing I-READY online portion of Intervention for both Math and Language Arts this year. Students will be working at their own personal level in both subjects 15 minutes a day, four times a week. We will purchase this portion of I-Ready Online to continue to fill in the gaps of our students' learning.

Fall Semester: Tutoring / most grade levels focusing on our most under-performing students.
Spring Semester - Tutoring most grade levels focusing on our ‘bubble’ students.
Looking at different after-school programs to support our struggling students. Tutoring to include a teacher and a para in each tutoring classroom.

Tier 2 Interventions: Math & ELA - I-Ready Online with SMALL group instruction
Tier 3 Interventions: ELA - (Grades 3- 5) Systems 44, Univ. Read180, EXCEL model for Grades K- 2

Tier 3 Additional Support - 3 hour para to assist in Lit. Lab and small group instruction.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Lincoln Elementary will work closely with all stakeholders to include our Instructional Leadership Team, our School Site Council, our ELAC, and Parent Association (LEAP / Lincoln Parents) to review and update our School Plan throughout the year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

All students are in need of Great First Instruction. Training for a highly new staff in classroom management and great first instruction is needed.
Out of date technology across the campus to be replaced as needed. 1-to-1 technology for grades 1 thru 5.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	137	130	119	132	129	114	131	129	114	96.4	99.2	95.8
Grade 4	128	117	130	123	114	126	123	114	126	96.1	97.4	96.9
Grade 5	139	124	101	138	123	98	138	123	97	99.3	99.2	97
All Grades	404	371	350	393	366	338	392	366	337	97.3	98.7	96.6

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2355.	2375.	2357.	4.58	9.30	2.63	9.16	14.73	14.91	22.90	24.81	25.44	63.36	51.16	57.02
Grade 4	2417.	2382.	2401.	13.82	3.51	8.73	15.45	7.02	11.90	21.14	22.81	22.22	49.59	66.67	57.14
Grade 5	2444.	2459.	2427.	4.35	8.94	0.00	18.84	25.20	14.43	24.64	19.51	27.84	52.17	46.34	57.73
All Grades	N/A	N/A	N/A	7.40	7.38	4.15	14.54	15.85	13.65	22.96	22.40	24.93	55.10	54.37	57.27

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.58	13.95	5.26	28.24	36.43	43.86	67.18	49.61	50.88
Grade 4	12.20	3.51	5.56	45.53	36.84	40.48	42.28	59.65	53.97
Grade 5	5.80	15.45	4.12	48.55	37.40	45.36	45.65	47.15	50.52
All Grades	7.40	11.20	5.04	40.82	36.89	43.03	51.79	51.91	51.93

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.87	8.53	1.77	38.93	36.43	39.82	54.20	55.04	58.41
Grade 4	15.45	3.51	9.52	36.59	35.09	44.44	47.97	61.40	46.03
Grade 5	9.42	13.11	3.09	47.10	44.26	40.21	43.48	42.62	56.70
All Grades	10.46	8.49	5.06	41.07	38.63	41.67	48.47	52.88	53.27

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.53	10.08	5.26	61.83	65.89	56.14	36.64	24.03	38.60
Grade 4	9.02	0.88	4.76	54.10	68.42	61.11	36.89	30.70	34.13
Grade 5	5.80	6.50	4.12	61.59	57.72	61.86	32.61	35.77	34.02
All Grades	5.37	6.01	4.75	59.34	63.93	59.64	35.29	30.05	35.61

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.63	12.40	2.63	38.93	46.51	50.00	53.44	41.09	47.37
Grade 4	14.75	2.63	6.35	50.00	44.74	46.03	35.25	52.63	47.62
Grade 5	11.59	19.51	4.12	46.38	45.53	41.24	42.03	34.96	54.64
All Grades	11.25	11.75	4.45	45.01	45.63	45.99	43.73	42.62	49.55

Conclusions based on this data:

1. In ELA: The data shows that over 21% of all students in Overall Achievement scored at the Exceeded Standard and the Standard Met level. the data also indicates over 78% of all students in Overall Achievement scored at the Standard Nearly Met and Standard Not Met level. After discussion with parents, teachers and School Site Council Lincoln will focus Professional Development on Great Instruction via Lesson Design Instruction, foundational skills, AVID, WICOR, GLAD, and Common Core State Standards addressing literacy, Listening, Research and Inquiry and the writing process to increase the number of students scoring at the Standard Exceeded and Standard Met level by 8-9% for a total of 30% proficiency as our goal.
2. The data indicates that 4th grade students had an over 5% increase in the number of students scoring at Above Standards in Reading, over 7% in Writing and over 9% in Listening. After discussion with teachers and School Site Council Lincoln will continue to have our site instructional coach support our 4th grade student in the Literacy Lab utilizing Read 180 and System 44 interventions to increase the literacy levels of our students. We will also focus our Professional Development on AVID, and Common Core State Standards and release time for teachers to analyze data to inform instruction and monitor progress of students to increase the number of students scoring at the Above Standard level by 5%.
3. The data indicates that 5th grade students had a 3% decrease in the number of students scoring at the Above Standard level in Reading, a 2% decrease in Writing and a 1.5% decrease in Research and Inquiry. After discussion with teachers and School Site Council Lincoln will have our site instructional coach support our 5th grade students in the Literacy Lab utilizing Read 180 and System 44 interventions to increase the literacy levels of our students. We will also focus our Professional Development on AVID, and Common Core State Standards and release time for teachers to analyze data to inform instruction and monitor progress of students to increase the number of students scoring at the Above Standard level by 7%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	136	129	119	132	127	114	132	127	114	97.1	98.4	95.8
Grade 4	128	116	129	124	112	124	124	112	124	96.9	96.6	96.1
Grade 5	139	125	101	138	123	96	138	123	96	99.3	98.4	95
All Grades	403	370	349	394	362	334	394	362	334	97.8	97.8	95.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2366.	2366.	2355.	0.76	2.36	1.75	11.36	10.24	8.77	25.76	29.13	19.30	62.12	58.27	70.18
Grade 4	2414.	2385.	2398.	7.26	0.00	0.81	7.26	1.79	11.29	38.71	29.46	30.65	46.77	68.75	57.26
Grade 5	2413.	2431.	2395.	2.90	4.88	0.00	1.45	5.69	1.04	19.57	23.58	11.46	76.09	65.85	87.50
All Grades	N/A	N/A	N/A	3.55	2.49	0.90	6.60	6.08	7.49	27.66	27.35	21.26	62.18	64.09	70.36

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.53	4.72	5.26	31.30	29.13	21.05	67.18	66.14	73.68
Grade 4	9.68	0.89	2.42	21.77	10.71	25.00	68.55	88.39	72.58
Grade 5	2.90	4.88	0.00	15.94	16.26	7.29	81.16	78.86	92.71
All Grades	4.58	3.59	2.69	22.90	19.06	18.56	72.52	77.35	78.74

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.58	8.66	3.51	36.64	35.43	29.82	58.78	55.91	66.67
Grade 4	6.45	0.00	3.23	35.48	30.36	33.06	58.06	69.64	63.71
Grade 5	2.90	5.69	0.00	23.19	29.27	21.88	73.91	65.04	78.13
All Grades	4.58	4.97	2.40	31.55	31.77	28.74	63.87	63.26	68.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.82	3.15	4.39	49.62	48.82	37.72	46.56	48.03	57.89
Grade 4	7.26	0.00	5.65	37.90	25.89	31.45	54.84	74.11	62.90
Grade 5	1.45	4.07	0.00	28.26	34.15	19.79	70.29	61.79	80.21
All Grades	4.07	2.49	3.59	38.42	36.74	30.24	57.51	60.77	66.17

Conclusions based on this data:

1. In Math: The data indicate 11% of all students in Overall Achievement scored at the Exceeded Standards and Standard Met level. The data also shows over 89% of all students in Overall Achievement scored at the Standard Nearly Met and Standard Not Met level. After discussion with parents, teachers and the School Site Council Lincoln will focus Math professional development on Concepts and Procedures, Problem Solving and Modeling/Data Analysis, and Communicating Reasoning. We will also implement math interventions using number talks and Moby Max to increase the number of students scoring at the Exceeded Standards and Standard Met by 9% bringing our total proficiency to 20%.
2. The data indicate 4th grade had a 9% increase in students scoring in the Above Standard level in Procedures and Concepts, a 3% increase in Problem Solving and Modeling/Data Analysis and a 3% increase in Communicating Reasoning. After discussion with parents, teachers and the School Site Council Lincoln will focus Math Professional Development on Concepts and Procedures, Problem Solving and Modeling/Data Analysis, Communicating Reasoning and Number Talks. We will also provided release time for teachers to analyze data to inform instruction and monitor progress of students to increase the number of students scoring at the Exceeded Standard and Standard Met by 5%.
3. The data indicate 3rd grade had a 4% decrease in students scoring at the Above Standard level in Procedures and Concepts, a .58% decrease in Problem Solving and Modeling/Data Analysis and a 4% decrease in Communicating Reasoning . After discussion with parents, teachers and the School Site Council Lincoln will focus Math Professional Development on Concepts and Procedures, Problem Solving and Modeling/Data Analysis, Communicating Reasoning and Number Talks. We will also provided release time for teachers to analyze data to inform instruction and monitor progress of students to increase the number of students scoring at the Exceeded Standard and Standard Met by 5%

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
734	**94.1**	**18.1**	**3.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	133	18.1
Foster Youth	24	3.3
Homeless	38	5.2
Socioeconomically Disadvantaged	691	94.1
Students with Disabilities	88	12.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	291	39.6
American Indian	2	0.3
Filipino	6	0.8
Hispanic	357	48.6
Two or More Races	37	5.0
Pacific Islander	1	0.1
White	40	5.4

Conclusions based on this data:

1. 40% of our population is African American. This should be a huge focus in addressing their needs in attendance, suspension, and academics.
2. Almost 50% of our population is Hispanic. This should be a huge focus in addressing their needs in attendance, suspension, and academics.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	**Chronic Absenteeism**  Red	**Suspension Rate**  Red
Mathematics  Red		

Conclusions based on this data:

1. The data indicates that in in all of the four main categories, Lincoln is in the red, showing no to little growth in all areas, if not a decline.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Red	 Orange	 No Performance Color
70.7 points below standard	66.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -10.6 points	Maintained -0.4 points	9
307	80	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Red	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	71.9 points below standard	144.9 points below standard
8	Declined -7.1 points	Declined Significantly -25.8 points
	298	27

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	 No Performance Color	 No Performance Color	 No Performance Color
83.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.6 points	1		4
116			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 No Performance Color	 No Performance Color	 No Performance Color
64 points below standard	77.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	36.9 points below standard
Declined -11.5 points	Declined Significantly -26.9 points	1	Declined -9.2 points
156	18		11

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
102.6 points below standard	12.9 points below standard	72.3 points below standard
Increased Significantly ++15.9 points	Declined Significantly -15.7 points	Declined -13.6 points
48	32	223

Conclusions based on this data:

1. The data indicates that Lincoln's overall student performance in English Language Arts is Low with a Status of 70.7 points below Level 3, a decrease in 10.6.
Due to a significant decline resulting in a Change of -38.9 points from 2017-2018) and then an additional 10.6 (2018-2019), we've had discussion with staff and School Site Council. Lincoln will focus on Great instruction via lesson design building upon students' foundational skills, while focusing on AVID strategies and Close Reading.
Using AVID strategies and Close Reading, we will decrease their distance from level 3 by 20 points.

2. The data indicates that Lincoln's African American student group performance in English Language Arts is Very Low with a Status of 83.3 points below level 3.
Due to a significant decline resulting in a Change of 25.5 points (in 2017-2018) and an additional 6.6 points showing a total decrease of 32 points in 2 years, we've had a discussion with teachers and School Site Council.
Lincoln will focus on Great Instruction building upon on our African American students' foundational skills, literacy skills and writing skills to decrease their distance from level 3 by 10-20 points.

3. The data indicates that Lincoln's Socioeconomically Disadvantage student group performance in English Language Arts is Low with a Status of 69.3 points below level 3 (in 2017-2018) and an additional 25.8 points (in 2018-2019).
Due to a significant decline resulting in a Change of points we've had a discussion with teachers and School Site

Council. Lincoln will focus on Great Instruction building upon on our Socioeconomic Disadvantage students' foundational skills, literacy skills and writing skills to decrease their distance from level 3 by 5 points.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
2	1	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Red	 Yellow	 No Performance Color
95.7 points below standard	87.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -7.6 points	Increased ++9.3 points	9
303	80	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Red	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	98.1 points below standard	151.9 points below standard
8	Declined -7 points	Declined -12.8 points
	294	27

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	 No Performance Color		 No Performance Color
111 points below standard	Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy
Declined -14.8 points	1		4
113			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 No Performance Color	 No Performance Color	 No Performance Color
89.3 points below standard	87.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	63.2 points below standard
Declined -6 points	Maintained ++1.7 points	1	Increased Significantly ++15.6 points
156	17		11

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
118.3 points below standard	41.4 points below standard	98.6 points below standard
Increased ++7.8 points	Increased Significantly ++16.6 points	Declined -13.5 points
48	32	219

Conclusions based on this data:

1. The data indicates that Lincoln's overall student performance in Mathematics is Low with a Status of 95.7 points below Level 3. Due to a significant decline resulting in a Change of -21.1 (in 2017-2018) and an additional 7.6 (for 2018-2019) points we've had discussion with teachers and School Site Council. Lincoln will focus on Great instruction via lesson design building upon students' math foundational skills. We will also focus on the implementation of math intervention using Number Talks, increase instruction on concepts and procedures to decrease their distance from level 3 by a minimum of 10 points.
2. The data indicates that Lincoln's African American student group performance in Mathematics is Very Low with a Status of 111 points below level 3. Due to a significant decline resulting in a Change of -17.2 points (in 2017-2018) and an additional 14.8 points (in 2018-2019) we've had a discussion with teachers and School Site Council. Lincoln will focus on Great Instruction building upon on our African American students' foundational skills in mathematics, teachers will focus instruction on building on students concepts and procedures knowledge to decrease their distance from level 3 by 10 points.
3. The data indicates that Lincoln's Socioeconomically Disadvantage student group performance in Mathematics is Very Low with a Status of 98.1 points below level 3. Due to a significant decline resulting in a Change of 14.8 points we've had a discussion with teachers and School Site Council. Lincoln will focus on Great Instruction building upon on our Socioeconomic Disadvantage students' foundational skills in mathematics using Number talks for math intervention.

Teachers will focus instruction on building on concepts and procedures knowledge to decrease their distance from level 3 by 5 points.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
50.6 making progress towards English language proficiency
Number of EL Students: 87
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18	25	1	43

Conclusions based on this data:

1. The data indicates that Lincoln's over all student performance for our English Learners is Low with a status of 65.9%, however there was a significant increase from the previous year with a Change of +12.4%. After discussion with our staff and School Site Council we will continue to use our bilingual para educators to go into the classrooms to assist the students with Language Arts intervention and progress monitoring. We will continue with our designated supports during our 30 minute block of English Language Development as well as our integrated supports during instruction through out the day while building on foundational skills to increase the number of students being reclassified by 5%.

2. The data indicates that our English Language Learner student group performance in English Language Arts is Low with a Status of 67.1 points below level 3. Due to a significant decline resulting in a Change of -40.2 points we've had discussion with our staff and School Site Council. Lincoln will continue to use our bilingual para educators to go into the classrooms to assist the students with Language Arts intervention and progress monitoring. We will continue with our designated supports during our 30 minute block of English Language Development as well as our integrated supports during instruction through out the day, while building on foundational skills to decrease the distance form level 3 by 5 points.

3. The data indicates that our English Language Learner student group performance in Mathematics is Low with a Status of 78.5 points below level 3. Due to a decline resulting in a Change of -10.4 points we've had discussion with our staff and School Site Council. Lincoln will provide Math intervention using our Number Talks system during our 15 minute block of Math intervention time. Teachers will utilize our Math instructional time to build math fluency, build upon students' foundational math skills, as well as improving upon the students' Problem solving skills to decrease the distance from level 3 by 10 points.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
4	3	0	2	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
		
Red	Green	Orange
20.2	9.4	18.2
Increased +2.9	Declined -1.1	Increased +10.5
822	128	33
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
		
Red	Red	Red
29.1	20.7	24.3
Increased +5.5	Increased +2.7	Increased +13.1
55	769	107

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	 No Performance Color	 No Performance Color	 No Performance Color
26.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +6.1	3	1	7
337			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 Orange	 No Performance Color	 Green
16.8	12.2	Less than 11 Students - Data Not Displayed for Privacy	9.1
Increased +1.2	Increased +6.9	1	Declined -5.8
388	41		44

Conclusions based on this data:

1. Overall in Chronic Absenteeism is at 20.2%. Our goal is under 10% chronic absenteeism.
2. Our English Learners were GREEN at 9.1% of chronic absenteeism.
3. The subgroups with areas to improve are: Foster Youth, African American, Hispanic, and Two or more Races

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
8	1	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
		
Red	Red	Red
9.8	7.5	17.5
Increased +2	Increased +4	Increased +10
876	133	40

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
Red	Red	Red
10.1	10.3	13.4
Increased +4.4	Increased +2	Increased +7.7
69	817	112

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
15.4	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
Increased Significantly +2.1	3	1	7
370			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Red	No Performance Color	Orange
5.7	9.3	Less than 11 Students - Data	4.3
Increased Significantly +2.9	Increased +2	1	Increased +0.6
405	43		46

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	7.8	9.8

Conclusions based on this data:

1. The data indicates All students performance status was high for suspensions with a status of 9.8%, how ever this was a significant decline from the previous year with a change of -2.8%, however in 2018-2019 it increased by +2. .After meeting with staff and parent groups, Lincoln will work with our staff by providing additional professional development and training with Capturing Kids Hearts and Positive Behavioral Interventions and Supports to create a Change by decreasing suspensions for all students by 2%.
2. The data indicates that our English Language Learners status is medium for suspensions with a status of of 7.5%. This is an increase from the previous year with a change of +1.2%. After meeting with staff and parent groups, Lincoln will work with our staff by providing additional professional development and training with Capturing Kids Hearts and Positive Behavioral Interventions and Supports to create a Change by decreasing suspensions for our English Learners by 3%.
3. The data indicates that our Homeless student group status is very high for suspensions with a status of 10.5% (an increase of 2% from previous year - 2017-2018 of 8.5%). After meeting with staff and parent groups, Lincoln will work with our staff by providing additional professional development and training with Capturing Kids Hearts and Positive Behavioral Interventions and Supports to create a change by decreasing suspensions for our Homeless student group by 3%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide relevant high quality classroom instruction and curriculum that promote college and career readiness skills with academic interventions and enrichments in place to eliminate barriers to student success.

Goal 1

At Lincoln Elementary School 30%% or more of the students at each grade level will master all foundational standards in reading, writing, math and technology measured by the iReady assessments for mid and end of the year data as well as students being able to access and utilize google classroom.

Target: 1A: ELA All student groups will focus on foundational skills, AVID, WICOR, GLAD, and Common Core State Standards addressing Literacy, Listening, Research and Inquiry and the writing process to increase by 5 points moving toward the distance from the standard.

Target 1B: Math All student groups will focus on Math Concepts and Procedures, Problem Solving and Modeling/Data Analysis, and Communicating Reasoning. We will also implement math interventions using number talks to increase by 5 points moving toward the distance from the standard.

Identified Need

Lincoln will focus on Great Instruction using the Balanced Lesson Design and 5E Design. Multi-tiered supports will be implemented using iReady data and program components to address individual student needs. Added focus will be on our Foster Youth, Homeless, Students with Disabilities, and African American student groups.

IDENTIFIED NEED
Lincoln is focusing on Great First Instruction with greater depth of knowledge (DOK) and Close Reading. There is also a need to continue the focus on multi-tiered support systems (MTSS) and providing targeted intervention based on individual student needs using I-Ready data and small group instruction to include a focus on SWD (Students with disabilities).
Professional Development for all staff to increase rigor, fidelity of instruction, and to include AVID strategies for grades 3rd thru 5th.
Technology for every student 1st through 5th grade in classrooms and computer lab. To replace out of date technology across the campus.

English Language Arts
Lincoln Elementary School will increase the percentage of students who are meeting or exceeding standards in Language Arts from 14% % of the student population to 30% as measured by the California Assessment of Student Progress and Proficiency (This means 5% over 3 years to reach the county average).

Mathematics
Lincoln Elementary School will increase the percentage of students who are meeting or exceeding standards in math from 1% of the student population to 15- 20% (2020-2021) as measured by the California Assessment of Student Progress and Proficiency.

Teacher Sustainability
In the past 5 or more years, new teachers with and without credentials have been placed at Lincoln. Our goal is to create a culture where teachers are given the necessary professional development, support, and culture, where they want to continue to stay at Lincoln to support and grow the needs of our under-performing students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA ~ All Students CAASPP ELA ~ English Language Learners CAASPP ELA ~ African American CAASPP ELA ~ Hispanic CAASPP ELA ~ SWD	(2018- 2019 dashboard) All ~ 60.2 points from standard (Yellow) ELL ~ 66.3 points from standard (Orange) (70.53 DFS / 2019) - dropped - 12.90 AA ~ 76.7 points from standard (Orange) (85.60 DFS / 2019) - dropped - 8.90 Hispanic ~ 52.5 points from standard (Yellow) (64.47 DFS / 2019) - dropped - 11.97 SWD ~ 64.9 points from standard (Yellow)	2020 - 2021 All ~ 55.2 points from standard (increase of 5 points) ELL ~ 61.3 points from standard (increase of 5 points) AA ~ 41 points from standard (increase of 5 points) Hispanic ~ 47.5 points from standard (increase of 5 points) SWD ~59.9 points from standard (increase of 5 points)
CAASPP Math ~ All Students CAASPP Math ~ English Language Learners CAASPP Math ~ African American CAASPP ELA ~ Hispanic CAASPP Math ~ SWD	All ~ 88 points from standard (Orange) (99.57 - DFS / 2019) - dropped 11.57 ELL ~ 96.8 points from standard (Red) (94.00 - DFS / 2019) - grew 4.8 / YAY! AA ~ 96.2 points from standard (Orange) (111.70 DFS /2019) dropped 15.50 Hispanic ~ 83.3 points from standard (Orange) - (93.67 / DFS / 2019) dropped 10.37 SWD ~ 91.1 points from standard (Orange)	All ~ 83 points from standard (increase of 5 points) ELL ~ 91.8 points from standard (increase of 5 points) AA ~ 91.2 points from standard (increase of 5 points) Hispanic ~ 78.3 points from standard (increase of 5 points) SWD ~ 86.1 points from standard (increase of 5 points)
iReady -(ELA)	Mid Year 2018 - Tier 3 - moved from 46% to 38% Tier 1 - moved from 12% to 19% Mid Year 2019	Mid Year 2020 Tier 3 -

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Tier 3 - moved from 46% to 29% (increased 17%) Tier 1 - moved from 11% to 24% (increased 13%)	
iReady (Math)	Mid Year 2018 Tier 3 - moved from 48% to 37% Tier 1 - moved from 3% to 8% Mid Year 2019 Tier 3 - moved from 55% to 31% Tier 1 - moved from 2% to 11%	Mid Year 2020 Tier 3
CAASPP Math	11% Met/Exceeded	20% Met / Exceeded
CAASPP ELA	30% Met/Exceeded	40% Met / Exceeded
Youth Truth Survey - Engagement	Feb. 2019 2.80 Nov. 2019 2.83	2.93
Youth Truth Survey - Academic Rigor	Feb. 2019 2.57 Nov. 2019 2.58	2.70
Youth Truth Survey - Relationship	Feb. 2019 2.68 Nov. 2019 2.74 (higher than district average)	2.84
Youth Truth Survey - Culture	Feb. 2019 2.08 Nov. 2019 2.10	2.22
Youth Truth Survey - Instructional Methods	Feb. 2019 2.60 Nov. 2019 2.64	2.74
Youth Truth Survey -STAFF - Culture	Feb. 2019 3.29 Nov. 2019 4.21	4.31

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(increased 0.92)	
Youth Truth Survey - STAFF - Engagement	Feb. 2019 3.74 Nov. 2019 4.30 (increased 0.56)	4.40
Youth Truth Survey - STAFF - Relationships	Feb. 2019 3.49 Nov. 2019 4.17 (increased 0.68)	4.27
Youth Truth Survey - STAFF - Professional Development & Support	Feb. 2019 3.66 Nov. 2019 4.15 (increased 0.49)	4.25

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All grade levels at Lincoln Elementary will utilize strategies for Great First Instruction through the use of Close Reading and other AVID strategies
IMPLEMENTATION TASKS
In order to implement the strategy, the following will occur:
* Grades K-5 will be trained in AVID Reading for disciplinary literacy with emphasis on Close Reading Strategies
* Lesson Studies will be conducted at all grade levels
* Administration will conduct both announced and unannounced classroom visits
* Instructional Coach will revisit close reading strategies at one staff meeting/training a month
* Data will be shared regarding implementation monthly on the implementation of close reading
* Grades K-2 have selected the strategy of underlining main ideas
* Grade 3- 5 have chosen the strategy of also underlining main ideas but also using annotation

To receive Standards Based Great First Tier 1 Instruction with an emphasis on close reading and technology use in every classroom.

1. Teachers will receive additional targeted Professional Development in Standards Based Instruction regularly during Tuesday Staff Meetings and P.D. days.
2. In Grade Level Collaboration, teams will develop Balanced Lesson Design, 5E Inquiry, Direct Instruction and Cooperative Learning with AVID Strategies and Accountable Talks.
3. All Grade Levels to do Vertical Walks with the grade levels below and above to enhance and support and interventions for their grade level
4. Grade Level teachers will collaborate with their team 2-3 times monthly.
5. Increase rigor using academic language and sentence frames in all classrooms
6. Increase of writing scores by implementing a school wide writing focus to include professional development and possible writing curriculum purchase
7. Academic Field trips to support college and career readiness and academic growth
8. Technology to support academics across all curricular areas.
9. Professional Development to support above areas (i.e. / but not limited to: AVID, Google Classrooms, Thinking Maps, Capturing Kids' Hearts, Direct Instruction)
Extra hours for Professional Development after school, Saturdays, Intermission, Summers, or Weekends for Certificated and Classified Staff.
10. Administrative coverage in office, substitutes for teachers, as needed

MONITORED BY
* ILT will develop walkthrough tool appropriate to use every 4-6 weeks
* Strategy implementation data will be reviewed with ILT, Staff, community, monthly during meetings and throughout the Monday Memo (staff communication)
* Grade Level Lesson Studies will be conducted one time each semester or 1-2 times a year.

Materials & Supplies as needed
Sub days for teachers and paras to support instruction and MTSS as needed

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,900	Title I
10,000	LCFF S/C
6,300	LCFF - Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All AT RISK students (including foster youth, homeless youth,African American students) and INTERVENTION and Enrichment

Strategy/Activity

IMPLEMENTATION TASK
TUTORING
1. Tutoring to support at risk students including foster youth

2. Tutoring to enrich our GATE students
3. Categorical Funds will be used for Tier 2 & 3 supports for students with an emphasis on assisting our EL, Foster Youth, Homeless, Gate, and At-risk Students.
4. Interventions to also include Freckle, Brainpop, and Flocabulary (and other similar programs)
5. I-Ready Online Interventions for both ELA and Math

Extra PD or meetings as needed - after school, weekends, Intermission, Summers, etc. as needed for Classified and Certificated staff

Tier 2 Interventions: Math & ELA - I-Ready Online with small group instruction
Tier 3 Interventions: ELA (Grades 3-5) Systems 44, Univ. Read180, EXCEL model for Grades K-2

Materials & Supplies as needed

MONITORED BY
* ILT will develop walkthrough tool appropriate to use every 4-6 weeks
* Strategy implementation data will be reviewed with ILT, Staff, community, monthly during meetings and throughout the Monday Memo (staff communication)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I
4,000	LCFF S/C
3,000	LCFF - Base

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All classrooms

Strategy/Activity

IMPLEMENTATION TASK
To update and increase all technology in all classrooms to support academic readiness in all grade levels.

To include, but not limited to:
1. Smartboards (Viewsonics) for all classrooms
2. One to One Chromebooks for grade levels 1st grade through 5th grade
3. Update with new technology for our computer lab

Monitored by
Administration

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000	Title I
10,000	LCFF S/C
5,000	LCFF - Base

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

End the predictability of academic achievement by ensuring that all systems and processes are equitable while being culturally and linguistically responsive to the needs of our students.

Goal 2

Lincoln Elementary School will provide a supportive and inclusive learning environment by having a 30 minute per day designated instructional block for English Learners.

Lincoln Elementary School will increase the percentage of students becoming proficient in ELA 5% in the 2020 - 2021 school year as measured by the English Language Proficiency Indicator (ELPI).

School Focus: In 2020-2021 100% of the classrooms will implement...CKH, PBIS, SDAIE Strategies, AVID strategies (grades 3-5)

Target: 2A-ELD-All English Learners will increase their proficiency levels from one level band to the next by 5% based on the ELLA/ELPAC exam.

Target: 2B-School Focus- 5% of English Learners will be Reclassified annually.

Identified Need

Students decreased one level (18/87) on the 2019 dashboard - 21%
Increasing awareness and support for our teachers in meeting the needs of our EL students.

English Language Arts - (60.2 below standard / 2018) From 2017 to 2018, Lincoln increased by 5 points. YELLOW
English Learners - 66.3 points below standard (2018 / maintained 0.5) ORANGE
Mathematics - Overall 88 points from standard (Orange). EL - 96.8 from standard (2018 / declined 18.3)

Chronic Absenteeism - Overall / 17.3% (declined / good / 3.5%) , EL - 10.5% chronic (increased 1.2 / 2018)
WAITING FOR DATA to come in for 2019-2020

Suspension Rate - Overall / RED (7.8% / 2018)
EL - 3.6% (increased 1.4%) suspended at least once
WAITING for DATA to come in for 2019.2020

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018 CAASPP ELA Current EL Reclassified	ELA - 66.3 points from standard 118.5 points from standard 2.8 points above standard (declined -37.3)	40-50 points from standard (increase 16-26 points) 80-90 To be above standard / celebration :)
2018 CAASPP Math Current EL Reclassified	Math - 96.8 points from standard 126 points below standard 58 points from standard	70 points from standard (increase 27 points) less than 100 points from standards (increase 27 points) 40 points (increase of 18-20 points)
2018 Chronic Absenteeism	10.5%	9% (decrease of 1-2%)
2018 Suspension	3.6%	Maintain - stay under 5%
English Learners (2018 data) Number of EL students 132 Level 4 / Well Developed - 15.9% Level 3 / Mod. Developed - 39.4% Level 2 - Somewhat Developed - 28% Level 1 - Beginning stage - 16.7%	2019.2020 Data Number of EL students Emerging - 26 Expanding - 56 Bridging - 20 total = 101	Uncertain as to what to put here?? RFEP
Youth Truth - Engagement	Overall - 2.83 RFEP - 2.90 EL - 2.82 EO - 2.80	2.92
Youth Truth - Academic Rigor	Overall - 2.58 RFEP - 2.57 EL - 2.54 EO - 2.58	2.64
Youth Truth - Relationships	Overall - 2.74 RFEP - 2.84 EL - 2.69 EO - 2.74	2.79
Youth Truth - Culture	Overall - 2.08 RFEP - 2.09 EL - 1.93 EO - 2.15	2.03

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth - Instructional Methods	Overall - 2.64 RFEP - 2.69 EL - 2.57 EO - 2.65	2.67

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Language Learners and African American Students

Strategy/Activity

IMPLEMENTATION TASKS
All EL students and African American students will have access to ELA and Math during PLT and during Core Instruction by exposure to SDAIE strategies, GLAD strategies, and AVID instructional strategies differentiated by ELPAC level
Tier 2 & Tier 3 interventions provided through I-Ready Online, Freckle, Systems 44, and U.Read180.
Flocabulary and BrainPop to be additional supports to our EL students.

Teachers will engage English Language Learners in "Accountable Talk" in order to increase English Language Acquisition.

Additional personnel as needed for translation, childcare, and to support our ELD population
Materials and Supplies as needed

MONITORED by:
Administration, ILT team

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,000	Title I
1,000	LCFF S/C
500	LCFF - Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All At-Risk students, INTERVENTION, and Enrichment

Strategy/Activity

Additional Tutoring as needed to support our EL, At-Risk, and GATE students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Title I
1,200	LCFF S/C
500	LCFF - Base

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

First year of goal site goal implementation

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All Students

Goal 3

Lincoln Elementary will have a safe, warm, welcoming and responsive climate for staff, students and their families, that promotes student attendance through positive incentives. All students will feel connected, and motivated to attend and ready to learn through CKH and PBIS used with fidelity across our campus.

Implementing and educating our parents, students, and staff to our P.B.I.S. mission statement. We are responsible, respectful, safe, and achieve to be scholarly.
Through our focus with Capturing Kids' Hearts as we will continue to connect with students in a meaningful way that our attendance and engagement would increase our school's academic performance in all student groups and decrease our suspension rate in all subgroups. Across all grade levels, teachers will teach Second Step lessons weekly with fidelity.

Lincoln Elementary School will increase the overall student attendance rate and decrease the overall suspension rate.

Target: 3A: The overall attendance rate will increase for all students by 0.25 % which will give an average attendance rate of 94.78 to 95.0
YTD - Last Yr. 93.64 (2018-2019)
This Yr. 94.78 (2019-2020)

Target: 3B: The overall suspension/Expulsion rate will decrease by 2%.
Last Year had 113 suspensions (2018-2019)
This year had 58 suspensions (2019-2020)

MONITORED BY
Administration, Attendance Clerk, Family Ambassador, ILT team

Identified Need

2018 data: Attendance - Current attendance rate overall is at 93.89 % to increase to 94.5% or above. (PAST 5-6 years, attendance rate never over 94%)
All students - 17.3% chronically absent, Increase engagement and attendance.

2019 data: Attendance - Current attendance (through month 7) increased 1.14% to 94.87. Goal to reach 95%

Suspension - 7.8% suspended at least once
Suspended Students with Disabilities - 5.7% suspended at least once (increase 0.4%)
WAITING for official 2019-2020 data

Parents, Staff, Student Youth Truth Survey to be used each year to see areas of strength and areas of need for our Lincoln culture.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	93.89% (2018) 94.78% (2019) Chronic Absenteeism (2017-2018) 17.3% Chronic Absenteeism (2018-2019) 20.2% (increased 2.9%)	94.5% (2019-2020) - MET @ 94.78 2020-2021 - 95% Chronic Absenteeism - 10% or lower
Suspension	7.8% suspended at least once	less than 5%
Parent Involvement / Parenting Partners	Very little parent participation - 2018-2019 Growth - Parenting Partners (3 trained) 2019-2020	Increased to a fully functioning PTO and an increase in SSC and ELAC participation
Youth Truth Survey - Students - Relationships	Nov. 2019 2.74	2.84
Youth Truth Survey - Students - Culture	Nov. 2019 2.10	2.20
Youth Truth Survey - Family - Culture	Nov. 2019 3.83	3.93
Youth Truth Survey - Family - School Safety	Nov. 2019 3.56	3.66
Youth Truth Survey - Staff - Engagement	Nov. 2019 4.30 (increased from 3.74)	4.40
Youth Truth Survey - Staff - Relationships	Nov. 2019 4.17 (increased from 3.49)	4.27
Youth Truth Survey - Staff - Culture	Nov. 2019 4.21 (increased from 3.29)	4.31
Youth Truth Survey - Staff - PD/Support	Nov. 2019 4.15 (increased from 3.66)	4.25

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

IMPLEMENTATION TASKS
A2A - To be used weekly along with Powerschool to pull students with chronic absenteeism, attendance conferences, attendance contracts, ACT meetings, giving incentives, retrieving attendance (Saturday Attendance Recovery days if needed)
Incentives, Materials, and Supplies as needed

Tier 2
Counseling groups will be utilized to emphasize peer relational groups at a minimum of once a week.
Counseling to include positive ways to interact in the midst of conflict. Counselor to use SWIS data to see who would benefit by the intervention.

Tier 3
Check in Check Out with our students with the highest number of ODRs in SWIS
A quick morning check-in and launch at the end of the day to be done by counselor, teachers, supervision aides, and PBIS team

Extra Supervision Aide meetings as needed to improve the culture

MONITORED BY
Administration, Attendance Clerk, Counselor, Family Ambassador, ILT team

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I
2,000	LCFF S/C
550	LCFF - Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL Staff

Strategy/Activity

Implementation Tasks

* Culturally responsive classrooms that are formative, collaborative, and engaging as supported by effective Professional Developments, Grade Level PLCs, and trainings

* PBIS team to create alternatives to suspension, PBIS "PAWS" Store, additional opportunities for students to use their "PAWS"
* PBIS materials and supplies (incentives, student store, etc.)

* Additional communication devices (i.e. walkie talkies, radios)

* Capturing Kids' Hearts Training, Winning Culture, CKH2, along with additional support to shift our culture as evidenced by Youth Truth Survey
* All staff to be Capturing Kids' Hearts Trained (CKH1 and CKH2) Winning Culture, plus CKH Refreshers (Professional Development)
With a goal of being a CKH National Showcase School

Additional Administrative Coverage as needed

MONITORED BY
Administration, ILT team

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000	Title I
10,000	LCFF S/C
500	LCFF - Base

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, All Supervision Staff

Strategy/Activity

Implementation Task
Lincoln will add Playworks to increase involvement on the playground and decrease safety issues as well as office referrals.
Playworks help to support activity on the playground as well as giving students the right tools to engage and solve conflicts.

MONITORED BY
Administration, Campus Supervisor, ILT team

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,084	Title I
4,092	LCFF S/C
200	LCFF - Base

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Youth Truth Surveys shows growth in almost all areas including Student Engagement, Relationships, and Culture

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Would like to have all staff CKH2 trained.
Continual support from CKH - Campus Traction

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Build positive relationships with Families and Community partners that center around the needs of students, inform our decisions and strengthen our programs.

Goal 4

Build positive relationships with Families and Community partners that center around the needs of students, inform our decisions and strengthen our programs.
Increase Parent Involvement through Parent Conferences, Lunch on the Lawns, Social Media, Parent Partner Events, and Family Nights

Increase parent involvement in School Site Council, ELAC, and PTO.

Implementing and educating our parents, students, and staff to our PBIS mission statement. We are responsible, respectful, safe, and scholarly.

Identified Need

Increase parent involvement
It was observed that --- of families who participated in Youth Truth Survey had been engaged by staff and in communication of a regular basis.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Night	(500+ 2019)	
Parent Conferences	2019 - 2020 - 509	
Student of the Month Assemblies	2019-2020 - 906 (Months 1-6)	
Fall Festival, Holiday Programs, Movie Nights	2019-2020 -780	
Open House	no baseline at this time - did not have in 2020	
Welcome Kick Off / Start of year	(2019) - 623	700
Youth Truth Survey - Family - Communication & Feedback	Nov. 2019 4.10 (increased from 3.92)	4.20

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey - Family - Relationships	Nov. 2019 4.06 (decreased from 4.13)	4.16
Youth Truth Survey - Family - Resources	Nov. 2019 3.67 (decreased from 3.78)	3.85
Youth Truth Survey - Family - Engagement	Nov. 2019 3.68 (decreased from 3.91)	3.80
Lunch on the Lawn	2019 - only had 1 - 507 in attendance	700-750
Parents on campus in all capacities (Including SSC, ELAC, SOTM, etc) (through March 13, 2020)	2019-2020 - 4,152	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL Parents

Strategy/Activity

IMPLEMENTATION TASKS
Increase parent involvement through technology, notification systems, social media, school website, professional school information design and distribution, Peachjar
Increase L.E.A.P - Lincoln Elementary Association of Parents involvement and participation.

Family Ambassadors to work closely with parents through frequent contacts, ways to get involved on our campus, assisting with Parenting Workshops and Parent meetings.

Provide and coordinate Parenting Partners workshops to increase awareness in school activities and parenting strategies to support student learning.
One Fall 6 week Parent Partner workshop and one Spring 6 week Parent Partner workshop.(in 2019-2020, we completed one workshop with 3 graduates)

Provide and coordinate parent workshops, meet and greet, 'parent academies', 'parent university' and parent conversations to support student achievement with available personnel, with parent and community input.To help close the information and access gap.

Materials and supplies as needed

MONITORED BY

Administration, Attendance Clerk, Family Ambassador, ILT team

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,100	Title I
1,000	LCFF S/C
500	LCFF - Base

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

First year of goal implementation

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$141,426.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$81,084.00

Subtotal of additional federal funds included for this school: $81,084.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF - Base	$17,050.00
LCFF S/C	$43,292.00

Subtotal of state or local funds included for this school: $60,342.00

Total of federal, state, and/or local funds for this school: $141,426.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
DeeDee Anderson	Principal
Noel Barney	Classroom Teacher
	Classroom Teacher
Ghada Moreno	Classroom Teacher
Ana Granados	Other School Staff
Robert Wood	Principal
Deysi Loeza	Parent or Community Member
Nicole Tekala	Parent or Community Member
Kacey Rios	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	Other: Leadership

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on November 15, 2016.

Attested:

Principal, DeeDee Anderson on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

School Year: **2020-21**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
			June 16, 2020

Linda Verde Elementary School	19646676014708

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Linda Verde Elementary has designed the school plan so that it aligns with the LCAP goals using both LCFF S/C and Title I funds. Goal 1-Academics: Linda Verde Elementary School will utilize a combination of Title I, LCFF Base, and Supplemental Concentration to provide access to a quality educational system through the implementation of a Multi-Tiered System, of Supports, Professional Learning Communities, standards based instruction, and an increased capacity through high expectations, and a focus on leadership through walkthrough's and coordinated training. Linda Verde will host a focus on a Dual Language Immersions Academy in grades K-6 this year, increasing a grade level a year until reaching the eighth grade. In conjunction with the focus on Dual Language Immersion in grades K-8 we will also support an introduction to Media Arts in the Schools new Academy of Language and Media Arts. Goal 2: Culture- in response to the previous years data, and ongoing data analysis via formative assessments, and through professional learning communities, the focus will be on improved systemic supports that include Professional Learning Time and integration of both designated and integrated English Language Development. Bilingual Para educators will assist EL students in acquisition of the English Language, and will themselves be trained in integrated strategies, as well as the certificated staff in the implementation of designated supports. EL students will be monitored throughout the year, and for 4 years post reclassification via the Ellevations, an EL monitoring program. Goal 3-Culture: Linda Verde will utilize Positive Behaviors Supports and Interventions, Capturing Kids Hearts, and consistent training in growth mindset and Second Step to assist students in their journey towards self actualization and increased awareness of social emotional needs and development. Goal 4- Family Engagement: we will further develop programs that support family involvement and parent outreach. Linda Verde will maintain the use of Parenting Partners, through work with our Family Ambassador. Furthermore Linda Verde will continue its journey towards maintaining a Dual Capacity framework by working with staff with engagement strategies, as well as with parents, and family members as we move towards a focus on academics in that area.
Revisions will be made throughout the year to this plan with the use of Data, both quantitative and qualitative, as well as through continued contact with all stakeholders to include families, both classified and certificated staff, and through the direction of Linda Verde's leadership team.

Plan Summary

The Story

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

Linda Verde Elementary School currently offers a Dual Language Immersion program in Kindergarten through Seventh grades. Each year an additional grade level will be added up to eighth grade. The Dual Language Immersion classes are a component of a school wide Academy of Language and Media Arts, which focuses on Language and Multiculturalism through Media Arts. In the 2020/2021 school year, we will add one additional Kindergarten DLI class, one additional first grade DLI class, and two Seventh Grade DLI classes. The traditional English Only classes will be discontinued in Kindergarten and 1st grade this year, leaving traditional English classes only in grades two through five. We will continue to expand the DLI and phase out the traditional English classes until the school is entirely DLI in 2025.
Linda Verde Elementary School is committed to educational excellence, empowering all young people to reach their full potential. Our school, in partnership with the community, will prepare students for the future as responsible citizens and lifelong learners. We will successfully implement Common Core State Standards and 21st Century Teaching and Learning (4C's--Collaboration, Creativity, Critical Thinking, and Communication) in all classrooms, for all students, resulting in increased student achievement and creating 21st Century students who can compete in a global society. Linda Verde Elementary School subscribes to the focus presented in the 2020-2021 Local Control and Accountability Plan. Those foci consist of: Lancaster School District Focus:

1. Successful implementation of Standards Based Instruction.
2. Successful adoption of School Wide Positive Behavior Interventions and Supports (SWPBIS), resulting in increased positive school climate and culture.
3. Successful implementation of Professional Learning Communities

Linda Verde is a TK-7 elementary school located in the Antelope Valley High Desert in Southern California. School facilities are in good repair. Linda Verde serves a population of 900 students and reflects the great diversity of the Lancaster community. The ethnic composition of our student body is 6.7% White (not Hispanic), 62.9% Hispanic or Latino, 27.6% African American, and the remaining 2.8% fall under the Asian, Filipino, Pacific Islander, American Indian/Alaska Native or multiple/no response categories. The site also houses one pre-school.

Linda Verde's staff consists of one principal, one assistant principal, 35 teachers (2 RSP teachers and 2 SDC teachers, a fully and appropriately credentialed Site Instructional Coach, one part-time music teacher, one full time Speech/Language Therapist, one full-time Psychologist, one full time Counselor, seven paraprofessionals, four bilingual paraeducators, four full-time clerical/office staff, one Family Ambassador, one Categorical Programs Specialist and 20 other classified/unclassified personnel. Linda Verde's certificated staff members are highly qualified. The Lancaster School District will continue to have 100% of our teachers appropriately assigned and credentialed, including EL and Autism Authorization as required, in the subject areas and for the pupils they are teaching. Furthermore, the district will hire additional teachers to accommodate class size reduction and to address the addition of specialized programs and teachers (Dual Language Immersion) who are fully and appropriately credentialed and trained.

The Lancaster School District operates on a modified traditional calendar with classes beginning in early August and ending in beginning to mid-June. The school currently has an enrollment of 942 students in Kindergarten through seventh grade including two Special Day Classes. Students are required to attend 178 days of school, eleven of which are minimum days. Students in grades K thru

3 are present for 380 (305 instructional) minutes. Students in grades 4 through 7 are present for 380 (320 instructional) minutes. Among the fourth through fifth grades, there are 13 identified GATE students who receive differentiated instruction in their classrooms. Linda Verde has 254 (27%) English Language Learners and 33 (.04%) Foster Youths, and 43 Homeless Students (.05%) enrolled at the school.

Linda Verde School continues to see changes in its socio-economic status. 93.64 percent of our students receive free and/or reduced lunches. Linda Verde staff provides ELD (English Language Development) instruction to English Language Learners (ELL) during Personalized Learning Time (PLT) with Common Core Instruction. Our GATE (Gifted and Talented Education) students receive enrichment and differentiated instruction within the general classrooms and during PLT. Students with identified disabilities have a current Individual Education Plan (IEP) which addresses their unique educational needs. These students have access to the core curriculum through the delivery of instruction in the least restrictive environment (LRE) which may include a general education classroom with resource support (RSP) or a Special Day Class (SDC) as determined by their IEP team.

At Linda Verde Elementary School our mission is to provide all students with 21st Century skills needed to reach their full potential in academic and social/emotional development. Our staff is committed to providing quality instruction through lessons that are designed to reflect the student culture and promote equity of access for all students, Linda Verde has adopted rigorous curriculum goals that include an emphasis on all students receiving the core curriculum. Every pupil has sufficient access to the standards-aligned instructional materials and is taught using standards-based instructional materials that are approved by our local school board. In addition, culturally responsive intervention and enrichment materials are provided for all students. The Linda Verde teachers and support staff provide instruction based on the Common Core Standards. Grade level formative assessments (at least every 8 week period) and summative assessments are administered and analyzed to inform instruction and monitor student progress. The results of these assessments provide a strong emphasis on assessment-based instruction and standardizing instructional practices. Professionalism and commitment to providing quality instruction to ALL students is evident at Linda Verde Elementary School. In addition, Linda Verde currently offers a Dual Language Immersion program in Kindergarten and 1st grade. Each year an additional grade level will be added. The Dual Language Immersion classes are a component of a school wide Cultural Academy, which focuses on Multi-Culturalism and global awareness. All teachers participate in varieties of targeted professional development opportunities (site/district/county) all designed to strengthen instructional delivery, classroom management or social emotional development. One of our focuses this year will be the purposeful integration of technology to enrich or enhance instruction. Common Core State Standards require students to have a working knowledge of technology to access, share and present information. Our teachers will need to have a working knowledge and understanding of the benefits and risks in using technology.

Socio-economically disadvantaged students, English Language Learners, Special Education, and at-risk students have equal access to and participate in this core curriculum through their regular classroom teachers and/or specialists. Teachers in the classrooms use many strategies and techniques (i.e. cooperative learning, SDAIE, GLAD, small group instruction, explicit direct instruction, Thinking Maps, and peer tutoring) to assure that all students have full access to the core curriculum.

ATTENDANCE/TRUANCY RATE:

Linda Verde's attendance rate has been under 95% for the last five years. Attendance remains below our target of 96% or higher. This year increasing our attendance percentage will be one of our focus goals. Linda Verde will increase our attendance rate by 1% by June 2021. Our health clerk and attendance clerk, along with our staff, will work to monitor and educate on healthy choices and habits to support increased attendance. In addition, Linda Verde Elementary is partnering with the Abolish Truancy Program (ACT) sponsored by the Los Angeles County District Attorney's Office. Students who exhibit poor attendance will be referred to the District Attorney's ACT Program if attendance problems cannot be resolved at the school level. Linda Verde attendance rates for all subgroups will increase annually for three years and truancy rates and chronic absenteeism for all subgroups will decrease annually for three years.

DISCIPLINE:

Academic achievement as well as attendance is adversely affected by disciplinary issues. Students who do not feel safe are more reluctant to come to school and will likely not be successful. Positive Behavior Interventions and Supports (PBIS) is "a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving academic and behavior outcomes for all students." Linda Verde Elementary School implements School Wide Positive Behavior Interventions and Supports (SWPBIS) designed to maintain a safe and supportive campus by reinforcing good behaviors and correcting inappropriate behaviors through progressive disciplinary actions. Linda Verde has implemented PBIS to reinforce school-wide positive behavior supports through defining, teaching, and recognizing positive behavior expectations. Linda Verde's positive behavioral expectations are: Be Safe - Be Respectful - Be Responsible and Be Scholarly. These four expectations are explained to students, continuously reviewed, and posted throughout the campus. Our goal for this year is to reduce the disproportionality in suspensions for African American and Students with Disabilities subgroups. In addition, Linda Verde will show an annual reduction of office referrals, suspensions, and expulsions for all students' subgroups; and an annual reduction in the disproportionality between subgroups. We have also introduced the "Capturing Kids Hearts" approach, and the Second Step, Socio-Emotional Curriculum in all classrooms to assist in building relationships with students, while teaching them how to empathize, sympathize and communicate with their peers. In addition, Linda Verde also uses Capturing Kids Hearts social-emotional behavioral supports. All new teachers were trained in CKH in the 2019-2020 school year. Next year, we will ensure that new teachers receive training as well. These two programs are done in conjunction with our SWPBIS approach to discipline procedure.

SPSA Highlights

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

*Expansion and improvement of our successful DLI program
*Media Arts focus in K-7
*Schoolwide academic vocabulary development strategies
*Schoolwide CKH and PBIS

Needs Assessment – Review of Performance

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

Greatest Progress

At Linda Verde Elementary School, we saw a great deal of success with regarding to suspension rates throughout the site. Overall we declined our suspension rate by .9%, as only 1.7% of our students was suspended at least one time. Our Achievement Color here is green. .
The following student groups were blue:
English Learner Student Group
Homeless Student Group

The following Student groups were green:
Socioeconomically Disadvantaged Group
Hispanic Student Group
White Student Group

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local indicators or other local indicators. What steps is the school planning to take to address these areas with he greatest need for improvement?

Greatest Needs

Based on a review of data, our greatest areas of need are our academic performance and engagement as well as our chronic absenteeism. In the ELA performance indicator, we maintained at 1.8%, at orange due to being 65.2 points below standard. Students with disabilities were indicated red. The following groups were indicated orange: African American, Students with Disabilities, English Learners, and Socioeconomically Disadvantaged. In the math performance indicator, we maintained at 1.7%, at orange due to being 82.4 points below standard. Students with disabilities were indicated red. The following groups were indicated orange: African American, Students with Disabilities, and English Learners. Socioeconomically Disadvantaged.students were indicated at yellow.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Performance Gaps

Whereas the overall for Suspension was Yellow, the following student group scored Red: Two or More Races. This was the only gap in which we observed a student group that scored two or more levels below the all student performance category.

Supplemental Services

If not previously addressed identify the two or three most significant ways that the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

We will provide tutoring and homework club for at-risk students as well as attendance and performance incentives.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Linda Verde Elementary School utilized the School Site Council, consisting of families and community members, as well as the school site leadership team to provide input on the goals and actions relevant to achieving the district wide goals set forth in the LCAP. We met with School Site Council on the following dates: 9/29/19, 11/6/19, 12/11/19, 2/12/20, 3/4/20, 5/6/20, 6/3/20

We met with the English Language Advisory Council on: 9/26/19, 10/21/19, 11/30/19, 1/30/20, 2/28/20

We met with the Instructional Leadership Team on the following dates: 9/9/19, 9/18/19

Finally we brought information to our teachers on a continuous basis through staff meetings, and focused PLC's. Information that was reviewed was the Youth Truth Climate Survey provided by the Lancaster School District; information from the California state Dashboard System, as well as various formative data pertaining to student achievement in the core subject areas.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

We have observed that we have a significant need for increased attendance throughout our site specifically for students of two or more races. Further resources are being identified in order to identify possible solutions for this particular student group.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	123	121	146	120	120	143	120	119	143	97.6	99.2	97.9
Grade 4	134	128	148	131	126	141	131	126	141	97.8	98.4	95.3
Grade 5	98	131	130	94	125	125	94	125	125	95.9	95.4	96.2
Grade 7		*			*			*				
All Grades	355	381	424	345	371	409	345	370	409	97.2	97.4	96.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2351.	2390.	2371.	3.33	11.76	9.79	13.33	16.81	16.08	21.67	31.93	23.78	61.67	39.50	50.35
Grade 4	2363.	2387.	2392.	3.05	3.97	6.38	7.63	10.32	13.48	19.85	23.02	21.99	69.47	62.70	58.16
Grade 5	2424.	2424.	2435.	3.19	3.20	4.00	14.89	18.40	18.40	22.34	21.60	28.80	59.57	56.80	48.80
Grade 7		*			*			*			*			*	
All Grades	N/A	N/A	N/A	3.19	6.22	6.85	11.59	15.14	15.89	21.16	25.41	24.69	64.06	53.24	52.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.67	10.92	11.89	25.83	45.38	37.06	67.50	43.70	51.05
Grade 4	3.82	4.76	9.22	35.11	36.51	42.55	61.07	58.73	48.23
Grade 5	4.26	4.80	7.20	42.55	42.40	42.40	53.19	52.80	50.40
Grade 7		*			*			*	
All Grades	4.93	6.76	9.54	33.91	41.35	40.59	61.16	51.89	49.88

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.00	5.93	7.04	30.00	44.07	36.62	65.00	50.00	56.34
Grade 4	2.29	3.97	5.67	27.48	27.78	35.46	70.23	68.25	58.87
Grade 5	7.45	6.40	6.40	32.98	36.00	44.00	59.57	57.60	49.60
Grade 7		*			*			*	
All Grades	4.64	5.42	6.37	29.86	35.77	38.48	65.51	58.81	55.15

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.67	9.24	11.19	49.17	66.39	58.04	44.17	24.37	30.77
Grade 4	3.82	5.56	5.67	37.40	57.14	61.70	58.78	37.30	32.62
Grade 5	3.19	3.20	4.00	54.26	50.40	60.00	42.55	46.40	36.00
Grade 7		*			*			*	
All Grades	4.64	5.95	7.09	46.09	57.84	59.90	49.28	36.22	33.01

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.17	18.49	11.19	51.67	48.74	46.85	44.17	32.77	41.96
Grade 4	3.05	7.14	6.38	41.22	43.65	40.43	55.73	49.21	53.19
Grade 5	8.51	11.20	8.80	41.49	40.80	40.80	50.00	48.00	50.40
Grade 7		*			*			*	
All Grades	4.93	12.16	8.80	44.93	44.32	42.79	50.14	43.51	48.41

Conclusions based on this data:

1. In the 18/19 school year grades 3 grade decreased in their Mean Scale Score for Overall Student Achievement.
2. In the 18/19 school year grades 4 and 5 both modestly increased their Mean Scale Score.
3. in the 18/19 school year we saw increases in the percentage overall of students meeting and exceeding standards.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	123	121	146	122	119	143	122	119	143	99.2	98.3	97.9
Grade 4	134	128	148	131	125	141	131	125	141	97.8	97.7	95.3
Grade 5	98	131	130	95	126	125	95	126	125	96.9	96.2	96.2
Grade 7		*			*			*				
All Grades	355	381	424	348	370	409	348	370	409	98	97.1	96.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2361.	2385.	2377.	1.64	5.88	2.80	17.21	16.81	16.08	24.59	34.45	33.57	56.56	42.86	47.55
Grade 4	2367.	2402.	2401.	0.76	4.00	4.26	2.29	11.20	7.80	27.48	32.80	32.62	69.47	52.00	55.32
Grade 5	2410.	2401.	2411.	1.05	2.38	3.20	3.16	3.97	4.00	23.16	15.87	24.80	72.63	77.78	68.00
Grade 7		*			*			*			*			*	
All Grades	N/A	N/A	N/A	1.15	4.05	3.42	7.76	10.54	9.54	25.29	27.57	30.56	65.80	57.84	56.48

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.56	13.45	8.39	27.87	36.13	39.86	65.57	50.42	51.75
Grade 4	0.77	8.06	7.80	13.08	25.00	24.82	86.15	66.94	67.38
Grade 5	2.11	4.00	4.80	14.74	11.20	15.20	83.16	84.80	80.00
Grade 7		*			*			*	
All Grades	3.17	8.42	7.09	18.73	23.91	27.14	78.10	67.66	65.77

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.20	10.08	8.39	38.52	36.97	38.46	53.28	52.94	53.15
Grade 4	2.31	7.26	4.26	23.85	33.06	35.46	73.85	59.68	60.28
Grade 5	1.05	2.40	5.60	26.32	22.40	24.00	72.63	75.20	70.40
Grade 7		*			*			*	
All Grades	4.03	6.52	6.11	29.68	30.71	33.01	66.28	62.77	60.88

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.10	10.17	6.29	50.82	51.69	47.55	45.08	38.14	46.15
Grade 4	0.00	6.45	4.96	20.00	33.06	30.50	80.00	60.48	64.54
Grade 5	1.05	3.28	2.40	35.79	23.77	27.20	63.16	72.95	70.40
Grade 7		*			*			*	
All Grades	1.73	6.59	4.65	35.16	35.99	35.45	63.11	57.42	59.90

Conclusions based on this data:

1. In the 18/19 school year grades 3 and 4 both modestly decreased their Mean Scale Score for Overall Student Achievement while 5th grade increased moderately.
2. In the 18/19 school year grades 3 - 5 decreased their "% Above Standard."

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
877	**91.9**	**29.0**	**2.5**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	254	29.0
Foster Youth	22	2.5
Homeless	45	5.1
Socioeconomically Disadvantaged	806	91.9
Students with Disabilities	153	17.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	242	27.6
American Indian	2	0.2
Asian	1	0.1
Filipino	3	0.3
Hispanic	552	62.9
Two or More Races	17	1.9
Pacific Islander	1	0.1
White	59	6.7

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Chronic Absenteeism**  Orange	**Suspension Rate**  Green
Mathematics  Orange		

Conclusions based on this data:

1. Academic performance for all subgroups maintained in Suspension, ELA and Math on the CA Dashboard.
2. A significant area of need is chronic absenteeism as 7 student groups were identified as red.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	4	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
65.2 points below standard	59.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++1.8 points	Maintained -1.5 points	10
381	144	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Red
99.2 points below standard	66.9 points below standard	130.6 points below standard
Declined Significantly -32 points	Maintained ++2.5 points	Maintained -2.1 points
17	363	77

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange	 No Performance Color	 No Performance Color	 No Performance Color
79.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Increased ++13.6 points	1		1
105			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 No Performance Color	 No Performance Color	 No Performance Color
63.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	22.5 points below standard
Declined -6.5 points	5		Increased ++14 points
247			22

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
99.1 points below standard	6 points above standard	70.4 points below standard
Increased ++8.3 points	Maintained -2.7 points	Increased ++5.9 points
90	54	227

Conclusions based on this data:

1. For the 18/19 school year Student Performance for ELA increased by 21.6 points
2. For the 18/19 school year ELL Performance for ELA increased by 12.1 points
3. For the 18/19 school year African American performance for ELA increased significantly by 25 points

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
82.4 points below standard	69.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++1.7 points	Maintained ++1.5 points	10
374	143	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 Red
141.3 points below standard	83.2 points below standard	161.8 points below standard
Declined Significantly -39.3 points	Increased ++4.2 points	Declined Significantly -24.4 points
16	359	72

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange	 No Performance Color		 No Performance Color
110.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy
Increased ++8.2 points	1		1
104			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 No Performance Color		 No Performance Color
74.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy		39.5 points below standard
Declined -6.4 points	4		Increased Significantly ++28.6 points
243			21

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
95.4 points below standard	27.4 points below standard	91.7 points below standard
Increased ++12.8 points	Declined -6.5 points	Increased ++4.7 points
89	54	221

Conclusions based on this data:

1. For the 18/19 school year Student Performance increased for Math by 17.8 points
2. For the 18/19 school year ELL Performance for Math increased by 16.7 points
3. For the 18/19 school year Socioeconomically Disadvantaged Performance for Math increased by 18.7 points

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
42.1 making progress towards English language proficiency
Number of EL Students: 171
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
37	62	0	72

Conclusions based on this data:

1. 19.7% of our EL students are observed to be candidates for reclassification.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	4	2	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Orange	 Yellow	 Orange
22.2	10.8	21.2
Declined -2.7	Declined Significantly -6.6	Declined -1.3
967	249	33
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Orange	 Orange	 Red
36.8	22.1	33.1
Declined -2.3	Declined -2.5	Increased +0.5
68	887	175

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	 No Performance Color	 No Performance Color	 No Performance Color
36.6	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.4	2	1	3
279			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow	 No Performance Color	 No Performance Color	 Orange
14.8	36.4	Less than 11 Students - Data Not Displayed for Privacy	24.6
Declined Significantly -4.4	Increased +11.4	1	Declined -1.1
594	22		65

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	3	2

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
		
Green	Blue	Orange
1.7	0.4	5.3
Declined -0.9	Declined -0.7	Increased +5.3
1016	262	38

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
Blue	Green	Orange
0	1.8	3.8
Declined -3.2	Declined -0.9	Maintained +0.1
80	934	185

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color	No Performance Color	No Performance Color
3.7	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
Declined Significantly -1.3	2	1	3
296			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
0.8	0	Less than 11 Students - Data	1.4
Maintained 0	Declined -9.4	1	Declined -1
621	23		69

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.5	1.7

Conclusions based on this data:

1. For the 18/19 school year over all suspension rate maintained at 0% growth.
2. For the 18/19 school year African American suspension rate declined by .1%
3. For the 18/19 school year Socioeconomically Disadvantaged rate maintained at 0% growth.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Options and Excellence: Provide relevant high quality classroom instruction and curriculum that promotes college and career readiness skills with academic interventions and enrichments in place to eliminate barriers to student success.

Goal 1

Academic Options and Excellence
Target 1A ELA: Linda Verde will increase the percentage of students who are meeting or exceeding standards from 15% of the student population to 31%, in yearly increments of 5% as measured by the California Assessment of Student Progress and Proficiency.
19/20-25%
20/21-31%

Target 1B Math: Linda Verde will increase the percentage of students who are meeting or exceeding standards from 8% of the student population to 18% as measured by the California Assessment of Student Progress and Proficiency.

Identified Need

Tier 1 Needs: Training on small group instruction and PLC. structuring collaboration time as data-driven PLC to drive instruction. Deep and ongoing training on Standards-based tier I core instruction (SBI)

Tier 2 Needs: Training on student lead small group and teacher led small group intervention for targeted interventions in Personal Learning Time. Communication and collaboration so that there is the understanding and goal that Tier 2 is successful when you are pulling groups and using data to determine the next steps and build/identify success criteria.

Tier 3 Needs: Training on small group intervention. Communication and collaboration so that there is the understanding and goal that Tier 3 is successful when you are pulling groups and using data to determine the next steps and build/identify success criteria. Building that knowledge with our staff that Tier 2 and Tier 3 are significantly different, that duration, intensity, and frequency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (ALL) CAASPP ELA (EL) CAASPP ELA (AA) CAASPP ELA (SWD) CAASPP ELA (SED) CAASPP ELA (Hispanic)	(ALL) 65.2 below standard (M1.8) (EL) 99.1 below standard (+8.3) (AA) 79.2 below standard (+11.6) (SWD) 130.6 below standard (M-2.1)	(ALL) 60.2 below standard +5 points (EL) 94.1 below standard +8 points (AA) 64.2 below standard +15 points (SWD) 120.6 below standard +10 points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	(SED) 66.9 below standard (M2.5) (Hispanic) 63.7 below standard (M6.5)	(SED) 61.9 below standard +5 points (Hispanic) 60.7 below standard + 3 points
CAASPP MATH (ALL) CAASPP MATH (EL) CAASPP MATH (AA) CAASPP MATH (SWD) CAASPP MATH (SED) CAASPP MATH (Hispanic)	(ALL) 82.4 below standard (M1.7) (EL) 69.7 below standard (M1.5) (AA) 110.3 below standard (+8.2) (SWD) 161.8 below standard (-24.4) (SED) 83.2 below standard (+4.2) (Hispanic) 74.5 below standard (-6.4)	(ALL) 79.4 below standard +3 points (EL) 66.7 below standard +3 points (AA) 107.8 below standard +3 points (SWD) 158.8 below standard +3 points (SED) 80.2 below standard +3 points (Hispanic) 72.5 below standard +3 points

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Standards Baased Instruction
In all subject areas, Standards-based instruction will be utilized in accordance with a focus on interventions driven by the most available and current data. In order to complete this strategy effectively, the following activities will be in place:

*Site coach and administrators will train staff in balanced lesson design including standards-based and rigorous learning intentions and success criteria and small group instruction
*Pink Tuesday time to meet in PLC, evaluate data and unpack standards to plan long-term LO's
*PLC time will be dedicated to grade level data analysis and planning for SBI and reteaching/intervention
*Small Group Instruction will be implemented based on data for effective differentiation
*Time will be dedicated in Professional Learning Communities to create lessons incorporating strategies for Small Group Instruction and conduct Plan-Do-Study-Act cycles to improve implementtion
*Teachers will participate in Small Group Instruction professional development provided by district and site coach

Implementation of this strategy will be monitored through:

*Walkthrough dedicated to the observance of SBI within the classroom (posted LO and SC, student engagement, BLD and small group instruction)
*Share-out at staff meetings of Best Practices in terms of SBI
*Common Formative Assessment data evaluation
*Admin will collect and provide feedback weekly on grade-level learning intentions and success criteria

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,347.30	Title I
2,057.00	LCFF S/C
1,000	LCFF - Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PLC
Professional Learning Communities will consist of data talks to provide for both grade level analysis, vertical articulation of student outcomes, and strategies necessary to provide appropriate academic interventions. In order to complete this strategy effectively, the following activities will be in place:

*Further training in Professional Learning Communities provided by Lancaster School District
*Professional development on CFU and data analysis
*PLC will take place vertically every other months for DLI and Traditional
*Data-driven grade level PLC will take place within grade levels a minimum of two times a month
*Administration and site coach will support grade level and vertical PLC's as needed
*Professional Learning Community Success rubric

Implementation of this strategy will be monitored by:
*Minutes from grade level PLC
*observance of PLC by site administration.
*Common strategies utilized among grade level teams
*Professional Learning Community Success rubric completed at the end of each quarter by staff
*Share out of results of Success Rubric

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,247.30	Title I
12,057.00	LCFF S/C

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, African American students, Socioeconomically Disadvantaged Students

Strategy/Activity

Dual Language Immersion
We will continue to strengthen and expand our 90/10 model of Dual Language Immersion. In order to complete this strategy effectively, the following activities will be in place:

*Bilingual Education Conferences and PD for DLI teachers
*Tutoring and homework club for DLI students to address the language barriers in homework support
*Spanish Language Assessments for program placement and growth monitoring
*Imagine Learning for DLI grades K-2
*Time for curriculum planning and DLI PLC
*Cultural Academy
*Integrated Media Arts in grades K-7, Media Arts courses in grades 6-7
*90/10 model for a total immersion experience
*Dual language conferences for DLI teachers (up to 6 teachers per conference, two conferences)
*Dual language teachers visiting other sites who are successfully implementing a similar dual language model.
*Provision of partnership between the high schools that we matriculate into (Eastside, and Antelope Valley), in order to help our students achieve the Seal of Biliteracy.
*DLI teachers trained in the use of language development strategies, such as TPR, accountable talk, sentence frames...
*bilingual paraeducators
*bilingual homework club and tutoring
*DLI coordinator
*Spanish and bilingual books and resources purchased for the library

Implementation of this strategy will be monitored by:
*Administrative Walkthroughs
*Guiding Principals Rubric completed at the beginning of the year, and end of year.
*Disagregated achievement data

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
40,989.20	Title I
5,000.00	LCFF S/C
0	None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities, Socioeconomically Disadvantaged students, English Learners, African American Students, Homeless students, Foster students

Strategy/Activity

Differentiated PLT
Students will be supported through differentiated services utilizing iReady Math and iReady Reading and Imagine Learning supports in grades K-7 during Personal Learning Time (PLT). In order to complete this strategy effectively, the following activities will be in place:

*Pre and Post Common Formative Assessments will be utilized to identify students area of challenge. iReady will be the focal data
*Students will be supported in six week rotations to identify area of challenge based on both iReady Data in both Math and Language Arts
*Learning goals will be built along with the student, and will be revisited on a weekly basis.
*Use of iReady instruction will be provided to students based on area of need.
*PLC's will work with and deploy students to grade level team members during PLT.
*Imagine Learning will be used in Spanish for Tier II and III in DLI and in English for Tier III in traditional English classes.
*Tutoring for students at Tier III who require additional time beyond school hours

Implementation of this strategy will be monitored by:
*Pre and Post assessment data (iReady, Common Formative Assessments)
*Administrative Walkthrough's
*Instructional coach available to support grade levels before, during and after sessions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,494.60	Title I
0	LCFF - Base
5,000.00	LCFF S/C

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

It was observed in previous iterations of the school plan that there were a great deal of actions presented, and that monitoring those actions was a struggle. It has been determined that Linda Verde would provide for fewer strategies to be used with an increased focus on fidelity to strategy and program.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were changes due to Covid-19 school closure.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Metrics and changes are evident in the focus within the strategies on tier 1 instruction, and specific strategies to be monitored. Linda Verde will be focusing on Small Group instruction site wide, along with use of various strategies in order to meet the needs of the grade level teams as they work with students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Supportive and Inclusive Learning Environments - End the predictability of academic achievement by ensuring that all systems and processes are equitable while being culturally and linguistically responsive to the needs of our students. In addition The District will explore expansion options for Linda Verde Dual Language Immersion Academy, and will define a specific focus for this program to extend into the middle school grade levels.

Goal 2

Linda Verde will increase the amount of students becoming proficient in their English language development by 6% in the 2019-20 school year as measured by the English Language Progress Indicator on the California State Dashboard.

Identified Need

Linda Verde has a high concentration of English language learners within the site, as well as a Dual Language Academy devoted to the learning of the Spanish Language.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Level 4: 19.66% Level 3: 33.76% Level 2: 27.78% Level 1: 18.80%	Level 4: 33.76% Level 3: 27.78% Level 2: 18.80% Level 1: 19.66%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

All English Language Learners will be provided with a minimum of 30 minutes of designated English Language Development during the school day as implemented in the Master Schedule. In order to complete this strategy, the following actions must be in place:
*Training on effective English Language Development strategies to be utilized in designated ELD appropriate to Students ELPAC level.
*Provide PD to teachers and administrators on how to provide targeted ELD instruction
*Designated ELD within personal learning time.
*EL Chair to support teachers with training.
*Utilization of Wonders ELD componenet
*Las Links utilized two times a year to monitor language development
*English 3D used as supplemental curriculum for Long-Term English learners in grades 6-7

*Escaleras
*Estrellitas
*Imagine Learning

Implementation will be monitored by:
*Master schedule
*Grade level PLC
*Site Administration walkthroughs
*Las Links ELD Assessment
*Ellevations to monitor student growth by EL chair

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,540.08	Title I
5,038.00	LCFF S/C
1,000	LCFF - Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Teachers will utilize accountable talk in integrated ELD instruction in order to develop language skills for English Language Learners. In order to complete this strategy, the following actions must be in place:
*Focus on systematic vocabulary development through content in all classes
*Focus on Accountable Talk strategies utilized throughout the site and across subject matter
*Training on Accountable Talk strategies
*Training on lesson design in order to facilitate accountable talk throughout the site
*Para-educators to provide support during integrated ELD
*Training by site coach as to Universal Design for Learning (development of lessons with barriers in mind).
*Bilingual para-educator training on integrated ELD strategies/accountable talk.

Implementation of integrated instruction will be monitored by:
*Administrative walkthroughs
*Las Links ELD assessment
*Ellevations as a monitoring tool by the EL Chair

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,540.08	Title I
5,000.00	LCFF S/C
1,000	LCFF - Base

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

African American Students; English Language Learners

Strategy/Activity

Library Media Specialist will: provide culturally relevant resources to students that support curriculum taught in the classroom; assist students in choosing books at their individual reading levels as identified in Reading Counts assessments

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,342.24	LCFF S/C
1,000	LCFF - Base
242.24	Title I

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

It was observed in previous iterations of the school plan that there were a great deal of actions presented, and that monitoring those actions was a struggle. It has been determined that Linda Verde would provide for fewer strategies to be used with an increased focus on fidelity to strategy and program.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Climate - Personal Integrity and responsibility - Ensure all school sites have safe, warm, welcoming and responsive climates for staffs, students and their families, so that all students feel connected, are motivated to attend and ready to learn.

Goal 3

Linda Verde will increase attendance by .5% over the course of the 2019/20 school year as measured by average daily attendance.

Identified Need

There is a significant need to maintain students in the school, and to decrease chronic absenteeism among all student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension	2,5% of student suspended at least once	Decrease of .5%. 2% of students suspended at least once.
Chronic Absenteeism	24.9%	Decrease of 6% - 18.9% overall chronic absenteeism.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Foster, Hispanic,, African American Students

Strategy/Activity

Culturally responsive classrooms will exist throughout Linda Verde in order to create positive relationships between staff and students, and students with other students. In order to meet this need, the following activities will be in place

Implementation plan:

- All staff will be trained and use Capturing Kids Hearts strategies in the classroom which include the EXCEL model.
- Classified and supervision aide training in CKH will support the overall climate of the school.
- Instructional coach will support the social programs at the grade and classroom levels.
- The PBIS team will work as one team fostering and improving greater social and academic outcomes.

- Leadership team will review data that demonstrates how our school site is improving in the areas of safety, suspension rates for our SED, SLD, Foster, Hispanic and AA students.
- Teachers, administration and counselor will review Kelso's Choices with students daily with the site counselor creating a schedule of classroom visits to support climate.

Students and staff will understand the PBIS model and use the social matrices across campus. They will be incentivized with Bird Bucks to be used for prizes at the Wheel of Fortune (Wednesday) and the SOAR store (Thursdays).

- Morning announcements will encourage the use of the PBIS, CKH, and Kelso's Choice programs as a daily reminder.
- Family Ambassador and school administrator will greet families, staff and students at the beginning and end of the day.
- PBIS incentives will be distributed throughout the school year that include grade level and classroom challenges for modeled behavior.
- Check In Check Out process will support students who are Tier 2 and demonstrating greater support based on our PBIS data.
- Improved safety outcomes during disaster situations with staff and students following appropriate protocols as demonstrated in our school plan.
- Students will be actively engaged in our VAPA program which includes Music class for 2nd-5th grades; and afterschool programs that include dance and art classes.
- PBIS incentives will be used to target high expectations of behavior and outcomes.

Monitored by:

- Lesson plans indicate social lesson plans weekly indicating Second Step.
- Administrative walkthroughs looking for strategies and outcomes related to the social programs.
- School site instructional rounds built with classroom management and the use of positive social programs.
- Suspension and expulsion data reviewed by Administration, Leadership team, SSC, ELAC, AAAC and PBIS team.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000.00	Title I
5,000.00	LCFF S/C

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

The counselor, attendance clerk, teachers and site administrator will review attendance daily, weekly and monthly. In order to meet this need, the following activities will be in place:

- Teachers will work to clear all unverified absences and keep in constant communication with family on a weekly basis.
- Counselor will oversee the A2A system to monitor attendance and target those students who are at risk.
- Parent conferences, ACT, SART and SARB meetings will take place to target specific attendance issues such as chronic absenteeism and truancy.
- Attendance parties, incentives, rewards and awards will be distributed to those students who have great and improved attendance.
- Daily reminders on the morning messages about attendance. Frequent reminders to parents via Parentlink about attendance.
- Letters sent home to parents with students who have poor attendance including chronic absenteeism and truancy.

Monitored by:

- A2A data that demonstrates improvement and effectiveness of monitorization of chronic absenteeism and truancies.
- Monthly attendance data that demonstrates improves attendance each month of school.
- Attendance SSTs and meetings with parents and students demonstrating oversite by the school site.
- Adminstration, counselor and attendance clerk review of data and its demonstration of improved attendance.
- Youth Truth survey data indicating parent, staff and student support of an overall positive feeling for the school climate and culture which increased attendance.
- The reduction of suspensions and the effect on disproportionality related to the number of suspensions of African-American students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,038	LCFF S/C
1,855.60	Title I

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Within goal three it has been determined that there will be a strategic focus on Positive Behaviors, Supports and Interventions, Second Step, and the use of Capturing Kids Hearts in the 2019-20 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Family and community partnerships - Build positive relationships with families and community partners that center around the needs of students, inform our decisions, and strengthen our programs.

Goal 4

Parents and community partnerships will show increased engagement of stakeholders via participation in school events. Additionally Linda Verde will implement the "Parenting Partners" program.

Identified Need

There is a significant need to increase the parent perception of both culture and communication and feedback at Linda Verde Elementary.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Indicator - Culture	3.75	4
Youth Truth Indicator - Engagement	3.7	4
Youth Truth Indicator - School Safety	3.34	3.75
Youth Truth Indicator - Relationships	3.93	4.5
Youth Truth Indicator - Resources	3.67	4
Youth Truth Indicator - Communication and Feedback	3.85	4

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School site will increase parent and family communication through technology that will improve great family engagement. To complete this strategy the following activities must be in place:

- Site will distribute information via site website, parent link, school marquees, Class Dojo, e-mail communication, phone calls, and peach jar.
- Activities will include Welcome Back event, Back to School Night, Parent Conferences, Parenting Partnerships, PTO, School Site Council, AAAC, ELAC, Hot Chocolate Event, Dance and VAPA performances, Real Men Read Event, Open House, Movie Nights.
- Family ambassadors will be utilized to provide for publicity of activities and events, and gain parent participation.

Monitored by:

- Data survey from Youth Truth, number of family volunteer participants in school activities, attendance at school functions such as Open House and BTSN.
- Increased student attendance
- Reduction of schoolwide suspension numbers.
- Improved academic performance as indicated on the CAASPP, i-Ready Math and ELA, Reading Inventories and CFAs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,855.60	Title I
2,000	LCFF - Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners; African Americans

Strategy/Activity

Provide and coordinate Parent Partnerships, academies, school site council, ELAC, AAAC, and other supports that will assist in behavioral, social and academic outcomes of students.In order to complete this strategy the following will be in place:

- Family ambassador to provide training to assist in recruiting parents for parenting partners, and for other parent engagement activities.
- Set up and support families through Parenting Partners workshop in English and Spanish at least four times per year.
- Set up and create the African American Action Committee and create opportunities for families to create, engage, and support the school's goals.
- Set up the Real Men Read program to foster relationships between men in the local community and students by discussing the value of literacy.
- Work with the ELAC, AAAC, and School Site Council in the decision making process of LCAP goals as identified in the SPSA and how that translates to greater social and academic outcomes for students.
- Support families with translations during school events.

- Family engagement activities will include Welcome Back event, Back to School Night, Parent Conferences, Parenting Partnerships, PTO, School Site Council, AAAC, ELAC, Hot Chocolate Event, Dance and VAPA performances, Real Men Read Event, Open House, Movie Nights
- Family will work closely with the site family ambassador most related to the needs of our school. Improved attendance, relational capacity between family and school and better social and academic engagement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Title I
3,195.76	LCFF S/C

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
EL student group

Strategy/Activity
Translation for communication with families

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCFF - Base

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
N/A

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$267,544.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$172,340.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$117,112.00

Subtotal of additional federal funds included for this school: $117,112.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF - Base	$7,000.00
LCFF S/C	$48,228.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $55,228.00

Total of federal, state, and/or local funds for this school: $172,340.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Heather Durant	Principal
Kathleen Chattin	Other School Staff
Eunice Cazarez	Parent or Community Member
Adriana Landeros	Classroom Teacher
Elsa Cardoza	Classroom Teacher
Adriana Rodriguez	Parent or Community Member
Juanita Gonzalez	Parent or Community Member
Phinlang Lee	Other School Staff
Stephenette Lee	Parent or Community Member
Norma Leon-Moncada	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	Gifted and Talented Education Program Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Heather Durant on
SSC Chairperson, Francisco Ramirez on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

GOAL 1 - Academics - Provide relevant high quality instruction and curriculum that promote college and career readiness skills with academic inteventions and enrichments in place to eliminate barriers to student success				
Budget Category (1000, 2000, 3000, 4000, 5000)	**Amount to be expended**	**Funding Source to be expended from SPSA (LCFF Base; LCFF S/C; Title I)**	**Description**	
Goal 1				
1000		Base		**Important Note Regarding Title I funds**
1000		Supplemental Concentration		If site expends Title I resources, please provide an explanation regarding what you are purchasing in the "Notes" column of your budget sheet for all Title I expenditures.
1000		Title I		
2000		Base		
2000		Supplemental Concentration		
2000		Title I		
3000		Base		
3000		Supplemental Concentration		1000 - Certificated Personnel Salaries
3000		Title I		2000 - Classified Personnel Salaries
4000	5,000	Base	Front sign, banners, promotional materials, T-shirts	3000 - Employee Benefits
4000		Supplemental Concentration		4000 - Books and Supplies
4000	5,000	Title I	Flexible seating, balls, calm-down kits, school spirit	5000 - Services and other operating expenditures (mileage, consultants, conferences, duplicating, etc.)
5000	10,050	Base	Copy machine service contracts	6000 - Capital Outlay
5000		Supplemental Concentration		
5000		Title I		
6000		Base		
6000		Supplemental Concentration		
6000		Title I		
Goal 1 LCFF Base Expended	15050			
Goal 1 LCFF Supplemental Concentration Expended	0			
Goal 1 Title I Expended	5000			
Goal 1 Total Expended	20050			

School Year: **2020-21**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John and Jacquelyn Miller Elementary School	19646670119313	09/12/2019	June 16, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Title I and LCFF funds will be used to positively improve the quality of education for all students focusing on effective first instruction, intervention for struggling academically and enrichment for all students.

Plan Summary

The Story

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

Miller Elementary is currently serving approximately 814 students in grades TK/K through 6th. Our school located in the high desert of north Los Angeles County in Lancaster, California. The Miller Community promotes a positive school environment where everyone feels respected, understands thier responsibilities, and is afforded the opportunity to experience success in thier learning environment. Miller is focused on providing a rigorous academic environment to prepare our students to be competitive in a global society.

The ethnic and demographic composition of our student body reflects the diversity of the Lancaster community. Fortyseven (47%) percent are Hispanic or Latino. Twentyfour (24%) percent are African American or Black. Seventeen (17%) percent are White. Two and a half (2.5%) percent are Filipino. One point seven (1.7%) percent are Chinese, Japanese, Vietnamese, Cambodian, and other Asian. Eighty (80%) percent are Socioeconomically Disadvantaged. Ten-point one (10.7%) percent are English Language Learners. Twenty (2%) students are identified as GATE in grades 4 - 6 participating in GATE Academies, GATE Family Night events, or GATE field trips. Currently, 92 (11.4%) percent of Miller's student population are identified as Homeless and Foster Youth. Ten (10%) percent of Miller's population students are enrolled as Special Education including thirty-three (4%) in SDC Moderate/Severe classes (grades 1 - 6).

Miller School has achieved an Annual Attendance Average of more than ninety-four (94%) percent for the past seven years (2011/12 through 2019/20). All classrooms compete by grade level team for the monthly highest percentage ‘Perfect Attendance Trophy’ distributed to each 'winning classroom' on the grade level, as well as the 'winning SDC class’ during ‘Jaguar Spirit’ ‘Assemblies. Jaguar students receive Jaguar Jaks based on the percentage win for the attendance month.

Miller School PLC Grade Level Teams collaboratively meet monthly for planning. Professional development is facilitated by our Site Instructional Coach and/or Principal for two (2) hours or more per month for site-based or district PD. Early Release Tuesdays also provide 2-hour blocks for Staff meeting/PLC, PD/PLC for planning, for data analysis, for embedded formative assessments, for benchmark/performance task scoring and review. The Miller School Teaching Team prioritizes 'Effective First Instruction,' 'Multi-tiered System of Supports' and 'Professional Learning Communities.' Miller School has invested in multiple technologies for use by both its students and its staff to enrich or enhance the learning and teaching experience. Miller School achieved its one-to-one ratio of chrome books with students in grades 2 – 6 in February 2017. We invested in SMART software projectors for ‘interactive whiteboard conversion’ technologies beginning in our primary classrooms (TK/K – 2). Miller expects to install the 'next generation' SMART Projectors that interact with student-assigned chrome books beginning in 3rd grade then continuing to 6th grade.---Targeted Tuesdays and IAB data

SPSA Highlights

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

Miller Elementary School will focus on effective first instruction through small group instruction and high leverage strategies during first tier instruction, establishing effective and productive grade-level collaboration, re-establish and commit to implementation of Tier 1 Positive, Behavior, intervention, and support framework schoolwide for struggling learners and enrichment for all students in the 2020-2021 school year.
Miller will use iReady English Language Arts and Mathematics Software. Teachers will use it to support Tier I for all students. iReady online instruction in ELA and Math will also be used to support Tier II small group instructions to make sure students are learning the key grade-level standards. Assessments will be monitored
every 4-6 weeks by grade level PLCs and Instructional Leadership Team (ILT) to make sure we are servicing the needs of all learners.
System 44 will to be a Tier III intervention for our fourth-grade through sixth-grade students.
Miller has AVID in place in all fourth through sixth-grade classes.
Direct Instruction is essential in all classes at every grade level. We will continue with Lesson Studies and Dr. Douglass Professional Development to enhance our focus on Math and great first instruction for all students.
PBIS continues to be a very effective system in cutting down on our discipline issues.
Miller's ultimate goals for the 2020-2021 school year is to Improve CAASPP scores by 3-8 points standard in both Math and Language Arts.
Increase the number of reclassified English Language Learners based on ELPAC scores
Decrease schoolwide chronic absenteeism by 5%
Decrease subgroups (SWD) in suspension rates 1.0% from 2.8% to 1.8%

Needs Assessment – Review of Performance

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

Greatest Progress

In English Language Arts English learners and SED students maintaining the Orange status while Hispanic students increased by 4.1 points in ELA on the 2018 CA Dashboard. African American, English Learners, and Hispanic students all maintained Organe status on the CA Dashboard while SED students increased by 3.7 points on the 2018 CA Dashboard.
Miller's Suspension rates decreased by 0.7% to 2.8% rate as shown on the California Dashboard for 2018.
Our African American population decreased in their suspension rates by 1.4%
Our homeless population decreased in their suspension rates by 1%
Our Students with disabilities population decreased in their suspension rates by 1.4%
Miller's Chronic Absenteeism declined by 1.2%

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local indicators or other local indicators. What steps is the school planning to take to address these areas with he greatest need for improvement?

Greatest Needs

One of our greatest needs is In ELA (student groups in the Orange range based on CA Dashboard Data) are
African American Students, They are 46.1 points below standard and decreased by 5.6 points from the previous year. We need to have them increase by 8 points over 3 years to regain what was lost and show growth. We have begun to address this through effective first instructions and targeted intervention.
ELD students are 21.7 points below standard and maintained 1 point from the previous year. Teachers were getting accustomed to the newly adopted curriculum. This year they will receive PD on
ELD curriculum, strategies, and expectations. We have implemented a grade level/site-wide universal ELD time to better reach out to struggling English language learners.
Socioeconomically Disadvantaged students. They are 25.9 points below standard... We have begun to address this through effective first instructions and targeted intervention

In Math, our groups in greatest need in Math (student groups in the Orange range, based on CA Dashboard Data) are
African American Students, are 70.5 points below standard. They increased by 8.8 points from the previous year. Miller's goal is an increase of 3 points over three years gain points and move yellow range on the CA Dashboard. We focused on effective first instruct, small group instruction, targeted intervention, and tutoring.
ELD students are 44.1 points below standard and declined by 6.7 points from the previous year. Teachers were getting accustomed to the newly adopted curriculum. This year they will receive PD on
ELD curriculum, strategies, and expectations. We have implemented a grade level/site-wide universal ELD time to better reach out to struggling English language learners.
Hispanic students are 44.4 points below standard. They maintained 0.3 points from the previous year. We have begun to address this through effective first instructions and targeted intervention.

Our groups in greatest need In Chronic Absenteeism (student groups in the Orange range, based on CA Dashboard Data) are
Hispanic, Homeless, and African American students are in the orange: We began holding meetings with parents with the
counselor. Site and District attendance incentives, and attendance conferences and contracts.
Our suspension rate for homeless students declined by 1%. However, they are in the orange range based on the CA Dashboard.
We have our full time counselor working with our homeless/foster groups.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on

review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Performance Gaps

At Miller our
To address the performance gaps in ELA and Math, we will focus on Effective First Instruction strategies, differentiating for students with specific needs, professional development aimed at BLD (Balanced Lesson Design), 5E's, and instructional strategies. Using data analysis (iReady diagnostic, iRead diagnostic, and Common Formative Assessment) to meet students' academic needs. We will use targeted evidence-based intervention to address Tier II and Tier III of the Multiple Tier System of Support.
Chronic Absenteeism:
The school counselor, attendance secretary, and assistant principal will be key participants in addressing chronic absenteeism. This will be done through active parent communication, attendance incentives, and the ACT program.
Suspension Rate:
To further reduce the suspension rate, we will use alternative discipline and/or consequences to change negative behavior. We will continue to use PBIS to implore positive behavior and advance our efforts to improve school climate by teaching and re-teaching behavior expectations, provide student support and use “Check In Check Out” (CICO) to support tier III the behavior of students.

Supplemental Services

If not previously addressed identify the two or three most significant ways that the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

Categorical funds will be used for Tier II and Tier III supports for students with an emphasis on assisting EL, Foster Youth, Homeless Youth, and At-risk students.
Tutoring and other before and after school interventions will be provided.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Miller Elementary School will be engaged in ongoing consultation with the School Site Council, ELAC,
AAAC, Parenting Partners, PTO, and other community members. The SPSA will be reviewed at least
quarterly with these groups.
Miller will hire a family ambassador to help make the ongoing connection to our families and the community at large.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Many factors affect the academic achievement of Miller Elementary students. Approximately 80% of Miller students are eligible for free or reduced school lunch. 5% of our students are Homeless, and 1.4% are in foster care. Academic achievement is affected by students' attendance and disciplinary issues. The average attendance rate is 94% in the 19/20, 94.06% in 2017-2018, and 95.53% in 2016-2017. Approximately 10.2% of our students are identified as having Chronic Absenteeism due to their excessive absences. In 2017-2018, 35 students were suspended. We strive to improve overall attendance and reduce truancy by building relationships with students, proving a variety of incentives for excellent attendance, making school engaging and welcoming, eliminating barriers to attendance, and partnering with the Abolish Chronic Truancy Program sponsored by the Los Angeles County District Attorney's Office. We continue to improve our school climate and lower disciplinary issues through the use of interventions such as Capturing Kids' Hearts, Positive Behavior Incentive Systems, Second Step and Kelso's Choices lessons, referral to School-Based Mental Health Counseling Programs, Zones of Regulation classes, Check-In/Check-Out strategies, academic and behavioral supports, and increased parental communication.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	98	91	111	97	88	109	97	87	109	99	96.7	98.2
Grade 4	99	96	87	96	95	86	96	95	86	97	99	98.9
Grade 5	94	94	102	93	92	99	93	92	99	98.9	97.9	97.1
Grade 6	71	85	110	70	82	110	70	82	110	98.6	96.5	100
All Grades	362	366	410	356	357	404	356	356	404	98.3	97.5	98.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2407.	2406.	2401.	18.56	18.39	12.84	17.53	22.99	26.61	31.96	22.99	27.52	31.96	35.63	33.03
Grade 4	2469.	2470.	2450.	20.83	21.05	16.28	30.21	28.42	26.74	16.67	22.11	19.77	32.29	28.42	37.21
Grade 5	2492.	2476.	2471.	21.51	16.30	11.11	23.66	21.74	29.29	22.58	22.83	17.17	32.26	39.13	42.42
Grade 6	2510.	2524.	2524.	8.57	18.29	20.00	30.00	26.83	27.27	35.71	26.83	25.45	25.71	28.05	27.27
All Grades	N/A	N/A	N/A	17.98	18.54	15.10	25.00	25.00	27.48	26.12	23.60	22.77	30.90	32.87	34.65

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.49	20.69	15.74	41.24	39.08	59.26	42.27	40.23	25.00
Grade 4	25.00	18.95	16.28	44.79	60.00	52.33	30.21	21.05	31.40
Grade 5	21.51	18.48	16.16	44.09	46.74	45.45	34.41	34.78	38.38
Grade 6	14.29	23.17	14.55	52.86	34.15	46.36	32.86	42.68	39.09
All Grades	19.66	20.22	15.63	45.22	45.51	50.87	35.11	34.27	33.50

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	19.59	16.09	11.11	47.42	47.13	51.85	32.99	36.78	37.04
Grade 4	26.04	26.32	16.28	43.75	47.37	60.47	30.21	26.32	23.26
Grade 5	31.18	23.91	18.18	36.56	40.22	49.49	32.26	35.87	32.32
Grade 6	22.86	29.27	28.18	51.43	46.34	48.18	25.71	24.39	23.64
All Grades	25.00	23.88	18.61	44.38	45.22	52.11	30.62	30.90	29.28

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.56	25.29	25.00	55.67	59.77	53.70	25.77	14.94	21.30
Grade 4	16.67	18.95	13.95	58.33	68.42	67.44	25.00	12.63	18.60
Grade 5	19.35	10.87	9.09	58.06	57.61	64.65	22.58	31.52	26.26
Grade 6	14.29	9.76	14.55	65.71	74.39	66.36	20.00	15.85	19.09
All Grades	17.42	16.29	15.88	58.99	64.89	62.78	23.60	18.82	21.34

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.71	26.44	12.96	48.45	39.08	49.07	27.84	34.48	37.96
Grade 4	30.21	18.95	13.95	48.96	56.84	52.33	20.83	24.21	33.72
Grade 5	22.58	22.83	16.16	51.61	45.65	44.44	25.81	31.52	39.39
Grade 6	20.00	34.15	34.55	50.00	45.12	44.55	30.00	20.73	20.91
All Grades	24.44	25.28	19.85	49.72	46.91	47.39	25.84	27.81	32.75

Conclusions based on this data:

1. 43% of all students in grades 3 - 6 for ELA MET or EXCEEDED Standards on CAASPP 2017 representing a 4% decline of overall achievement in comparision to 47% in 2016 who Met/Exceeded the Standards that represented a double-digit gain of 14% with 33% of Miller students who Met/Exceeded Standards on CAASPP 2015. Based on collaborative discussions with Miller's SSC, PLC Teams, and other stakeholders, it was determined that our districtwide focus in 16-17 on Math Claim One and Math interventions may have shifted our intensive ELA instructional focus in prior years (14/15, 15/16) to a singular intentional focus on Mathematics.

2. 66% of all students were Above, At or Near Standards for Claim #1 Reading on CAASPP 2017 as compared to 65% in 2016 and 51% in 2015. This represents a positive trend for Claim # 1 Reading from 14-15 through 16-17. Based on collaborative discussions with Miller's SSC, PLC Teams, and other stakeholders, it was determined that Miller's Literacy Lab model with its intensive intervention of System 44/Read 180 may have contributed to increases. It was highlighted that 16/17 was the first year that we provided System 44 to qualifying 3rd graders for intervention. It was noted that our iREAD Foundational Reading Lab for grades 1 and 2 may also have contributed to Miller's annual Reading gains. Miller School acquired Imagine Learning software licensing for qualifying 6th graders as an intensive intervention resource during the 2017-18 school term. Expanding Imagine Learning is recommended.

3. 69% of all students were Above, At or Near Standards for Claim #2 Writing on CAASPP 2017 as compared to 76% in 2016 and 62% in 2015. Both 4th and 5th grades have a positive trend for growth in % Above Standard in Writing. Based on collaborative discussions with Miller's SSC, PLC Teams and other stakeholders, we believe the use of Performance Coach (4th-6th) and Ready Common Core (3rd-4th) contributed to the dramatic increase and growth from 14/15 to 15/16. The updated Thinking Maps training was delivered as well as a focus on writing strategies such as, Writing Rockets, ACE, and RACE. It was recommended that these strategies be incorporated with the current implementation of our new adoption series. Exploring the components of the new adoption for ELA/ELD is recommended for increasing writing competencies.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	98	91	111	98	88	109	98	88	109	100	96.7	98.2
Grade 4	99	96	87	98	95	86	98	95	86	99	99	98.9
Grade 5	94	95	102	94	92	100	94	92	100	100	96.8	98
Grade 6	72	85	110	72	82	110	72	82	110	100	96.5	100
All Grades	363	367	410	362	357	405	362	357	405	99.7	97.3	98.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2419.	2397.	2399.	12.24	6.82	5.50	25.51	21.59	28.44	31.63	34.09	25.69	30.61	37.50	40.37
Grade 4	2468.	2476.	2461.	13.27	15.79	11.63	29.59	30.53	22.09	39.80	32.63	45.35	17.35	21.05	20.93
Grade 5	2448.	2470.	2456.	5.32	10.87	8.00	13.83	10.87	11.00	24.47	35.87	29.00	56.38	42.39	52.00
Grade 6	2487.	2488.	2504.	13.89	10.98	19.09	18.06	24.39	13.64	25.00	17.07	27.27	43.06	47.56	40.00
All Grades	N/A	N/A	N/A	11.05	11.20	11.11	22.10	21.85	18.77	30.66	30.25	31.11	36.19	36.69	39.01

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.47	11.36	13.76	32.65	50.00	40.37	43.88	38.64	45.87
Grade 4	23.47	29.47	25.58	41.84	36.84	39.53	34.69	33.68	34.88
Grade 5	8.51	11.96	10.00	21.28	31.52	27.00	70.21	56.52	63.00
Grade 6	22.22	19.51	22.73	25.00	28.05	28.18	52.78	52.44	49.09
All Grades	19.34	18.21	17.78	30.66	36.69	33.58	50.00	45.10	48.64

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.37	13.64	17.43	55.10	43.18	41.28	26.53	43.18	41.28
Grade 4	18.37	21.05	15.12	50.00	55.79	48.84	31.63	23.16	36.05
Grade 5	10.64	10.87	9.00	30.85	41.30	40.00	58.51	47.83	51.00
Grade 6	16.67	13.41	18.18	41.67	36.59	42.73	41.67	50.00	39.09
All Grades	16.02	14.85	15.06	44.75	44.54	42.96	39.23	40.62	41.98

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	24.49	9.09	11.01	53.06	55.68	50.46	22.45	35.23	38.53
Grade 4	22.45	20.00	17.44	48.98	50.53	47.67	28.57	29.47	34.88
Grade 5	5.32	8.70	7.00	40.43	51.09	43.00	54.26	40.22	50.00
Grade 6	13.89	14.63	19.09	40.28	39.02	38.18	45.83	46.34	42.73
All Grades	16.85	13.17	13.58	46.13	49.30	44.69	37.02	37.54	41.73

Conclusions based on this data:

1. 33% of all students in grades 3 - 6 for MATHEMATICS MET or EXCEEDED Standards on CAASPP 2017 representing a 2% increase of overall achievement in comparison to 31% in 2016 who Met/Exceeded Standards that represented a double-digit gain of 12% with 19% of Miller students who Met/Exceeded Standards on CAASPP 2015. Based on collaborative discussions with Miller's SSC, PLC Teams, and other stakeholders, it was determined that our districtwide focus in 16/17 on Math Claim One as well as Math interventions may have contributed to the increase of overall achievement percentages. It was highlighted that our site acquired 'Number Talks' texts/PD and Imagine Learning's 'Big Brainz' software now called 'Math Facts' for intervention. There is a need for foundational skills precision and fluency across all grade levels; therefore, the school site identified Imagine Learning's new software as a means to motivate fluency acquisition and practice of foundation math skills. Additional PD focused on the 8 mathematical practices including the targets and essential standards for Claim #1. It was noted that 17-18 represents the third year of implementation for the district's adopted curriculum aligned to Common Core State Standards.

2. Both 3rd and 6th grades have a positive trend for growth in % Standard Exceeded for overall achievement from 14-15 to 16-17. Grades 4 and 5 have a positive trend for growth in % Standard Met for overall achievement from 14-15 to 16-17. 51% of all students were Above, At or Near Standards for Claim #1 Concepts & Procedures on CAASPP 2017 as compared to 54% in 2016 and 42% in 2015. It was highlighted that both 3rd and 5th grades have a positive trend for growth in % Above Standard in Concepts & Procedures. Grade 4 has a significant positive trend for growth in % At or Near Standard for Claim # 1 from 14-15 to 16-17. It was noted that the district contracted with Dr. Douglas to provide specialized training in 17/18 for all 5th and 7th grade math teachers in order to increase scores as well as enhance understanding of concept knowledge versus procedural knowledge.

3. 61% of all students were Above, At or Near Standards for Claim #2 Problem Solving & Modeling/Data Analysis on CAASPP 2017 as compared to 57% in 2016 and 47% in 2015. Both 4th and 6th grades have a positive trend for growth in % Above Standard in Claim #2. Both 4th and 5th grades have a positive trend for growth in % At or Near Standard for this claim. Based on collaborative discussions with Miller's SSC, PLC Teams and other stakeholders, it was determined our current understanding of the eight mathematical practices as well as the essential grade level standards (EGLS) for mathematics have contributed to these positives trends for growth.
It was highlighted that Miller School advocates the continued use of ScootPad software for mathematics as it mimics SBAC protocols and its technology tools.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
814	**80.6**	**10.7**	**1.4**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	87	10.7
Foster Youth	11	1.4
Homeless	81	10.0
Socioeconomically Disadvantaged	656	80.6
Students with Disabilities	93	11.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	199	24.4
American Indian	2	0.2
Asian	14	1.7
Filipino	20	2.5
Hispanic	388	47.7
Two or More Races	47	5.8
Pacific Islander	2	0.2
White	142	17.4

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Chronic Absenteeism**  Red	**Suspension Rate**  Orange
Mathematics  Orange		

Conclusions based on this data:

1. Both ELA and Mathematics ALL Students performance levels are ORANGE in color. In ELA All Students are only 10.4 points below level 3. In MATH All Students are 39.7 points below level 3. In ELA the All Students Low Status indicates a Declined Change based on decline of -8.9 points between 2016 CAASPP results and 2017 CAASPP results. Unfortunately, Miller had a GREEN performance level in ELA for ALL Students comparing CASSPP results 2015 to 2016. In MATH the All Students Low Status indicates a Maintained Change based on only -1.2 points difference between 2016 CAASPP results and 2017 CAASPP results. Unfortunately, Miller had a GREEN performance level in MATH for All Students comparing CAASPP results 2015 to 2016. In 2017 ELA, four (4) students groups are ORANGE with one (1) student group in GREEN. In 2017 MATH, three (3) student groups are ORANGE with two (2) student groups in YELLOW.
2. Miller's Fall 2017 English Learner Progress Indicator (ELPI) Report indicates the number of students of seventy-four (74) with a performance level of YELLOW. Its Low Status at 64.9% shows an Increased Change of +7.9%.
3. Miller's Fall 2017 Suspension Rate Report indicates the number of students at 797 with a performance level color of ORANGE. Its High Status of 3.5% shows an Increased Change of +1.8%. Unfortunately, five (5) student groups are in the RED performance level and two (2) student groups are in the ORANGE performance level. Only one (1) student group is in a higher performance group at YELLOW among eight (8) student goups.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	2	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
18.6 points below standard	21.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -3.7 points	Maintained ++1 points	4
386	70	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Orange
54.1 points below standard	25.9 points below standard	72.7 points below standard
Increased ++8.1 points	Maintained ++2.7 points	Increased ++12.2 points
23	316	48

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
46.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	60.8 points above standard
Declined -5.6 points	1	6	Declined Significantly -41.7 points
90			13
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
15.2 points below standard	51.2 points below standard	0 Students	0.6 points below standard
Increased ++4.5 points	Declined Significantly -28.2 points		Maintained ++0.1 points
191	17		68

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
76.3 points below standard	12.6 points above standard	21.1 points below standard
Maintained ++1.7 points	Declined Significantly -18.5 points	Declined -6 points
27	43	299

Conclusions based on this data:

1. ALL Students on the Fall 2017 English Language Arts Assessment Report with a total number of three hundred, fourteen (314) students resulted in a Performance Level of ORANGE in color. ALL Students' Low Status was only 10.4 points below Level 3 with a Declined Change of -8.9 points comparing 2016 CAASPP to 2017 CAASPP. Four (4) student subgroups have ORANGE Performance Levels and one (1) student subgroup has a GREEN Performance Level. Miller Elementary has no student subgroups with a Red performance level. Unfortunately all five (5) student subgroups Declined or Declined Significantly by -6.1 points to -19.2 points below level 3 as a Change between 2016 to 2017 CAASPP.
2. Miller Elementary's Instructional Leadership Team (ILT) has proposed explicit AMOs for each of the five (5) student subgroups with number of students above thirty (30). We expect to Increase Change by an average of six (6) points in order to move the ORANGE Performance Levels to YELLOW Performance Levels when comparing 2017 CAASPP to 2018 CAASPP results. Miller's ILT noted that if ALL Students increase by 6 points, then its ALL Students Performance Level of ORANGE could change to GREEN based on both Increased Change and Increased Status.
3. The Status level for each of the five (5) student subgroups is either LOW or HIGH with African American subgroup at 29.9 points below level 3 and White subgroup at 11.2 points above level 3, thus indicating an achievement gap. If six (6) points can move each subgroup closer to Level 3, then the four (4) subgroups with an ORANGE Performance Level can move to the YELLOW Performance Level.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	2	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
41.9 points below standard	44.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1 points	Declined -6.7 points	4
384	69	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Yellow
89.1 points below standard	49.4 points below standard	94.1 points below standard
Declined -15 points	Maintained ++1.3 points	Increased Significantly ++20.3 points
23	314	46

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Yellow	 No Performance Color	 No Performance Color	 No Performance Color
70.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	26.2 points above standard
Increased ++8.8 points	1	6	Declined Significantly -44 points
90			13
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 No Performance Color		 Green
44.4 points below standard	50.2 points below standard		13.5 points below standard
Maintained ++0.3 points	Declined Significantly -17 points		Increased ++7.2 points
189	17		68

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
74 points below standard	26 points below standard	45.7 points below standard
Increased ++12.7 points	Declined Significantly -36.6 points	Maintained -2.1 points
26	43	298

Conclusions based on this data:

1. ALL Students in Mathematics with a number of students at three hundred, fourteen (314) had an ORANGE Performance Level based on Low Status at 39.7 points below Level 3 with a Maintained Change of -1.2 points. There were five (5) student subgroups with number of students of thirty (30) or more with ORANGE or YELLOW Performance Levels. Each of the five (5) subgroups had a Low Status with points below level 3 ranging between -77.3 points to -31.2 points below level 3. The African American student subgroup was farthest at 77.3 points below level 3 and the White student subgroup was closest at 31.2 points below level 3. Each student subgroup either Increased Significantly or Declined Significantly based on Change in points. The White subgroup Declined Significantly with a Change of -23.7 points below level 3 when comparing CAASPP 2016 to CAASPP 2017. English Learners Increased Significantly with a Change of +18.5 points comparing 2016 to 2017. African American subgroup Declined only by -10.4 points whereas, Hispanic subgroup Increased by +9.1 points with its Change in points. Miller Elementary has no student subgroup with a Red Performance Level.
2. Miller Elementary's Instructional Leadership Team (ILT) has proposed AMOs for each of the five (5) student subgroups with number of students above thirty (30). By increasing six (6) points in Mathematics on CAASPP 2018 for each of these student subgroups, then the ORANGE Performance Levels should increase to the YELLOW Performance Levels for three (3) student subgroups. A six (6) point increase for both English Learners and Hispanic subgroups should maintain their YELLOW Peformance Levels but both subgroups moving closer to level 3 in points for Mathematics.

3. The Miller ILT noted that if ALL Students increase by six (6) points on CAASPP 2018 in MATH, then ALL Students current ORANGE Performance Level for 2017 would change to YELLOW Performance Level in 2018.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
40.9 making progress towards English language proficiency
Number of EL Students: 44
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10	16	5	13

Conclusions based on this data:

1. English Learners' performance level in Mathematics is YELLOW in color with its Low Status at 35.8 points below level 3 but an Increased Significantly Change of +18.5 points Only fifty-six (56) students are identified as English Learners for the Fall 2017 MATH Assessment Report. English Learners' performance level in English Language Arts (ELA) is ORANGE in color with its Low Status of 22.7 points below level 3 and Declined Change of -7.4 points. The same number of identified English Learners is fifty-six (56) for the Fall 2017 ELA Assessment Report. Of these fifty-six (56) English Learners, forty-one (41) are EL Only and fifteen (15) are Reclassified Only. It is important to highlight that the Reclassified Only EL students' STATUS in ELA is Very High at 60.8 points Above Level 3 with a Maintained Change of -0.3 points. EL Only students' Status in ELA is Low at 53.2 points below level 3 but an Increased Change of +7.5 points. It is also important to note that the Reclassified Only EL students' Status in MATH is High at 30.5 points Above Level 3 with an Increased Significantly Change of +25.4 points. EL Only students' in MATH is Low at 60.1 points below level 3 but an Increased Significantly Change of +29.6 points. It was highlighted that seven to ten students were new to the country and could only take CAASPP Math not ELA in 2017.
2. English Learner Progress for grades 1-6 at Miller Elementary is YELLOW in color for the Performance Level. Its Status is Low at 64.9% with an Increased Change of +7.9%. Seventy-four (74) students are identified for this number of EL students identified for Fall 2017 English Learner Progress Report.
3. The Fall 2017 Suspension Rate Report indicates that the Student Performance Level for English Learners is YELLOW with one hundred five(105) ELs identified as the number of students for cumulative total. English Learner status for suspensions is LOW at 1% (one percent) but an Increased Change of +1% (one percent).

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
4	3	1	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
		
Red	Orange	No Performance Color
14.4	11.7	5.3
Increased Significantly +4.2	Increased +4.8	Increased +5.3
903	77	19
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
		
Red	Red	Red
28.7	16.2	22
Increased +11.3	Increased Significantly +4.2	Increased +10
122	743	123

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
Red	No Performance Color	No Performance Color	No Performance Color
24.9	Less than 11 Students - Data Not Displayed for Privacy	6.7	0
Increased Significantly +8.8	2	Increased +6.7	Maintained 0
241		15	20
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Orange	Orange	No Performance Color	Yellow
12.5	10	Less than 11 Students - Data Not Displayed for Privacy	6.7
Increased +1.7	Increased +7.4	2	Maintained -0.2
423	50		150

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
3	4	0	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
		
Orange	Orange	No Performance Color
4.1	5	4.2
Increased +1.3	Increased +4.1	Increased +0.3
953	80	24

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
Green	Orange	Orange
2.9	4.7	4.7
Declined -8	Increased +1.5	Increased +2.8
139	789	129

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
6.1	Less than 11 Students - Data 3	0	0
Increased +1.1		Maintained 0	Maintained 0
264		15	20
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Red	No Performance Color	Red
2.5	7.5	Less than 11 Students - Data 2	5.2
Increased +0.6	Increased +2.8		Increased Significantly +2.8
441	53		155

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.8	4.1

Conclusions based on this data:

1. Miller's Suspension Rate Report for 2017 displays performance level colors for eight (8) student groups. Unfortunately, five (5) student groups are RED in color and four (4) student groups are ORANGE in color. Only one (1) student group is in a higher performance level at YELLOW. Miller's multiple stakeholders noted that performance levels were higher in color when comparing suspension rate data between 2015 and 2016 versus comparative data between 2016 and 2017. There was an increase in suspensions between 2016 and 2017 versus a decrease in suspensions between 2015 and 2016. It was also determined that our total student enrollment increased by more than 100 students from 2015 to 2017, thus our cumulative number of students increased by more than 200 students. The Fall 2017 All Students number of students is listed as 797. This number does not represent the average monthly enrollment count during the 2016/17 school term. Miller Elementary's average monthly enrollment report during 2017/18 is estimated at 740 including its SDC Moderate/Severe students enrolled.
2. There is some confusion regarding the state's system for calculating the "Number of Students" on its California Dashboard. For example, twenty-nine (29) students were listed as 'Foster Youth;' however, only twelve (12) to fourteen (14) foster students were identified on the district's confidential listing of Foster students enrolled at Miller Elementary. Unfortunately, an Increased Significantly Change in suspensions is displayed for Foster Youth, Homeless, Students with Disabiities, African American, Two or More Races, and White student groups.
3. Miller's stakeholders discussed the impact of increased enrollment of over 100 students from 2016 to 2017 as well as the challenge of students enrolling mid-year or later. It was noted that thirty or more students enrolled after Spring Break in 2018 thus impacting the potential of our student achievement gains as well as our discipline or suspension decisions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

GOAL 1: ACADEMICS - Provide relevant high quality classroom Good First Instruction and curriculum that promote college and career readiness skills with academic interventions and enrichment in place to eliminate barriers to student success.

Goal 1

GOAL 1: ACADEMICS
Miller Elementary School will provide relevant quality instruction of Common Core Standards that promote college and career readiness skills with targeted academic interventions for at-risk students and targeted enrichments for high achieving students to increase all student success. Miller will increase the percentage of students who are meeting or exceeding English Language Arts standards 41% of the population to 49% and in Math from 30% to 33%. as measured by the California Assessment of the Student Performance and Progress.

Identified Need

John and Jacquelyn Miller Elementary will focus on
Effective First Instruction with emphasis on Depth of Knowledge (DOK), Balanced Lesson Design(BLD)m, and 5E Lesson Design.
Use district materials with fidelity
Implementing a Multi-Tiered System of Support (MTSS), using diagnostic data (iRead, iReady Diagnostic(ELA, MATH), CAASPP, etc) to provide targeted academic intervention based on individual needs.

English language Arts
John and Jacquelyn Miller Elementary will increase the percentage of students who are meeting or exceeding standards in Language Arts from 43% of the student population to 48% of the student population as measured by the California Assessment of Student Progress and Proficiency.

Mathematics
John and Jacquelyn Miller Elementary will increase the percentage of students who are meeting or exceeding standards in Mathematics from 32% of the student population to 37% of the population as measured by the California Assessment of Student Progress and Proficiency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA - All Students CAASPP ELA - English Learners CAASPP ELA - African American CAASPP ELA - Socioeconomically Disadvantage	(ALL) 18.6 points from standard (EL) 21.7 points from standard (AA) 46.1 points from standard (SED) 25.9 points from standard (HI) 15.2 points from standard	(ALL) 3 point increase 15.6 (EL) 3 point increase 18.7 (AA) 3 point increase 43.1 (SED) 3 point increase 22.9 (HI) 3 point increase 12.2 (WH) .3 point increase.3 (SWD) 3 point increase 69.7

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA - Hispanic CAASPP ELA - White CAASPP ELA - Foster/Homeless CAASPP ELA r Students with Disabilites	(WH) .6 points above standard (SWD) 72.7 points from standard	
CAASPP Math - All Students CAASPP Math - English Learners CAASPP Math - African American CAASPP Math - Socioeconomically Disadvantage CAASPP ELA -Students with Disabilities	(ALL) 41.9 points from standard (EL) 44.1 points from standard (AA) 70.5 points from standard (SED) 49.4 points from standard (HI) 44.4 points from standard (WH) 13.5 points from standard (SWD) 94.1points from standard	(ALL) 3 point increase 38.9 (EL) 3 point increase 41.1 (AA) 3 point increase 67.5 (SED) point increase 46.4 (HI) 3 point increase 41.4 (WH) 4 point increase 9.5 (SWD) 4 points increase 90.1
All Students iReady ELA	43%-proficiency	50% Proficient expected
All Students iReady Math	31%-proficiency	40%Proficient expected
Student Youth Truth: Student Engagement Academic Rigor Instructional Methods	2.81 Average Rating 2.61 Average Rating 2.66 Average Rating	.10 increase to 2.91 Average Rating .10 increase to 2.71 Average Rating .10 increase 2.76 Average Rating
Staff Youth Truth Professional Development and Support	4.03 Average Rating	.10 increase to 4.13 Average Rating

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All teachers at Miller Elementary School will implement targeted strategies with support from the Instructional Coach in order to provide for strong tier 1 instruction. Both RACE (writing strategy) and a focus on inquiry will be provided for.

Implementation will be monitored and accomplished by
Administrative walkthrough with identified rubric for implementation
Refresher and training in small group instruction
Develop individual/grade-level plan for the implementation of daily small group instruction
Use relevant and timely data to form small groups for instruction

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
27700	Title I
0	LCFF S/C
1000	LCFF - Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers at Miller will provide daily small group instruction in Language Arts, Mathematics, and enrichment.

Implementation will be monitored and accomplished by
Daily walkthrough by administration and district personnel
Monthly walkthrough by members of the ILT
Use data (CFU, iReady) to inform/guide instruction and monitor student growth.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Title I
0	LCFF S/C
0	LCFF - Base

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Strategy: Teachers at Miller will regularly collaborate forming and participating in an effective grade-level, subject (AVID), or department collaborative PLC.

Implementation will be monitored and accomplished by
Administrative participation in grade-level (PLC) meetings.
Grade-level (PLC) meeting minutes.
Bi-Monthly AVID meetings to review data and implementation
Data analysis of diagnostic inventories and CFU's.
ILT and grade-level monitoring and discussion of student growth.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I
14575	LCFF S/C
1000	LCFF - Base

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Miller will implement a Multi-Tiered System of Support (MTSS), using diagnostic data (iRead, iReady Diagnostic(ELA, MATH), CAASPP, etc) to provide targeted academic intervention based on individual needs through before, after and saturday academies). In all subjects, students will have access to technology to support learning in i-Ready curriculum and promote fluency with CAASPP.
Targeted Tuesdays will be implemented by teachers using the district Math YAAG, Common Core Standards, IAB's and or curriculum for the purpose of mathematics instruction
Teachers will use various technology during Targeted Tuesday to support student achievement and engagement.
Funds will be allocated for technology maintenance, upgrades, materials, and supplies

Implementation will be monitored by
Administrative participation in grade-level (PLC) meetings.
Grade-level (PLC) meeting minutes.
Data analysis of diagnostic inventories and CFU's.
ILT and grade-level monitoring and discussion of student growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11800	Title I
14581	LCFF S/C
2000	LCFF - Base

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Miller will use various strategies to achieve the for mentioned goals. Through effective first instruction, professional development, AVID implementation, intervention (MTSS, System 44, READ 180 & CFU) and enrichment using diagnostic data

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Miller entered CSI status this year ans will focus on specifically on two strategies: Small Group Instructions during core instructions and the implementation of effective and productive grade-level collaboration.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on Miller's CSI status a we implement teacher professional development/training and support.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

GOAL 2: CULTURE - Supportive and Inclusive Learning Environments - End the predictability of academic achievement by ensuring that all systems and processes are equitable while being culturally and linguistically responsive to the needs of our students.

Goal 2

GOAL 2: Miller will provide a supportive and inclusive Learning Environment for all students where100% of English Language Learners (ELL) will improve their proficiency in English by advancing a minimum of one performance level on the ELPAC.

Miller Elementary will increase the number of students becoming proficient in their English language development by three percent (3%) in the 2019-20 school year as measured by the English Language Progress Indicator on the California State Dashboard.

By the end of the year, 85% of the EL Learners who have received a minimum of four years of English Language Development (ELD) instruction will meet the District criteria for reclassification.

All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

We would like to end the predictability of academic achievement by ensuring that all systems and processes are equitable while being culturally and linguistically responsive to the needs of our students.

We want all of our teachers to Participate in and demonstrate the application of:

* Relevant professional development
    - Implement ELD/GLAD/SADIE strategies in English Language Arts/Content Literacy and Math as evidenced by their classroom instructional practice.
    - The grade progressions of standards as evidenced by grade-level standards instruction with appropriate scaffolding in order to ensure access to grade-level expectations.
    - The foundational skills for reading by 3rd grade

All students will:
- Demonstrate growth toward proficiency in grade-level reading and writing by accessing and applying the rigorous state standards as measured multiple measures including state and local assessments.
- Make progress toward reading by 3rd grade

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC (Summative)	Level 1 (Minimally Developed) -20.69 % Level 2 (Somewhat Developed) -12.07 % Level 3 (Moderately Developed) - 48.28% Level 4 (Well Developed) - 18.97 %	Level 1 (Minimally Developed) - 22% Level 2 (Somewhat Developed) - 14% Level 3 (Moderately Developed) - 50% Level 4 (Well Developed) - 20%
Las Links Writing	Students at Proficient or Advanced Levels 1st Grade: NA 2nd Grade: 28.4% 3rd Grade NA 4th Grade: NA 5th Grade: 75% 6th Grade: 12.5%	Students at Proficient or Advanced Levels 1st Grade: 1.0% 2nd Grade: 29..4% 3rd Grade 1.0% 4th Grade: 1.0% 5th Grade: 76.0% 6th Grade: 13.5%
Las Links Listening	Students at Proficient or Advanced Levels 1st Grade: 16.6% 2nd Grade: 14.2% 3rd Grade: 22.2 4th Grade: 11.1% 5th Grade: 25% 6th grade 25%	Students at Proficient or Advanced Levels 1st Grade: 17.6% 2nd Grade: 13.3% 3rd Grade: 23.2% 4th Grade: 12.1% 5th Grade: 26.% 6th grade 26%
iReady - Reading English Language Learners SED	16% on or above grade level 42% on or above grade level	2% increase to 18% on or above grade level 2% increase to 44% on or above grade level
CAASPP ELA - Current English Learners	76.3 below standard English Only (21.1% below standard)	73.0 below standard
CAASPP (ELA)Reclassified English Learners	12.6 pts above standard	0 pts Below standard
ELPI (Students Decreasing ELPI Levels)	22.7% decrease in ELPI level	0% decrease in ELPI Level

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPI (Students Making Progress)	40.9% EL Students Making progress	43% EL Students making progress
Student Youth Truth Academic Rigor	2.61 Average Rating	.10 increase to 2.71 Average rating
Student Youth Truth Instructional Methods	2.66 Average Rating	.10 increase to Average rating

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Language Learners

Strategy/Activity

Miller Elementary School will provide a supportive and inclusive Learning Environment for all students where Miller will increase the amount of students becoming proficient in their English Language Development by 2% in the 2020 2021 school year as measured by the English Language Proficiency Assessments for California (ELPAC) Our goal is to end the predictability of academic achievement by ensuring that all systems and processes are equitable while being culturally and linguistically responsive to the needs of our students.

Implementation will be monitored and accomplished by
grade level collaboration (PLC), team discussion, administrative walk-through, and lesson study.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I
0	LCFF S/C
200	LCFF - Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All English Language Learners

Strategy/Activity

Teachers will plan and deliver lessons that develop language proficiency during a designated ELD time and offer continued support in core classes for RFEP learners.

Implementation will be monitored and accomplished by
grade level collaboration (PLC),
team discussion
administrative walk-through
lesson study.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Title I
3300	LCFF S/C
0	LCFF - Base

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ELstudents, At risk students, and AA students

Strategy/Activity

Provide professional development for teachers and administrators on GLAD/SDAIE strategies for targeted ELD instruction during designated ELD time. Provide professional development for analyzing and monitoring assessment data results for EL students and reclassified students. Increase the percentage of teachers and administrators trained in cultural competency and inclusive practices that will increase student engagement in EL and At-Risk Learners.

Implementation will be monitored and accomplished by
grade level collaboration (PLC), team discussion, administrative walk-through, and lesson study.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1780	Title I
2000	LCFF S/C

300	LCFF - Base

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Language Learners

Strategy/Activity

Provide professional development for teachers and administrators on GLAD/SDAIE strategies for targeted ELD instruction during designated ELD time. Provide professional development for analyzing and monitoring assessment data results for EL students and reclassified students.

Implementation will be monitored and accomplished by
grade level collaboration (PLC), team discussion, administrative walk-through, and lesson study.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I
300	LCFF S/C
0	LCFF - Base

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Using effective first instruction, designated time, small group instruction, GLAD/SDAIE strategies, and PLC, we will be able to analyze assessment data to measure the effectiveness of interventions implemented.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our Budgets reflects the monies available to provide the necessary interventions and support to meet the needs of our EL and At Risk students

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The site is currently in the second stage on work on this goal, we will report on this goal in the analysis section at the completion of the 2020-2021 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

GOAL 3: CLIMATE - Personal Integrity and Responsibility - Ensure all school sites have safe, warm, welcoming and responsive climates for staffs, students and their families, so that all students feel connected, are motivated to attend and ready to learn.

Goal 3

GOAL 3: Miller Elementary School will establish clearly defined behavioral expectations for all staff and students to improve school climate through social-emotional programs, assemblies, documentation and establish protocols evidenced through a decrease in office discipline referrals (ODR's), suspensions, an increase in attendance.

Identified Need

An identified need is to continue to ensure that sites is safe, welcoming and responsive environment for students and all stakeholders.
An identified need is to decrease overall suspension rate by 1.5% over a three-year span
An Identified need is to decrease chronic absenteeism by 1.5 % over a three-year span

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension (Overall) Suspension (Foster) Suspension (Homeless) Suspension (English Language Learners) Suspension (SED) Suspension (African American)	4.1% suspended at least once 4.2% suspended at least once 2.9% suspended at least once 5% suspended at least once 4.7% suspended at least once 6.1% suspended at least once	0.4% decrease to 3.7% or less suspended at least once 0.4% decrease to 3.8% or less suspended at least once 0.3% decrease to 2.6% or less suspended at least once 0.5% decrease to 4.5% or less suspended at least once 0.4%decrease to 4.3% or less suspended at least once 0.6% decrease to 5.6% or less suspended at least once
Chronic Absenteeism (Overall) Chronic Absenteeism (Foster) Chronic Absenteeism (Homeless) Chronic Absenteeism (English Language Learners Chronic Absenteeism (SED) Chronic Absenteeism (African American)	14.4 % Chronically Absent 5.3% Chronically Absent 28.7% Chronically Absent 11.7% Chronically Absent 16.2% Chronically Absent 24.9% Chronically Absent	0.4% decrease to 14% chronically absent or less 0.3% decrease to 5% chronically absent or less 0.5% decrease to 28.2% chronically absent or less 0.3% decrease to 11.4% chronically absent or less 0.4% decrease to 15.8% chronically absent or less

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		0.5% decrease to 24.4% chronically absent or less
Attendance Rate (Overall)	94.37% Average Attendance Rate	1.5% increase to 95.87% average attendance rate
Student YT Relationships Culture	2.69 Average rating 2.23 Average rating	.20 Increase average rating to 2.99 .30 Increase average rating to 2.43
Staff YT Relationships Culture	4.19 Average rating 4.15 Average rating	.20 Increase average rating to 4.39 .20 Increase average rating to 4.30
Family YT Culture School Safety	3.97 Average rating 3.63 Average rating	.10 Increase average rating to 4.07 .20 Increase average rating to 3.83

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Miller will re-establish and commit to school-wide non-negotiable components of tier 1 Positive Behavior Intervention Support (PBIS) framework

This strategy will be monitored by:
Administrative walkthrough s on a weekly basis
Data analysis of SWISS classroom/site data(trends)
Monthly walkthrough by members of the ILT

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I
1000	LCFF S/C
200	LCFF - Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will verify absences and promote attendance through incentives for weekly, monthly, and quarterly growth

This strategy will be monitored by:
Grade-Level meeting and discussions
Data analysis of SWISS classroom/site data(trends)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I
1000	LCFF S/C
300	LCFF - Base

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Miller will implement Before-school, After-school and Saturday academies (enrichment, skill-based, and restorative) to support, and enrich students engendering a desire to be in daily attendance.

This strategy will be monitored by:
Grade-Level meeting and discussions
Data analysis of SWISS classroom/site data(trends)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
640	Title I
340	LCFF S/C
0	LCFF - Base

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Miller will increase positive relationships with all students through Tier 1-Tier 3 PBIS framework/interventions, Weekly Second Step lessons, Kelso Choice, Capturing Kids Hearts strategies

This strategy will be monitored by:
Grade-Level meeting and discussions
Data analysis of SWISS classroom/site data(trends)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I
0	LCFF S/C
1140	LCFF - Base

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Using effective first instruction, professional development, small group and individual counseling , PBIS/CKH/Kelso's Choice strategies, and PLC, we will be able to analyze assessment data to measure the effectiveness of interventions implemented.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Miller entered CSI status this year ans will focus on one strategy: commitment to and implementation of tier 1 PBIS Framework. Our budgets reflects the monies available to provide the necessary interventions and support to meet this needs

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The site is currently in the second stage on work on this goal, we will report on this goal in the analysis section at the completion of the 2020-2021 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

GOAL 4: ENGAGEMENT - Family and Community Partnership
Build positive relationships with families and community partners that centers around the needs of students, inform our decisions, and strengthen our programs.

Goal 4

Miller Elementary School will build positive relationships with families and community partners that center around the needs of students, inform our decisions, and strengthen our programs. Parents and community partnerships will show the increased engagement of stakeholders via participation in school events.

Identified Need

Increase parent involvement in school activities and committees through increased communication via technology, notification systems, and school website.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Site Committees	Full Implementation of Site Committees SSC 75% participation ELAC 50% participation AAAC-	85% participation 65% % participation +50% participation
District/Site Parent Events	Welcome Back Event 80% Back to School 80% Open House- Teacher Conferences 70%	90% participation 90% participation 80%participation 85% participation
Site Parent Events	Coffee and Conversations 40% Lunch on the Lawns 300+ participants Family Nights 15% participation PTO Events 60% participation Parent Classes NA	60% participants 400-500 participants 200 participants 150-200 participants 25 participants
Student YT Engagement	2.81 Average rating	.10 increase to 2.91 average rating

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff YT Engagement	4.16 Average Rating	.10 increase to 4.26 average rating
Family YT Communication and Feedback Relationships Resources Engagement	4.07 Average rating 4.06 Average rating 3.86 Average rating 3.69 Average rating	increase .10 to

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Miller will improve community communication by having site Family Ambassadors offer the Parenting Partners Program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1100	Title I
0	LCFF S/C
0	LCFF - Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Miller will host various day and night events including but not limited to Jaguar Spirit assemblies, lunch on the lawn, semester awards, AVID, GATE, family nights, coffee with the principal, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I
0	LCFF S/C
0	LCFF - Base

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

all students

Strategy/Activity

Miller will engage stakeholders via participation in school events, SSC, ELAC, and the creation of a site AAAC.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
400	Title I
350	LCFF S/C
300	LCFF - Base

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Miller will increase parent communication via technology, notification systems, social media, and the school website. Provide and coordinate parent workshops to support student achievement with available staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I
0	LCFF S/C

200	LCFF - Base

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Using effective first instruction, professional development, small group and individual counseling , PBIS/CKH/Kelso's Choice strategies, and PLC, we will be able to analyze assessment data to measure the effectiveness of interventions implemented.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our budgets reflects the monies available to provide the necessary environments and engagement activities to support our ongoing desire to strength our family and community engagement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The site is currently in the second stage on work on this goal, we will report on this goal in the analysis section at the completion of the 2020-2021 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$97,506.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$53,420.00

Subtotal of additional federal funds included for this school: $53,420.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF - Base	$6,640.00
LCFF S/C	$37,446.00

Subtotal of state or local funds included for this school: $44,086.00

Total of federal, state, and/or local funds for this school: $97,506.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Erie Robertson	Principal
Kimberly Swaney	Parent or Community Member
Mrs. D-Martinez	Parent or Community Member
Mrs. L Chamberlin	Parent or Community Member
Dr. J. Goines	Parent or Community Member
Ms. M. Rodela	Classroom Teacher
Ms. M. Martinez	Classroom Teacher
Mrs. T. Hinds	Classroom Teacher
Ms. K Pike	Other School Staff
	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on May 9,2018.

Attested:

Principal, Erie Robertson on May 15, 2020

SSC Chairperson, Tammy Hinds on May 15, 2020

Timestamp	Email Address	Signature Page
5/15/2020 13:25:10	pikek@lancsd.org	Ms. K. Pike (Classified Staff/Other School Staff)
5/15/2020 13:48:40	pikek@lancsd.org	Ms. K. Pike (Classified Staff/Other School Staff)
5/15/2020 15:07:33	rodelam@lancsd.org	Ms. Rodela (Certificated Staff)
5/15/2020 15:08:13	pikek@lancsd.org	Ms. K. Pike (Classified Staff/Other School Staff)
5/15/2020 15:08:16	lobose@lancsd.org	Mrs. E. Lobos (Assistant Principal)
5/15/2020 15:10:28	hindst@lancsd.org	Ms. T. Hinds (Classroom Teacher)
5/15/2020 15:10:56	rodriguez-mendezm@lan	Mrs. M. Rodriguez(SSC Secretary)
5/15/2020 15:12:54	lindacayce@yahoo.com	Ms. L. Chamberlin (Parent or Community Member)
5/15/2020 15:27:25	robertsone@lancsd.org	Ms. E. Robertson (Principal)

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

inteventions and enrichments in place to eliminate barriers to stud	
4000, 5000)	Amount to be expended
Goal 1	
1000	
1000	
1000	4000
2000	
2000	
2000	
3000	
3000	
3000	
4000	
4000	
4000	8,000
5000	10260
5000	
5000	
6000	
6000	
6000	
Goal 1 LCFF Base Expended	10260
Goal 1 LCFF Supplemental Concentration Expended	0
Goal 1 Title I Expended	12000
Goal 1 Total Expended	22260

dent success	
Base; LCFF S/C; Title I)	**Description**
Base	
Supplemental Concentration	
Title I	Cert Subs
Base	
Supplemental Concentration	
Title I	
Base	
Supplemental Concentration	
Title I	
Base	
Supplemental Concentration	
Title I	Materials and supplies/AVID
Base	Duplication
Supplemental Concentration	
Title I	
Base	
Supplemental Concentration	
Title I	

Important Note Regarding Title I funds
If site expends Title I resources, please provide an explanation regarding what you are purchasing in the "Notes" column of your budget sheet for all Title I expenditures.

1000 - Certificated Personnel Salaries
2000 - Classified Personnel Salaries
3000 - Employee Benefits
4000 - Books and Supplies
5000 - Services and other operating expenditures (mileage, consultants, conferences, duplicating, etc.)
6000 - Capital Outlay

linguistically responsive to the needs of our students.		
4000, 5000)	**Amount to be expended**	
Goal 2		
	1000	
	1000	
	1000	
	2000	
	2000	
	2000	
	3000	
	3000	
	3000	
	4000	
	4000	
	4000	
	5000	1160
	5000	
	5000	
	6000	
	6000	
	6000	
Goal 2 LCFF Base Expended		1160
Goal 2 LCFF Supplemental Concentration Expended		0
Goal 2 Title I Expended		0
Goal 2 Total Expended		1160

Base; LCFF S/C; Title I)	Description
Base	
Supplemental Concentration	
Title I	
Base	
Supplemental Concentration	
Title I	
Base	
Supplemental Concentration	
Title I	
Base	
Supplemental Concentration	
Title I	
Base	ELD Duplication
Supplemental Concentration	
Title I	
Base	
Supplemental Concentration	
Title I	

Important Note R
If site expends Titl
provide an explan
expending in the "
sheet

egarding Title I funds
le I sources, it is necessary to
ation as to state what you are
"Notes" column of your budget

students feel connected, are motivated to attend and ready to learn.		
4000, 5000)	**Amount to be expended**	
Goal 3		
	1000	
	1000	
	1000	
	2000	
	2000	
	2000	
	3000	400
	3000	
	3000	
	4000	
	4000	
	4000	
	5000	
	5000	
	5000	
	6000	
	6000	
	6000	
Goal 3 LCFF Base Expended		400
Goal 3 LCFF Supplemental Concentration Expended		0
Goal 3 Title I Expended		0
Goal 3 Total Expended		400

Base; LCFF S/C; Title I)	Description
Base	
Supplemental Concentration	
Title I	
Base	
Supplemental Concentration	
Title I	
Base	School Incentives
Supplemental Concentration	
Title I	
Base	
Supplemental Concentration	
Title I	
Base	
Supplemental Concentration	
Title I	
Base	
Supplemental Concentration	
Title I	

Important Note Regarding Title I fu
If site expends Title I sources, it is n
provide an explanation as to state w
are expending in the "Notes" colum
budget sheet

ınds
ecessary to
vhat you
ın of your

participation and active involvement on campuses and at site and district events.				
4000, 5000)	**Amount to be expended**	**SPSA (LCFF Base; LCFF S/C; Title I)**	**Description**	
Goal 4				
1000		Base		
1000		Supplemental Concentration		
1000		Title I		
2000		Base		
2000		Supplemental Concentration		
2000		Title I		
3000		Base		
3000		Supplemental Concentration		
3000		Title I		
4000		Base		
4000		Supplemental Concentration		
4000	140	Title I	Materials and Supplies	
5000		Base		
5000	1000	Supplemental Concentration	Translations Services	
5000		Title I		
6000		Base		
6000		Supplemental Concentration		
6000		Title I		
Goal 4 LCFF Base Expended	0			
Goal 4 LCFF Supplemental Concentration Expended	1000			
Goal 4 Title I Expended	140			
Goal 4 Total Expended	1140			

Important Note Regarding Title I funds

If site expends Title I sources, it is necessary to provide an explanation as to state what you are expending in the "Notes" column of your budget sheet

Budget source	Strategic SPSA	Budget Addendum	Total
Title I	$62,758	$12,706	$75,464
LCFF S/C	$37,146	$1,130	$38,276
LCFF Base	$6,654	$10,846	$17,500
Lottery			0
			$131,240

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Monte Vista Elementary School	19646676014724		June 16, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Title I and LCFF funds will be used to positively improve the quality of education for all students including focused support for our low socioeconomic, African American, and at-risk students.

Plan Summary

The Story

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

Monte Vista was built in 1956 as a neighborhood school within the heart of Lancaster, California just an hour away from Los Angeles. The Monte Vista Community promotes a positive school environment where everyone feels respected, understand their responsibilities, and experience success in their learning environment where every student is provided a rigorous academic environment to succeed. Monte Vista implemented the PBIS program with fidelity in 2014. P.B.I.S stands for Positive Behavior Interventions and Supports. Our PBIS focus is R.A.C.E. Monte Vista Mustangs are: RESPONSIBLE and RESPECTFUL, we ACHIEVE to SUCCEED, we are CONSIDERATE of OTHERS, and ENCOURAGE OTHERS daily. We have been awarded the GOLD level of implementation by the Los Angeles County Office of Education.

In 2017, Monte Vista began a partnership with “Capturing Kids’ Hearts”. This program developed on our campus has created a culture where students create their own classroom Social Contract. Through many elements implemented using CKH, Monte Vista has seen a significant decrease in discipline on our campus. In 2017-2018, Monte Vista has received the honor and award of becoming a National Showcase School, for Capturing Kids’ Hearts for three consecutive years; 2017-2018, 2018-2019, and 2019-2020.

The ethnic composition of our student body is African American – 27%, White (not Hispanic) – 31%, Hispanic or Latino – 27%, and the remaining 7% fall under the Asian, Filipino, Pacific Islander, American Indian/Alaska Native or multiple/no response categories.

The Monte Vista certificated staff comprised 35 certificated employees including a principal, an assistant principal, 27 general education teachers, 1.5 RSP teachers, two SDC teachers, one TSA-Instructional Coach, 1.5 RSP teacher, two SDC teachers, one speech pathologist, one counselor, and one school psychologist. Two of our general education teachers are CUBS (Children Utilizing Behavioral Strategies) teachers who address the extreme behaviors of K through 3rd students.

We work on a continual basis to enhance our community and parent involvement within our school. We maintain a website, Instagram, Facebook page along with the Blackboard ParentLink Calling system, PeachJar, and Class Dojo to keep parents and the community appraised of current school events. Among the opportunities to be involved at our school are the School Site Council, Parent Planning training, English Language Learners Advisory Council (ELAC), the Parent Teacher Organization (MVPA), and parent volunteers in the classroom. MVPA, ELAC, and SSC meetings are held regularly to seek input from the community and our parents regards to activities, events, and taking place at our school. We also invite our parents to our quarterly Lunch on the Lawn events.

Monte Vista will continue to increase our school emphasis on PBIS and increase in attendance (goal to increase from 94.99 to 96%). Our PBIS was reviewed at the start of the school year and prizes have been handed out monthly at school-wide assemblies to promote BEST practices in being responsible, respectful, and safe. Each month students are chosen to have lunch with the site administrators as well as dozens of prizes drawn each month from our Mustang Gold PBIS tickets. Monte Vista provides students with the required technology skills to enhance their learning. Students have 1-to-1 access to a Chromebook in grades 2 through 5. In grades TK through 2, students have access daily to the computer lab at 45 minutes a day. Students will be proficient in the ability to conduct research, create presentations, and effectively integrate technology into their daily lives.

Students will receive grade-level appropriate technology instruction on a regular basis through whole group instruction in the computer lab.
Creating a school-wide climate that ensures safety for all students, academic rigor in all grade levels, with a school-wide emphasis on 21st Century skills strategies while embedding Common Core Instruction is the focus for Monte Vista Elementary.

SPSA Highlights

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

Four subgroups had double-digit increases in ELA CAASPP scores: Homeless (+11.3 points), Students with Disabilities (+25.7 points), English Learners (+24.2 points), and Hispanic (+12 points). Three subgroups had double-digit increases in MA CAASPP scores: English Learns (+23.1 points), students with Disabilities (+18.4 points), and Hispanic (+13.3 points).

School-wide Chronic Absenteeism decreased to 10.6% with seven out of nine subgroups experiencing percentage decreases; English Learns (-7.1 points), Foster Youth (-0.5 points), Socioeconomically Disadvantaged (-2.1 points), Students with Disabilities (-4 points), Hispanic (-2.2 points), Two or More Races (-1.7 points), and White (-7.5 points).

Decrease subgroups (SWD) in Suspension rates; Foster Youth (-2.6 points), Students with Disabilities (-0.8 points), Two or More Races (-1.7 points), and White (-0.5 points)

Recognized as Capturing Kids' Heart Showcase School for the third consecutive year.

Needs Assessment – Review of Performance

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

Greatest Progress

At Monte Vista, from 2016/17 to 2017/18, we saw significant growth in ELA, increasing 20.4 points in distance from Standard.
Also, from 2016/2017 to 2017/18 we saw significant growth in Math, increasing 13.2 points in distance from Standard.
We also declined in % suspension by 1.2% overall.

Monte Vista exited ATSI - Additional Targeted Support and Improvement (by state recommendation)

Monte Vista is CKH Trained Campus-Wide/majority CKH2 trained. We were also nominated and recognized as a National CKH Showcase School for the 2019-2020 school year and their consecutive year.

Monte Vista is continuing to use our CKH strategies campus-wide. We are also continuing with fidelity putting PBIS into place.
We have continued putting tutoring and interventions into place.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local indicators or other local indicators. What steps is the school planning to take to address these areas with he greatest need for improvement?

Greatest Needs

CAASPP ELA -
Monte Vista needs to improve in ELA. In 2018/2019 our students were 22.9 points from Level 3.
African American students experienced minimal growth (+0.4 points)
White subgroup experienced a decline (-14 points)
Two or More Races experienced a decline (-33.6 points)

CAASPP Math -
Monte Vista needs to improve in Math. In 2018/2019, our students were 37.1 points from Level 3.
Homeless subgroup experienced a decline of -4.7 points
Two of More Races experienced a decline of -20.6 points

Chronic Absenteeism -
Homeless subgroup experienced an increase of +6.4 points
African American subgroup experienced an increase of +2.4 points

Suspension rates -
Schoolwide increase by 1%
Three out of nine subgroups experienced increased suspension percentages; Homeless (+3.6 points), Socioeconomically Disadvantaged (+1.2 points), and African American (+3.8 points)

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Performance Gaps

ELA:
Orange Subgroups - Students with Disabilities (85.1 points below standard), African American (51.2 points below standard)
In order to address performance gaps in ELA, we will be focusing on Effective First Instruction strategies, Small Group Instruction, differentiating for student's specific needs, professional development aimed at instructional practices, assessing student's specific needs (using I-Ready data), and intervention small group strategies. We will also be using targeted evidence-based intervention to address Tier 2 and Tier 3 MTSS. Plus, this year we have a permanent Resource teacher in place plus an additional 1/2 time Itinerant teacher to address the needs of our SWD.

Math:
White subgroup is Green and all other significant subgroups are Yellow. However, African Americans and Students with Disabilities subgroups are performing significantly lower at 70.6 points and 84.7 points below standard.

Chronic Absenteeism:
In order to reduce our chronic absenteeism, the school counselor, the attendance secretary, and assistant principal will be key participants in addressing this need. This will be done through active parent communication, A2A meetings, District Attorney Office meetings, attendance incentives, and the ACT program.
In addition, we have hired a Family Ambassador to work 3 hours a day to support parent engagement.

Suspension Rate: (suspended at least once)
Red subgroups - Homeless (6.3%) and African American (8.8%)
Yellow subgroup - Socioeconomically Disadvantaged (4.4%) and Students with Disabilities (8.1%)
Working on alternatives for our SWD students other than suspension to keep them on campus and learning. Using our school counselor to run groups to support students with challenges in addition to the school-wide implementation of Second Step.

Supplemental Services

If not previously addressed identify the two or three most significant ways that the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

Categorical Funds will be used for Tier 2 and Tier 3 supports for students with an emphasis on assisting EL, Foster Youth, Homeless Youth, and At-risk students. Tutoring after school will be provided.
Interventions / Steps towards growth:
We are piloting this year the I-READY online portion of Intervention for both Math and Language Arts. Students are working at their own personal level in both subjects 15 minutes a day, four times a week. We will purchase this portion of I-Ready Online to continue the great progress we are seeing.

Fall Semester: Tutoring / most grade levels focusing on our most under-performing students.
Spring Semester - Tutoring most grade levels focusing on our 'bubble' students.
Looking at different after-school programs to support our struggling students. Tutoring to include a teacher and a para in each tutoring classroom.

Tier 2 Interventions: Math & ELA - I-Ready Online with SMALL group instruction
Tier 3 Interventions: ELA - (Grades 3- 5) Systems 44, Univ. Read180, EXCEL model for Grades K- 2

Tier 3 Additional Support - 3-hour para to assist in Lit. Lab and small group instruction.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Monte Vista works closely with our Instructional Leadership Team, our School Site Council, our ELAC, and Parent (MVPA) Association to review and update our School Plan throughout the year. Each group is part of the discussion and involvement in how to best support our students. Our ILT has worked with district administrators and LACOE representatives to assess progress and goals.

Successes
Increase number of CKH2 staff trained
Lesson Studies in 2nd, 3rd, and 4th-grade levels
Teams report that the lesson study process has been incredibly successful because teachers have created a safe environment for them to share their vulnerability and seek feedback from colleagues. They lift each other up and learn from each other. All teachers believe they are all learners!
Student engagement increased over the past 5 years as monitored and observed by administrative and ILT walkthroughs
2 years ago - averaging 113 per month
1 year ago - averaging 68 per month
Currently averaging 51 per month
Play First - then eat (15 min.)... reducing conflict on the playground
Separate recesses per grade
Academic Growth - CAASPP Increase 2.8 points overall in ELA
Academic Growth - CAASPP Increased 8.1 points overall in Math
Suspension Rate - decreased by 1.2%
Site Tech - helps with thousands of needs on our campus
School Psychologist - doing an amazing job with too many assessments
Working together / Solving Problems / Buddy systems across grade level / Working together as a family / Holding each other accountable
Family Nights / Movie Nights / Fall Festival = Parent Engagement
Student Leadership Team
Before/after Tutoring - 1st, 2nd, and 5th-grade levels

Challenges
Students coming and going - transient rate high
High number of students being assessed and qualifying (parent requests and teacher referrals)
Increased number of severe behavior students
Lack of parent involvement with students with behavioral challenges
ELAC and SSC parent attendance low
Powerschool Teacher Log Entries needed
Entry of ODRs in a timely matter
HIGH class sizes 3rd grade (even with an aide, too many bodies)
Cafeteria - too small - challenges with upper grades

NEED support with foster youth (not just info.), need tools
HMH Connectivity Issues
Technology Connectivity Issues
High RSP caseload (over 50) with one teacher and another shared teacher.
The team is tracking this year's SpEd student suspensions and academics. Already this year, suspensions have decreased.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

In ELA: Our SWD experienced significant growth, but are still 85.1 points below standard. African Americans experienced minimal growth (+0.4 points) and are 51.2 points below standard.

In Math: Our SWD and AA are performing significantly lower than all other groups; SWD (84.7 points below standard) and AA (70.6 points below standard)

In Suspensions: Our Homeless and AA were in the Red with 6.3% and 8.8% of suspensions.

Access to Student Intervention and Supports
Currently, all our at-risk students have access to interventions and additional supports as needed. In addition to HM - Read 180 and Systems 44, all our students spend 15 minutes a day in I-Ready Math and I-Ready ELA to address their specific gaps in learning.
Every student, Kinder through 5th grade has access to these interventions. In addition, students are also offered after school tutoring both in the fall and in the spring.

At-risk students have access to interventions and additional supports as needed. The students that received the one hour of PLT Interventions (Grades 3-5) are determined by Lexile scores, I-Ready data, and teacher input.
Site funds are provided to all students to meet the needs of those needing intervention.

Technology
All students TK- 5th grade have access daily, with a minimum of 4 days a week, to technology. Kinder and 1st grade have 6-10 chrome books in each of their classrooms and go to the computer lab 30-45 minutes a day to get onto I-Read and I-Ready. 2nd through 5th grade have Chromebooks in a one-to-one ratio. Each classroom has its own chrome cart with enough Chromebooks for every child. Currently only one classroom has participated in the 'take-home' Chromebooks program.

GATE:
Currently MV has 4 identified GATE students. Out of 770 students, that is only 0.005%.

Attendance:
Chronic Absenteeism
All students - Yellow
English Learners - Blue
Foster Youth - Yellow
Socioeconomically Disadvantaged - Yellow

Students with Disabilities - Yellow
African American - Orange
Hispanic - Green
White - Green

Suspension:
All Students - 4% suspended once throughout the year.
SWD - 8.1 suspended (Orange), AA - 8.8% (Red), Two or more races - 5% (Yellow), foster - 5.1% (Yellow), Homeless - 6.3% (Red), SED. - 4.4% (Orange), EL - 1% (Green), Hispanic - 1.4% (Yellow), White - 1.5% (Green)

EL Reclassification: In 2019-2020, four Monte Vista students were reclassified; three third graders and one fifth grader. dents in December.
Our goal for 2020-21 is to exceed 10.

Academic Performance Needs
English Language Arts - No Reds, Orange = SWD, AA, and White
Mathematics - All significant subgroups increased performances and are Yellow. AA at 70.6 points below standard and SWD at 84.7 below standard have the lowest performance rates.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	130	121	137	125	119	136	125	119	136	96.2	98.3	99.3
Grade 4	137	125	108	136	124	106	136	124	106	99.3	99.2	98.1
Grade 5	103	142	130	102	140	128	102	140	128	99	98.6	98.5
All Grades	370	388	375	363	383	370	363	383	370	98.1	98.7	98.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2387.	2400.	2407.	8.80	18.49	16.18	16.80	20.17	17.65	34.40	23.53	31.62	40.00	37.82	34.56
Grade 4	2422.	2442.	2437.	11.03	13.71	16.04	16.91	25.81	14.15	25.00	27.42	27.36	47.06	33.06	42.45
Grade 5	2439.	2473.	2483.	3.92	13.57	7.81	20.59	26.43	36.72	23.53	19.29	28.91	51.96	40.71	26.56
All Grades	N/A	N/A	N/A	8.26	15.14	13.24	17.91	24.28	23.24	27.82	23.24	29.46	46.01	37.34	34.05

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.60	20.17	21.32	44.00	41.18	52.94	46.40	38.66	25.74
Grade 4	13.24	16.13	15.09	47.06	50.00	49.06	39.71	33.87	35.85
Grade 5	2.94	16.43	16.41	45.10	50.00	53.91	51.96	33.57	29.69
All Grades	9.09	17.49	17.84	45.45	47.26	52.16	45.45	35.25	30.00

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.20	15.97	13.97	51.20	39.50	51.47	41.60	44.54	34.56
Grade 4	13.24	12.90	13.21	42.65	51.61	51.89	44.12	35.48	34.91
Grade 5	12.75	19.29	16.41	47.06	41.43	55.47	40.20	39.29	28.13
All Grades	11.02	16.19	14.59	46.83	44.13	52.97	42.15	39.69	32.43

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.40	15.97	13.97	60.80	61.34	63.24	28.80	22.69	22.79
Grade 4	5.15	8.87	9.43	50.74	63.71	69.81	44.12	27.42	20.75
Grade 5	3.92	16.43	10.94	60.78	50.71	71.09	35.29	32.86	17.97
All Grades	6.61	13.84	11.62	57.02	58.22	67.84	36.36	27.94	20.54

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.20	21.01	11.03	54.40	44.54	54.41	30.40	34.45	34.56
Grade 4	11.03	13.71	14.15	57.35	61.29	50.94	31.62	25.00	34.91
Grade 5	6.86	25.00	13.28	46.08	37.14	60.94	47.06	37.86	25.78
All Grades	11.29	20.10	12.70	53.17	47.26	55.68	35.54	32.64	31.62

Conclusions based on this data:

1. CAASPP ELA scores overall show our growth from 23.24 to 39.42, and increase of almost 9% growth (+ 8.67)

2. Above, At/Near....ELA Reading overall had an increase of 10.21 ... from 54.54 to 64.75, overall Writing at 60.32 (+ 2.47). Overall Listening at 72.06% (+ 8.43) and Research at 67.36 (+2.90)
The highest was Listening at 72.06.

3. Cohort Group 3rd grade to 4th grade increased from 25.60 to 39.52 (+ 13.92). Cohort 4th to 5th grade increased from 27.94 to 40 (+12.06)

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	131	121	137	126	119	135	126	119	135	96.2	98.3	98.5
Grade 4	137	125	108	136	124	106	136	124	106	99.3	99.2	98.1
Grade 5	103	142	130	102	140	128	102	140	128	99	98.6	98.5
All Grades	371	388	375	364	383	369	364	383	369	98.1	98.7	98.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2401.	2406.	2416.	4.76	11.76	11.11	26.19	19.33	25.93	41.27	31.93	29.63	27.78	36.97	33.33
Grade 4	2429.	2441.	2452.	4.41	6.45	10.38	16.91	16.94	16.98	36.76	40.32	42.45	41.91	36.29	30.19
Grade 5	2423.	2459.	2460.	0.00	7.14	7.03	5.88	12.86	9.38	29.41	29.29	35.94	64.71	50.71	47.66
All Grades	N/A	N/A	N/A	3.30	8.36	9.49	17.03	16.19	17.62	36.26	33.68	35.50	43.41	41.78	37.40

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.08	21.85	21.48	49.21	35.29	37.04	35.71	42.86	41.48
Grade 4	9.56	15.32	16.98	30.15	36.29	41.51	60.29	48.39	41.51
Grade 5	0.98	13.57	9.38	18.63	22.14	30.47	80.39	64.29	60.16
All Grades	9.07	16.71	15.99	33.52	30.81	36.04	57.42	52.48	47.97

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	11.11	19.33	15.56	53.97	36.97	49.63	34.92	43.70	34.81
Grade 4	8.09	8.87	16.98	40.44	42.74	38.68	51.47	48.39	44.34
Grade 5	0.98	9.29	5.47	39.22	37.86	46.09	59.80	52.86	48.44
All Grades	7.14	12.27	12.47	44.78	39.16	45.26	48.08	48.56	42.28

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.32	16.81	15.56	57.14	47.06	50.37	32.54	36.13	34.07
Grade 4	7.35	10.48	13.21	41.91	54.03	47.17	50.74	35.48	39.62
Grade 5	0.00	6.43	7.03	35.29	42.86	46.09	64.71	50.71	46.88
All Grades	6.32	10.97	11.92	45.33	47.78	47.97	48.35	41.25	40.11

Conclusions based on this data:

1. CAASPP Math scores overall 24.55 (from 20.33) and increase of +4.22
2. Overall in CAASPP Math, 3rd grade 63.02, 4th grade 63.71, and 5th grade at 49.29
3. Cohorts 3rd to 4th decreased from 67.46 to 54.51 (-2.91) Cohort 4th to 5th basically stayed the same with a slight increase (49.26 to 49.29)

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
764	**91.0**	**12.2**	**3.1**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	93	12.2
Foster Youth	24	3.1
Homeless	41	5.4
Socioeconomically Disadvantaged	695	91.0
Students with Disabilities	81	10.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	225	29.5
American Indian	3	0.4
Asian	7	0.9
Filipino	13	1.7
Hispanic	359	47.0
Two or More Races	34	4.5
Pacific Islander	1	0.1
White	122	16.0

Conclusions based on this data:

1. 12.9 % of our population are English Learners (100 out of 777)
2. The two largest subgroups are African American (249 students) and Hispanic (349 students)

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Orange
Mathematics  Yellow		

Conclusions based on this data:

1. Overall dashboard shows our highest in suspension rate / conditions and climate
2. Our 2nd highest in performance is our growth in Mathematics and English Language Arts
3. Our Chronic Absenteeism is in Orange

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Yellow	 No Performance Color
22.9 points below standard	17.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.8 points	Increased Significantly ++24.2 points	9
336	52	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 Orange
19.7 points below standard	26 points below standard	85.1 points below standard
Increased ++11.3 points	Increased ++4.2 points	Increased Significantly ++25.7 points
18	307	38

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange	 No Performance Color	 No Performance Color	 No Performance Color
51.2 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++0.4 points		1	5
91			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow	 No Performance Color	 No Performance Color	 Orange
12.5 points below standard	73.4 points below standard	0 Students	9 points below standard
Increased ++12 points	Declined Significantly -33.6 points		Declined -14 points
169	14		56

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
56.4 points below standard	9.1 points above standard	26.9 points below standard
Increased Significantly ++35.2 points	Maintained -2.1 points	Maintained -1.4 points
21	31	275

Conclusions based on this data:

1. There is an overall increase in scores across all subgroups except SWD.
2. The decline was in SWD with -7.6 and Two or More races with 23.2 point
3. All students increased by 20.4 points and Homeless an increase of 56.8 points

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	5	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Yellow	 No Performance Color
37.1 points below standard	30 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++8.1 points	Increased Significantly ++23.1 points	9
336	52	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 Yellow
39.7 points below standard	40.3 points below standard	84.7 points below standard
Declined -4.7 points	Increased ++9.2 points	Increased Significantly ++18.4 points
18	307	38

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Yellow		 No Performance Color	 No Performance Color
70.6 points below standard		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3.1 points		1	5
91			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow	 No Performance Color		 Green
27.2 points below standard	68.4 points below standard		16.4 points below standard
Increased ++13.3 points	Declined Significantly -20.6 points		Increased ++7.7 points
169	14		56

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
73.9 points below standard	0.2 points below standard	39.6 points below standard
Increased ++6.5 points	Increased Significantly ++24.2 points	Increased ++6.9 points
21	31	275

Conclusions based on this data:

1. Students with disabilities have the lowest achieving subgroup, 109 points below standard (they did increase 9.2 points)
2. Students in the white subgroup scored the highest with 23 points from standard.
3. E.L students were 53.2 points from standard and African American 73.9 points from standard

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
40 making progress towards English language proficiency
Number of EL Students: 60
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21	15	1	23

Conclusions based on this data:

1. 96 students in the this subgroup with 67.7% moderately to well developed.
2. Only 7.3 % in our beginning stages
3. 7 students out of 96 - RFEP - 7%

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	3	1

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow	 Blue	 Yellow
10.6	2.2	16.2
Declined -1.4	Declined -7.1	Declined -0.5
864	92	37
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Red	 Yellow	 Yellow
23.9	10.7	11.9
Increased +6.4	Declined -2.1	Declined -4
67	783	118

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange	 No Performance Color	 No Performance Color	 No Performance Color
16.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
Increased +2.4	6	7	14
258			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green	 Green	 No Performance Color	 Green
8.6	5.1	Less than 11 Students - Data Not Displayed for Privacy	6.9
Declined -2.2	Declined -1.7	2	Declined -7.5
408	39		130

Conclusions based on this data:

1. Homeless - 17.5% Chronic (but did decline 3.4%)
2. English Learners (108 students) were at 9.3% and African Americans at 14.3%
3. Students with Disabilities (SWD) (120 students) at 15.8%, Hispanic @ 10.7 and White @ 14.4%

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	2	2	3	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
		
Orange	Green	Green
4	1	2.5
Increased +1	Maintained +0.1	Declined -2.6
904	97	40

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
Red	Orange	Orange
6.3	4.4	8.1
Increased +3.6	Increased +1.2	Declined -0.8
79	813	124

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
8.8	Less than 11 Students - Data	Less than 11 Students - Data	0
Increased Significantly +3.8	6	7	14
283			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Yellow	No Performance Color	Green
1.4	5	Less than 11 Students - Data	1.5
Maintained 0	Declined -1.7	2	Declined -0.5
417	40		135

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3	4

Conclusions based on this data:

1. According to the data above, there is not a disproportionate amount between our African American sub group and the suspension rate.
2. Students with disabilities showed a 2.6% increase.in 2016-20% and an additional increase of 3.1% in 2017-2018 (hence the ATSI designation).
3. All other subgroups saw improvements in their percentage of suspension rate

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

1.0 Academics
Academics: Options and Excellence

Provide relevant high quality classroom instruction and curriculum that promote college and career readiness skills with academic interventions and enrichment's in place to eliminate barriers to student success.
Through our data driven culture, Monte Vista students will be provided high quality education with differentiated instruction for all academic areas.

Goal 1

Provide relevant high-quality classroom instruction and curriculum that promote college and career readiness skills with academic interventions and enrichment in place to eliminate barriers to student success.

English Language Arts:
By June 2021, Monte Vista Elementary School will utilize Small Group Instruction, GLAD and AVID strategies to increase the percentage of students who are meeting or exceeding standards in English Language Arts from 36% to 42% as measured by the CAASPP.

Mathematics:
Monte Vista Elementary School will utilize Small Group Instruction, GLAD and AVID strategies to increase the percentage of students who are meeting or exceeding standards in Math from 19% to 38% as measured by the CAASPP.

Identified Need

English Language Arts:
* Students with Disabilities are 85.1 points below standard are Orange.
* African American students are 51.2 points below standard and are Orange.
* White students are 9 points below standard but are Orange.

Mathematics:
* Homeless students experienced a decline of 4.7 points and are 39.7 points below standard
* Two or More Races experienced a decline of 20.8 points and are 68.4 points below standard
* All other subgroups, EL, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, and White experienced an increase in points and are Yellow, but have not reached their full potential as measured by CAASPP and the CA Dashboard.

Technology for every student Kinder through 5th grade in classrooms and computer lab.
(To also replace technology as needed)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA - (All Students 3-5) CAASPP ELA - English Language Learners CAASPP ELA - African American CAASPP ELA - Hispanic CAASPP ELA - White CAASPP ELA - Students with Disabilities CAASPP ELA - Socioeconomically Disadvantaged CAASPP ELA - Homeless* CAASPP ELA - Two or More Race* * Not a significant subgroup	22.9 points below standard 56.4 points below standard 51.2 points below standard 12.5 points below standard 9.0 points below standard 85.1 points below standard 26.0 points below standard 19.7 points below standard 73.4 points below standard	17.9 points below standard 55.4 points below standard 48.2 points below standard 9.5 points below standard 6.0 points below standard 82.1 points below standard 23.0 points below standard 16.7 points below standard 70.4 points below standard
CAASPP MA - (All Students 3-5) CAASPP MA - English Language Learners CAASPP MA - African American CAASPP MA - Hispanic CAASPP MA - White CAASPP MA - Students with Disabilities CAASPP MA - Socioeconomically Disadvantaged CAASPP MA - Homeless* CAASPP MA - Two or More Race* * Not a significant subgroup	37.1 points below standard 17.3 points below standard 70.6 points below standard 27.2 points below standard 16.4 points below standard 84.7 points below standard 40.3 points below standard 39.7 points below standard 68.4 points below standard	
iReady - ELA	Projected proficiency - 29%	45-50% Proficient expected
iReady - Math	Projected proficiency - 17%	30-40% Proficient expected
Youth Truth - Student Academic Rigor	2.65	
Youth Truth- Student Engagement	2.82	
Youth Truth - Staff Professional Development and Support	4.19	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL STUDENTS with a targeted focus on our Students with Disabilities, African American, and White subgroups.

Strategy/Activity

STANDARDS-BASED EFFECTIVE TIER 1 ELA and MATH LESSON DELIVERY
* All students will receive Standards-based Effective First Tier 1 ELA and Math instruction with an emphasis on data-driven balanced lesson design.
* Teachers will participate in monthly Teachers Clarity Playbook studies to establish a common language for Learning Intentions, Success Criteria, and Learning Progressions.
* PLCs will meet weekly to ensure that Learning Intentions, Success Criteria, and Learning Progressions are included in their planning and delivery of standards-based instruction.
* Learning Intentions for standards-based lessons will be posted for students to view.
* Students will have a clear understanding of the Success Criteria for all ELA and Math standards-based lessons. and how they can demonstrate master of standards learned.
* PLCs will develop and administer common, formative assessments to determine students' progress towards Learning Intentions and additional supports and/or interventions when needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	LCFF S/C
30,000	Title I
0	LCFF - Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL STUDENTS with a targeted focus on our Students with Disabilities, African American, and White subgroups.

Strategy/Activity

SMALL GROUP INSTRUCTION
* All teachers will participate in Small Group PD presented by the site instructional coach. Teachers will have a clear understanding of what effective Small Group instruction looks like and how to work effectively with students in small groups.
* All teachers will provide small group, data-driven instruction to front-load, reinforce, or re-teach specific skills and concepts, and provide a reduced student ratio.

* Grouping will be flexible; formed and dissolved, based on informal and formal data.
* Targeted instruction will be focused on CA Frameworks and standards that allow students to move in and out of groups.
* Differentiated teacher support will be provided by the site instructional coach.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF - Base
10,000	Title I
7,000	LCFF S/C

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All At-Risk Students with a emphasis on Students w/Disabilities and African American students and GATE students

Strategy/Activity

INTERVENTION & ENRICHMENT
* Tutoring to support at risk students including Foster Youth, Homeless, and African American students
* Tutoring to enrich our GATE students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	Title I
2,000	LCFF S/C

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Through great first instruction, lesson studies, AVID implementation, tutoring, I-Ready Online Intervention, Systems 44 & .Read180 and Renzulli for our GATE students

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

2.0 Culture
Supporting and Inclusive Learning Environment
End the predictability of academic achievement by ensuring that all systems and processes are equitable while being culturally and linguistically responsive to the needs of our students

Goal 2

School Goal:
By June 2021, Monte Vista School will provide daily ELD instruction and utilize SDAIE strategies to:
* increase the percentage of students proficient in ELA 5% in the 2020-2021 school year as measured by the English Language Proficiency Indicator (ELPI) and CAASPP..
* reduce the percentage of students decreasing their ELPI level from 35% to 0%.

Identified Need

English Language Arts as measured by CAASPP and CA Dashboard
English Learners - 41.6 points below standard (Yellow)
African American - 51.2 points below standard and Orange
Students w/Disabilities - 85.1 points below standard and Orange
White - 9 points below standard, but moved from Yellow to Orange

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Level 1 (Minimally Developed) - 6.76% Level 2 (Somewhat Developed) - 37.84% Level 3 (Moderately Developed) - 40.54% Level 4 (Well Developed) - 14.86%	Level 1 (Minimally Developed) - 6.00% Level 2 (Somewhat Developed) - 34.00% Level 3 (Moderately Developed) - 42.00% Level 4 (Well Developed) - 18.00%
LAS Links Listening	Students at Proficient or Advanced Levels 1st Grade: 18.18% 2nd Grade: 27.27% 3rd Grade 52.95% 4th Grade: 0% 5th Grade: 33.33%	Students at Proficient or Advanced Levels 1st Grade: 19.00% 2nd Grade: 28.00% 3rd Grade 54.00% 4th Grade: 5.00% 5th Grade: 34.00%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LAS Links Writing	Students at Proficient or Advanced Levels 1st Grade: 0% 2nd Grade: 0% 3rd Grade 5.88% 4th Grade: 0% 5th Grade: 33.33%	Students at Proficient or Advanced Levels 1st Grade: 0% 2nd Grade: 0% 3rd Grade 5.88% 4th Grade: 0% 5th Grade: 33.33%
Ready - Reading English Language Learners SED	Students On or Above Grade Level 19% 27%	Students On or Above Grade Level 40% 40%
CAASPP ELA - Current English Learners	56.4 points below standard (English Only - 26.9 points below standard)	46.4 points below standard
CAASPP ELA - Reclassified English Learners	9.1 points below standard	6 points below standard
ELPI (Students Decreasing ELPI Levels)	35% decrease in ELPI level	0% decrease in ELPI level
ELPI (Students Making Progress)	40% EL Students making progress	45% EL Students making progress
Student Youth Truth - Academic Rigor English Language Learners African American Foster Homeless	Site average - 2.65 2.62 2.67 2.97 2.65	Site Average - 3.0 2.97 3.05 3.32 3.00
Student Youth Truth - Instructional Methods English Language Learners African American Foster Homeless	Site average - 2.66 2.69 2.63 2.83 2.32	Site Average - 3.0 3.03 2.97 3.17 2.66

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL English Language Learners, Students with Disabilities, and African American Students

Strategy/Activity

All EL students, Students with Disabilities, and African American students will have access to ELA and Math during PLT and during Core Instruction by exposure to SDAIE strategies, GLAD strategies, and AVID instructional strategies differentiated by ELPAC level
Teachers will provide designated ELD instruction separate from PLT for a minimum of 30 minutes per day.
Tier 2 & Tier 3 interventions provided through I-Ready Online, Footsteps2Brilliance, Systems 44, and Read180U.
Additional personnel as needed for translation, childcare, and to support our ELD population

Materials and Supplies as needed

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,825	Title I
5,000	LCFF S/C

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL EL students, Students with Disability, and African American students

Strategy/Activity

Classrooms will demonstrate fidelity in their use of AVID, GLAD, SDAIE strategies as seen by: CCD charts, graphic organizers, pictorial input charts, narrative charts, expert groups and process grids.
Culturally and linguistically responsive instructional materials and technology will be used to close the learning gaps for African Americans, EL, and At Risk students.
Professional Development to increase percentage of teachers and administrators trained in cultural competency and inclusive practices, including strategies for African American and At Risk students to increase engagement and growth

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I
2,000	LCFF S/C

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Using our great first instruction, our small group instruction, our SDAIE strategies, our I-READY Online program, we will be able to track our data to see the effectiveness of the interventions put into place.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our budget reflects the monies available to provide the necessary interventions and tutoring needed to meet the needs of our ELD students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

3.0 Climate
Personal Integrity and Responsibility
Ensure all school sites have a safe, warm, welcoming and responsive climate for staff, students, and their families. That all students would feel connected, and motivated to attend school and ready to learn.

Goal 3

By June 2021, Monte Vista Elementary School will utilize CKH, PBIS, and R.A.C.E. strategies to foster student and family engagement in order to increase the attendance rate by 1% as measured by attendance and suspension data collected in PowerSchool.

Monte Vista will have a safe, warm, welcoming and responsive climate for staff, students and their families, that promotes student attendance through positive incentives. All students will feel connected, and motivated to attend and ready to learn. Implementing and educating our parents, students, and staff to our P.B.I.S. mission statement. Monte Vista is R.A.C.E. We are responsible, respectful, we achieve to succeed, and we encourage others daily. Through our focus with Capturing Kids' Hearts as a Nationally recognized Showcase School (2017-2018, 2018-2019, 2019-2020), we will continue to connect with students in a meaningful way that our attendance and engagement would increase our school's academic performance in all student groups and decrease our suspension rate in all subgroups.

Identified Need

Attendance - The current attendance rate overall for 2019-2020 is at 94.99 % to increase to 96 % in the 2020-2021 school year.

All students - 10.6% chronically absent, Increase engagement and attendance.

Suspension - 4% suspended at least once (increased by 1%).
Suspended Socioeconomically Disadvantaged, Homeless, and African American subgroups increased.

Parents, Staff, Student Youth Truth Survey to be used each year to see areas of strength and areas of need for our Monte Vista culture.

Re-established clear expectations around the implementation of Tier 1 PBIS and implement these expectations consistently

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension (Overall) Suspension (Foster) Suspension (Homeless)	4.0% suspended at least once 2.5% suspended at least once 6.3% suspended at least once 1.0% suspended at least once	Decrease by 2% Decrease by 2% Decrease by 3% Decrease by .5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension (English Language Learners) Suspension (SED) Suspension (African American)	4.4% suspended at least once 8.8% suspended at least once	Decrease by 2% Decrease by 3%
Chronic Absenteeism (Overall) Chronic Absenteeism (Foster) Chronic Absenteeism (Homeless) Chronic Absenteeism (English Language Learners Chronic Absenteeism (SED) Chronic Absenteeism (African American) Chronic Absenteeism (Hispanic) Chronic Absenteeism (White)	10.6% chronically absent 16.2% chronically absent 23.9% chronically absent 2.2% chronically absent 11.9% chronically absent 16.9% chronically absent 8.6% chronically absent 6.9% chronically absent	Decrease by 3% Decrease by 3% Decrease by 3% Decrease by .5% Decrease by 3% Decrease by 3% Decrease by .5% Decrease by .5%
Student YT - Relationships Foster Homeless English Language Learners African American Hispanic White	Site Average - 2.76 2.87 2.44 2.76 2.72 2.78 2.77	Increase Site Average to 3.11 Increase to 2.68 Increase to 3.00 Increase to 2.96 Increase to 3.02 Increase to 3.01
Student YT - Culture Foster Homeless English Language Learners African American Hispanic White	Site Average - 2.09 2.33 2.13 2.16 2.11 2.08 2.05	Increase to 3.00 Increase to 3.24 Increase to 3.04 Increase to 3.07 Increase to 3.02 Increase to 2.99 Increase to 2.96

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with high chronic absenteeism (Homeless, African American, Foster Youth, Socioeconomically Disadvantaged, Students w/Disabilities)
Students with high suspension rates (African American, Homeless, Students w/Disabilities, Socioeconomically Disadvantaged)

Strategy/Activity

A2A - using weekly along with Powerschool to pull students with chronic absenteeism, attendance conferences, attendance contracts, ACT meetings, giving incentives, retrieving attendance (Saturday Attendance Recovery days)

Tier 2
Counseling groups and Restorative Justice strategies will be utilized to emphasize peer relational groups at a minimum of once a week.
Counseling will include positive ways to interact in the midst of conflict. Counselor to use SWIS data to see who would benefit by the intervention.

Tier 3
Check-in Check-Out with our students with the highest number of ODRs in SWIS
A quick morning check-in and launch at the end of the day to be done by counselor, teachers, supervision aides, and PBIS team

PBIS materials and supplies (incentives, student store, etc.)

Additional communication devices (i.e. walkie talkies, radios)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	LCFF S/C
0	LCFF - Base
4,000	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ALL Staff

Strategy/Activity

* All staff to be implementing PBIS strategies, rewards, consequences, and our FOUR - R.A.C.E
* PBIS team to create alternatives to suspension
* Restorative Justice PD & system implementation
* Culturally responsive classrooms that are formative, collaborative, and engaging.
* All staff to be Capturing Kids' Hearts Trained (CKH1 and CKH2) plus CKH Refreshers (Professional Development)
* All classes will develop a Social Contract and utilize it to affirm positive choices and address violations of contract.
* All classes will implement fully site adopted CKH practices including greetings, Good Things, hand signals, and behavior checks.

* All teachers will deliver Second Step curriculum to all students each Tuesdays.
* K-2 teachers will use Wonder Grove as a Tier 2 intervention for social-emotional support.
* School Counselor will continue with the implementation of Boys Club/Girls Club for students recommended by teachers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I
2,000	LCFF S/C

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supervision Aide meetings and professional development to support a positive school culture
Extra Supervision Aide coverage as needed
Safety and Disaster Supplies as needed to replenish our campus' needs

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF - Base
9,000	Title I

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

4.0 Engagement
Family and Community Partnership

Build positive relationships with Families and Community partners that center around the needs of students, inform our decisions and strengthen our programs.

Goal 4

By June 2021, Monte Vista Elementary School will utilize communication platforms (Blackboard Connect Call System, Class Dojo, MV Website & Social Media) to increase Family Youth Truth Engagement score from 3.78 to 4.2 (scare of 1 to 5).

* Implementing and educating our parents, students, and staff to our P.B.I.S. mission statement. Monte Vista is R.A.C.E. We are responsible, respectful, we achieve to succeed, considerate of others, encourage others daily.
Through our focus with Capturing Kids' Hearts as a Nationally recognized Showcase School, we will continue to connect with students in a meaningful way that our attendance and engagement would increase our school's academic performance in all student groups.

Identified Need

To increase parent involvement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student YT - Engagement	2.82	3.00
Staff YT - Engagement	4.42	4.60
Family YT Communication and Feedback Relationships Resources Engagement	 4.11 4.18 3.84 3.78	 4.50 4.50 4.25 4.20

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

* Implementing and educating our parents, students, and staff to our P.B.I.S. mission statement. Monte Vista is R.A.C.E. We are responsible, respectful, we achieve to succeed, considerate of others, encourage others daily.
* Through our focus with Capturing Kids' Hearts as a Nationally recognized Showcase School, we will continue to connect with students in a meaningful way that our attendance and engagement would increase our school's academic performance in all student groups.
* Increase parent communication via technology, notification systems, social media, school website, professional school information design and distribution.
* Increase parent participation and involvement in activities that Monte Vista and the district hosts.
* Increase parent involvement at SSC and ELAC meetings.
* Create a site AAAC to strengthen positive relationships with our African American families that will support closing the achievement gap for our AA students.
* Provide and coordinate Parent Workshops to increase parent awareness of school activities and parenting strategies to support student learning
* Materials and Supplies as needed

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Title I
1,000	LCFF S/C
500	LCFF - Base

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$111,825.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$79,825.00

Subtotal of additional federal funds included for this school: $79,825.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF - Base	$1,000.00
LCFF S/C	$31,000.00

Subtotal of state or local funds included for this school: $32,000.00

Total of federal, state, and/or local funds for this school: $111,825.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Janice Forte-Watson	Principal
Jennifer Meza	Classroom Teacher
Melissa Day	Classroom Teacher
Sandra Stevens	Classroom Teacher
Anita Aguiar	Other School Staff
Linda Flores	Parent or Community Member
Yolanda Gutierrez	Parent or Community Member
Darnelle Johnson	Parent or Community Member
Allison Noldon	Parent or Community Member
Stephanie Andrews	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other:

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Janice Forte-Watson on
SSC Chairperson, Linda Flores on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Monte Vita SPSA Budget Addendum

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Goal 1: Academics Options and Excellence - Provide relevant high quality classroom instruction and curriculum that promote college and career readiness skills with academic interventi

	A	B	C	D	E
1	**Goal 1: Academics Options and Excellence - Provide relevant high quality classroom instruction and curriculum that promote college and career readiness skills with academic interventions and enrichments in place to eliminate barriers to student success.**				
2	**Budget Category (1000, 2000, 3000, 4000, 5000, 6000)**	**Amount to be expended**	**Funding Source to be expended from SPSA (LCFF Base; LCFF S/C; Title I)**	**Description**	
3	**Goal 1**				
4	1000		Base		
5	1000		Supplemental Concentration		
6	1000		Title I		
7	2000		Base		
8	2000		Supplemental Concentration		
9	2000		Title I		
10	3000		Base		
11	3000		Supplemental Concentration		
12	3000		Title I		
13	4000	11,600	Base	Copier Service Maintenance Agreement	
14	4000		Supplemental Concentration		
15	4000		Title I		
16	5000		Base		
17	5000	8,439	Supplemental Concentration	Technology equipment and software subscriptions	
18	5000	10,000	Title I	Technology equipment and software subscriptions	Base -
19	6000		Base		Title 1
20	6000		Supplemental Concentration		SC -
21	6000		Title I		
22	**Goal 1 LCFF Base Expended**	11,600			
23	**Goal 1 LCFF Supplemental Concentration Expended**	8,439			
24	**Goal 1 Title I Expended**	10,000			
25	**Goal 1 Total Expended**	30,039			
26					
27					
28					
29					
30					
31					
32					

Goal 1 Academics | Goal 2 Culture | Goal 3 Climate | Goal 4 Engagement (Family) | Sheet5

Monte Vita SPSA Budget Addendum

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GOAL 2 - Culture: End the predictability of academic achievement by ensuring that all systems and processes are equitable while being culturally and linguistically responsive to the nee

	A	B	C	D	E
1	**GOAL 2 - Culture: End the predictability of academic achievement by ensuring that all systems and processes are equitable while being culturally and linguistically responsive to the needs of our students.**				
2	**Budget Category (1000, 2000, 3000, 4000, 5000)**	**Amount to be expended**	**Funding Source to be expended from SPSA (LCFF Base; LCFF S/C; Title I)**	**Description**	
3	**Goal 2**				
4	1000		Base		
5	1000		Supplemental Concentration		
6	1000		Title I		
7	2000		Base		
8	2000		Supplemental Concentration		
9	2000		Title I		
10	3000		Base		
11	3000		Supplemental Concentration		
12	3000		Title I		
13	4000		Base		
14	4000		Supplemental Concentration		
15	4000		Title I		
16	5000		Base		
17	5000		Supplemental Concentration		
18	5000		Title I		
19	6000		Base		
20	6000		Supplemental Concentration		
21	6000		Title I		
22	**Goal 2 LCFF Base Expended**	0			
23	**Goal 2 LCFF Supplemental Concentration Expended**	0			
24	**Goal 2 Title I Expended**	0			
25	**Goal 2 Total Expended**	0			
26					
27					
28					
29					
30					
31					
32					
33					

Goal 1 Academics | Goal 2 Culture | Goal 3 Climate | Goal 4 Engagement (Family) | Sheet5

Monte Vita SPSA Budget Addendum

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Goal 3 - Climate: Ensure all school sites have safe, warm, welcoming and responsive climates for staff, students and their families, so that all students feel connected, are motivated to

	A	B	C	D	E	F
1	**Goal 3 - Climate: Ensure all school sites have safe, warm, welcoming and responsive climates for staff, students and their families, so that all students feel connected, are motivated to attend and ready to learn.**					
2	**Budget Category (1000, 2000, 3000, 4000, 5000)**	**Amount to be expended**	**Funding Source to be expended from SPSA (LCFF Base; LCFF S/C; Title I)**	**Description**		
3	**Goal 3**					
4	1000		Base			
5	1000		Supplemental Concentration			
6	1000		Title I			
7	2000		Base			
8	2000		Supplemental Concentration			
9	2000		Title I			
10	3000		Base			
11	3000		Supplemental Concentration			
12	3000		Title I			
13	4000	5,300	Base	Office supplies, Health Office supplies, Playground equipment, Addtional safety equipment (i.e. radios, vests, etc.)		
14	4000	1375	Supplemental Concentration	Positive promotions materials Bumper Stickers		
15	4000		Title I			
16	5000		Base			
17	5000		Supplemental Concentration			
18	5000		Title I			
19	6000		Base			
20	6000		Supplemental Concentration			
21	6000		Title I			
22	**Goal 3 LCFF Base Expended**	5,300				
23	**Goal 3 LCFF Supplemental Concentration Expended**	1,375				
24	**Goal 3 Title I Expended**	0				
25	**Goal 3 Total Expended**	6,675				
26						
27						
28						
29						
30						

Goal 1 Academics | Goal 2 Culture | Goal 3 Climate | Goal 4 Engagement (Family) | Sheet5

Monte Vita SPSA Budget Addendum

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Goal 4 - Engagement: We will build positive partnerships with families and the community as measured annually by increasing participation and active involvement on campuses and at

	A	B	C	D
1	**Goal 4 - Engagement: We will build positive partnerships with families and the community as measured annually by increasing participation and active involvement on campuses and at site and district events.**			
2	**Budget Category (1000, 2000, 3000, 4000, 5000)**	**Amount to be expended**	**Funding Source to be expended from SPSA (LCFF Base; LCFF S/C; Title I)**	**Description**
3	**Goal 4**			
4	1000		Base	
5	1000		Supplemental Concentration	
6	1000		Title I	
7	2000		Base	
8	2000		Supplemental Concentration	
9	2000		Title I	
10	3000		Base	
11	3000	525	Supplemental Concentration	Welcome Back event supplies
12	3000		Title I	
13	4000	1,000	Base	Office Supplies
14	4000		Supplemental Concentration	
15	4000		Title I	
16	5000		Base	
17	5000		Supplemental Concentration	
18	5000		Title I	
19	6000		Base	
20	6000		Supplemental Concentration	
21	6000		Title I	
22	**Goal 4 LCFF Base Expended**	1,000		
23	**Goal 4 LCFF Supplemental Concentration Expended**	525		
24	**Goal 4 Title I Expended**	0		
25	**Goal 4 Total Expended**	1,525		
26				
27				
28				
29				
30				
31				
32				
33				
34				

Goal 1 Academics | Goal 2 Culture | Goal 3 Climate | Goal 4 Engagement (Family) | Sheet5

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Piute Middle School	19646676014740	5/17/19	June 16, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Comprehensive Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The indicated plan is designed to align the LCAP funding to each Goal. LCAP funding is directly correlated to needs and challenges of Piute students to support their success. Goals indicate performance gaps on the SPSA and LCAP funding is linked to intervention strategies, techniques or programs in order to provide ways to close achievement gaps.

Title 1 funding is utilized to improve curriculum and programs, instructional activities, counseling and parental involvement on the Piute campus. Piute Title 1 funding has the goal of assisting the school in meeting the educational goals of low-income students. Funding has been allocated to programs such as Second Step and PBIS.

Plan Summary

The Story

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

Piute Middle School and the Lancaster School District's vision is to create options and excellence in education, empowering all students to reach their full potential. To ensure student success, the core philosophy of the Piute staff is to set high expectations for staff and students. Good First Instruction, Multi-Tiered Systems of Support, and technology for students, as well as teacher collaboration are the cornerstones at Piute to provide a relevant, high quality education within an inclusive and culturally respectful environment, preparing all students for personal and professional success. With these foundations, we will ensure educational opportunities and improve learning for all students.

Examination of the CST academic tables from previous years and the students' scores on current CAASPP assessments show that overall ELA student proficiency has changed little over time and math proficiency has dropped. There is still a need for a multi-approach response to these scores. Piute will align to the district plan and use its resources in the following areas: Good First Instruction targeting Common Core State Standards and preparing students for the CAASPP; Positive Behavior Intervention and Support (PBIS) to recognize positive student behavior and address cultural differences between students, parents, and staff; training and implementation of AVID strategies; training and implementation of the Illuminate assessment program; Abolish Chronic Truancy (ACT) and student incentive programs to improve student attendance rates; AVID Excel, ELD classes, SDC and RSP reading interventions for English Language Learners, students reading below grade-level, and students receiving Special Education services to increase student literacy; and increase parent/community involvement opportunities to encourage support from all stakeholders.

Academics - Teachers have a constant need for staff development to be their best. To address this we will use our site instructional coach's time on campus and federal and state money to provide training in the following specific areas: Common Core, Accountable Talk/Scholar Starters, Five E Lessons plans, Learning Objectives, student collaboration, student skills, AVID strategies, WICOR writing strategies, literacy, Thinking Maps, 21st Century Skills, and Costa's Levels of Thinking with a focus on Depth of Knowledge, and the use of current technology to make sure all students have access to the curriculum.

Demographics - Approximately 59% of students are Hispanic, 32% are African American and 9% are white. 95% of students are low socio-economic status. Currently, or school is 100% free and reduced lunch.

English Language Learners - Piute students continue to need additional support in ELA. Approximately 19% of Piute's student population are English Learners. To appropriately meet Piute's and the district's mission and vision, all ELL students receive additional instruction in one of several programs: AVID Excel, ELD classes for general ed, after their Core Language Arts class to propel them to grade level appropriate mastery, increased Language Acquisition/Development scores, and /or reclassification. Three literature labs are offered at Piute, along with three 6th grade classes for READ 180 and System 44. A key component of this is to train teachers in AVID, GLAD strategies, literacy and emphasize WICOR in all subjects.

Attendance - Piute Middle School staff will focus on students, working with parents, emphasizing the importance of attendance, having conversations about the impact of missing school, using attendance contracts, implementing the Abolish Chronic Attendance program, focusing on Attention 2 Attendance, and giving students monthly/semester attendance incentives.

Behavior - Piute Middle School's suspension and expulsion rates dropped last year. Due to the continued development of alternate behavioral intervention strategies and concise focus on the PBIS system, we continue to progress towards providing an environment that encourages students to learn from behavioral experiences while also holding students accountable. We will continue to hold PLC meetings to train staff in de-escalation techniques to increases teacher managed behavior. Teachers and counselors play a significant role in helping to address behavioral issues from a structural standpoint. Our STAR 6-7 class, targeted for 6th and 7th grade students that have behavioral issues that interfere with their education. STAR 6-8 continues to be a classroom designed to assist students in addressing behavioral problems for academic and social success. Piute is striving to have all staff trained in Capturing Kids Hearts

Piute Culture - Parent involvement and an understanding of the educational system is critical to student success. Piute will increase parent involvement on campus and with our school climate. Piute offers a wide-variety of educational and social opportunities. Students can participate in AVID, Spanish, Creative Writing, Art, Band and STEM elective classes. RISE after-school tutoring is on campus and offers access to tutoring based on a teach - re-teach model, homework help, and physical exercise. Piute offers after-school tutoring in math, language arts and CAASPP. Students participate in clubs and sports teams: cross-country, volleyball, basketball, soccer and track. In addition, Piute has several clubs on campus: Colorguard, Marching Band, STEM Club, AVID tutors, and Star Wars Club. Teachers provide math, English Language arts and CAASPP tutoring. Piute has a Leadership class that sponsors monthly school dances, quarterly incentive dances, pep rallies, anti-bullying seminars, and lunch-time activities. AVID students participate in an annual blood drive with the American Red Cross to involve parents, students and staff.

SPSA Highlights

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

- Academics - High quality first instruction with be provided for all students to allow individualized learning across academic disciplines. Through planning, delivering lessons that align with state standards, Balanced Lesson Design, modeling strategies of critical reading, AVID strategies, modeling the writing process, structuring student collaboration, access to technology, electives, tutoring, and professional development Piute to grow academic achievement.

- Culture - English Language Development students will be provided high quality instruction to produce academic growth. Through delivering lessons with strategies of removing

barriers, technology, designated ELD time, sustained language proficiency, monitor the progress of ELL, foster, homeless, low SES students, professional development and electives to advance culture.

- Climate - Piute Middle School will increase attendance and decrease discipline referrals. Through campus safety, verifying absences, decreasing absenteeism, improving student and family relationships, improved student behavior, a discipline flow chart, alternatives to punitive discipline consequences, and behavior intervention support to advance climate.

- Engagement - Parent and community partnerships will increase engagement in school events and development in the school plan. Through community communication, community outreach, community involvement, and positive relationships with challenging students to develop engagement.

Needs Assessment – Review of Performance

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

Greatest Progress

Good things - Our Math iReady data shows that we have made between a 5% to 8% increase between the first and second testing window in each grade level in the 18-19 school year. Our Tier 3 students have decreased by 2% in math overall in all grade levels. Our ELA iReady data also shows that in reading we have made between a 4% to 12% increase between the first and second testing window in each grade level in the 18-19 school year. Our Tier 3 students have decreased by 6% in reading overall in all grade levels. Our attendance for the 18-19 school year has increased overall 1.80% from last year. Our suspension data has significantly declined by 27%. Reclassification has increased by 54 students this year.

Piute has green in EL and Hispanic in the Conditions and Climate category. Our counselors and intervention class helps assist students in learning social emotional behavior. Our staff has been calling parents to check in when students are gone. Students who have their absences cleared receive Warrior Bucks and Homeroom classes with the best attendance for the month receive a donut party.

Counselors, vice principal and the attendance clerk will continue to call about attendance and offer rewards and recognition as they continue their improvement. Counselors will continue to meet with students to work on social emotional learning. Tutoring will continue for students to support learning and academic progress for all students especially our EL, AA, SED & SWD populations. Language Arts support will continue with a writing focus, while math will focus on writing to explain.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state

indicators, local indicators or other local indicators. What steps is the school planning to take to address these areas with he greatest need for improvement?

Greatest Needs

Piute had a “High” (Red) Academic Performance rate in English Language Arts and Mathematics for all subgroups. Piute had a “High” (Red and Orange) Academic Engagement rate in Chronic Absenteeism for all subgroups.Piute had a “High” (Orange) Conditions and Climate rate for suspension in Foster, Homeless and White student groups. To address English Language Arts and Mathematics performance Piute will implement after school tutoring, iReady, Read 180 and multi-tiered interventions in all grade levels. In order to address suspension rates Piute will work to increase the instance and frequency of Second Step lessons in all grade levels.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Performance Gaps

The “All” student group secured an achievement level of red on the chronic absenteeism indicator. Student groups with a notable gap in that they had a “very high” performance rating in the following student groups: Students with disabilities and English Learners. Suspension data subgroups with a performance gap of green were English Learners and Hispanic. Student groups of Foster, Homeless and White achieved an indicator of orange in the area of suspension rate. “All” student group secured an achievement level of red on the English Language Arts and Mathematics indicator.

In order to address the gaps of suspension data with our students in Foster, Homeless and White status we plan to continue to implement Second Step curriculum, PBIS interventions from Tier 1 to Tier 3 and Capturing Kids Hearts techniques.

In order to address the gaps of chronic absenteeism for “All” subgroups. Piute intends to implement parental involvement and incentives systems. Parent opportunities like Welcome Back BBQ, Parent/Teacher night, Donuts with Principal and weekly communication. Incentivized systems will consist of monthly attendance contests and best attendance awards.

In order to address the gaps in English Language Arts and Mathematics. Piute will implement collaborative learning communities, AVID strategies, conduct professional development on site and the instructional coach will provide demo lessons. Test prep Tuesday’s will be implemented prior to testing in order to ensure students comprehend testing expectations.

Supplemental Services

If not previously addressed identify the two or three most significant ways that the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

Foster/Homeless - Grant for Liason of Homeless and Foster Youth to support through therapeutic services and local resources. School counselors for students to participate in group or individual counseling sessions.

Tutoring - After school tutoring is implemented at the end of the day three days a week, nine sessions a year to increase instructional minutes and reinforce closing the gap of academic shortcomings.

Increase Student Engagement - Capturing Kids Hearts (CKH) and Second Step curriculum for implementation of social emotional development. AVID and AVID Excel to engage students in collaborative conversations regarding learning and school affiliation.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Piute Middle School will be engaged in ongoing consultation with the School Site Council, ELAC, AAAC, Parenting Partners, PTO and other community members. The SPSA will be reviewed quarterly with these groups.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

- At-risk students have access to interventions and additional supports as needed at Piute. Once identified EL students that were misplaced and students classes were reassigned. Students are being identified quickly and being placed appropriately in intervention classes or intervention programs.
- Determining which students participate in interventions is through data, iready scores in Math and Language Arts, ELD classification, Lexile scores, state testing, instructional coach, and ELPAC.
- How funds are allocated to meet the needs of at-risk students support identifying the goals based on the needs of students. Furthermore, intervention curriculum is geared towards areas of need.
- Teachers creating intervention program to address the needs of at risk students. Determines the division of Tier 1, Tier 2 and Tier 3 students with classes developing appropriately.
- Due to the number of at-risk students and tracking, access to teachers for at-risk students is a concern.
- All students have access to technology and other instructional material. Piute is one to one with Chromebooks and students.
- All students have access to core texts to use at school and home.
- Piute's reclassification rate is one of the best in the district.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	237	251	242	234	247	237	233	246	237	98.7	98.4	97.9
Grade 7	377	330	363	367	324	352	366	324	352	97.3	98.2	97
Grade 8	378	342	324	372	337	315	372	337	314	98.4	98.5	97.2
All Grades	992	923	929	973	908	904	971	907	903	98.1	98.4	97.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2442.	2451.	2426.	1.72	1.22	1.27	10.73	16.67	8.44	27.47	30.49	26.58	60.09	51.63	63.71
Grade 7	2463.	2439.	2475.	1.37	1.54	1.99	16.39	11.73	18.75	24.86	16.98	27.84	57.38	69.75	51.42
Grade 8	2487.	2476.	2479.	1.88	1.48	1.27	20.97	15.13	16.56	29.84	28.49	28.34	47.31	54.90	53.82
All Grades	N/A	N/A	N/A	1.65	1.43	1.55	16.79	14.33	15.28	27.39	24.92	27.69	54.17	59.32	55.48

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	3.00	2.03	2.54	40.77	37.40	28.39	56.22	60.57	69.07
Grade 7	6.56	3.70	3.42	32.51	22.53	37.61	60.93	73.77	58.97
Grade 8	7.26	4.75	5.11	39.25	31.16	33.87	53.49	64.09	61.02
All Grades	5.97	3.64	3.78	37.08	29.77	33.89	56.95	66.59	62.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	3.86	5.28	0.84	27.04	42.28	34.18	69.10	52.44	64.98
Grade 7	5.74	4.32	7.69	38.52	35.19	48.72	55.74	60.49	43.59
Grade 8	3.77	6.55	7.67	43.40	38.69	42.81	52.83	54.76	49.52
All Grades	4.54	5.41	5.88	37.63	38.41	42.84	57.84	56.18	51.28

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	3.00	3.66	1.69	51.50	53.25	48.73	45.49	43.09	49.58
Grade 7	2.46	0.62	3.70	47.54	38.58	59.26	50.00	60.80	37.04
Grade 8	3.76	2.37	4.47	59.68	53.71	53.04	36.56	43.92	42.49
All Grades	3.09	2.09	3.44	53.14	48.18	54.33	43.77	49.72	42.22

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	6.44	8.54	3.39	42.06	49.59	38.56	51.50	41.87	58.05
Grade 7	7.92	5.25	6.27	41.80	34.57	47.29	50.27	60.19	46.44
Grade 8	8.06	10.39	5.75	49.73	41.25	42.49	42.20	48.37	51.76
All Grades	7.62	8.05	5.33	44.90	41.12	43.33	47.48	50.83	51.33

Conclusions based on this data:

1. The data provided suggests that all students need to raise their ELA scores. After discussion in staff meetings and PLC's, all staff has decided to focus reading and comprehension to help students understand the questions on the CAASPP better.
2. The data provided suggests that all students need to raise their ELA scores. After discussion in staff meetings and PLC's science and social science staff has decided to focus on reading, comprehension and preparing students to write an intelligent short-constructed response.
3. The data provided suggests that all students need to raise their ELA scores. After discussion in staff meetings and PLC's, ELA staff has decided to focus on reading, comprehension and writing extended responses.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	236	251	242	235	248	236	235	248	235	99.6	98.8	97.5
Grade 7	379	328	363	370	323	351	370	323	351	97.6	98.5	96.7
Grade 8	378	341	325	372	336	315	372	336	315	98.4	98.5	96.9
All Grades	993	920	930	977	907	902	977	907	901	98.4	98.6	97

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2406.	2423.	2396.	0.00	0.40	0.43	6.81	6.05	2.55	20.43	25.00	17.02	72.77	68.55	80.00
Grade 7	2420.	2395.	2435.	1.08	1.24	0.85	6.49	3.10	5.41	16.22	11.76	20.23	76.22	83.90	73.50
Grade 8	2432.	2425.	2419.	1.08	1.79	1.90	2.69	4.76	2.86	18.01	14.29	11.11	78.23	79.17	84.13
All Grades	N/A	N/A	N/A	0.82	1.21	1.11	5.12	4.52	3.77	17.91	16.32	16.20	76.15	77.95	78.91

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	0.85	2.42	1.28	18.72	20.56	14.47	80.43	77.02	84.26
Grade 7	2.97	2.48	2.28	15.14	8.67	18.23	81.89	88.85	79.49
Grade 8	1.61	2.08	3.17	15.86	15.77	7.30	82.53	82.14	89.52
All Grades	1.94	2.32	2.33	16.27	14.55	13.43	81.78	83.13	84.24

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	0.43	0.40	0.85	21.70	23.39	18.72	77.87	76.21	80.43
Grade 7	2.70	1.24	2.28	24.32	19.81	28.49	72.97	78.95	69.23
Grade 8	1.08	2.08	2.54	22.04	29.46	19.05	76.88	68.45	78.41
All Grades	1.54	1.32	2.00	22.82	24.37	22.64	75.64	74.31	75.36

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	0.43	1.21	0.85	25.96	29.44	21.28	73.62	69.35	77.87
Grade 7	1.89	1.24	2.28	40.00	32.82	43.30	58.11	65.94	54.42
Grade 8	1.34	2.38	1.90	33.87	29.76	34.60	64.78	67.86	63.49
All Grades	1.33	1.65	1.78	34.29	30.76	34.52	64.38	67.59	63.71

Conclusions based on this data:

1. The data provided suggests that all students need to raise their math scores. After discussion in staff meetings and PLC's, staff has decided to focus on Claim 1, Claims and procedures.
2. The data provided suggests that all students need to raise their math scores. After discussion with math teachers, math teachers will create tests in Illuminate, re-teaching and then re-assessing. The results will be examined twice per quarter in PLC's with the site coach and/or principal. Teachers will also look at test scores on the prep periods.
3. The data provided suggests that African-Americans are still not closing the Achievement Gap in math as hoped. After discussion in staff meetings, district admin meetings, and SSC meetings, Piute will maintain efforts to focus on this area of concern.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
899	**97.1**	**23.1**	**2.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	208	23.1
Foster Youth	21	2.3
Homeless	47	5.2
Socioeconomically Disadvantaged	873	97.1
Students with Disabilities	162	18.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	237	26.4
American Indian	9	1.0
Filipino	4	0.4
Hispanic	565	62.8
Two or More Races	31	3.4
White	53	5.9

Conclusions based on this data:

1. Based on this data we have learned that 95.6% of our students who are Socioeconomically Disadvantaged.
2. Based on this data we have learned that 25.4% of our students are English Learners.
3. Based on this data we have learned that 15.5% of our students are Students with Disabilities.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	**Chronic Absenteeism**  Orange	**Suspension Rate**  Yellow
Mathematics  Orange		

Conclusions based on this data:

1. Piute's Multi-Tiered Systems of Support are addressing this.
2. Attendance incentives for all students.
3. In-School Intervention and STAR 6 classes to provide mid-level consequence for non-violent and non-safety student consequences

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	5	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
86.1 points below standard	84.9 points below standard	88.3 points below standard
Increased ++6.6 points	Increased ++10.2 points	Increased Significantly ++39.1 points
799	332	19

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red	 Orange	 Orange
110 points below standard	86.1 points below standard	154.4 points below standard
Maintained -2.3 points	Increased ++7.5 points	Increased ++12.4 points
33	780	146

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	 No Performance Color	 No Performance Color	 No Performance Color
114.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2 points	9		4
190			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 No Performance Color	 No Performance Color	 Orange
76 points below standard	117.5 points below standard	0 Students	80.8 points below standard
Increased ++4 points	Maintained -1.8 points		Increased Significantly ++24.8 points
520	26		50

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
126.8 points below standard	43.1 points below standard	99.8 points below standard
Increased ++9.5 points	Increased ++8.3 points	Increased ++7.8 points
166	166	406

Conclusions based on this data:

1. ELA students' scores declined or declined significantly in all sub-groups. There is an serious need for staff development in ELA in all grade levels.
2. Based on the data, admin and the site instructional coach will lead district data driven PLC's with follow-up on a quarterly basis.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
3	4	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
148.1 points below standard	145.5 points below standard	141 points below standard
Increased ++4.6 points	Increased ++8.7 points	Increased Significantly ++40.5 points
796	331	19

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red	 Orange	 Orange
173.3 points below standard	148 points below standard	212.8 points below standard
Declined Significantly -20.9 points	Increased ++5.7 points	Increased ++12.5 points
32	777	145

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	 No Performance Color		 No Performance Color
183.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy
Maintained 0 points	9		4
188			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red	 No Performance Color		 Orange
135.5 points below standard	176.7 points below standard		137.3 points below standard
Maintained ++2.9 points	Declined Significantly -17.4 points		Increased Significantly ++19.2 points
520	25		50

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
181.2 points below standard	110 points below standard	160.3 points below standard
Increased ++8 points	Increased ++6.9 points	Increased ++8.2 points
165	166	404

Conclusions based on this data:

1. Math scores declined or declined significantly in all sub-groups. There is an serious need for staff development in math in all grade levels.
2. In 2017-18, students will be given and iReady math assessment and divided into math support classes for 2018-19.
3. The second period of math will allow students who tested proficient to gain and elective; students with the lowest score will get a basic skills class, and the students in the middle will be placed in a prescriptive, merit program that utilizes a plethora a of strategies.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
49.4 making progress towards English language proficiency
Number of EL Students: 172
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
30	57	0	85

Conclusions based on this data:

1. All EL groups declined and declined significantly most likely due to increased ELD classes, Read 180 and AVID Excel classes this year.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
3	2	4	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
		
Orange	Yellow	Orange
25.3	13.9	21.6
Declined -1.4	Declined Significantly -3.2	Declined -6.6
1020	208	37
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
		
Red	Orange	Yellow
49.3	25.5	28
Increased +7.8	Declined -1.2	Declined Significantly -5.1
71	984	189

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	 No Performance Color	 No Performance Color	 No Performance Color
41.2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +3.1	9	0	6
291			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow	 Red	 No Performance Color	 Yellow
17.3	46.2	Less than 11 Students - Data Not Displayed for Privacy	18.2
Declined -2	Increased +5.5	1	Declined -9.8
619	39		55

Conclusions based on this data:

1. The data provided suggests that all students need to decrease absenteeism. After discussion in staff, ILT, PLC's, and SSC meetings, staff has decided to focus on opportunities for improvement in climate and culture.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	0	3	4	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
		
Yellow	Green	Green
10.8	4.2	7.1
Declined Significantly -4.2	Declined -1.5	Declined -6.3
1059	214	42

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
Red	Yellow	Yellow
16.5	10.7	16.5
Increased +3.1	Declined Significantly -4.7	Declined Significantly -5.5
79	1022	194

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	No Performance Color		No Performance Color
23.9	Less than 11 Students - Data		Less than 11 Students - Data
Declined Significantly -3.7	9		6
309			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Red	No Performance Color	Green
3.8	30.8	Less than 11 Students - Data	6.6
Declined Significantly -3.9	Increased +3	1	Declined -6.1
634	39		61

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	15	10.8

Conclusions based on this data:

1. Suspension rates changed across the sub-groups. Piute will continue to utilize the STAR 6 and In-School Suspension classes and HOSTS program to lower the rates in 2018-19.
2. Foster youth showed and 50% increase in the suspension rate. Counselors contact with this sub-group will increase and support groups will be created for next year.
3. EL students showed a 3% decline, possibly due to additional academic support classes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Academic Options and Excellence - Provide relevant high quality classroom instruction and curriculum that promote college and career readiness skills with academic interventions and enrichment's in place to eliminate barriers to student success.

Goal 1

Students at Piute Middle School will be provided high quality instruction that allows for individualized learning across academic disciplines.

Identified Need

Need assessments have determined that students within Piute Middle School are in need of increased access to formative skills in order to reach high academic levels of success. This is evidenced by 17% of our students scoring met or exceeded on the ELA CAASPP assessment, and 5% scoring met or exceeded on the MATH CAASPP assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (ALL) CAASPP ELA (EL) CAASPP ELA (Homeless) CAASPP ELA (Foster) CAASPP ELA (AA) CAASPP ELA (SWD)	• 83 below standard • 95.3 below standard • 107.7 below standard • 127.4 below standard • 116.3 below standard • 161.5 below standard	• 3 point growth • 3 point growth • 3 point growth • 3 point growth • 3 point growth • 3 point growth
CAASPP MATH (ALL) CAASPP MATH (EL) CAASPP Math (Homeless) CAASPP MATH (Foster) CAASPP MATH (AA) CAASPP MATH (SWD)	• 152.8 below standard • 153.8 below standard • 152.4 below standard • 181.5 below standard • 183.6 below standard • 218.9 below standard	• 3 point growth • 3 point growth • 3 point growth • 3 point growth • 3 point growth • 3 point growth
iReady ELA Assessment	• 9% Tier 1 • 15% Tier 2 • 76% Tier 3	• 3% growth • 3% growth • 3% growth
iReady Math Assessment	• 6% Tier 1 • 21% Tier 2 • 74% Tier 3	• 3% growth • 3% growth • 3% growth
Student Youth Truth Academic Rigor Engagement	 Average Rating 3.74 Average Rating 3.46	 4.00 3.75

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Youth Truth Professional Development and Support	Average Rating 3.72	4.00

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In academic growth in all subjects, teachers will plan and deliver lessons that align with state standards. In order to complete this strategy the following activities will be in place:

- Accountable Talk
- Sentence Frames
- Small Group Instruction
- Site coaches will facilitate training to teachers.
- All administrators on campus will be trained.
- Collaborative Team meetings based on i-Ready data.
- Teachers' lesson plans include the components of Balanced Lesson Design, The Five E's, Learning Objectives, Sentence Frames/Accountable Talk or W-I-C-O-R.
- Teachers will utilize iReady for math and ELA assessments.
- Math Training for Professional Development from Instructional Coach and Teacher lead.
- Breakout EDU Class Bundles for Math Intensive classes, 2 per teacher in 7th and 8th grades.
- Staff meeting and PLC training provided to staff.

Implementation of the strategy will be monitored by:

- Walk-through rubrics
- Presence of lesson plans
- Teacher Assessments
- District Assessments
- iReady
- Illuminate
- CAASPP scores
- AVID Rubric
- ILT Team
- Administration, Site coach, and District visits
- Monthly, Coach and Administration PLC's
- Training in Webex, Google Classroom, Near pod, Google Apps

Expenditures for this Strategy/Activity:

- Materials and Supplies including consumables text materials, writing instruments, and technology
- Math Breakout EDU Licenses

- Release Days for Math
- Math Conferences
- Maintenance agreements for duplicating machines
- LACOE AVID Training
- District AVID Training

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
32901.39	Title I
14378.84	LCFF S/C
15825	LCFF - Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In academic growth in all subjects, teachers will plan and deliver lessons that align with AVID strategies. In order to complete this strategy the following activities will be in place:

- AVID strategies used for writing Accountable Talk "Sentence Frames" and Bell work "Scholar Starters."
- AVID Strategy - Students respond to higher levels of questioning Costa (DOK) and defending their answers with textual evidence.
- Students answering in complete sentences.
- Students creating higher level questions to analyze textual information.

Implementation of the strategy will be monitored by:

- Walk-through rubrics
- Presence of lesson plans
- Teacher Assessments
- District Assessments
- AVID rubrics
- Classroom observations
- Administration, Site coach, and District visits

Expenditures for this Strategy/Activity:

- Copy overages
- Duplicating costs
- PE equipment – boys
- PE Equipment - girls

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1600	LCFF - Base
1000	LCFF S/C

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In academic growth in all subjects, students will have access to technology. In order to complete this strategy the following activities will be in place:

- Students will have access to technology to support learning in i-Ready curriculum and promote fluency with CAASPP.
- Lessons and accommodations for students with disabilities are aligned to IEP/504 plan goals
- Extension lessons and activities for GATE students.
- Ongoing PLC's with admin/teachers and site coaches regarding academic outcome based on i-Ready data.
- Training to enable teachers to more effectively use technology for student writing and subsequent meetings.
- Daily integration of technology for research, writing, presentation, collaboration, and creativity.
- Technology for all students (Chromebooks).
- ViewSonic Interactive View boards

Implementation of the strategy will be monitored by:

- Walk-through rubrics
- Presence of lesson plans
- Teacher Assessments
- District Assessments
- Ellevation
- Classroom observations
- Administration, Site coach, and District visits

Expenditures for this Strategy/Activity:

- Site Coaches
- Postage
- AVID Tutors
- STEM supplies
- STEM supplies - Recher
- Listenwise
- BrainPop
- Flocabulary
- MobyMax

- Science World 7th and 8th grade NGSS
- Instructional technology: Chromebooks, computers, monitor, keyboards, mice, head phones, memory devices, printers, ink, clickers
- Chromebook repairs
- After-school tutoring: Math, ELA and CAASPP

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13295	Title I
2295	LCFF S/C
100	LCFF - Base

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Piute with offer electives to promote academic growth in ELA and Math. In order to complete this strategy the following activities will be in place:

- NGSS implementation - supplies for hands on learning
- Assemble a Black Knowledge Bowl
- Band Electives
- Art Electives
- Spanish Electives
- Computer Electives
- STEM Electives
- Creative Writing Electives
- AVID
- AVID Excel
- Foundational Electives
- Leadership
- After-school Clubs
- After-school/Saturday CAASPP Tutoring
- ELD classes
- EL New Comer Classes
- GATE
- SST Chair
- EL Chair
- Core math, ELA and CAASPP tutoring
- All 6th and 7th grade math teachers will administer iReady math assessment
- Students who show math proficiency on the assessment will be given electives
- Students who show the least amount of basic skills proficiency will be placed in a Math Support Intensive class focusing on basic skills

- Student scoring in the middle range will be place in a math Support class focusing on core standards and supplemental basic skills
- All student receive the same Math core class
- Math Honor electives

Implementation of the strategy will be monitored by:
- Walk-through rubrics
- Presence of lesson plans
- Teacher Assessments
- District Assessments
- AVID rubrics
- Classroom observations
- Administration, Site coach, and District visits

Expenditures for this Strategy/Activity:
- Replace Smart boards
- Repair of band instruments
- Art supplies for 6-8 grade
- Science change of state ice cream
- Transportation for all student field trips
- Band Disney Trip
- AVID College visits
- SDC
- Leadership
- Merits trips
- NGSS supplies
- Computing Ideas
- Black Knowledge Bowl (Student Pizza Party)
- GATE Chair
- GATE Funds
- Field trips
- Parent nights
- GATE supplies
- Award or showcase nights
- SST Chair
- AVID Chair
- PBIS Chair
- Coaches for sports
- Materials supplies including consumables
- Text materials
- Technology
- Elective materials

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

34300	LCFF S/C
15300	Title I
7000	Centralized

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In academic growth in all subjects, the appropriate teachers will have access to professional development. In order to complete this strategy the following activities will be in place:

Professional Development in the following:

- AVID
- GLAD
- Small Group Instruction
- Thinking Maps
- CCSS/YAAG
- Balanced Lesson Design
- Illuminate
- i-Ready
- Lessons and accommodations for students with disabilities are aligned to IEP/504 plan goals
- Independent Reading
- Direct Instruction
- Balance Lesson Design
- Read 180/Systems 44 foundational reading program
- Site Instructional Coach conferences

Implementation of the strategy will be monitored by:

- Walk-through rubrics
- Presence of lesson plans
- Teacher Assessments
- District Assessments
- AVID rubrics
- Classroom observations
- Administration, Site coach, and District visits

Expenditures for this Strategy/Activity:

- AVID Summer Institute
- LACOE training(145)
- AVID training(115)
- Staff collaboration
- READ 180 hosting
- AVID Excel Tutors
- Administration Interns
- CAASPP Workshop

- Literacy Leaders through LACOE

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
21500	Title I
7500	LCFF S/C

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Culture - Supportive and Inclusive Learning Environments - End the predictability of academic achievement by ensuring that all systems and processes are equitable while being culturally and linguistically responsive to the needs of our students.

Goal 2

EL Students at Piute Middle School will be provided high quality instruction that allows for individualized learning across academic disciplines.

Identified Need

Need assessments have determined that ELD students within Piute Middle School are in need of increased access to formative skills in order to reach high academic levels of success. This is evidenced by 17% of our students scoring met or exceeded on the ELA CAASPP assessment, and 5% scoring met or exceeded on the MATH CAASPP assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (ALL) CAASPP ELA (EL) CAASPP ELA (Homeless) CAASPP ELA (Foster) CAASPP ELA (AA) CAASPP ELA (SWD)	• 83 below standard • 95.3 below standard • 107.7 below standard • 127.4 below standard • 116.3 below standard • 161.5 below standard	• 3 point growth • 3 point growth • 3 point growth • 3 point growth • 3 point growth • 3 point growth
CAASPP MATH (ALL) CAASPP MATH (EL) CAASPP Math (Homeless) CAASPP MATH (Foster) CAASPP MATH (AA) CAASPP MATH (SWD)	• 152.8 below standard • 153.8 below standard • 152.4 below standard • 181.5 below standard • 183.6 below standard • 218.9 below standard	• 3 point growth • 3 point growth • 3 point growth • 3 point growth • 3 point growth • 3 point growth
iReady ELA Assessment	• 9% Tier 1 • 15% Tier 2 • 76% Tier 3	• 3% growth • 3% growth • 3% growth
iReady Math Assessment	• 6% Tier 1 • 21% Tier 2 • 74% Tier 3	• 3% growth • 3% growth • 3% growth
Student Youth Truth Academic Rigor English Language Learners African American	 Average Rating 3.74 Average Rating 3.74 Average Rating 3.74	 4.00 4.00 4.00

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Foster Homeless	Average Rating 3.74 Average Rating 3.74	4.00 4.00
ELPAC (Summative)	Level 1 (Minimally Developed) - 15.08% Level 2 (Somewhat Developed) - 35.20% Level 3 (Moderately Developed) - 44.13% Level 4 (Well Developed) - 5.59%	Level 1 (Minimally Developed) - 10% Level 2 (Somewhat Developed) - 30% Level 3 (Moderately Developed) - 52% Level 4 (Well Developed) - 8%
Las Links Writing	Students at Proficient or Advanced Levels 6th Grade - 3.85% 7th Grade - 18.91% 8th Grade - 51.61%	Students at Proficient or Advanced Levels 6th Grade - 8% 7th Grade - 24% 8th Grade - 56%
Las Links Listening	Students at Proficient or Advanced Levels 6th Grade - 26.92% 7th Grade - 20.95% 8th Grade - 34.38%	Students at Proficient or Advanced Levels 6th Grade - 32% 7th Grade - 26% 8th Grade - 40%
iReady Reading English Language Learners Foster Homeless SED	5% On Grade Level 9% Tier 2 86% Tier 3 11% On Grade Level 21% Tier 2 68% Tier 3 13% On Grade Level 13%Tier 2 75% Tier 3 13% On Grade Level 13% Tier 2 75% Tier 3	10% On Grade Level 14% Tier 2 76% Tier 3 16% On Grade Level 26% Tier 2 58% Tier 3 18% On Grade Level 18%Tier 2 65% Tier 3 18% n Grade Level 18% Tier 2 65% Tier 3
CAASPP ELA - Current English Learners	• 181.2 points below standard English Only (99.8 points below standard)	• 161.2 points below standard English Only (94.9 points below standard)
CAASPP ELA Reclassified English Learners	-110 Points below standard	-100 Points below standard
ELPI (Students Decreasing ELPI Levels)	17.4% decrease in ELPI level	12.4% decrease in ELPI level
ELPI (Students Making Progress)	49.4% EL Students Making Progress	52% EL Students Making Progress

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

In culture growth for EL students, teachers will plan and deliver lessons with strategies of removing barriers. In order to complete this strategy the following activities will be in place:

- EL students will have access to ELA and Math CCSS during throughout the learning day using SDAIE, GLAD, and AVID instructional strategies to remove barriers by ELPAC.

Implementation of the strategy will be monitored by:

- Walk-through rubrics
- Presence of lesson plans
- Teacher Assessments
- District Assessments
- AVID Rubrics
- iReady
- Illuminate
- CAASPP scores
- LAS Links
- Administration, Site coach, and District visits

Expenditures for this Strategy/Activity:

- Bi-lingual para-ed

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,965	Title II LEP

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

In culture growth for EL students, teachers will plan and deliver lessons with technology. In order to complete this strategy the following activities will be in place:

- Technology will continue to be accessible to EL students in the ELA support classes.

- AVID Strategies
- Technology replacement

Implementation of the strategy will be monitored by:
- Walk-through rubrics
- Presence of lesson plans
- Teacher Assessments
- District Assessments
- AVID Rubrics
- iReady
- Illuminate
- CAASPP scores
- LAS Links
- Ellevations
- Feedback loop from teachers
- Administration, Site coach, and District visits

Expenditures for this Strategy/Activity:
- Instructional technology: READ 180 Universal/SYS 44 licenses, computer, monitor, keyboards, mice, head phones, memory devices, printers, ink, clickers as funds become available
- Imagine Learning
- Technology repairs

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	LCFF S/C

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

In culture growth for EL students, teachers will plan and deliver lessons with designated ELD time. In order to complete this strategy the following activities will be in place:

- 45 minutes of designated ELD time for EL students in ELD classes to support core ELA

Implementation of the strategy will be monitored by:
- Walk-through rubrics
- Presence of lesson plans
- Teacher Assessments
- District Assessments
- AVID Rubrics

- iReady
- Illuminate
- CAASPP scores
- LAS Links
- Administration, Site coach, and District visits

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In culture growth for students, EL students, SPED students teachers will plan and deliver lessons that sustain language proficiency. In order to complete this strategy the following activities will be in place:

- English Learners will reach language proficiency as defined by the new reclassification criteria, and, once reclassified, students will sustain their language proficiency
- Provide support, professional development, and monitoring for teachers and administrators in SDAIE, GLAD and AVID strategies as well as professional development for analyzing and monitoring the assessment results for EL students and reclassified EL students
- Hire ELL Site Chairs to support teachers and para-educators as well as to monitor the progress of ELL students and reclassified students who were formerly classified as EL
- Culturally and linguistically responsive instructional materials will be utilized to close learning gaps for African American, ELL and all sub-group students
- Increase the percentage of teachers and administrators trained in cultural competency and inclusive practices, including strategies for African American and At Risk students that increase student engagement
- Project READ grant for Scholastic programs in all Special Education classrooms. Additional grant is currently being explored at district level.
- Support Foster students, homeless students and low SES students
- Provide PD to teachers and administrators on how to analyze assessment data in PLCs in order to differentiate instruction throughout the learning day by ELPAC level.
- Capturing Kids Hearts PD – district level professional development
- Balanced Lesson Design PD
- Accountable Talk PD
- Additional supplies in Creative Writing, Journalism, Spanish and computers

Implementation of the strategy will be monitored by:

- Walk-through rubrics
- Presence of lesson plans
- PLC agenda/ minutes
- ODR data in SWIS

- Suspension data
- Teacher Assessments
- District Assessments
- AVID Rubrics
- iReady
- Illuminate
- CAASPP scores
- ELLevations
- LAS Links
- Administration, Site coach, and District visits

Expenditures for this Strategy/Activity:
- Instructional technology for RFEP
- Positive incentives snacks and supplies
- Capturing Kids Hearts professional development
- Spanish Supplies
- Writing Supplies
- Journalism Supplies

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8000	Title I
2100	LCFF S/C

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Climate - Personal Integrity and Responsibility - Ensure all school sites have safe, warm, welcoming and responsive climates for staffs, students and their families, so that all students feel connected, are motivated to attend and ready to learn.

Goal 3

The climate at Piute Middle School will improve with provided opportunities to increase attendance and decrease discipline referrals.

Identified Need

Need assessments have determined that students within Piute Middle School are in need of increased attendance and decreased numbers in discipline referrals in order to create a high level of climate. This is evidenced by 26.6% of our students be chronically absent, and a 15% suspension rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Chronic Absenteeism (ALL) CAASPP Chronic Absenteeism (EL) CAASPP Chronic Absenteeism (Homeless) CAASPP Chronic Absenteeism (Foster) CAASPP Chronic Absenteeism (AA) CAASPP Chronic Absenteeism (SWD)	• 26.6% chronically absent • 17.1% chronically absent • 41.5% chronically absent • 28.3% chronically absent • 38.2% chronically absent • 33.1% chronically absent	• 2% growth • 2% growth • 2% growth • 2% growth • 2% growth • 2% growth
CAASPP Suspension Rate (ALL) CAASPP Suspension Rate (EL) CAASPP Suspension Rate (Homeless) CAASPP Suspension Rate (Foster) CAASPP Suspension Rate (AA) CAASPP Suspension Rate (SWD)	• 15% suspended at least once • 5.7% suspended at least once • 13.4% suspended at least once • 13.5% suspended at least once • 27.6% suspended at least once • 22% suspended at least once	• 3% growth • 3% growth • 3% growth • 3% growth • 3% growth • 3% growth
Student Youth Truth		

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Relationships Culture Belonging and Peer Collaboration	Average Rating 3.26 Average Rating 3.17 Average Rating 3.36	3.50 3.25 3.50
Staff Youth Truth Relationships Culture	 Average Rating 3.71 Average Rating 3.45	 4.00 3.75
Family Youth Truth Culture School Safety	 Average Rating 3.13 Average Rating 2.90	 3.25 3.00
Suspension Expulsion Chronic Absenteeism Attendance Rate	10.8% .003% 25.3% 93.67%	9% 0% 24% 94%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In climate growth for all students, campus safety will be provided with supplies. In order to complete this strategy the following activities will be in place:

- Purchase safety preparedness supplies

Implementation of the strategy will be monitored by:

- Walk-through rubrics
- PBIS Safety Survey
- Administration, Site coach, and District visits

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In climate growth for all students, teachers will verify absences. In order to complete this strategy the following activities will be in place:

- A2A ongoing entry of interventions and parent contacts
- Staff verify absences in class and at parent events
- Attendance incentives
- A2A to monitor chronic absenteeism

Implementation of the strategy will be monitored by:

- Attendance Report – DO
- Overall Attendance Rate
- Truancy Report - A2A
- Unexcused and Unverified Absences
- Chronic Absenteeism Report
- Students at/above 10% absences
- YouthTruth Survey
- Suspension data
- PBIS Safety Survey
- Administration, Site coach, and District visits

Expenditures for this Strategy/Activity:

- Attendance incentives
- Monthly attendance incentives

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	LCFF - Base
1000	LCFF S/C
175	Lottery: Instructional Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In climate growth for all students, Piute will improve student and family relationships. In order to complete this strategy the following activities will be in place:

- Students greeted each day by administration, teachers, and staff

- Culturally responsive classrooms that are formative, collaborative and engaging
- After school activities
- Saturday School behavioral intervention
- Friday after school detention for tardies
- Administration reporting out attendance data results in relation to attendance goals at staff, leadership and ELAC/SSC meetings
- ELPAC academy
- PD: A2A
- PD: SST Online
- PD: ACT - Abolish Chronic Truancy
- PD: Culturally Responsive Classrooms fostering student engagement
- 3-5 Behavioral expectations
- 5:1 Positive reinforcement ratio
- Leadership elective class
- In-School Intervention class provided as an alternate to out of school suspensions
- Lunch Reflection
- Office Discipline Referral (ODR) flow chart posted and implemented
- Major and Minor offenses clearly defined and delineated
- Culturally Responsive campuses that respond readily to student/parent conflict with a solution-based approach
- Admin/PBIS site team PLC's to create alternatives to suspension
- Posters for classrooms, Positive school climate, student projects, Welcome banner, PBIS Banner
- Administration reporting behavior data results out in relation to goals at staff, leadership and ELAC/SSC
- Rec Leader on campus to engage students in lunch activities
- PBIS is foundational behavior plan for Piute students
- Elementary roadshows from feeder schools
- Campus Supervisors participate in staff meetings covering PBIS strategies and pass on to Noon-Duty Aides
- AV Roadshow
- Anti-bullying campaign
- IEP team revision/creation of Behavior Intervention
- Plans for all students with disabilities who are suspended for 7 days in one school year
- Campus Supervisor will support PBIS
- Training provided by counselors and AP at security meetings or as district training/slots become available
- Computer tech to support technology
- Safety supplies and equipment
- PBIS implementation - PD
- Culturally Responsive Campuses - PD
- Behavior Intervention Plans - PD
- SST Online
- Ripple Effects

Implementation of the strategy will be monitored by:

- Attendance Report – DO
- Overall Attendance Rate
- Truancy Report - A2A
- Unexcused and Unverified Absences
- Chronic Absenteeism Report

- Students at/above 10% absences
- YouthTruth Survey
- ODR data in SWIS
- Suspension data
- PBIS Safety Survey
- Administration, Site coach, and District visits

Expenditures for this Strategy/Activity:

- Superhero Club
- Site Computer Tech
- Counselor (2)
- PBIS Chair
- PBIS site members 7
- LeadWorthy Curriculum
- LeadWorthy Training
- Extra SA hours
- Recreational Leaders Supplies and equipment
- PBIS App
- Roadshow buses
- PBIS incentives
- Student Store
- PBIS t-shirts
- Health office supplies
- Radio repair and purchase
- Site Assessment Chair
- Chrome carts to support CAASPP and access to technology

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600	Title I
2500	Centralized
2100	Centralized
66300	Title I
2500	LCFF - Base
10273	LCFF S/C

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Engagement - Family and Community Partnerships - Personal Integrity and Responsibility - Build positive relationships with families and community partners that centers around the needs of students, inform our decisions, and strengthen our programs.

Goal 4

Parents and community partnerships at Piute Middle School will show increased engagement of stakeholders via participation in school events and in development of the school site plan.

Identified Need

Need assessments have determined that families within Piute Middle School are in need of increased engagement in order to create a high level of family participation. This is evidenced by 26.6% of our students be chronically absent, and a 15% suspension rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Chronic Absenteeism (ALL) CAASPP Chronic Absenteeism (EL) CAASPP Chronic Absenteeism (Homeless) CAASPP Chronic Absenteeism (Foster) CAASPP Chronic Absenteeism (AA) CAASPP Chronic Absenteeism (SWD)	• 26.6% chronically absent • 17.1% chronically absent • 41.5% chronically absent • 28.3% chronically absent • 38.2% chronically absent • 33.1% chronically absent	• 2% growth • 2% growth • 2% growth • 2% growth • 2% growth • 2% growth
CAASPP Suspension Rate (ALL) CAASPP Suspension Rate (EL) CAASPP Suspension Rate (Homeless) CAASPP Suspension Rate (Foster) CAASPP Suspension Rate (AA) CAASPP Suspension Rate (SWD)	• 15% suspended at least once • 5.7% suspended at least once • 13.4% suspended at least once • 13.5% suspended at least once • 27.6% suspended at least once • 22% suspended at least once	• 3% growth • 3% growth • 3% growth • 3% growth • 3% growth • 3% growth
Student Youth Truth Engagement	Average Rating 3.46	3.75

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Youth Truth Engagement	Average Rating 3.82	4.00
Family Youth Truth Communication and Feedback Relationships Resources Engagement	 Average Rating 3.45 Average Rating 3.56 Average Rating 3.29 Average Rating 3.18	 3.75 3.75 3.50 3.25

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In engagement growth for all students, Piute will improve community communication. In order to complete this strategy the following activities will be in place:

- Will increase parent communication via technology, notification systems, social media, school website, professional school information design and distribution
- Provide and coordinate parent workshops, 'parent academies' or to support student achievement with available personnel
- Provide engaging and competitive sporting events for all students
- Positive team play and interaction promoting sportsmanship will be paramount
- Offer family events to encourage student and parent activities under the school's educational experience
- Provide field trip opportunities for students
- Encourage community service opportunities for students and parents
- Provide a school planner for all students for communication between school and home
- Family Engagement Ambassador (2) - 3-hours a day
- Parent events give Piute a better community feeling for the students and parents we serve
- Flyers translated for EL's

Implementation of the strategy will be monitored by:

- Parent Sign-In sheets, website or social media, PTO memberships
- Parent surveys and feedback requests
- "Home-School Communicator" use
- Connect-ed frequency
- ODR and suspension rates
- Increase in family after school meetings
- Percent of parents who login to online student data information system and parent sign-up sheets plus feedback surveys
- Number of parents attending school sponsored events

- YouthTruth Survey
- Administration, Site coach, and District visits

Expenditures for this Strategy/Activity:
- League Fees
- Credentialing fees for coaches
- Sports uniforms rotations, B-ball 2019-20, V-Ball 2020-21, X/C&Track 2021-22, Soccer 2022-23
- Pep Squad
- Career Day
- Welcome BBQ, food and beverages
- School community service outreach
- Blood drive
- Color Guard

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3660	LCFF S/C
500	LCFF S/C
800	LCFF S/C
500	Title I
300	LCFF S/C
2000	Title I
1500	Title I
400	Title I

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In engagement growth for all students, Piute will improve community outreach. In order to complete this strategy the following activities will be in place:
- Support students and parents at Piute through extra activities
- Spanish Speaker translators for all parent events: BTSN, Open House, Welcome BBQ, P-T conferences, SST meetings, ELAC
- Parents on campus create a better community atmosphere and feeling on campus for all stakeholders
- AVID program supports community school events with the blood drive and other events
- Martin Luther King day

- Parenting Partners

Implementation of the strategy will be monitored by:
- Parent Sign-In sheets, website or social media, PTO memberships
- Parent surveys and feedback requests
- "Home-School Communicator" use
- Connect-ed frequency
- ODR and suspension rates
- Increase in family after school meetings
- Percent of parents who login to online student data information system and parent sign-up sheets plus feedback surveys
- Number of parents attending school sponsored events
- YouthTruth Survey
- Administration, Site coach, and District visits

Expenditures for this Strategy/Activity:
- Sports Team/Band/Color guard/EOY Parties
- AVID t-shirts
- Sports transportation
- Student planners
- Student folders
- Rentals and leasing
- Parent Involvement events and supplies
- Translation services for meetings
- Additional Translators for P-T conferences

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1200	Title I
600	LCFF - Base
2000	LCFF S/C
8000	LCFF S/C
5632	Title I
300	LCFF - Base
2000	Title I
1000	Title I
500	LCFF - Base

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity

In engagement growth for all students, Piute will increase community involvement. In order to complete this strategy the following activities will be in place:

- Provide for parent, student, staff events to increase involvement
- Family Ambassador to bridge Piute and the community we serve
- Plan quarterly family night at Piute
- Marquee

Implementation of the strategy will be monitored by:

- Parent Sign-In sheets, website or social media, PTO memberships
- Parent surveys and feedback requests
- "Home-School Communicator" use
- Connect-ed frequency
- ODR and suspension rates
- Increase in family after school meetings
- Percent of parents who login to online student data information system and parent sign-up sheets plus feedback surveys
- Number of parents attending school sponsored events
- YouthTruth Survey
- SSC attendance for parents
- Administration, Site coach, and District visits

Expenditures for this Strategy/Activity:

- Clerical Subs
- SST Chairperson
- Promotion Ceremony
- Promotion supplies
- Student of the Month incentives
- Modern Tea Room Art Show

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF - Base
1000	Centralized
400	LCFF - Base
600	LCFF - Base
300	LCFF - Base
800	LCFF S/C

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In engagement growth for all students, Piute will increase positive relationships with challenging students. In order to complete this strategy the following activities will be in place:

- Provide parent, student and staff events for students in HOSTS program (Students who had excessive office referrals in previous year)
- Build positive relationships at school with assigned staff member to monitor grades and behavior and help out of issues

Implementation of the strategy will be monitored by:

- Parent Sign-In sheets, website or social media, PTO memberships
- Parent surveys and feedback requests
- "Home-School Communicator" use
- Connect-ed frequency
- ODR and suspension rates
- SWIS and Cal-Pads
- Increase in family after school meetings
- Percent of parents who login to online student data information system and parent sign-up sheets plus feedback surveys
- Number of parents attending school sponsored events
- YouthTruth Survey
- SSC attendance for parents
- Administration, Site coach, and District visits

Expenditures for this Strategy/Activity:

- HOSTS lunch: Semester 1
- HOSTS lunch: Semester 2

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF S/C

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$327,800.23

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$172,128.39

Subtotal of additional federal funds included for this school: $172,128.39

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Centralized	$12,600.00
LCFF - Base	$25,025.00
LCFF S/C	$96,906.84
Lottery: Instructional Materials	$175.00
Title II LEP	$20,965.00

Subtotal of state or local funds included for this school: $155,671.84

Total of federal, state, and/or local funds for this school: $327,800.23

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Alan Arce - Community	Parent or Community Member
Miguel Tepos - Parent	Parent or Community Member
Shelia Ramirez - Parent	Parent or Community Member
Jaqueline Mask - 8th	Secondary Student
Jaymee Walters - 7th	Secondary Student
Taira Reyes - 6th	Secondary Student
Elizabeth Guijarro - Certificated	Other School Staff
Michael Barnes - Teacher	Classroom Teacher
Debra Haynes - Teacher	Classroom Teacher
Mari Franceschi - Teacher	Classroom Teacher
Thomas Turner - Teacher	Classroom Teacher
Solomon DeFrancis - Admin	Principal
Corey Jackson - Classified	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	Other:

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on November 17, 2019.

Attested:

	Principal, Dr. Solomon D. DeFrancis on
	SSC Chairperson, Miquel Tepos on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

School Year: **2020-21**

SIERRA ELEMENTARY SCHOOL

roadrunners

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sierra Elementary School	19646676014757		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Additional Targeted Support and Improvement
Homeless, Two or more, Foster

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Sierra Elementary School plan aligns with Lancaster School District's Local Control and Accountability Plan (LCAP) and its goals coincide with the LCAP's goals.

Plan Summary

The Story

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

Sierra Elementary School aligns its practices with Lancaster School District focuses:

1) Standards-based instruction
2) Professional Learning Communities (PLCs)
3) Positive Behavior Supports and Interventions (PBIS)

Sierra Elementary is a TK-5 elementary school located in the Antelope Valley, a high desert ecosystem, in Southern California. Sierra serves a population of 628 students who reflect the great diversity of the Lancaster community. The ethnic composition of its student body is Hispanic or Latino- 51%, African American – 28%, White (not Hispanic) – 14%, two or more races - 4%, and the remaining 3% fall under the Asian, Filipino, Pacific Islander, American Indian/Alaska Native or no response categories.

In 2019-2020, the Sierra team was comprised of 31 certificated employees (including a principal, an assistant principal, 22 general education teachers, one RSP teacher, three SDC teachers, and one TSA/Instructional Coach, one speech pathologist, one psychologist and one counselor), and 20 full-time (FT) and 20 part-time (PT) classified employees (FT = a secretary, office assistant, bilingual office assistant, health clerk, nurse assigned to Sierra one day a week, categorical program specialist, campus supervisor, recreational leader, computer technician, cafeteria manager, day custodian, six para-educators and three night custodians; PT = a bilingual para-educator, librarian, a family ambassador, 3 MTSS paraeducators, five CNS workers and eleven supervision aides). All teachers are highly qualified and fully credentialed in the subject areas for pupils they teach.

Students are required to attend 181 days of school, 41 of which are minimum days. Students in grades K thru 3 are present for 403 minutes (325 instructional minutes). Students in grades 4 and 5 are present for 403 minutes (343 instructional minutes).

Sierra Elementary community promotes a learning environment in which students participate in a meaning-centered curriculum that reinforces high academic standards and achievement. Sierra staff diligently works to maintain a positive and supportive school climate. Sierra staff collaborates as a team to deliver balanced lesson design and fosters positive attitudes toward school and learning. Sierra began a Positive Behavior Support program in August 2011 and maintains the program to reinforce school-wide positive behavior supports through defining, teaching, and recognizing positive behavior expectations. The 2019-2020 school year goal was to increase targeted support to identified Tier 2 students, and train the PBIS Team on Tier 3 practices. In 2016, to further support the maintenance of a positive culture, Sierra staff committed to implement and maintain three Capturing Kids' Hearts (CKH) processes: purposeful engagement/welcoming students at the beginning of each day at the entry gate and classrooms, facilitation of "Good Things" in each classroom on a daily basis, and delivery of positive affirmations between staff and students. In 2020-2021 and beyond, Sierra will continue to strengthen its implementation of CKH processes by

creating and using social contracts in all classrooms and using universal behavior redirection signals school-wide. Sierra's focused behaviors are: Be Safe – Be Respectful – Be Responsible.

Sierra will carefully and clearly define areas Sierra will continue its implementation of a curriculum aligned with the Common Core State Standards (CCSS) to guide instruction in 2020-2021. In alignment with the Lancaster LCAP plan, Sierra has adjusted a higher proportion of its State (LCFF) and Federal (Title 1) budget to Tier I instruction as well as the technology required to increase teacher efficiency and student access to technology to develop students with 21st Century technology skills. Socio-economically disadvantaged students, English Language Learners, Special Education students, Foster Youth, Homeless students, and at-risk students have equal access to and participate in this Tier I instruction through their regular classroom teachers and other supports. Social emotional learning (SEL) takes place in all classrooms through our Second Step Curriculum, and is supported with supplemental instruction from the School Counselor, including programs such as Kelso's Choice, Restorative Circles, and Trauma Informed Practices. Teachers in the classrooms use a variety of strategies and techniques including cooperative learning, SDAIE, whole group and small group instruction, balance lesson design, Accountable Talks, Number Talks, critical thinking activities, and Thinking Maps to assure that all students have full access to the core curriculum.

In 2020-2021, we will continue to define targeted supports needed for subgroups and under-served populations, including differentiated instruction during the instructional day, Personalized Learning Time (PLT), including READ 180U intervention classes (grade levels 4 & 5) and iReady online (all grade levels). Accelerated Reader is an additional supplemental program used to support student learning and enrichment.

At Sierra Elementary, all classes are taught by highly qualified teachers. Our teachers are involved in providing intervention, differentiated instruction, and enrichment opportunities during the school day and before/after school. Multiple indicators are utilized to monitor student progress and to determine the need for ongoing support. Multiple indicators used include ELPAC & LAS Links assessment results, iReady Diagnostic assessment results, adopted curriculum assessments and teacher created assessments. Students not making adequate progress are monitored by the classroom teachers. Parent conferences and Student Study Team meetings are held to document strategic, targeted intervention in the classroom to increase achievement.

In addition to academic assessment and data gathering, Sierra Elementary uses the SWIS system for monitoring and identifying students in need of Tier 2 or Tier 3 Behavioral Interventions. Using PBIS, CKH and Second Step as the manner for explicit teaching of appropriate behavior, the school counselor supports whole-class instruction and small group/individual student support based on identified needs. Students who are still not making adequate progress with appropriate behavior will be referred to the Student Study Team (SST) process for review.

The team determines the most appropriate services or interventions necessary at the time through Response to Instruction and Intervention (RtI2). If warranted, students are referred for school-based mental health (when available), academic assessment, and/or additional pupil support services. Students with identified disabilities have a current Individual Education Plan (IEP) which addresses their unique educational needs. These students have access to the core curriculum through the delivery of instruction in the least restrictive environment (LRE) which may include general education classroom resource support (RSP push-in) in addition to some pull-out services, dependent on student need, or a Special Day Class (SDC) as determined by their IEP team.

PROFESSIONAL DEVELOPMENT:

Sierra teachers participate in a variety of professional development opportunities, both at the District and site levels to strengthen the delivery of balanced lesson design, classroom management, social-emotional learning, technology integration, Annenberg Art Grant, and effective Tier 1 CCSS instruction. All teachers participate in monthly professional development on early release Tuesdays in addition to grade level planning release days and/or Targeted Coaching Collaboration days and after-school planning sessions. Additional professional development opportunities will be provided throughout the school year at the site, district and county levels with a targeted focus on PLCs, PBIS, and standards-based instruction.

DISCIPLINE:
Attendance and academic achievement can be adversely affected by disciplinary issues. Students who do not feel safe are more reluctant to come to school and less likely to be successful. Sierra Elementary continues to utilize a School Wide Positive Behavior Intervention and Supports (SWPBIS) designed to maintain a safe and supportive campus by reinforcing good behaviors and correcting inappropriate behaviors through progressive disciplinary actions as well as direct instruction on behavior expectations. Sierra maintains PBIS to reinforce school-wide positive behavior supports through defining, teaching, and recognizing positive behavior throughout the school year. Sierra's positive behavioral expectations are: Be Safe – Be Respectful – Be Responsible. These three expectations are explained to students, continuously reviewed and posted around the campus.

In the 2020-2021 school year, all students will continue to receive social-emotional instruction using the Second Step Curriculum in which they will learn skills to help them manage their emotions and reaction to conflict, solve problems appropriately, and make responsible decisions. We will continue to address students' misbehavior using Capturing Kids' Hearts "Four Questions" to help students focus on their inappropriate behavior choices, communicate that they understand what behavior is expected, acknowledge that they know they are not doing what is expected, and identify what they should do instead. Added support will be provided to at-risk students with the implementation of PBIS Tier 2 supports and through the use of our full-time counselor. Sierra's goal is to realize an annual reduction of office referrals and suspensions for all subgroups; and a reduction in the disproportionality between subgroups, namely African American students.

PARENT AND COMMUNITY RELATIONS:
Our Sierra staff works on a continual basis to enhance our community and parent involvement within our school. We maintain a website, Facebook page, Class Dojo teacher accounts and School Story, PeachJar digital flyers, and utilize the Blackboard Parentlink system on a regular basis to keep parents and the school community informed of current school events. All Blackboard messages and school-wide correspondences are sent in English and Spanish. A variety of opportunities are provided for parents to be involved including School Site Council (SSC), English Language Learners Advisory Council (ELAC), Parent/Teacher Organization (PTO), quarterly Pastries with Parents, and Lunch on the Lawn. Sierra maintains a parent volunteer pool that is required to have current TB tests on file and must be fingerprinted as well. Our volunteers and PTO are a tremendously valuable asset to our continued success. Sierra has a Family and Community Ambassador to increase connections with families and their involvement with the school.

Lancaster CARES, an after-school program, is offered in partnership with the City of Lancaster to support our students with homework, provide enrichment activities, including access to technology and support families who may have to work later than the school hours. Students gain exposure to the community through field trips and assemblies offered throughout the year.

SPSA Highlights

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

Sierra has identified a select number of high yield strategies to focus on in order to increase the percentage of students meeting/exceeding standards in ELA and math, to meet the instructional needs of targeted subgroups, to improve student attendance, to reduce suspensions, and to enhance our family and community partnerships.

In order to improve the number of students at or above standard in ELA and Math, Sierra teachers will plan and deliver high quality tier 1 instruction in PLC collaborative teams. Additionally, Effective Tier 2 supports (grades TK-2nd) and Tier 3 supports (grades 3rd-5th) will be provided 4 days per week for English language arts, for all general education students and students with disabilities. Effective Tier 2 supports (grades TK-5th) will be provided 4 days per week for math, for all general education students and students with disabilities.

In order to increase the number of students demonstrating proficiency in English Language Development, Sierra will provide high-quality integrated ELD throughout all content areas. Additionally, all English learner students will be provided daily Designated ELD using the 2012 English Language Development standards and adopted curriculum. Additionally, culturally and linguistically responsive instructional materials, technology, strategies, and experiences will be utilized to close learning gaps for at-risk student groups (i.e., student with disabilities, foster students, homeless students, and African American students).

In order to reduce our chronic absenteeism and increase our overall attendance, multi-tiered systems of support (MTSS) will be utilized to provide support and intervention for students who are identified as chronically absent, or at-risk for becoming chronically absent as well as students who have been or are at-risk for being suspended. Additionally, we are working toward reducing our suspension rate by implementing the PBIS framework, Second Step instruction, and CKH strategies to build an educational environment that explicitly teaches desired behaviors and addresses social-emotional learning on a daily basis. Sierra will provide effective, high-quality supervision and safety for students, staff, and families during both instructional and non-instructional times.

Sierra works hard to create a school community in which families feel like welcome and valued participants in their students's education. In order to promote our family partnerships, Sierra will focus on increasing parent communication (in dual languages), actively recruiting parents to participate in our parent advisory committees, and hosting a large variety of parent outreach and events. Sierra's parent liaison will play a vital role as we seek to improve our parent outreach.

Needs Assessment – Review of Performance

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

Greatest Progress

In spring of 2018, Sierra students in grade levels 3 thru 5 were administered the English Language Arts/Literacy and Mathematics CAASPP 2018 assessment which yielded an overall increase (1.33%) in school-wide percentage of students who met or exceeded ELA proficiency criteria (22.67% in 2017 to 24% in 2018) and an overall increase (0.49%) in school-wide percentage of students who met or exceeded Mathematics proficiency criteria (10.47% in 2017 to 10.96% in 2018).

CAASPP ELA:
All student subgroups moved from red to yellow on the CA Dashboard, with the exception of our African American Students. Sierra English Learners increased by 14.7 points distance from standard. Hispanic students grew 5.8 points distance from standard. Our Socioeconomically Disadvantaged students grew 11.3 points distance from standard. White students grew 16.3 points distance from standard. Students with disabilities increased 5.1 points distance from standard.

iReady ELA:
31% of Sierra students score "At Risk for Tier 3" in winter, as compared to 43% at the beginning of the year. 24% of Sierra students scored "Tier 1" in winter, as compared to 12% at the beginning of the year.

CAASPP Math:
All student subgroups moved from red to yellow on the CA Dashboard, with the exception of our African American Students who moved from red to orange. African American student increased 10.1 points distance from standard. English Learners increased 3.3 points distance from standard. Hispanic students increased 9.3 points distance from standard. Our Socioeconomically Disadvantaged students increased 13.5 points distance from standard. White students increased 18.1 points distance from standard. Students with Disabilities increased 8.9 points distance from standard.

iReady Math:
32% of Sierra students score "At Risk for Tier 3" in winter, as compared to 49% at the beginning of the year. 12% of Sierra students scored "Tier 1" in winter, as compared to 4% at the beginning of the year.

English Learner Progress:
62.7% of English Learners at Sierra made adequate progress towards English language proficiency. The English Learner subgroup also made significant gains in both ELA CAASPP and Math CAASPP for the 2018 test year.

Chronic Absenteeism:

Although Chronic Absenteeism at Sierra maintained from the 2017 to the 2018 year, three student subgroups declined in their rates of Chronic Absenteeism. African American students declined by 2.9%, Students with disabilities declined by 2.2%, and Homeless students declined by 2.3%.

YouthTruth Student:
The area of Student YouthTruth with the strongest average rating was "Engagement" with an average score of 2.81. 85% of Sierra students reported positively to "Does your teacher want you to work your hardest?" 91% of Sierra students reported positively to "Does you teacher want you to do your best?"

YouthTruth Family:
The area of Family YouthTruth with the strongest average rating was "Relationships" with an average score of 4.05. 88% of Sierra families responded positively to "I feel comfortable approaching teachers about my child's progress." 86% of families reported positively to "Teachers treat families with respect." 82% of families reported positively to "Administrators treat families with respect" and "I feel comfortable approaching the administration about my concerns."

YouthTruth Staff:
The area of Staff YouthTruth with the strongest average rating was "Engagement" with an average score of 4.16. 92% of Sierra staff responded positively to "I understand my school's goals." 90% of of Sierra staff responded positively to "I fell that my work contributes to the goals of my school.85% of Sierra staff responded positively to "I am proud of my school" and "My work gives me a feeling of personal accomplishment." The area of "Professional Development and Support" was also an area of strength with an overall average rating score of 4.00. 87% of Sierra Staff responded positively to "I have opportunities to learn at work" and "I have opportunities to grow professionally at work." 83% of Sierra staff responded positively to "I have access to meaningful professional development," "My professional development over the last year has provided me with content support," and "The feedback I receive from my colleagues helps me improve my work."

Instructional Leadership Team Rubric:
Sierra's Instructional Leadership Team (ILT) is at the early stages of development. Based on the ILT self rubric, Sierra's ILT rated at scores of 2 or 3 out of 6.

Additional Information:
Several factors lead to the significant gains and improvements described above, helping Sierra to move out of CSI into ATSI. The addition of an assistant principal has allowed administration to provide more guidance as instructional leaders, as opposed to merely supporting students' behaviors and discipline. Administration conducts instructional walk-throughs on a weekly basis. Professional development over the course of the year has focused on the work of PLC collaborative teams and de-constructing CA CCSS standards into meaningful learning targets. Close Reading, Math Concept Development, and Technology Integration have also been addressed through this year's professional development. The site instructional coach has supported grade level collaborative teams with common planning, the Lesson Study process with Dr. Douglass, demonstration lessons, and individual teacher goal-setting. The full-time school counselor has provided ongoing socio-emotional support for many students, specifically targeting our homeless and foster youth. Our school counselor also provides Tier 1 SEL instruction by teaching "Kelso's Choices" in classrooms. Our PBIS team has made great gains in the Tier 2 supports available for students at Sierra Elementary, specifically our Check-In/Check-Out student support. The assistant principal, campus supervisor, and recreation leader have implemented "Play Works," a structured-play curriculum, during recesses and lunches. All supervision aids have been trained and are actively implementing the Play Works curriculum. Implementation of structured play has led to a

marked decrease in major ODRs written during unstructured times. Before the implementation of structured play, an average of 2.57 major ODRs were written during recesses and an average of 1.48 ODRs were written during lunches. After the implementation of structured play, an average of 1.84 major ODRs were written during recesses and an average of 1.26 major ODRs were written during lunches. Additionally, the average number of major ODRs written for physical aggression reduced from 2.95 per day to 2.75 per day.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local indicators or other local indicators. What steps is the school planning to take to address these areas with he greatest need for improvement?

Greatest Needs

Overall, Sierra students showed significant gains in ELA CAASPP and Math CAASPP. However, some student subgroups did not make progress. Additionally, the gains in Math CAASPP (10.47% in 2017 to 10.96% in 2018) were significantly lower than the gains made in ELA (22.67% in 2017 to 24% in 2018).

CAASPP ELA:
Although Sierra students increased by 8.1 points distance from standard from 2017 to 2018, they still scored 63.7 points below standard, which is in the low range. All subgroups scored in the low range, with the exception of our African American students, Students with Disabilities, and Homeless students who scored in the very low range. The African American student subgroup maintained 2.6 points from 2017 to 2018, and the Homeless student subgroup declined 24.8 points from 2017 to 2018. None of Sierra's subgroups scored in the medium to very high ranges.

iReady ELA:
31% of Sierra students scored Tier 3 and 77% of Sierra students scored Tier 2 or Tier 3.

CAASPP Math:
Although Sierra students increased by 11.7 points distance from standard from 2017 to 2018, they still scored 87 points below standard, which is in the low range. All subgroups scored in the low range, with the exception of our African American students, Students with Disabilities, and Homeless students who scored in the very low range. Homeless students declined by 9.7 points. None of Sierra's subgroups scored in the medium to very high ranges.

iReady Math:
32% of Sierra students scored Tier 3 and 88% of Sierra students scored Tier 2 or Tier 3.

English Learner Progress:
37.2% of English learners at Sierra maintained or decreased ELPI level.

Chronic Absenteeism:
23.1% of Sierra students were chronically absent in the 2017-2018 school year (very high range). This maintained 0.2% from the 2016-2017 school year. The percentage of students who were chronically absent increased for three subgroups (Socioeconomically Disadvantaged, Two or More Races, and White).

Suspension Rate:
4.7% of Sierra students were suspended at least once in the 2017-2018 school year (high range). This increased 2.4% from the 2016-2017 school year. The percentage of students suspended increased for all subgroups, with the exception of the Two More Races subgroup.

YouthTruth Student:
The area of student YouthTruth with the lowest rating was "Culture" with an average rating score of 2.08. Only 17% of students responded positively to "Do students behave well in your class?" and only 21% responded positively to "Does your class stay busy and not waste time?"

YouthTruth Family:
The area of family YouthTruth with the lowest rating was "School Safety" with an average rating score of 3.42. Only 46% of parents responded positively to "My child is safe from bullying at school," and only 54% of families responded positively to "My child is safe from violence at school."

YouthTruth Staff:
The area of staff YouthTruth with the lowest rating was "Culture" with an average rating score of 3.92. Only 64% of staff responded positively to "My school runs smoothly," 73% of staff responded positively to "My school's employees are committed to the success of my school," and 73% of staff responded positively to "Discipline in this school is fair."

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Performance Gaps

CAASPP ELA:
African American students (scored 80.5 points below standard and maintained 2.6 points) and Homeless students (scored 88.5 points below standard and declined 24.8 points) performed significantly lower than other subgroups and did not make significant growth as did other subgroups (English learners, Hispanic students, Socioeconomically disadvantaged students, and white students). Students with Disabilities scored 124 points below standard; however this student subgroup increased 5.1 points.

iReady ELA:
7% of Sierra English Learners scored Tier 1 (+5%) as opposed to 26% of non-English learners (+13%). 4% of Sierra students receiving special education services scored Tier 1 (+0%) as opposed to 26% of Sierra students not receiving special education services (+13%). 13% of Sierra students scored Tier 1 (+0%) as opposed to 24% of overall students scoring Tier 1. 15% of Sierra students who are homeless scored Tier 1 as opposed to 24% of overall students scoring Tier 1.

CAASPP Math:
Although the African American students increased 10.1 points, as a subgroup, they scored 104.6 points below standard (very low range). Likewise, Students with Disabilities increased 8.9 points, but scored 153.1 points distance from standard (very low range). Homeless students scored 101.4 points below standard (very low range) and declined 9.7 points from 2017 to 2018. All other subgroups scored in the low range and increased from 2017 to 2018.

iReady Math:
4% (+2%) of Sierra African American students scored Tier 1 as opposed to 12% of overall students scoring Tier 1. 4% of Sierra English learners scored Tier 1 (+2%) as opposed to 13% of non-English learners (+9%). 0% of Sierra students receiving special education services scored Tier 1, as opposed to 13% of students not receiving special education services scoring Tier 1. 0% of Sierra foster students scored Tier 1, as opposed to 12% overall students scoring Tier 1.

Chronic Absenteeism:
Socioeconomically disadvantaged students (24.4% chronically absent; increased by 0.7%) and Two or More Races students (38.2% chronically absent; increased 8.2%) were chronically absent more as compared to other Sierra students.

Suspension Rate:
African American students (10.5% suspended at least once; increased 4.9%), Foster Youth (6.5% suspended at least once; increased 4.7%), Homeless students (6.9% suspended at least once; increased 6.9%), and Socioeconomically Disadvantaged students (5.1% suspended at least once; increased 2.8%) were suspended more frequently when compared to other Sierra students.

YouthTruth Student:
Sierra English learners had an average rating score that was significantly lower for YouthTruth Student areas "Engagement" (2.72 as compared to 2.81 overall) and "Relationships" (2.57 as compared to 2.65 overall).

YouthTruth Family:
Sierra Latinx families had an average rating score that was significantly lower for YouthTruth Family area "Culture" (3.46 as compared to 3.66 overall and "School Safety" (3.31 as compared to 3.42 overall). Sierra White families had an average rating score that was significantly lower for YouthTruth Family area "Communication and Feedback" (3.83 as compared to 3.98 overall).

Supplemental Services

If not previously addressed identify the two or three most significant ways that the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

Categorical Funds will be allocated to provide Tier 2 (graded TK-5th) and Tier 3 supports (3rd-5th) for students with a targeted focus on Foster Youth, Homeless Youth, English Learners, Students with Disabilities, and African American students.

All students will have online iReady access in both ELA and MA. Students will work at their individual levels for forty-five minutes a week, per subject.

Tier 2 Interventions:
All Grades Walk-to-Learn Standards-Based Tier 2 grade level collaborative rotations.

Tier 3 ELA Inteventions:
Grade Levels 3, 4 & 5: Read180U for ELA and increased iReady with small group instruction in math.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Sierra works with our Instructional Leadership Team, our School Site Council and ELAC to review and update our School plan throughout the school year.

The ILT team is comprised of the principal, assistant principal, instructional coach, and grade level leader from all 6 grade levels. The Sierra ILT team meets on a monthly basis to develop and reflect on SPSA implementation. The ILT works with our cabinet ILT advisory team to analyze data and discuss next steps.

The SPSA is presented and reviewed at SSC and ELAC on a bi-monthly basis.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Due to numbers of site licenses, not all at-risk students had access to Tier 3 intervention programs (Read 180U) at the 4th and 5th grade levels.

SEI classrooms are assigned to experienced teachers at the beginning of the school year. However, as new students enter throughout the year, they are not always placed in these classrooms due to class enrollment numbers.

Due to the COVID10 pandemic, resulting in school closures for Quarter 4 of the 2019-2020 school year, Sierra students missed a significant amount of instructional time, lost access to supports and enrichment activities, and were physically disconnected from the school environment for several months. Teachers worked diligently to continue to provide quality learning experiences; however, due to varied environmental factors, not all students were able to take advantage of these opportunities to the fullest extent possible.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.16%	0.16%		1	1
African American	%	28.23%	29.65%		175	185
Asian	%	0.81%	0.8%		5	5
Filipino	%	1.29%	1.28%		8	8
Hispanic/Latino	%	50.97%	49.04%		316	306
Pacific Islander	%	0.32%	0.16%		2	1
White	%	14.19%	13.14%		88	82
Multiple/No Response	%	%	5.61%			1
			Total Enrollment		620	624

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten		141	144
Grade 1		108	105
Grade 2		83	112
Grade3		119	82
Grade 4		80	101
Grade 5		89	80
Total Enrollment		620	624

Conclusions based on this data:

1. Hispanic/Latino students make up the largest student group at Sierra.
2. African American students make up the second largest student group at Sierra.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners		100	87		16.1%	13.9%
Fluent English Proficient (FEP)		24	21		3.9%	3.4%
Reclassified Fluent English Proficient (RFEP)		11	3		10.1%	3.0%

Conclusions based on this data:

1. 16% of Sierra students are English learners.
2. English is not the primary language for 30% of Sierra students (considering the percentage of EL, FEP, and RFEP students).

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	104	100	127	102	95	124	102	95	124	98.1	95	97.6
Grade 4	83	106	89	82	101	83	82	101	83	98.8	95.3	93.3
Grade 5	99	84	97	99	82	94	99	82	93	100	97.6	96.9
All Grades	286	290	313	283	278	301	283	278	300	99	95.9	96.2

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2357.	2366.	2330.	4.90	8.42	4.03	16.67	16.84	10.48	21.57	21.05	13.71	56.86	53.68	71.77
Grade 4	2393.	2394.	2428.	7.32	5.94	10.84	13.41	14.85	21.69	19.51	14.85	27.71	59.76	64.36	39.76
Grade 5	2432.	2425.	2444.	6.06	3.66	9.68	13.13	18.29	19.35	23.23	20.73	22.58	57.58	57.32	48.39
All Grades	N/A	N/A	N/A	6.01	6.12	7.67	14.49	16.55	16.33	21.55	18.71	20.33	57.95	58.63	55.67

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.90	6.32	7.26	32.35	42.11	32.26	62.75	51.58	60.48
Grade 4	9.76	10.89	14.46	42.68	36.63	46.99	47.56	52.48	38.55
Grade 5	9.09	6.10	12.90	40.40	46.34	41.94	50.51	47.56	45.16
All Grades	7.77	7.91	11.00	38.16	41.37	39.33	54.06	50.72	49.67

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.82	9.47	3.23	42.16	36.84	26.61	49.02	53.68	70.16
Grade 4	8.54	3.96	6.02	35.37	30.69	54.22	56.10	65.35	39.76
Grade 5	5.05	6.10	8.60	41.41	30.49	45.16	53.54	63.41	46.24
All Grades	7.42	6.47	5.67	39.93	32.73	40.00	52.65	60.79	54.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.90	8.42	2.42	59.80	55.79	53.23	35.29	35.79	44.35
Grade 4	3.66	5.94	9.64	47.56	62.38	62.65	48.78	31.68	27.71
Grade 5	8.08	7.32	6.45	50.51	45.12	55.91	41.41	47.56	37.63
All Grades	5.65	7.19	5.67	53.00	55.04	56.67	41.34	37.77	37.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.88	8.42	4.84	47.06	43.16	25.00	47.06	48.42	70.16
Grade 4	6.10	6.93	9.64	43.90	41.58	55.42	50.00	51.49	34.94
Grade 5	11.11	3.66	17.20	35.35	43.90	36.56	53.54	52.44	46.24
All Grades	7.77	6.47	10.00	42.05	42.81	37.00	50.18	50.72	53.00

Conclusions based on this data:

1. Sierra has experienced a positive trend over the course of three years (2016 to 2019) with slight increases each year in the percentage of students achieving “Standard Exceeded” and “Standard Met” proficiency in ELA each year; 2017 - 20.5%, 2018 - 22.67%, and 2019 - 24%.
2. When comparing 2018 to 2019, grades 4 and 5 experienced significant growth in the percentage of students achieving "Standard Exceeded" and "Standard Met" in ELA proficiency: grade 4 grew from 20.79% to 32.53% and grade 5 grew from 21.95% to 29.03%.
3. When comparing 2018 to 2019, writing was the domain which experienced the most growth with the number of students "Below Standard" reducing by 6.46%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	104	100	128	102	95	125	102	95	125	98.1	95	97.7
Grade 4	82	106	89	80	101	83	80	101	83	97.6	95.3	93.3
Grade 5	99	84	97	98	82	93	98	81	93	99	97.6	95.9
All Grades	285	290	314	280	278	301	280	277	301	98.2	95.9	95.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2367.	2353.	2344.	1.96	3.16	1.60	11.76	12.63	8.80	30.39	21.05	24.80	55.88	63.16	64.80
Grade 4	2395.	2390.	2426.	1.25	0.99	3.61	10.00	8.91	13.25	26.25	29.70	45.78	62.50	60.40	37.35
Grade 5	2408.	2396.	2413.	0.00	2.47	1.08	4.08	2.47	5.38	16.33	20.99	18.28	79.59	74.07	75.27
All Grades	N/A	N/A	N/A	1.07	2.17	1.99	8.57	8.30	8.97	24.29	24.19	28.57	66.07	65.34	60.47

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.88	8.42	3.20	26.47	23.16	22.40	67.65	68.42	74.40
Grade 4	5.00	3.96	8.43	25.00	17.82	32.53	70.00	78.22	59.04
Grade 5	1.02	2.47	1.08	14.29	12.35	11.83	84.69	85.19	87.10
All Grades	3.93	5.05	3.99	21.79	18.05	21.93	74.29	76.90	74.09

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.86	5.26	4.00	41.18	29.47	32.00	51.96	65.26	64.00
Grade 4	2.50	3.96	8.43	32.50	25.74	37.35	65.00	70.30	54.22
Grade 5	1.02	2.47	3.23	23.47	24.69	29.03	75.51	72.84	67.74
All Grades	3.57	3.97	4.98	32.50	26.71	32.56	63.93	69.31	62.46

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.86	4.21	4.00	47.06	37.89	37.60	46.08	57.89	58.40
Grade 4	3.75	2.97	7.23	37.50	25.74	40.96	58.75	71.29	51.81
Grade 5	0.00	2.47	2.15	22.45	19.75	24.73	77.55	77.78	73.12
All Grades	3.57	3.25	4.32	35.71	28.16	34.55	60.71	68.59	61.13

Conclusions based on this data:

1. The number of students scoring "Standard Not Met" from 2018 to 2019 decreased by 4.87%. Likewise, the number of students scoring "Standard Nearly Met" increased by 4.38% from 2018 to 2019. However, 89.04% of Sierra students scored "Standard Nearly Met" or "Standard Not Met" in 2019.
2. Cohorts fall farther and farther behind as they move through the grade levels; Cohort percentages of students achieving "Standard Nearly Met" and "Standard Not Met" - 16/17 (3rd Grade) 86.27%, 17/18 (4th Grade) 90.1%, 18/19 (5th Grade) 93.55%.
3. Concepts & Procedures is the domain in which Sierra students struggled the most, with 74.09% of students scoring "Below Standard" in 2019.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		1399.5		1407.7		1380.0		20
Grade 1		1470.3		1480.6		1459.5		13
Grade 2		1487.5		1492.3		1482.1		16
Grade 3		1482.5		1485.3		1479.2		18
Grade 4		1513.4		1515.1		1511.1		11
Grade 5		1520.8		1540.1		1501.2		17
All Grades								95

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		5.00		30.00		35.00		30.00		20
1		15.38		46.15		30.77		7.69		13
2		12.50		56.25		25.00		6.25		16
3		16.67		5.56		61.11		16.67		18
4		18.18		45.45		36.36		0.00		11
5		23.53		35.29		23.53		17.65		17
All Grades		14.74		34.74		35.79		14.74		95

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		10.00		40.00		20.00		30.00		20
1		38.46		23.08		38.46		0.00		13
2		25.00		50.00		25.00		0.00		16
3		16.67		44.44		27.78		11.11		18
4		45.45		45.45		9.09		0.00		11
5		52.94		29.41		5.88		11.76		17
All Grades		29.47		38.95		21.05		10.53		95

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		5.00		20.00		45.00		30.00		20
1		7.69		38.46		30.77		23.08		13
2		6.25		43.75		37.50		12.50		16
3		0.00		22.22		50.00		27.78		18
4		9.09		36.36		27.27		27.27		11
5		0.00		5.88		64.71		29.41		17
All Grades		4.21		26.32		44.21		25.26		95

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		10.00		70.00		20.00		20
1		61.54		38.46		0.00		13
2		31.25		62.50		6.25		16
3		11.11		50.00		38.89		18
4		18.18		72.73		9.09		11
5		17.65		64.71		17.65		17
All Grades		23.16		60.00		16.84		95

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		10.00		60.00		30.00		20
1		15.38		76.92		7.69		13
2		25.00		75.00		0.00		16
3		44.44		50.00		5.56		18
4		63.64		36.36		0.00		11
5		82.35		5.88		11.76		17
All Grades		38.95		50.53		10.53		95

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		5.00		70.00		25.00		20
1		46.15		30.77		23.08		13
2		12.50		62.50		25.00		16
3		0.00		27.78		72.22		18
4		9.09		54.55		36.36		11
5		0.00		47.06		52.94		17
All Grades		10.53		49.47		40.00		95

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		20.00		35.00		45.00		20
1		0.00		92.31		7.69		13
2		6.25		81.25		12.50		16
3		16.67		66.67		16.67		18
4		9.09		90.91		0.00		11
5		5.88		76.47		17.65		17
All Grades		10.53		70.53		18.95		95

Conclusions based on this data:

1. 29.47% of Sierra English learners scored Level 4 in oral language, as opposed to 4.21% of English learners who scored Level 4 in written language.
2. 38.95% of Sierra English learners scored "Well Developed" in the Speaking Domain, as opposed to 23.16% of English learners who scored "Well Developed" in the Listening Domain.
3. 40% of Sierra English learners scored "Beginning" in the Reading Domain.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
620	**91.8**	**16.1**	**3.9**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	100	16.1
Foster Youth	24	3.9
Homeless	59	9.5
Socioeconomically Disadvantaged	569	91.8
Students with Disabilities	73	11.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	175	28.2
American Indian	1	0.2
Asian	5	0.8
Filipino	8	1.3
Hispanic	316	51.0
Two or More Races	25	4.0
Pacific Islander	2	0.3
White	88	14.2

Conclusions based on this data:

1. The majority of Sierra students (91.8%) are socioeconomically disadvantaged.
2. 13.4% of Sierra students are foster or homeless youth.
3. The majority of Sierra students (79.2%) are Hispanic/Latino or African American.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Red	**Suspension Rate**  Red
Mathematics  Yellow		

Conclusions based on this data:

1. Sierra moved from red (2018) to yellow (2019) in both English Language Arts and Mathematics.
2. Sierra moved from yellow (2018) to red (2019) in Suspension Rate.
3. Sierra stayed in red from 2018 to 2019 in Chronic Absenteeism.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	4	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Yellow	 No Performance Color
63.7 points below standard	50.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++8.1 points	Increased ++14.7 points	9
252	57	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 No Performance Color
88.5 points below standard	64.5 points below standard	124 points below standard
Declined Significantly -24.8 points	Increased ++11.3 points	Increased ++5.1 points
22	236	29

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	 No Performance Color	 No Performance Color	 No Performance Color
80.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Maintained ++2.6 points	1		4
71			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow	 No Performance Color	 No Performance Color	 Yellow
56.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	58.3 points below standard
Increased ++5.8 points	4	2	Increased Significantly ++16.3 points
135			35

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
106.9 points below standard	39.3 points above standard	68.1 points below standard
Maintained -1.4 points	Increased Significantly ++29.9 points	Increased ++7.2 points
35	22	194

Conclusions based on this data:

1. Compared to "All Students" who were in yellow with 63.7 points below standard, African American students were in red with 80.5 points below standard.
2. All student subgroups increased, except homeless students (declined significantly) and African American students (maintained).
3. Whereas English only students increased and Reclassified English Learners increased significantly, English learners maintained.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	4	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Yellow	 No Performance Color
87 points below standard	85.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++11.7 points	Increased ++3.3 points	9
252	57	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 No Performance Color
101.4 points below standard	88.9 points below standard	153.1 points below standard
Declined -9.7 points	Increased ++13.5 points	Increased ++8.9 points
22	236	29

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Orange	 No Performance Color		 No Performance Color
104.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy
Increased ++10.1 points	1		4
71			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow	 No Performance Color	 No Performance Color	 Yellow
80.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	71.6 points below standard
Increased ++9.3 points	4	2	Increased Significantly ++18.1 points
135			35

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
118.8 points below standard	31.8 points below standard	87.6 points below standard
Declined -8.7 points	Increased Significantly ++16.8 points	Increased Significantly ++15.2 points
35	22	194

Conclusions based on this data:

1. Whereas "All Students" were in yellow with 87 points below standard, African American students were in orange with 104.6 point below standard.
2. All student subgroups increased, except homeless students who declined.
3. Whereas English only students and Reclassified English learners increased significantly, English learners declined.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
62.7 making progress towards English language proficiency
Number of EL Students: 67
Performance Level: Low

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7	18	1	41

Conclusions based on this data:

1. The majority of English learners (62.7%) are making progress towards English language proficiency.
2. 41 English learners progressed at least one ELPI level, whereas 25 English learners maintained or decreased one ELPI level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
2	4	3	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Red	 Yellow	 Yellow
23.1	12	18.4
Maintained +0.2	Declined -2	Declined -17.7
740	108	38
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Orange	 Red	 Orange
49	24.4	22.3
Declined -3.2	Increased +0.7	Declined -2.2
98	679	94

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
34.2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
Declined -2.9	1	5	Declined -9.1
231			11
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Red	No Performance Color	Orange
16.9	38.2	Less than 11 Students - Data Not Displayed for Privacy	16.8
Declined -0.9	Increased +8.2	2	Increased +6.4
361	34		95

Conclusions based on this data:

1. All student subgroups are in red or orange, except Foster Youth, English learners, and Hispanic students which are in yellow.
2. Homeless students have the highest rate of chronic absenteeism at 49%. African American students and Two ore More Races students have the next highest rates of chronic absenteeism (34.2% and 38.2%).
3. All students subgroups declined in their rate of chronic absenteeism, except Socioeconomically Disadvantaged students, White students, and Two or More Races students.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
4	3	2	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Red	 Yellow	 Red
4.7	0.9	6.5
Increased Significantly +2.4	Increased +0.9	Increased +4.7
812	116	46

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red	 Red	 Orange
7.8	5.1	5.7
Increased +6.9	Increased Significantly +2.8	Increased +4.9
116	743	105

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	 No Performance Color	 No Performance Color	 No Performance Color
10.5	Less than 11 Students - Data 2	Less than 11 Students - Data 5	0
Increased Significantly +4.9			Maintained 0
258			11
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 Yellow	 No Performance Color	 Orange
1.5	5.6	Less than 11 Students - Data 2	2.9
Increased +1.2	Declined -0.3		Increased +2.1
396	36		102

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.3	4.7

Conclusions based on this data:

1. Seven out of the nine subgroups are in orange or red. The only two subgroups in yellow are English learners and Two or More Races.
2. African American students have the highest suspension rate (10.5%). Homeless students and foster youth have the next highest rates of suspension (7.8% and 6.5% respectively).
3. The suspension rates of all student groups increased or increased significantly, except Filipino students (maintained) and Two or More Races (Declined).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

1.0 Academics - Academics: Options and Excellence

Provide relevant high quality classroom instruction and curriculum that promote college and career readiness skills with academic interventions and enrichments in place to eliminate barriers to student success.

Goal 1

Provide high quality, Effective Tier 1 instruction of CA Common Core State Standards that promote college and career readiness skills with targeted academic Tier 2 and Tier 3 supports for at-risk students, and enrichment for GATE and high achieving students to increase student successes.

Identified Need

CAASPP ELA:
African American students (scored 80.5 points below standard and maintained 2.6 points) and Homeless students (scored 88.5 points below standard and declined 24.8 points) performed significantly lower than other subgroups and did not make significant growth as did other subgroups (English learners, Hispanic students, Socioeconomically disadvantaged students, and white students). Students with Disabilities scored 124 points below standard; however this student subgroup increased 5.1 points. African American students (scored 80.5 points below standard and maintained 2.6 points) and Homeless students (scored 88.5 points below standard and declined 24.8 points) performed significantly lower than other subgroups and did not make significant growth as did other subgroups (English learners, Hispanic students, Socioeconomically disadvantaged students, and white students). Students with Disabilities scored 124 points below standard; however this student subgroup increased 5.1 points.

iReady ELA:
7% of Sierra English Learners scored Tier 1 (+5%) as opposed to 26% of non-English learners (+13%). 4% of Sierra students receiving special education services scored Tier 1 (+0%) as opposed to 26% of Sierra students not receiving special education services (+13%). 13% of Sierra students scored Tier 1 (+0%) as opposed to 24% of overall students scoring Tier 1. 15 of Sierra students who are homeless scored Tier 1 as opposed to 24% of overall students scoring Tier 1. 7% of Sierra English Learners scored Tier 1 (+5%) as opposed to 26% of non-English learners (+13%). 4% of Sierra students receiving special education services scored Tier 1 (+0%) as opposed to 26% of Sierra students not receiving special education services (+13%). 13% of Sierra students scored Tier 1 (+0%) as opposed to 24% of overall students scoring Tier 1. 15% of Sierra students who are homeless scored Tier 1 as opposed to 24% of overall students scoring Tier 1.

CAASPP Math: Although the African American students increased 10.1 points, as a subgroup, they scored 104.6 points below standard (very low range). Likewise, Students with Disabilities increased 8.9 points, but scored 153.1 points distance from standard (very low range). Homeless students scored 101.4 points below standard (very low range) and declined 9.7 points from 2017 to 2018. All other subgroups scored in the low range and increased from 2017 to 2018. Although the African American students increased 10.1 points, as a subgroup, they scored 104.6 points below standard (very low range). Likewise, Students with Disabilities increased 8.9 points, but scored 153.1 points distance from standard (very low range). Homeless students scored 101.4 points below standard

(very low range) and declined 9.7 points from 2017 to 2018. All other subgroups scored in the low range and increased from 2017 to 2018.

iReady Math:
4% (+2%) of Sierra African American students scored Tier 1 as opposed to 12% of overall students scoring Tier 1. 4% of Sierra English learners scored Tier 1 (+2%) as opposed to 13% of non-English learners (+9%). 0% of Sierra students receiving special education services scored Tier 1, as opposed to 13% of students not receiving special education services scoring Tier 1. 0% of Sierra foster students scored Tier 1, as opposed to 12% overall students scoring Tier 1. 4% (+2%) of Sierra African American students scored Tier 1 as opposed to 12% of overall students scoring Tier 1. 4% of Sierra English learners scored Tier 1 (+2%) as opposed to 13% of non-English learners (+9%). 0% of Sierra students receiving special education services scored Tier 1, as opposed to 13% of students not receiving special education services scoring Tier 1. 0% of Sierra foster students scored Tier 1, as opposed to 12% overall students scoring Tier 1.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA - All 3rd - 5th Students CAASPP ELA - English Learners CAASPP ELA - Homeless CAASPP ELA - Socioeconomically Disadvantaged CAASPP ELA - Students with Disabilities CAASPP ELA - African American CAASPP ELA - Hispanic CAASPP ELA - White	63.7 points below standard (+ 8.1 points) - 24% met/exceeded 50.5 points below standard (+ 14.7 points) - 9.26% met/exceeded 88.5 points below standard (- 24.8 points) - 9.09% met/exceeded 64.5 points below standard (+ 11.3 points) - 24.08% met/exceeded 124 points below standard (+ 5.1 points) - 5.88% met/exceeded 80.5 points below standard (maintained 2.6 points) - 17.98% met/exceeded 56.1 points below standard (+ 5.8 points) - 24.84% met/exceeded 58.3 points below standard (+ 16.3 points) - 37.83% met/exceeded	60.7 points below standard (increase 3 points) 45.5 points below standard (increase 5 points) 85.5 points below standard (increase 3 points) 59.5 points below standard (increase 5 points) 121 points below standard (increase 3 points) 77.5 points below standard (increase 3 points) 53.1 points below standard (increase 3 points) 53.3 points below standard (increase 5 points)
CAASPP MA - All 3rd - 5th Students CAASPP MA - English Learners CAASPP MA - Homeless	87 points below standard (+11.7 points) - 10.96% met/exceeded 85.2 points below standard (+3.3 points) - 7.41% met/exceeded	82 points below standard (increase 5 points) 82.2 points below standard (increase 3 points) 98.4 points below standard (increase 3 points)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP MA - Socioeconomically Disadvantaged CAASPP MA - Students with Disabilities CAASPP MA - African American CAASPP MA - Hispanic CAASPP MA - White	101.4 points below standard (-9.7 points) - 6.06% met/exceeded 88.9 points below standard (+13.5 points) - 9.46% met/exceeded 153.1 points below standard (+8.9 points) - 0% met/exceeded 104.6 points below standard (+10.1 points) - 4.44% met/exceeded 80.1 points below standard (+9.3 points) - 13.37% met/exceeded 71.6 points below standard (+18.1 points) - 16.21% met/exceeded	83.9 points below standard (increase 5 points) 150.1 points below standard (increase 3 points) 99.6 points below standard (increase 5 points) 75.1 points below standard (increase 5 points) 66.6 points below standard (increase 5 points)
iReady - ELA	Projected Proficiency - 24%	24-34% Proficient Expected
iReady - Math	Projected Proficiency - 14%	14-24% Proficient Expected
YouthTruth - Student Academic Rigor YouthTruth- Student Engagement YouthTruth - Staff Professional Development & Support	2.58 Average Rating Score 2.81 Average Rating Score 4.00 Average Rating Score	2.68 Average Rating Score 2.91 Average Rating Score 4.01 Average Rating Score

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Sierra teachers will plan and deliver high quality tier 1 instruction in PLC collaborative teams.

Implementation Tasks:
1. Collaborative teams will review 19-20 Learning Progression work (Solution Tree) and make connections to learning progressions.
2. Training will be provided on learning progressions.
3. Teams will collaboratively select a RI/RL priority standard to focus on.
4. Teams will collaboratively create/revise learning progression(s) based on selected RI/RL standard.

5. Sierra admin and instructional coach will support new teachers by providing differentiated PD to create/revise learning intentions that align.
6. Professional development will be provided on Success Criteria.
7. Teams will collaboratively create success criteria based on learning intentions.
8. Teams will collaboratively create/identify formative assessments to align with success criteria.
9. Whole staff training will be provided on Small Group Instruction.
10.Admin and instructional coach will design & implement a coaching plan for supporting the implementation of small group instruction during math and ELA.
11. Teachers will implement small group lessons and receive feedback from admin and coach.
12. Professional development will be provided on using formal and informal data to immediately determine small groupings.
13. Materials, supplies, and technology will be provided to support Tier I whole-group and small-group instruction.

Monitored by:
1. ILT will develop a walk-though tool to monitor implementation.
2. Weekly walk-throughs by administration during T1 instructional blocks, using ILT developed walk-through tool.
3. iReady Diagnostic data reviewed and reflected upon three times per year during ILT meetings and staff meetings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
27,920.00	LCFF S/C
19,820.00	Title I
6,000.00	LCFF - Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners, Foster Youth, Homeless Students, African American Students, Students with Disabilities

Strategy/Activity

Effective Tier 2 supports (grades TK-2nd) and Tier 3 supports (grades 3rd-5th) will be provided 4 days per week for English language arts, for all general education students and students with disabilities. Effective Tier 2 supports (grades TK-5th) will be provided 4 days per week for math, for all general education students and students with disabilities.

Implementation Tasks:
1. Recreate master schedule to contain Tier 2 (Walk-to-Learn) blocks of time for 30 min/4 days per week (Grades TK-5th), Tier 3 blocks of time for 70 minutes/4 days per week (Grades 3rd-5th), and

Math Universal Access blocks of time for 30 minutes/4 days per week. Stagger specialized support times to support special education collaboration and push-in services.
2. PLC collaborative teams will collaborate weekly to identify focus standards for Tier 2 and to build/select common formative assessments for pre- and post-tests.
3. The resource specialist, Special Day Class teachers, and special education para-educators will push into the general education classrooms during Tier 2 to provide ELA SAI minutes.
4. PLC collaborative teams will meet at the beginning and the ending of each Tier 2 session to review student data, group students for strategic support, and identify next steps.
5. The resource specialist or special education para-educator will provide push-in math SAI minutes during math Universal Access.
6. PLC collaborative teams will use iReady diagnostic data to determine students in need of Tier 3 supports in 3rd-5th grades. One teacher at each grade level will teach System 44/Read 180U for Tier 3 support. Students with IEPs who are in need of a Tier 3 intervention will be taught System 44/Read 180U by the resource specialist.
7. PLC collaborative teams will meet quarterly to review and reflect on data to monitor success of Tier 3 implementation. Students will be moved, if necessary (based on data), at the beginning of each quarter.
8. Materials, Supplies, Software, and Technology will be provided to support Tier 2 and Tier 3 instruction.
9. Extra hours will be paid to classified staff to support Tier 3 instruction.
10. Professional development and training opportunities will be provided for all certificated and classified staff as appropriate to occur during Pink Tuesdays, after-school, or on Saturdays. Substitutes may need to be provided to allow staff to attend professional development and trainings offered during the instructional day.

Monitored by:
1. Weekly walk-throughs by administration during T2 and T3 instructional blocks.
2. Tier 2 and Tier 3 data reviewed and reflected upon during bi-monthly ILT meetings.
3. iReady Diagnostic data reviewed and reflected upon three times per year during ILT meetings and staff meetings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
37,900.00	Title I

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Sierra teachers engaged in a variety of professional development opportunities focused on writing and using learning targets, Close Reading, and math concept development (via the Dr. Douglass lesson study process). Sierra teachers worked in PLC collaborative teams with a Solution Tree consultant to identify essential standards, deconstruct standards into manageable learning targets, and to define success criteria for each learning target. iReady online instruction was used with fidelity in grades 1st-5th for the entire year, and in kindergarten after winter break. Significant growth was made from the iReady Window 1 diagnostic to the Window 2 diagnostic. The percentage of students score at-risk for Tier 3 decreased, while the number of students scoring Tier 1 increased.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Sierra teachers were unable to engage in collaborative teams to develop learning progressions and common formative assessments. Teachers are still working toward collaboration for the purpose of standards assessment and the review of common data to guide next steps and Tier 2 intervention. Due to COVID-19 school closures, Sierra teachers were not able to complete their Solution Tree work or further professional development in areas of focus.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

New goals will be developed for the 20-21 school year to address academics.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

2.0 Culture - Supporting an Inclusive Learning Environment
End the predictability of academic achievement by ensuring that all systems and processes are equitable while being culturally and linguistically responsive to the needs of our students.

Goal 2

Sierra Elementary will ensure that all systems and processes are equitable while being culturally and linguistically responsive to the needs of our students.

Identified Need

ELPI:
37.3% of Sierra English learners are not making adequate progress toward English language proficiency. 10.4% of English learners decreased at least one proficiency level.

CAASPP ELA:
African American students (scored 80.5 points below standard and maintained 2.6 points) and Homeless students (scored 88.5 points below standard and declined 24.8 points) performed significantly lower than other subgroups and did not make significant growth as did other subgroups (English learners, Hispanic students, Socioeconomically disadvantaged students, and white students). Students with Disabilities scored 124 points below standard; however this student subgroup increased 5.1 points.

iReady ELA:
7% of Sierra English Learners scored Tier 1 (+5%) as opposed to 26% of non-English learners (+13%). 4% of Sierra students receiving special education services scored Tier 1 (+0%) as opposed to 26% of Sierra students not receiving special education services (+13%). 13% of Sierra students scored Tier 1 (+0%) as opposed to 24% of overall students scoring Tier 1. 15 of Sierra students who are homeless scored Tier 1 as opposed to 24% of overall students scoring Tier 1.

CAASPP Math:
Although the African American students increased 10.1 points, as a subgroup, they scored 104.6 points below standard (very low range). Likewise, Students with Disabilities increased 8.9 points, but scored 153.1 points distance from standard (very low range). Homeless students scored 101.4 points below standard (very low range) and declined 9.7 points from 2017 to 2018. All other subgroups scored in the low range and increased from 2017 to 2018.

iReady Math:
4% (+2%) of Sierra African American students scored Tier 1 as opposed to 12% of overall students scoring Tier 1. 4% of Sierra English learners scored Tier 1 (+2%) as opposed to 13% of non-English learners (+9%). 0% of Sierra students receiving special education services scored Tier 1, as opposed to 13% of students not receiving special education services scoring Tier 1. 0% of Sierra foster students scored Tier 1, as opposed to 12% overall students scoring Tier 1.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC (Summative)	Level 1 (Minimally Developed) - 14.74% Level 2 (Somewhat Developed) - 35.79% Level 3 (Moderately Developed) - 34.74% Level 4 (Well Developed) - 14.74%	Level 1 (Minimally Developed) - 10% Level 2 (Somewhat Developed) - 35% Level 3 (Moderately Developed) - 35% Level 4 (Well Developed) - 20%
Las Links Writing	Students at Proficient or Advanced Levels 1st Grade: 0% 2nd Grade: 0% 3rd Grade 0% 4th Grade: 38.46% 5th Grade: 33.33%	Students at Proficient or Advanced Levels 1st Grade: 0.5% 2nd Grade: 0.5% 3rd Grade 0.5% 4th Grade: 40% 5th Grade: 35%
Las Links Listening	Students at Proficient or Advanced Levels 1st Grade: 35.29% 2nd Grade: 30% 3rd Grade: 58.34% 4th Grade: 30.77% 5th Grade: 50%	Students at Proficient or Advanced Levels 1st Grade: 37% 2nd Grade: 33% 3rd Grade 60% 4th Grade: 34% 5th Grade: 55%
iReady - Reading	English Language Learners - 12% Foster - 14% Homeless - 21% SED - 21% African American - 20%	English Language Learners - 15% Foster - 16% Homeless - 22% SED - 23% African American - 22%
iReady - Math	English Language Learners - 8% Foster - 0% Homeless - 8% SED - 11% African American - 7%	English Language Learners - 11% Foster - 2% Homeless - 11% SED - 14% African American - 10%
CAASPP ELA - Current English Learners	50.5 points below standard (increased 14.7 points) English Only - 68.1 points below standard	45.5 points below standard (increase 5 points)
CAASPP ELA - Reclassified English Learners	39.3 points below standard (increased 29.9 points)	29.3 points below standard (increase 10 points)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPI (Students Making Progress)	62.7% making progress	70% making progress
Student Youth Truth - Academic Rigor English Language Learners African American Foster Homeless	Site Average - 2.58 2.59 2.66 N/A 2.52	Site Average - 2.70 2.69 2.76 2.62 2.62
Student Youth Truth - Instructional Methods English Language Learners African American Foster Homeless	Site Average - 2.57 2.64 2.56 2.75 2.46	Site Average - 2.70 2.74 2.66 2.85 2.56

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All EL Students

Strategy/Activity

All EL students will be provided a minimum of 30-minutes designated ELD instruction, based on the 2012 CA ELD standards, using SDAIE, GLAD, and AVID instructional strategies. Additionally, all EL students will be provided high-quality integrated ELD instruction throughout the day, in all content areas, during Tier 1 instruction.

Implementation Tasks:
1. EL students will be identified and grouped by ELPAC level.
2. Designated ELD time will be identified on the master schedule for each grade level.
3. PLC collaborative teams will meet to analyze student data and ELPAC levels for the purpose of grouping and rotating students during the designated ELD block.
4. Teachers will be trained in using the adopted curriculum and the 2012 ELD standards to provide high-quality designated ELD instruction.
5. ELD teachers will be trained to administer the LAS Links assessments.
6. The LAS Links Assessment will be administered two times per year. Data from the assessment will be collected and analyzed for the purpose monitoring language proficiency growth of EL students.
7. A site EL chair will participate in all meetings and trainings provided for EL chairs. Pink Tuesday minimum day time will be allocated for the EL chair, instructional coach, and administrators to provide training and professional development opportunities as needed. Funds will be allocated for the EL chair to attend meetings and/or trainings as needed.

8. Professional development will be provided as needed in SDAIE, GLAD, and AVID strategies to ensure high-quality integration ELD throughout all Tier 1 instruction. Substitutes may need to be provided to allow staff to attend professional development and trainings.

Monitored by:
1. Regular classroom walk-thrus by administrative team during scheduled designated ELD blocks.
2. The ILT team will review and analyze data after LAS Links administration.
3. The ILT team will review and analyze iReady subgroup data for English learners.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All EL students and Recently Reclassified Students

Strategy/Activity

English Learners will reach language proficiency as defined by the new reclassification criteria, and, once reclassified, students will sustain their language proficiency.

Implementation Tasks:
1. Teachers will identify students who are close to meeting the reclassification criteria.
2. Teachers will be trained in Ellevations to ensure access to monitoring tools and data.
2. Teachers will identify RFEPed students in their classes.
3. Teachers will participate in RFEP monitoring two times per year.
4. RFEPed students will be provided with strategic support and small-group instruction as needed during the ELD and/or Tier 2 Walk-to-Learn Instructional blocks.
5. Targeted instruction and tutoring will be made available to these identified students.
6. Professional development and training opportunities will be provided for all certificated and classified staff as appropriate to occur during Pink Tuesdays, after-school, or on Saturdays. Substitutes may need to be provided to allow staff to attend professional development and trainings offered during the instructional day.

Monitored by:
1. Weekly classroom walk-thrus by administrative team during scheduled designated ELD blocks.
2. The ILT team will review and analyze data after LAS Links administration.
3. The ILT team will review and analyze iReady subgroup data for English learners and Reclassified students 3 times per year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities, Foster Students, Homeless Students, African American Students

Strategy/Activity

Culturally and linguistically responsive instructional materials, technology, strategies, and experiences will be utilized to close learning gaps for at-risk student groups (i.e., student with disabilities, foster students, homeless students, and African American students).

Implementation Tasks:
1. Administration, staff, and teachers will inventory the availability of culturally and linguistically diverse materials available at the site.
2. Pink Tuesday minimum day time will be allocated for training, professional development, and PLC collaborative team meetings.
3. Professional development and training opportunities will be provided for all certificated and classified staff as appropriate to occur during Pink Tuesdays, after-school, or on Saturdays. Substitutes may need to be provided to allow staff to attend professional development and trainings offered during the instructional day.
4. After-school tutoring and/or Saturday school will be made available for at-risk student groups.
5. Field trips (virtual and/or physical), assemblies, and hands-on learning opportunities will be made available for at-risk student groups to supplement Tier 1 instruction.

Monitored by:
1. Weekly classroom walk-throughs by administrative team.
2. The ILT team will review and analyze iReady subgroup data for students with disabilities, foster students, homeless students, and African American students 3 times per year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,154	LCFF S/C

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Sierra teachers engaged in professional development on designated and integrated ELD. Sierra teachers provided regularly scheduled designated ELD each day. Sierra English learns participated in the LAS Links assessment twice this year. Teachers participated in RFEP monitoring and provided additional supports for RFEPed students with identified need. 62.7% of Sierra English learners are making adequate progress in their English language proficiency.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Professional development on small-group instructions was not provided.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Teachers will engage in professional development and will begin to implement small-group instruction throughout Tier 1 (Core) instruction (see 20-21 Goal 1 - Academics).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

3.0 Climate - Personal Integrity and Responsibility
Ensure all school sites have safe, warm, welcoming and responsive climates for staff, students and their families, so that all students feel connected, are motivated to attend and ready to learn.

Goal 3

Sierra Elementary School will have a safe, warm, welcoming and responsive climate for staff, students and their families, that promotes student attendance through positive incentives and social emotional learning opportunities. Students will feel connected and motivated to attend school and ready to learn.

Identified Need

Chronic Absenteeism:
23.1% of Sierra students were chronically absent in the 2017-2018 school year (very high range). This maintained 0.2% from the 2016-2017 school year. The percentage of students who were chronically absent increased for three subgroups (Socioeconomically Disadvantaged, Two or More Races, and White). Socioeconomically disadvantaged students (24.4% chronically absent; increased by 0.7%) and Two or More Races students (38.2% chronically absent; increased 8.2%) were chronically absent more as compared to other Sierra students.

Suspension Rate:
4.7% of Sierra students were suspended at least once in the 2017-2018 school year (high range). This increased 2.4% from the 2016-2017 school year. The percentage of students suspended increased for all subgroups, with the exception of the Two More Races subgroup. African American students (10.5% suspended at least once; increased 4.9%), Foster Youth (6.5% suspended at least once; increased 4.7%), Homeless students (6.9% suspended at least once; increased 6.9%), and Socioeconomically Disadvantaged students (5.1% suspended at least once; increased 2.8%) were suspended more frequently when compared to other Sierra students.

YouthTruth Student:
The area of student YouthTruth with the lowest rating was "Culture" with an average rating score of 2.08. Only 17% of students responded positively to "Do students behave well in your class?" and only 21% responded positively to "Does your class stay busy and not waste time?" Sierra English learners had an average rating score that was significantly lower for YouthTruth Student areas "Engagement" (2.72 as compared to 2.81 overall) and "Relationships" (2.57 as compared to 2.65 overall).

YouthTruth Family:
The area of family YouthTruth with the lowest rating was "School Safety" with an average rating score of 3.42. Only 46% of parents responded positively to "My child is safe from bullying at school," and only 54% of families responded positively to "My child is safe from violence at school." Sierra Latinx families had an average rating score that was significantly lower for YouthTruth Family area "Culture" (3.46 as compared to 3.66 overall and "School Safety" (3.31 as compared to 3.42 overall).

YouthTruth Staff:

The area of staff YouthTruth with the lowest rating was "Culture" with an average rating score of 3.92. Only 64% of staff responded positively to "My school runs smoothly," 73% of staff responded positively to "My school's employees are committed to the success of my school," and 73% of staff responded positively to "Discipline in this school is fair."

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	All Students: 4.7% (+2.4%) African American Students: 10.5% (+4.9%) Foster Youth: 6.5% (+4.7%) Homeless: 7.8% (+6.9%) Socioeconomically Disadvantaged: 5.1% (+2.8%) Hispanic: 1.5% (+1.2%) Students with Disabilities: 5.7% (+4.9%) White: 2.9% (+2.1%) English Learners: 0.9% Two or More Races: 5.6% (-0.3%)	All Students: 4.4% (-0.3%) African American Students: 10.2% (-0.3%) Foster Youth: 6.2% (-0.3%) Homeless: 7.5% (-0.3%) Socioeconomically Disadvantaged: 4.8% (-0.3%) Hispanic: 1.2% (-0.3%) Students with Disabilities: 5.4% (-0.3%) White: 2.6% (-0.3%) English learners: 0.6% (-0.3%) Two or More Races: 5.3% (-0.3%)
Chronic Absenteeism	All Students: 23.1% (maintained 0.2%) Socioeconomically Disadvantaged: 24.4% (+0.7%) Two or More Races: 38.2% (+8.2%) African American: 34.2% (-2.9%) Students with Disabilities: 22.3% (-2.2%) Homeless: 49% (-3.2%) White: 16.8% (+6.4%) English Learners: 12% (-2%) Foster Youth: 18.4% (-17.7%) Hispanic: 16.9% (-0.9%)	All Students: 22.6% (-0.5%) Socioeconomically Disadvantaged: 23.9% (-0.5%) Two ore More Races: 37.7% (-0.5%) African American: 33.2% (-1%) Students with Disabilities: 21.3% (-1%) Homeless: 48% (-1%) White: 16.3% (-0.5%) English Learners: 11.5% (-0.5%) Foster Youth: 17.4% (-1%) Hispanic: 16.4% (-0.5%)
Attendance Rate	93.57%	95% (+1.43%)
Student YouthTruth	Relationships: 2.65 Culture: 2.08	Relationships: 2.75 (+0.1) Culture: 2.18 (+0.1)
Staff YouthTruth	Relationships: 3.95 Culture: 3.92	Relationships: 4.05 (+0.1) Culture: 4.02 (+0.1)
Family YouthTruth	Culture: 3.66 School Safety: 3.42	Culture: 3.77 (+0.1) School Safety: 3.52 (+0.1)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Two or More Races, African American Students, Foster Youth, Homeless Students, Socioeconomically Disadvantaged Students

Strategy/Activity

Multi-tiered systems of support (MTSS) will be utilized to provide support and intervention for students who are identified as chronically absent, or at-risk for becoming chronically absent as well as students who have been or are at-risk for being suspended.

Implementation Tasks:
1. Effective Tier 1 Support: Use of A2A reports and PSCHOOL to pull students with chronic absenteeism, attendance conferences and contracts, ACT program, attendance incentives, Saturday Attendance Recovery days. Parent liaison to support with parent outreach.
2. Effective Tier 1 Support: Scheduled common SEL instructional period of 30-minutes for every grade level, every day to support SEL and behavior instruction.
3. Effective Tier 2 Support: SART meetings, counseling groups to promote positive peer relations and to provide positive conflict resolution strategies.
4. Effective Tier 2 Support: Counselor to use SWIS data to see who would benefit from Tier 2 intervention. Counselor will provide group counseling during common SEL block based on specific SEL or behavioral need.
5. Effective Tier 3 Support: SARB meetings, 1:1 counseling, or more frequent group counselor with school counselor.
6. Attendance incentives for students with less than 5 days absent at each quarter, students will perfect attendance for the week, students with perfect attendance for the month, and students with improved attendance.

Monitored by:
1. Administration reporting out attendance data results in relation to attendance goals at staff meetings, ILT meetings, and ELAC/SSC meetings.
2. Attendance data reviewed by ILT at the conclusion of each quarter.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500.00	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

African American Students, Homeless Students, Foster Youth

Strategy/Activity

Sierra staff will implement the PBIS framework, Second Step instruction, and CKH strategies to build an educational environment that explicitly teaches desired behaviors and addresses social-emotional learning on a daily basis.

Implementation Tasks:
1. Sierra teachers will provide culturally responsive classrooms that are formative, collaborative and engaging.
2. Sierra master schedule to include a daily common SEL instructional block.
3. All staff will implement the PBIS framework, including strategies, rewards, consequences, and PBIS behavior expectations --be safe, be respectful, be responsible.
4. Sierra students will be explicitly taught desired behaviors using PBIS matrices for all areas on campus. Teachers will regularly refer to and instruct from these matrices. Teaching will occur specifically during the common SEL block, as well as throughout the day.
5. Sierra staff will adhere to a 5:1 positive to negative reinforcement ratio.
6. Sierra staff will regularly reward students with "Roodies" when desired behaviors are exhibited. Students will be able to purchase tangible incentives with "Roodies" at the "Roody Store" every Friday.
7. Classroom teachers will implement CKH strategies (social contract, 4 questions, greeting students at the door, etc.).
8. Teachers will adhere to the Second Step Year-at-a-Glance and teach Second Step Lessons during the common SEL block.
9. Teachers will utilize Play Works structured play curriculum during PE instruction in support of recess/lunch implementation.
10. Check-in/Check-out with students with the highest number of ODRs in SWIS. Assigned staff member will conduct quick morning check-in and launch at the end of each day.
11. Extra hours paid for Campus Supervisor and PBIS chair to enter data into SWIS.
12. Professional development will be provided as necessary, to include, but not limited to pink Tuesdays, after school, or on Saturdays. Substitutes for classified and certificated staff may need to be provided for PD that takes place during the instructional day.

Monitored by:
1. Weekly classroom walk-throughs by administration.
2. Data will be reported and reviewed during PBIS team meetings, ILT meetings, and staff meetings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,594.00	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Sierra will provide effective, high-quality supervision and safety for students, staff, and families during both instructional and non-instructional times.

Implementation Tasks:
1. Safety Team (Campus Supervisor, Supervision Aides, and Recreation Leader) meetings and professional development to support positive school culture. PD will focus on PBIS, CKH, and Play Works Structured Play.
2. Play Works training with supervision team (full implementation training) to occur at the beginning of the year. Consultation visits to occur 6 times throughout the school year.
3. High visibility of security team and administration throughout campus, before school, during school, and after school.
4. Implementation of Play Works Structured Play curriculum during all recesses and lunches.
5. Extra supervision coverage as needed during family and community events.
6. Extra hours paid for additional supervision aids to provide crossing coverage before school and after dismissal.
7. Health, safety and disaster supplies replenished as needed.
8. Professional development will be provided as necessary, to include, but not limited to pink Tuesdays, after school, or on Saturdays. Substitutes for classified and certificated staff may need to be provided for PD that takes place during the instructional day.
9. Assistant principal and safety team chair to attend monthly safety meetings, write and revise the site safety plan, and train staff and students as needed.
10. Monthly safety drills to be completed as scheduled.

Monitored by:
1. Daily admin observations of recess and lunch activities.
2. Admin to review safety drill data with ILT twice per year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500.00	LCFF S/C
2,200.00	LCFF - Base

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Sierra students were honored with the Strive-for-Five attendance award at Semester 1 Awards. Students were also given a tangible incentive during recess. Sierra began implementing weekly attendance awards for students with perfect attendance for the week. As a result, Sierra's overall attendance rate improved when compared to last year. ACT was used with fidelity and attendance conferences were held, and attendance contracts developed for students who were chronically absent or at-risk for becoming chronically absent. The school counselor provided more frequent counseling with students based on SWIS data.Sierra teachers regularly teach Second Step during a common SEL block one day per week. PBIS is implemented with fidelity and Tier 2 supports are in-place for identified students. An implementation of PlayWorks Structured Play corresponded with a decrease in overall office referrals during unstructured times, as well as office referrals for physical aggression and fighting. Teachers create and use CKH Social Contracts in 95% of classrooms. Sierra's Safety Plan is up-to-date and implemented with fidelity. Sierra provides high-levels of supervision during the instructional day and at school events. Sierra's Music Program expand through 1st grade.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Not all Sierra teachers are using the 5:1 positive:negative interactions ratios. CKH 4 Questions are not used with fidelity. CKH Social Contracts are not being implemented to their fullest capacity. Minimal advancements were made to the VAPA program. A group of teachers participated in the Annenberg Grant artist program; however, additional VAPA instructional opportunities were not provided throughout campus. Data reflections did not occur as frequently as intended with ILT or at staff meetings.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Implementation Tasks for all goals updated for the 20-21 school year. VAPA strategy was removed from Goal 3.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

4.0 Engagement - Family and Community Partnerships
We will build positive partnerships with families and the community as measured annually by increasing participation and active involvement on campuses and at site and district events.

Goal 4

Sierra Elementary will build positive partnerships with our families and the community by increasing participation and active involvement on campus and at site events.

Identified Need

YouthTruth Family:
The average rating score for "Engagement" was 3.56. Only 46% of families responded positively to "I feel represented by parent/family groups (i.e. Parent-Teacher Association) at my school," only 57% of families responded positively to "I feel informed about important decisions regarding my school," and only 58% of families responded positively to "Parent/family groups (i.e. Parent-Teacher Association) make meaningful contributions to my school," and "I feel empowered to play a meaningful role in decision-making at my school." The average rating score for "Resources" was 3.60. Only 57% of families responded positively to "My school has the resources necessary to prepare my child for the future."

Sierra currently does not have a PTO or a AAAC. On average, very few parents/guardian attend ELAC and SSC. The majority of families do not attend Back-to-School Night or Parent-Teacher Conferences.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parenting Partners	Number of Teams: 1 Parenting Partners Trained: 2	Number of Teams: Parenting Partners Trained:
Family Engagement Activities	Welcome Back Event: 600 individuals Back-to-School Night: 40% Fall Festival: 500 individuals Parent-Teacher Conferences: 50% Reading Night: 75 individuals ELAC: Average of 6 parents per meeting SSC: Average of 3 parents per meeting SOM Assemblies: 90% Attendance for Students Receiving Awards	Welcome Back Event: 650 individuals (+50) Back-to-School Night: 50% (+10%) Fall Festival: 550 individuals (+50) Parent-Teacher Conferences: 60% (+10%) Reading Night: 100 individuals (+25) ELAC: Average of 15 parents per meeting (+9) SSC: Average of 7 parents per meeting (+4)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Award Ceremonies: 85% Attendance for Students Receiving Awards	SOM Assemblies: 100% Attendance for Students Receiving Awards (+10%) Award Ceremonies: 95% Attendance for Students Receiving Awards (+10%)
Student YouthTruth	Engagement: 2.81	Engagement: 2.91 (+0.1)
Staff YouthTruth	Engagement: 4.16	Engagement: 4.26 (+0.1)
Family YouthTruth	Communication & Feedback: 3.98 Relationships: 4.05 Resources: 3.60 Engagement: 3.56	Communication & Feedback: 4.08 (+0.1) Relationships: 4.15 (+0.1) Resources: 3.70 (+0.1) Engagement: 3.66 (+0.1)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Sierra will create a welcome and inviting campus, where parents and families are invited to build effective school-home partnerships with the intention of promoting students' academic success. Sierra will provide a variety of opportunities at various times and on various days for parents to be involved and active on campus.

Implementation Tasks:
1. Increase parent communication via technology, notification systems, social media, school website, professional school information design and distribution.
2. Provide tools to assist teachers and other staff members in maintaining frequent home-school communication (e.g., technology, student planners, communication folders, etc.)
3. Parent communication to be provided in both English and Spanish.
4. Parent liaison to actively recruit and promote parent advisory committees (ELAC, SSC, AAAC), PTO, and Parenting Partners.
5. Recruitment of parent volunteers.
6. Provide and coordinate parent workshops to support student achievement with the parent liaison, Parenting Partners, and other available staff.
7. Host various day and night family events including, but not limited to SOM and semester award assemblies, reading, math and movie nights, Pastries with Parents, Lunch on the Lawn, and Coffee with the Principal.
8. Provide childcare to support parents attending advisory committee meetings.
9. Provide interpretation in Spanish at all meetings and events.

10. Provide incentives for parents/guardians to attend meetings and events (e.g., refreshments, raffle prizes, certificates, etc).

Monitored by:
1. ILT will review attendance data for meetings and events during winter and spring each year.
2. Sign-in sheets will be collected at all meetings and events.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,800.00	LCFF - Base
2,000.00	LCFF S/C
2,400.00	Title I

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Sierra Elementary sends all phone and written correspondence in English and Spanish. Spanish interpretation is provided at all meetings and events. The number of parent volunteers has increased this year and the Parent Partners group has grown; however, the number of Parenting Partners trained is still small. Sierra hosts Student-of-the-Month Assemblies every month and Award Ceremonies at the end of each semester. The majority of parents attend award ceremonies. Blackboard Connect, Peach Jar, Class Dojo, and Facebook are regularly used to disseminate information and communicate with parents. The school website is updated at a minimum of once per week. A weekly Sunday Message is sent out to all families in English and Spanish (via phone call and email).

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Sierra currently does not have AAAC or PTO. Sierra only hosted 2 nighttime events (Fall Festival and Reading Night).

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Implementation tasks will be updated and revised for the 20-21 school year.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$118,788.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$72,214.00

Subtotal of additional federal funds included for this school: $72,214.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF - Base	$13,000.00
LCFF S/C	$33,574.00

Subtotal of state or local funds included for this school: $46,574.00

Total of federal, state, and/or local funds for this school: $118,788.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Rebekah McConnell, President	Principal
Jill Culver, Vice President	Other School Staff
Wendy Diaz, Secretary	Parent or Community Member
Mayra Moreno	Parent or Community Member
Norma Serratos	Parent or Community Member
Christina Chavez	Classroom Teacher
Yanet Berrum	Parent or Community Member
Jennie Leishman	Classroom Teacher
Sheena Roque	Classroom Teacher
Irma Alvarado	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Rebekah McConnell on

SSC Chairperson, Christina Chavez on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Chinnery, Patricia <chinneryp@lancsd.org>

2020-2021 School Plan

1 message

CHAVEZ, CHRISTINA <chavezc@lancsd.org> Thu, Jun 4, 2020 at 1:30 PM
To: "McConnell, Rebekah" <mcconnellr@lancsd.org>, Patricia Chinnery <chinneryp@lancsd.org>

I accept the school plan for the 2020-2021 school year.

--

Christina Chavez
First Grade Teacher
Sierra Elementary
611.942.9356
Ms.Chavez First Grade Website
First Grade Level Chair
EL Site Chair



ClassDojo

Chinnery, Patricia <chinneryp@lancsd.org>

School Plan

1 message

Leishman, Jennie <leishmanj@lancsd.org> Thu, Jun 4, 2020 at 1:32 PM
To: "Chinnery, Patricia" <chinneryp@lancsd.org>

I agree with the school plan.

Jennie Leishman

Chinnery, Patricia <chinneryp@lancsd.org>

(no subject)

1 message

Norma Serratos <normalissett@gmail.com> Thu, Jun 4, 2020 at 1:38 PM
To: "Chinnery, Patricia" <chinneryp@lancsd.org>

I NORMA SERRATOS I AGREE AND ACCEPT EVERYTHING DISCUSSED AT THE SIERRA ELEMENTARY SCHOOL MEETING.
THANKS A LOT

Chinnery, Patricia <chinneryp@lancsd.org>

SSC

1 message

ROQUE, SHEENA <roques@lancsd.org> Thu, Jun 4, 2020 at 1:42 PM
To: Patricia Chinnery <chinneryp@lancsd.org>, Rebekah McConnell <mcconnellr@lancsd.org>

I agree with the SPSA

Have a great day,

Mrs.Sheena Roque
Sierra Elementary
3rd Grade Teacher
roques@lancsd.org



Chinnery, Patricia <chinneryp@lancsd.org>

SSC-SPSA Meeting

1 message

Chinnery, Patricia <chinneryp@lancsd.org> Thu, Jun 4, 2020 at 2:32 PM
To: Patricia Chinnery <chinneryp@lancsd.org>

Hello,

I approve the SPSA plan.

Best Regards,
Patricia Chinnery
Sierra Elementary
Coord. Prog. Spec.
661.942.9536 Ext: 107
chinneryp@lancsd.org

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
The Leadership Academy	19646676117022		June 16, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Comprehensive Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Leadership Academy is a school where student learning is at the center of everything we do. We collaborate based on data around the 4 essential questions: what do we want students to learn, how do we know when they have learned it, how will we respond if they haven't, how will we respond if they have? Collaborative teams (Instructional Leadership Team, School Site Council, English Language Advisory Council, and African American Action Committee) meet regularly with a focus on student achievement, student engagement, climate, and parental involvement.

Curriculum is delivered to promote student achievement, motivation, and responsibility. We use data to inform all practices and emphasize the model of Multi-Tiered Systems of Support and Universal Design for Learning as teachers plan exciting and engaging lessons. The cognitive, social, and emotional strengths of each student are the beginning point for instruction, which is based on current research and practice. At The Leadership Academy, we aim to create and maintain an environment that motivates and stimulates students to achieve their highest potential, and to assure that students are academically and mentally prepared to transition back into their respective campuses. The Leadership Academy expects all students to meet or exceed local and state standards, and to understand the relationship between school achievement and life goals. During their time at The Leadership Academy students are expected to behave in ways that reflect their growing understanding of themselves and their responsibility to their family, school and community.

Plan Summary

The Story

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

The Leadership Academy has a unique role in the district that is strengthened and underlined by family-oriented community collaboration.

The Leadership Academy offers small classes with low student-teacher ratio, a rigorous academic program, truancy intervention, intense behavior support and differentiated curriculum. Daily targeted intervention in math and language arts supports students in developing study skills.

The Leadership Academy operates a full day Community Day School program. The Community Day School staff works closely with families, district schools, and the School Attendance Review Board to serve students who are placed on expulsion contracts and those who benefit from a more restrictive setting than can be provided on a regular campus. The Leadership Academy is a school where curriculum is delivered to promote student achievement, motivation, and responsibility. The cognitive, social, and emotional strengths of each student are the beginning point for instruction, which is based on current research and practice. The Leadership Academy expects all students to meet or exceed local and state standards, and to understand the relationship between school achievement and life goals.

All Leadership Academy teachers are fully credentialed and highly qualified. Each Community Day class has a full time para-educator. The school counselor and psychologist provides services on a regular basis. The Resource Specialist Program is provided using both a collaborative model and a direct service component. The 2-8th grade Community Day School (CDS) classes are fully self-contained.

Students enroll in The Leadership Academy from district schools in the following ways: Expulsion, In Lieu of Expulsion (Mandatory Placement), School Attendance Review Board (SARB) and Probation placement, and referrals from the Student Study Team (SST) that are approved through a panel screening process.

Academics- The Leadership Academy staff is in need of additional staff development in several areas. We will use federal and state money to provide training in some of the following specific areas: Common Core, AVID strategies, and 21st Century Skills, with current technology at the disposal of students and teachers.

Attendance- The Leadership Academy has focused on having conversations with students and parents about problematic attendance, and offering monthly and semester attendance incentives to all students. The Leadership Academy will continue to have the conversations and incentives this year. In addition, we are working with the District Attorney to facilitate the Abolish Chronic Truancy program (ACT).

Behavior - There continues to be a need to teach students who struggle with appropriate behaviors in the school setting on educational rules, norms, and expectations. Additionally, there is an overwhelming need for increased parent involvement in their student's education and school climate. To accomplish this, we have implemented an extensive behavioral support program (PBIS) for students. The Leadership Academy uses "HOWL Tickets" as an incentive for good student behavior. All staff hand out tickets which can be used weekly to receive prizes. We use weekly progress reports to aide students in behavior awareness and parent support. We have a counselor

on site, in addition to outside mental and behavioral agencies that provide on-site counseling for students with emotional difficulties and training for all staff.

SPSA Highlights

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

The main focus for the year will be on implementation of Tier 1, 2, and 3 supports for Academics and Behavior utilizing small group instruction, differentiation, and Learning Labs.

Needs Assessment – Review of Performance

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

Greatest Progress

Dashboard data is limited based on insignificant numbers. However, there was marginal growth of 10 points on the ELA portion of the CAASPP, and a 4 point growth in Mathematics.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local indicators or other local indicators. What steps is the school planning to take to address these areas with he greatest need for improvement?

Greatest Needs

A significant challenge for our site is reducing the number of students who are suspended. We have declined from Orange to Red on the California Dashboard, so we still have work to do. To address this concern, a program modification will take place that will focus on student's socio-emotional needs. The program will be broken into four tiers that will explicitly teach expected behavior with a behavior support component. The new program will also address academics, where students are performing 124 points below the standard in English Language Arts and 161 points below the standard in Mathematics.

Another challenge is offering a safe learning environment. There is a lack of human resources. The goal is to reinforce pro-social behaviors through effective Tier 1 and Tier 2 strategies. Students will receive intensive socio-emotional support in the form of Second Step instruction and a new level system for Tier 1, and small group counseling, Check-In/Check-Out, and restorative practices for Tier 2, and explicitly designed in school and after school individualized supports for Tier 3.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally,

identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Performance Gaps

Our African American students are performing 132 points below the standard in ELA and 162 points below the standard in Math. Academic and behavioral Multi-Tiered Systems of Support will be implemented with a focus on Universal Design for Learning in order to address this gap. UDL employs a variety of teaching methods to remove any barriers to learning, giving all students equal opportunities to succeed. Students will be tiered based on performance data from local and district assessments, and staff will "push in" to classrooms to reduce staff/student ratios so that all students can be serviced effectively. Tier 3 support will be provided in Learning Labs.

Supplemental Services

If not previously addressed identify the two or three most significant ways that the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

Federal categorical funds will be used to provide supplemental services for our students emphasizing the needs of low-income, English learners, homeless youth, and foster youth.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

May 20th, 2020 was the latest ILT meeting where we discussed future goals for SPSA funds. Specifically, we discussed the desire to use the funds in a more judicious manner as ILT is updating the plan for our site. We were privileged to have Becky Wetzel, LACOE consultant, to assist us with a an assessment of our program needs, and solidify our program design.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Although it is understood that with low ADA comes low funding, the small budget that The Leadership Academy works with annually can be a hindrance to moving programs and initiatives forward as many of them are cost prohibitive. Also, our students attend The Leadership Academy from other comprehensive campuses around the district. With 98% of our students at or below the poverty line, transportation to and from school becomes a challenge. Many of our parents struggle with getting their students to school with public transportation being a limiting factor because of safety concerns. Chronic absenteeism has increased based on 2018-2019 data. Safety has been a concern, and with that comes the need for staff trained in behavior and mental health personnel on campus. Our suspension rate has also increased, which highlights the need for alternatives to suspension.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	11	10	*	10	10	*	10			90.9
Grade 4	*	*	7	11	*	7	11	*	7			100
Grade 5	*	*	6	6	*	6	6	*	6			100
Grade 6	*	*	7	12	*	7	12	*	7			100
Grade 7	*	21	33	24	21	32	24	21	32		100	97
Grade 8	*	26	28	24	25	26	24	25	26		96.2	92.9
All Grades		79	92	87	75	88	87	75	88		94.9	95.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	2374.	*	*	0.00	*	*	0.00	*	*	18.18	*	*	81.82	*	*
Grade 7	2377.	2376.	2407.	0.00	0.00	0.00	0.00	0.00	9.38	0.00	9.52	9.38	100.0	90.48	81.25
Grade 8	2400.	2401.	2411.	0.00	0.00	0.00	0.00	0.00	0.00	18.75	4.00	15.38	81.25	96.00	84.62
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	4.55	8.96	8.00	9.09	91.04	92.00	86.36

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	0.00	*	*	27.27	*	*	72.73	*	*
Grade 7	0.00	0.00	0.00	17.65	14.29	25.00	82.35	85.71	75.00
Grade 8	0.00	0.00	0.00	12.50	8.00	30.77	87.50	92.00	69.23
All Grades	0.00	0.00	0.00	14.93	9.33	22.73	85.07	90.67	77.27

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	0.00	*	*	0.00	*	*	100.0	*	*
Grade 7	0.00	0.00	0.00	11.76	9.52	18.75	88.24	90.48	81.25
Grade 8	0.00	0.00	0.00	12.50	0.00	7.69	87.50	100.0	92.31
All Grades	0.00	0.00	0.00	9.09	6.67	11.36	90.91	93.33	88.64

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	0.00	*	*	54.55	*	*	45.45	*	*
Grade 7	0.00	0.00	3.13	11.76	23.81	46.88	88.24	76.19	50.00
Grade 8	0.00	0.00	0.00	25.00	12.00	30.77	75.00	88.00	69.23
All Grades	0.00	1.33	1.14	23.88	24.00	34.09	76.12	74.67	64.77

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	0.00	*	*	45.45	*	*	54.55	*	*
Grade 7	0.00	0.00	3.13	0.00	19.05	28.13	100.0	80.95	68.75
Grade 8	0.00	0.00	0.00	25.00	16.00	7.69	75.00	84.00	92.31
All Grades	0.00	0.00	1.14	25.37	18.67	15.91	74.63	81.33	82.95

Conclusions based on this data:

1. The data reflects students in grades 6-8 because there was an insignificant number of students in grades 3-5. School-wide, 0% of students met or exceeded proficiency in English Language Arts. Based on the data and discussion with our School Site Council and Instructional Leadership Team, The Leadership Academy will focus on a system of Multi-tiered Systems and Supports in ever grade-level, differentiating academic instruction in order to meet the needs of all students.

2. Approximately 93% of students are performing below the standard in Writing. After discussion with the SSC, other leadership groups, and the ILT team, we will focus on writing in the classroom everyday, and will use My Access as a teaching tool at the middle school level.

3. Grades 6-8 have shown a large improvement in Demonstrating understanding of literary and non-fictional texts from previous years.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	11	*	*	10	*	*	10			90.9
Grade 4	*	*	7	*	*	7	*	*	7			100
Grade 5	*	*	6	*	*	6	*	*	6			100
Grade 6	15	*	7	13	*	7	13	*	7	86.7		100
Grade 7	18	20	32	18	20	32	18	20	32	100	100	100
Grade 8	18	26	28	16	24	26	16	24	26	88.9	92.3	92.9
All Grades	74	78	91	69	71	88	69	71	88	93.2	91	96.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	2314.	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0	*	*
Grade 7	2345.	2359.	2361.	0.00	0.00	0.00	0.00	0.00	0.00	5.56	0.00	12.50	94.44	100.0	87.50
Grade 8	2364.	2347.	2351.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	100.0	100.0	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	1.14	0.00	0.00	1.14	7.25	1.41	5.68	92.75	98.59	92.05

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	0.00	*	*	0.00	*	*	100.0	*	*
Grade 7	0.00	0.00	0.00	5.56	0.00	6.25	94.44	100.0	93.75
Grade 8	0.00	0.00	0.00	0.00	0.00	0.00	100.0	100.0	100.0
All Grades	0.00	0.00	0.00	2.90	2.82	5.68	97.10	97.18	94.32

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	0.00	*	*	0.00	*	*	100.0	*	*
Grade 7	0.00	0.00	0.00	11.11	5.00	18.75	88.89	95.00	81.25
Grade 8	0.00	0.00	0.00	6.25	12.50	3.85	93.75	87.50	96.15
All Grades	0.00	0.00	1.14	10.14	7.04	11.36	89.86	92.96	87.50

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	0.00	*	*	15.38	*	*	84.62	*	*
Grade 7	0.00	0.00	0.00	11.11	40.00	28.13	88.89	60.00	71.88
Grade 8	0.00	0.00	0.00	6.25	8.33	11.54	93.75	91.67	88.46
All Grades	0.00	0.00	1.14	13.04	15.49	20.45	86.96	84.51	78.41

Conclusions based on this data:

1. In math overall, 92.05 percent of students scored below standard. After discussion with School Site Council, the Instructional Leadership Team, and other stakeholders, we will use our iReady data to help differentiate instruction and fill academic gaps. We will focus on key CCSS at each grade-level in order to note gains with such a transient population.
2. The Leadership Academy students scored the lowest on Concepts and Procedures with 94.32% of students below standard. The results of ILT, SSC, and other stakeholder involvement led to the conclusion that the use of Accountable and Number Talks strategies are important to improving concept development.
3. Students scored best on Communicating Reasoning with 20.45% of students At or Near Standard.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
63	**98.4**	**6.3**	**4.8**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	4	6.3
Foster Youth	3	4.8
Homeless	3	4.8
Socioeconomically Disadvantaged	62	98.4
Students with Disabilities	21	33.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	47	74.6
Hispanic	12	19.0
Two or More Races	1	1.6
White	3	4.8

Conclusions based on this data:

1. The Leadership Academy has a high number of students considered socio-economically disadvantaged. Focusing on Maslow's Hierarchy of needs will help to ensure student's needs are met.
2. There is a large number of Students with Disabilities on our campus, which makes effective Small Group Instruction with resource push in model essential for student success.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Chronic Absenteeism** Red	**Suspension Rate** Red
Mathematics No Performance Color		

Conclusions based on this data:

1. The Leadership Academy is performing at the Red level for suspension rate which indicates the need to continue developing interventions at each tier, focusing on Tier 2 and Tier 3 supports.
2. TLA reached a performance level of Red for Chronic Absenteeism. We will continue using the supports of our school counselor and Family Ambassador to emphasize the importance of good school attendance.
3. Because of an insignificant number of students represented, there is no academic data to show on the Dashboard.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
		
No Performance Color	No Performance Color	No Performance Color
123.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased ++10.1 points	3	
32		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	123.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
2	Increased ++10.1 points	10
	32	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 132 points below standard Increased ++7.5 points 23	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 3	0 Students	127.9 points below standard Increased ++3.4 points 29

Conclusions based on this data:

1. Overall, The Leadership Academy students have performed 123.9 points below the standard. There is a high need for targeted, differentiated instruction in all classrooms and effective PLCs that focus on the use of relevant data to drive instruction.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 No Performance Color	 No Performance Color	
161.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	
Increased ++4.1 points	3	
32		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 No Performance Color	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	161.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy
2	Increased ++4.1 points	10
	32	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 169.3 points below standard 23			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 3		161.4 points below standard Maintained -1.9 points 29

Conclusions based on this data:

1. Overall, The Leadership Academy students performed 161 points below the standard in Mathematics. There is a high need for targeted, differentiated instruction in all classrooms and effective PLCs that focus on the use of relevant data to drive instruction.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. Although there is no ELPAC data, it is understood that there is a predominant need for designated and integrated ELD supports in each classroom.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
3	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Red	 No Performance Color	 No Performance Color
57.6	58.3	63.6
Increased +57.6	Increased +58.3	11
118	12	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color	 Red	 Red
Less than 11 Students - Data Not Displayed for Privacy	57.8	61.5
10	Increased +57.8	Increased +61.5
	116	39

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Red	 No Performance Color	 No Performance Color	 No Performance Color
62.2	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +62.2	1	0	0
82			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Color	 No Performance Color	 No Performance Color	 No Performance Color
53.3	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased +53.3	2	0	3
30			

Conclusions based on this data:

1. Chronic Absenteeism has increased for all recognized subgroups which indicates a need for greater depth of support in reaching out to families of absent students.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	1	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
		
Red	No Performance Color	No Performance Color
42.4	33.3	47.1
Increased +1.2	Increased +11.1	Increased +4.2
139	18	17

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Color	Orange	Red
25	41.9	45.5
Declined -29.5	Declined -0.3	Increased +1
12	136	44

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red 54.4 Increased +8.6 90	No Performance Color Less than 11 Students - Data 1		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 20 Declined -4 40	No Performance Color Less than 11 Students - Data 3		No Performance Color Less than 11 Students - Data 5

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	41.2	42.4

Conclusions based on this data:

1. Suspension rates have increased by approximately 1% from 2018-2019.
2. English Learners, Foster Youth, Students with Disabilities, and African American student's suspension rates have increased, while Homeless, Socio-Economically Disadvantaged, and Hispanic rates have declined.
3. After discussions with School site Council, the Instructional Leadership Team, and other site leadership, The Leadership Academy will focus on staff training in behavior and deescalation strategies. Furthermore, we will strengthen our understanding of Habits of Mind, Capturing Kid's Hearts, PBIS, Second Step, Kelso's Choices, and restorative practices as a means to further support our students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

1.0 Academics:
Academic Options and Excellence
Provide relevant high quality classroom instruction and curriculum that promote college and career readiness skills with academic interventions and enrichments in place to eliminate barriers to student success.

Goal 1

1.0 Academics:
Academic Options and Excellence
Target 1A: ELA - The Leadership Academy will decrease the number of points below the standard on the ELA portion of the CAASPP by at least 50% as measured by the California Assessment of Student Progress and Proficiency.

Target 1B: Math - The Leadership Academy will decrease the number of points below the standard on the Mathematics portion of the CAASPP by at least 50% as measured by the California Assessment of Student Progress and Proficiency.

Identified Need

The Leadership Academy students have historically scored far below the standard in English Language Arts and Math. A researched based structure for lesson delivery that meets the needs of our At Promise, highly transient population is essential to see sustained growth in all areas of academics.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA - All Students (2-8) CAASPP ELA - English Learners CAASPP ELA - African American CAASPP ELA - SWD	-123 points (below standard)	-103 points (below standard), increase of 20 points
CAASPP Math - All Students CAASPP Math - English Learners CAASPP Math - African American CAASPP Math - SWD	-161 points (below standard)	-141 points (below standard), increase of 20 points
iReady ELA	Projected Proficiency - 4%	10-20% Proficiency expected
iReady Math	Projected Proficiency - 3%	10-20% Proficiency expected

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth - Student Academic Rigor	3.09	3.19
Youth Truth - Student Engagement	3.15	3.35
Youth Truth - Staff Professional Development and Support	4.07	4.27

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Target 1A - ELA/ 1B - Math

All grade levels at The Leadership Academy will utilize Small Group Instruction strategies in order to effectively differentiate instruction for Tiers 1-3.

Implementation Tasks

- All teachers and para-educators will be trained in Small Group instruction by Site Instructional Coach
- SPED staff (classified and certificated) will push into classrooms to offer support to students in small groups
- A focus on lesson planning that ensures they include all components of Balanced Lesson Design
- Teachers will narrow instructional focus by creating essential standards (Language Arts and Math) based on assessment data, Instructional Coach to assist with targeted PD
- Continue training on the use of iReady and core instructional materials to support tiered instruction
- Release time for teachers to train or observe classrooms (Certificated substitutes)

Monitored by:

- Grade level PLC and collaboration once a month to review formative data and refine process
- Walkthrough tool developed by site ILT for progress monitoring (Admin and ILT)
- Classroom walkthroughs (ILT and Administrator)
- Lesson Plan review
- iReady Data
- CAASPP Data
- My Access Data
- Youth Truth stakeholder data

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1700	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Target 1A - ELA/ 1B - Math

Site ILT will utilize Core Integration through Scheduling in order to address the needs of the Whole Child.

Implementation Tasks

- Address SEL and behavior needs of students through designated time periods (Morning Meeting and Launch)
- PE, Science, and Social Studies are integrated into scheduling so students are exposed to the standards
- Continued staff training in TEAL strategies (Technology Enhanced Arts for Learning)
- Staff training (PD) in the Arts and Technology
- Purchase of technology, equipment and supplies associated with PE, Art, Technology, Science, and Social Studies
- Continue Music instruction, and the purchase of supplies, equipment, and materials to support implementation
- Offer access to instructional field trips and service learning opportunities
- Purchase of technology

Monitored by:

- Classroom Walkthroughs (ILT and Administrator)
- Formative assessments and data review through PLCs
- Youth Truth stakeholder data

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3439	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Target 1A - ELA/ 1B - Math

All students at The Leadership Academy will have access to an after school program that will offer tutoring in Language Arts and Math with a focus on mentorship opportunities.

Implementation Tasks

- Develop partnership with UPLIFT Foundation to facilitate an after school program
- Solicit a certificated and classified staff member to offer their services with tutoring students

Monitored by

- Administrator observations to validate the effectiveness of the program
- Stakeholder surveys
- Improvements in formative assessments as measured by the classroom teacher and iReady data
- Youth Truth stakeholder data

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Title I
1200	LCFF - Base

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

For the 2019-2020 school year, there were far too many strategies/activities that deterred from the focus. For the 2020-2021 school year, there is a more narrowed focus on Small Group instruction with the possibility of going deeper with implementation.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Because funds are more limited this school year, the budgeted expenditures are more deliberate and carefully planned out than before.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With the addition of the Budget Addendum, some extraneous purchases were removed, again, to keep the focus on the intended goals. We are focusing on essential standards so that safety can be at the forefront of all stakeholder's minds. Small group instruction is a means to instruct students so that major distractions can be limited and students can access the curriculum.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

2.0 Culture
Supportive and Inclusive Learning Environment
End the predictability of academic achievement by ensuring that all systems are equitable while being culturally and linguistically responsive to the needs of our students.

Goal 2

Target 2A: English Language Development and Reclassification - The Leadership Academy will increase the percentage of English Learners that are proficient in ELA by 3 percent for the 2019-2020 school year as measured by the English Language Progress Indicator (ELPI) on the California State Dashboard or local indicators.

Target 2B: School Focus - The Leadership Academy will recognize the needs of Standard English Learners

Identified Need

The Leadership Academy serves a small portion of English Learners. However, it is essential for teachers to be trained in and implement strategies to improve integrated and designated ELD instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification	10%	20% of EL Students will Reclassify
i-Ready Reading African American English Learners Students With Disabilities White SES Homeless	4% 10% 0% 6% 7% 7% 5%	10-15% 15-20% 5-10% 5-10% 10-15% 10-15% 10-15%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Target 2A: English Language Development and Reclassification

All English Learners at The Leadership Academy will have access to Integrated and Designated ELD during the school day. In order to implement this strategy, the following will occur:

Implementation Tasks
- Site EL Coordinator will train staff on the use of core supplemental materials in the Language Arts curriculum with regards to Integrated and Designated ELD supports
- Teachers will set aside a protected 30 minutes of time for Designated ELD instruction to develop English language proficiency for English Learners. Teachers will offer Integrated ELD support to English Learners

and Standard English Learners in language acquisition (through the use of academic language and vocabulary) throughout the regular school day.
- Teachers will be trained on the use Ellevation by the site EL Coordinator
- Assessment data (ELPAC and formative assessments) will be analyzed to provide targeted instruction to Standard English Learners and English Learners differentiated by ELPAC level
- Purchase of materials/supplies/programs to assist with instruction

Monitored by
- Admin and ILT walkthroughs and classroom observations
- i-Ready Reading data reviewed monthly
- ELPAC data
- Youth Truth stakeholder data
- Ellevations data

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1250	Title I
1500	LCFF S/C

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Target 2B: The Leadership Academy will recognize the needs of Standard English Learners by utilizing Close Reading strategies and sentence stems/frames. In order to implement the strategy the following will occur:

Implementation Tasks
- AVID Coordinator to train staff (certificated and classified) and reinforce Close Reading Strategies during Tuesday PD

- EI Coordinator to train staff (certificated and classified) and reinforce the use of sentence stems/frames (Accountable Talks) during Tuesday PD
- Classroom observations made by administrator and ILT
- Peer observations
- PLC and peer collaboration on classroom best practices with strategies
- Staff training on the needs of Standard English Learners
- Purchase of materials/supplies/programs to assist with instruction

Monitored by
- i-Ready Data
- Monthly review of implementation data
- Data gathered through admin/ILT walkthroughs
- Youth Truth stakeholder data

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1800	LCFF S/C
650	Title I

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The strategies were implemented at a surface level. Too many strategies yield rudimentary implementation, so there was little staff buy-in.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year, the focus is narrowed but deep. Staff will be trained in two important strategies, close reading and accountable talks, and will learn more about integrated and designated ELD for effective implementation to meet the needs of English Learners and Standard English Learners.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The only changes that are being made is narrowing the focus. The changes can be found in Strategy/Activity 1 and 2.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

3.0 Climate
Personal Integrity and Responsibility
Ensure all sites have a safe, warm, welcoming and responsive climate for staff, students and their families, so that all students feel connected, are motivated to attend school, and are ready to learn.

Goal 3

Goal 3 - Climate

Target 3A: Attendance - The Leadership Academy will decrease chronic absenteeism by 5% over the course of the 2020-2021 school year as measured by School Innovations and Achievement Attention to Attendance and local district measures.

Target 3B: Suspension Rate - The Leadership Academy will see a decrease in office referrals and a decrease in first time suspensions for all student subgroups by 5% during the 2020-2021 school year as measured by local indicators and the California School Dashboard suspension indicator.

Target 3C : School Climate - The Leadership Academy will be safe, warm, and welcoming.

Identified Need

Although The Leadership Academy's suspension rate is on the decline, we are still experiencing very unsafe behaviors that put all stakeholders at risk daily. We are in need of a safe, secure, and welcoming environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	58%	53%
Suspensions	42%	38%
Attendance	85%	87%
Youth Truth (Student) Relationships Culture Belonging and Peer Collaboration	3.05 2.45 3.01	3.25 2.65 3.21
Youth Truth (Staff) Relationships Culture	4.11 3.75	4.15 3.95
Youth Truth (Family)	N/A	N/A

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Target 3A - Attendance

All students at The Leadership Academy will benefit from increasing the attendance rate on campus, and reducing Chronic Absenteeism. In order to implement this strategy, the following will occur:

Implementation Tasks

- The school counselor, Family Ambassador, and attendance clerk will contact parents/guardians of chronically absent students to check up and schedule attendance conferences as appropriate.
- Classroom para-educators will make daily calls home to verify absences and encourage good school attendance
- School counselor and Family Ambassador will utilize the following strategies: student/parent/guardian incentives and recognition, parent/guardian attendance information meetings, home visits,

Parent Partners training

- Recognition for good attendance on website and social media platforms
- Alternatives to Suspension

Monitored by

- A2A attendance data
- Power School attendance data
- Abolish Chronic Truancy District Attorney representative (SART, SARB)
- Youth Truth stakeholder data

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Lottery: Instructional Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Target 3B: Suspension Rate

The Leadership Academy will see a reduction of first time suspensions by implementing the following strategies:

Implementation Tasks

- Delineate major and minor offenses more clearly (PBIS) - regularly scheduled training for all staff (including paras, support staff, and regular substitutes) to create calibration and consistency
- Solicit SELPA trainers for restorative practices PD on Pink Tuesday
- Utilize Second Step/Kelso's Choices, and look to purchase a more intensive SEL program that includes conflict management, zones of regulation, and recognizing and coping with emotions.
- Staff training of SEL curriculum and implementation during Morning Meeting and Launch
- Research and implement alternatives to suspension
- Continue Habits of Mind training and follow-up for staff
- Institute a Behavior Plan for students who have logged 7+ suspensions for both SpEd and GenEd
- Structured outside activities by Recreation Leader during lunch and PE (annual plan)
- Capturing Kid's hearts training and implementation
- Mental Health support that may be in the form of personnel (BCBA or Clinical Psychologist)
- Home visits to better support families

Monitored by

- Analysis of SWIS data during monthly PLC meetings
- Number of major office referrals
- School attendance rates
- Number of first time suspensions
- Creation of a pre-and post- assessment to monitor SEL skills learned and applied by students
- Transition rate of students returning to compressive campuses when contract is over
- Recidivism rates
- Youth Truth stakeholder data

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1350	LCFF - Base
527	LCFF S/C

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Target 3C - School Climate

All students and families will benefit from a safe and secure learning environment at The Leadership Academy.

Implementation Tasks

- Information included to increase attendance and reduce suspensions from Targets A and B
- Continuous update of disaster supplies for classroom and site use
- Continued purchase and update of health office supplies
- Update general office supplies and furniture for staff use as needed

Monitored by

- Site walkthrough by Safety Representative and administrator
- Youth Truth stakeholder data

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1200	LCFF S/C

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All strategies were implemented, but the desired results were not achieved.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We have again narrowed the focus with safety in mind. The intended plan includes consistent professional development and progress monitoring to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The only change to this goal is the narrowing of implementation tasks. All strategies/activities remain the same.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Family and Community Partnerships
Personal Integrity and Responsibility - Build positive relationships with families and community partners that centers around the needs of students, inform our decisions, and strengthen out programs.

Goal 4

Target 4: Family Engagement

Family and community partnerships will show increased engagement of stakeholders via in-school events.

Identified Need

The Leadership Academy would like to continue building a bridge between home and school, offering families essential resources to support their children and building valuable relationships in the process.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parenting Partners Teams Parenting Partners Trained Family Engagement Activities	0 0 4	1 2 8
Youth Truth (Student) Engagement	3.15	3.50
Youth Truth (Staff) Engagement	4.15	4.35
Youth Truth (Family) Communication and Feedback Relationships Resources Engagement	N/A	N/A

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The Leadership Academy will utilize the Family Ambassador and Parent Partners to increase communication between school and home, improving relationships, and offering valuable resources.

Implementation Tasks

- Increase parent communication via technology, notification systems, social media, school website, professional school communication design and distribution.
- Provide and coordinate family workshops, family academies, service learning, and student achievement activities
- Encourage service learning opportunities for students
- Provide translations for family events such as Back to School Night, Open House, Welcome back Event, Conferences, SST, IEP, SSC
- Support families and the community through quarterly educational and social family nights

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
600	Title I
550	LCFF S/C

Annual Review

SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All strategies were implemented with fidelity.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year, a metric that was included was to increase the number of Parent Partners and family engagement activities, which increased the amount of budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes include utilizing the Family Ambassador to the fullest, recruiting families to serve vital roles in communicating with parent groups.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$17,266.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$9,139.00

Subtotal of additional federal funds included for this school: $9,139.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF - Base	$2,550.00
LCFF S/C	$5,577.00

Subtotal of state or local funds included for this school: $8,127.00

Total of federal, state, and/or local funds for this school: $17,266.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

1 Classroom Teachers

1 Other School Staff

1 Parent or Community Members

1 Secondary Students

Name of Members	Role
Jennefer Barton	Parent or Community Member
Jana Carrillo	Classroom Teacher
Dawn Cordova	Other School Staff
Kimberly Porter	Principal
Nykia Whitmore	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other:

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Kimberly Porter on
SSC Chairperson, Cipriano Jaimes on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

PERSONNEL ACTIONS
CERTIFICATED
Schedule # 22
Board Date: 06/16/20

1. NEW HIRE:

NAME	POSITION	EFFECTIVE
BANKS, Cassie	Teacher	07/01/20
BATTLE, Noel	Teacher	07/01/20
CUEVAS, Jacqueline	Teacher	07/01/20
NALL, Kaitlyn	Teacher	07/01/20

2. CHANGE OF CLASSIFICATION

NAME	FROM	TO	EFFECTIVE
HULTQUIST, Stephanie	Sub Teacher	Teacher	07/01/20

3. 39 MONTH REHIRE

NAME	POSITION	EFFECTIVE
TOWMAN, Paul	Teacher	06/03/20

4. RESIGNED:

NAME	POSITION	REASON	EFFECTIVE
DURRETT, Jennifer	Teacher	Relocation	08/01/20
RODRIGUEZ, Margarita	Teacher	Personal	06/04/20
WATTS, Geraldine	Licensed Speech Pathologist	Retirement	06/05/20

5. TERMINATED:

NAME	POSITION	REASON	EFFECTIVE
CANNON, LaTrease	School Psychologist Intern	End of Assignment	06/04/20
COBOS, Cassily	School Psychologist Intern	End of Assignment	06/04/20
DOMINGUEZ, Johanna	School Psychologist Intern	End of Assignment	06/04/20
FRANCISCO, Christian	School Counselor	End of Contract	06/30/20
TSUJI, Luzzei	School Counselor	End of Contract	06/30/20

PERSONNEL ACTIONS
CLASSIFIED
Schedule #22
Board Date: 06/16/20

1. NEW HIRE

NAME	POSITION	EFFECTIVE
NYANN, Bonwah	Site Computer Technician	06/01/20

2. CHANGE OF CLASSIFICATION

NAME	FROM	TO	EFFECTIVE
ALEXANDER, Adela	Child Nutrition Worker	Child Nutrition Worker III	07/01/20
RAMIREZ, Gloria	Sub Clerical	Coord. Program Specialist	07/16/20

3. RESIGNED

NAME	POSITION	REASON	EFFECTIVE
BURCHETT, Cindy	Para Ed Health Care	Retirement	06/05/20
PATRICK, Chinyere	Sub Supervision Aide	Relocation	05/13/20
PETERSON, Michele	Fam. & Community Ambassador	Personal	06/004/20

4. TERMINATED

NAME	POSITION	REASON	EFFECTIVE
DAVIS, Rhonda	Campus Supervisor	Probation Not Met	05/30/20
SHANN, Donisha	Supervision Aide	Probation Not Met	05/29/20

Memorandum of Understanding

Palmdale School District Clear Administrative Credential Program

And

Lancaster School District

2020-2021

The purpose of this Memorandum of Understanding (MOU) is to specify the operative conditions that will govern the partnership between Palmdale School District, Lead Education Agency for the ACSA-FEA CTC-approved Clear Administrative Credential Program and Lancaster School District.

The goal of this partnership is to provide quality on-site coaching and professional development, as established in the ACSA Clear Administrative Credential Program, to first and second year preliminary credentialed administrators who are working toward the Professional Clear Administrative Credential and to their coaches.

1.0 Program Governance

1.1 Operational leadership is provided by the Palmdale School District's Local Program Coordinator (LPC) for the Clear Administrative Credential Program. (CACP)

1.2 Participating districts agree to appoint at least one representative to serve as the Local Program CACP point of contact.

1.3 Palmdale School District will serve as the program's fiscal agent and liaison and contact between state agencies and member schools.

2.0 General Responsibilities

2.1 Palmdale School District agrees to the following:

- Provide administration, management and coordination of and secretarial support for the CACP with a Local Program Coordinator.
- Provide CTC-approved clear induction program (ACSA-FEA)
- Provide 2-year program including an Individual Induction Plan (IIP) based on the California Professional Standards for Education Leaders (CPSELs)
- Provide a certified, experienced coach for each candidate, who will provide 40 hours per year of individualized, on-site leadership coaching.
- Provide 10 hours of foundational professional development, plus an additional 10 hours of individualized professional development per year.
- Monitor the implementation of the program to ensure candidates are completing the required elements for a Professional Clear Administrative Credential.

- Recommend candidates for their Professional Clear Administrative Credential upon successful completion of the Individual Induction Plan.
- Recruit, hire, train coaches for the CACP. Coaches will attend the ACSA Leadership Coach (ALC) and New Coach Orientation (NCO) trainings provided by ACSA.
- Ensure certified coaches will attend annual ACSA-CNET training to keep certification current.
- Meet with local program coaches four times per year to ensure candidate's IIPs will be completed by end of year two.

2.2 Lancaster School District agrees to the following:

- Submit a copy of the candidate's current preliminary admin credential to PSDs Local Program Coordinator.
- Provide a structure of dedicated time for the candidate and coach to work together on a bi-monthly basis.
- Ensure full participation in all professional development programs designed and provided for candidates, coaches and administrators.
- Participate in program evaluation – annual CNET survey.

3.0 Fiscal Responsibility

3.1 Palmdale School District, as the Local Program for the Clear Administrative Credential Program will use the following fee structure for the 2020-21 school year:

Cost per Candidate: $10,000 per year for each of the two years

3.2 Participating District/Consortium annual fees paid to PSD include:

- ACSA Coach Training – ALC (2-day) plus New Coach Orientation (day 3), CNET Training, Leadership Coach Certification (Lodging and meals are extra costs)
- Coach Stipend: $4000 per year
- Professional Development – 20 hours/year for each candidate
- Local Program Coordinator
- Payment must be made as follows:
  - 50% of the annual fee and additional participants fee must be paid by November 1, 2020.
  - The balance of the annual fee and additional participants' fee must be paid by April 1, 2021.
  - Lancaster School District will pay their actively employed coaches directly $4,000 per year and pay $6,000 to Palmdale School District.

- Palmdale School District will pay Lancaster School District retiree coaches $4,000 per year via a consultant contract and Lancaster School District will pay the full coast per candidate of $10,000 per year.

3.3 Candidate Pays:

- ACSA fee: $1000 per year

4.0 Management Data

4.1 The Palmdale School District, Local Program Coordinator for CACP agrees to the following:

- Provide ongoing program evaluation/survey information to meet the state accreditation induction program requirements.

5.0 Amendment

5.1 This MOU may be amended at any time by the mutual written consent of the parties.

6.0 Dispute Resolution Process

6.1 Any differences arising from the implementation of this MOU shall be resolved in good faith, through negotiations between the participants.

7.0 Termination of MOU Without Cause

7.1 This MOU may be terminated without cause effective upon 60 days written notice by either party.

7.2 Upon termination, Palmdale School District will prorate the program fees and charge only for the percentage of the program performed as of the effective date of the termination of the agreement. Palmdale School District will return any overpayment to the Lancaster School District.

8.0 Dismissal of Individual Program Participants Without Cause

8.1 Any individual participating in the program may be dismissed from the program by the Palmdale School District or Lancaster School District without cause, and for any or no reason, at any time during the term of the program effective upon at least 30 days written notice by the terminating party to the non-terminating party.

8.2 Upon termination, Palmdale School District will prorate the individual participant's program fees and charge only for the percentage of the program performed as of the effective date of the termination of the individual's participation. Palmdale School District will return any overpayment to Lancaster School District.

9.0 Final Provisions

9.1 The Palmdale School District and Lancaster School District acknowledge that this MOU is only intended to provide for cooperation between them and does not create any legally binding rights or obligations. To the extent that any other

provision of this MOU is inconsistent with this paragraph, this paragraph shall prevail.

9.2 The participants commit themselves in good faith to implement this MOU to the fullest extent possible, subject to any changes in policy that they may adopt.

AGREED:

For Lancaster School District

By: _____
Dr. Michele Bowers
Superintendent

Date _____

For the Palmdale School District

By: _____
Raul Maldonado
Superintendent

Date _____

Return to:

Palmdale School District
Local Program Coordinator, Clear Admin Credential Program
Danny Kanga
39139 10th Street East
Palmdale, CA 93550

BRANDMAN University Chapman University System

INTERNSHIP CONTRACT AGREEMENT

by and between

BRANDMAN UNIVERSITY

and

Lancaster School District

- **Multiple Subject Internship Credential**
- **Single Subject Internship Credential**
- **Education Specialist Internship Credential**

An Internship Credential authorizes the same service at the same level as the Preliminary Credential with some exceptions. The Internship Credential is only valid in one school district or consortium under the preconditions established by State law (see Appendix A).

For this reason, interns must have a contract before a credential can be issued. Each intern candidate is to work under the direct and continuing supervision of a Brandman University Supervisor, from the Antelope Valley Campus, and District Mentor who provides general support at the classroom level of the cooperating school. Also, the Internship Credential shall be issued initially for a two-year period. (Education Code Section 44455).

I. General Provisions

a. **The UNIVERSITY agrees and verifies that:**

i. Each Intern Teacher shall have met the requirements for enrollment in its Credential Programs

ii. Each Intern Teacher must have completed the minimum number of preservice hours of University Credential Program course work, as required by the CCTC for issuance of the Intern Credential.

iii. Each Intern Teacher shall apply for the Internship Credential through the Teacher Accreditation Department at Brandman University, upon verification of employment from the School District.

b. **The DISTRICT agrees and verifies that:**

i. The intern assumes full teaching and legal responsibility for their classroom from the first day of the teaching assignment as a paid employee of the District for at least **one academic year**, subject to the District's personnel policies and State law(s).

ii. The intern will attend department and faculty meetings and parent-teacher conferences when appropriate. No intern may coach extracurricular activities nor be required to attend meetings that present a conflict with his/her internship responsibilities at Brandman University.

iii. The intern is expected to attend all school and district in-service training sessions whenever possible. The intern will also attend assigned District and School orientations that occur prior to the start of the school. If there is a conflict between University and District training, University meetings shall take priority during the Internship period.

II. Support and Supervision Requirements

Pursuant to California Education Code §44321, the supervision and support of interns is the responsibility of both the Commission-approved teacher preparation program and the employer. The Commission requires that each approved intern program must have a signed Memorandum of Understanding (MOU) outlining the respective responsibilities of the program and of the employer.

a. General Support and Supervision Provided to All Interns

The UNIVERSITY and DISTRICT together shall provide a minimum of 144 hours of support/mentoring and supervision to each intern teacher per school year including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem-solving regarding students, curriculum, and development of effective teaching methodologies. The minimum support, mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to four hours times the number of instructional weeks remaining in the school year. A minimum of two hours of support/mentoring and supervision must be provided to an intern teacher every five instructional days.

i. The UNIVERSITY shall select supervisors that have current knowledge in their subject matter area; understand the context of public schooling; ability to model best professional practices in teaching and learning, scholarship and service; knowledge about diverse abilities, cultural, language, ethnic and gender diversity; and understanding of academic standards, frameworks, and accountability systems that drive the curriculum of public schools.

ii. The UNIVERSITY shall provide supervision and ongoing support for a minimum of 72 hours per school year. University supervisors will conduct classroom observations a minimum of four times each term that include pre and post observation discussions. Supervisors will maintain weekly contact

with the intern to provide support related to planning, curriculum, and instruction in addition to problem solving regarding students.

iii. The DISTRICT shall select mentor teachers who meet the following qualifications:
(1) valid corresponding Clear or Life credential,
(2) three years successful teaching experience, and
(3) the English Learner (EL) Authorization (if responsible for providing specified EL support).
If the mentor does not hold an EL Authorization, the district must identify an individual who does have a valid EL authorization and who is immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and to support language accessible instruction, through in-classroom modeling and coaching as needed.

iv. The DISTRICT shall provide supervision and ongoing support for a minimum of 72 hours per school year with a minimum of two hours of support/mentoring and supervision per week. The mentor(s) role is to provide support specifically addressing issues in the intern's classroom (See Appendix B for examples of support/supervision activities). Interns without an English Language Authorization must also receive focused English Language instruction support.

v. The UNIVERSITY shall provide orientation and training for the district mentors and university supervisors.

vi. The UNIVERSITY provides the 10 hour CTC mandatory mentor training.

vii. The DISTRICT requires mentors complete the CTC mandatory 10 hour training.

viii. The University Supervisor and District Mentor shall meet together regularly with the intern to ensure the intern is following the California Teaching Performance Expectations.

ix. The UNIVERSITY shall monitor the completion of university and employer-provided support/mentoring to ensure that interns teachers are receiving the minimum 144 hours of mentoring via forms submitted by the interns in LiveText.

x. The District Mentor and site administrator shall participate in surveys that provide feedback to the university regarding the internship experience.

b. **Support and Supervision Specific to Teaching English Learners**

The following additional support/mentoring and supervision shall be provided to an intern teacher who enters the program without a valid English learner authorization listed on a previously issued multiple subject, single subject, or education specialist instruction teaching credential; a valid English learner or Cross-cultural, Language and Academic Development (CLAD) authorization:

i. The UNIVERSITY shall provide 45 hours of support/mentoring and supervision per school year, including in-classroom coaching, specific to the needs of English learners. The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to five hours times the number of months remaining in the school year. The support/mentoring and supervision should be distributed in a manner that sufficiently supports the intern teacher's development of knowledge and skills in the instruction of English learners.

ii. The DISTRICT shall identify an individual who will be immediately available to assist the intern teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and for support of language accessible instruction through in-classroom modeling and coaching as needed. The identified individual may be the same mentor assigned pursuant to section I above provided the individual possesses an English learner authorization and will be immediately available to assist the intern teacher. (See Appendix B for examples of support/supervision activities).

iii. An individual who passes the California Teaching of English Learner (CTEL) examinations prior or subsequent to the issuance of the intern credential may be exempted from the additional 45 hours of support/mentoring and supervision specific to the needs of English learners.

iv. The UNIVERSITY shall monitor the completion of university and employer-provided support/mentoring to ensure that interns teachers are receiving the minimum 45 hours of support/mentoring specific to the needs of English learners via forms submitted by the interns in LiveText.

III. THE PARTIES MUTUALLY AGREE

A. The parties mutually agree each shall provide and maintain commercial general liability insurance or self-insurance acceptable to both parties in the minimum amounts of $1,000,000 per occurrence, $3,000,000 general aggregate and upon request shall furnish proof thereof in the form of a certificate of insurance within 30 days of the effective date of this Agreement. Each Certificate of Insurance shall specify that should any above described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy provisions.

B. The UNIVERSITY agrees to indemnify, hold harmless, and defend the DISTRICT, its agents and employees from and against all loss or expense (including costs and attorney fees) resulting from liability imposed by law upon the DISTRICT because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement and due or claimed to be due to the negligence of the UNIVERSITY, its agents or employees.

The DISTRICT agrees to indemnify, hold harmless, and at the University's request, defend the UNIVERSITY, its agents and employees from and against all loss or expenses (including costs and attorney fees) resulting from liability imposed by law upon the University because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with the Agreement, and due or claimed to be due to the negligence of the DISTRICT, its agents or employees.

C. Both parties acknowledge they are independent contractors, and nothing contained in this Agreement shall be deemed to create an agency, joint venture, franchise or partnership relation between the parties and neither party shall so hold itself out. Neither party shall have the right to obligate or bind the other party in any manner whatsoever, and nothing contained in this Agreement shall give or is intended to give any right of any kind to third persons.

D. Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any provisions contained herein.

E. Notices required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed first class to the parties that signed this agreement and to the addresses below.

FIELDWORK SITE CONTACT INFORMATION:	UNIVERSITY CONTACT INFORMATION:
Lancaster School District 44711 Cedar Avenue Lancaster, CA 93534 Attn: Ms. Brenda Lewis-Hawkins Phone: 661-942-4661	Brandman University 16355 Laguna Canyon Road Irvine, CA 92618 Attn: School of Education, Dean Fax: (800) 775-0128

F. If any term or provision of this Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.

G. In the event of any material default under this Agreement, which default remains uncured for a period of twenty-one (21) days after receipt of written notice of such default, or in

the event of the loss of WASC accreditation by the UNIVERSITY, this Agreement may be immediately terminated by the non-defaulting party.

H. This Agreement fully supersedes any and all prior agreements or understandings between the parties or any of their respective affiliates with respect to the subject matter hereof. No change, modification, addition, amendment, or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by both parties hereto subsequent to the execution of this Agreement.

I. This Agreement shall be construed in accordance with the laws of the State of California in effect at the time of the execution of this Agreement. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be Orange County, California.

IV. TERM AND TERMINATION OF AGREEMENT

Brandman University and the Lancaster School District, agree to all the conditions of this Internship Contract Agreement as outlined above, to be effective on 07/01/2020, and continuing until 07/01/2023 (3-year maximum). This agreement may be terminated and the provisions of this agreement may be altered, changed or amended by mutual consent of both parties upon sixty (60) days written notice.

SIGNATURES:

DISTRICT REPRESENTATIVES:

Signature: _____

Name: Dr. Michele Bowers

Title: Superintendent

Date: 06/17/2020

Signature: _____

Name: Lexy Conte

Title: Human Resources, Deputy Superintendent

Date: 06/17/2020

UNIVERSITY:

Signature: _____

Name: Phillip L. Doolittle

Title: Executive Vice Chancellor of Finance and Administration and Chief Financial Officer

Date: _____

APPENDIX A

Preconditions Established for Internship Programs

For initial program accreditation and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law or Commission policy.

(1) **Bachelor's Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code §§44325, 44326, 44453.

(2) **Subject Matter Requirement.** Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the Intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the Intern is authorized to teach. Reference: Education Code § 44325(c) (3).

(3) **Pre-Service Requirement.**

(a) Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English Learners.

(b) Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.

(4) **Professional Development Plan.** The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:

(a) Provisions for an annual evaluation of the intern.

(b) A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.

(c) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.

(d) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.

(5) **Supervision of Interns.**

(a) In all internship programs, the participating institutions shall provide supervision of all interns.

(b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Reference: Education Code § 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

(6) **Assignment and Authorization.** To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code § 44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code § 44458.

(7) **Participating Districts.** Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. Reference: Education Code §§ 44321 and 44452.

(8) **Early Program Completion Option.** Each intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five year preliminary teaching credential. This option must be made available to interns who meet the following requirements:

(a) Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:

- Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
- Techniques to address learning differences, including working with students with special needs
- Techniques to address working with English learners to provide access to the curriculum
- Reading instruction in accordance with state standards
- Assessment of student progress based on the state content and performance standards
- Classroom management techniques
- Methods of teaching the subject fields

(b) Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.

(c) Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).

(d) Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. (Reference: Education Code § 44468).

(9) **Length of Validity of the Intern Certificate.** Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code § 44325 (b).

(10) **Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts.

(11) **Justification of Internship Program.** When an institution submits a program for initial or continuing accreditation, the institution must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.

(12) **Bilingual Language Proficiency.** Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c).

APPENDIX B
Support and Supervision Activities

Potential Support & Supervision Activities to be Provided by the District
Demonstration Lessons and/or Co-teaching activities with mentor
Classroom Observations and Coaching*
Content Specific Coaching (for example: math coaches, reading coaches, EL coaches*)
Grade Level or Department Meetings related to curriculum, planning, and/or instruction
New Teacher Orientation
Coaching (not evaluation) from Administrator
Co-planning with Special Educator or EL expert to address included special needs students and/or English learners*
Logistical help before and during school year (bulletin boards, seating arrangements, materials acquisition, parent conferences, etc.)
Review/discuss test results with colleagues (CELDT and standardized tests)*
Activities/workshops specifically addressing issues in the intern's classroom—co-attended by intern and mentor(s)
Intern Observations of other teachers and classrooms including observations of SDAIE/ELD lessons*
Support & Supervision Activities Provided through the University
Classroom Observations and Coaching*
Weekly Online Seminars (problem solving issues with students, curriculum, instruction, TPEs, etc.) including EL support*
Weekly Contact with Supervisors via email, phone (voice, text), and/or video conferencing
Intern Observations of other teachers and classrooms including observations of SDAIE/ELD lessons*

**May also be used towards the 45-hour EL Support & Supervision Requirement.*

BRANDMAN University Chapman University System

SUPERVISED FIELDWORK AGREEMENT

Please check below all the applicable supervised fieldwork in which in your District will be participating with Brandman University Antelope Valley Campus.

TEACHER EDUCATION	X	**SCHOOL PSYCHOLOGY**	
SCHOOL COUNSELING		**EDUCATION ADMINISTRATION**	

THIS AGREEMENT is made and entered into by and between Brandman University hereinafter called the "UNIVERSITY," and the Lancaster School District, hereinafter called "FIELDWORK SITE."

I. RESPONSIBILITIES OF THE UNIVERSITY

A. The UNIVERSITY will assure that the student shall have completed the necessary educational prerequisites, to be eligible for supervised fieldwork including proof of negative TB test current within one year of supervised fieldwork and issuance of finger print clearance.

B. The UNIVERSITY shall designate a faculty or staff member to coordinate, consult, and collaborate with the classroom teacher or district designee of the FIELDWORK SITE, the activities of each student assigned to FIELDWORK SITE and student fieldwork experience.

C. The UNIVERSITY shall complete periodic observations and/or evaluations of the student regarding his/her performance at the FIELDWORK SITE as per arrangement between the UNIVERSITY faculty or staff member and the FIELDWORK SITE supervisor.

D. The UNIVERSITY may provide monetary compensation for services rendered by the FIELDWORK SITE in an amount not to exceed the actual cost of the services rendered by the FIELDWORK SITE per Appendix A.

II. RESPONSIBILITIES OF THE FIELDWORK SITE

A. The FIELDWORK SITE shall provide students with experiences with a student population that is diverse in terms of ethnicity, culture, language, socio-economics and/or special needs.

B. The FIELDWORK SITE staff will promptly and thoroughly investigate any complaint by any participating student of unlawful discrimination or harassment at the FIELDWORK SITE or involving employees or agents of the FIELDWORK SITE, take prompt and effective remedial action when discrimination or harassment is found to have occurred, and promptly notify the UNIVERSITY of the existence and outcome of any complaint of harassment by, against, or involving any participating student.

C. The FIELDWORK SITE staff will provide, upon request by any participating student, such reasonable accommodations at the FIELDWORK SITE as required by law in order to allow qualified disabled students to participate in the program.

D. To provide for emergency health care of the student in case of accident at the expense of the student.

E. To provide all participating students with a copy of the FIELDWORK SITE'S rules, regulations, policies, and procedures with which the students are expected to comply and notify the UNIVERSITY of any change in its personnel, operation, or policies which may affect the field education experience.

F. Comply with all federal, state and local statutes and regulations applicable to the operation of the program, including without limitation, laws relating to the confidentiality of student records.

G. The FIELDWORK SITE staff shall comply with APPENDIX B regarding the FIELDWORK SITE'S supervision of UNIVERSITY students.

III. THE PARTIES MUTUALLY AGREE

A. The FIELDWORK SITE shall provide field experiences in such schools or classes of the FIELDWORK SITE and under the direct supervision and instruction of such employees of the FIELDWORK SITE, as specified by the duly authorized representatives of the FIELDWORK SITE and the UNIVERSITY.

B. The FIELDWORK SITE may, for good cause, refuse to accept for field experiences, or terminate the field experience assignment of any student of the UNIVERSITY assigned to the FIELDWORK SITE in writing. Prior to removal of a student, the FIELDWORK SITE shall consult with the UNIVERSITY about its concerns and proposed course of action. The UNIVERSITY may terminate the field experience assignment or student teaching assignment of any student of the UNIVERSITY at the FIELDWORK SITE at any time, and may do so if the FIELDWORK SITE so requests in writing with a statement of reasons why the FIELDWORK SITE desires to have the student withdrawn.

C. Neither party shall discriminate in the assignment of students on the basis of race, color, disability, sex, religion, national origin, ancestry, sexual orientation, or any other basis prohibited by law.

D. The UNIVERSITY agrees to indemnify, hold harmless, and defend the FIELDWORK SITE, its agents, and employees from and against all loss or expense (including costs and attorney fees) resulting from liability imposed by law upon the FIELDWORK SITE because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement and due or claimed to be due to the negligence of the UNIVERSITY, its agents, employees, or students.

E. The FIELDWORK SITE agrees to indemnify, hold harmless, and at the UNIVERSITY'S request, defend the UNIVERSITY, its agencies and employees from and against all loss or expenses (including costs and attorney fees) resulting from liability imposed by law upon the UNIVERSITY because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement, and due or claimed to be due to the negligence of the FIELDWORK SITE, its agents, or employees.

F. The parties agree that the students are considered learners who are fulfilling specific requirements for field experiences as part of a degree and/or credential requirement. Therefore, regardless of the nature or extent of the acts performed by them, students are not to be considered employees or agents of either the UNIVERSITY or the FIELDWORK SITE for any purpose including Workers' Compensation or any other employee benefit programs. The students shall not be entitled to any monetary remuneration for services performed by them in the course of their training.

G. The parties mutually agree each shall provide and maintain commercial general liability insurance or self-insurance acceptable to both parties in the minimum amounts of $1,000,000 per occurrence, $3,000,000 general aggregate and upon request shall furnish proof thereof in the form of a certificate of insurance within 30 days of the effective date of this Agreement. Each Certificate of Insurance shall specify that should any above described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy provisions.

H. Both parties acknowledge they are independent contractors, and nothing contained in this Agreement shall be deemed to create an agency, joint venture, franchise or partnership relation between the parties and neither party shall so hold itself out. Neither party shall have the right to obligate or bind the other party in any manner whatsoever, and nothing contained in this Agreement shall give or is intended to give any right of any kind to third persons.

I. Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any provisions contained herein.

J. Notices required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed first class to the parties that signed this agreement and to the addresses below.

FIELDWORK SITE CONTACT INFORMATION:	UNIVERSITY CONTACT INFORMATION:
Lancaster School District 44711 Cedar Avenue Lancaster, CA 93534 Attn: Ms. Brenda Lewis-Hawkins Phone: 661-948-4661	Brandman University 16355 Laguna Canyon Road Irvine, CA 92618 Attn: School of Education, Dean Fax: (800) 775-0128

K. If any term or provision of this Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.

L. In the event of any material default under this Agreement, which default remains uncured for a period of twenty-one (21) days after receipt of written notice of such default, or in the event of the loss of WASC accreditation by the UNIVERSITY, this Agreement may be immediately terminated by the non-defaulting party.

M. This Agreement fully supersedes any and all prior agreements or understandings between the parties or any of their respective affiliates with respect to the subject matter hereof. No change, modification, addition, amendment, or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by both parties hereto subsequent to the execution of this Agreement.

N. This Agreement shall be construed in accordance with the laws of the State of California in effect at the time of the execution of this Agreement. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be Orange County, California.

IV. TERM AND TERMINATION OF AGREEMENT

A. THE TERM of this Agreement shall be effective 7/1/2020 and shall continue in full force and effect through 7/1/2023. This Agreement may be renewed for one (1) additional term of the contract by mutual written consent of the parties.

B. THIS AGREEMENT may be terminated by either the UNIVERSITY or the FIELDWORK SITE with or without cause upon thirty (30) days written notice provided that (subject to the other terms of this Agreement) all students performing fieldwork at the time of notice of termination are given the opportunity to complete their fieldwork at the Fieldwork Site.

SIGNATURES:

FIELDWORK SITE:	Signature:	
	Name:	Dr. Michele Bowers
	Title:	Superintendent
	Date:	06/17/2020
UNIVERSITY:	Signature:	
	Name:	Phillip L. Doolittle
	Title:	Executive Vice Chancellor of Finance and Administration and Chief Financial Officer
	Date:	

Appendix A
Payment for Master Teachers for Teacher Education Fieldwork Only

I. SPECIAL PROVISIONS – RATES and PAYMENTS

(a) $ 200 Master Teacher stipend per eight (8) week session of full-time student teaching consisting of three to six (3-6) units for Multiple and Single Subject Credential candidates.

(b) $ 200 Master Teacher stipend per eight (8) week session of full-time student teaching consisting of three to six (3-6) units for Education Specialist Instruction Credential (Special Education) candidates.

METHOD OF PAYMENT: Stipend is to be paid directly to the Master Teacher.

In the event the assignment of a UNIVERSITY student is terminated by the UNIVERSITY and/or the FIELDWORK SITE for any reason after the student has been in student teaching and has been at the assignment for a minimum of two weeks, MASTER TEACHER shall receive payment for one assignment on account of each student as though there had been no termination of the assignment. Said payment is to exceed no more than six (6) units per session of terminated assignment. In the event the field experience of a UNIVERSITY student is terminated by the UNIVERSITY and/or the MASTER TEACHER for any reason after the student has been in the field experience for a minimum of two weeks, MASTER TEACHER shall receive payment for one assignment on account of each student as though there had been no termination of the assignment.

Within thirty (30) days following the close of each session or academic session of the UNIVERSITY, the MASTER TEACHER shall submit an invoice and I-9 form as provided and signed to them by the UNVIERSITY, to the UNIVERSITY for payment at the rate provided therein for all field experiences provided by the FIELDWORK SITE under and in accordance with this agreement during said session. This process may be altered according to individual districts procedures as to the manner in which the invoicing will proceed so long as the parties mutually agree to such alteration in advance.

Appendix B
Specific Supervision Requirements for Each Program

Teacher Education Fieldwork:

A. "Field Experience" as used herein and elsewhere in this agreement means active participation in the duties and function of classroom under the direct supervision and instruction of employees of the FIELDWORK SITE who hold valid teaching credentials issued by the California Commission on Teacher Credentialing, authorizing them to serve as classroom teachers in the schools or classes in which the field experience is provided, and have completed a minimum of three years successful teaching experience. "Student Teaching" is used herein and elsewhere in this agreement means participation in the duties and function of classroom teaching under the direct supervision and instruction of employees of the FIELDWORK SITE who hold valid, teaching credentials issued by the California Commission on Teacher Credentialing, authorizing them to serve as classroom teachers in the schools or classes in which the student teaching experience is provided, and have completed a minimum of three years successful teaching experience.

B. The UNIVERSITY'S Teacher Education Policy provides that student teachers without emergency or substitute permits may not be asked by the school districts to serve and be paid for substitute teaching as, under California law, student teachers are not certificated personnel and as they require full-time supervision. Those holding substitute or emergency permits may substitute for their master teacher only (a maximum of four (4) days only): when s/he is ill; when it is determined by the principal that this is in the best interest of the students in the classroom as well as the candidate; after the first four weeks of the first assignment; and/or when the candidate is paid.

C. "Session of Student Teaching," for Multiple Subject and Single Subject Credential candidates as used herein and elsewhere in this agreement is considered to be a full day of student teaching daily for five (5) days a week for a minimum of eight (8) weeks for elementary credential candidates (for this, the elementary credential candidate receives three to six (3-6) session units of practice teaching credit), and three periods a day for five (5) days a week for a minimum of eight (8) weeks for secondary credential candidates (for this, the secondary credential candidate receives three to six (3-6) session units of practice teaching credit).

D. "Session of Student Teaching," for Education Specialist Instruction Credential (Special Education) candidates as used herein and elsewhere in this agreement is considered to be a full day of student teaching daily for five (5) days a week for a minimum of eight (8) weeks for elementary credential candidates (for this, the elementary credential candidate receives three to six (3-6) session units of practice teaching credit), and three periods a day for five (5) days a week for a minimum of eight (8) weeks for secondary credential candidates (for this, the secondary credential candidate receives three to six (3-6) session units of practice teaching credit).

E. An assignment of a Multiple Subject and Single Subject Credential candidate of the UNIVERSITY to student teaching in classes of schools of the FIELDWORK SITE shall be for a two eight (8) week session as mutually agreed between the UNIVERSITY and FIELDWORK SITE.

F. An assignment of an Education Specialist Instruction Credential (Special Education) candidate of the UNIVERSITY to student teaching in classes of schools of the FIELDWORK SITE shall be for a single eight (8) week session as mutually agreed between the UNIVERSITY and FIELDWORK SITE.

G. The assignment of a UNIVERSITY student to field experiences and student teaching at FIELDWORK SITE shall be deemed to be effective for the purposes of this agreement as of the date the student presents to the proper FIELDWORK SITE officials the assignment papers or other documents provided by the UNIVERSITY effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document.

School Counseling Fieldwork:

A. Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school counselor with at least two years of professional experience.

B. Provide opportunities for students to gain a broad range of experiences, including experiences in:

   a. Personal and career assessments
   b. Personal counseling experience in either an individual or group context
   c. Experience in School-based programs serving parents and family members
   d. Observing classroom instruction
   e. Attending district and school based meetings
   f. Mapping school-based community resources
   g. The candidate is to perform, under supervision, the functions of school counselors in school counseling domains.
   h. Participating in professional development activities.
   i. Participating in individual or group supervision.
   j. Learning about and using technology and information systems.
   k. Learning about Individual differences and student diversity.

C. The FIELDWORK SITE shall provide activities that occur across at minimum of two of four settings, including, (a) elementary, middle school or junior high, and (b) high school.

D. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school counselor who has at least two years experience in school counseling to serve as the primary supervisor. The student may also work with other experienced school counselors for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two interns or students.

E. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.

F. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university session.

G. The FIELDWORK SITE shall ensure that the student will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the student is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

I. <u>Specific Supervision Requirements School Psychology</u> Fieldwork:

A. Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school psychologist with at least two years of professional experience.

B. Provide experiences with a diverse student population.

C. Provide experiences with a variety of educational programs.

D. Provide opportunities for students to gain a broad range of experiences, including experiences in:

a. Data based decision making: Assessing and reevaluating individual pupils and their programs.
b. Collaboration and consultation with school personnel and participation on interdisciplinary teams.
c. Developing, implementing and evaluating academic and behavioral interventions.
d. Providing counseling and other mental health interventions.
e. Home, school, community collaboration: working with parents and community members.
f. Learning about, helping develop, or evaluating policy, practices and programs.
g. Participating in professional development activities.
h. Participating in individual or group supervision.
i. Learning about and using technology and information systems.
j. Learning about Individual differences and student diversity.

E. The FIELDWORK SITE shall provide activities that occur across at minimum of two of four settings, including (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school.

F. The FIELDWORK SITE in collaboration with the UNIVERSITY will designate one school psychologist who has at least two years experience in School Psychology to serve as the primary supervisor. The student may also work with other experienced school psychologists for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two interns or students.

G. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.

H. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluations of the student's performance near the end of each university session.

I. The FIELDWORK SITE shall ensure that the student will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the student is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

School Administration:

A. The FIELDWORK SITE shall provide student with individual and/or small group supervision from an experienced school administrator.

B. The FIELDWORK SITE shall ensure that the student receives an average of one hour of individual and/or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.

C. The FIELDWORK SITE supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university session.

MEMORANDUM OF UNDERSTANDING
BETWEEN

Pacific Oaks College

AND

Lancaster School District

This Memorandum of Understanding (the "MOU") is entered into by and between Pacific Oaks College, a non-profit institution of higher education located at 45 Eureka Street, Pasadena, California (the "College"), and Lancaster School District located at 44711 N. Cedar Avenue, Lancaster, CA 93534 (the "District").

A. Parameters

This Understanding shall be effective for a period of five (5) years from the date of signature when executed by both parties. This Understanding will automatically renew unless otherwise indicated in writing by one of the parties at least thirty (30) days prior to the end of the term. Contract and monitoring responsibilities for the MOU rest with the College. If modifications are necessary within the duration of this MOU, they will be added to this memorandum by mutual written Understanding of all parties involved.

All stipulations in this MOU are contingent upon the acceptance and funding of the Intern Program by the California Commission on Teacher Credentialing.

B. Purpose

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties to this Understanding and to set forth the operative conditions, which will govern this partnership. The District and the College will form a partnership in providing coordinating services as part of the College Intern Program, serving multiple subject and mild/moderate special education interns, hereafter referred to as the College Intern Program.

C. Roles and Responsibilities

The District agrees to:

1. Participate in program evaluation.

2. Participate in the a clearly defined selection of district support providers (i.e. mentor teachers) to participate in the College Intern Program who have the following minimum qualifications:
    a. Valid corresponding Clear or Life Credential
    b. Three years of successful teaching experience
    c. EL Authorization (if responsible for providing specified EL support).

3. Provide sufficient resources, including the identification of protected time for employer-provided support/mentor to work with intern within the school day including clearly defined expectations for type/frequency of support.

4. Clarify the intern's terms of employment, including evaluation process of site support provider (examples: retiree, contracted COE or other agency staff, current school employee). The CTC requires districts to identify an individual who is immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for English Learners, for assessing language needs and progress, and to support language accessible instruction. This individual may be the same mentor teacher provided that they have EL authorization and are immediately available.

5. Ensure the quality of the internship experience by providing professional development to the intern. College support providers will work with the intern and mentor teacher to design appropriate activities that support the intern's work with English Learners.

6. Ensure that all district and site administrative staff respect the confidentiality between the mentor teacher and the intern teacher. Intern activities will not have a relationship to district teacher evaluation.

7. Only hire intern candidates who meet the requirements necessary for obtaining an intern credential.

8. Assign the intern to positions that are authorized to be performed by holders of multiple subject and mild/moderate special education intern credentials, with a load that is appropriate for a beginning teacher that will enable the adequate time necessary to complete 8549concurrent credential coursework.

9. Provide at least 84 hours of general support/supervision of the intern, and, if the intern does not already hold an English Learner Authorization, a minimum of 22.5 hours of additional English Learner support each academic year.

10. Place each participating intern with a fully credentialed mentor teacher, preferably at the same site as the intern teacher and with experience in the curricular area or grade level assigned to the intern.

11. Ensure that mentor teachers complete the mentor teacher 10-hour training as required by the CTC.

12. Upon request of the District for good cause, the District shall notify the College of termination or change of assignment of any intern in the College Intern Program.

Pacific Oaks College agrees to:

1. Designate a member of the faculty in teacher education to provide leadership for the College Intern Program. The College will assume the cost of a faculty member to provide leadership of the College Intern Program and work with the District.

2. Ensure that intern candidates meet the requirements necessary to acquire an intern credential:
   i. Bachelor's degree from an accredited school of higher education
   ii. Certificate of Clearance or other valid CTC-issued permit
   iii. Basic Skills Requirement
   iv. Negative TB test results
   v. Cumulative minimum GPA of 3.0
   vi. Subject Matter Proficiency
   vii. U.S. Constitution
   viii. 120 pre-service hours

3. Recommend only intern eligible candidates meeting the above requirements to the CTC for the intern credential.

4. Enhance the intern candidate's growth and development by providing quality coursework, seminars, and experiences to complete the preliminary credential.

5. Assign a fieldwork supervisor who will provide support and assistance to the intern through regularly scheduled classroom visits.

6. Provide at least 60 hours of general support/supervision of the intern, and, if the intern does not already hold an English Learner Authorization, a minimum of 22.5 hours of additional English Learner support each academic year.

7. Ensure the quality of the internship experience by providing professional development. College fieldwork supervisors will work with the intern and intern's mentor teacher to design appropriate activities that support the intern's work with English Learners.

8. Notify the District in the event that an intern is not maintaining enrollment and/or responsibilities in the courses to complete the Intern Program.

9. Provide advising and transitional assistance as needed to interns preparing to enter the Beginning Teacher Support and Assessment induction program

D. General Terms and Conditions

1. The Understanding between the College and the School District shall be the governing legal document between the parties.

2. **Non-Discrimination**. Both parties shall comply with all federal, state, and local laws, rules, and regulations, and executive orders concerning non-discrimination in employment, education, and services on the actual or perceived basis of race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender or sexual orientation.

3. **Indemnification**. Each party shall defend, indemnify, and hold harmless the other its agents, affiliates, subsidiaries, officers, officials, employees, and volunteers from and against all claims, damages, losses, and expenses (including but not limited to attorney fees and court costs) arising from the acts, errors, mistakes, omissions, work or service of the indemnifying party, its agents, employees, or any tier of that party's subcontractors in the performance of this Understanding. The insurance requirements of this Understanding will not be construed as limiting the scope of this indemnification.

4. **Insurance**. Without limiting the indemnification obligations stated above, each party to this Understanding shall provide and maintain at its own expense a program of insurance covering its activities and operations hereunder. Such program of insurance shall include, but not be limited to, general liability and professional liability coverage. The School District's general liability insurance shall have minimum coverage of $1,000,000 per occurrence and $3,000,000 in the aggregate. The College's professional liability insurance shall carry a single limit of not less than $1,000,000 per occurrence and $3,000,000 in the aggregate.

5. **Effective Date**. The effective date of this Understanding is the date on which the Understanding was duly executed.

6. **Termination**. The expectation of all parties is that the intern will complete the term of this Understanding. Termination of this Understanding with cause shall be in accordance with the academic policies of the qualifying degree program or the employment or policies of the School District. Any party may terminate this Understanding without cause by giving the other party 30 days' notice of the intention to terminate. Termination of this Understanding on the part of the College or School District is separate from termination of the intern's, mentor teacher's, or Credential Analyst's employment. It is assumed that if there is an early termination of this Understanding on the part of the intern, the District or mentor teacher, that such a decision must include consultation with the qualifying degree program.

7. **Notices**. All notices required to be given under this Understanding shall be sufficient if sent by electronic mail, facsimile, or U.S. Mail as follows:

For College: Pacific Oaks College
Attn: Dr. Elizabeth Chamberlain
45 Eureka Avenue
Pasadena, CA 91103
Tel: 626.529.8420
Email: credentials@pacificoaks.edu

For District: Lancaster School District
Attn: Brenda D. Lewis-Hawkins
44711 N. Cedar Avenue
Lancaster, CA 93534
Email: lewis-hawkinsb@lancsd.org

8. **Modification**. This Understanding may be revised or modified only by mutual Understanding and written amendment signed by both parties.

9. **Severability**. Each paragraph of this Understanding is severable from all other paragraphs. In the event any court of competent jurisdiction determines that any paragraph or subparagraph of the Understanding is invalid or unenforceable for any reason if same should occur by operation of law, all remaining paragraphs and subparagraphs will remain in full force and effect.

10. **Waiver**. The failure or delay of either party to exercise any right, power, or privilege under this shall not operate as a waiver of any such right, power, or privilege.

11. **Assignment**. Nothing in this Understanding shall be construed to permit the assignment by either party of any rights or obligations hereunder, and such assignment is prohibited unless evidenced by the written consent of each of the parties. In addition, this Understanding contains all of the terms and conditions between the parties and may be amended only in a writing signed by each of the parties.

12. **Governing Laws and Jurisdiction**. This Understanding shall be governed by and construed pursuant to the laws of the State of California. In the event that a dispute arises in relation to this Understanding, all parties agree to submit to the jurisdiction of the courts of Los Angeles County, California.

E. Program Description

1. **Preliminary Multiple Subject Teaching Credential.** The Preliminary Multiple Subject Teaching Credential authorizes the holder to teach all subjects in a self-contained classroom, such as the classrooms in most elementary schools, in grades preschool, K–12, or in classes organized primarily for adults. This credential also includes EL authorization. Coursework focuses on strategies of inclusion, issues of equity, social justice, and cultural competence.

2. **Preliminary Mild/Moderate Education Specialist Instruction Credential.** The Preliminary Mild/Moderate Education Specialist Instruction Credential authorizes service in grades K–12 and in classes organized primarily for adults through age 22. The credential also includes autism and EL authorizations. The curriculum is based on a constructivist framework that is responsive to multiple sources of diversity in the education of children.

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Understanding to be effective as of the day specified below.

College Representative Signature	Elizabeth Chamberlain Printed Name	Dean Title	04/29/2020 Date
District Representative Signature	Dr. Michele Bowers Printed Name	Superintendent Title	06/17/2020 Date

Job Title: COMMUNITY LIAISON BILINGUAL

Definition:
Under the general supervision of an Assistant Superintendent- Innovation and Technology Services and the direct supervision of the Supervisor of Operations (Welcome and Wellness Center), performs varied and increasingly responsible School/Community Liaison work.

Distinguishing Characteristics:
This classification is distinguished from other positions in that the incumbent performs a wide variety of bilingual and social functions of the Welcome and Wellness Center and requires specialized skills in the areas of customer service.

Essential Job Duties:
The following tasks are essential for this position. Incumbents in this classification may not perform all of these tasks, or may perform similar related tasks not listed here.

1. Ensures children and youth are properly identified and immediately enrolled by school personnel, including special populations i.e. homeless and foster students.
2. Acts as liaison between school and community including but not limited to English learners, homeless and foster students and parents.
3. Acts as liaison between district departments, school sites and outside service providers to verify and ensure delivery of services/supports.
4. Provides training, technical assistance, and sensitivity awareness activities to administrators, counselors, teachers, family ambassadors, school staff, parents and community organizations.
5. Attends meetings and events as required. May require travel outside the District. May require work on evenings and Saturdays.
6. Utilizes bilingual skills in responding to parental and school needs including parent training.
7. Translates documents and forms into Spanish as needed.
8. Serves as interpreter for Spanish speaking families as needed.
9. Assists the staff at the Welcome and Wellness Center with clerical, telephones and registrations.
10. Generates reports, correspondence, bulletins, etc. in English and Spanish.
11. Document and maintain accurate data base of services provided and supports development of related grant proposals.
12. Coordinate services to support incoming families and students with immediate enrollment, referrals, transportation and other needs.
13. Assist families with entire enrollment process, includes obtaining registration documentation and working with current registration system.
14. Maintains database of records including but not limited to assessments, Home Language Surveys, McKinney-Veto forms and foster forms.
15. Assists District Liaisons and district departments with implementing and monitoring new legislation and mandates.
16. Reviews and revises local policies and ensures that the district adopts policies and practices to service our homeless/foster families.
17. Refers displaced and homeless families to available related services.
18. Maintains confidentiality of all student and parent records.

Job Title: COMMUNITY LIAISON BILINGUAL

19. Distributes and manages vouchers for transportation and maintains and submits monthly mandated confidential records and reports.
20. Monitors attendance of homeless students receiving transportation to school of origin.
21. Communicates about, collects and maintains all related legally mandated documentation.
22. Identification and tracking of Homeless and/or Foster students in district SIS and CALPADS.
23. Maintains and distributes an inventory of supplies for homeless/foster students to parents and school sites.
24. Assists with organizing District events for all students, with emphasis on homeless/foster/migrant populations.
25. Acts as district representative at community events.
26. Establish partnership with city of Lancaster and community organizations to support and promote District efforts to include programs to assist foster and homeless students and families.
27. Performs other related duties as assigned.

Minimum Knowledge, Skill and Ability:

Knowledge of:

- Modern office procedures
- Filing and business correspondence procedures
- Various office machines
- Computers and related software
- Community services
- Law, regulations and codes regarding pupil records

Skill and Ability to:

- Speak, read, and write English and Spanish fluently
- Initiate correspondence using correct grammar, spelling, and punctuation (English and Spanish)
- Use modern office equipment and machines including the computer
- Use of excel and Microsoft applications
- Work harmoniously with fellow workers, school personnel, parents, outside agencies and other departments
- Utilize own vehicle for transportation as needed
- Maintain professional confidentiality

Training And Experience:

Any combination equivalent to training and experience that could likely provide the required knowledge, skills and abilities would be qualifying. A typical way to obtain the knowledge, skills and abilities would be a high school diploma or equivalent and a minimum of one year related training and experience working with the public in a school system or public agency.

License And Certificates:

Possession of a valid California driver's license and be insurable.

Physical Requirement And Working Conditions:

Job Title: COMMUNITY LIAISON BILINGUAL

- Require vision (which may be corrected) to read small print.
- Require mobility to stand, stoop, reach and bend. Require mobility of arms to reach and dexterity of hands to grasp and manipulate small objects. May be required to work at a computer terminal for prolonged periods.
- Perform lifting, pushing, and/or pulling, which does not exceed 50 pounds and is an infrequent aspect of the job.
- May be required to take and pass physical examination.
- Will be required to have live scan fingerprinting completed and cleared prior to beginning work.

Range 30

PHYSICAL REQUIREMENT INFORMATION

Physical Demands:	HPD = Hrs. Per Day		
	Rarely (0 – 1.5 HPD)	Occasionally (1.5-3 HPD)	Frequently (3 – 6 HPD)
Sitting		~~X~~	X
Standing			X
Walking			X
Bending		X	
Kneeling	X		
Reaching	X		
Stooping	X	X	
Crawling	X		
Twisting(back & neck)	X		
Climbing	X		
Pushing/Pulling	X	X	

	Lifting			**Carrying**		
	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
0 – 10 lbs.	X	X		X	X	
11 – 25 lbs.	X	X		X	X	
26 – 50 lbs.	X			X		
51-75 lbs.	X			X		

Mental Demands:	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Problem Solve			X
Make Decisions			X
Supervise	X		
Interpret Data	X		

Job Title: COMMUNITY LIAISON BILINGUAL

Organize			X
Write			X
Plan			X
Multi-Task			X

Equipment Use:	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Telephone			X
Copier		X	
Computer			X
FAX Machine	X		

Classified Salary Schedule **LANCASTER SCHOOL DISTRICT** 2020-21 School Year

	# wrk days	RANGE	A	B	C	D	E
ACCOUNTING							
Account Clerk III	247	33	21.57	22.63	23.76	24.96	26.19
Account Clerk IV	247	35	22.66	23.79	25.00	26.24	27.55
Account Clerk V	247	37	23.81	25.01	26.27	27.56	28.95
Budget Technician	247	33	21.57	22.63	23.76	24.96	26.19
Construction Account Clerk IV	247	35	22.66	23.79	25.00	26.24	27.55
District Data Specialist	247	35	22.66	23.79	25.00	26.24	27.55
Purchasing & Asset Mgmt. Clerk	247	33	21.57	22.63	23.76	24.96	26.19
Payroll Clerk IV	247	35	22.66	23.79	25.00	26.24	27.55
Payroll & Benefits Clerk	247	32	21.05	22.11	23.18	24.41	25.63
Position Control Specialist	247	35	22.66	23.79	25.00	26.24	27.55
Warehouse/Asset Technician	247	29	19.53	20.51	21.57	22.62	23.75
CLERICAL							
Administrative Secretary I	220/247	33	21.57	22.63	23.76	24.96	26.19
Administrative Secretary II	247	35	22.66	23.79	25.00	26.24	27.55
Administrative Secretary III	247	43	27.57	28.98	30.41	31.92	33.51
Bilingual Admin. Secretary II	247	36	23.23	24.43	25.63	26.91	28.24
Bilingual Family and Community Ambassadors	181	23	16.85	17.72	18.58	19.50	20.47
Bilingual Health Clerk	186	24	17.28	18.16	19.05	20.03	21.02
Bilingual Homeless Community Liaison	247	23	16.85	17.72	18.58	19.50	20.47
Bilingual Human Resources Clerk II	247	34	22.11	23.18	24.41	25.58	26.86
Bilingual Receptionist	247	24	17.28	18.16	19.05	20.03	21.02
Bilingual Office Assistant	186/220/226/247	24	17.28	18.16	19.05	20.03	21.02
Bilingual Office Assistant II	186/220/226/247	26	18.16	19.05	20.03	21.02	22.09
Coordinated Program Specialist	186	25	17.73	18.60	19.53	20.51	21.54
Credentials Analyst	247	39	24.99	26.24	27.54	28.93	30.36
Family and Community Ambassadors	181	22	16.45	17.26	18.14	19.03	20.00
Health Clerk	186	23	16.85	17.72	18.58	19.50	20.47
Health & Wellness LVN Bilingual	247	40	25.63	26.91	28.24	29.65	31.13
Human Resources Clerk I	247	28	19.08	20.04	21.03	22.09	23.19
Human Resources Clerk II	247	33	21.57	22.63	23.76	24.96	26.19
Human Resources Technician I	247	33	21.57	22.63	23.76	24.96	26.19
Human Resources Technician II	247	35	22.66	23.79	25.00	26.24	27.55
Library Media Specialist	186	22	16.45	17.26	18.14	19.03	20.00
Migrant Program Technician	204	23	16.85	17.72	18.58	19.50	20.47
Office Assistant	186/204/220/247	23	16.85	17.72	18.58	19.50	20.47
Office Assistant II	220/247	25	17.73	18.60	19.53	20.51	21.54
Risk Mgmt Benefits Technician	247	39	24.99	26.24	27.54	28.93	30.36
Risk Mgmt Benefits Clerk	247	32	21.05	22.11	23.18	24.41	25.63
School Secretary I	220	33	21.57	22.63	23.76	24.96	26.19
School Secretary II	220	35	22.66	23.79	25.00	26.24	27.55
Translation Assistant	247	19	15.29	16.03	16.83	17.70	18.60
Welcome & Wellness Enrollment Specialist/Bilingual	247	30	20.10	21.11	22.17	23.27	24.44
DUPLICATING							
Document Mgmt. Systems Specialist	247	33	21.57	22.63	23.76	24.96	26.19
FACILITIES AND GROUNDS							
Custodian I	247	26	18.16	19.05	20.03	21.02	22.09
Custodian II	247	28	19.08	20.04	21.03	22.09	23.19
Custodian III	247	29	19.53	20.51	21.57	22.62	23.75
Facilities & Construction Secretary	247	35	22.66	23.79	25.00	26.24	27.55
Facilities Night Lead	247	38	24.42	25.64	26.92	28.24	29.66
Groundsperson II	247	28	19.08	20.04	21.03	22.09	23.19
Groundsperson Lead	247	37	23.81	25.01	26.27	27.56	28.95
Maintenance & Grounds Utility I	247	28	19.08	20.04	21.03	22.09	23.19
Maintenance I	247	28	19.08	20.04	21.03	22.09	23.19
Maintenance II	247	32	21.05	22.11	23.18	24.41	25.63
Maintenance III	247	33	21.57	22.63	23.76	24.96	26.19

Classified Salary Schedule **LANCASTER SCHOOL DISTRICT** 2020-21 School Year

FACILITIES AND GROUNDS (Con't.)	# wrk days	**RANGE**	A	B	C	D	E
Maintenance IV	247	36	23.23	24.43	25.63	26.91	28.24
Maintenance V	247	37	23.81	25.01	26.27	27.56	28.95
Maintenance VI	247	39	24.99	26.24	27.54	28.93	30.36
Maintenance & Security Worker II	247	32	21.05	22.11	23.18	24.41	25.63
INFORMATION & TECHNOLOGY SYSTEMS (ITS)							
Database Systems Specialist	247	41	26.25	27.56	28.94	30.38	31.92
Network Systems Specialist I	247	37	23.81	25.01	26.27	27.56	28.95
Network Systems Specialist II	247	39	24.99	26.24	27.54	28.93	30.36
Computer Systems Specialist Lead	247	39	24.99	26.24	27.54	28.93	30.36
Computer Systems Specialist	247	37	23.81	25.01	26.27	27.56	28.95
Computer Systems Specialist II	247	38	24.42	25.64	26.92	28.24	29.66
Data and Assessment Technician	247	33	21.57	22.63	23.76	24.96	26.19
SECURITY							
Campus Supervisor	181	25	17.73	18.60	19.53	20.51	21.54
Elementary Campus Supervisor	181	24	17.28	18.16	19.05	20.03	21.02
CHILD NUTRITION SERVICES							
CN Computer Systems Specialist	247	39	24.99	26.24	27.54	28.93	30.36
CNS Lead	204	35	22.66	23.79	25.00	26.24	27.55
CNS Manager - Traditional	186	31	20.53	21.57	22.63	23.76	24.96
CNS Maintenance VI	247	39	24.99	26.24	27.54	28.93	30.36
CNS Utility Worker	247	28	19.08	20.04	21.03	22.09	23.19
CNS Utility/Inventory Control	247	32	21.05	22.11	23.18	24.41	25.63
CNS Worker	181	15	13.81	14.48	15.22	15.97	16.77
CNS Worker III	181	20	15.63	16.45	17.26	18.14	19.03
EARLY CHILDHOOD EDUCATION							
Child Development Assoc. Teacher	182	25	17.73	18.60	19.53	20.51	21.54
Child Development Para Educator	182	19	15.29	16.03	16.83	17.70	18.60
Child Development Teacher	182	29	19.53	20.51	21.57	22.62	23.75
Licensed Vocational Nurse (LVN)	181/182	39	24.99	26.24	27.54	28.93	30.36
Support Service Provider	204	31	20.53	21.57	22.63	23.76	24.96
INSTRUCTIONAL SERVICES							
Para Educator Licensed speech/Language Path. Asst. (SLPA) Bilingual	181	28	19.08	20.04	21.03	22.09	23.19
Para Educator Licensed speech/Language Path. Asst. (SLPA)	181	27	18.60	19.53	20.51	21.57	22.64
Para Educator	181	18	14.87	15.63	16.45	17.26	18.13
Para Educator/Alter. Ed.	181	19	15.29	16.03	16.83	17.70	18.60
Para Educator Behavioral Support	181	24	17.28	18.16	19.05	20.03	21.02
Para Educator/Bilingual	181	19	15.29	16.03	16.83	17.70	18.60
Para Educator/Health Care Severe	181	28	19.08	20.04	21.03	22.09	23.19
Para Educator/Itinerant	181	21	16.03	16.84	17.70	18.57	19.50
Para Educator/Physical Education	181	18	14.87	15.63	16.45	17.26	18.13
Para Educator/Moderate Severe	181	24	17.28	18.16	19.05	20.03	21.02
Para Educator/MTSS Inclusion	181	24	17.28	18.16	19.05	20.03	21.02
Para Educator/Special Education (RSP/SDC)	181	19	15.29	16.03	16.83	17.70	18.60
Para Educator Speech and Language	181	21	16.03	16.84	17.70	18.57	19.50
Para Educator Visually Impaired (nonBraille)	181	24	17.28	18.16	19.05	20.03	21.02
Para Educator Visually Impaired (Braille)	181	28	19.08	20.04	21.03	22.09	23.19
Recreation Leader	181	24	17.28	18.16	19.05	20.03	21.02
Site Computer Technician	186	24	17.28	18.16	19.05	20.03	21.02
Supervision Aides	180	14	13.44	14.13	14.84	15.57	16.36
Supervision Aide TLA	180	14	13.44	14.13	14.84	15.57	16.36

Longevity in Article IV of CSEA Agreement also applies and is listed below (see page 21 of CSEA contract):

Years of Service: 15 years - $1,000/year
Years of Service: 20 years - $1,500/year
Years of Service: 25 years - $2,000/year
Years of Service: 30 years - $2,500/year
Years of Service: 35 years - $3,000/year

Board Approval: June 16, 2020

Effective Date: July 1, 2020

Los Angeles County Office of Education
Serving Students • Supporting Communities
Leading Educators

Williams Lawsuit Settlement
Quarterly Report on Uniform Complaints 2019-2020

District Name: Lancaster School District Date: June 4, 2020

Person completing this form: Lisa Shannon Title: Conf. Adm. Secretary

Quarter covered by this report (Check One Below):

☐	1st QTR	July 1 to September 30	Due 18-Oct 2019
☐	2nd QTR	October 1 to December 31	Due 17- Jan 2020
☐	3rd QTR	January 1 to March 31	Due 17-Apr 2020
☑	4th QTR	April 1 to June 30	Due 17-Jul 2020

Date for information to be reported publicly at governing board meeting: June 16, 2020

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.

	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Instructional Materials	0		
Facilities	0		
Teacher Vacancy and Misassignment	0		
TOTAL	0		

Print Name of District Superintendent Dr. Michele Bowers

Signature of District Superintendent Dr. Michele Bowers Date 6/4/20

Return the **Quarterly Summary** to:
Williams Legislation Implementation Project
Los Angeles County Office of Education
c/o Kirit Chauhan, Williams Settlement Legislation
9300 Imperial Highway, ASM/Williams ECW 284
Downey, CA 90242

Telephone: (562) 803-8382
FAX: (562) 803-8325
E-Mail: Chauhan_Kirit@lacoe.edu

Rev 07-30-19

Blackboard

Blackboard Inc.
3815 River Crossing Parkway, Suite 200
Indianapolis, IN 46240 USA
Phone: +1 202.463.4860
Fax: +1.312.236.7251
Email: operations@blackboard.com
Tax ID: 52-2081178

Renewal Confirmation Notice

CUSTOMER INFORMATION:

Billing Address:
Lancaster School District
44711 Cedar Avenue
Lancaster, CA 93534
USA

Date: 05/29/2020
Customer No: 316377
Document No: CSF000326018

Customer Primary Contact: Brandon Weber

RENEWAL PRODUCTS AND SERVICES:

Qty	Product Code	Product Description	Start Date	End Date	Price (USD)
15000	BC-MN	Reliable mass notification system for sending messages via voice, text, email, push notification, website announcement, website alert, and social media.	07/01/2020	06/30/2021	27,110.00
24	WCM-ESSN	Website and content management system software with reliable web hosting., 1 - 2,000 Users	07/01/2020	06/30/2021	32,780.00

Renewal Amount (USD) 59,889.99

RENEWAL CONFIRMATION:

Per the terms of your contract currently in place for Blackboard products and/or services, the next renewal period starts on **07/01/2020**. Per the terms of your contract, this license may be automatically renewed 30 days prior to this renewal period start date.

Use of the product and/or services on or beyond 07/01/2020 may result in an automatic invoice from Blackboard for the annual renewal amount noted above.

Any utilization beyond license quantities allowed under your current contract with Blackboard may result in additional license fees to be charged in addition to the renewal amount notated above. Please reach out to Blackboard to adjust your current license quantity if applicable.

You will be invoiced for products and/or services for the total above upon receipt of this form unless other arrangements are made. Please note that taxes are not included in the total Renewal Amount and will be added, where applicable, when invoiced. If you are exempt from paying sales tax, include your current state tax exemption certificate or forward to exemptcerts@blackboard.com.

Please complete the following to ensure accurate billing:

1. Billing information is accurate: _____ *(please initial or note corrections)*
2. Purchase Order No. _____ - OR - My organization does not require a Purchase Order _____ *(please initial)*
3. Please send this completed renewal confirmation notice and the accompanying purchase order, unless a purchase order is indicated as not required above, via any one of the following methods by **07/01/2020:**
   - Email: operations@blackboard.com
   - Fax: +1.312.236.7251
   - Mail: Blackboard Inc., 3815 River Crossing Parkway, Suite 200, Indianapolis, IN 46240, USA

QUOTE CONFIRMATION

DEAR BRANDON WEBER,

Thank you for considering CDW•G for your computing needs. The details of your quote are below. Click here to convert your quote to an order.

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
LKGN580	4/29/2020	LKGN580	271926	$22,017.00

QUOTE DETAILS

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
NUTANIX 1YR PROD HW SUP RNW Mfg. Part#: RS-HW-PRD-8035-G6-1YR Electronic distribution - NO MEDIA Contract: Irvine USD 19/20-01 IT Tech & Peripherals (19/20-01 IT)	1	6045752	$2,202.00	$2,202.00
NUTANIX 1YR PROD HW SUP RNW Mfg. Part#: RS-HW-PRD-8035-G6-1YR Electronic distribution - NO MEDIA Contract: Irvine USD 19/20-01 IT Tech & Peripherals (19/20-01 IT)	1	6045752	$1,230.00	$1,230.00
NUTAINX SW AOS PROD 1Y Mfg. Part#: R-SW-AOS-PRO-PRD-1YR Electronic distribution - NO MEDIA Contract: MARKET	1	5717324	$0.00	$0.00
NUTAINX L-CORES PRO PRD 1Y Mfg. Part#: R-L-CORES-PRO-PRD-1YR Electronic distribution - NO MEDIA Contract: Irvine USD 19/20-01 IT Tech & Peripherals (19/20-01 IT)	84	5717327	$206.00	$17,304.00
NUTAINX L-FLSHTIB PRO PRD 1Y Mfg. Part#: R-L-FLASHTIB-PRO-PRD-1YR Electronic distribution - NO MEDIA Contract: Irvine USD 19/20-01 IT Tech & Peripherals (19/20-01 IT)	21	5717335	$61.00	$1,281.00

PURCHASER BILLING INFO

Billing Address:
LANCASTER SCHOOL DISTRICT
ACCTS PAYABLE
44711 CEDAR AVE
LOS ANGELES COUNTY
LANCASTER, CA 93534-3216
Phone: (661) 948-4661
Payment Terms: NET 30 Days-Govt/Ed

DELIVER TO

Shipping Address:
LANCASTER SCHOOL DISTRICT
BRANDON WEBER
44711 CEDAR AVE
LOS ANGELES COUNTY
LANCASTER, CA 93534-3216
Phone: (661) 948-4661
Shipping Method: ELECTRONIC DISTRIBUTION

SUBTOTAL	$22,017.00
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Students

INTRADISTRICT OPEN ENROLLMENT

The Governing Board ~~of Trustees~~ desires to provide enrollment options that meet the diverse needs and interests of district students and parents/guardians, while also maximizing the efficient use of district facilities~~.~~ and resources. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy, and administrative regulation.

(cf. 5116.2 - Involuntary Student Transfers)
(cf. 5117 - Interdistrict Attendance)

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of their residence within the district. (Education Code 35160.5)

(cf. 5111.1 - District Residency)

The Board shall annually review this policy. (Education Code 35160.5, 48980)

Enrollment Priorities

No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area. (Education Code 35160.5)

(cf. 5116 - School Attendance Boundaries)

The Superintendent or designee shall grant priority ~~to any district~~ for the enrollment of a student ~~to attend another~~in a district school~~, including a charter school,~~ outside of ~~his/her~~the student's attendance area ~~as follows~~, if the student:

1. ~~Any student enrolled in a district school that has been identified on the state's Open Enrollment Act list (Education Code 48354)~~

Is ~~(cf. 5118 - Open Enrollment Act Transfers)~~

2. ~~Any student~~ enrolled in a district school designated by the California Department of Education (CDE) as "persistently dangerous" (20 USC 7912; 5 CCR 11992)

(cf. 0450 - Comprehensive Safety Plan)

3. ~~Any student who is~~2.Is a victim of a violent crime while on school grounds (20 USC 7912)

4. ~~Upon~~3.Is a ~~finding that~~victim of an act of bullying committed by another district student, as determined through an investigation following the parent/guardian's submission of a written complaint with the school, district, or local law enforcement agency pursuant to Education Code 234.1 (Education Code 46600)

If the district school requested by the student is at maximum capacity, the Superintendent or designee shall accept an intradistrict transfer request for another district school. (Education Code 46600)

(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 5131.2 - Bullying)

4. Is experiencing special circumstances ~~exist~~ that might be harmful or dangerous to the student in the current attendance area~~. Special circumstances include~~, including, but ~~are~~ not limited to, threats of bodily harm or threats to the emotional stability of the student. Any such student may transfer to a district school that is at capacity and otherwise closed to transfers. To grant priority under these circumstances, the Superintendent or designee must have received either: (Education Code 35160.5)

   a. A written statement from a representative of an appropriate state or local agency, including, but not necessarily limited to, a law enforcement official~~,~~ or a social worker, or a properly licensed or registered professional ~~such as~~, including, but not necessarily limited to, a psychiatrist, psychologist, ~~or~~ marriage and family therapist, clinical social worker, or professional clinical counselor

   b. A court order, including a temporary restraining order and injunction

5. ~~Any~~Is a sibling of ~~a~~another student already ~~in attendance in~~attending that school

6. ~~Any student whose~~ Has a parent/guardian ~~is assigned to that school as his/her~~ whose primary place of employment is that school

Application and Selection Process

In order to ensure that priorities for enrollment in district schools are implemented in accordance with law and Board policy, applications for intradistrict open enrollment shall be submitted between March 1 and ~~March 31~~April 15 of the school year preceding the school year for which the transfer is requested.

The Superintendent or designee shall calculate each school's capacity in a nonarbitrary manner using student enrollment and available space. (Education Code 35160.5)

Except for the enrollment priorities listed above, the Superintendent or designee shall use a random, unbiased selection process to determine ~~who~~which students shall be admitted whenever ~~the~~a district school receives admission requests that are in excess of the school's capacity. (Education Code 35160.5)

Enrollment decisions shall not be based on a student's academic or athletic performance~~, except that~~. However, existing entrance criteria may be used for enrolling students in specialized schools or programs~~ may be used~~, provided that the criteria are uniformly applied to all applicants. ~~Academic~~In addition, academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (Education Code 35160.5)

(cf. 6172 - Gifted and Talented Student Program)

Transportation

~~Except as required for students who transferred out of a Title I program improvement school~~In general, the district shall not be obligated to provide transportation for students who attend school outside their attendance area.

However, upon parent/guardian request, the district shall provide transportation assistance to any student who is eligible for free or reduced-price meals and whose enrollment in a district school outside the student's attendance area is a result of being a victim of bullying. (Education Code 46600)

(cf. 3250 - Transportation Fees)
(cf. 3540 - Transportation)

Legal Reference:
EDUCATION CODE
200 Prohibition against discrimination
35160.5 District policies; rules and regulations
35291 Rules
35351 Assignment of students to particular schools
46600-46611 Interdistrict attendance agreements
48200 Compulsory attendance
48204 Residency requirements for school attendance
48300-48316 Student attendance alternatives, school district of choice program
~~48350-48361 Open Enrollment Act~~
48980 Notice at beginning of term
CODE OF REGULATIONS, TITLE 5
11992-11994 Definition of persistently dangerous schools
UNITED STATES CODE, TITLE 20
6311 State plans
6313 Eligibility of schools and school attendance areas; funding allocation
7912 Transfers from persistently dangerous schools
COURT DECISIONS
Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275
ATTORNEY GENERAL OPINIONS
85 Ops.Cal.Atty.Gen. 95 (2002)

Management Resources:
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Public School Choice FAQs
Every Student Succeeds Act ~~2016-17 School Year Transition Plan, April 2016~~ Update #8, July 14, 2017
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
~~Transitioning to the Every Student Succeeds Act (ESSA): Frequently Asked Questions, rev. May 4, 2016~~
Unsafe School Choice Option, May 2004
WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov
U.S. Department of Education: http://www.ed.gov

Policy
adopted: ~~November 1, 2016~~

INTRADISTRICT OPEN ENROLLMENT

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(cf. 5116.2 - Involuntary Student Transfers)
(cf. 5117 - Interdistrict Attendance)

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(cf. 0450 - Comprehensive Safety Plan)

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INTRADISTRICT OPEN ENROLLMENT (continued)

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    a. A written statement from a representative of an appropriate state or local agency, including, but not necessarily limited to, a law enforcement official or a social worker, or a properly licensed or registered professional, including, but not necessarily limited to, a psychiatrist, psychologist, marriage and family therapist, clinical social worker, or professional clinical counselor

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5. Is a sibling of another student already attending that school

6. Has a parent/guardian whose primary place of employment is that school

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Except for the enrollment priorities listed above, the Superintendent or designee shall use a random, unbiased selection process to determine which students shall be admitted whenever a district school receives admission requests that are in excess of the school's capacity. (Education Code 35160.5)

Enrollment decisions shall not be based on a student's academic or athletic performance. However, existing entrance criteria may be used for enrolling students in specialized schools or programs, provided that the criteria are uniformly applied to all applicants. In addition, academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (Education Code 35160.5)

(cf. 6172 - Gifted and Talented Student Program)

INTRADISTRICT OPEN ENROLLMENT (continued)

Transportation

In general, the district shall not be obligated to provide transportation for students who attend school outside their attendance area.

However, upon parent/guardian request, the district shall provide transportation assistance to any student who is eligible for free or reduced-price meals and whose enrollment in a district school outside the student's attendance area is a result of being a victim of bullying. (Education Code 46600)

(cf. 3250 - Transportation Fees)
(cf. 3540 - Transportation)

Legal Reference: (see next page)

INTRADISTRICT OPEN ENROLLMENT (continued)

Legal Reference:

EDUCATION CODE
200 Prohibition against discrimination
35160.5 District policies; rules and regulations
35291 Rules
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85 Ops.Cal.Atty.Gen. 95 (2002)

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Policy
adopted:

Students

INTERDISTRICT ATTENDANCE

The Governing Board ~~of Trustees~~ recognizes that parents/guardians of students who reside within the geographic boundaries of one district may, for a variety of reasons, desire to enroll their children in a school in another district.

(cf. 5111.1 - District Residency)
(cf. 5116.1 - Intradistrict Open Enrollment)

Interdistrict Attendance Agreements and Permits

The Board may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of the districts. (Education Code 46600)

The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. It also may contain standards agreed ~~to~~upon by both districts for reapplication and/or revocation of the student's permit. (Education Code 46600)

Upon receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee shall review the request and may approve or deny the permit subject to the terms and conditions of the interdistrict attendance agreement.

Transportation

~~The district shall not provide transportation beyond any school attendance area. Upon~~Upon parent/guardian request, the district shall provide transportation assistance to a student receiving an interdistrict transfer who is eligible for free and reduced-price meals and is the child of an active duty military parent/guardian or a victim of bullying, as defined in Education Code 46600. (Education Code 46600)

(cf. 3553 - Free and Reduced Price Meals)

In addition, upon request of a student's parent/guardian, the Superintendent or designee may authorize transportation for ~~an~~any interdistrict transfer student to and from designated bus stops within the attendance area of the school that the student attends if space is available.

Legal Reference (see next page)

Legal Reference:

EDUCATION CODE
8151 Apprentices, exemption from interdistrict attendance agreement
41020 Annual district audits
46600-46610 Interdistrict attendance agreements
48204 Residency requirements for school attendance
48300-48317 Student attendance alternatives, school district of choice program
48900 Grounds for suspension or expulsion; definition of bullying
48915 Expulsion; particular circumstances
48915.1 Expelled individuals; enrollment in another district
48918 Rules governing expulsion procedures
48980 Notice at beginning of term
48985 Notices to parents in language other than English
52317 Regional occupational center/program, enrollment of students, interdistrict attendance
CALIFORNIA CONSTITUTION
Article 1, Section 31 Nondiscrimination on the basis of race, sex, color, ethnicity, or national origin
COURT DECISIONS
Walnut Valley Unified School District v. the Superior Court of Los Angeles County (2011) 192 Cal.App.4th 234
Crawford v. Huntington Beach Union High School District (2002) 98 Cal.App.4th 1275
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Upon receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee shall review the request and may approve or deny the permit subject to the terms and conditions of the interdistrict attendance agreement.

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INTERDISTRICT ATTENDANCE (continued)

Legal Reference:

EDUCATION CODE
8151 Apprentices, exemption from interdistrict attendance agreement
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Management Resources:

WEB SITES
CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov

Policy
adopted:

Lancaster SD
Administrative Regulation
Open Enrollment Act Transfers

AR 5118
Students

Definitions

District of enrollment means the district, other than the district in which the student's parent/guardian resides, in which the parent/guardian intends to enroll his/her child. (Education Code 48352)

District of residence means the district in which the parent/guardian of a student resides and in which the student would otherwise be required to enroll pursuant to Education Code 48200. (Education Code 48352)

(cf. 5111.1 - District Residency)

Open enrollment school means a "low-achieving" school identified by the Superintendent of Public Instruction (SPI) pursuant to Education Code 48352 and 5 CCR 4701. (Education Code 48352; 5 CCR 4701)

Transfer Applications into a District School

Enrollment priority shall be available to students who reside within this district. No student who resides within a school's attendance area or who is currently enrolled in a school shall be displaced by a student who is transferring pursuant Education Code 48350-48361 or 5 CCR 4700-4703. (Education Code 48354, 48356)

Applications shall be submitted within the deadlines established by Board policy.

However, the application deadline shall not apply to an application requesting a transfer if the parent/guardian with whom the student resides is enlisted in the military and was relocated by the military within 90 days prior to submitting the application. (Education Code 48354)

(cf. 6173.2 - Education of Children of Military Families)

The parent/guardian's application may request enrollment of his/her child in a specific school or program. Requests for admission to a magnet school or program designed to serve gifted and talented students shall be subject to the usual admission requirements established by the district for district students. Except for such specialized admission requirements, the Superintendent or designee shall not consider the student's previous academic achievement, athletic performance, physical condition, English language proficiency, family income, or any of the prohibited bases

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for discrimination listed in Education Code 200. (Education Code 48354, 48356)

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 6172 - Gifted and Talented Student Program)

Students applying for open enrollment transfers shall be assigned priority for approval as follows: (Education Code 48356)

1. First priority for the siblings of students who already attend the desired school

2. Second priority for students transferring from a program improvement school ranked in decile 1 on the Academic Performance Index (API)

If the number of students who request a particular school exceeds the number of spaces available at that school, the Superintendent or designee shall conduct a lottery, in the group priority order identified in items #1 and #2 above, to select students at random until all of the available spaces are filled. (Education Code 48356)

Within 60 days of receiving the application, the Superintendent or designee shall provide written notification to the parent/guardian and the student's district of residence as to whether the application has been accepted or rejected. If the application has been rejected, the notice shall state the reasons for the rejection. If the application has been approved, the notification shall specify the particular school site and the school's address to which the student has been admitted. (Education Code 48357; 5 CCR 4702)

Terms of Approval

The Superintendent or designee shall ensure that the school to which the student is transferring has a higher API than the school in which the student was previously enrolled. (Education Code 48356)

The parent/guardian shall enroll his/her child on or before the first day of instruction or within 14 calendar days of receipt of the district's notice of approval of the application, whichever is later. If the parent/guardian fails to enroll his/her child within this timeframe, the district may decline to enroll the student. (5 CCR 4703)

Upon enrollment, the district shall grant the student any credits towards graduation that he/she received from his/her district of residence. The student shall be eligible for graduation from district schools upon completion of state and district graduation requirements. (Education Code 48358)

(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)
(cf. 6146.5 - Elementary/Middle School Graduation Requirements)
(cf. 6162.52 - High School Exit Examination)

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A student admitted to a district school through this process shall be deemed to have fulfilled district residency requirements pursuant to Education Code 48204 and shall not be required to reapply for enrollment in that school, regardless of whether his/her school of residence remains on the Open Enrollment List. (Education Code 48356; 5 CCR 4702)

Once admitted, a transfer student who wishes to matriculate into a district middle or high school or transfer to another district school shall reapply for admission to the new school pursuant to the requirements of Board policy and administrative regulation.

Parents/guardians are responsible for transporting their children to school.

Transfers out of District Schools on the Open Enrollment List

Upon identification by the California Department of Education (CDE) that a district school is on the Open Enrollment List, the Superintendent or designee shall notify the parents/guardians of each student enrolled in the school of the option to transfer. This notice shall be provided by the first day of instruction. However, if the CDE has not notified the district whether a school is on the list by the first day of instruction, the notification shall be provided no later than 14 calendar days after the Open Enrollment List is posted on the CDE's web site. (Education Code 48354; 5 CCR 4702)

(cf. 0520.2 - Title I Program Improvement Schools)
(cf. 5145.6 - Parental Notifications)

Regulation LANCASTER SCHOOL DISTRICT
approved: April 5, 2011 Lancaster, California

DRAFT

Lancaster SD
Board Policy
Open Enrollment Act Transfers

BP 5118
Students

The Board of Trustees desires to offer enrollment options in order to provide children with opportunities for academic achievement that meet their diverse needs. Such options shall also be provided to children who reside within another district's boundaries in accordance with law, Board policy, and administrative regulation.

Whenever a student is attending a district school on the Open Enrollment List as identified by the Superintendent of Public Instruction, he/she may transfer to another school within or outside of the district, as long as the school to which he/she is transferring has a higher Academic Performance Index. (Education Code 48354, 48356)

A parent/guardian whose child is attending a district school on the Open Enrollment List and who wishes to have his/her child attend another school within the district shall apply for enrollment using BP/AR 5116.1 - Intradistrict Open Enrollment.

(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 5117 - Interdistrict Attendance)

In order to ensure that priorities for enrollment in district schools are implemented in accordance with law, the Board hereby waives the January 1 deadline in Education Code 48354 for all applications for transfer from nonresident parents/guardians of children attending a school on the Open Enrollment List in another district. Transfer applications shall be submitted during the month of March of the preceding school year for which the transfer is requested.

(cf. 5111.1 - District Residency)
(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

The Board may deny a transfer out of or into the district upon a determination by the Board that the transfer would negatively impact a court-ordered or voluntary desegregation plan in accordance with Education Code 48355.

Standards for Rejection of Transfer Applications

Pursuant to Education Code 48356, the Board has adopted the following standards for acceptance and rejection of transfer applications submitted by a parent/guardian of a student attending a school in another district on the Open Enrollment List. The Superintendent or designee shall apply these standards in accordance with Board policy and administrative regulation and shall ensure that the standards are applied uniformly and consistently.

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As applicable, the Superintendent or designee may deny a transfer application under any of the following circumstances:

1. Upon a determination that approval of the transfer application would negatively impact the capacity of a program, class, grade level, or school building, including:

a. The class or grade level exceeding the district's limits pursuant to the state Class Size Reduction Program

b. The site, classroom, or program exceeding the maximum student-teacher ratio specified in the district's collective bargaining agreement

c. The site or classroom exceeding the physical capacity of the facility pursuant to the district's facilities master plan or other facility planning document

d. The class or grade level exceeding capacity pursuant items #a-#c above in subsequent years as the student advances to other grade levels at the school

(cf. 6151 - Class Size)
(cf. 7110 - Facilities Master Plan)

2. Upon a determination that approval of the transfer application would have an adverse financial impact on the district, including:

a. The hiring of additional certificated or classified staff

b. The operation of additional classrooms or instructional facilities

c. Expenses incurred by the district that would not be covered by the apportionment of funds received from the state resulting in a reduction of the resources available to resident students

Appeal Process for Denials of Transfer Applications

A parent/guardian may appeal the district's denial of a transfer application to the Board by filing a written request of appeal with the Superintendent or designee within 10 days of the receipt of the written notification of denial. In addition, a parent/guardian who believes he/she has been subject to discrimination may file an appeal using the district's Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

The Board shall schedule an appeal hearing as soon as practicable at a regular or special meeting of the Board. At the hearing, the parent/guardian shall have the right to present oral or written evidence, rebut district evidence, and question any district witnesses. Unless the parent/guardian requests that the hearing be held in open session, the hearing shall be held in

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closed session in order to protect the privacy of students in accordance with law.

(cf. 9321 - Closed Session Purposes and Agendas)

The Board shall make its decision by the next regularly scheduled meeting and shall send its decision to all concerned parties. The Board's decision shall be final.

Program Evaluation

The Superintendent or designee shall collect data regarding the number of students who transfer out of the district pursuant to the Open Enrollment Act. He/she also shall collect data regarding the number of students who apply to transfer into the district, the number of requests granted, denied, or withdrawn, and the district schools and programs receiving applications.

When the Superintendent or designee anticipates that a particular school will receive a large number of transfer applications, he/she shall study the enrollment pattern at that school in order to anticipate future resident enrollment at the school and at the district schools into which those students would normally matriculate.

The Superintendent or designee shall regularly report to the Board regarding the implementation of this program.

Legal Reference:
EDUCATION CODE
200 Prohibition of discrimination
35160.5 District policies, rules, and regulations
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48200 Compulsory attendance
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FAMILY CODE
6500-6552 Caregivers
UNITED STATES CODE, TITLE 20
6316 Transfers from program improvement schools
CODE OF REGULATIONS, TITLE 5
4700-4703 Open Enrollment Act
CODE OF FEDERAL REGULATIONS, TITLE 34
200.36 Dissemination of information
200.37 Notice of program improvement status, option to transfer
200.39 Program improvement, transfer option

200.42 Corrective action, transfer option
200.43 Restructuring, transfer option
200.44 Public school choice, program improvement schools
ATTORNEY GENERAL OPINIONS
87 Ops.Cal.Atty.Gen. 132 (2004)
84 Ops.Cal.Atty.Gen. 198 (2001)
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Management Resources:
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CSBA: http://www.csba.org
California Department of Education: http://www.cde.ca.gov

Policy LANCASTER SCHOOL DISTRICT
adopted: April 5, 2011 Lancaster, California

DELETE

Students

BULLYING

The Governing Board ~~of Trustees~~ recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

(cf. 5131 - Conduct)
(cf. 5136 - Gangs)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 6020 - Parent Involvement)

Such strategies shall be incorporated into the comprehensive safety plan and, to the extent possible, into the local control and accountability plan and other applicable district and school plans.

(cf. 0420 - School Plans/Site Councils)
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0460 - Local Control and Accountability Plan)

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(cf. 1312.3 - Uniform Complaint Procedures)

If the Superintendent or designee believes it is in the best interest of a student who has been the victim of an act of bullying, as defined in Education Code 48900, the Superintendent or designee shall advise the student's parents/guardians that the student may transfer to another school. If the parents/guardians of a student who has been the victim of an act of bullying requests a transfer for the student pursuant to Education Code 46600, the Superintendent or designee shall allow the transfer in accordance with law and district policy on intradistrict or interdistrict transfer, as applicable.

(cf. 5116.1 - Intradistrict Open Enrollment)
(cf. 5117 - Interdistrict Attendance)

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE
200-262.4 Prohibition of discrimination
32282 Comprehensive safety plan
32283.5 Bullying; online training
35181 Governing board policy on responsibilities of students
35291-35291.5 Rules
46600 Student transfers
48900-48925 Suspension or expulsion
48985 Translation of notices
52060-52077 Local control and accountability plan
PENAL CODE
422.55 Definition of hate crime
647 Use of camera or other instrument to invade person's privacy; misdemeanor
647.7 Use of camera or other instrument to invade person's privacy; punishment
653.2 Electronic communication devices, threats to safety
CODE OF REGULATIONS, TITLE 5
4600-4670 Uniform complaint procedures
UNITED STATES CODE, TITLE 47
254 Universal service discounts (e-rate)
CODE OF FEDERAL REGULATIONS, TITLE 28
35.107 Nondiscrimination on basis of disability; complaints
CODE OF FEDERAL REGULATIONS, TITLE 34
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
110.25 Notification of nondiscrimination on the basis of age
COURT DECISIONS
Wynar v. Douglas County School District, (2013) 728 F.3d 1062
J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094
Lavine v. Blaine School District, (2002) 279 F.3d 719

Management Resources:

CSBA PUBLICATIONS
Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014
Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
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Bullying Module

California's Social and Emotional Learning: Guiding Principles, 2018
Social and Emotional Learning in California: A Guide to Resources, 2018
Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008
Bullying at School, 2003
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Guidance to America's Schools: Bullying of Students with Disabilities, October 2014
Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability, October 26, 2010
Dear Colleague Letter: Harassment and Bullying, October 2010
WEB SITES
CSBA: http://www.csba.org
California Department of Education, Safe Schools Office: http://www.cde.ca.gov/ls/ss
California Office of the Attorney General: http://oag.ca.gov
Center on Great Teachers and Leaders: https://gtlcenter.org
Collaborative for Academic Social and Emotional Learning: https://casel.org
Common Sense Media: http://www.commonsensemedia.org
National School Safety Center: http://www.schoolsafety.us
Partnership for Children and Youth: https://www.partnerforchildren.org
U.S. Department of Education: http://www.ed.gov

BULLYING

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

(cf. 5131 - Conduct)
(cf. 5136 - Gangs)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

The Superintendent or designee shall develop strategies for addressing bullying in district schools with the involvement of students, parents/guardians, and staff. As appropriate, the Superintendent or designee may also collaborate with social services, mental health services, law enforcement, courts, and other agencies and community organizations in the development and implementation of effective strategies to promote safety in schools and the community.

(cf. 1220 - Citizen Advisory Committees)
(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
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National School Safety Center: http://www.schoolsafety.us
Partnership for Children and Youth: https://www.partnerforchildren.org
U.S. Department of Education: http://www.ed.gov

Policy
adopted:

Students

ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS

The Governing Board ~~of Trustees~~ believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should ~~have an opportunity~~be able to participate in the educational program.

(cf. 5113 - Absences and Excuses)
(cf. 5113.1 - Chronic Absence and Truancy)

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

(cf. 5141.24 - Specialized Health Care Services)
(cf. 6159 - Individualized Education Program)
(cf. 6164.6 - Identification and Education Under Section 504)

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing ~~a parent/guardian~~parents/guardians to administer medication to ~~his/her~~their child at school, designate other individuals to do so on ~~his/her~~their behalf, and, with the ~~child's~~student's authorized health care provider's approval, request the district's permission for ~~his/her child~~the student to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

(cf. 1250 - Visitors/Outsiders)
(cf. 5141 - Health Care and Emergencies)
(cf. 5141.22 - Infectious Diseases)
(cf. 5141.23 - Asthma Management)
(cf. 5141.27 - Food Allergies/Special Dietary Needs)
(cf. 6116 - Classroom Interruptions)

The Superintendent or designee shall make ~~available~~ epinephrine auto-injectors available at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction. (Education Code 49414)

~~The Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.~~

~~(cf. 3516 - Emergencies and Disaster Preparedness Plan)~~
Because of the conflict between state and federal law regarding the legality of medicinal cannabis, the Board prohibits the administration of medicinal cannabis to students on school grounds by parents/guardians or school personnel.

The Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

Administration of Medication by School Personnel

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training. School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

(cf. 3530 - Risk Management/Insurance)
(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)
(cf. 4119.43/4219.43/4319.43 - Universal Precautions)

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed designated school personnel shall be supervised by, and provided with immediate communication access to, a school nurse, physician, or other appropriate individual. ~~*(Education Code 49414, 49414.3, 49414.5, 49423, 49423.1)*~~

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

The Superintendent or designee shall maintain documentation of the training and ongoing supervision, as well as annual written verification of competency of other designated school personnel.

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

Legal Reference:
EDUCATION CODE
48980 Notification at beginning of term
49407 Liability for treatment
49408 Emergency information
49414 Emergency epinephrine auto-injectors
49414.3 Emergency medical assistance; administration of medication for opioid overdose
49414.5 Providing school personnel with voluntary emergency training
49422-49427 Employment of medical personnel, especially:

49423 Administration of prescribed medication for student
49423.1 Inhaled asthma medication
49480 Continuing medication regimen; notice
BUSINESS AND PROFESSIONS CODE
2700-2837 Nursing, especially:
2726 Authority not conferred
2727 Exceptions in general
3501 Definitions
4119.2 Acquisition of epinephrine auto-injectors
4119.8 Acquisition of naloxone hydrochloride or another opioid antagonist
HEALTH AND SAFETY CODE
11362.7-11362.85 Medicinal cannabis
CODE OF REGULATIONS, TITLE 5
600-611 Administering medication to students
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act of 1974
1400-1482 Individuals with Disabilities Education Act
UNITED STATES CODE, TITLE 21
812 Schedules of controlled substances
844 Penalties for possession of controlled substance
UNITED STATES CODE, TITLE 29
794 Rehabilitation Act of 1973, Section 504
COURT DECISIONS
American Nurses Association v. Torlakson, (2013) 57 Cal.4th 570

Management Resources:
AMERICAN DIABETES ASSOCIATION PUBLICATIONS
Training Standards for the Administration of Epinephrine Auto-Injectors, rev. 2015
Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes, May 2006
~~*Training Standards for the Administration of Epinephrine Auto-Injectors, rev. 2015*~~
Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007
Program Advisory on Medication Administration, 2005
NATIONAL DIABETES EDUCATION PROGRAM PUBLICATIONS
Helping the Student with Diabetes Succeed: A Guide for School Personnel, June 2003
WEB SITES
CSBA: http://www.csba.org
American Diabetes Association: http://www.diabetes.org
California Department of Education: http://www.cde.ca.gov/ls/he/hn
National Diabetes Education Program: http://www.ndep.nih.gov
U.S. Department of Health and Human Services, National Institutes of Health, Blood Institute, asthma information: http://www.nhlbi.nih.gov/health/public/lung/index.htm#asthma

ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS

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ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS (continued)

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Legal Reference: (see next page)

ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS (continued)

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U.S. Department of Health and Human Services, National Institutes of Health, Blood Institute, asthma information: http://www.nhlbi.nih.gov/health/public/lung/index.htm#asthma

Policy adopted: