



Putting
Children
First

Sacramento City Unified School District BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

Christina Pritchett, President (Trustee Area 3)
Jay Hansen, Vice President (Trustee Area 1)
Jessie Ryan, Second Vice President (Trustee Area 7)
Ellen Cochrane, (Trustee Area 2)
Gustavo Arroyo, (Trustee Area 4)
Diana Rodriguez, (Trustee Area 5)
Darrel Woo, (Trustee Area 6)
Elizabeth Barry, Student Member

Thursday, June 16, 2016

4:30 p.m. Closed Session

6:30 p.m. Open Session

Serna Center

Community Conference Rooms
5735 47th Avenue
Sacramento, CA 95824

AGENDA

2015/16-25

Allotted Time

4:30 p.m. 1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

2.0 ANNOUNCEMENT AND PUBLIC COMMENT REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION

3.0 CLOSED SESSION

While the Brown Act creates broad public access rights to the meetings of the Board of Education, it also recognizes the legitimate need to conduct some of its meetings outside of the public eye. Closed session meetings are specifically defined and limited in scope. They primarily involve personnel issues, pending litigation, labor negotiations, and real property matters.

3.1 Government Code 54956.9 - Conference with Legal Counsel – Anticipated Litigation:

a) Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9

b) Initiation of litigation pursuant to subdivision (d)(4) of Government Code section 54956.9

3.2 Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining CSA, SCTA, SEIU, Teamsters, UPE, Unrepresented Management

3.3 Government Code 54957 – Public Employee Discipline/Dismissal/Release/Reassignment

3.4 Government Code 54957 - Public Employee Performance Evaluation:
a) Superintendent

6:30 p.m. **4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance will be led by Sophia Lira, a Senior from Hiram Johnson High School.

- Presentation of Certificates by Board Member Ellen Cochrane.*

6:35 p.m. **5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION**

6:40 p.m. **6.0 AGENDA ADOPTION**

7.0 SPECIAL PRESENTATION

6:45 p.m. 7.1 *Acknowledgement and Recognition of Outgoing Student Board Member Elizabeth Barry (Christina Pritchett)* 10 minutes

6:55 p.m. 7.2 *2016/2017 Teacher of the Year (José L. Banda)* 10 minutes

7:05 p.m. 7.3 *2016/2017 Classified Champion of the Year (José L. Banda)* 10 minutes

7:15 p.m. 7.4 *City of Refuge Sacramento: Shine Program (Christina Pritchett and Jessie Ryan)* 20 minutes

7:35 p.m. **8.0 PUBLIC COMMENT** 15 minutes

Members of the public may address the Board on non-agenda items that are within the subject matter jurisdiction of the Board. Please fill out a yellow card available at the entrance. Speakers may be called in the order that requests are received, or grouped by subject area. We ask that comments are limited to two (2) minutes with no more than 15 minutes per single topic so that as many people as possible may be heard. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.

9.0 PUBLIC HEARING

7:50 p.m. 9.1 *Approve Resolution No. 2894: Material Revision of the Charter for New Joseph Bonnheim Community Charter School (Jack Kraemer)* **Conference/Action**
5 minute presentation
10 minute discussion

8:05 p.m. 9.2 *2016-2017 Local Control and Accountability Plan (LCAP) Public Hearing (Dr. Al Rogers)* **Conference**
10 minute presentation
20 minute discussion

8:35 p.m. 9.3 *Public Hearing and Proposed Fiscal Year 2016-2017 Budget for All Funds (Gerardo Castillo, CPA)* **Conference/First Reading**
15 minute presentation
20 minute discussion

9:10 p.m. 9.4 *Continuous Improvement of Special Education Services: 2016-2017 Annual Service Plan and Annual Budget Plan (Dr. Iris Taylor and Becky Bryant)* **Conference**
10 minute presentation
10 minute discussion

9:30 p.m. **10.0 CONSENT AGENDA** 2 minutes

Generally routine items are approved by one motion without discussion. The Superintendent or a Board member may request an item be pulled from the consent agenda and voted upon separately.

10.1 Items Subject or Not Subject to Closed Session:

10.1a *Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Change Notices and Notices of Completion (Gerardo Castillo, CPA)*

10.1b *Approve Personnel Transactions (Cancy McArn)*

10.1c *Approve Business and Financial Report: Warrants, Checks, and Electronic Transfers Issued for the Period of May 2016 (Gerardo Castillo, CPA)*

10.1d *Approve Sutter Middle School Field Trip to Washington D.C. from June 18 – June 23, 2016 (Lisa Allen and Olga Simms)*

10.1e *Approve Operational Memorandum of Understanding and Special Education Memorandum of Understanding for California Montessori Project – Capitol Campus (Dr. Al Rogers and Jack Kraemer)*

10.1f *Approve Operational Memorandum of Understanding and Special Education Memorandum of Understanding for Capitol Collegiate Academy (Dr. Al Rogers and Jack Kraemer)*

10.1g *Approve Revised Course of Study for Computer Science – MXS211 and MXS212 (Dr. Iris Taylor and Matt Turkie)*

10.1h *Approve Title I Schoolwide Programs at Two Schools (Dr. Iris Taylor and Lisa Hayes)*

10.1i *Approve Resolution No. 2893: School Board Resolution in Support of the California Healthcare, Research and Prevention Tobacco Tax Act of 2016 (Jay Hansen)*

10.1j *Approval of Memorandum of Understanding Between Sacramento County Office of Education and Sacramento City Unified School District July 1, 2016 – June 30, 2019 (Dr. Iris Taylor and Susan Gilmore)*

10.1k *Approve Resolution No. 2895: Resolution Regarding Board Stipends (Christina Pritchett)*

10.1l *Approve Minutes of the May 19, 2016, Board of Education Meeting (José L. Banda)*

11.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

- 9:32 p.m. 11.1 *Sacramento City Unified School District Draft Strategic Plan 2016-2021 (Dr. Al Rogers)* **Conference**
10 minute presentation
20 minute discussion
- 10:02 p.m. 11.2 *Facilities Committee Recommendation on Next Steps for the Old Marshall and Thomas Jefferson School Sites (Cathy Allen)* **Information**
10 minute presentation
10 minute discussion
- 10:22 p.m. 11.3 *Approve the Declaration of Need for Fully Qualified Educators for the 2016-2017 School Year (Cancy McArn)* **Action**
3 minute presentation
3 minute discussion
- 10:28 p.m. 11.4 *Approve AB 1200 Disclosure of Cost of the Tentative Agreements with the Classified Supervisors Association (CSA), Service Employees International Union, Local 1021 (SEIU), Sacramento City Teacher Association (SCTA), and United Professional Educators (UPE) and Approval of the Tentative Agreements (Cancy McArn and Gerardo Castillo, CPA)* **Action**
10 minute presentation
10 minute discussion

10:48 p.m. **12.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS** **Receive Information**

12.1 *Business and Financial Information:*

- *Purchase Order Board Report for the Period of April 15, 2016, through May 14, 2016*

12.2 *Head Start/Early Head Start Reports*

10:50 p.m. **13.0 FUTURE BOARD MEETING DATES / LOCATIONS**

- ✓ *June 28, 2016, 5:30 p.m. Open Session; 7:05 p.m. Closed Session; Serna Center, 5735 47th Avenue, Community Room; Special Board Workshop Meeting*
- ✓ *August 4, 2016, 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th Avenue, Community Room; Regular Workshop Meeting*

10:52 p.m. **14.0 ADJOURNMENT**

NOTE: The Sacramento City Unified School District encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Board of Education Office at (916) 643-9314 at least 48 hours before the scheduled Board of Education meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54953.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)] Any public records distributed to the Board of Education less than 72 hours in advance of the meeting and relating to an open session item are available for public inspection at 5735 47th Avenue at the Front Desk Counter and on the District's website at www.scusd.edu



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.1

Meeting Date: June 16, 2016

Subject: **Approve Resolution No. 2894: Material Revision of the Charter for New Joseph Bonnheim Community Charter School**

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Office of Strategy and Innovation

Recommendation: To conduct Public Hearing to consider the level of support for the material revision of the charter for New Joseph Bonnheim Community Charter School, and to conference and take action to approve the material revision.

Background/Rationale: New Joseph Bonnheim Community Charter School is a Sacramento City Unified School District authorized dependent charter school. The Charter School was established on July 1, 2014 and is due to expire on June 30, 2019. Based on the concerns regarding the current charter as outlined in the letter dated July 15, 2014 by Area Superintendent Mary Hardin Young, the material revision will remedy the issues to be corrected. The Governing Board will hold a Public Hearing in accordance with Education Code Section 47607 (a) (2) on June 16, 2016 as well as a presentation by Jack L. Kraemer, Charter Oversight Coordinator, on the material revision of the charter for New Joseph Bonnheim Community Charter School.

Financial Considerations: None

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Executive Summary
2. Public Hearing Notice
3. Amendment 1
4. Resolution
5. Charter Petition

Estimated Time of Presentation: 5 minutes

Submitted by: Jack L. Kraemer, Charter Oversight, Coordinator

Approved by: Al Rogers, Ed. D., Chief Strategy Officer

Sacramento City Unified School District
New Joseph Bonnheim Community Charter School

NOTICE OF PUBLIC HEARING

The Sacramento City Unified School District hereby gives notice that a
Public Hearing will be held as follows:

Topic of Hearing:

**Public Hearing on the Material Revision of the Charter for New Joseph Bonnheim Community
Charter School**

Copies of this program may be inspected at:

**Serna Educational Center
5735 47th Avenue
Sacramento, CA 95824**

The Sacramento City Unified School District Governing Board will hold a public hearing in accordance with Education Code section 47607 (b) to consider the level of support for the material revision of the charter for New Joseph Bonnheim Community Charter School.

HEARING DATE: Thursday, June 16, 2016

TIME: 6:30 p.m.

LOCATION: Serna Educational Center
5735 47th Avenue
Sacramento, CA 95824

FOR ADDITIONAL INFORMATION CONTACT: Jack L. Kraemer at jack-kraemer@scusd.edu or
(916) 643-9079.

Board of Education Executive Summary

Office of Strategy and Innovation

Approve Resolution No. 2894: Material Revision of the Charter for New Joseph Bonnheim Community Charter School



I. OVERVIEW / HISTORY

Action Proposed:

Charter Oversight Coordinator recommends approval of the material revision of the charter for New Joseph Bonnheim Community Charter School effective immediately through the current charter expiration date of June 30, 2019.

History:

New Joseph Bonnheim Community Charter School is a Sacramento City Unified School District authorized dependent K-6 charter school established on July 1, 2014. New Joseph Bonnheim Community Charter School is located at 7300 Marin Avenue, Sacramento, CA 95820. The current charter is due to expire on June 30, 2019. Based on the concerns regarding the current charter as outlined in the letter dated July 15, 2014 by Area Superintendent Mary Hardin Young, the material revision will remedy the issues to be corrected. The primary concerns involve aligning the governance structure of the Charter School with District administrative structure, and ensuring that the processes for the Charter's hiring and evaluation of the Charter's administration are consistent with the District's processes and Collective Bargaining Agreements.

II. DRIVING GOVERNANCE

As defined by Education Code Section §47607 (a) (1), a material revision of the provisions of a charter petition may be made only with the approval of the authority that granted the charter; (a) (2), renewals and material revisions of charters are governed by the standards and criteria in Section 47605. Governance structure and employee/administration qualifications are two of the numerous elements required for reasonably comprehensive description in a charter school petition pursuant to Ed. Code 47605 (b). Furthermore, these provisions must be consistent with District practices as the District acts as the exclusive employer under Education Code 47611.5 for New Joseph Bonnheim Community Charter School.

The Governing Board will hold a Public Hearing in accordance with Education Code Section 47605 (a) (6) (b) and take Board Action on June 16, 2016.

Based on the concerns regarding the current charter as outlined in the letter dated July 15, 2014 by Area Superintendent Mary Hardin Young, the material revision will remedy the issues to be corrected.

III. BUDGET

None

Board of Education Executive Summary

Office of Strategy and Innovation

Approve Resolution No. 2894: Material Revision of the Charter for New Joseph Bonnheim Community Charter School



IV. GOALS, OBJECTIVES, AND MEASURES

Not Applicable.

V. MAJOR INITIATIVES

Not Applicable.

VI. RESULTS

The material revision of the charter meets statutory requirements, and Charter Oversight Coordinator recommends that the material revision of the charter for New Joseph Bonnheim Community Charter School be approved.

VII. LESSONS LEARNED / NEXT STEPS

Next Steps:

As the charter authorizer, District will provide continued oversight.

New Joseph Bonnheim Community Charter School: Amendment 1 (June 16, 2016)

1. Amendment 1 will supercede all conflicts between it and the entirety of the charter except those that are mutually agreed upon in writing and approved by the SCUSD Board as necessary.
2. Any and all errors or omissions of the charter will be superseded by California Education Code, Board Policies and Administrative Regulations, District policies and procedures, and District Collective Bargaining Agreements.

Governance Structure:

Charter School will be in compliance with the Brown Act included on, but not limited to pages 59 and 60 of the charter.

Absent standing as a separate legal entity, the ultimate authority of the Charter School rests with the SCUSD Board included on, but not limited to pages 3, 63, and 84 of the charter.

Charter School will comply with the District's employee selection process included on, but not limited to page 66 of the charter.

Collective Bargaining Agreements:

As District employees, teachers, administrators, and staff are subject to the terms, conditions, and protocols of the respective Collective Bargaining Agreements of the District on, but not limited to pages 54, 55, 57, 62, 63, and 66 of the charter.

Charter School's Steering Committee does not evaluate the principal, or any other administrator, per the Collective Bargaining Agreement included on, but not limited to pages 57, 63, 66, and 67 of the charter.

The principal reports to district administration per the Collective Bargaining Agreement included on, but not limited to pages 62 and 65 of the charter.

All Administrators are members represented by United Professional Employees included on, but not limited to pages 66 of the charter.

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 2894
RESOLUTION TO APPROVE THE MATERIAL REVISION OF THE CHARTER FOR
NEW JOSEPH BONNHEIM COMMUNITY CHARTER SCHOOL**

WHEREAS, New Joseph Bonnheim Community Charter School is a Sacramento City Unified School District authorized dependent charter school established July 1, 2014; and

WHEREAS, the District's Governing Board held a public hearing and took board action on June 16, 2016; and

WHEREAS, the Governing Board has considered the level of public support for the Material Revision of the Charter for New Joseph Bonnheim Community Charter School and has reviewed all information received with respect to the Material Revision, including all supporting documentation; and

WHEREAS, after analysis of the Material Revision and the related supplemental materials, the Superintendent and Charter Oversight Coordinator have recommended approval of the Material Revision of the Charter for New Joseph Bonnheim Community Charter School as set forth in Amendment 1.

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education hereby approves the Material Revision of the Charter for New Joseph Bonnheim Community Charter School as set forth in Amendment 1.

BE IT FURTHER RESOLVED the term of the charter will remain June 30, 2019.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 16th day of June, 2016, by the following vote:

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____
ATTESTED TO:

José L. Banda
Secretary of the Board of Education

Christina Pritchett
President of the Board of Education

New Joseph Bonnheim (NJB) Community Charter School

Opening September 2014

A start-up, dependent charter school petition
submitted by parents and community members

to

The Sacramento City Unified School District Board of Education
for consideration

April 22, 2014



Lead petitioners:

Lisa Romero, Parent

Arthur Aleman, Parent

Michael Madden, Parent

New Joseph Bonnheim (NJB) Community Charter

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Abraham Lincoln
November 19, 1863. Gettysburg, Pennsylvania

“Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.

We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate, we can not consecrate, we can not hallow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here.

It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced.

It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.”

Seven score and eleven years after Gettysburg, the great task continues.

New Joseph Bonnheim Community Charter School
Co-Founders and Writing Team
In alphabetical order:

Arthur Aleman. Retired carpenter, U.S. Navy veteran, school district advisory committee/PTA member, guardian of 11-year old granddaughter in the school district.

Ellie Boyce. Retired SCUSD special education teacher. Created the district’s first full inclusion program for orthopedically disabled students. Founding teacher Bowling Green Charter School #18.

Susan Kovalik. Creator of the Highly Effective Teaching (HET) Model. Internationally renowned lecturer. Semi-retired and living in the district.

Michael Madden. Parent of two children in the school district. Student of law. Advocate for building healthier, stronger communities for and through our children.

Dennis Mah. Community member. Parent of two Kennedy High graduates. Founding principal Bowling Green Charter School # 18 and founding director Yav Pem Suab Academy Charter #1186.

Lisa Romero. Parent of two children in the school district. Medical practitioner. Advocate for parents and children. Member of school site council and PTA. Leadership Academy graduate.

New Joseph Bonnheim (NJB) Community Charter
A Start-Up Dependent Charter School
Opening in 2014-2015

I. Introduction

A. Background

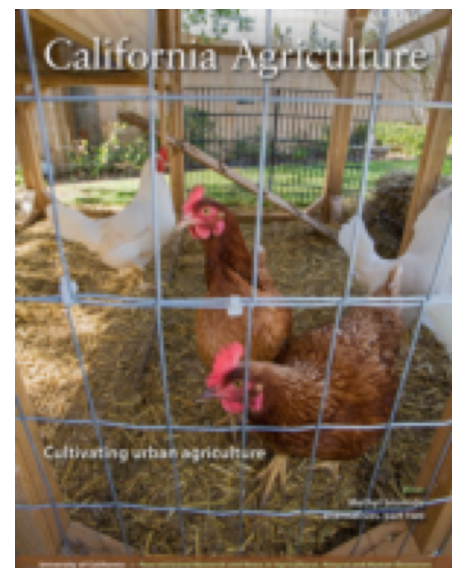
During the past 12 months, the confluence of powerful events, some new and some old, created a perfect storm from which emerged the proposed New Joseph Bonnheim (NJB) Community Charter School, *a school with an agricultural theme*. Here after referred to as NJB. These events included:

- Closure of the old Joseph Bonnheim School.
- Willingness of the state’s agricultural community to support the new school.
- Adoption of the Common Core Standards which fit nicely with the “think beyond the obvious” brain-compatible model that is the foundation for NJB.
- Susan Kovalik, the developer of the Highly Effective Teaching model, retiring and moving to Sacramento and helping develop the educational program.
- Existence of the California Charter Schools Act of 1992.
- Creation and implementation of the Local Control Funding Formula (LCFF), which provides NJB with enough money to successfully start-up a dependent charter school in SCUSD staffed by district teachers.

The closure of the old Joseph Bonnheim Elementary School proved to be a blessing in disguise. It provided both a clean slate and an unoccupied physical plant to house a completely new program. This would not have been possible had it remained open.

The school closing initially energized a group of community-minded parents to find ways to simply keep the school open. After meeting with a group of educators, they began to see the need to establish a new kind of school. One that would stand out from others and that would attract students from beyond the neighborhood, as well as bring back neighborhood students who left the district and needed a reason to return.

Now, the focus is on creating an extraordinary school that educates high performing scholars. We use the term scholar to describe students who choose to come to school regularly, do their personal best, and use what they learn to think beyond the obvious. Not all students choose to be scholars. At the NJB, however, students will want to be scholars. At NJB we are creating a program that uses the agricultural resources close at



hand, here in the heart of California, as a means to teach academic, social, and civic skills. We intend to enroll approximately 350 scholars when at full capacity.

The willingness of the state’s agricultural organizations to support the new school was an important development. The Foundation for Agriculture in the Classroom, along with UC Davis and 4H, has pledged curriculum materials. There is a need for agricultural programs in urban settings. The UC Cooperative Extension reports: *Urban agriculture is growing statewide, as California cities increasingly allow food plants in front yards and under power lines, and bee hives and chicken coops in backyards.*

By having a curriculum fully based in agriculture, scholars will learn the necessity of providing the best, the most efficient, the healthiest, and the most productive practices to enable California to remain among the world’s leaders in sustaining the world’s population. Scholars will also see the opportunities available to them in fields related to agriculture such as science, technology, engineering, and mathematics (STEM). Some careers are listed in Table 1. Our scholars will be focused on other college and career goals as well.

Table 1. Career Opportunities Related to Agriculture

Departments in the College of Agriculture and Environmental Sciences at UC Davis	Career Opportunities
Animal Biology: Develop a theoretical knowledge of domestic or wild animal biology and principles that can be used in research and in solving social problems associated with animals in agriculture, urban areas, or natural environments.	Doctor, Epidemiologist, Geneticist, Nurse, Paleontologist, Pest Management, Physician’s Assistant, Research Biologist, Veterinarian, Zoologist
Animal Science: Learn about the biology, management and utilization of domestic and captive animals by focusing on modern, efficient and humane ways to make the best use and care of the animals people encounter on a daily basis.	Agribusiness, Food Scientist, Ag. Educator, Animal Behaviorist, Animal Care Technician, Aquaculturist
Biotechnology: Focus on the mechanics of life processes and their application by learning how genes affect human health, food safety and environmental quality	Biological Scientist, Biomedical Engineer, Clinical Laboratory Technologist, Food Scientist, Forensic Scientist, Geneticist, Drug Researcher, Pathologist, Pharmacist, Plant Breeder
Entomology: Gain an understanding of insect science, diversity, and uses while focusing on the importance of insects to the economy, environment and public health.	Ag Inspector, Beekeeper, Biosecurity, Ecotourism, Plant/crop management, Pest Management
Plant Sciences: Learn how plants grow and develop in managed agricultural ecosystems and how plant products are utilized for food, fiber and environmental enhancement	Agribusiness, Food Scientist, Agronomist, Biologist, Crop Farmer, Farm Advisor, Heirloom Seed Collection Manager, Horticulturist, Journalist, Pest management, Plant Breeder, Plant Geneticist, Postharvest Technology Manager, Research Scientist
Sustainable Agriculture and Food Systems: Understand the environmental, social and economic challenges and opportunities associated with agricultural and food system sustainability	Agricultural Policy Analyst, Agribusiness, Agricultural Developer, Agricultural Producer, Economic Policy Analyst, Educator, Food Systems Manager, Organic Farmer, Rural and Urban Community Organizer, Small Farm Consultant
Ecological Management and Restoration: Learn how to manage and restore wild and rangeland plant communities by gaining an understanding of how natural and managed ecosystems function, interact and connect with human society and social change	Educator, Environmental Planner, Farm Manager, Forester/Forest Service Technician, Journalist, Naturalist/Outdoor Education Specialist, Park Manager, Rangeland Manager, Soil Consultant
Hydrology: Focus on the occurrence, distribution and behavior of water while building skills to understand and develop sustainable water quality	Environmental Scientist, Farm Consultant, Fisheries Specialist, Hydrologist, Wastewater Treatment Planner
Landscape Architecture: Use creativity and develop visual and technological skills to design parks, neighborhoods and urban open spaces for the use of the communities and conservation of the environment.	Architect, City Planner, Engineer, Environmental Scientist, Forestry Technician, Groundskeeper, Landscape Designer, Park Ranger, Urban and Regional Planner
Wildlife, Fish and Conservation Biology: Understand the relationships between the needs of wildlife, people, and the environment, and how these relationships are vital for the maintenance of ecological diversity, recreational resources, and food supplies.	Aquaculturist, Conservation Biologist, Endangered Species Advocate, Fisheries Biologist, Forest Ranger, Park Ranger, Veterinarian, Wildlife Biologist, Wildlife Rehabilitation, Wildlife Technician

B. What's Different at the Proposed NJB Dependent Charter School.

In a December 12, 2013 PowerPoint presentation to the SCUSD Board, district staff shared a reminder from School Services of California about the opportunity afforded by the new Local Control Funding Formula: *"To Act Differently, We Must Think Differently."*

Here's how NJB is different:

1. First dependent charter school in SCUSD started by parents.
2. Agriculture as the theme to create interest and promote deep thinking in scholars, teachers, and parents. Agriculture as a hands-on and practical gateway to studying science, technology, engineering, and mathematics (STEM).
3. A year-round calendar designed to support a high level of on-going professional development without interfering with the instructional day. A calendar that provides time for teachers to recharge their batteries throughout the year and maintain a high level of energy every day in their classrooms. The year-round calendar begins in Year 2.
4. Local control will be enacted through NJB's own governance process. The parents and school staff are responsible for decisions related to curriculum, budget, and instructional days & hours. Together, they will be responsible for all things related to the Local Control Funding Formula and Local Control Accountability Plan, including setting goals, spending money, and assessing program effectiveness. As such, NJB goes beyond simply engaging families and communities: it empowers them.
5. A school designed around a unified theory of learning and organizational theory. NJB's body-brain approach to teaching and learning is based on science and a unified theory of learning created by Susan Kovalik.

C. What Can Be Expect at NJB

NJB will create and demonstrate classrooms that show:

✓ **Absence of threat in a safe and predictable environment.** Creating a safe and predictable environment with consistency and continuity sets the tone for students and adults that school is where meaningful, purposeful and relevant learning takes place. **NJB** teachers and staff will use the training technique of "Target Talk" whereby scholars are made aware of the specific LIFESKILLS they are displaying. Examples would be: "You were showing the life skill of cooperation when you worked on that project." or "What skill do you think you were using right now?" or "Did you forget about the LIFESKILL of caring when you said that?"

✓ **Meaningful content that has practical application.** Meaningful and relevant learning is created when the skills and standards are taught in a tangible way. We believe that using agriculture with the vast array of careers, skills and opportunities it presents, will provide scholars with a deeper understanding of the interrelationships that occur in our world. Scholars will be engaged in hands-on projects that demonstrate how things work. Examples may include: incubating eggs, planting a community garden, selling produce, researching fertilizers, or building a model of erosion.

✓ **Scholars having choices and adequate time to understand what they are learning.** By using a project-based approach to learning, an atmosphere that requires scholars to search out and problem solve will be created. Independence in learning will occur. The daily and weekly schedules at **NJB** will show how adequate time will be programmed into the curriculum. Scholars will work on projects under adult supervision at school. They may also work on projects at home.

✓ **Immediate feedback to guarantee the learner is on the right track while learning the material.** It is important for scholars to receive encouragement when they are pursuing the right course and to receive redirection when needed to become better focused. Teachers and staff will be trained in recognizing the opportunities for providing feedback as they arise. All feedback will be considered positive and redirection will be the term used when a scholar has taken a wrong or not useful approach.

✓ **Using collaboration to successfully work with others.** Many projects will require scholars to work with partners or in groups. The interaction that occurs will enable scholars to develop the skills needed to work with others. Again, the use of Target Talk by both staff and scholars will help reinforce successful collaboration.

✓ **Body movement that increases learning when incorporated into instructional strategies.** Staff will be trained to provide activities that will include body movement on a daily basis. The freedom for scholars to move about the classroom will also be acknowledged and addressed within classroom management.

✓ **Mastery of content with the ability to teach it to someone else.** The best way to determine mastery is to teach what has been learned to another. This skill can be easily demonstrated to peers and evaluated by an adult.

II. Our Mission

To develop responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet. This begins with our concept for the New Joseph Bonnheim (NJB) being centered on agriculture and on the very community it serves.

III. Affirmation of each condition described in Education Code Section 47605 subdivision (d)

The petitioners affirm that the New Joseph Bonnheim (NJB) Charter School is dedicated to and committed to each of the conditions described in Education Code Section 47605 subdivision (d). That subdivision reads as follows:

47605 (d) (1) In addition to any other requirement imposed under this part, a charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics listed in Section 220.

Except as provided in paragraph (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that public school.

(2) (A) A charter school shall admit all pupils who wish to attend the school. (B) If the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils currently attending the charter school and pupils who reside in the district except as provided for in Section 47614.5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law. (C) In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and in no event shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

(3) If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Section 48200.

IV. Description of the Items Required by Education Code Section 47605 subdivision (b) paragraph (5) of the Charter Schools Act

Element A: The Educational Program

(i) A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. (ii) A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Ed. Code 47605(b)(5)(A)

A. Overview

The educational plan described in Element A is currently used at Yav Pem Suab Academy Charter School (YPSA) with great success. YPSA was approved by the Sacramento City Unified School District (SCUSD) Board in 2010. State test scores provide evidence of the plan's effectiveness at a start-up charter school. By the second year of implementation, YPSA's API scores reached and exceeded the state's goal of 800. NJB petitioners will use the same educational components basing them in an agriculture theme.

The major difference between the two schools is YPSA's status as an independent charter school operated by the Urban Charter Schools Collective. NJB will be a dependent charter school employing SCUSD teachers, administrators, and classified staff. As a new independent charter school, YPSA has been better able to control expenses for both post retirement and current health benefits for active employees. The Local Control Funding Formula (LCFF), however, provides sufficient funding to replicate the educational plan at NJB with SCUSD employee costs. In the first year of operation with 323 scholars, we expect approximately \$2,390,000 generated by LCFF. In the second year with 346 scholars, \$2,700,000. In the third year with 344 scholars, \$2,792,000. The full funding amount with 323 scholars is \$2,900,000 (before cost of living adjustments).

The educational plan is the means to accomplish the NJB mission. The mission of the New Joseph Bonnheim (NJB) Community Charter School is to raise responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet. This begins with our concept for the New Joseph Bonnheim (NJB) being centered on agriculture and on the very community it serves.

B. Educated Person in the 21st Century

Moreover, the educational plan supports developing educated people for the 21st Century. We feel an educated person in the 21st Century has a firm foundation in the basic academic skills of reading, writing, mathematics, and science. In addition to being academically prepared (i.e., book smart) an educated person is linguistically, socially, and culturally prepared to meet new experiences, solve new problems, and take responsibility for his or her own learning (i.e., street smart). This is consistent with Dr. Howard Gardner's theory of multiple intelligences.

When experiencing new situations, an educated person has the necessary skills to overcome the challenges she or he encounters. These skills include the ability to:

- Think critically
- Collaborate with others
- Communicate effectively
- Write for a variety of purposes and audiences
- Be creative and innovative
- Demonstrate informational, media, and technological literacy
- Demonstrate moxie (i.e., a combination of confidence, courage, daring, spirit, and determination)

In summary, the goal is for every NJB scholar to become a self-motivated, competent, lifelong learner, and a well-versed advocate of democracy.

C. Local Control Accountability Plan

1. Background

AB97 became law in 2013. It requires a Local Control Accountability Plan (LCAP) for charter schools. The plan must be included with the charter. The plan, however is separate from the charter. If the plan was part of the charter, updates to the plan might be considered a material revision of the charter. All schools are required to use the template adopted by the State Board of Education in February 2014.

Development of the LCAP requires charter schools to consult with teachers, the principal, other school personnel, parents, and scholars. Since most stakeholders are not known at this time, this section of the charter summarizes the priorities, the annual goals, and the actions required to achieve the goals. A more detailed draft of the LCAP is included in Appendix E.

In order to genuinely engage all stakeholders, the Steering Committee will finalize a three-year plan within 60 days of the start of school. The draft in Appendix E will be the starting point. The Steering Committee will consult with teachers, the principal, other school personnel, parents, and scholars using the Steering Committee process described below in this document under Element D. Thereafter, the LCAP will be updated every year by July 1st beginning July 1, 2015. The California Charter Schools Association (CCSA) and the Charter Schools Development Center (CSDC) will be consulted. NJB is joining both organizations.

Given that 100% of the projected students are low income and that 40-50% are English learners, NJB will use a schoolwide approach to educating all students. Our brain-compatible approach will engage all students including those identified as low income, English learners, and foster youth. Separate programs for each subgroup will not be required.

2. LCAP Priorities

AB97 identifies eight state priorities required for all public schools, including charter schools. The eight priorities are intended to represent key variables in effective schools. They are described in Table 2. All schools are required to develop annual goals and actions for each priority. Charter schools may create additional priorities and goals that support the charter. NJB

chooses to establish a ninth priority as articulated in its mission statement: Raise responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet. This ninth priority is described in Table 3.

Table 2. The Eight State Priorities Applicable to NJB

<p>1. The degree to which the teachers of the school district are appropriately assigned in accordance with Section 44258.9, and fully credentialed in the subject areas, and, for the pupils they are teaching, every pupil in the school district has sufficient access to the standards-aligned instructional materials as determined pursuant to Section 60119, and school facilities are maintained in good repair as specified in subdivision (d) of Section 17002.</p> <p>2. Implementation of the academic content and performance standards adopted by the state board, including how the programs and services will enable English learners to access the common core academic content standards adopted pursuant to Section 60605.8 and the English language development standards adopted pursuant to Section 60811.3 for purposes of gaining academic content knowledge and English language proficiency.</p> <p>3. Parental involvement, including efforts the school makes to seek parent input in making decisions for the school including how the school will promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.</p> <p>4. Pupil achievement, as measured by all of the following, as applicable: (A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board. (B) The Academic Performance Index, as described in Section 52052. ((C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or clusters of courses that satisfy the requirements of subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692, and align with state board approved career technical education standards and frameworks.—Not applicable to NJB. (D) The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test or any subsequent assessment of English proficiency, as certified by the state board. (E) The English learner reclassification rate. (F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher. (G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness.—Not applicable to NJB.</p> <p>5. Pupil engagement, as measured by all of the following, as applicable: (A) School attendance rates. (B) Chronic absenteeism rates. (C) Middle school dropout rates, as described in paragraph (3) of subdivision (a) of Section 52052.1. Not applicable. (D) High school dropout rates.—Not applicable to NJB. (E) High school graduation rates.—Not applicable to NJB.</p> <p>6. School climate, as measured by all of the following, as applicable: (A) Pupil suspension rates. (B) Pupil expulsion rates. (C) Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.</p> <p>7. The extent to which pupils have access to, and are enrolled in, a broad course of study that includes all of the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable, including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the program and services that are provided to benefit these pupils as a result of the funding received pursuant to Section 42238.02, as implemented by Section 42238.03. (Section 51210 describes subjects for grades 1 to 6: English, Mathematics, Social Studies, Science, Visual and Performing Arts, Health, P.E. Section 51220 is for grades 7-12)</p> <p>8. Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Section 51210 describes subjects for grade 1 to 6: English, Mathematics, Social Studies, Science, Visual and Performing Arts, Health, P.E. Section 51220 is for grades 7-12)</p>
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Table 3. The Ninth Priority at NJB

9. Develop responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet.

(A) Every scholar develops a firm foundation in the basic academic skills of reading, writing, math, and science.

(B) Every scholar becomes linguistically, socially, and culturally prepared to meet new experiences, solve new problems, and take responsibility for his/her own learning.

(C) Every scholar becomes a self-motivated, competent, lifelong learner, and a well-versed advocate of democracy. Scholars think critically, collaborate with others, communicate effectively, demonstrate moxie, and understand technology.

3. LCAP Goals

Charter schools are required to describe annual goals for all pupils and each numerically significant subgroup to be achieved in each priority. Thirty is the threshold to become a numerically significant subgroup. For foster youth, however, the threshold is 15. Goals may address more than one priority.

In addition to “All Pupils,” six numerically significant subgroups are projected at NJB. The largest consists of Low Income scholars who are 100% of the enrollment as shown in Table 4. DataQuest and AR&E data from SCUSD pertaining to the old Joseph Bonnheim were used to estimate the number of scholars in each subgroup. There does not appear, at this time, to be any foster youth.

Table 4. Projected Numerically Significant Subgroups at NJB

Subgroup	Estimated percentage of the 323 scholars projected to enroll	Number
All Pupils	100%	323
Low Income	100%	323
English Learners (EL)	40% - 50%	130 - 161
Reclassified EL	Unknown at this time	
African American	8%	48
Hispanic and Latino	60%	194
Asian	9%	30

There are three goals that lead to accomplishing the mission: Developing responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet.

Goal 1. Create the foundation to support high quality teaching and learning. The following actions will be taken to reach this goal:

- a. Action: Hire appropriately credentialed teachers who are passionate about learning and about implementing the NJB Charter. (Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9)
- b. Action: Hire an educator who understands and who can implement the Highly Effective Teaching (HET) model to gather and provide students with standards-aligned materials, standards-aligned hands-on experiences, and standards-aligned “Being There” experiences. (Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9)

- c. Action: Hire a full-time custodian to maintain the Joseph Bonnheim site in good repair and to support the positive school culture. (Priority 1, 5, 6, 9)
- d. Action: Implement the Steering Committee decision-making process described in the charter. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- e. Action: Increase parent and teacher engagement in the Steering Committee process. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- f. Action: Limit class size to 25 or fewer students with a goal of 24 in grades K-3. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)

Goal 2. Create an organizational culture that supports and sustains high quality teaching and learning. The following actions will be taken to reach this goal:

- a. Action: Provide ongoing professional development in content area and for the schoolwide strategies described in the charter, including Common Core Standards and Highly Effective Teaching Model (HET), Efficacy, and English Learner strategies. (Priorities 2, 4, 5, 6, 7, 8, 9)
- b. Action: Create grade-level Backward Standards Maps incorporating Common Core Standards, other state-adopted standards, Highly Effective Teaching Model, Efficacy, English Learner strategies, and other strategies. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- c. Action: Organize the hours and days of instruction (within state requirements) to increase time for professional development and collaboration time between staff and with parents. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- d. Action: Create a welcoming schoolwide environment that is safe and predictable with consistency and continuity. (Priorities 1, 2, 3, 4, 5, 6, 7, 8, 9)
- e. Action: Hire a full-time school nurse to attend to medical and mental health needs, to coordinate school safety, and to coordinate Special Education issues. (Priorities 3, 4, 5, 6, 7, 8, 9)
- f. Action: Create a discipline program based on LIFESKILLS, Lifelong Guidelines, Efficacy, and Positive Discipline (Priorities 3, 4, 5, 6, 8, 9)
- g. Action: Create a data driven process to examine student work, create new strategies, and re-teach when needed. The process can be used schoolwide, by grade level, or individually. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)

Goal 3. Increase the percentage of scholars demonstrating: a) mastery of state standards, b) college and career orientation, c) knowledge of how American democratic institutions work, and d) the ability to recite the Gettysburg Address and discuss it orally and in writing. Mastery is defined as the ability to understand something well enough to teach it to someone else. The following actions will be taken to reach this goal:

- a. Action: Integrate body-brain teaching and learning throughout the instructional day to engage all students and all subgroups. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- b. Action: Use the agricultural theme with brain-compatible strategies to integrate content areas into daily instruction. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- c. Action: Integrate civic education into the curriculum by means of social action projects. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- d. Action: Provide third party support for those scholars who have not yet mastered what is being taught. (Described later in the educational plan.) (Priorities 2, 3, 4, 5, 6, 7, 8, 9)
- e. Action: Provide primary language support as needed for English Learners while maintaining English as the medium of instruction. Strategies to accomplish this goal include small group preview-review in the primary language coupled with whole class instruction using scaffolding strategies taught by the Guided Language Acquisition by Design program (Project GLAD). In order to provide preview-review the Steering Committee will identify the required number of bilingual certificated teachers when requesting teachers for vacant positions. (Priorities 2, 3, 4, 5, 6, 7, 8, 9)

Table 5. Alignment of Goals, Actions, and Priorities

Priority # 1: Fully <u>credentialed</u> teachers & <u>Access to Common Core materials</u> & <u>Good facility</u> .
Priority # 2: Implement Common Core content & standards.
Priority # 3: Parent input in decision making.
Priority # 4: Achievement on standardized tests, API, share who are college and career ready, share of ELs becoming proficient, share of ELs reclassified.
Priority # 5: Pupil engagement – school attendance rate and absenteeism rates
Priority # 6: School climate – suspension rates and surveys to determine sense of safety and school connectedness.
Priority # 7: <u>Access</u> to a broad course of study
Priority # 8: Pupil outcomes in English, math, social science, science, visual & performing arts, health, P.E.
Priority # 9: Develop responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet.

Priority Number ->	1	2	3	4	5	6	7	8	9	In Ed. Plan?	In Budget?
Goal 1: Create the foundation to support high quality teaching and learning.											
Action 1a: Hire passionate credentialed teachers.	X	X	X	X	X	X	X	X	X	Yes	Yes
Action 1b. Hire educator to gather standards-aligned materials & organize standards-aligned being-there experiences.	X	X	X	X	X	X	X	X	X	Yes	Yes
Action 1c. Hire full-time custodian.	X				X	X			X	Yes	Yes
Action 1d. Implement Steering Committee.		X	X	X	X	X	X	X	X	Yes	Yes
Action 1e. Increase parent & teacher engagement in the school decision-making process via Steering Committee and site councils.		X	X	X	X	X	X	X	X	Yes	Yes
Action 1f. Limit class size to 26 or fewer.		X	X	X	X	X	X	X	X	Yes	Yes
Goal 2: Create an organizational culture that supports and sustains high quality teaching and learning.											
Action 2a. On going professional development.		X		X	X	X	X	X	X	Yes	Yes
Action 2b. Create Backward Standards Maps.		X	X	X	X	X	X	X	X	Yes	Yes
Action 2c: Organize hours and days of instruction to increase time for teacher collaboration.		X	X	X	X	X	X	X	X	Yes	Yes
Action 2d. Create school environment with absence of threat.	X	X	X	X	X		X	X	X	Yes	Yes
Action 2e. Hire full-time nurse for medical health, mental health, safety, & special ed.			X	X	X	X	X	X	X	Yes	Yes
Action 2f: Create positive discipline program.			X	X	X	X	X	X	X	Yes	Yes
Action 2g: Create data driven process to examine student work and create strategies that lead all scholars to mastery.		X	X	X	X	X	X	X	X	Yes	Yes
Goal 3: Increase percentage of scholars demonstrating mastery and demonstrating college and career orientation.											
Action 3a: Integrate body-brain instruction into daily instruction.		X	X	X	X	X	X	X	X	Yes	Yes
Action 3b: Integrate agricultural theme.		X	X	X	X	X	X	X	X	Yes	Yes
Action 3c: Integrate civic education.		X	X	X	X	X	X	X	X	Yes	Yes
Action 3d. Provide third party support as needed for those not demonstrating mastery.		X	X	X	X	X	X	X	X	Yes	Yes
Action 3e: Provide primary language support .		X	X	X	X	X	X	X	X	Yes	Yes

D. Students to be Served

Between December 2013 and early March 2014, the petitioners collected letters of intent from parents representing 319 students who are interested in attending NJB in 2014-15. Eighty-one percent (258) reside in either the 95820 or 95824 Zip Codes as shown in Table 6. An additional 30 letters of intent were returned to the petitioners after the early March deadline. Due to time constraints, they are not included in this discussion.

Table 6. Prospective Students by Zip Code

Zip Code	Number Students	Percentage of Total
95817	5	2%
95818	1	
95819	0	0%
95820	230	72%
95822	4	1%
95824	28	9%
95826	5	2%
other	46	14%
Total	319	100%

The Bonnheim campus is located at the eastern end of the 95820 Zip Code between 14th Avenue and 21st Avenue. The 95824 Zip Code is located directly south of 95820. Directly east is 95826. The western boundary of 95820 is shared with 95822. Three codes share a northern boundary with 95820: 95817, 95818, and 95819. Fifteen of the other 46 students identified in Table 2 reside in 95828 located in the Elk Grove Unified School District. Some attend SCUSD schools.

The majority of scholars expected to attend the New Joseph Bonnheim (NJB) Community Charter School live in the 95820 Zip Code. They are our children and grandchildren as well as the children and grandchildren of our neighbors and friends. We know them well and know the challenges they face.

It is anticipated that scholars from outside the 95820 Zip Code and outside the boundaries of the Sacramento City Unified School District (SCUSD) will enroll, including the children of parents living in nearby counties who work in Sacramento. The school expects to serve scholars from low-income families. Based on prior enrollment at old Joseph Bonnheim and reports from those collecting the letters of intent, 40% to 50% are expected to be English learners. The 2012-13 California Department of Education *Snapshot* of the school reported 49% English learners, mainly Spanish speakers. All scholars, however, are welcome and will benefit from the program at NJB.

Figure 1. The 95820 Zip Code
The Joseph Bonnheim School site is located at the eastern end of 95820

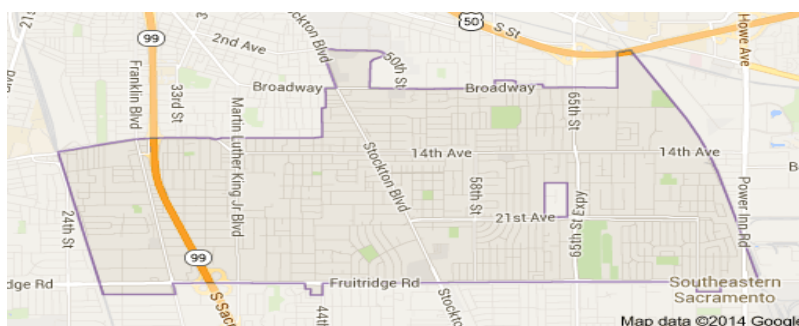


Table 7 shows 284 of the 319 interested students living within SCUSD boundaries. The other 35 live in surrounding districts.

Table 7. Currently Assigned Schools for In-District Students Interested in Attending NJB

2013-14 school of assignment on 3-5-14	Kinder 14-15	1st in 14-15	2nd in 14-15	3rd in 14-15	4th in 14-15	5th in 14-15	6th in 14-15	Total
Earl Warren	15	11	19	13	19	11	8	96
Peter Burnett	16	12	17	13	16	16	16	106
Baker	3	4	2	0	1	0	2	12
Bancroft			1					1
Cohen					1			1
Didion							1	1
Elder Creek		1			1	2	3	7
Greenwood	1						1	2
Hart				1				1
Hollywood Park						1		1
Judah							1	1
Kemble/Chavez				1	1			2
Kenny		1				4		5
Lincoln	1							1
Lubin					1			1
Oakridge	1	2		2	1	1	1	8
Pacific		2	2	1		2	2	9
Parkway	1	1						2
Phillips				1		1		2
Pony Express							1	1
Still						1		1
Tahoe	3			5		1		9
Twain	1	3	2	1	2	1	1	11
Wenzel			1					1
Woodbine	1	1						2
Total Resident	43	38	44	38	43	41	37	284
Total highlighted	39	35	42	35	40	34	33	258

The demographics of the above-mentioned students closely resemble those of the old Bonnheim in 2012-13 as reported by DataQuest: 100% eligible for the Free and Reduced Meal Program and 40% English learner, mainly Spanish speakers. <http://data1.cde.ca.gov/dataquest/>

In regard to ethnic diversity, it is expected to be very similar to what existed at the old Bonnheim in its last year of operation in 2012-13. The California Department of Education's DataQuest database provided the demographic data shown in Table 8. Five percent of the scholars may be eligible for special education services. The high percentage of scholars identified as needing special education services in Table 8 represented a Learning Disabled class assigned to the site. It is unknown at this time if the district plans to establish such a class at NJB. If so, the students in the class will be welcomed. Our project-based approach to learning is ideal for students with different learning modalities.

Table 8: Old Joseph Bonnheim Demographic Comparison 2009-10 to 2012-13

Demographic Category	2009-10	2010-11	2011-12	2012-13
Free Lunch	86.0%	84.1%	85.5%	100%
English Learner	37.5%	34.7%	46.0%	43%
African American	13.1%	12.7%	10.0%	8.0%
Hispanic/Latino	61.3%	60.5%	61.0%	62.2%
Asian	5.4%	6.1%	9.0%	9.0%
White	14.9%	14.3%	13.0%	13.4%
Filipino	0.2%	0.9%	1.0%	0.9%
Pacific Islander	0.9%	0.9%	1.0%	2.0%
American Indian / Alaska Native	0.9%	0.8%	1.0%	0.7%
Multiple or Not Reported	3.3%	3.8%	4.0%	3.8%
Special Education	11.0%	12.0%	10.0%	14.5%
Total Enrollment	429	441	410	413

Data sources: DataQuest and AR&E

In the six-year period between 2007-08 and closure in 2012-13, an average of 37% and 48.5% of the students scored at or above proficient in ELA and math respectively on the annual state test as shown in Table 9.

Table 9. Six-Year History of Percentage of Students Achieving Proficiency at Old Joseph Bonnheim on the Annual State Test

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
ELA	27.7%	41.3%	38.6%	36.0%	41.5%	38%
Math	38.9%	46.0%	52.1%	54.3%	54.1%	45.5%

E. How Learning Best Occurs

The educational plan is based on two bodies of research: how the brain learns and how schools are organized for learning. The plan combines both. The result is a successful school as in the case with the previously discussed YPSA Charter School. A summary of those two bodies of research is provided here before describing the four components of the educational plan.

The cliché “all kids can learn” is incomplete. Instead, kids are “learning” all the time is more accurate. Learning is natural. The real question for educators is “How do we get kids to learn what we want them to learn?” The answer, in part, lies in two bodies of work created by scholars and researchers during the past 30 years. One group examined how the human brain learns. The other group studied how to organize schools to produce higher student achievement.

Typically, teachers are attracted to the brain-compatible approach, and administrators to the organizational approach. More often than not, the two bodies of knowledge have not been used together. NJB, however, incorporates research from both to design a new school where scholars will thrive.

1. Findings from How the Brain Learns

During the past 35 years, Susan Kovalik studied and summarized the literature on how humans learn. In her book, *Exceeding Expectations: A User's Guide to Implementing Brain Research in the Classroom* (2005), she describes her Highly Effective Teaching Model. The model suggests that learning best occurs when the following ten elements are present:

- Enriched Environment
- Meaningful Content
- Choices
- "Being There" Experiences
- Movement
- Adequate Time
- Collaboration
- Absence of Threat
- Immediate Feedback
- Mastery

Dr. Thomas Armstrong, the executive director of the American Institute for Learning and Human Development, described Kovalik's model as the closest thing to a unified theory of learning he has seen. He has authored more than a dozen books about human learning and is a colleague of Harvard's Howard Gardner, the developer of the theory of multiple intelligences.

<http://institute4learning.com>

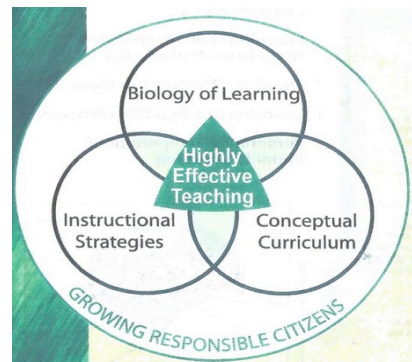
The NJB program is based, in a large part, on Kovalik's explanation of how human learning takes place. Using the theory described by her model, one can predict what will work and what won't work in helping scholars learn what we set out to teach.

Kovalik's Highly Effective Teaching model incorporates three dimensions as shown in Figure 2: The biology of learning, Conceptual curriculum, and Instructional strategies. It is intended to help educators translate current brain research into practical strategies for the classroom and schoolwide, and to do so in ways that make effective first teaching a reality, not just a dream. (Kovalik, 2005, p. xvi)

Similarly, Horacio Sanchez in his book, *A Brain-Based Approach to Closing the Achievement Gap*, suggested students learn best when they feel safe, feel welcome, and feel those at school can help them learn. He emphasized the importance of *relationships, relationships, relationships* with adults at school in neutralizing the effect of difficult circumstances in the home environment.

He suggested educators have the power to create a school environment that helps students with difficult temperaments become more even-tempered and, thus, better able to learn. These students are often anxious, struggle to establish healthy eating and sleeping habits, slow to adjust to stimuli, sensitive to change, volatile, and impulsive. Sanchez suggested they make up 5-10% of the population, but perhaps more in low-income neighborhoods. All scholars benefit, however, by an environment created in which everyone feels safe, feels accepted, and feels able to learn.

Figure 2. Overview of Susan Kovalik's Highly Effective Teaching Model



Biology of Learning. The Highly Effective Teaching model is based on five principles of learning that come from brain research. They are:

1. Intelligence is a function of experience.
2. Learning is an inseparable partnership between brain and body.
 - a. Emotion is the gatekeeper to learning and performance.
 - b. Movement enhances learning.
3. There are multiple intelligences or ways of solving problems and/or producing products.
4. Learning is a two-step process:
 - a. Step one: Making meaning through pattern seeking. (Input)
 - b. Step two: Developing a mental program for using what we understand and wiring it into long-term memory. (Output)
5. Personality/temperament impacts learning.

Conceptual Curriculum. Kovalik's Highly Effective Teaching model suggests five elements of conceptual curriculum aid in optimal learning:

- 1) Sensory-rich experiences
- 2) Organizing concepts
- 3) Key points
- 4) Inquiry helps students to understand "how" and to incorporate the multiple intelligences and pull from the state and district standards
- 5) Social/political action

The two guiding questions that help in the development of the conceptual curriculum are:

- 1) What do I want my students to UNDERSTAND?
- 2) What do I want them to DO with what they understand?

Instructional Strategies. In the model, instructional strategies that facilitate and support optimal learning include: respectful relationships, classroom management and leadership, and CORE (collaboration, organization, reflection, engagement) instruction.

2. Findings from Studying School Organizations

Instead of looking at learning from an individual perspective, another group of researchers studied how schools organized themselves to produce learning. They examined schools at which a high percentage of students were successful and then identified common variables. The U.S. Department of Education's recent study on charter schools, for example, concluded that the following elements were common to schools in their study: leading with a mission and staying mission-driven, strong accountability system, highly collegial culture focused on continuous improvement, supportive school environment, and parents engaged as real, not nominal, partners.

Similarly, Jim Cummins, in his study of Arizona schools that "beat the odds," found

corresponding variables. Given the ethnic and socioeconomic background of the student bodies, the schools were not expected to produce as many high-scoring Hispanic/Latino students as they did. He found the schools had the following common elements: A clear bottom line, a focus on individual students, ongoing assessments, collaborative solutions, and strong and steady principals.

The Effective Schools literature revealed a list of similar variables. They included the following: clear and focused mission, time on task, frequent monitoring of student progress, safe and orderly environment, strong instructional leadership, a climate of high expectations for success, and positive home-school relationships.

In summary, organizational researchers suggested that learning best occurs when staff members are highly collaborative, mission-driven, student-driven, and data-driven, as summarized in Table 10.

Table 10. Common Organizational Features Supporting Learning

Feature:	US Dept. of Ed. 8 charter schools	Cummins' Beat the Odds 12 schools	Effective School literature
Mission	Leading with a mission and staying mission-driven	Clear bottom line focused on each student	Clear and focused mission. Time on task
Monitoring progress with data	Strong accountability system	Ongoing assessment	Frequent monitoring of student progress
Environment	Supportive school environment		Safe & orderly environment
Leadership		Strong & steady principal	Instructional Leadership
Collaborating to make continuous improvements	Highly collegial culture focused on continuous improvement	Collaborative solutions	Climate of high expectations for success
Parent involvement	Engage parents as real, not nominal, partners		Positive home-school relationships

F. The Education Plan Components

The educational plan has four components. Each component is described below by examining its elements. The four components are:

1. Create a body-brain compatible infrastructure to stimulate natural learning.
2. Create a safe environment with a sense of community, belonging, and self-confidence.
3. Teach to mastery.
4. Provide high quality and timely professional development.

1. Educational Plan Component 1: Create a Body-Brain Compatible Infrastructure to Stimulate Learning

This component is composed of seven elements: school size, class size, flexible attendance days and hours of instruction, year-round calendar, flexible daily schedule, after school and off track programs, and mandatory attendance. The NJB educational plan reorganizes the traditional school infrastructure to control time, a precious resource. Every Wednesday, for example, is a

shortened day to provide teachers with adequate time to collaborate, which in turn leads to high quality teaching and learning.

a. School Size

At maximum capacity, NJB will serve approximately 350 scholars, ages 5 through 13 in grades Kindergarten through sixth with an average of approximately 24 scholars in primary classes and 26 in intermediate classes. The 350 cap on enrollment is supported by research. Barker and Gump, for example in their seminal work *Big School Small School* (1964), suggested that small school size has more impact than small class size on academic achievement. Small school size, in comparison to large school size also contributes greatly to creating a sense of belonging, social significance, participation and responsibility. <http://www.amazon.com/Big-School-Small-Student-Behavior/dp/0804701954>

b. Class Size

The plan is for two classrooms at each grade: one being staffed by a bilingual/biliterate teacher as needed. English will be the medium of instruction. The bilingual teacher would provide primary language support in the primary language to both students and parents. Historically, most English learners attending the old Joseph Bonnheim spoke Spanish as their primary language.

Beginning the second year, if funding permits, we will begin limiting class size in the kindergarten classes to 24 scholars. Each year, the next grade will be reduced until all primary classes have 24 scholars as shown in Table 11. This action is intended to comply with the Local Control Funding Formula (LCFF) requirement for class size in the primary grades.

Table 11: Projected enrollment by grade level 2014-15 to 2018-19
(Two classrooms at each grade)

Year	K	1st	2nd	3rd	4th	5th	6th	Total
2014-15	40	50	50	44	50	45	44	323
2015-16	48	48	50	50	50	50	50	346
2016-17	48	48	48	50	50	50	50	344
2017-18	48	48	48	48	52	52	52	348
2018-19	48	48	48	48	52	52	52	348

c. Flexibility Over Days of Attendance and Hours of Instruction

The New Joseph Bonnheim (NJB) Steering Committee has scheduling flexibility over attendance days and hours of attendance. The Petitioners have been working with the Sacramento City Teachers Association (SCTA). SCTA is supportive.

Both the annual instructional calendar and daily schedules are developed to maximize teacher collaboration and planning time. This is supported by the research on organizing schools and on how the brain works. Teachers need time to analyze student work and to develop curriculum. At the same time, NJB’s daily schedule and annual calendar were designed to meet the state’s requirements for instructional minutes as shown in Table 12.

Table 12. Minimum Minutes of Instruction Required by Ed. Code

Grade	Until June 30, 2015	Beginning July 1, 2015	# minutes of instruction NJB
K	34,971	36,000	42,000
1 st – 3 rd	48,960	50,400	54,178
4 th – 6 th	52,457	54,000	54,178

The state requirement for 200 minutes of physical education every ten days is optional for charter schools if it is so stated in the charter petition. NJB will opt out in order to maximize flexibility in scheduling attendance days and hours of instruction. The school’s body-brain approach, however, will likely generate more than 200 minutes of physical activity. The flexibility of opting out allows the Steering Committee to choose a non-P.E. content area for teachers’ required preparation periods without having to document each of the 200 minutes for P.E.

d. Year-Round Calendar

NJB will use a 175-day instructional calendar. This is the minimum number of days required for charter schools by the state. Teachers will work an additional five non-instructional days devoted to professional development and one additional professional workday for a total of 181 service days.

During the first year (2014-15) an annual instructional calendar very similar to the one anticipated to be adopted by SCUSD will be used. During the second through fifth years, a 175-day year-round instructional calendar will be used. Each year the school’s Steering Committee will finalize and submit to SCUSD the next year’s instructional calendar by December 1, or by a date agreed upon with SCUSD, except in the first year the next year’s calendar (2015-16) will be finalized by January 31, 2015. Draft calendars appear in Figures 3 through 7.

e. Flexible Daily Schedule

Currently the daily schedule for Year 1 calls for 1st through 6th grade students to attend NJB between 8:15 AM and 2:48 PM on Monday, Tuesday, Thursday, and Friday. The 36 Wednesdays during the instructional year, start at the same time but dismiss at 12:15 PM. The early dismissal allows for staff collaboration, professional development, curriculum development, and meetings (e.g., IEP, staff) with minimal disruption to the instructional day. Eight additional shortened days have been set aside for parent-teacher conferences as shown in Table 13.

Table 13. Tentative Length of Instructional Days in Year 1 for Grades 1 - 6

# of Days	Grade 1 - 6
131	Regular days 8:15 to 2:48 with a 15 minute morning recess and a 40-minute lunch.
36	Shortened Wednesdays with three closest to the end of each trimester reserved for updating reports and records. 8:15 – 12:15.
8	Shortened days to be determined for parent teacher conferences. 8:15 – 12:15
175	Total Instructional Days

As previously mentioned, in addition to the 175 instructional days, teachers have five non-instructional professional days for training and one non-instructional professional work day.

Currently, the kindergarten instructional day is scheduled to begin at 8:15 and end at 12:15 for 175 days. Within this 240-minute day is a scholar lunch period supervised by teachers. This presents a perfect opportunity to teach nutrition. After kindergarten dismissal and after their own 40-minute lunch break, kindergarten teachers will have an hour of preparation time and will then provide 30 minutes of intervention support to selected 1st or 2nd graders on non-shortened days.

Table 14. Tentative Daily Schedule*

	Kinder	Primary	Intermediate
Start	8:15	8:15	8:15
Morning Movement & first instructional block 2 hrs.		8:15-10:15	8:15-10:15
Recess 15 minutes		10:15-10:30	10:15-10:30
2nd block instructional time 1.5 hrs.		10:30-12:00	10:30-12:00
Lunch 40 minutes. Appx. 20 min. for Kinder *	11:15-11:35	12:00-12:40	12:00-12:40
3rd instructional block 2 hr. & 8 minutes		12:40-2:48	12:40-2:48
Dismissal	12:15	2:48	2:48

* Kinder teacher lunch 12:30 to 1:10 appx. Kinder teacher intervention for selected students in 1st and 2nd grade. Appx 30 minutes each day between 1:15 and 2:45 on M T R F regular days. Will be tweaked before 1st day of instruction with input from teachers and parents.

During Year 1, the Steering Committee will include input from parents, teachers, community members, and district staff to develop the next year’s instructional calendar and daily schedule. This procedure will be part of the annual process to update the Local Control Accountability Plan (LCAP).

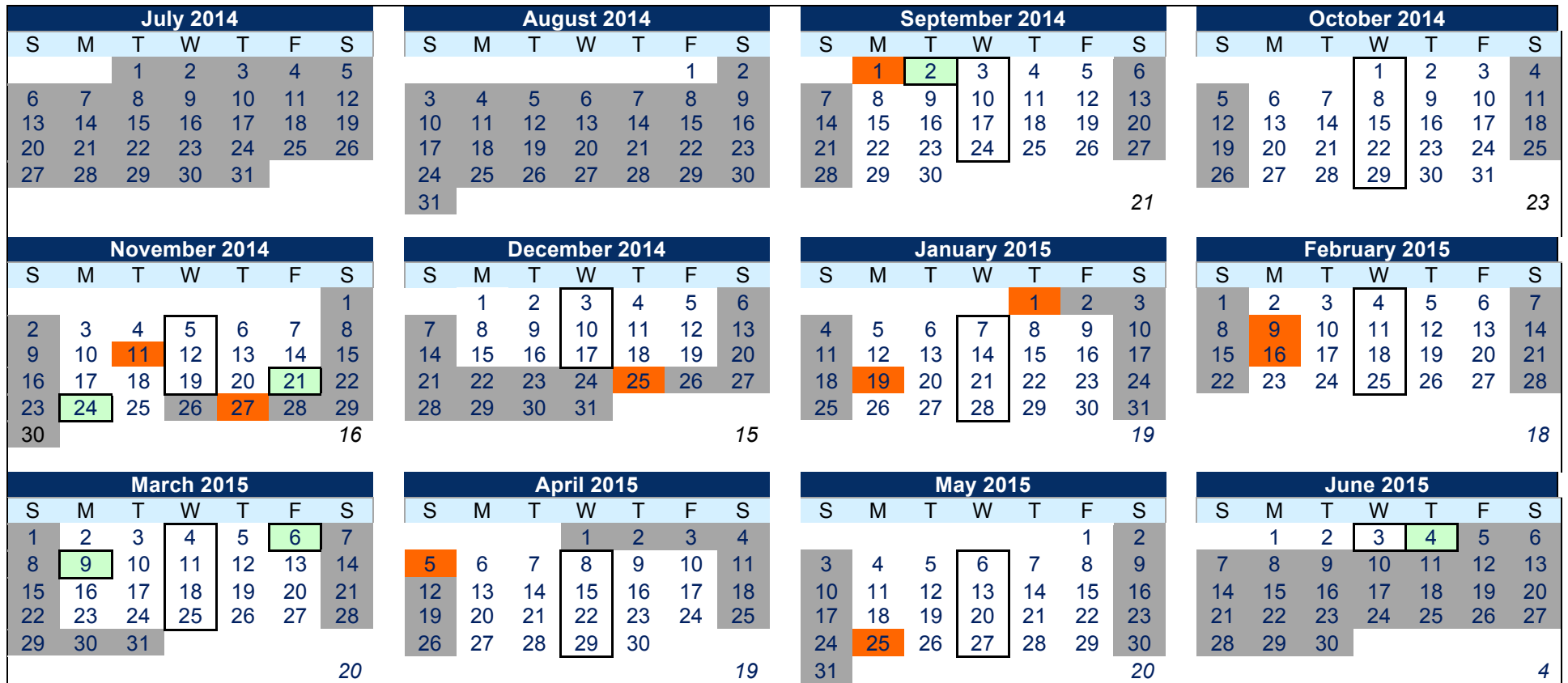
f. After School and Off Track Programs for Scholars

During off track periods and after school, NJB will work with third party independent contractors like Luminous Minds <http://www.luminousmindsinc.com>, and Club Z <http://clubztutoring.com/sacramento/about/difference> to provide additional learning support for NJB scholars. Independent contractors working with NJB will need to follow the school’s character education program. An orientation session will be provided to orient them to NBJ’s approach to growing scholars.

g. Attendance Requirements

Scholars are required to attend school every day per the state compulsory attendance laws, unless ill or for another legitimate reason such as bereavement. At the beginning of the year, families will be provided with information regarding the importance of regular attendance.

Figure 3. Year 1 Calendar for 2014-15 Draft



- * 1. Mon., Sept 1, 2014 Labor Day Holiday
- 4. Fri., Nov 21, 2014 - End 1st Trimester 58 days
- 7. Mon., Dec 1, 2014 - Instruction resumes
- 10. Mon., Jan 19, 2015 - MLK Jr. Day Holiday
- 13. Fri., Mar 6, 2015 - End 2nd Trimester 59 days
- 16. Mon., May 25, 2015 - Memorial Day

- 2. Tues. Sept 2, 2014 - 1st day of instruction
- 5. Mon., Nov 24 2nd Trimester starts
- 8. Mon., Dec 22-Jan 4, 2015 - Winter Break
- 11. Mon., Feb 9, 2015 Lincoln Birthday
- 14. Mon., Mar 9, 2015 - 3rd Trimester starts
- * 17. Tues. June 4, 2015 - End 3rd Trimester 58 days

- 3. Tues. Nov 11, 2014 - Veterans Day Holiday
- 6. Wed. - Fri., Nov 26-28 - Thanksgiving Break
- 9. Mon., Jan 5, 2015 - Instruction resumes
- 12. Mon., Feb 16, 2015 Presidents Day
- 15. Mar 30-Apr 3 – Spring Break. Easter is April 5 this year

* The first and the last day may be pushed back to Monday, September 8, 2014 and Wednesday, June 10, 2015 respectively if the State Board of Education does not issue a charter number for NJB until its September 3-4, 2014 meeting.

Figure 4. Year 2 Calendar for 2015-16 Draft



- 1. Mon., Aug 3, 2015 1st day of instruction
- 4. Mon., Oct 26, 2015 Start 2nd Trimester
- 7. Thur., Nov 26, 2015 Thanksgiving Holiday
- 10. Mon., Jan 4, 2016 Instruction resumes
- 13. Fri., Feb 26, 2016 - End 2nd Trimester 58 days
- 16. Mon., Mar 28, 2016 - Begin 3rd Trimester

- 2. Mon., Sept 7, 2015 - Labor Day Holiday
- 5. Oct 31 to Nov 29 - Off Track
- 8. Mon., Nov 30, 2015 - Instruction resumes
- 11. Mon., Jan 18, 2016 - MLK Jr. Holiday
- 14. Feb 27 to Mar 27 - Off Track
- 17. Mon., May 30, 2016 - Memorial Day Holiday

- 3. Fri., Oct 23, 2015 - End 1st Trimester 59 days
- 6. Wed., Nov 11, 2015 - Veterans Day Holiday
- 9. Dec 19 to Jan 3, 2016 - Winter Break
- 12. Mon., Feb 15, 2016 - Presidents Day Holiday
- 15. Easter is on Mar 27, 2016 this year
- 18. Thur., June 16, 2016 - End 3rd Trimester 58 days

Figure 5. Year 3 Calendar for 2016-17 Draft



- 1. Mon., Aug 1, 2016 1st day of instruction
- 4. Oct 29 to Nov 27 - Off Track
- 7. Mon., Nov 28, 2016 - Begin 2nd Trimester
- 10. Mon., Jan 16, 2017 - MLK Jr. Holiday
- 13. Mar 4 to Apr 2 - Off Track
- 16. Mon., May 29, 2017 - Memorial Day Holiday

- 2. Mon., Sept 5, 2016 - Labor Day Holiday
- 5. Wed., Nov 11, 2016 - Veterans Day Holiday
- 8. Dec 17 to Jan 1, 2016 - Winter Break
- 11. Mon., Feb 20, 2017 - Presidents Day Holiday
- 14. Mon., Apr 3, 2017 - Begin 3rd Trimester
- 17. Thur., June 15, 2017 - End 3rd Trimester 53 days

- 3. Fri., Oct 28, 2016 - End 1st Trimester 64 days
- 6. Thur., Nov 24, 2016 Thanksgiving Holiday
- 9. Mon., Jan 2, 2017 Instruction resumes
- 12. Fri., Mar 3, 2017 - End 2nd Trimester 58 days
- 15. Easter on April 16, 2017 this year

Figure 6. Year 4 Calendar for 2017-18 Draft



- 1. Mon., Aug 7, 2017 1st day of instruction
- 4. Oct 28-Nov 26 - Off Track
- 7. Mon., Nov 27, 2017 - Begin 2nd Trimester
- 10. Mon., Jan 15, 2018 - MLK Jr. Holiday
- 13. Feb 24-Apr 1 - Off Track
- 16. Mon., May 28, 2018 - Memorial Day

- 2. Mon., Sept 4, 2017 - Labor Day Holiday
- 5. Wed., Nov 10, 2017 - Veterans Day observed
- 8. Dec 23 - Jan 7 - Winter Break
- 11. Mon., Feb 19, 2018 - Presidents Day Holiday
- 14. Easter on April 1, 2018 this year
- 17. Thurs, June 21, 2017 - End 3rd Trimester 58 days

- 3. Fri., Oct 27, 2017 - End 1st Trimester 59 days
- 6. Thur., Nov 23, 2017 - Thanksgiving
- 9. Mon., Jan 8, 2018 Instruction resumes
- 12. Fri., Feb 23, 2018 - End 2nd Trimester 58 days
- 15. Mon., April 2, 2018 - 3rd Trimester starts

Figure 7. Year 5 Calendar for 2018-19 Draft



- 1. Mon., Aug 6, 2018 1st day of instruction
- 4. Oct 27 - Nov 25 - Off track
- 7. Mon., Nov 26, 2018 instruction resumes
- 10. Mon., Jan 21, 2019 - MLK Jr. Holiday
- 13. Mar 2 - 31, 2019 off track
- 16. Mon., May 27, 2019 - Memorial Day

- 2. Mon., Sept 3, 2018 - Labor Day Holiday
- 5. Mon., Nov 12, 2018 - Veterans Day Holiday observed
- 8. Dec 22- Jan 6, 2019 - Winter Break
- 11. Mon., Feb 18, 2019 - Presidents Day Holiday
- 14. Mon., Apr 1, 2019 - Begin 3rd Trimester
- 17. Thur., June 20, 2019 - End 3rd Trimester 58 days

- 3. Fri., Oct 26, 2018 - End 1st Trimester 59 days
- 6. Nov 22 Thanksgiving
- 9. Mon., Jan 7, 2019 Instruction resumes
- 12. Fri., Mar 1, 2019 - End 2nd Trimester 58 days
- 15. Easter on April 21, 2019 this year

2. Educational Plan Component 2: Create a Safe Environment with a Sense of Community, Belonging, and Self-Confidence.

This component has four elements: building and maintaining strong relationships, living by a common set of values at school, developing a health mindset, and creating effective procedures schoolwide and in each classroom. According to the Highly Effective Teaching Model, full implementation of these elements will accelerate learning.

a. Building and maintaining strong relationships

Earlier in this document, Horacio Sanchez was cited for his suggestion that students learn best when they come to school and feel safe, feel welcome, and feel that those at school can help them learn. He emphasized the importance of *relationships, relationships, relationships* with adults at school in neutralizing the effect of difficult circumstances in the home environment.

Taking his suggestion, NJB will focus on building relationships with each student and with each student's family. It is very important to understand President Theodore Roosevelt's observation, "*Nobody cares how much you know, until they know how much you care.*"

Each year, teachers will make at least one home visit to the home of each of their scholars. Teachers at each grade level will learn and use the names of every scholar at his/her grade level. Teachers will teach parents how to analyze their child's achievement data and work with them as partners.

b. Living by a Common Set of Values

A common set of values and language will be created at NJB based on the LIFESKILLS, Lifelong Guidelines, and the Efficacy principles. They are the foundation of NJB's character education program. Teachers, principal, and other staff will use "Target Talk" as a method of training. The values will be integrated schoolwide, including the classroom and all other areas of the school following a positive discipline program that is based on Jane Nelson's work. According to Nelson, consequences should be reasonable, related, respectful, and responsible.

<http://www.positivediscipline.com>.

Table 15. Lifelong Guidelines

Trustworthiness	To act in a manner that makes one worthy of trust and confidence
Truthfulness	To be honest about things and feelings with oneself and others
Active Listening	To listen with the intention of understanding what the speaker intends to communicate
No Put-Downs	To never use words, actions, and/or body language that degrades, humiliates, or dishonors others
Personal Best	To do one's best given the circumstances and available resources

Table 16. LIFESKILLS

Caring	To feel and show concern for others
Common Sense	To use good judgment
Cooperation	To work together towards a common goal or purpose
Creativity	To generate ideas; To create something original or redesign through imaginative skill
Courage	To act according to one's beliefs despite fear of adverse consequences
Curiosity	To experience the desire to investigate and seek understanding of one's world
Effort	To do your best
Flexibility	To be willing to alter plans when necessary
Friendship	To make and keep a friend through mutual trust and caring
Initiative	To do something, of one's own free will, because it needs to be done
Integrity	To act according to a sense of what's right and wrong
Organization	To plan, arrange, and implement in an orderly way; to keep things orderly and ready to use
Patience	To wait calmly for someone or something
Perseverance	To keep at it
Pride	To gain satisfaction from doing one's personal best
Problem Solving	To create solutions to difficult situations and everyday problems
Resourcefulness	To respond to challenges and opportunities in innovative and creative ways
Responsibility	To respond when appropriate; To be accountable for one's actions
Sense of Humor	To laugh and be playful without harming others

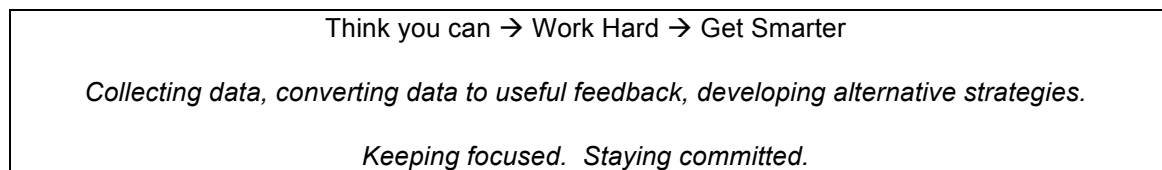
c. Developing a Healthy Mindset

Jeff Howard and the Efficacy Institute developed an approach for students and teachers that empowers them with a healthy mindset. The model called the Self-Directed Improvement System (SDIS) has its roots in developmental psychology and social psychology. One of the major ideas is: smart is not something you are, it is something you get by working hard; knowledge is constructed.

Efficacy assumes that everyone has intelligence, but not everyone knows how to get smarter. The first step is to believe you can get smarter. If you believe you can, then you will work hard. If you work hard by keeping focused, by staying committed, and by developing alternative strategies when you encounter an obstacle, then you will get smarter.

With success comes increased self-confidence, which boosts the momentum required to keep the cycle going. New success strategies are created by using the Data-Feedback-Strategy (DFS) method which involves: 1) identifying a target; 2) collecting data about how one is doing in relation to the target; 3) converting data to useful information, and then, 4) using the useful information to create strategies. The Data-Feedback-Strategy method can be used by students and teachers in various situations, from shooting basketballs in PE to teaching long division successfully to all scholars.

Figure 8: The Efficacy Approach



The Self-Directed Improvement System (SDIS) also states that you don't get smarter unless you are challenged in your Zone of Development (ZOD). This is an area a little beyond your current abilities and knowledge. Goals in the ZOD are difficult, but they can be achieved if you work at it. On either side of the ZOD are the "Too Easy" Zone and the "Too Hard for Now" Zone. In the former, you get bored. In the latter, you get frustrated. The Zone of Development is where you get smarter and develop your knowledge and abilities.

Other strategies found in the Efficacy approach which help you get into and stay in your Zone of Development include: using the strong side over the weak side, attribute theory (explaining how and why people explain events as they do), using feedback to find your personal learning zone, and developing and using a support group. The underlying theme of these strategies is that the responsibility for development, and the ability to develop, rests with each individual. The strategies are the skills and attitudes that will be learned and taught by NJB staff and students to develop and improve in their personal Zone of Development.

d. Creating Effective Schoolwide and Classroom Procedures Result in Orderliness and a Sense of Safety

Effective procedures will be established, taught to scholars, and reviewed as needed. Effective procedures make clear how something is done whether it is asking questions in the classroom or going to use the restroom. Schoolwide procedures include playground rules and steps in the discipline process. Clear procedures reduce threat. Susan Kovalik's theory and Horacio Sanchez's work both suggest the absence of threat increases learning.

3. Educational Plan Component 3: Teach to Mastery

Mastery teaching occurs when every student makes meaning of what is being taught and develops a pattern to connect the information to long-term memory. Mastery teaching involves three elements: a) Creating a Backward Standards Map to guide teaching; b) teaching, and re-teaching smartly until each scholar "gets it" and uses it; and c) having interesting and relevant materials to support planning and teaching.

a. Backward Standards Map

Teaching to mastery requires knowing what we want students to know and do. Thus, we begin with the end in mind by creating a Backward Standards Map (BSM). The term "backward" comes from the method of planning backward from the last day of instruction to the first day.

Teachers identify the key content area standards for their grade level in ELA, math, science, history, writing, P.E., and visual & performing arts. Then they identify when each content area standard will be taught. In addition, NJB maps will include: 1) social action projects, 2) the civic education ideas shown in Table 17 and Figures 9 and 10, 3) the eight state priorities described in

the Local Control Accountability Plan (LCAP) template, and 4) the monthly schoolwide concept related to agriculture. Water will be the first schoolwide concept introduced.

The BSM focuses on conceptual teaching so students are able to make daily connections between content and skills. It encourages teachers to plan ahead for “*Being There*” experiences (e.g., study trips), guest speakers, service projects, and more. The prep teacher will work with teachers at all grade levels to integrate their subject area (e.g., music, P.E., agriculture, science, etc.). Once completed, teachers will meet and align the seven grade level BSMs. This is an opportunity to coordinate content, concepts, and student-based projects across grade levels.

It is also an opportunity to coordinate the shortened Wednesday activities. As previously discussed, Wednesday is schoolwide concept and project day. Schoolwide concepts will be introduced on Wednesday by the Highly Effective Teaching (HET) Coach. The same concept is introduced schoolwide. This allows for siblings and friends across grade levels to discuss the same concept at home.

Wednesday is also community service project day. It will be an opportunity to use knowledge and skills learned in class to serve the community. The 6th grade community service project, for example, might be to organize a farmers market to be held weekly at NJB for the community. The project would include researching key factors contributing to successful markets, contracting farmers, advertising in the community, and planning how to make the project self sustaining. Given that parts of the area near the school are considered “food deserts” by the US Department of Agriculture, this type of project would be a valuable community service.

The Backward Standards Map (BSM) also becomes the year-long pacing guide for the teacher and class. It helps to keep the end in mind. The map is an intentional and deliberate strategy to assist the brain in pattern seeking. When scholars are able to recognize a pattern for what is being taught, and it becomes meaningful, they are then able to build a mental program and commit the information to long-term memory. This increases the quality of instruction by eliminating the need to re-teach.

The BSM is not intended to be a rigid timeline to be followed to the minute. Having the end in mind, however, provides flexibility to take advantage of unplanned teachable moments and to look ahead, over the horizon, for opportunities. Moreover, when teachers are aware of each other’s BSM, they can help one another find useful materials.

The BSM will be shared with parents and scholars so they understand the learning expected of the scholars during the year. The BSM is an essential guide for demonstrating a clear understanding of and planning for teaching the grade-level Common Core Standards. For accountability, the BSM for each grade level team will be kept in a binder available for Steering Committee and for public browsing. Updated BSMs will be placed in the binder at the end of each trimester.

A Common Core compliant Backward Standards Map (BSM) similar to those that will be used at NJB is shown in Appendix C. It was developed by the 1st grade team at Bowling Green Chacon Charter School. One teacher is Spanish/English bilingual. Both are willing to support NJB teachers in developing their own BSMs. Yav Pem Suab Academy principal Vince Xiong also offered to share his school’s Backward Standards Maps with the NJB staff. In addition to support from colleagues at other charter schools, NJB teachers have available the following resources to help develop Backward Standards Maps:

- Common Core Standards (CCS) for ELA, math, science at CDE: <http://www.cde.ca.gov/re/cc/>
- California Department of Education standards for content areas that do not have a set of Common Core Standards e.g., P.E.:
<http://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf#search=pe%20standards&view=FitH&pagemode=none>.
Music: <http://www.cde.ca.gov/be/st/ss/mumain.asp>
- Common Core Curriculum Maps in English Language Arts Grades K-5 by Jossey-Bass.
- Common Core Curriculum Maps in English Language Arts Grades 6-8 by Jossey-Bass.
- Common Core Learning Standards and curriculum at the Engage New York website:
<http://www.engageny.org/common-core-curriculum-assessments>.
- Khan Academy’s uncommon standard’s map approach to the Common Core:
<http://www.khanacademy.org/commoncore>

Table 17. Scope and Sequence of NJB Initial Civics Curriculum – Draft

Grade → Category below:	K	1	2	3	4	5	6
Community Service Project	Community Garden	Community Garden	Caretakers of Park	Caretakers of Park	Caretakers of veterans’ final resting place	Addressing the problem of homeless community animals	Giving input to creating a city or county ordinance or a state law
Study of Key Documents	U.S. and State Symbols	Declaration of Independence	Constitution	Bill of Rights (Amendments 1-10)	Declaration of Independence	The Constitution and state rights	Gettysburg Address
Study of Units of Government	Local government	U.S. Treasury	Three branches of government	Local government	State government	Three branches of government	Federal
Biographies and Books	Ben Franklin	Martin Luther King, Jr.	George Washington Carver	Cesar Chavez; Susan B. Anthony	George Washington; Thomas Jefferson; John Adams	Abraham Lincoln	- Martin Luther King - Rosa Parks - Profiles in Courage by John Kennedy
Speakers	Veterans	Veterans	Members of City Council	Members of City Council	Veterans	Legislator and/or judge	Member of Congress
Internet	knowthat.com	knowthat.com	knowthat.com	icivic.org	icivic.org	icivic.org	icivic.org
“Being There” Experiences	Law Enforcement	Wells Fargo Museum	State Capitol	Assembly and Senate chambers	Governor’s Office	Federal Courthouse	Athens, Greece - Democracy
Songs	“America”	“Star-Spangled Banner”	“This Land is Your Land” –	“I Love You, California”	“Star-Spangled Banner”	John Phillip Souza marches	“America the Beautiful”
Defenders of Democracy	Law Enforcement K-9s	Military	Lawmakers	Law Enforcement	Military	Lawyers	Private citizens

Figure 9. Six Practices Advocated by the Campaign for the Civic Mission of Schools

The Campaign for the Civic Mission of Schools: Educating for Democracy urges all schools K-16 to adopt these practices, which have been shown by research to provide the most effective and comprehensive approach to ensuring all students receive the civic knowledge and skills necessary for informed and engaged citizenship. These six proven practices are:

- 1. Classroom Instruction:** Schools should provide instruction in civics & government, history, economics, geography, law, and democracy. Formal instruction in these subjects increases civic knowledge and increases young people's tendency to engage in civic and political activities over the long term. However, schools should avoid teaching only rote facts about dry procedures, which is unlikely to benefit students and may actually alienate them from civic engagement.
- 2. Discussion of Current Events and Controversial Issues:** Schools should incorporate discussion of current local, national, and international issues and events into the classroom, particularly those that young people view as important to their lives. When students have an opportunity to discuss current issues in a classroom setting, they tend to have a greater interest in civic life and politics as well as improved critical thinking and communication skills.
- 3. Service-Learning:** Schools should design and implement programs that provide students with the opportunity to apply what they learn through performing community service that is linked to the formal curriculum and classroom instruction.
- 4. Extracurricular Activities:** Schools should offer opportunities for young people to get involved in their schools or communities outside of the classroom. Studies show that students who participate in extracurricular activities in school remain more civically engaged than those who did not, even decades later.
- 5. School Governance:** Schools should encourage meaningful student participation in school governance. Giving students more opportunities to participate in the management of their classrooms and schools builds their civic skills and attitudes.
- 6. Simulations of Democratic Processes:** Schools should encourage students to participate in simulations of democratic processes and procedures. Evidence shows that simulations of voting, trials, legislative deliberation and democracy, leads to heightened civic/political knowledge and interest.

<http://www.civicmissionofschools.org/educators/six-proven-practices>

Figure 10. List of Civic Skills and Dispositions – The Campaign for the Civic Mission of Schools

Civic Content Knowledge. Civic content includes both core knowledge and the ability to apply knowledge to different circumstances and settings.

- Key historical periods, episodes, cases, themes, and experiences of individuals and groups in U.S. history
- Principles, documents, and ideas essential to constitutional democracy
- Relationship between historical documents, principles, and episodes and contemporary issues
- Structures, processes, and functions of government; powers of branches and levels of government
- Political vehicles for representing public opinion and effecting political change
- Mechanisms and structure of the U.S. legal system
- Relationship between government and other sectors
- Political and civic heroes
- Social and political networks for making change
- Social movements and struggles, particularly those that address issues as yet unresolved
- Structural analyses of social problems and systemic solutions to making change

Civic Skills: Intellectual. Intellectual civic skills encompass knowing how to identify, assess, interpret, describe, analyze, and explain matters of concern in civic life.

- Critical thinking
- Perspective-taking
- Understanding, interpreting, and critiquing various media
- Understanding, interpreting, and critiquing different points of view
- Expressing one's opinions
- Active listening
- Identifying public problems
- Drawing connections between democratic concepts and principles and one's own life experience

Civic Skills: Participatory. Civic participatory skills encompass knowing how to cope in groups and organizational settings, interface with elected officials and community representatives, communicate perspectives and arguments, and plan strategically for civic change.

- Engaging in dialogue with those who hold different perspectives
- Active listening
- Communicating through public speaking, letter writing, petitioning, canvassing, lobbying, protesting
- Managing, organizing, participating in groups
- Building consensus and forging coalitions
- Community mapping
- Utilizing electoral processes
- Utilizing non-electoral means to voice opinion (protest, petitioning, surveying, letter writing, boycotting, and so on)
- Planning and running meetings
- Utilizing strategic networks for public ends
- Organizing and demonstrating

Civic Dispositions. Civic dispositions encompass interpersonal and intrapersonal values, virtues, and behaviors.

- Tolerance and respect
- Appreciation of difference
- Rejection of violence
- Concern with the rights and welfare of others
- Commitment to balancing personal liberties with social responsibility to others
- Personal efficacy
- Sense of belonging to a group or polity
- Readiness to compromise personal interests to achieve shared ends
- Desire for community involvement
- Attentiveness (to civic matters, the news, etc.)

<http://www.civicmissionofschools.org/educators/civic-competencies>

b. Step 2. Teaching and re-teaching smartly is the second step in the mastery teaching process

As teachers teach their students, it is important they check whether students “get it.” Checking for understanding must be built into the lesson. If some students do not “get it,” then the teacher must re-teach the skill immediately. Continual practice doing the skill incorrectly will build faulty patterns for the brain. Re-teaching means presenting the information in a new way and giving the student adequate time and exposure to master the skill. When appropriate, teachers will use technology to increase feedback to students.

If a student does not demonstrate mastery after re-teaching, then his/her work is brought to the daily collaboration meeting with the grade-level teammate. Mastery is defined as being able to teach something you learned to someone else. At the meeting, the student’s work is examined and the teammates make inquiries as to why the student did not “get it.” If a problem is beyond the scope of the grade-level team, other teachers and the principal will be consulted. Strategies for re-teaching are identified. If the teacher is unfamiliar with the strategy, he/she has an opportunity to practice it and receive coaching on the strategy.

Teachers are expected and required to use brain-compatible strategies, including differentiation, planning with learning modalities in mind, building relationships, and thorough understanding of developmentally appropriate practices that work well with all categories of students including English learners, students with 504 plans, and gifted/talented students. Their learning needs will be addressed during the core instructional day in homogenous standards-based workshop groups for focused teaching and heterogeneous groups for application opportunities. Class size of 24 – 25 scholars allows teachers to manage the classroom for whole class direct instruction and small group instruction.

In addition, NJB teachers will individualize instruction as needed for each student to successfully grasp the content taught in class. These accommodations may include, but are not limited to highlighted textbooks, extended time on tests or assignments, peer assistance with note taking, frequent feedback, extra sets of textbooks for home use, computer aided instruction, enlarged print, positive reinforcements, behavior intervention plans, rearranging class schedules, visual aids, preferred seating assignments, taping lectures, oral tests, and individual learning contracts.

c. Gathering Curriculum and Materials for Mastery Teaching

A Backward Standards Map allows teachers to plan ahead and find proper materials to help students engage in meaningful learning. Because the BSM is standards-based, teachers can draw from a variety of sources for materials to help teach each standard. Sources include TeacherPayTeacher.com and Khan Academy. The latter recently introduced new grade-level “missions” aligned to the Common Core. In the Khan Academy program, *“each student will get their own learning dashboard that uses state-of-the art, adaptive software to identify gaps and show progress. Students also receive fun badges, energy points, and avatars along their grade-level missions.”*

The Highly Effective Teaching Coach will be in charge of helping teachers secure interesting and effective instructional materials aligned to the Common Core Standards. In addition to traditional materials, the Highly Effective Teaching Coach will gather agriculture-related materials to help scholars think beyond the obvious. As mentioned earlier, the Foundation for Agriculture in the Classroom and 4H have already pledged curriculum materials. The Walton Rural Life Charter

School in Walton, Kansas has been operating an agriculture-themed educational program for years and is another resource NJB plans to use. Walton is using an agriculture-themed curriculum. <https://w-usd373-ks.schoolloop.com>

4. Educational Plan Component 4: Provide High Quality and Timely Professional Development

Staff at NJB will be provided the training needed to successfully carry out the charter. The entire teaching staff will attend the Highly Effective Teaching Summer Institute at Lake Tahoe July 14 – 17, 2014 if hired by then. If not, the staff will attend as a team the following summer to learn more about the model. Regardless of attendance in 2014, an intensive two week pre-service will be conducted for teachers in August. New staff will be made aware of this during the selection process. The content will include:

- Introduction to understanding the different aspects of the Highly Effective Teaching Model –Susan Kovalik
- LIFESKILLS and Lifelong Guidelines – Patty Harrington
- Training on how to create schoolwide and classroom procedures – Patty Harrington
- Using Efficacy in the classroom - Gennel Miles, teacher
- Gender matters – Dean Tannetwiz
- Second Language Acquisition – Jo Gusman
- Multiple Intelligences – Dr. Thomas Armstrong
- Creating Backward Standards Maps – Shannon Zavala and Teri Ha
- How to collaborate by looking at student data - TBA
- Common Core Standards - SCOE

For each topic covered, follow-up coaching by the various presenters will be made available.

In addition, during the first year, teachers will begin training with Guided Language Acquisition Design (Project GLAD) and Mona Brook’s Monart drawing program. We will try to schedule the multiple all-day training sessions for these programs on the five non-instructional days that have not yet been identified. The exact dates will be selected after coordinating with the trainers.

The above topics will be reviewed on Wednesday afternoons during the year. Wednesdays are shortened instructional days. The afternoons are reserved for training, collaboration, and academic conferences. Additional topics to be covered on Wednesday include:

- Annual training on topics such as sexual harassment, mandated reporting, and Uniform Complaint process
- Universal precautions
- Special Education
- Accommodating students with disabilities – those with an IEP or a 504 plan
- How to conduct effective parent conferences
- Working with English Learners
- Project-based learning
- Subject matter content in science, math, reading, writing, etc.
- Positive Discipline
- Rubrics for project-based learning

- Assessments
- Preparing for the annual Smarter Balance Assessment
- Participating in the Steering Committee process at NJB
- Khan Academy
- Race and culture
- Steering Committee
- Neurodiversity
- Home visits

Each year, including the first year, using the Steering Committee process, the staff will develop a Wednesday training schedule by October 10.

During the second year, staff will attend the July summer institute for Highly Effective Teaching, if the staff did not attend the first year. In addition, they will begin more in-depth training with the Efficacy Institute and with Horacio Sanchez on the topics of resiliency and temperament. Additional training topics will be decided upon using the Steering Committee process. The training will be mission driven, data driven, and student driven.

Each year of the charter, Steering Committee members will receive training that includes the Brown Act and Robert's Rules of Order.

G. Special Education

Our project-based approach to learning is ideal for students with different learning modalities. Moreover, NJB is committed to working with SCUSD Special Education Local Plan Area (SELPA) to ensure each student's special education needs are being met as outlined in his/her individualized education programs (IEP) and in accordance with applicable laws and with SCUSD policies and practices regarding students with special needs. NJB will work with SCUSD staff to provide any required special education services to pupils and to identify and refer students as needed for such services using SCUSD protocols. NJB is committed to securing such services as may be required by the IEP or in compliance with other laws governing students with disabilities, including Section 504 of the Rehabilitation Act. To the fullest extent possible, services will be provided in a full-inclusion setting.

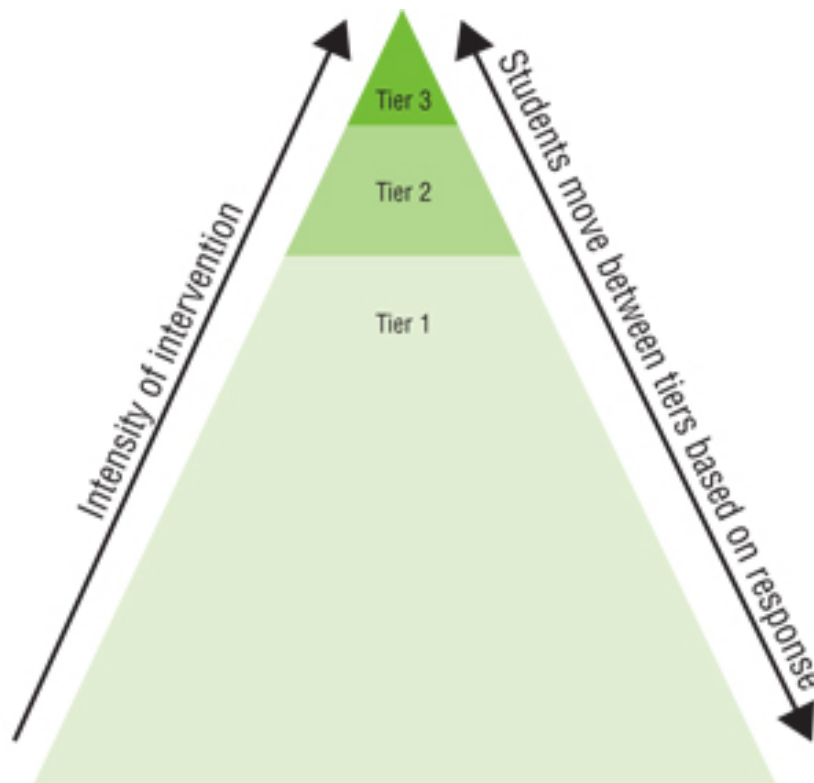
NJB intends to function as a public school of the Sacramento City Unified School District for purposes of providing special education and related services pursuant to Education Code Section 47641(b). Each year NJB operates as an arm of the district for special education purposes, NJB shall pay to the district an amount of funding per ADA equal to the amount the district spends from its general fund per ADA to support special education costs in the district. In return, the district shall provide the school with all funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend NJB are provided a free and appropriate education in accordance with each student's IEP. Unless otherwise agreed upon between NJB and SCUSD, NJB will be solely responsible for compliance with Section 504.

The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA 2004) mandated a multi-level prevention system in general education programs to maximize student achievement and to reduce behavior problems. Response to Intervention (RTI) was a recommended option. In the SCUSD Special Education Local Area Plan (SELPA), schools use RTI as the multi-level prevention system. The RTI process can also help schools evaluate their procedures and structures

“to ensure that students receive instruction and supports that are culturally and linguistically responsive to their students’ needs.”- SCUSD Response to Intervention (RTI) Manual.

The NJB mastery process described above is consistent with the RTI approach adopted by the SCUSD SELPA. The RTI approach has three tiers and is part of the general education program. The RTI approach reminds the petitioners to take a holistic view at how students learn and to take into consideration personal factors (e.g., medical problems, inadequate nutrition, difficult temperament and adjustment problems) and environmental conditions (e.g., school and peers, family, and neighborhood) when organizing meaningful and engaging curriculum and instruction for students.

Figure 11. The 3 Tiers of Response to Intervention (RTI)



Tier 1 represents the core instructional program all students receive. At least 80% of students experience success with the instruction provided. Anything less suggests the curriculum and/or the instruction is/are not working. In Tier 1, instruction is differentiated and personalized as much as possible to produce high results for all students. Use of field trips at the beginning of a unit, for example, increases exposure and creates prior knowledge for instruction in class. A structured and nurturing schoolwide environment, as another example, creates a sense of safety and belonging that is a prerequisite for learning by all students.

Teachers will examine student work on a regular basis. The shortened Wednesdays provide time in the afternoon for grade level teams to meet and examine student work. Based on student work, the team can determine if progress is being made. If not, the team identifies evidenced-based practices that work. These practices come from a variety of sources, including team members, the

principal, the nurse, other site staff, SELPA staff, the research literature, resources found on the Web (e.g., TeacherTube, YouTube, ProjectGlad.com, CDE website), and from consultants.

The RTI process calls for NJB teachers to look at how students learn and then adapt curriculum and instruction to help students be successful. When students are successful, teachers are successful. If the lack of learning is due to poor instruction, NJB teachers will take the initiative to identify evidenced-based practices that work, then they will rehearse using the practice before applying it in class. The regular examination of student work by each grade-level team is essentially a mini Student Study Team (SST). The RTI process also encourages accurately identifying barriers to learning and reducing the dramatic increase in misdiagnoses over the last 20 years reported by Howard Adelman and Linda Taylor in their 2010 book titled *Mental Health in Schools: Engaging Learners, Preventing Problems, and Improving Schools* (2010).

As described above, creating a positive and supportive schoolwide environment that reaches into every corner of the school and into the home is an essential part of the core program in Tier 1, as well as in Tiers 2 and 3. In the NJB environment, students and staff will feel they belong, and that they can participate and learn. Adelman and Taylor remind us that *“(1) the behavior, learning, and emotional problems experienced by most youngsters stem from sociocultural and emotional factors not from psychopathology, and (2) such problems often can be countered through promotion of social and emotional development and preventive interventions.”*

Tier 2 represents a smaller group of students who may require additional help to be successful in Tier 1. This tier represents 10-15% of students. The supplemental interventions are 8 to 12 weeks in duration and are in addition to the core instruction. The interventions take place in small groups. An after-school or lunch-time tutoring group, for example, may be formed at the beginning of the school year in August to help 4th graders master multiplication so they can be prepared to learn and understand long division when it is introduced at the end of September. Or a support group may be formed to deal with anger management lasting two to three months. The group might be facilitated by the school nurse or by a part-time retired school counselor.

Tier 3 represents an even smaller group of students who need more intensive one-on-one interventions to achieve the same goals as other students in Tier 1. This tier represents 5-10% of students.

If interventions at each of the three tiers are ineffective and if poor teaching can be ruled out, then the next step is to determine if a particular student qualifies for Special Education services. If done well, the RTI process can be more efficient and accurate than the deficiency model used in the past to identify students for Special Education services.

H. English Learners

English learners will be identified by the Home Language Survey completed at registration and by the subsequent CEDLT score. Up to 50% of the students enrolling at NJB are expected to be English learners at various levels of proficiency. Lack of English fluency, however, is not a reason for not excelling in math, social studies, science, physical education, or visual & performing arts. We recognize becoming fluent in a second language takes many years. We intend to accelerate the acquisition of English proficiency with our brain-compatible approach. Our project-based approach to learning is ideal for EL students.

The brain-compatible approach used at NJB is consistent with the natural approach to second language acquisition advanced by Stephen Krashen and described by his *i+1* or Input Hypothesis (www.sk.com.br/sk-krash.html). The key to success is comprehensible and meaningful input received in a safe learning environment where one lowers his/her affective filter. His theory has its roots in Vygotsky's concept of the Zone of Proximal Development (ZPD). An individual's Zone is just a bit beyond what he/she already knows or can do alone. It is in this zone that students learn best. Thus, the instruction and curriculum in the Zone is not too hard, not too easy, but just right.

"The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production." - Stephen Krashen

"Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill." - Stephen Krashen

Earlier, we shared Susan Kovalik's conclusion that learning best occurs when the following 10 elements are present: Enriched Environment, Movement, Absence of Threat, Meaningful Content, Adequate Time, Immediate Feedback, Choices, Collaboration, Mastery, "Being There" Experiences.

By combining the natural approach with the brain-compatible approach, teachers at NJB will create lessons in which English Learners are thoroughly engaged throughout the day in learning English as a second language and in learning state content standards. Depending on a student's Zone of Development (ZOD), his/her primary language may be used to explain concepts. Otherwise, teachers will scaffold instruction and use strategies learned from, for example, Project GLAD (Guided Language Acquisition Design), including total physical response. In keeping with our instructional plan, one can expect to see many hands-on activities and field trips to create prior knowledge and to build vocabulary.

We recognize English Learners will be at different levels as determined by the CELDT. We also recognize natural development stages in learning a language: listening, speaking, reading, and writing. Teachers will take this into consideration as they create lessons to help their students reach state standards in English Language Development, English language arts, math, social studies, science, physical education, and visual & performing arts.

We also recognize the difference between basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP), a distinction made by Jim Cummins. He pointed out, *"Conversational fluency is often acquired to a functional level within about two years of initial exposure to the second language whereas at least five years is usually required to catch up to native speakers in academic aspects of the second language. Failure to take account of the BICS/CALP (conversational/academic) distinction has resulted in discriminatory psychological assessment of bilingual students and premature exit from language support programs (e.g. bilingual education in the United States) into mainstream classes."* - www.iteachilearn.com/cummins/bicscalp.html.

English Learners will be re-classified as Fluent English Learners when they: 1) demonstrate fluency on the CEDLT, 2) score proficient or advanced on the English language arts portion of the state test, 3) are identified by their teachers as fluent, and 4) show authentic fluency with a product developed in class. These products are usually found in the student portfolios. The portfolios are identified in the “*Method by Which Pupil Progress is Measured*” section of this petition. Our standard would be such that credentialed teachers from high performing schools with a majority of English-only speakers will not be able to distinguish between a product created by a native English speaker and by a re-classified student. Re-classified students will be monitored on the above criteria for two years to be sure they do not need additional support.

I. Parents

In our efforts to provide the best possible learning environment for our scholars, NJB will work with families to develop opportunities and partnerships to improve student learning. In addition to the Steering Committee, parent partnerships include the English Learner Advisory Committee (ELAC), School Site Council (SSC), Home Visits, Volunteer Opportunities, Parent Teacher Association (PTA), Parent Workshops, Youth and Family Support Services, Parent Teacher Conferences, Student Study Team (SST), Family Night Activities, and Home-School Communication. Translation support will be provided as needed.

Element B: Measurable Pupil Outcomes

(B) The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Ed. Code 47605(b)(5)(B)

The outcomes in this section describe what we expect scholars to be able to do as a result of learning at NJB. In the next section, Element C, we describe how the outcomes will be measured. The outcomes are for all scholars. Element B and Element C taken together explain how we will inspect what we expect.

Earlier in Element A, we defined an educated person as a person who has a firm foundation in the basic academic skills for reading, writing, mathematics, and science. Thus we expect the following from each of our scholars, regardless of subgroup affiliation:

English Language Arts: Scholars will listen and speak clearly and concisely in English. Scholars will read with understanding across genres. Written and oral presentations will reflect the editorial process with a strong appreciation for expression and creativity.

Mathematics: Scholars will use and apply mathematical skills and tools to understand and explain concepts, reason logically, and think critically to solve problems. Scholars will understand the connection between mathematics, science, and technology.

Science: Scholars will develop an understanding of physical, earth, and life sciences through application of the inquiry process and the scientific method.

Social Studies: Scholars will apply their understanding of past civilizations and compare their relationships to the diverse cultures and communities of today. They will examine past and present civilizations from a variety of perspectives. Each scholar will learn to respect all cultures and better understand his/her own culture.

Physical Education: Scholars will achieve, maintain, and understand the benefits of a health-enhancing level of physical fitness. Scholars will understand the body and brain connection and use this knowledge to reach their full potential, physically and intellectually.

Visual and Performing Arts: Scholars will demonstrate their developing talents in the visual and performing arts. They will understand the arts are a form of communication among people from all cultures.

Social Skills: Scholar behavior will embody the tenets of the LIFESKILLS and the Guidelines for Living. Scholars will be able to identify, articulate, and apply the LIFESKILLS and Guidelines for Living when problem solving and interacting with others.

Civics Education: Scholars develop civic knowledge about institutions, leaders, key documents, important principles, and processes. They develop and use civic skills such as active listening, critical thinking, and expressing one’s opinion. They learn and practice civic dispositions such as tolerance and respect. They grow to understand the rights, responsibilities, and duties of a citizen in our democracy.

In addition, we described an educated person as one who is linguistically, socially, and culturally prepared to meet new experiences, solve new problems, and take responsibility for his or her own learning. As such we expect our scholars to:

1. Think critically
2. Collaborate with others
3. Communicate effectively
4. Be creative and innovative
5. Demonstrate informational, media, and technological literacy
6. Demonstrate moxie (i.e., a combination of confidence, courage, daring, spirit, and determination)

Figure 12. Ed Code 47607 (a)(3)(B) and 52052(a)(3)

47607. (a) (3) (B) For purposes of this section, "all groups of pupils served by the charter school" means a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052, served by the charter school.

52052. (a) (1) The Superintendent, with approval of the state board, shall develop an Academic Performance Index (API), to measure the performance of schools and school districts, especially the academic performance of pupils.

(2) A school or school district shall demonstrate comparable improvement in academic achievement as measured by the API by all numerically significant pupil subgroups at the school or school district, including:

- (A) Ethnic subgroups.*
- (B) Socioeconomically disadvantaged pupils.*
- (C) English learners.*
- (D) Pupils with disabilities.*
- (E) Foster youth.*

(3) (A) For purposes of this section, a numerically significant pupil subgroup is one that consists of at least 30 pupils, each of whom has a valid test score.

(B) Notwithstanding subparagraph (A), for a subgroup of pupils who are foster youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils.

(C) For a school or school district with an API score that is based on no fewer than 11 and no more than 99 pupils with valid test scores, numerically significant pupil subgroups shall be defined by the Superintendent, with approval by the state board.

Element C: Methods to Assess Pupil Progress Toward Meeting Outcomes

(C) The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Ed. Code 47605(b)(5)(C)

Section 47605 (c) (1) Charter schools shall meet all statewide standards and conduct the pupil assessments required pursuant to Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.

A. Purpose of Assessment

Scholar assessments are intended to provide information for decision-making. Decisions are made at the policy level (state and district) and at the scene of learning (classroom, school and home). The former generally relies on annual test scores and tends to be summative in nature. The latter is best served by on-going assessments that help teachers and scholars increase their capacity to teach and learn. Sometimes, a school staff will succumb to chasing a high annual test score.

At NJB, the focus on learning and using assessments to improve teaching and learning. Standardized testing is secondary, but recognized as important. In short, NJB is not about teaching to the test; NJB is about teaching scholars so they can demonstrate mastery of content and skills by using them for problem solving, for social action, and for teaching someone else. Assessments at NJB must be mission driven, scholar driven, and data driven. Assessments at NJB inform the Steering Committee, teachers, parents, administrators, and scholars on how they are doing so they can improve.

The NJB recognizes that the most effective assessments give scholars immediate feedback. In Kovalik's Highly Effective Teaching model, immediate feedback is one of the 10 elements that supports high level learning.

B. State Assessments

As required by the state charter law, NJB will meet all statewide standards and conduct all mandated state assessments including the California Assessment of Scholar Progress and Performance (CAASPP), the California English Language Development Test (CEDLT), and the California Physical Fitness Test (PFT) as shown in Table 18.

Table 18. State Mandated Tests Used at NJB

Assessment Name	Purpose
(CAASPP) Smarter Balanced Assessment Consortium (SBAC) will be given at the end of each school year. Aligned to Common Core Standards.	Summative assessment for English language arts (ELA) and mathematics in grades three through six. In addition to measuring individuals, the results will contribute to describing the school's ability to teach all scholars.
(CAASPP) California State Test (CST) – Science.	Science assessment in grade five.
(CAASPP) California Modified Assessment (CMA) will be used for students who have an active IEP or 504 plan as an alternative to the .	To assess factual information, concepts, skills, and standards in Language Arts and math for students in grades three through six and Science in 5 th grade.
(CAASPP) California Alternate Performance Assessment (CAPA) will be given to students with an active IEP requiring modification above the CMA.	Summative assessment for English language arts (ELA) and mathematics in grades three through six
California English Language Development Test (CELDT) will be given to students identified as English Learners to determine English listening and speaking proficiency levels.	To assess the English language proficiency level in students grades kindergarten through six and reclassify students as necessary.
(CAASPP) Standards-Based Tests in Spanish (STS) will be given to Spanish speaking English learners who have been enrolled in a United States school less than 12 months.	To assess Language Arts and math achievement on concepts, skills, and standards in Spanish for students in grades three through six.
California Physical Fitness Test (PFT)	To show a level of fitness in grade 5.

C. School - Level Assessments

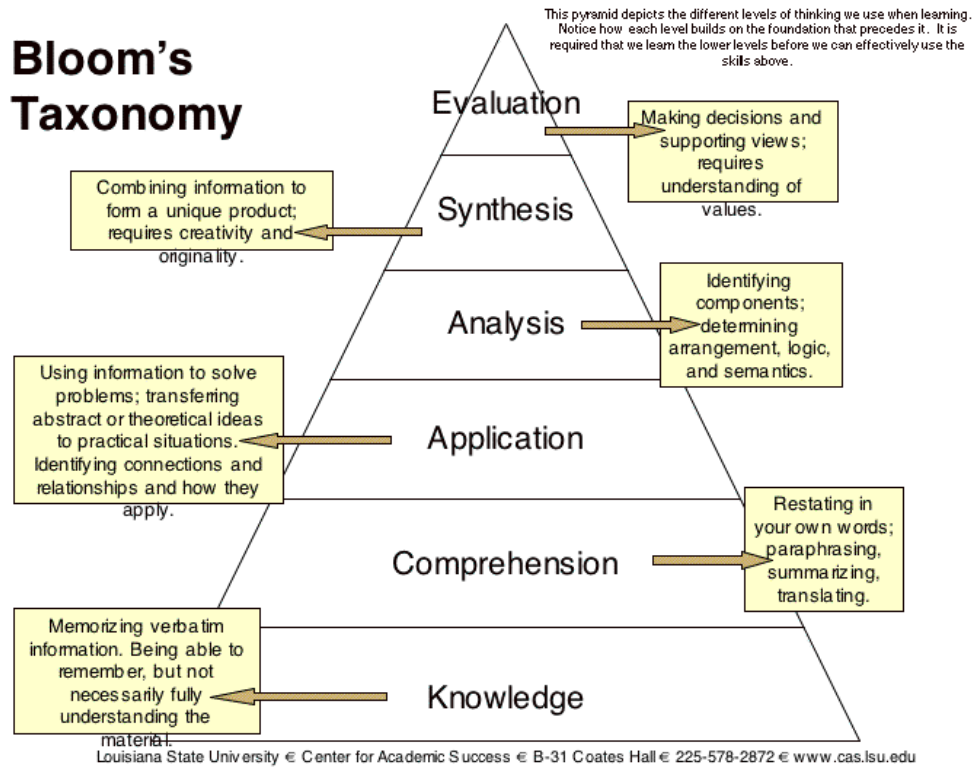
In addition to mandated state tests, NJB will use performance-based assessments to measure student progress on the outcomes described in Section B. Both standardized tests and performance-based assessments are needed to create an accurate picture of each student's growth.

NJB teachers, administrators, and parents will use formative assessment tools that provide feedback on how scholars are progressing towards mastery. NJB will use criterion-referenced assessments in the classroom that satisfy assessing what Benjamin Bloom refers to as the knowledge, comprehension and application levels of understanding. These are the three lower levels of understanding. The higher levels of understanding are: analysis, synthesis and evaluation as shown in Figure 13. The assessments include the familiar spelling tests, math quizzes, and writing assignments. Grading for quizzes, teacher made tests, spelling test, and other tests of basic knowledge will be based on mastery. There will be two grades: IP (In Progress) and M (Mastery). Mastery is demonstrated by teaching someone what you learned or by using what you learned in a meaningful way.

Standardized tests composed of multiple choice and fill-in-the blank questions are useful in testing the lower level thinking skills of knowledge and comprehension described in Bloom’s Taxonomy. Bloom’s levels from lower to higher thinking are: knowledge, comprehension, application, analysis, synthesis, and evaluation. Performance-based assessments are able to determine the level of skill and ability at the higher levels.

The Common Core Standards set an expectation of thinking deeply. The previous standards encouraged levels of understanding referred to by Benjamin Bloom in his taxonomy as knowledge, comprehension and application. The Common Core Standards ask scholars to move to the taxonomy’s higher levels of analysis, synthesis, and evaluation. The new Smarter Balance Assessment is moving in that direction and is aligned with NJB’s Performance-based approach.

Figure 13. Bloom’s Taxonomy



Project Apple Seed’s website succinctly describes the difference: *Traditional testing requires students to answer questions correctly (often on a multiple-choice test), performance assessment requires students to demonstrate knowledge and skills, including the process by which they solve problems. Performance assessments measure skills such as the ability to integrate knowledge across disciplines, contribute to the work of a group, and develop a plan of action when confronted with a new situation. Performance assessments are also appropriate for determining if students are achieving the higher standards set by states for all students.*
<http://www.projectappleseed.org/assessment.html>

The Office of Technology Assessment of the U.S. Congress describes performance-based assessment as testing that requires a student to create an answer or a product that demonstrates his or her knowledge or skills. Examples of performance-based assessments include:

- Group projects enabling a number of students to work together on a complex problem that requires planning, research, internal discussion, and group presentation.
- Essays assessing students' understanding of a subject through a written description, analysis, explanation, or summary.
- Experiments testing how well students understand scientific concepts and can carry out scientific processes.
- Demonstrations giving students opportunities to show their mastery of subject-area content and procedures.
- Portfolios allowing students to provide a broad portrait of their performance through files that contain collections of students' work, assembled over time.

One key feature of all performance-based assessments is that they require students to be active participants. They also focus attention on how students arrive at their answers and require students to demonstrate the knowledge or skills needed to obtain a correct answer. To illustrate understanding of geometry standards, a 4th grade student would be required to design a garden using appropriate units of measurement with at least 4 beds that have different perimeters but equal areas. A teacher can easily see if the student understands units of measurement, perimeter and area of rectangles, and performs mathematical computations correctly.

Table 19 describes performance-based and authentic assessments that relate to the school’s instructional design and application of brain-compatible teaching and learning. Since we value the *process* and *growth* in learning, a variety of assessments are used throughout the year to gather individual student data.

Table 19. Performance-Based and Authentic Assessments to be Used at NJB

Types of Assessment (Tool)	Description (Method)	Purpose (Measurement)
Teacher-Made Tests and Quizzes <i>Measurement using a variety of intelligences</i>	Assessments created by the teacher that allow for student choice and variety to demonstrate an enduring understanding of core content knowledge and mastery of skills. These tests also allow for modification for students with special needs.	To measure student achievement on the significant learning objectives, benchmarks, or standards during a unit of study in all subjects and grades.
Observation Checklists <i>Records of evidence on skills, criteria, and behaviors</i>	A record-keeping device for teachers to track individual student progress and mastery of targeted skills. They contain room for anecdotal notes for qualitative data. Some examples include the Basic Phonic Skills Test (BPST), Running Records, and Words Their Way Inventories.	A formative assessment used to monitor growth and mastery. Determine a need for the intervention of individual students or groups. Checklist will be used in all subjects and grades.
Performance Tasks and Rubrics <i>Measures standards, application, and transfer</i>	Performance tasks provide evidence of a student’s ability to apply skills and content learned to real-life problems and real-life applications. Teacher and student created rubrics will be used as the criteria for determining the adequacy of students’ understanding of content and discrete skill ability.	Provide evidence of higher-level thinking skills, according to Bloom’s taxonomy. A formative tool to measure standards for enduring learning and a summative tool to measure the final product, application,

Types of Assessment (Tool)	Description (Method)	Purpose (Measurement)
<p>Learning Logs and Journals</p> <p><i>Measures student growth and thought-process to attaining an "answer"</i></p>	<p>Journals provide insight into connections made by students based on personal importance, the world around them, and the current curriculum being taught. They contain students' opinions, are personal, and subjective. Learning logs contain the factual proof of learning that has occurred (i.e., science experiments, problem-solving entries, reading log, etc.).</p>	<p>and transferability of content and skills.</p> <p>A formative assessment that will be graded by a rubric. Grades K-1: Learning logs and journals will be compiled from teacher observations, checklists, and interviews in all subjects. Grades 2-6: Learning logs and journals will be written and compiled by students in all subjects.</p>
<p>Graphic Organizers</p> <p><i>Measures knowledge and synthesis of core ideas and content</i></p>	<p>Graphic organizers represent a student's ability to synthesize their knowledge learned through a mental map. They represent key skills like sequencing, comparing and contrasting, and classifying. Students can bridge connections and remember key concepts taught using a visual representation. Graphic organizers assess both student learning as well as student thinking. They will be graded by a rubric.</p>	<p>A visual representation of knowledge in all grades and subjects. Grades K-1: constructed using pictures and manipulatives. Grades 2-6: constructed using pictures, manipulatives, and/or written responses.</p>
<p>Metacognitive Reflection</p> <p><i>Measures motivation, competence, and life-long learner characteristics</i></p>	<p>Evidence of inner thought process through a learning experience into a written or oral reflection of what has been learned. Allow students to become aware of their thought process in order to transfer their learning into real-life situations in the future. It provides evidence of reasoning for answers given. Some types of metacognitive reflections include KWL charts, group processing, journals and logs, pluses/minuses/interesting (PMI) graphic organizers, and self-assessment questions.</p>	<p>A formative and summative assessment that provides evidence of transferability in all subjects. Grades K-1: students will practice and demonstrate metacognitive reflections orally. Grades 2-6: students will demonstrate metacognitive reflections in both written and oral formats.</p>
<p>Interviews and Conferences</p> <p><i>Measures growth towards</i></p>	<p>Structured conversations between the teacher and student to gather legitimate data on mastery of discrete skills and enduring knowledge of content standards. The most effective way to assess what pre-literate students think, know, and feel. Guides students to appreciate their progress, identify goals, and determine strengths and weaknesses in content knowledge and skills.</p>	<p>Evaluation of speaking and listening skills, knowledge of content, and mastery of standards in all grades and subjects.</p>
<p>Portfolios</p> <p><i>Measures process, product, and growth</i></p>	<p>Portfolios provide insight into the student's thought process and chronological growth over time of discrete skills and deep understanding of content knowledge. They demonstrate the growth and development. The types of portfolios that will be used are listed below:</p> <p>Integrated Unit Portfolios: a compilation of student work from 1 unit of study that ties together learning across disciplines (ELA, math, science, social studies, art, etc.)</p> <p>Yearlong Portfolios: a compilation of student work that contains key artifacts as evidence of growth, transferability, and enduring understanding.</p> <p>Literacy Portfolios: a compilation of student work that demonstrates growth and mastery of reading, writing, speaking, and listening skills and enduring understanding.</p> <p>Process and Standards Portfolios: a compilation of student work that demonstrates the thought process and revision of student work towards the pre-established expectation of "mastery."</p>	<p>Portfolios will be used across all subjects and grades. They demonstrate the interconnectedness of skills acquired and content mastered. They provide an opportunity for students to reflect on learning, growth, and areas of improvement. All goals set are reviewed by both the teacher and student to determine progress and transferability.</p> <p>Portfolios will be graded by two teachers using the same rubric to ensure consistency.</p>
<p>Multiple Intelligences</p> <p><i>Provides evidence of student diversity, individualism, and creativity</i></p>	<p>Assessments that incorporate more than one intelligence into the assessment. The eight intelligences according to Howard Gardner are visual/spatial, logical/mathematical, verbal/linguistic, musical/rhythmic, bodily/kinesthetic, interpersonal/social, intrapersonal/introspective, and naturalist. Some examples of authentic assessments using the multiple intelligences is listed below:</p> <p>Verbal/Linguistic Assessments: speeches, oral presentations, written reports, debates, storytelling, crosswords, paper-pencil tests, and portfolios.</p>	<p>To honor the diversity of student learning and gather evidence of student growth across all subjects and grades. To demonstrate the unique abilities of students to create products and solve problems.</p>

Types of Assessment (Tool)	Description (Method)	Purpose (Measurement)
	Logical/Mathematical Assessments: solving puzzles, developing outlines, creating chronological timelines, creating and explaining patterns, problem-solving activities (individual and group), observation checklists, portfolios, and lab experiments.	
	Visual/Spatial Assessments: the creation of artwork, photographs that convey learning, the use of math manipulatives, graphic organizers, poster/ charts/ and other illustrations that demonstrate higher levels of understanding, portfolios, and creating props for plays.	
	Bodily/Kinesthetic Assessments: role-playing, hands-on lab work, learning games, cooperative learning activities in learning centers, use of body language and gestures to convey meaning, and experiments.	
	Musical/Rhythmic Assessments: creating songs, chants, jingles, raps, or other forms of music to convey understanding of a concept being taught.	
	Interpersonal: group presentations, group performance task assignments, pair-share activities, jigsaws, portfolios, and conferences (student-student, student-teacher, student-administrator).	
	Intrapersonal: reflective journals, learning logs, goal-setting journals, metacognitive reflections, independent reading, portfolios, and diaries.	
	Naturalist: participation in outdoor activities, portfolios, and action-research on environmental studies and other science-related studies.	

Some of the performance-based and authentic assessments described in Table 19, require the use of a rubric to determine performance level. NJB will use Susan Kovalik’s 3C’s Rubric to assess Bloom’s higher levels of understanding (analysis, synthesis, and evaluation). The 3C’s Rubric is especially well suited to assess reports and social action projects. The 3C’s Rubric encourages deep thinking or what Kovalik describes as “thinking beyond the obvious.”

The 3C’s of assessment are:

- Correct – Conforming to fact or truth; free from error, accurate.
- Complete – Having all parts or elements presented in an organized way for clear understanding.
- Comprehensive – Encompassing inclusive and extensive intellectual range or scope.

D. Parent Training

NJB’s approach to assessment is different from what parents and scholars have traditionally received. The Steering Committee will organize training sessions for parents via the PTA, ELAC, and the Site Council. The training will provide information about grading with an IP or M verses grading with an A, B, C, D, or F. The training will also include an explanation of levels of understanding represented in Bloom’s Taxonomy. In the NJB approach, everyone is expected to reach mastery, some sooner than others. As such, every scholar can earn a “M” grade.

The training will also include the work of Howard Gardner and Thomas Armstrong. Their work with multiple intelligences reminds us that there are different instructional approaches, some more successful than others, to help a particular scholar to mastery. As such, demonstrations of mastery may not be reflected in a paper and pencil test or on a computer test, especially when trying to

assess the higher levels of understanding in Bloom's Taxonomy: Analysis, Synthesis, and Evaluation. NJB addresses this challenge with Kovalik's 3C's Rubric.

E. Collaborative Assessment Meetings

The shortened Wednesdays provide an opportunity for quarterly Collaborative Assessment Meetings/Academic Conferences. During these meetings, teachers will meet with grade level partners, support staff, and the principal to discuss scholar work. Each scholar is monitored and the appropriate interventions, if necessary, are put into place. After each meeting, a report will be drafted on the data, which will be shared and discussed later during the next staff meeting and at Steering Committee.

F. Summary

At the classroom level, the educational program is designed to integrate assessment into the daily instruction. Checking for understanding is an integral part of the instructional design. Teachers have multiple opportunities to gather evidence of progress and mastery through simultaneous response activities (pair-share, whole-class shout-outs, etc.), cooperative learning assignments (group tasks), and individual accountability practices (tests/quizzes, portfolios, observations, etc.).

At the schoolwide level, the principal and the Steering Committee will analyze data to discover trends across classrooms, grade levels, and subgroups. In addition, the principal will make regular visits to classrooms. During the visits, he/she will interview a sample of students to check if they understood and mastered the current day's objectives. The interviews also provide the principal with opportunities to talk with and listen to students, honor their ideas and opinions, and assist children in thinking about their own learning. The principal will check to see if the standards being addressed match the Backward Standards Map. That way the principal can determine if the teacher is following the yearly plan.

Table 20. Summary of Assessments to be Used at NJB

Outcome	Standardized Tests measuring knowledge, comprehension, and application	Performance-based and authentic assessments measuring knowledge, comprehension, application, analysis, synthesis, and evaluation
<p>English Language Arts: Students will listen and speak clearly and concisely in English. Students will read with understanding across genres. Written and oral presentations will reflect the editorial process with a strong appreciation for expression and creativity.</p>	<p>Smarter Balance Assessment</p> <p>CELDT once a year for English Learners or within 30 days of new enrollment.</p> <p>CMA CAPA</p>	<ul style="list-style-type: none"> - Teacher-Made Tests and Quizzes Measurement using a variety of intelligences - Observation Checklists Records of evidence on skills, criteria, and behaviors
<p>Mathematics: Students will use and apply mathematical skills and tools to understand and explain concepts, reason logically, and think critically to solve problems. Students will understand the connection between mathematics, science, and technology.</p>	<p>Smarter Balance Assessment</p> <p>CMA CAPA</p>	<ul style="list-style-type: none"> - Performance Tasks and Rubrics Measures standards, application, and transfer
<p>Science: Students will develop an understanding of the physical, earth, and life sciences through application of the inquiry process and the scientific method.</p>	<p>CST – Science 5th grade</p>	<ul style="list-style-type: none"> - Learning Logs and Journals Measures student growth and thought-process to attaining an “answer” - Graphic Organizers Measures knowledge and synthesis of core ideas and content
<p>Social Studies: Students will apply their understanding of past civilizations and compare their relationships to the diverse cultures and communities of today. They will examine past and present civilizations from a variety of perspectives, including Hmong. Each student will learn to respect all cultures and better understand his/her own culture.</p>		<ul style="list-style-type: none"> - Metacognitive Reflection Measures motivation, competence, and life-long learner characteristics - Interviews and Conferences Measures growth towards outcomes - Portfolios Measures process, product, and growth
<p>Physical Education: Students will achieve, maintain, and understand the benefits of a health-enhancing level of physical fitness. Students will understand the body and brain connection and use this knowledge to increase their intellectual capacity.</p>	<p>- 5th grade Physical Fitness Testing (PFT) once each year between February and May.</p>	<ul style="list-style-type: none"> - Multiple Intelligences Provides evidence of student diversity, individualism, and creativity
<p>Visual and Performing Arts: Students will demonstrate their developing talents in the visual and performing arts. They will understand the arts are a form of communication among people from different cultures.</p>		
<p>Social Skills: Student behavior will embody the tenets of the LIFESKILLS and the Guidelines for Living. Students will be able to identify, articulate, and apply the LIFESKILLS and Guidelines for Living when problem solving and when interacting with others.</p>		

Element D: Governance Structure of the School

The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. Ed. Code 47605(b)(5)(D)

Governance is about making decisions. There are three levels of decision making at New Joseph Bonnheim (NJB) Community Charter School. First is the authorizing level occupied by the Sacramento City Unified School District (SCUSD) Board. Second is the school policy-making level. Decisions made at this level rest with the NJB Steering Committee. Third is decision-making by the principal related to the day-to-day operation of the school. The three levels are described here. Table 21 appears at the end this section and summarizes the decision-making role at each level.

A. Level 1 - SCUSD Board: The Authorizer

The SCUSD Board of Education is the charter school's authorizer. As such, the board or its designee will provides oversight of NJB to ensure that the approved charter is carried out and to ensure applicable laws are followed. The charter school will submit regular progress reports to the Board and/or the Board's designees as mutually agreed upon or as required by law, by regulation, and by a Memorandum of Agreement.

NJB, as a dependent charter school, will be staffed by Board-employed teachers. In essence, NJB is contracting with the Board for teachers and agrees to follow all Board policies related to their employment. At the same time, the Board recognizes that NJB can work "*independently from the existing school district structure, as a method to accomplish all of the following:*

a) Improve pupil learning.

b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.

c) Encourage the use of different and innovative teaching methods.

d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.

e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.

g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools." (Ed. Code Section 47601)"

The authorizing board and its staff further recognize and abide by the mega waiver described in the Charter Schools Act which clarifies that:

“A charter school shall comply with this part and all of the provisions set forth in its charter, but is otherwise exempt from the laws governing school districts except all of the following:

(a) As specified in Section 47611

(b) As specified in Section 41365.

(c) All laws establishing minimum age for public school attendance.” (Ed. Code section 47610)

(Section 47611 refers to notification of STRS and PERS coverage if it is offered to employees. Section 41365 refers to the Charter Schools Revolving Loan Fund.)

Thus, the proposed charter will be the guidebook followed at NJB to reach the goals stated in this petition. NJB, however, may choose to participate in those district initiatives that the Steering Committee feels are aligned with the charter and that will help NJB reach the outcomes stated in the charter.

In summary, NJB will operate independently of the district’s administrative structure. As such, the charter school is exempt from district policies that are inconsistent with the charter. The charter school, however, is bound by the policies related to Board employees assigned to NJB, including the Collective Bargaining Agreement.

NJB is a classroom-based program, not an independent study program.

B. Level 2 - NJB Steering Committee: The Key to Successful School Decision-Making

Governance is about making decisions. NJB’s governance model is based on Article 24 of the SCTA-SCUSD negotiated agreement. Conal Leroy Lindsey (1927-2002), a well-respected SCUSD school psychologist and SCTA leader, championed W. Edwards Deming’s Continuous Improvement Process (CIP). A key assumption in the Continuous Improvement Process is that 95% of an organization's problems can be traced to faulty routines and processes in the system and 5% to the people who are members of the organization. According to Deming's principles of management, an organization must always focus on quality. He saw quality as pride in workmanship and taking joy in one's work. Quality results from continuous improvement. http://en.wikipedia.org/wiki/W._Edwards_Deming

An effective governance structure is democratic in nature. It encourages and promotes: 1) the making of good decisions, 2) the implementation of decisions, and 3) the evaluation of the effectiveness of those decisions. At the heart of this process is the notion that knowledgeable professional educators (i.e., school staff) and parents, who work day in and day out with students, can develop the strategies that will lead to achieving the school’s mission. To paraphrase John Dewey: Building a political consensus requires maintaining and nurturing the fragile culture of respect, tolerance, and compromise necessary for real democracy to flourish. The NJB mission is *to raise responsible, respectful, and proactive citizens to become caretakers of our community, our state, our country, and our planet.*

1. Decision-Making Criteria

At NJB decision-making is based on three criteria: 1) mission driven, 2) student driven, and 3) data driven. In the NJB decision-making process, everyone knows when, where, and how to give his or her input.

Conal Lindsey saw site-based decision making as the foundation for continuous school improvement and an opportunity to practice and model democracy in our public schools on a daily basis. He championed the inclusion of Article 24 into the Collective Bargaining Agreement. Article 24 is about being mission driven, student driven, data driven. Article 24 is consistent with the legislative intent of the Charter Schools Act to improve pupil learning and “to provide new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.” Article 24 can be found at these links: <http://www.scusd.edu/document/scta-tentative-agreement-0> or http://www.scusd.edu/sites/main/files/file-attachments/scta_contract_all.pdf

The key points of Article 24 are:

- *The purpose of site-based decision-making teams is to participate in a collaborative decision-making, problem-solving process that seeks to improve the education of students and the quality of the workplace. Subsection 24.3*
- *The focus of site-based decision-making shall be mission and student oriented, and data based. The measure of success for site-based decision-making will be whether there is continuous improvement in student learning and in the working environment. Subsection 24.3*
- *The process empowers the stakeholders who are affected by a decision to participate in the problem solving either directly or through their representatives, utilizing the consensus decision-making model. Subsection 24.3*
- *Consensus is a process whereby each person in a decision-making group can resolve to agree with a decision, even though he/she may not be entirely satisfied with the resolution; it is the process of gaining mutual consent. By agreeing, he/she commits to supporting the resolution and refrains from sabotaging the implementation. Subsection 24.5*
- *Consensus decisions are not made by voting. If consensus cannot be reached, the issue or solution shall revert to the status quo until a new, creative solution can be found. Subsection 24.5*

Combining Article 24 with the state Charter Schools Act creates an opportunity to implement site-based continuous improvement and at the same time fulfill the eight priorities found in the LCAP as decisions for NJB are made regarding: 1) curriculum & instruction, 2) budget, 3) professional development, and 4) time. In exchange for this opportunity, the NJB staff and NJB petitioners accept the responsibility for making decisions that will dramatically increase the measurable outcomes described above under Elements B and C.

It is important to practice and model democratic decision-making at every level in America, especially in public schools where it is generally accepted that schools exist in part to prepare our young citizens to maintain our democracy. The story goes that *"At the close of the Constitutional Convention in Philadelphia on September 18, 1787, a Mrs. Powell anxiously awaited the results, and as Benjamin Franklin emerged from the long task now finished, asked him directly: 'Well Doctor, what have we got, a republic or a monarchy?' 'A republic if you can keep it,' responded Franklin."* <http://www.house.gov/paul/congrec/congrec2000/cr020200.htm>

Practicing and modeling democracy for our students on a daily basis is one way of keeping it.

2. The Steering Committee Operation

The Steering Committee is the main decision-making body at NJB. The committee decides what, where, when, why, and how decisions will be made, and who will make the decisions. The Steering Committee approves all policy statements, including the Local Control Accountability Plan (LCAP), its annual update, and the NJB Budget. In addition, the Steering Committee monitors: 1) implementation of the charter, 2) implementation of LCAP, and 3) student achievement. The Steering Committee also evaluates the principal's performance.

All Steering Committee meetings will comply with the Ralph M. Brown Act. Meetings, for example, will be open to the public and agendas will be posted in at least two locations that are freely accessible to members of the public 72 hours prior to a regular meeting. The agenda will also be posted at the school's website. A schedule of regular meetings will be adopted by the Steering Committee and posted at the beginning of each school year. In addition, all meeting agendas and minutes of previous meetings will be posted on the school's website. Steering Committee members will receive training on the Brown Act each year in September.

California Government Code 54950 (Brown Act) states:

In enacting this chapter, the Legislature finds and declares that the public commissions, boards and councils and the other public agencies in this State exist to aid in the conduct of the people's business. It is the intent of the law that their actions be taken openly and that their deliberations be conducted openly.

The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created.

a. Composition of the Steering Committee

To bring different points of view to the governance process, the Steering Committee will be composed of five teachers, one classified staff member, the principal, five community members and one non-voting district representative as shown in Figure 14.

Figure 14. Steering Committee Composition

STEERING COMMITTEE				
1 elected president (not the principal) and 1 elected secretary				
5	1	1	5	1 (non-voting)
certificated	classified	principal	community	district rep.

b. Role of the Steering Committee Representatives

A representative's two major responsibilities are to: 1) convey information between the constituent group and the Steering Committee and 2) make decisions in the best interest of students based on data and the school mission. If a representative is unable to attend a meeting, an alternate member of the constituent group will attend.

c. Elections and Appointments

The following procedures will be used:

1. Certificated non-management, classified and community stakeholders will be known as constituents. The certificated non-management members will be randomly assigned to groups of no more than eight or whatever number equally divides the certificated members evenly. If necessary, the classified members may form two groups. Each Constituent Group will choose representatives from the group to serve on the Steering Committee. Except for the first year, 2014-15, reconfiguration of the groups will be done each January. The first year, the groups will be formed in September 2014 and will continue until January 2016 of the next school year.
2. Two parent/community members will be elected annually. The three founding petitioners (Lisa Romero, Arthur Aleman, and Michael Madden) each have a five-year term. Each of the five community members will be responsible for forming a Constituent Group from the community and will hold constituent meetings to disseminate information and to gain suggestions, opinions, requests, and data from the community.
3. At the first meeting of the new school year, the Steering Committee will elect a president to chair meetings and a secretary to take and keep minutes. They each serve a one-year term, except for the first year when the term will be from September 2014 to January 2016.
4. At the end of each school year, the constituents and Steering Committee members will evaluate the effectiveness of the governance structure and identify what needs to be changed to improve functioning.
5. In the fall of each year, there will be training for staff and community members on the governance and decision-making process at NJB. The Steering Committee is responsible for setting up and carrying out the training.
6. Elections for the initial Steering Committee will take place within 20 calendar days after the start of school on September 2, 2014. The initial meeting will take place as soon as possible after the election results will be tabulated by an unbiased third party.
7. Before the initial Steering Committee meeting, the three original founders may appoint two temporary members from the community. Following the initial meeting, nominees from the community will be solicited by means of front office postings, website posting, and notices sent home by scholars. The founding community members will be responsible for holding an election to fill the remaining 2 seats for the term of initial election to January 2016.

d. Steering Committee Meetings

At the beginning of each school year, the Steering Committee will publish a list of regular meeting dates. Steering Committee meeting agendas will be posted and announced at least one week prior to each meeting unless it is designated by the president as an emergency meeting in which an issue is time-limited and a vote has to take place immediately. If 60% of the voting members are not present, a vote may not take place even if it is labeled as an emergency meeting. If at least 60% of the members are present, a proposal may only pass if at least 51% (majority) of the members approve the proposal. The process for calling regular, special or emergency meetings will adhere to the Brown Act.

e. Steering Committee Member Roles

In the consensus-building process, each voting member of the Steering Committee is responsible for working with and representing a constituent group. The representative is to meet regularly with his or her constituent group to gather input and keep them informed as to various kinds of policies being developed within the school.

Feedback from Constituent Groups is to be given at each Steering Committee meeting. The representative will share all input from all constituents. If a vote was taken in the Constituent Group, the results of the vote should be conveyed. If the representative disagrees with the group's opinion, the representative is nonetheless bound to present the group opinion.

f. Decision-Making Process

Decisions will be made as follows:

1. The Steering Committee, as well as the Constituent Groups, will operate with a consensus-building model, and will seek to reach consensus whenever possible. Consensus is defined as "general agreement." Participants will seek to establish common or neutral ground for matters of disagreement that will enable everyone to at least "live with" the group decision.
2. The Steering Committee may use a 2/3 vote to move an issue forward.
3. The president will chair meetings.
4. Constituents may have a Steering Committee decision revisited by either:
 - a.) By requesting a vote at the staff meeting that follows the Steering Committee meeting at which the decision was made and then receiving the support of at least 51% of the staff members present.
 - OR
 - b.) Gathering the signatures of two-thirds of the certificated staff and presenting a petition to the president of the Steering Committee within five days of the staff meeting that follows the Steering Committee meeting at which the decision was made.

OR

c.) Gathering the signatures of 20% of the parents with children registered at NJB and presenting the petition to the president of the Steering Committee within ten days of the Steering Committee meeting where the decision was made.

g. Time-Limited Decision

A time-limited decision occurs when there is not adequate time to get constituent feedback. The Steering Committee will first determine if the decision is actually time limited. If it is time limited, the Steering Committee will make the decision without having to follow the usual decision-making process.

h. Extreme Time-Limited Decision

An extreme time-limited decision occurs when there is minimal, if any, time to convene the Steering Committee to discuss a time-sensitive issue. Two Steering Committee members will be elected to serve on the Emergency Response Team along with the principal for the length of their term on the Steering Committee. The decisions made by the Emergency Response Team will be reported at the next Steering Committee meeting.

i. Revisiting a Decision

A proposal that has already been voted on and passed may still be revisited. If a Steering Committee member is able to present new information, and is able to get the majority (51% of the decision making members) to sign a petition to revisit, then the item can be presented to the decision-making members for a possible revote.

j. Parent Involvement in the Governance Structure

Five seats on the Steering Committee are reserved for parents. The process for their election is described above in Item D. Parents or others may place signed suggestions in the school suggestion box. The suggestions are addressed at each Steering Committee meeting. Parents also participate on two advisory panels: The School Site Council (SSC) and the English Learner Advisory Committee (ELAC).

k. Bylaws

Once convened, the Steering Committee shall develop and adopt a set of bylaws to follow. Much of the bylaw content is already described here.

l. Initial Training

The members of the initial Steering Committee will receive ongoing training in the governance process. The training will be provided pro bono by Dr. Dennis Mah. He had the privilege of being mentored by Conal Lindsey. Dr. Mah is the 2001 recipient of the Hart Vision Award for Outstanding School Leadership presented by the California Network of Educational Charters, which today is known as the California Charter Schools Association. He will voluntarily attend Steering Committee meetings as the coach.

In addition, Steering Committee members will receive training about the various educational programs described in the charter.

3. Committees and Design Teams

Each certificated staff member is expected to serve on a committee. Classified staff members are encouraged to be on a committee. Parents are also encouraged to serve on a committee. Different types of committees are expected to emerge during the life of the charter. Their roles are as follows:

- The Steering Committee is the primary decision-making body. The Steering Committee may create committees and design teams responsible for developing policy statements. The Steering Committee approves these policy statements.
- Standing Committees have a mission statement, are ongoing, and meet regularly. Upon request, they will report to the Steering Committee. Standing committees will be identified by the Steering Committee at the beginning of each school year. During the school year, the Steering Committee will announce the formation of any additional committees that may be needed. The Safety Committee is an example of a standing committee.
- Design Teams meet for a specific time and specific task and are then disbanded. They are created by the Steering Committee.
- Parent committees act as independent advisory bodies to the Steering Committee. Two are currently planned: School Site Council (SSC) and English Learner Advisory Committee (ELAC). Each has staff and parent representatives.

The following operational parameters will guide each committee's work:

- Decide their decision-making model.
- Decide their leadership structure. It is recommended that each committee have a chairperson and a secretary.
- Decide when to meet and post the meeting dates and time.
- Report to the Steering Committee as requested.
- Determine their composition and the number of members.
- Take minutes at each meeting and publish them for the staff to review in a timely manner.

The following process will be used to develop school policies:

- Form Design Team or Committee around a specific task.
- Develop a calendar for completion of task.
- Decide on decision-making process.
- Notify constituencies as to the upcoming issue and when, where, and how they can have input.
- Gather appropriate research and information and prepare for dissemination.
- Develop and circulate a draft document to all constituents.
- Set time limit and state method of response to draft.
- Present final draft to Steering Committee.
- Steering Committee either accepts the policy or recommends revision.
- If the policy is approved by the Steering Committee without objection from the constituents, the Steering Committee will choose an appropriate time frame and assessment

methodology to evaluate the effectiveness of the policy. The proposed date for reviewing the new policy will be published in the Steering Committee minutes.

4. Pilot Programs

A pilot project is proposed to the Steering Committee by an individual, a group of individuals, or a committee. Steering Committee representatives bring the pilot project idea to constituents for input. If the project is approved by the Steering Committee without objection from the constituents, the Steering Committee will choose an appropriate time frame and assessment methodology to evaluate its effectiveness.

If the Steering Committee finds the pilot to have been successful, it will set up an opportunity to replicate the pilot in a different classroom or whatever milieu is appropriate. Success must be based on criteria developed by Steering Committee and agreed to by the certificated staff. The Steering Committee may adopt the pilot as a new strategy without replicating it.

C. Level 3 - The Principal: Transforming Policy into Action

The principal is the chief executive officer at NJB. The principal will take his/her direction from the Steering Committee and report to the Steering Committee rather than an administrator in the existing school district structure. Teachers and other employees will report to the principal as well as follow the NJB governance procedures. As SCUSD Board employees, however, all district personnel policies will be followed, including those for hiring/firing.

Areas of responsibility are summarized in Table 21.

Table 21. Areas of Responsibilities for Making Decisions

SCUSD Board	NJB Steering Committee (SC)	Principal
<ul style="list-style-type: none"> - Authorizes the charter. - Conducts oversight of the charter school. - Hires, employs, and releases teachers and other district staff assigned to NJB. - Works with SCTA to agree on variances to the Collective Bargaining Agreement (CBA) that will support implementation of the NJB Charter. - Negotiates Collective Bargaining Agreement (CBA) with SCTA. Teachers at NJB are bound to the CBA and variances to the CBA that pertain to NJB. - Approves annual update to LCAP by July 1. - Other. 	<ul style="list-style-type: none"> - Creates and updates bylaws for the SC. - Contracts with the SCUSD Board for staff. - Creates and updates Local Control Accountability Plan (LCAP). As such LCAP becomes the policy guide for NJB and the tool to set annual goals and to review attainment of prior year goals. - Reviews student assessment data as part of LCAP process. - Collects and interprets formative and summative data on implementation of charter. - Approves annual budget for LCFF and other funds. - Identifies number of teachers to request from SCUSD. - Evaluates the principal based on performance goals set by SC and aligned with LCFF/LCAP and by his/her ability to communicate and lead the staff to increase student achievement. - Develops the instruments used to evaluate the principal. - Adopts schedule of meetings. - Conducts an evaluation at the end of each school year on the effectiveness of the Steering Committee (SC) process. - Conducts annual training for constituent groups on how the SC process works. - Schedules Brown Act training each September for SC members and interested parents and staff. - Organizes initial training for SC members and constituents. - Approves attendance days and hours of instruction, so long as they meet state requirements. - Develops procedures to balance the student body by ethnicity. - Decides which district initiatives to join. - Establishes standing committees such as Safety Committee. - Reviews suspensions and expulsion data - Other. 	<ul style="list-style-type: none"> - Reports to SC. - Conducts day-to-day operation of the school. - Supervises and evaluates teachers and other staff. - Leads staff in implementing the charter. - NJB's liaison to SCUSD. - Carries out steps to ensure charter success. - Proposes daily schedule to SC for approval. - Proposes annual attendance days to SC for approval. - Proposes annual budget to SC for approval. - Coordinates with the SC chairperson to create meeting agendas and minutes. - Prepares and provides information to SC members to enable good decisions. - Posts SC agendas and minutes in accordance with Brown Act. - Posts agenda and minutes on the school's web site. - Leads staff and community in developing the first LCAP. - Leads staff and community in developing Local Education Plan for Title I. - Annually leads staff and SC through the LCAP process in reviewing goals and budgeting by July 1. - Completes annual reports to district. Submits report to SC for review before submitting. - Completes other official reports to SCUSD, to the County Office of Education, to the state Department of Education, and to other agencies including the School Accountability Report Card (SARC) that is due Feb. 1 each year. - Carries out SC policies, including recruitment of students when the percentage of any ethnic group is more than 5% lower than the district's. - Works with Safety Committee to train staff on safety procedures listed in Element F, Safety. - Other.

Element E: Employee Qualifications

(E) The qualifications to be met by individuals to be employed by the school. Ed. Code 47605(b)(5)(E)

A. Staff Qualifications

Staff at NJB are employees of the SCUSD Board. As such, they must meet the district's minimum qualifications for their respective positions. In addition, they are expected to meet the additional qualifications described below.

All posting for vacant positions shall include a statement indicating that NJB is a start-up charter school requiring staff who are committed to the school's philosophy and who are able to devote the extra time and work necessary for NJB to be successful.

To the extent possible, NJB shall strive to attract a staff that reflects the diversity of the students in the school district in terms of ethnicity, culture, language skills, and gender.

Before any certificated or classified candidate is recommended for a position at the charter school, he or she will be asked to: 1) read the charter, 2) discuss the charter with members of a committee appointed by the Steering committee for this purpose, 3) pledge to abide by the philosophy of the charter, 4) agree to participate in training to master the skills and knowledge necessary to fully implement the charter, and 5) sign the charter petition.

B. The Principal – Educational Leader

1. Principal Qualifications

The principal is the educational leader of the school. He/she sets and maintains the tone for the school. It is a critically important position that must be filled by an individual who is passionate for student learning, possesses strong interpersonal skills, is an experienced instructional leader, and understands how to find and use resources to attain educational goals. The principal shall have an administrative credential issued by the Commission on Teacher Credentialing.

2. Principal Competencies

The principal shall demonstrate the following leadership and administrative competencies:

- The ability to articulate and support the philosophy and direction of NJB
- The ability to implement school program initiatives through appropriate professional development for staff
- The ability to lead effectively within a team environment
- The ability to communicate effectively with staff, students, parents, community, private partners and outside agencies to better meet the needs of the students in the school
- The ability to use appropriate communication tools, especially current technologies
- The ability to exhibit and promote multicultural awareness, gender sensitivity and racial and ethnic appreciation

- The ability to implement a shared decision-making process agreed upon by all stakeholders
- The ability to establish a framework for collaborative action and involve the school community in developing and supporting shared beliefs, values, a mission, and goals for the school
- The ability to make informed, objective judgments
- The ability to work with all staff to create an effective staff development plan
- The ability to maintain and promote confidentiality as the norm under which the school operates
- The desire and ability to engage in continuing education and skills upgrading
- The ability to create and maintain a safe, orderly, positive and effective learning environment
- The ability to annually evaluate the performance of all school-based staff
- The ability to employ and monitor acceptable accounting procedures in the maintenance of all fiscal records
- The ability to coordinate the operation of the school site council
- The ability to create and maintain a climate of respect and fairness for all staff and students

3. Principal Responsibilities

The principal reports directly to the Steering Committee and is responsible for the supervision of all employees within the school and the orderly operation of the school.

The principal supports teachers and classified staff and provides schoolwide leadership to address issues impacting all students, teachers, and school facilities. The principal is guided by the charter and by the respective agreements between the various bargaining units and the Board of Education.

Many of the principal's duties have roots in the various employee bargaining agreements. Examples include recommending candidates for positions at the school, evaluating staff, making teaching assignments, making room assignments, supervising staff, disciplining staff, acknowledging staff accomplishments, initiating spending described in the school plan, and filing reports.

The principal is also responsible for coordinating the orderly implementation of the charter and will serve as the charter school's administrative liaison to the district. His or her work includes budget forecasting, purchasing, accounting, budget monitoring, facilities management, staffing, proposing admission regulations, and serving as a liaison with outside organizations.

The principal shall perform such tasks as are assigned by the Steering Committee and is required to undertake some or all of the tasks enumerated below. These tasks may vary from time to time with the evolution of the school and may include but not be limited to the following:

- Ensure the charter school enacts its mission
- Communicate and report to the Steering Committee
- Work with community organizations to develop partnerships
- Supervise and evaluate teachers and staff
- Identify the staffing needs of the school and assist with the selection of school staff

- Ensure compliance with all applicable state and federal laws, communicate with parents, recruit new families and students, help secure local grants, etc.
- Take all reasonable steps to secure full and regular attendance of the students enrolled in the school in accordance with policies established by the Steering Committee
- Complete and submit required documents as requested by the district and/or the Steering Committee
- Oversee school finances, including ensuring financial stability
- Maintain up-to-date financial records
- Ensure appropriate evaluation techniques are used for both students and staff
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, attendance, purchasing, budgets, and timetables
- Ensure the security of the school building
- Interact effectively with media and promote positive public relations

4. Principal Compensation

The principal will be placed on the non-represented management salary schedule. When the United Professional Educators (UPE) formed in the 1990's, its organizational rules clearly excluded the Bowling Green Charter School administrative staff from becoming members. Consequently, Bowling Green Charter administrators were placed on the non-represented management salary schedule. At that time, Bowling Green was the only charter school in the district, either dependent or independent. The UPE rules were never changed. Following the precedent established in the Bowling Green case, the principal at NJB is also excluded from UPE membership and thus falls into the category of non-represented management.

5. Principal Selection Process

Selection of a NJB principal is a three-step process:

Step 1: The Steering Committee will identify the criteria for the vacant position. The criteria will be forwarded to SCUSD Human Resources. The Steering Committee will appoint members, including members from each of the employee groups, and parents of currently enrolled students to participate on the district interview committee.

Step 2: The top candidates from the district interview will have a callback interview with the Steering Committee for final consideration. The callback interview will focus on the candidate's 1) knowledge of the charter, 2) willingness to accept the responsibility for working toward the charter's outcomes, 3) willingness to abide by philosophy, curricula, and goals of the charter, and 4) willingness to work toward mastering the skills and knowledge necessary to fully implement the charter. The Steering Committee will recommend a candidate to the Board of Education. After a candidate is appointed to the charter school, he or she will sign the charter petition.

Step 3: The Steering Committee will review the selected principal's performance after eight weeks on the job. The Steering Committee will meet with the new principal before he/she starts the first day on the job to clarify roles and share how he/she will be evaluated at the end of the eighth week and during the year. The results of all evaluations will be submitted to Human Resources. The principal must pass the eighth week evaluation to continue in the position. The principal must pass his/her formal annual evaluation to continue on the job. The competencies

listed above will be the basis of the evaluations. Both types of evaluation give the principal and the Steering Committee an opportunity to provide feedback to each other.

This three-step process will ensure the selection of the best candidate for the charter.

6. Principal Evaluation

The principal will be *formally* evaluated annually by the Steering Committee. The purpose of the evaluation is to determine strengths and weaknesses and to determine if the principal should continue as the leader of the charter school. The Steering Committee will develop the evaluation tool that measures how well the principal implements the charter and provides leadership and support to the staff in reaching the goals of the charter. Qualitative and quantitative data will be collected from staff, students, and parents.

7. Interim Principal

The Steering Committee may request an interim or substitute principal from SCUSD until a regular principal is hired. This may be necessary during the period between Board approval of the charter and the initial day of school on September 2, 2014. In this case, the interim principal's mission is to prepare the school for the first day. Frank O'Connor, a retired SCUSD principal is willing to step into this role. He has prepared an updated checklist for opening a new school; see Appendix A. During his 30-plus year career in SCUSD, he was responsible for opening two new schools. He served as principal of the old Joseph Bonnheim from 1976 to 1980. He was also a founding director of Yav Pem Suab Academy Charter School, a school authorized by SCUSD. He would be paid from the NJB budget.

C. Teachers –Bringing the Charter to Life

Teachers at NJB are employees of the SCUSD Board of Education.

Education Code Section 47605(e) states: *No governing board of a school district shall require any employee of the school district to be employed in a charter school.*

1. General Teacher Qualifications

Education Code Section 47605(l) states: *Teachers shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to teachers of noncore, non-college preparatory courses.*

Pursuant to the teacher qualification requirements under the No Child Left Behind Act (NCLB), all teachers teaching core subjects will be “highly qualified” as defined under NCLB and further defined by California state regulations implementing the NCLB requirements, unless such requirements are not deemed by the federal or state government to apply to charter schools. All full-time teachers will have demonstrated working knowledge of the Common Core Standards.

It is desirable, but not a requirement, for teachers of non-core classes to hold a credential issued by the Commission on Teacher Credentialing. Whenever possible we will attempt to hire qualified

teachers to teach non-core subjects such as music, dance, and agriculture. In other cases, non-core teachers may be local artists or recognized experts who hold a license or the equivalent in their field. Non-certificated instructors of non-core classes will be under the supervision of the principal.

2. Additional Teacher Qualifications

Applicants for new teaching positions at NJB must meet the following additional criteria:

- Be familiar with the Highly Effective Teaching model of learning. Preference will be given to those who have successfully used the model.
- Available and willing to participate in a variety of professional development experiences during the year, including a two-week training session before the first day of school in September 2014.

The Steering Committee may identify additional requirements and special skills for applicants based on criteria that are mission driven, student driven, and data driven.

3. Teacher Expectations

To maintain the integrity of the charter, NJB teachers are expected to:

- Support the goals and objectives of the charter and the Local Control Accountability Plan.
- Participate in the site-based decision-making process by attending governance and staff meetings and serving on at least one committee.
- Strive to ensure proficiency for all students through consistent teaching practices and professional collaboration.
- Create a challenging yet supportive school atmosphere that encourages academic achievement by all students.
- Maintain positive classroom discipline using such methods as LIFESKILLS, Efficacy and Town Hall/class meetings.
- Communicate with parents and/or the principal about any relevant classroom matters and student performance. Provide collegial support to other NJB staff members.
- Participate in staff development programs to ensure all staff have the tools to fulfill the vision of the charter.

More experienced staff will be expected to help train and support less experienced staff members. All staff will be expected to share knowledge with one another and to support one another to fully implement the charter.

An important part of the teacher evaluation process will examine how well they incorporate the ideas and strategies introduced through professional development into the classroom culture, lesson design, and instructional delivery.

D. School Nurse – Medical and Mental Health on Campus

1. School Nurse Qualifications

The full-time school nurse will hold a certificate from the Commission on Teacher Credentialing for the position.

The extended duties of the school nurse require an individual with:

- effective organizational skills
- effective interpersonal skills
- effective leadership skills
- perseverance
- passion to work as a team player in establishing NJB

2. Extend Duties and Responsibilities of the School Nurse

In addition to performing school nurse duties as described in the SCUSD job description, the school nurse will chair of the school Safety Committee. As such the school nurse will take the lead in implementing the *Procedures for Safety and Security* found in Appendix B.

The school nurse also has responsibilities described below in *Element F - Health and Safety Procedures*. The school nurse will be the school's liaison with the SELPA/Special Education Department. The school nurse will coordinate Student Study Team meetings and Section 504 meetings.

E. Classified Staff – Support that Makes the Difference

Classified staff members will include the office manager, the plant manager, and yard duties. Additional staff may be hired as needed. Individuals holding these positions must meet the district minimum requirements. In addition, candidates interested in these positions and the eventual holders of the positions must clearly understand the effort and flexibility required to successfully launch a new school. They must realize this before accepting their respective positions.

F. Future Staff

During the first year of operation in 2014-15, NJB will receive approximately \$2,400,000.00 through the Local Control Funding Formula (LCFF) for an enrollment of 323 with an ADA of 95%. When fully funded through LCFF, NJB will have an additional \$500,000.00 each year. Enrollment is projected to grow to 348 by the fifth year of the charter. Given both increasing funding each year and increasing enrollment, there will be sufficient funds to add additional staff to support the NJB program. The Steering Committee will decide when to hire additional staff.

Other staff under consideration as funding increases may include, but are not limited to:

- A dean of students who would serve as assessment coordinator, student council sponsor, and, if needed, disciplinarian when a student forgets he/she is a scholar.
- A second prep teacher so every scholar will have two additional days of skill development such as music, physical education, martial arts, or culinary arts. The specific skill required will be determined by the Steering Committee. The addition of a second prep teacher would allow classroom teachers to have a daily prep period. Currently first through sixth grade teachers have two 45-minute prep periods each week.

Element F: Health and Safety Procedures

The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Ed. Code 47605(b)(5)(F)

A. Dealing with Health and Safety Issues from Within Before They Happen

The principal is responsible for leading the staff and community in creating a school environment in which students feel safe, feel welcome, and feel they can learn. The staff will teach and model the five Lifelong Guidelines: 1) Trustworthiness, Truthfulness, Active Listening, No Put-Downs, and Personal Best. Definitions of these terms are found in Table 15. Living by these guidelines, the staff, parents, and students can create a healing environment that eliminates bullying and replaces it with caring, friendship, compassion, and responsibility.

B. Protecting Scholars and Staff from External Health and Safety Issues

The charter will follow the health and safety procedures adopted by the district.
<http://www.scusd.edu/school-safety-department>

These procedures include personnel background checks for criminal records. New staff members will not be allowed to work at the charter until they have obtained fingerprint clearance and are medically cleared of tuberculosis. Volunteers are gladly accepted, but only allowed to work under the direct supervision of a certificated staff member in accordance with District guidelines.

The school nurse will chair the Safety Committee.

Staff will monitor health and safety issues and report shortcomings directly to the Steering Committee, the Safety Committee, or to the principal. Staff will also work with the principal and school nurse to resolve issues related to health and safety at the school.

As stated above under Element D, Governance, the Steering Committee will appoint a Safety Committee. The committee will develop procedures and disseminate the procedures for dealing with a variety of safety issues including the following:

- Responding to natural disasters and emergencies, including fires, floods, earthquakes, toxic gases, intruder, crashes (auto and airplane)
- Prevention of contact with blood-borne pathogens

- Emergency medical techniques – i.e., Heimlich maneuver and CPR
- Playground safety
- Stranger Danger
- Hand washing

As a new school, the Safety Committee, the principal, and the school nurse will work jointly to implement the list of *Procedures for Safety and Security* found in Appendix B which was downloaded from the district web site.

Annually, the staff at NJB will receive training from competent experts on:

- Sexual harassment prevention, as required by Government Code section 12950.1.
- The mandate reporter requirements under the Child Abuse and Neglect Reporting Act.
- Anti-discrimination laws applicable to charter schools, including FEHA and Education Code section 220 *et seq.*
- The district’s uniform complaint procedure.

Element G: Means to Achieve Racial and Ethnic Balance Reflective of SCUSD

The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Ed. Code 47605(b)(5)(G)

The 2012-13 ethnic make-up of students in the Sacramento City Unified School District is shown in Table 22.

Table 22: Ethnic Composition of SCUSD Students 2012-13

Demographic Category	Percentage
African American	17.7%
Hispanic/Latino	37.0%
Asian	17.4%
White	18.8%
Filipino	1.1%
Pacific Islander	1.7%
American Indian / Alaska Native	.75%
Multiple or Not Reported	5.39%
Total Enrollment	47,616

Data sources: DataQuest

In January of each year, the Steering Committee will compare the racial and ethnic balance of NJB to SCUSD. Based on this finding, the Steering Committee will develop and implement a student recruitment strategy that includes, but is not necessarily limited to, the following strategies to ensure a racial and ethnic balance among students reflective of SCUSD’s demographics:

- An enrollment process scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process

- The development of promotional and informational material with appeal to the various racial and ethnic groups represented in SCUSD
- The development of promotional and informational materials in languages other than English to appeal to limited English proficient populations
- The distribution of promotional and informational materials to a broad variety of community groups and agencies serving the various racial and ethnic groups represented in SCUSD
- Focused recruitment of groups which are underrepresented, using brochures, public meetings, and other venues
- Outreach meetings in several areas of SCUSD to reach prospective students and parents

Additionally, NJB will establish a website to promote the school and encourage board based enrollment by all ethnic, racial, and demographic groups.

Element H: Admissions Requirements

Admission requirements, if applicable. Ed. Code 47605(b)(5)(H)

A. Student Application Procedure

All students who apply, regardless of residency, will be admitted, contingent on available space. In the event there are more applicants than available space, at any grade level, a public random drawing (general lottery) will be conducted.

Parents/guardians who give false registration information (e.g., residential address) to gain an advantage will have their children's admission to the charter school revoked.

NJB will coordinate with the SCUSD Enrollment Center to register students. The current practice, according to Director Mike Crosby, is to register new kindergarten students at the school site. Other grades register at the Enrollment Center with a clearance note from the charter school. During the first week of registration, however, registration is done at the charter school.

Students who are chronically tardy or absent for non-medical reasons will be referred for a School Attendance Review Board (SARB) hearing. A student may be disenrolled after ten unexcused absences in one school year so other students may have an opportunity to attend the charter school. The disenrolled student will need to register at his or her home school.

Tuition will not be charged for attending the charter school.

Ed. Code Section 47605 (f) No governing board of a school district shall require any pupil enrolled in the school district to attend a charter school.

B. Lottery

If applicants exceed space at any grade level, a general lottery will be conducted within two weeks of the charter's approval. Thereafter, a public random drawing will be conducted the first Tuesday

in May for the next school year.

To participate in the general lottery, parents must complete a school enrollment/lottery form at the school for each student they wish to enroll. For the first year, the letters of intent submitted by parents serve as the lottery form.

A current utility bill will be used to verify the residence of students. Students who reside in the former attendance area of the old Joseph Bonnheim will be entered four times. Other students residing in SCUSD will be entered in the general lottery twice. Students living outside the district will be entered once. This weighted lottery system satisfies state law requiring preference be given to students who reside in the district in which the charter school is located; separate lotteries for resident and nonresident students are not allowed. By mutual agreement, however, the Steering Committee and the SCUSD Board may increase the weight factor for in-district students.

Drawings will be conducted separately for each grade level. Each lottery form will be numbered in sequence as it is drawn until all forms are gone. A list will be created and posted for each grade level showing who was drawn first, second, etc. Parents of students on the list will be telephoned beginning with the first drawn. They will be telephoned at the number they provide. Students with more than one entry will be listed each time on the list, but will be called once. Parents have 48 hours to accept or reject the offer of admission. Students who do not get a seat in the lottery will be placed on a waiting list in the order of their drawing. If a student does not attend the first day of school, he/she will be dropped and the seat will be offered to the next person on the waiting list, unless the absence is related to health as verified by a physician or is due to other extenuating circumstances of which the school is notified by the first day.

Exceptions:

- Students already attending the charter school will be automatically enrolled for the next year. They do not need to participate in the next year's general lottery.
- Children of faculty teaching at the school and children of founders are exempt from the general lottery and will be enrolled before the general lottery. If the pupils in this category exceed 10% of the next year's anticipated school enrollment, a special lottery will be conducted following the procedures described above, but for members of this category only. This lottery will take place before any other special lottery, and before the general lottery conducted on the same day. The percentage of pupils enrolled from this category shall not exceed 10% of the total annual school enrollment. Children of employees other than faculty may not be part of this category per non-regulatory federal guidance.
- Siblings of existing pupils are exempt from the general lottery. If there is not enough space for all the students in this category, a special lottery will be conducted to determine who will be enrolled. The special lottery will be conducted following the procedures described above, but for members of this category only, and will take place before the general lottery on the same day.

Element I: Financial Audit

The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Ed. Code 47605(b)(5)(I)

The annual audit of the charter school will be encompassed in the district's annual independent audit. The school's budget and funds will be incorporated into those of the district. As a component financial unit of the district, the school's financial affairs will be audited through the district's annual external audit process. The annual audit will be done in accordance with generally accepted accounting practices. If exceptions are revealed in the audit, they will be corrected immediately.

Ed. Code Section 47605 (m) A charter school shall transmit a copy of its annual, independent, financial audit report for the preceding fiscal year, as described in subparagraph (I) of paragraph (5) of subdivision (b), to its chartering entity, the Controller, the county superintendent of schools of the county in which the charter school is sited, unless the county board of education of the county in which the charter school is sited is the chartering entity, and the State Department of Education by December 15 of each year. This subdivision shall not apply if the audit of the charter school is encompassed in the audit of the chartering entity pursuant to Section 41020.

Element J: Pupil Suspension and Expulsion

The procedures by which pupils can be suspended or expelled. Ed. Code 47605(b)(5)(J)

A. Suspensions and Expulsion Overview

NJB will follow the district's policies and administrative regulations for suspension and expulsion. They can be found online at <http://gamutonline.net/DisplayPolicy/277869/5> and at <http://gamutonline.net/displayPolicy/277868/5> respectively. User name: saccity. Password: public.

NJB will maintain a safe learning environment while balancing a student's right to due process. The *Annual Parent and Student Rights Notification and Standards of Behavior Handbook* clearly describes expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Any student who engages in violations of these expectations may be required to attend a meeting with the school's staff and student's parent/guardian.

Students who present an immediate threat to the health and/or safety of themselves or others may be immediately suspended by the school and later expelled by the district. NJB will notify the Behavior Office at SCUSD of all suspensions and will include suspension and expulsion data in its annual School Accountability Report Card pro(SARC).

NJB's behavioral expectations, policies, and rules will also be distributed in the form of a Parent/Student Handbook that will be given to every student at the beginning of the school year and upon new registration. (Please see outline in Appendix A.

NJB recognizes that exclusion from school by means of suspension or expulsion are consequences given as a last resort. At NJB, a set of discipline procedures reflecting this philosophy will be developed and adopted by the Steering Committee. The procedures will be consistent with NJB's character education program, which is based on the Lifelong Guidelines, the LIFESKILLS, and Efficacy. The procedures will also be consistent with SCUSD's Board policies and administrative regulations cited above.

In addition, the procedures will incorporate Jane Nelson's work as described in her book, *Positive Discipline*. Her work suggested that 90% of misbehavior is for getting attention. The call for attention may be a call for help. She attributes the other 10% of misbehavior to inadequacy, power, and revenge. She suggests that consequences should be related, reasonable, respectful, and build responsibility.

Each month, suspensions will be reviewed by Steering Committee for adherence NJB's procedures, for due process, and for consistency with district policy and administrative regulations. Suspensions will also be reviewed with the notion that engaged students are not misbehaving students.

Reasons for expulsions will be reviewed by the Steering Committee without providing specific names for matter of confidentiality. The SCUSD Hearing Office has final say over expulsion matters.

Figure 12. When Fighting is Not Always an Automatic Suspension

Two students are playing basketball on a hot spring day during lunch recess. They are avid basketball fans and are on opposing teams. It's a close game and as the bell rings, Student #1 turns and takes the final shot. As he turns, Student #2 is hit in the face. Student #2 reacts by shoving Student #1 who in turn reacts by punching Student #2. The other players break up the altercation. The yard duty brings them to the office to check on the bruises. The office staff sits them in separate areas of the office to cool down and write their respective versions of what happened. They are given a form that lists the LIFESKILLS and Lifelong Guidelines in the margins. The margins also list the basic Efficacy principles of Think you Can, Work Hard, Get Smarter.

The principal interviews each of the students separately and reads their respective stories. The principal then brings them together after they have cooled down. They hear each other's story and come to an agreement on what actually happened and come to understand that an accidental bump in the face led to an inappropriate punch. With the principal's guidance, the two students agree that they should have made more effort to keep their power and problem solve how to avoid this happening again. They apologize to each other. The principal guides the two students in a discussion about consequences. The principal explains there are always consequences, some natural and some created by people. In their case there will be a consequence and it will be related, reasonable, respectful, and responsible.

After a brief conversation led by the principal, the consequence is issued. First, the two students must prepare a presentation to all the classes that witnessed the fight. The presentation must include an apology for disturbing the safety of NJB and offer suggestions on how to avoid a re-occurrence (responsible). Second, both students are banned from the basketball court for five days and will spend the time instead on the bench (related and reasonable). Third, both students must call home to tell their parents what happened (Respectful). The principal decides that an in-house suspension is appropriate for the remainder of the afternoon during which time the students create their presentation (reasonable). The presentation is made before the end of the day. Estimated total elapsed time for the principal: one hour, 30 minutes.

B. Suspension or Expulsion of Special Education Students

In accordance with law, NJB will comply with federal due process requirements for suspension and expulsion of regular and special education students. An individual with exceptional needs, as defined in Education Code Section 56026, may be suspended or expelled from school in accordance with Section 1415(k) of Title 20 of the United States Code, the discipline provisions contained in Sections 300.530 to 300.537, inclusive, of Title 34 of the Code of Federal Regulations. The charter school will consult with SCUSD Student Hearing and Placement Office in considering the suspension or expulsion of an individual with exceptional needs and shall provide the authorizer approval rights over such action by the charter school.

Essentially, a student with an IEP will not be suspended if the student's misconduct was caused by or had a direct and substantial relationship to his/her identified disability. Additionally for a student with a Section 504 plan, the student will not be suspended if the misconduct was a direct result of the school's failure to implement the plan. For students with an IEP, his/her IEP team will meet to make a Manifestation Determination. For those with a 504 plan, his/her Student Study Team (SST) will meet and make the determination. The appropriate form for each situation will be download from the district website and used.

Figure 15. IEP and 504 Plans Defined

IEP Defined. The Individualized Educational Plan (IEP) is a plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services.

504 Plan Defined. The 504 Plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment.

Subtle but Important Differences

Not all students who have disabilities require specialized instruction. For students with disabilities who do require specialized instruction, the [Individuals with Disabilities Education Act \(IDEA\)](#) controls the procedural requirements, and an IEP is developed. The IDEA process is more involved than that of [Section 504 of the Rehabilitation Act](#) and requires documentation of measurable growth. For students with disabilities who do not require specialized instruction but need the assurance that they will receive equal access to public education and services, a document is created to outline their specific accessibility requirements. Students with 504 Plans do not require specialized instruction, but, like the IEP, a 504 Plan should be updated annually to ensure that the student is receiving the most effective accommodations for his/her specific circumstances.

<https://www.washington.edu/doi/Stem/print.html?ID=52>

Element K: Retirement System

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. Ed. Code 47605(b)(5)(K)

The established district retirement system will be used. Staff members as employees of the SCUSD will participate in the STRS, PERS, and Social Security programs in the same fashion as other district staff. Certificated staff members are covered by STRS. Classified staff members are covered by PERS and/or Social Security. The district will create the necessary reports required by STRS, PERS or federal Social Security as articulated in Education Code Section 47611.3 subdivision (a).

Ed. Code Section 47611.3 (a) At the request of a charter school, a school district or county office of education that is the chartering authority of a charter school shall create any reports required by the State Teachers' Retirement System and the Public Employees' Retirement System. The county superintendent of schools, employing agency, or school district that reports to those systems pursuant to Section 23004 of this code or Section 20221 of the Government Code shall submit the required reports on behalf of the charter school. The school district or county office of education may charge the charter school for the actual costs of the reporting services.

Element L: Attendance Alternative

The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Ed. Code 47605(b)(5)(L)

Students who choose not to attend NJB have the option of attending other district schools or their district school of assignment. They may also pursue an inter-district transfer in accordance with the existing enrollment and transfer policies of the District or county of residence. Admission to NJB does not guarantee the right of any student into any other District school.

Ed. Code Section 47605 (f) No governing board of a school district shall require any pupil enrolled in the school district to attend a charter school.

Element M: Description of Employee Rights

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Ed. Code 47605(b)(5)(M)

Staff members at NJB Community Charter School are employees of the SCUSD Board. Therefore, rights, including sick/vacation leave and service credit, will be maintained by district employees when working at NJB or when leaving NJB to work at another district school.

The different negotiated agreements between the SCUSD Board of Education and its various bargaining units describe the transfer process for members of each group. The agreements control employee rights, tenure, salaries, and benefits. As such, employee payroll expenses will come from the NJB budget, including employer public retirement contributions and employer payroll taxes.

Element N: Dispute Resolution

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Ed. Code 47605(b)(5)(N)

The dispute resolution process permits SCUSD and NJB to settle differences in interpreting provisions of the charter. Issues raised by the district that are potentially revocable do not need to go through the dispute resolution process. If the district has a dispute and it has the potential for revocation of the charter, it will be identified as such when presented to the charter school. Grounds for revoking a charter are described in the Charter Schools Act and are listed at the end of this section.

Disputes internal to NJB regarding interpretation of the charter are under the jurisdiction of the Steering Committee. The Steering Committee will collect input from the charter school founders and knowledgeable sources before making a decision.

In dealing with disputes related to provisions of the charter, administrative staff from SCUSD and NJB will make every effort to resolve issues at the lowest level based on information from knowledgeable sources, including the California Department of Education (CDE), the Charter Schools Development Center (CSDC), and the California Charter Schools Association (CCSA).

In the event of a dispute between SCUSD and NJB, the initiating party will first frame the issue in writing and refer the issue to the SCUSD superintendent (or designee) and the NJB principal. The principal and the superintendent (or designee) shall informally meet and confer in a timely manner after receiving the written document and attempt to settle the dispute. In the event this informal meeting fails to resolve the dispute, both parties shall appoint two representatives who shall jointly meet with the superintendent (or designee) and the principal and attempt to resolve the dispute in a formal meeting. At the meeting, both parties shall present the facts of law supporting their respective positions.

If the joint formal meeting fails to resolve the dispute, the superintendent and principal shall meet to jointly identify a neutral, third party arbitrator. The format of the arbitration session shall be

developed jointly by the superintendent and principal, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the arbitrator shall be non-binding, unless the Steering Committee and the SCUSD Board jointly agree to bind themselves.

Each party shall bear its own costs in the dispute resolution process and split the cost of any arbitrator service.

As mentioned earlier, charter revocation will follow the process described in the Charter Schools Act under Ed Code 47607(c) through 47607(k) and will not be part of the dispute resolution process.

Ed Code 47607(c) A charter may be revoked by the authority that granted the charter under this chapter if the authority finds, through a showing of substantial evidence, that the charter school did any of the following:

(1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter.

(2) Failed to meet or pursue any of the pupil outcomes identified in the charter.

(3) Failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

(4) Violated any provision of law

Element O: Labor Relations

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Ed. Code 47605(b)(5)(O)

The charter school will not be the exclusive public school employer of employees at NJB. The Sacramento City Unified School District shall be deemed the exclusive public school employer for purposes of the Education Employment Relations Act. The respective collective bargaining agreements will be followed. The bargaining units bargain with the SCUSD Board, not with NJB Steering Committee or any part of its governance structure.

Element P: School Closure

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Ed. Code 47605(b)(5)(P)

A. Closure Overview

If NJB ceases operation, and the SCUSD board determines there is no successor charter school that can carry out the mission of the school, then the district shall designate an entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the Authorized Closer. The Authorized Closer may be a district staff member or a third party.

The Authorized Closer will carry out the closure activities described in the California Department of Education's (CDE) Charter School Closure Requirements and Recommendations.

<http://www.cde.ca.gov/sp/cs/lr/csclosurerules.asp>.

The CDE closure requirements cover four areas: 1) Closure notification, 2) Transfer and maintenance of school and student records, 3) Financial closeout, and 4) Disposition of liabilities and assets.

The Authorized Closer shall use, but is not limited to, school financial reserves normally maintained for contingencies and emergencies to fund closure procedures. Expenses include postage, photocopying, paper, ink, auditing fee, and clerical assistance. The estimated cost to carry out closure procedures is between \$5,000 and \$10,000.

B. Procedure for Closure Notification

The Authorized Closer will send notice of the school's closure to:

1. Parents and guardians of students
2. Sacramento City Unified School District's (SCUSD) official contact person and the superintendent
3. The special education local plan area (SELPA) in which the charter school participates
4. The retirement systems in which the school's employees participate
5. The California Department of Education (CDE). Notice must be received by CDE within 10 calendar days of any official action taken by the chartering authority (i.e., SCUSD)
6. Any school district that may be responsible for providing educational services to the former students of the charter school.

The closure notice to the above parties will include the following required items:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students' school district of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.

In addition to the four required items above, notification to the CDE will also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification to parents, guardians, and students will also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that may include grade reports, discipline records, immunization records, and any other appropriate information

C. Procedure for Transfer and Maintenance of School and Student Records

1. The Authorized Closer will create a student database/list with the following fields: First name, last name, current year grade, school district responsible for providing the student's educational service.
2. The Authorized Closer will contact the districts and identify the office and the staff member to whom the records should be transferred.
3. The Authorized Closer will transfer each pupil's records to the school district responsible for providing his/her educational services. Pupil records are typically kept in a cumulative file and include state assessment results, results of other academic assessments, report cards, and attendance records. Special education records, often kept separately, will also be transferred and, like all pupil files, treated with confidentiality.
4. Pupil, financial, attendance and other school records shall be maintained and transferred in accordance with applicable law, e.g., CCR Title 5 section 16023-16026. Pupil mandatory permanent records, for example, are to be kept in perpetuity and as such will be transferred to SCUSD Student Services/Student Records Department in electronic and paper format, as applicable. These include legal name, date of birth, verification of birth date, gender, place of birth, name and address of parent, pupil's residence if different, annual verification, dates of enrollment, subjects taken, grades and credits towards graduation, and immunizations/exemptions.
5. Personnel records will be maintained and transferred in accordance with applicable law. They will include records related to employee performance and grievances.

D. Procedure for Financial Closeout

1. The SCUSD will complete an independent final audit within six months of the school closure. The audit will serve as the annual audit and will include:
 - a. An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value.
 - b. An accounting of liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation

- c. An assessment of the disposition of any restricted funds received by or due to the charter school
2. The Authorized Closer will complete and file mandated annual reports described by Ed. Code section 47604.33 and submit them to SCUSD, the county superintendent of schools, and CDE. They include:
 - a. On or before July 1, a preliminary budget. For a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of Section 47605 satisfies this requirement.
 - b. On or before December 15, an interim financial report. This report shall reflect changes through October 31.
 - c. On or before March 15, a second interim financial report. This report shall reflect changes through January 31.
 - d. On or before September 15, a final unaudited report for the full prior year.
3. The Authorized Closer will submit final expenditure reports for any entitlement grants and file final expenditure reports and final performance reports, as appropriate.

E. Procedures for Disposition of Liabilities and Assets

Prior to the distribution of any remaining net assets, the Authorized Closer shall:

1. Determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency. Restricted Government Grant means any grant or donation, in cash or in-kind (i.e., materials or property), made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the school corporation, any proceeds of such Restricted Government Grants that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency.
2. Dispose of, distribute, or otherwise utilize any proceeds of any grants or donations, whether in cash or in-kind (i.e., materials or property), received by the charter school or the school corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the charter school or the school corporation.

Any net assets remaining after all debts and liabilities of the school (i) have been paid to the extent of the school's assets, or (ii) have been adequately provided for, shall be distributed to SCUSD.

V. Information Regarding Proposed Operation and Potential Effects on SCUSD

Ed. Code 47605 (g) The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the school, including, but not limited to, the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided, and potential civil liability effects, if any, upon the school and upon the school district. The description of the facilities to be used by the charter school shall specify where the school intends to locate. The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.

A. Estimated Number of Students

At full capacity, approximately 350 scholars will attend NJB. Approximately 323 are expected to enroll the first year. Most live within the boundaries of SCUSD as described earlier under Element A of this document. The largest groups of students, as shown in Table 3, currently attend Earl Warren (96) and Peter Burnett (106). Schools with more than seven interested students include: Baker, Elder Creek, Oak Ridge, Pacific, Tahoe, and Twain.

B. Facilities

The petitioners request that NJB be located at the closed Joseph Bonnheim Elementary School, 7300 Marin Avenue, Sacramento, California 95820. This is consistent with the 7-11 Committee's March 6, 2014 recommendation for using the closed site. The majority of scholars interested in attending NJB live within walking distance to the site. The petitioners request up to 14 classrooms, office space, restrooms, multipurpose room, kitchen, and up to six additional classrooms for support staff, parent center, staff lounge, and agriculture/science activities.

If located at Joseph Bonnheim Elementary, the district will provide a facility in good working order and reasonable equipped as defined by Prop 39. The charter school will pay the pro rata share described by Education code Section 47614. The pro rata share is the total unrestricted general fund money spent in the prior year on district facilities divided by the total square footage of the district. In recent years, the pro rata share has been \$2.10 in 2009-10, \$2.03 in 2010-11, \$1.78 in 2011-12 and, \$1.95 in 2012-13.

The pro rata share includes gardening services, routine maintenance services and other facility-related expenses included in the district's unrestricted general fund expenses for maintaining district facilities. Lawn mowing will take place during a mutually agreed upon time so as not to disturb instruction. NJB will utilize the district process for submitting work orders to maintain the facility. NJB will pay for self-initiated capital improvements. All capital improvements will require prior approval by the district. A Facilities Use Agreement (FUA) will be developed to articulate the responsibilities of the charter school and the district.

C. Williams Settlement

Charter schools may opt out of the Williams Settlement. NJB is opting out because the school will be using standards-based curriculum that has not been adopted by the California Department of

Education. In regard to facilities, NJB will be renting a district facility. Issues with facilities and the Williams Settlement will be directed to the landlord, SCUSD.

D. Instructional Days and Hours

During the first year, NJB will operate on an annual calendar much like SCUSD. Beginning the second year, NJB will operate on a year-round calendar. The proposed calendars are provided in Element A of this document.

E. State Board of Ed. Numbering and the First and Last Day of Instruction in Year 1

Upon approval of the charter by the SCUSD Board, a submission package must be submitted to the State Board of Education. In regard to the NJB Charter, the submission deadlines are May 2, 2014 for the July 9-10, 2014 State Board meeting and July 3, 2014 for the September 3-4, 2014 meeting. Once approved by the State Board of Education, NJB will receive a charter number. The process for the charter submission package and numbering deadline can be found at <http://www.cde.ca.gov/sp/cs/re/chrterpkg.asp>.

If NJB is not numbered until the September 3-4, 2014 State Board meeting, the first day of instruction will be moved to Monday, September 8, 2014 from Tuesday, September 2, 2014. School would then end on Wednesday, June 10, 2015, four instructional days later than originally planned.

F. Oversight of NJB

SCUSD will provide oversight of NJB. The district will define its oversight activities and the school's responsibilities in a Memorandum of Understanding (MOU). The district's typical charter school MOU includes:

- Process, activities and associated fees for oversight of the charter
- Content, process, timelines, and evaluation criteria for annual review and site visits
- Schedule of regular, ongoing fiscal and programmatic performance and reporting
- Content, process, timelines and evaluation criteria for charter renewal
- A statement allowing reasonable opportunity to correct deficiencies in charter performance

The charter school will comply with the MOU. Education Code Section 47613 will be followed in calculating what the charter school pays the district for supervisorial oversight.

G. Administrative/Business Services

The charter school will buy administrative services from the district at the enrollment rate described in the district's fee schedule. The district will provide NJB with a description of the services it will receive in return for the fee. The services include: a) Accounts Payable, b) Budget, c) Human Resources, d) Employee Compensation, e) Risk Management/Employee Benefits, f) Property/Liability Insurance, g) Purchasing, and h) Intra district mail service.

H. Other District Services

The charter school will/may also purchase other district services at the price listed on the district's most current "Fee Schedule for Services to Charter Schools." These services include, for example, a) Technology Services, b) Assessment, Research and Evaluation, c) Hearing Office, d) Nutrition Services. The district will provide the charter school with a description of the services the school chooses to buy. The charter school will notify the district by April 1 if it intends to use another source for the next fiscal year.

If the cost of using district services becomes too expensive or if the charter school is not satisfied with the quality of service, the charter school may use another source – e.g., a county office of education, a joint powers authority, or outside provider. The charter school will notify the district by April 1 if it intends to use another source in the next fiscal year for a particular service.

I. Revenue to Pay for the Services

NJB receives funding from three main sources: state, district, and donations. Most of the funds are from: 1) state aid as calculated by the Local Control Funding Formula (LCFF), 2) the state's Educational Protection Act (EPA), and 3) In-Lieu Property Tax from the district. The money flows through the Sacramento County Office of Education to the SCUSD for the charter school to use. Other state funds include, and is not limited to: Mandated Block Grant and Lottery. Federal funds include, and is not limited to, Title I, Title II, and Title III.

NJB is not eligible for a federal Public Charter School Grant. Using teachers employed by SCUSD does not meet the federal government's definition of a highly autonomous charter school.

As a dependent charter, NJB is included in the district's applications for state and federal categorical funding. The charter school shall receive all funds generated by the students enrolled at the charter school minus any mandated hold-backs, such as the 20% for Supplemental Educational Services in the Title I program. If the district is successful in getting a waiver from NCLB, this particular hold-back will no longer exist. All Title I funds would then come to serve the students at NJB who generated the money.

This pupil-based funding approach is advocated by the Portfolio School Districts Project as one of its seven key reform elements. The Project is headquartered at the Center for Reinventing Public Education in Seattle, Washington. SCUSD is one of 16 districts participating in the Portfolio Project. The Project acknowledges that "*schools should differ in instructional methods, use of time, money and student work.*" The appropriate action on the part of Portfolio districts is to "*Provide schools with equitable pupil-based funding so they can control hiring, choice of materials, and use of time, etc.*"

J. Cash Flow

If the charter school has a projected cash shortfall, and if the charter is unable to receive Tax and Revenue Anticipation Notes (TRAN) funding directly, then the district will include the charter school in the District's own application for TRAN funding. The charter school agrees to repay the district the TRAN amount borrowed, in addition to interest calculated at Sacramento County's TRAN rate at the time of the funding.

K. Financial Statements

The detailed proposed first-year operational budget, including startup costs, cash flow and financial projections for the first three years of operation are found in Appendix D.

L. Special Education

NJB will be a member of the SCUSD Special Education Local Plan Area (SELPA). As such, the district will pay for Special Education expenses necessary to operate any special education program for students enrolled at NJB. Special Education funds generated by NJB students will go to the district rather than the charter school. The charter school will pay its fair share of the encroachment created by district Special Education students.

As a member of the SCUSD SELPA, NJB will follow all protocols and procedures related to the SELPA, including but not limited to: the Local Plan, federal assurances, Child Find, and the process for enrolling students requiring special education service.

The Steering Committee will request annual training from the SELPA for staff in the above area and other pertinent topics.

M. Potential Liability Effects on the District

None are known at this time.

N. Positive Impact on the District

The petitioners feel that NJB, as a semi-autonomous, grassroots dependent charter and others like it, can provide an opportunity for the district to distinguish itself in its work with the Portfolio School Districts Project, an initiative from the Center for Reinventing Public Education in Seattle, Washington. The other districts include Austin; Baltimore; Boston; Central Falls, Rhode Island; Chicago; Denver; Hartford; Los Angeles; Minneapolis; Nashville; New Orleans; New York City; Philadelphia; Rochester; and Spring Branch, Texas.

The Center describes the Portfolio Strategy as “*a continuous improvement model for districts that aims to dramatically affect student outcomes at scale. The strategy, built around 7 key components, creates diverse options for families in disadvantaged neighborhoods by opening new high-performing, autonomous schools; giving all schools control of budgeting and hiring; and holding schools accountable to common performance standards.*”

<http://www.crpe.org/portfolio>

The seven components are:

1. Good Options and Choices for All Families
2. School Autonomy
3. Pupil-Based Funding for All Schools
4. Talent-Seeking Strategy
5. Sources of Support for Schools
6. Performance-Based Accountability for Schools
7. Intensive Public Engagement

A semi-autonomous, grassroots dependent charter schools like NJB, staffed with dedicated, well-trained, and focused district employees can help accelerate transformation of the district.

O. Other Information on Effect Upon the District

The NJB petitioners made a conscious decision to create a dependent charter school rather than an independent one. They intend to demonstrate what dedicated school staff, parents, and community members can do when the new Local Control Funding Formula (LCFF) is applied to an individual school.

The petitioners are interested in improving both the school and the district. They recognize that at times disagreement may arise on what it means to be a “dependent” charter school in SCUSD. At those times, the dispute resolution process described above can be used.

Under the law, there is no mention of the terms “dependent” or “independent.” Different districts interpret the terms differently. In SCUSD, the term was first used in 1994-95. At that time, former superintendent Terry Grier reached an agreement with SCTA leadership: the Bowling Green Charter could continue without a lawsuit if the school agreed to follow the Collective Bargaining Agreement. Grier gave the Bowling Green teachers the option of continuing at their school as district employees or as non-employees. They chose to remain district teachers who were dependent on the Collective Bargaining Agreement. All other parts of the Bowling Green Charter were left intact, including the principal reporting to the Steering Committee and the principal needing a positive vote of confidence by teachers in order to continue on the job.

VI. Duration of the Charter

The New Joseph Bonnheim (NJB) Community Charter School will operate between July 1, 2014 and June 30, 2019.

In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by NJB and SCUSD.

VII. Amending the Charter

The procedures outlined in the Charter Schools Act for submitting a new charter petition to the Board of Education will be used to make amendments to the charter. Amendments will be attached to the existing charter in sequence of their approval by the Board of Education and numbered as Amendment 1, Amendment 2, etc.

Material revisions of the provisions contained in this charter may be made in writing with the mutual consent of the SCUSD board of trustees and the New Joseph Bonnheim Steering Committee. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605 provided, however, the charter school shall not be required to obtain petition signatures prior to making material revisions or amendments to the charter petition.

VIII. Applicable State Law and Administrative Regulation Pertaining to the Approval of NJB

The Charter School Act describes the process for approving a charter as follows: *Section 47605 (b) No later than 30 days after receiving a petition, in accordance with subdivision (a), the governing board of the school district shall hold a public hearing on the provisions of the charter, at which time the governing board of the school district shall consider the level of support for the petition by teachers employed by the district, other employees of the district, and parents.*

Following review of the petition and the public hearing, the governing board of the school district shall either grant or deny the charter within 60 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension.

In reviewing petitions for the establishment of charter schools pursuant to this section, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.

The governing board of the school district shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice.

The governing board of the school district shall not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

- (1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school.*
- (2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.*
- (3) The petition does not contain the number of signatures required by subdivision (a).*
- (4) The petition does not contain an affirmation of each of the conditions described in subdivision (d).*
- (5) The petition does not contain reasonably comprehensive descriptions of all of the following:
[Elements A through P]*

Appendix A
Checklists for Opening a New School
Charter School Planning and Implementation Process
Created: 3-20-2014

An in-depth planning process is projected for the weeks prior to the opening of school to ensure that the program set forth in the petition experiences a highly successful start.

The following planning documents will guide the smooth launching of the Charter School, while also building the strong foundation required to ensure the long term success of the Charter:

1. School Opening Task Teams
2. The Opening Master Checklist
3. Student Registration and Outreach: Checklist and Timeline
4. Teacher Staffing Process: Checklist and Timeline
5. Key Documents: Check List
6. Master Planning Calendar
7. Student and Parent Handbook Outline
8. Staff Handbook Outline
9. Steering Committee Action Calendar for 2014-15
10. Required Advisory Committees

**Planning Document #1
School Opening Task Teams**

These teams, composed of petitioners, staff, parent volunteers and community members, will be established to spearhead, plan and coordinate each of the key areas associated with the opening of the charter school, under the direction and guidance of the Principal or Interim Principal. In addition to the tasks listed for each team, other related tasks may be assigned at the discretion of the Principal or Interim Principal

1. Student Outreach, Registration and Governance Policy Team

- Conducts Community outreach to promote
 - student enrollment
 - Community knowledge and support of the school
- Coordinates student registration processes with the district
- Develops the student/parent policies as contained in the Student Handbook
- Develops bylaws and other guiding documents for site governance groups such as the Steering Committee, School Advisory Committee, ELAC and School Site Council

2. Staffing Team

- Develops desired characteristics sought in principal, teachers and other positions for inclusion in district job postings
- Collaborates with the district in the selection of candidates for interviewing at the site
- Participates in the screening of applications
- Participates in the applicant interviewing and selection process
- Develops orientation procedures for newly hired staff
- Develops staff policies as contained in the Staff Handbook

3. Building and Facilities Team

- Inspects and assesses all building facilities (classrooms, cafeteria, etc.) for safety/adequacy
- Recommends and monitors all needed repairs and improvements
- Determines furniture and equipment needs required for the successful opening of school
- Monitors the acquisition and delivery of required furniture and equipment

4. Support Services Team (Office, Custodial, Library etc.)

- Develops guidelines for a welcoming, customer service focused office
- Guides and reviews the establishment of effective office procedures to manage attendance, budget, purchasing and all other required office functions
- Develops guidelines for development of Custodial, Library, and other support functions

5. Curriculum, Instruction, Professional Development, Assessment and Technology Team

- Develops curriculum and instructional plan for the school
- Formulates the professional development plan
- Develops the technology plan

**Planning Document #2
Opening Master Checklist**

A. Budget

1. Set up budget, purchasing, ordering and payroll systems with district
2. Schedule training in budget and accounting procedures
 - a. Principal
 - b. Office Manger
3. Apply for categorical funding
4. Set up tracking procedures for all school budget accounts

B. Building, Grounds and Facilities

(In accordance with Proposition 39 Guidelines the facility must be comparably equipped to other schools in the area feeding to Hiram Johnson High School)

1. Intercom system in place and in good working order
2. Telephone system in place and in good working order
3. HVAC system in place and in good working order with new filters
4. Alarm systems in place and in good working order
 - a. Intrusion alarm
 - b. Fire alarm
5. Security cameras in place and in good working order
6. Bell System in place and in good working order
7. Building condition inspected:
 - a. Safety hazards identified and corrected
 - b. Needed repairs “ ” completed
 - c. Needed modifications identified and completed
 - d. Fire safety inspection
 - e. Fencing in good condition (safety)
8. Cafeteria
 - a. Refrigeration and Freezer capacity in place and in good working order
 - b. Stove and ovens in place and in good working order
 - c. Serving Counters in place and in good working order
 - d. Plumbing, drainage and sinks in good working order
9. Staff Lounge is equipped with furniture, refrigerator, stove and microwave oven
10. Staff workroom is available and equipped with laminator, and other necessary equipment
11. Library with shelves is available
12. Restrooms in good working order
 - a. Students
 - b. Staff
13. Computer and technology room, wired
14. Fire extinguishers as required by code in the building
15. Staff mailboxes in place
16. Playground and Fields
 - a. Playground blacktop is in good condition and free of safety hazards such as large cracks
 - a. Basketball courts with hoops and nets are in place
 - b. Volleyball courts with net poles in place
 - c. Tether ball poles in place
 - d. Playing fields are in good condition and equipped with working sprinkler system.
 - e. Soccer field with goals in place
17. Garden area identified and prepared for planting

B. Building, Grounds and Facilities (continued)

18. Custodial functions and routines established
 - a. During the School Day
 - b. After School Cleaning
19. Library
 - a. Book collection is restored by the SCUSD

- b. Computerized book checkout procedures in place
- c. Library opening day for book checkouts by students and staff is established

C. Student Recruitment, Community Outreach and Community Services

- 1. Conduct student outreach and recruitment
- 2. Conduct outreach to churches, community agencies, and other schools in the area
- 3. Contact Sacramento County Sheriff or Sacramento Police (whichever applies)
- 4. Contact Fire Department for early inspection and fire safety certification
- 5. Plan and establish volunteer program
- 6. Contact Post Office to start mail delivery
- 7. Contact City Councilman for the area
- 8. Hold Press Conference and Press Release
- 9. Hold inaugural celebration or picnic at the school

D. Contracts

- 1. Repair and maintenance contracts
 - a. Copier rental and maintenance
 - b. Laminator maintenance
- 2. Appropriate or required Contracts with SCUSD arranged.

E. Curriculum and Instruction

- 1. Core curriculum planning and definition
- 2. Enrichment and intervention program planning
- 3. Homework policy
- 4. Field trip program – planning and scheduling

F. Furniture, Equipment and Supplies

(see attached list)

G. Governance

- 1. Establish parent advisory groups – such as SAC, ELAC, School Site Council
- 2. Continue Steering Committee specified in the Charter document
- 3. Establish delineation of roles and responsibilities, principal, councils, etc..

H. Instructional Support

- 1. Student food services arranged for:
 - a. breakfast
 - b. lunch
 - c. snacks
- 2. School website – establish – as well as classroom websites
- 3. Textbooks selection and acquisition as needed or determined by the Curriculum Team:
 - a. Language arts
 - i. Reading
 - ii. Spelling
 - b. Math – current district adoption
 - c. History/Social Science
 - d. Health
 - e. Science
 - f. Supplementary texts
 - g. Other required texts
- 4. Library
 - a. Books & multimedia procured
 - b. Librarian services determined
 - e. Electronic book check out procedure is in place
 - f. Library Opening Day (available for use by students & staff) is Scheduled
- 5. School Plan(s) based on the charter application and categorical funding is in place
- 6. Student report card or equivalent developed
- 7. Student Study Team (SST) formed as part of the special education function
 - a. Referral Form
 - b. Procedures

c. Composition (who serves on committee?)

I. Office

1. Opening paper for first week of school (see attached list)
2. Student record-keeping system (confidential) established – cumulative folders, etc
3. Student attendance monitoring and record-keeping system established
4. Translation services in place (paper notice and verbal contacts with parents)
5. Supply ordering procedures for office and teachers established (Office Depot?)
6. Filing system set up
7. Personnel record-keeping system (confidential) established

J. Parents and Families

1. Parent/Student Handbook with all school policies and procedures is fully developed
2. Parent/Family orientation prior meeting to school opening
3. Parent Pledge is developed
4. Parent Volunteer Contract is developed
5. Parent support group – such as PTA or PTSA formed
6. Parent Rights notification document is available

K. Policies and Procedures

1. Attendance policies and procedures – formulate
2. Behavior policies and procedures - formulate
3. Office staff knows District Student Enrollment and Registration Procedures
4. Volunteer program policy and procedures are in place
5. Safety and Emergency procedures are in place
6. Rainy day procedures are developed and in place
7. Universal Complaint Procedure – formulated and disseminated
8. Other policies as needed to comply with law, district policy or assure effective school operation.

L. Scheduling, Calendaring and Planning

1. Planning document, showing:
 - a. Timeline/calendar with all implementation tasks required for August school opening
 - b. Responsibility Chart (who is responsible for each task)
2. Bell schedule developed, and program into bell system
3. Quarter, trimester or semester instructional/attendance schedule
4. Events calendar for the first three months of school
5. Student progress reporting calendar: parent contacts, parent conferences, report cards, etc.
6. Field Trip Schedule
7. Rainy day schedule
8. Yard duty schedule

M. Staffing

1. Develop desired job characteristics:
 - a. Principal
 - b. Teachers
 - c. Office Manager
 - d. Yard Duties
 - e. Custodian
 - f. Community Worker/Translator?
 - g. Other positions?
2. Coordinate with district Personnel Department:
(job application timeline from posting to hiring)
3. Develop candidate interviewing and selection procedures
4. “ “ reference check process
5. “ grade level teams meeting guidelines
6. “ staff roster
7. “ directory
8. “ staff observation and evaluation procedures
9. “ Staff Handbook
10. Appoint head teacher to be in charge when principal is away from building

11. Review and study all district Bargaining Unit Contracts to ensure compliance at the site
 - a. SCTA
 - b. SEIUU
 - c. Other
12. Committees and Special Assignments
 - a. Committees and special assignments, determine
 - b. Assign staff to committees and special assignments
 - c. Compensation (if any) for committees and special assignments, determine

N. Staff Development and Training

1. Conduct training for staff in:
 - a. All school policies and procedures as covered in the Staff Handbook and the Student/Parent Handbook
 - b. Charter application content and school plan
2. Develop "Boot Camp" or Pre-service Training content in:
 - a. Instructional Philosophy
 - b. School Procedures/Staff Handbook
 - c. Educational plan as show in charter document
 - d. Team building activities
 - e. Brain Compatible Learning
 - f. Coaching Follow-up

Planning Document #3
Student Registration and Outreach: Checklist and Timeline

**I. Phase I: Planning of Registration, Lottery and Charter School Outreach
(June 1 to June 15)**

A. Planning Registration Procedures with the District Enrollment Center

Plan and coordinate with the SCUSD Enrollment Center to establish smooth and efficient registration procedures for the charter school:

1. Define Timeline: begin the registration process immediately or as soon as possible
2. Establish Place(s) of Registration:
 - a. At the Enrollment Center only; or,
 - b. Will it be possible to conduct registration, additionally, at the Bonnheim site for parent convenience
3. Establish days and hours of registration
4. Determine Registration process and procedure for each of the following categories:
 - a. Kindergartners new to the District
 - b. Students transferring from other district schools (direct transfer possible from the previous school without re-registering student?)
 - c. Students new to the district
5. Ascertain paperwork required to register children in each of the above categories:
 - a. Parent provided documents such as birth certificate, parent identification, proof of address, and vaccination record
 - b. District generated documents to be completed by the parent such as: Registration Form, Home Language Survey, Emergency Card, Child Health Conditions Survey, Child Health Insurance Survey

B. Lottery Procedures

1. Assess need for lottery based on enrollment (does enrollment meet or exceed capacity?)
2. Confer with Charter School Office to plan and conduct lottery if enrollment exceeds capacity.

C. Initiate Charter School Outreach

1. Hold press conference to publicize opening of the charter school to larger community
2. Publicize the charter school through various community media outlets, such as neighborhood newspapers, grocery store bulletin boards, etc.
3. Conduct website design, preparation - and posting of the following:
 - a. Registration location times and dates
 - b. What documents parents will need to bring in order to register such as: birth certificate, immunization records, proof of address, etc.
 - c. Key school information such as current grade span and curriculum emphasis
 - d. The Public Charter School is open to all
 - e. Recruitment pitch: highlights and strengths of the program
 - f. Link to charter document
 - g. Daily and weekly schedules and school year calendar

II. Phase II: Ongoing Registration, Possible Lottery and Outreach (June 15 to August 29)

1. Conduct registration procedures as established with the Enrollment Office
2. Establish CRC's (Cumulative Record Folders) in school office for registration materials
3. Conduct lottery if required
4. Carry out ongoing outreach and recruitment as needed
 - a. Update website to maintain current information
 - b. Continue information to the community as needed
 - c. Conduct parent information meetings at the school site as needed

Planning Document #4
Teacher Staffing Process: Checklist and Timeline

In order to select teachers of the highest possible quality for the Charter School, a seven phase posting, screening, selection and hiring process will be conducted:

Phase I: Defining Desired Teacher Characteristics - Completed by June 07, 2014.

The Steering Committee, working with the Staffing Team, will define the key characteristics or qualities required to ensure a successful learning experience for our students.

Phase II: Requisitions and Posting of Teacher Vacancies - Completed by June 21, 2014.

Based on the qualities defined, personnel requisitions will be submitted to the Human Resources Department. The H.R. Department, in turn, will post vacancy notices reflecting the criteria supplied by the Charter School.

Phase III: Paper screening of applications - Completed by June 25, 2014.

The Interim Principal, working with the Staffing Team, will paper screen applications to select the most promising candidates for interview. The following documents will be developed to ensure an effective screening process:

1. Application Paper Screening Checklist reflecting key characteristics desired
2. Applicant ranking form to prioritize applicants
3. Listing of top applicants using screening and ranking forms

Phase IV: Interviewing Candidates Selected from Applicant List - Completed by July 11.

The process outlined below, using the forms listed, will be used to effectively guide interviews:

1. Panel members recruited mainly from Steering and Staffing Committees
2. Interview questions drafted, reviewed and finalized
3. Panel Confidentiality agreement prepared for panel member signatures
4. Panel scoring and ranking form prepared
5. Following interviews, compile list of candidates selected to conduct demonstration lessons at the school site.

Phase V: Demonstration Lessons by Selected Candidates - Completed by July 15.

In order to ascertain actual quality of teacher performance, each selected candidate will be asked to perform a thirty minute demonstration lesson to be observed by the principal:

1. Students selected to participate in classroom demonstration lessons
2. Demonstration Lesson Observation rubric prepared
3. Thirty minute demonstration lesson performed by each of the selected applicants

Phase VI: Final Selection of Teachers - Completed by July 17

The Interview Panel will be reconvened to make final selections of teachers based on:

1. Interview Scoring and Ranking Forms completed in Phase IV
2. Demonstration Lesson Observation Rubrics used to score applicants
3. Review of teacher previous employment references obtained by the principal

Phase VII: Human Resources Department Notification - Completed by July 21

The Principal/Interim Principal advises the Human Resources Department of the final teacher selections.

**Planning Document #5
Key Documents: Check List**

(Documents Required on or Prior to the First Day of School, September 02, 2014)

A. School to Home Parent Packet (sent home on September 2nd, first day of school)

1. Dear Parent Cover Letter
2. Emergency Card Form
3. Field Trip Permission Form
4. Parent-Student Handbook (*see attached outline*) includes behavior, attendance, and all other relevant school policies and Procedures
5. Parent Rights Notification Form
6. Free and Reduced Lunch Form

B. Staff Paper

1. Staff Letter outgoing in US mail: date and time of first staff meeting to be held August 28
2. Agenda for first staff meeting
3. Staff Handbook (*see attached outline*)
4. Staff Roster
5. Weekly Staff Bulletin for the first week of school

C. Schedules and Calendars

1. Daily Bell Schedule (starting time, recesses, lunch, dismissal time)
2. School Events Calendar for the first three months of school
3. Yard Duty Schedule, September 2014
4. Field Trip Schedule

D. Additional Key Documents

1. Class Lists (*posted in front of school on August 29*)
2. Emergency and Disaster Plan

Appendix A continued

**Planning Document #6
Master Planning Calendar**

Week 13: June 1 to June 7

- Mon 02: - Interim Principal starts work:
 - Conducts preliminary building walkthrough to assess building condition and readiness (see *opening checklist: building, grounds, facilities*)
 - Prepare list of required district work required to reopen school building
 - School Office operation is initiated
 - District staff contacted for key information: Registration, Budget, Enrollment, Staffing, Custodial, etc.
 - Custodial cleaning services are initiated
- Tues 03: - Task Teams formed and meetings scheduled; team members informed (see *task teams*)
- Wed.04: - Student Outreach and Registration Team meets (see *student registration checklist*)
- Th. 05: - Initiate student recruitment & community outreach (see *outreach checklist*)
- Fri. 06: - Desired teacher characteristics defined (see *staffing checklist*)
 - Personnel Requisitions submitted to Human Resources Dept. (see *staffing checklist*)
 - Begin drafting Pre-service Professional Development Plan

Week 12: June 8 to June 14

- Mon.09: - Student Registration begins (see *student registration and outreach checklist*)
- Tues.10: - Staffing Team meets
- Wed. 11: - Building & Facilities Team meets
- Th. 12: - Support Services Team meets (office, custodial, etc.)
- Fri. 13: - Core Curriculum, Instruction & Professional Development Team meets

Week 11: June 15 to June 21

- Mon. 16:- Confirm school budgets funded; encumber funds as needed
 - Repair Requisitions submitted to Building & Grounds Department
- Tues. 17:- Supply and materials requisitions submitted to Purchasing Department
- Wed. 18: -Categorical Fund Applications (Chap. I) etc. submitted
- Th. 19: - Orders for textbooks and instructional materials submitted
- Fri. 20: - Building Fire Department Inspection held
 - Expected closing date teacher application (see *staffing checklist*)

Week 10: June 22 to June 28

- Mon 23: - Begin drafting school policies as reflected in the Student/Parent & Staff Handbooks (see *outline student/parent handbook* and *outline staff handbook*)
- Tues.24: - School Emergency & Disaster Plan completed and posted in all school locations
- Wed.25: - Paper screening of teacher applications complete (see *staffing checklist*)
- Th. 26: - Begin planning of Pre-service Teacher Staff Development workshops
- Fri. 27: - Begin Planning of Parent-Staff Get Acquainted Picnic and Barbeque

Week 09: June 29 to July 5

- Mon.30: - Begin drafting categorical school plans & bylaws (see *Required Advisory Committees*)
- Tues. 01:
- Wed. 02: - Assess progress of student registration, meeting of enrollment targets
- Th. 03:
- Fri. 04: Holiday

Week 08: July 6 to July 12

- Mon.07: - Begin drafting Student Study Team procedures
- Tues.08: - Documents required for opening days of school drafted (see *key documents checklist*)
- Wed.09: - Pre-service Professional Development Plan is completed
- Th. 10: - Continue work on school policies as reflected in the Student/Parent & Staff Handbooks (see *outline student/parent handbook* and *outline staff handbook*)
- Fri. 11: - Teacher candidate interviews completed (see *staffing checklist*)

Week 07: July 13 to July 19

- Mon. 14: - Draft of all school schedules and calendars completed (see *key documents checklist*)
- Tues. 15: - Demonstration lessons complete (see *staffing checklist*)
- Wed. 16: - District restoration of Library book collection is in progress
- Th. 17: - Final selection of teachers is complete (see *staffing checklist*)
- Fri. 18: - Draft of Curriculum and Instruction implementation plan is complete

Week 06: July 20 to July 26

- Mon 21: - Equipment, materials required for opening of school substantially in place
- Tues.22: - School policies as reflected in the Student/Parent & Staff Handbooks complete
- Wed 23: - Work to operationalize classroom computers and Computer Lab has begun
- Th. 24: - Planning for Pre-service Teacher Staff Development Workshops is complete
- Fri. 25:

Week 05: July 27 to August 2

- Mon. 28: - Conduct building walkthrough to assess building condition and readiness
(see opening master checklist)
- Tues. 29: - Assess progress on work completed, Repair Requisitions submitted to Building & Grounds Department
- Wed. 30: - Review and assess school budget balances to date
- Th. 31:
- Fri. 01: - Planning of Parent-Staff Get Acquainted Picnic and Barbeque is complete

Week 04: August 3 to August 9

- Mon. 04: - Pre-service Teacher Staff Development workshops begin (10 days through August 15)
- Tues. 05: - Begin compiling class lists based on current enrollment
- Wed. 06:
- Th. 07:
- Fri. 08:

Week 03: August 10 to August 16

- Mon. 11: - All required school schedules and calendars finalized (see key documents checklist)
- Tues. 12:
- Wed. 13: - Curriculum and Instruction implementation plan is complete
- Th. 14: - Classroom computers and Computer Lab are operational
- Fri. 15: - District restoration of Library book collection is complete

Week 02: August 17 to 23

- Mon. 18: Review evaluations of pre-service teacher workshops to identify further training needs
- Tues. 19: Student Study Team procedures completed together with other Special Ed procedures
- Wed. 20: Task Team meetings to assess final progress toward meeting all opening requirements
- Th. 21: All classroom furniture and instructional supplies delivered and in place
- Fri. 22: Class lists updated and ready for addition of late enrollments

Week 01: August 24 to August 30

- Mon. 25: - Bell schedule programmed into bell system and ready for first day of school
- Walkthrough: Rooms, equipment & materials ready for first day of school
(see checklist: building, grounds, facilities)
- Tues. 26: - Cafeteria inspection - Ready for food service on the first day of school (see checklist)
- Wed. 27: - Opening Paper duplicated ready for first day of school (see key documents checklist)
- Th. 28: - First regular staff meeting (voluntary teacher attendance), 9:00 am
- Fri. 29: - Post Class Lists in office window

Week 00: August 31 to September 6

- Sun. 31: - Open building for teachers who wish to prepare their classrooms for first day of school
- Mon. 01: " " " " " " " " " " " " " " " "
- Tues. 02: - First Day of School
- Wed. 03:
- Th. 04:
- Fri. 05:

**Planning Document #7
Student and Parent Handbook Outline**

A. Introductory Section

1. Vision and Mission Statement
2. Letter from the Principal
3. Daily Schedule
4. Roster of School Staff
5. 2014-15 School Year Calendar Summary

B. Arrivals, Departure and Safety

1. Arrival
2. Departures
3. Automobile Drop-off and Pickup
4. Walking to and from School
5. Bicycles, Scooters and Skateboards

C. Attendance Policies and Procedures

1. Importance of Regular School Attendance
2. Early Dismissals from School
3. Tardiness

D. Classroom and School Policies and Procedures

1. Classroom and School Visitations
2. Messages and Deliveries
3. Classroom Interruptions
4. Study Trips
5. Independent Study Contracts
6. Homework Policy
7. Textbooks
8. Family Participation
 - a. Parent Teacher Organization (PTO)
 - b. Classroom and School Volunteers
9. Transferring to Another School

E. Safety, Health and Wellbeing

1. Illness or Injury
2. Medications in School
3. Asthma
4. Head Lice
5. Emergency Cards
6. Custody Disputes
7. Mandatory Reporting to Child Protective Services
8. School Emergency Procedures

F. Cafeteria Services and Snacks

1. Cafeteria
2. Cafeteria Rules
3. Recess Snacks
4. Lunch Payments
5. Free and Reduced Lunch Program

G. Regular Instructional Program, Support Programs and Special Programs

1. General Academic Program
2. Special Education
3. GATE (Gifted and Talented Education) and High Achievers
4. Technology
5. Library Program
6. Student Council

H. Academic Assessments (Testing)

1. Classroom Assessments
2. Benchmark Assessments
3. State Assessments

I. Student Records, Progress Reporting, Promotion Policy and Recognition

1. Student Records
2. Standards Based Report Card
3. Parent/Family Conferences
4. Progress Reports/Deficiency Notices
5. Promotion/Retention Policy
6. Student Awards and Recognition

J. Climate for Learning

1. Telephone Use
 - a. Cell Phones
 - b. Office Phones
2. Dress Code, Clothing & Lost and Found

K. Behavior and Discipline Policy

1. Schoolwide Rules
2. Playground Rules
3. Progressive Discipline Policy
4. Suspension
5. Prohibited Items
6. Violent Acts

L. Additional Policies and Procedures

1. Problem-Resolution Guidelines
2. Sexual Harassment Policy

**Planning Document #8
Staff Handbook Outline**

A. School Vision and Mission Statements

1. School Mission Statement
2. School Vision Statement

B. Staff Policies and Procedures

1. Required Days and Hours of Service
 - a. School Calendar (Days of Service, Holidays, Parent Conferences, etc.)
 - b. Required Arrival and Departure Times from School (Hours of Service)
2. Teacher Absences
 - a. Requesting a substitute through the Subfinder System
 - b. Preparing Materials and Lesson Plans for the Substitute
3. Special Duties, Assignments and Meetings
 - a. Yard Duty Schedule
 - b. Committee Assignments
 - c. Staff Meetings
 - d. Other Meetings
4. Teacher Preparation Periods
5. Teacher Evaluation Practices and Policies
 - a. Classroom Observations
 - Announced
 - Unannounced
 - Walkthrough Observations
 - b. Evaluations
6. District Leave Policies

C. Student Policies and Procedures

1. Daily Bell Schedule
2. Student Attendance Reporting
3. Student Behavior and Discipline Policy
4. Study Trip Guidelines
5. Student Study Team
 - a. Referrals
 - b. Meetings
6. Special Education
 - a. Referrals
 - b. Mandatory Requirements
7. Mandatory Reporting: Suspected Child Abuse, Molest and Neglect
8. Cafeteria Policies
9. Early Dismissals from the Classroom
10. Student Directory Information
11. Student Records and Cumulative Folders
12. Student Awards and Recognitions
13. Student Illness
14. Student Accident Report Forms

D. Classroom Instruction and Management

1. Lesson Plans
2. Grade Level Learning Standards
3. Classroom Management
 - a. Behavior: Rules, Consequences, Rewards, Hall/Bathroom Passes, etc.

- b. Instruction: Time on Task, Active Engagement in Learning, etc.
- 4. Bulletin Boards
- 5. Use of Parents and Volunteers in the Classroom
- 6. Homework Policy
- 7. Makeup Work for Students
- 8. Independent Study
- 9. Classroom Newsletters and Websites
- 10. Use of Textbooks and Other Instructional Materials
- 11. Use of Computers and Technology in the Classroom
- 12. Student Supervision in the Classroom
- 13. Showing movies in the classroom
- 13. Supply Orders
- 14. Collecting Money for Fundraisers and Other Purposes
- 15. Room Parties and Classroom Events
- 16. Rainy Day Recess and Lunch Procedures

E. Assessments of Student Progress

- 1. Classroom Assessments
- 2. District Assessments
- 3. State Testing Program

F. Reporting Student Progress

- 1. Regular Parent Contacts (notes, telephone calls, etc.)
- 2. Progress Reports (Deficiency Notices)
- 3. Parent Conferences
- 3. Report Cards
- 4. Promotion and Retention Policy
- 5. Daily and Weekly Reporting in Special Cases

G. Schoolwide Policies and Procedures

- 1. School Emergency Procedures
- 2. Copiers, Laminators and Other Equipment Available to the Staff
- 3. Library Policies and Procedures
- 4. Student and Parent Handbook
- 5. Schoolwide Technology Policy
- 6. Classroom Visitations by Parents and Others
- 7. Problem-Resolution Guidelines
- 8. Sexual Harassment Policy

Planning Document #9
Steering Committee Action Calendar for the 2014-15 School Year

September

- Governance Training
- Brown Act
- Establish meeting calendar for the year
- Review School Attendance
- Review Programmatic Audit Report
- Review of school data and information related to student performance, staffing, teacher needs, and school needs
- Review STAR reports

October

- Establish Goals for the year
- Review Updated Standards Maps (Core and Enrichment)
- Establish Policies and Policy Priorities
- Review Operation of ELAC and SCC
- Attendance and Truancy Policy and Process
- Budget review (State, Federal and Grants)
- Fundraising
- Forward documentation to UCSC

November

- CSDC Training for Steering Committee Members
- Review Parent Compact
- Visiting Core Classrooms
- Establish School Calendar for Upcoming school year
- Attendance and Truancy Policy and Process
- Review Safety Plan
- Review School Attendance (SART)
- Monitor Fall Benchmark Assessment (ELA and Math) and Writing Prompt Data
- Review of school data and information related to student performance
- Needs Assessment
- Forward documentation to UCSC

December

- CSDC Training for Steering Committee members
- Review and Updated LEA Plan
- Review School Attendance
- Review goals
- Visiting Enrichment Classrooms
- Policies and Procedures
- Review of school data and information related to student performance
- Forward documentation to UCSC

January

- CSDC Training for Academy Council Members
- Review of LEA Plan
- Final budget revisions made
- Review Open Enrollment Process and Procedures
- Visiting Other Schools
- Review of Benchmark Assessments and other assessment data

February

- CSDC Training for Steering Committee Members
- Monitor student data for progress towards goals
- CELDT Data Review
- Review of school data and information related to student performance
- Forward documentation to UCSC

March

- Present R30 report and progress towards AMO's
- Review of school data and information related to student performance
- Evaluate effectiveness of PTA and other school committees
- Preparing for Upcoming School year
- Forward documentation to UCSC

April and May

- Review/Revise and Approve School Safety Plan
- Evaluate effectiveness of LEA, Literacy Plan, and BSM
- Address program changes needed to support effectiveness, compliance and appropriate use of programs and resources
- Review School Lottery Process
- Monitor Spring Benchmark Assessment (ELA and Math) and Writing Prompt Data
- Review of school data and information related to student performance
- Preparing for Upcoming School Year
- Review/Revise Student/Parent and Staff handbooks
- Forward documentation to UCSC

June

- Survey and collect data from staff, students, and parents
- Address program changes needed to support effectiveness, compliance and appropriate use of programs and resources
- Preparing for Upcoming School year
- Review year's work and evaluate the effectiveness of the academy council
- Forward documentation to UCSC

**Planning Document #10
Required Advisory Committees**

SAC (School Advisory Committee) and ELAC (English Language Advisory Committee)

The Charter School shall form any and all advisory bodies required by law to serve the target population, such as the SAC (School Advisory Committee), School Site Council and ELAC (English Language Learners Advisory Committee). The SAC committee will be formed in compliance with Title I Program federal guidelines, and the ELAC and Site Council in accordance with California Education Code mandates.

While specific bylaws will be developed to closely reflect the mandated role of each committee, these general functions will be performed by each group:

- Assist with efforts to make parents aware of the importance of a high quality education, and maintaining regular school attendance
- Collaborate in the development and interpretation of school needs assessments.
- Participate in the development of educational plans
- Develop goals and objectives for the target group (i.e. English Learners, students eligible to receive Title I services, etc.).
- Approve the school plan for the education of the target group (i.e. English Learners, students eligible for Title I services)
- Review and assist in the implementation and evaluation of the school plan for the target groups (i.e. English Learners, students eligible to receive Title I services)

The responsibilities of these committees will typically include but not be limited to:

- Conducting monthly meetings with an established agenda, in the language spoken by the majority of the members.
- Writing, and then revising the bylaws annually.
- Assisting in planning and implementation of parent training to support the committee's responsibilities and the instructional program
- Fostering communication between that committee, and other school committees and groups.
- Proposing budget recommendations for all services provided in the planning, implementation, and evaluation of the target program's objectives and activities.
- Participating in evaluating the school's instructional programs.
- Informing and advising school personnel on provisions, goals and objectives of their program and committee.
- Becoming knowledgeable in committee procedures, including planning, fiscal responsibilities and evaluation.

Additionally the following provisions will be incorporated into the bylaws of each required advisory committee:

- Membership requirements including elections, committee composition, selection and terms of officers and term of membership.
- Duties of officers and obligations of members
- Requirements and scheduling of regular meetings
- Required meeting agendas and minutes

The Charter School Principal will take appropriate steps to ensure close, ongoing coordination of effort between all committees - including the Steering Committee, School Site Council, SAC and ELAC.

Appendix B Procedures for Safety and Security

Source: SCUSD website -

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCYQFjAA&url=http%3A%2F%2Fwww.scusd.edu%2Fsites%2Fmain%2Ffiles%2Ffile-attachments%2Fsafety_security_0.doc&ei=FbA4U8SXCURMyQH0z4Bg&usq=AFQjCNF6-lzTA5X4znjAl_vLRzZwuqx3Q&bvm=bv.63808443,d.aWc

Procedures for Safety and Security

1. Devise signals for announcing emergency situations. If using audible alarms, keep the number of variations small (i.e., fire klaxon for evacuation; four long bells for duck and cover/intruder alert). Practice these drills during class time, recess, passing periods, and lunch.
2. Identify who can declare an emergency and under what situations. Make all staff aware of this determination.
3. **Classroom Response Kits:** The teacher or a designated student takes the kit during an emergency incident or drill. This kit could contain the following:
 - a. Copy of the class roster with emergency telephone numbers for each student
 - b. White sheet for bandages, kept in a plastic bag
 - c. Latex gloves
 - d. Triage tags to record student's name and person to whom they are to be released
 - e. Large tarp to cover students in the rain
 - f. Large, brightly colored sign on a stick with the teacher's name, in the event that a student becomes separated
 - g. Playing cards or small games to occupy/distract students during the emergency
 - h. Candy or gum to reduce an anxious or dry mouth
 - i. Small blanket
 - j. Laminated green and red folders; red folder displayed indicates a class **does not** have all students accounted for; green folder indicates that **all student are** accounted for
4. For special education students, augment the **Classroom Response Kit** to include the following items:
 - a. Current significant medical information
 - b. Agreement to include medical treatment
 - c. Medications as necessary
 - d. Strobe light for deaf students
 - e. Picture cue cards for neurologically involved or significantly delayed students
 - f. American Sign Language cue cards
 - g. Pre-made name cards
 - h. Duct tape for sealing around the doors during a hazardous chemical spill near the school
5. Develop clear instructions for operating the contingency plan, and regularly train staff members to respond in a reliable way. As the situation dictates, it may be necessary to:
 - a. Lock doors or assume placement in a hallway or classroom as a method of controlling movement around the campus
 - b. Instruct students and staff members to immediately lie face down on the floor, cover their heads, and endeavor to remain calm and immobile in the event of a shooting or explosion. Use desks as a cover for protection.
 - c. Close and lock windows, if possible.
 - d. Turn off all power equipment in the event of a natural disaster, such as an earthquake or electrical storm.

- e. Establish a central area for unsupervised students and staff members to assemble.
 - f. Retain students until an “all clear” signal is given.
 - g. Duct tape around the door in the event of a hazardous chemical spill cloud passing over the school.
6. Develop a procedure for identifying safe and injured students.
 7. Have a procedure for what to do and where staff and students go during lunch when a lock-down occurs. Determine what areas are best for large numbers of people to enter from the outside—no windows and locked doors.
 8. Every school should have at least one emergency bag. This bag should contain emergency response items (i.e., megaphone, yellow barrier tape, latex gloves, first aid kit, reflective vests, etc.)
 9. Every school should generate two complete school rosters with addresses, parents/guardians, emergency information, and telephone numbers. They should be kept in different locations in case of a disaster affecting administrative offices.
 10. Identify an adequate location and a procedure for administering first aid.
 11. Determine a parent/student reunification location. Neighborhood businesses, churches, parking lots work well as remote locations. Ascertain permission from neighbors in advance. An on-campus location should be selected for how easy it can control who is allowed in and out.
 12. Develop a systematic process for releasing students to parents or guardians that includes a sign-out procedure and verification of the authorized persons to pick up the students. Identify the necessary documentation from the parents or guardians for releasing students. Provide a description of the process in other languages for non-English speaking parents.
 13. Identify a crisis intervention team of psychologists and counselors to be called to provide debriefing and counseling for any resulting trauma affecting students and staff members. Have their names and telephone numbers handy—in several locations.

Operational Control During A Crisis

1. Generally, the principal, or his/her designee, declares an emergency and is responsible for requesting assistance through direct communication with the district superintendent.
2. Generally, the principal establishes the pre-determined Incident Command Center (ICC) and assumes the immediate responsibility as Incident Commander (IC) until responding emergency teams arrive.
3. All staff should be made familiar with the Standardized Emergency Management System (SEMS).
4. Establish emergency procedures that include notifying local law enforcement agencies, the fire department, and medical assistance agencies as appropriate.
5. Regularly remind staff that school employees are considered disaster service workers when: a local emergency has been proclaimed; a state emergency has been proclaimed; or a federal disaster declaration has been made.

Note: No public school employee may leave his or her site during an emergency until released. Violations can result in certificated employees losing their teaching credentials and classified employees may be charged with a misdemeanor.

6. Post and regularly update a checklist of equipment and emergency telephone numbers.
7. Have necessary equipment available such as: hand-held radios for communicating with supervising staff; a camera and film for documentation; a fully operational public address system; fully operational fire extinguishers; and a private telephone line to be used only by the principal (or

- authorized person) and the district superintendent. Have a predetermined off-campus command center available for an emergency such as a bomb in the administration building.
8. Identify how injured students and staff will be transported to the hospital—when emergency transport is unavailable.
 9. Plan alternative routes for transporting injured if standard routes are obstructed.
 10. If school is going to be officially closed, plan for an orderly dismissal procedure to avoid a stampede. (i.e., dismiss by floors, wings, or sections in a manner that everyone understands)
 11. Provide parents with information in the language of the home, if possible, regarding relevant elements of the emergency plan, so they are prepared and know what to expect.
 12. Conduct periodic practice drills to ensure understanding.
 13. Establish a “buddy system” for all students, especially significantly disabled students.

Clear and Effective Communication

1. Establish a clear communication system that signals an emergency, and when the crisis has passed, signals an “all clear”. The signals should be distinguishable from those that designate class periods, and should be established before an emergency situation.
2. Establish a Public Information Office (PIO) location accessible to the parents, interested community members, and the media to communication and control rumors.
3. Authorize only one or two staff members to act as police contacts.
4. Designate a spokesperson to advise the media and respond to questions and concerns. The press should be handled by the public information officer (PIO) exclusively and permitted to approach staff or students only after district officials determine that such confrontation would not adversely affect staff or students.
5. Establish a procedure for establishing and maintaining control of the media and onlookers who could impede operations. Have the district’s PIO provide updated information on the status of the situation at regular intervals to minimize rumors and interruptions. (The Association of California School Administrators provides such a service to districts in crisis, on request.)
6. Develop procedures for keeping family members and other relatives informed about students enrolled in the school. For some special education students, it may be necessary to use TDD/TDY or a relay operator.
7. Pre-determine a person to record the incident and provide documentation of the events chronologically. Select a person to take messages.
8. Establish a message delivery system backup, should the communications system be unavailable.
9. Hold a debriefing of staff after all of the students have been dismissed or reunited. Discuss the situation and how it was handled. Where do you make improvements?

Procedures Involving Law Enforcement

1. Develop specific steps to ensure smooth police involvement in a campus crisis. For example, school administrators may bring several uniformed police officers on campus to de-escalate a situation, to display force, or arrange for arrests if appropriate. As the situation improves, gradually reduce the number of officers on campus. The officers should attempt to interact with the students, being responsive and approachable. When the situation is controlled, officers should leave the campus calmly.

2. Develop a written agreement regarding coordination and police response to a school disruption before such an occurrence. The written memorandum of understanding would include clear guidelines regarding the point at which responsibility for a situation would be assumed by the assigned officer(s).
3. Develop an ongoing system of communication and review of facility planning and student activity on campus that includes students, staff, law enforcement, and parents.
4. Design emergency plans with assistance from the police department that includes planning for major life-threatening events, such as shootings, bomb threats, chemical spills, and natural disasters.
5. Establish personal contact between authorized staff and police staff before the emergency.
6. Include arrangements for a “call back” number to verify that a police assistance call is legitimate when 911 has not been used to contact law enforcement.
7. Train school staff in leadership roles to recognize when police intervention is required. **Police are responsible for enforcing law and will insist on final decision making in all matters involving their sworn obligations.**
8. Practice contingency procedures to assure that the plan is smooth running and comprehensive. Review the contingency plan regularly with staff members throughout the year and conduct drills.

Guideline for Police Intervention in School Disruptions

It should be noted that before requesting direct police intervention, every effort to settle a disruption should be made by the staff. The police department, however, should be notified of the school disturbance as a matter of record and reference for any further assistance.

- a. Level 1: the disturbance is confined to one area and without threat to students or staff. School personnel would respond by containing or removing persons involved with minimum interruption.
- b. Level 2: the disturbance is mobile and/or poses a direct threat to students/staff. The school would remain open, but security forces would isolate the disruptive activity, detain the individuals involved, and stop the threat of escalation. As many school personnel as possible should carry out school operations during the disturbance.
- c. Level 3: the disturbance prevents regular school operations from continuing. There are serious threats to students/staff; situation is no longer within the control of the school. The principal would request police assistance in accordance with guidelines previously established in the written memorandum of understanding. The school would be closed and responsibility for controlling a situation would be assumed by the officers assigned. Authority to end the disruption would shift from the school administrators to the police. However, responsibility for maintaining safety and order among the students and staff, and responsibility for the facility would remain with the principal and district administration

Appendix C
Common Core Compliant Backward Standards Map
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Dates	Sept/Oct	Oct/Nov/Dec	Jan	Feb/Mar	Apr/May/June
Component	Changes	Seasons/Weather/Our world	Heroes	Plants /Wings and Things	Amazing Animals
Concept	Citizenship/responsibility	Cycles/relationships	Change/perseverance	Diversity/ecology	Habitat/adaptation

Service project	First grade tends the school garden throughout the year, Health Fair project (Nutrition)				
"Being There" experiences	Library, school garden	Abel's Apples, Burbank HS Key club, friendship feast	Crest theatre, capitol walk, guest speaker	UC Davis Explorit, Explorit on-site, honey tasting, health fair	Sac zoo, end of year field trip
Inquiries/assessments	Building relationships BPST/running record Writing prompt-mom Math diagnostic Sight words Fun fizz experiment water cycle Five senses Living/non-living matter	winter program project (dove and globe) Benchmark 1 (ELA/Math) Fluency/sight words Writing prompt-family cooking apple book	peanut butter, Asian food experience, tadpoles (12wks) Benchmark 2 (ELA/Math) Fluency Writing prompt	Planters, mosquitos, Health fair project, ladybug life cycle project, butterfly stained glass/poem, coffee filter butterfly Benchmark 3 (ELA/Math) Fluency Writing prompt	animal report, diorama, 5 writing pieces/5 art projects for each habitat Benchmark 4 (End of year assessment) (ELA/Math) Writing prompt Fluency
Key Vocabulary	change, brain, scientist, living/non-living things, reproduce, grow, noun, LIFESKILLS, lifelong guidelines, syllable, word, sentence, period, capital, lowercase, matter, solid, liquid, gas, sight, sound, hearing, touch, taste, senses, evaporation, condensation, precipitation	seasons, farm, world, continent, ocean, country, earth, fall, winter, spring, summer, verb, question mark, map, north, south, east, west, compass, community, world, earth, peace, liberty, meteorologist, predict, pilgrim, native American, history	president, slave, agriculture, segregation, government, peanut, adjective, prepositional phrase, citizen, hero, justice, unfair, equality	heart, health, insect, exoskeleton, antennas, thorax, abdomen, arachnid, ecology, ecologist, proboscis, metamorphosis, cocoon, egg, larva, adult, life cycle, plant, stem, leaves, roots, flower, seed, germination, pollination, photosynthesis	animal, adaptation, diet, habitat, carnivore, herbivore, omnivore, insectivore, prey, hunt, predator, ecosystem, safari, desert, arctic, rainforest, African Savannah, wetlands, camouflage, terrestrial, aquatic, nocturnal
Literature	Chrysthanemum, The Tiny Seed, The Teeny Tiny Teacher, Leo the Latebloomer, Rainbow Fish, No, David! Ruby in her own Time, Folktales, books related to change from the library, Stellaluna, I Will	Squanto, Barn Dance, Franklin's Thanksgiving, Arthur's Thanksgiving, Albert's Thanksgiving, "Gracias" el pavo del día de acción de gracias, apple orchards, pumpkins, A tree is nice, The Giving Tree,	Aesop's Fables, Chinese New Year, George Washington Carver, Happy Birthday Martin Luther King Jr., Abe Lincoln, George Washington, Barack Obama, Sam's Lucky Day,	Alphabugs, The Hungry Caterpillar, The Grouchy Ladybug, Insects!, Bugs, bugs, bugs, Life cycle of butterfly, life cycle of ladybug, Dr. Seuss series, Bees: Friends or Foes, Plant Life Cycle, Crickwing, The	Frog and Toad series, A House for Hermit Crab, Zoology, non-fiction from library, life cycle of chicken, life cycle of frog, Peter Rabbit, Kapok tree, Rainforests, Deserts, The Three Javelinas, Rainforest,

	Always Love You, Amazing Grace, Horton Hears a Who, The Giving Tree	The Last Tree, Johnny Appleseed, The First Thanksgiving, The Mitten, ¿Quién es de aquí?	Harvesting Hope	Very Busy Spider, After the Storm, The Tiny Seed	The Arctic, Do You Love Me, Mommy?, Bring the Rain to Kapiti Plain, Wetlands
Songs	Five senses, Three States of Matter, Matter Here, Matter There, Five Senses, Friendship, Nouns, Am I living?, The water cycle	Meteorologist Sound-off, The four seasons, The weather, Verbs, Seven Continents, Five oceans, Peace and Liberty, Alligator Chant, Place value song, De colores	Parts of the clock, Adjectives song, Heroes here, heroes there	Parts of the plant, Birth of a Butterfly, Seeds, Parts of a Rainforest, Take Good Care of Your Heart, Dream, Believe, Achieve, Is this money? Ys, ma'am!	Is this a Rainforest? Yes, ma'am! Is this a desert? Yes, ma'am! Is this the wetlands? Yes, ma'am! Is this the Arctic? Yes, ma'am! Animals, animals, everywhere
GLAD components http://fgsd.schoolfusion.us/modules/cms/pages.phtml?pageid=82339&sessionid=9d84430f3574fb8cd1b753f386e4ea08 www.projectglad.com username: teacher password: page beamer school woodland	CCD, Rainbow Fish narrative pictorial, five senses pictorial & process grid, living/non-living comparative pictorial & process grid, matter pictorial & process grid, water cycle pictorial & process grid	CCD, Stelaluna narrative input, Johnny Appleseed narrative input, weather process grid, four seasons pictorial & process grid, long ago & today comparative pictorial & process grid, Pilgrims & native americans comparative pictorial & process grid	CCD, Martin Luther King, Jr. & César Chávez comparative pictorial, George Washington & Abraham Lincoln comparative pictorial, heroes process grid	CCD, Parts of a plant pictorial & process grid, insects & arachnids comparative pictorial & process grid, garden pictorial, Expert groups for insects	CCD, Mammal, reptile & bird pictorial & process grid, Habitats pictorials & process grids (5)
Science http://www.education.com/activity/all-grades/science/ http://www.sedl.org/scimath/pasopartners/grade-1.html http://www.internet4classrooms.com/skills_1st_science_new.htm	The five senses(K), states of matter (PS), Water cycle Physical Sciences 1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept: a. <i>Students know</i> solids, liquids, and gases have different properties. b. <i>Students know</i> the properties of substances can change when the substances are mixed, cooled, or heated.	The seasons(ES), living/non-living(LS) Earth Sciences 3. Weather can be observed, measured, and described. As a basis for understanding this concept: a. <i>Students know</i> how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons. b. <i>Students know</i> that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season. c. <i>Students know</i> the sun warms the land, air, and water.	Life cycles(LS) tadpoles Life Sciences 2. Plants and animals meet their needs in different ways. As a basis for understanding this concept: a. <i>Students know</i> different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places. b. <i>Students know</i> both plants and animals need water, animals need food, and plants need light.	Insects(LS), plants(LS) garden Life Sciences 2. Plants and animals meet their needs in different ways. As a basis for understanding this concept: a. <i>Students know</i> different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places. e. <i>Students know</i> roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.	Animals(LS) habitats, adaptations, diet Life Sciences c. <i>Students know</i> animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting. d. <i>Students know</i> how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).
Social Studies http://www.internet4classrooms.com/index.htm http://www.youtube.com/watch?v=PbUTL_0vAJk&feature=player_embedded	Citizenship (LIFESKILLS) 1.1 Students describe the rights and individual responsibilities of citizenship. 1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a	Community, Long Ago & Today 1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.	Important people in history 1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time. 1. Recite the Pledge of Allegiance and	Diversity 1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places. 1. Recognize the ways in which they	Past and present 1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.

	<p>representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.</p> <p>2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."</p>	<p>1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.</p> <p>2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.</p> <p>3. Construct a simple map, using cardinal directions and map symbols.</p> <p>4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.</p>	<p>sing songs that express American ideals (e.g., "My Country 'Tis of Thee").</p> <p>2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them.</p> <p>3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.</p>	<p>are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.</p> <p>2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.</p> <p>3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.</p>	<p>1. Examine the structure of schools and communities in the past.</p> <p>2. Study transportation methods of earlier days.</p> <p>3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.</p> <p>1. 6 Students understand basic economic concepts and the role of individual choice in a free-market economy.</p> <p>1. Understand the concept of exchange and the use of money to purchase goods and services.</p> <p>2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.</p>
<p>Reading/ comprehension</p> <p>http://www.enchantedlearning.com/Home.html</p> <p>http://sms.sdcoe.net/SMS/las/standardsTools.asp</p> <p>http://www.cambrian.k12.ca.us/district_site/curriculum/student_friendly_standards.htm</p>	<p>Informational text Key Ideas and Details</p> <p>1. Ask and answer questions about key details in a text.</p> <p>2. Identify the main topic and retell key details of a text.</p> <p>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Craft and Structure</p> <p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Use the illustrations and details in a text to describe its key ideas.</p>	<p>Literature Key Ideas and Details</p> <p>1. Ask and answer questions about key details in a text.</p> <p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>3. Describe characters, settings, and major events in a story, using key details.</p> <p>Craft and Structure</p> <p>6. Identify who is telling the story at various points in a text.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>a. Activate prior knowledge related to the information and events in a</p>	<p>Informational text Key Ideas and Details</p> <p>1. Ask and answer questions about key details in a text.</p> <p>2. Identify the main topic and retell key details of a text.</p> <p>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Craft and Structure</p> <p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Use the illustrations and details in a text to describe its key ideas.</p>	<p>Literature Key Ideas and Details</p> <p>1. Ask and answer questions about key details in a text.</p> <p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>3. Describe characters, settings, and major events in a story, using key details.</p> <p>Craft and Structure</p> <p>6. Identify who is telling the story at various points in a text.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>9. Compare and contrast the adventures and experiences of characters in stories.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>a. Activate prior knowledge related to the information and events in a</p>	<p>Informational text Key Ideas and Details</p> <p>1. Ask and answer questions about key details in a text.</p> <p>2. Identify the main topic and retell key details of a text.</p> <p>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Craft and Structure</p> <p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Use the illustrations and details in a text to describe its key ideas.</p>

	<p>8. Identify the reasons an author gives to support points in a text.</p> <p>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>a. Activate prior knowledge related to the information and events in a text.</p> <p>b. Confirm predictions about what will happen next in a text.</p> <p>FOUNDATIONAL SKILLS Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>Print Concepts</p> <p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>Phonological Awareness</p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p>text.</p> <p>b. Confirm predictions about what will happen next in a text.</p> <p>FOUNDATIONAL SKILLS Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <p>a. 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Identify the reasons an author gives to support points in a text.</p> <p>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>a. Activate prior knowledge related to the information and events in a text.</p> <p>b. Confirm predictions about what will happen next in a text.</p> <p>FOUNDATIONAL SKILLS Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>text.</p> <p>b. Confirm predictions about what will happen next in a text.</p> <p>FOUNDATIONAL SKILLS Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>8. Identify the reasons an author gives to support points in a text.</p> <p>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>a. Activate prior knowledge related to the information and events in a text.</p> <p>b. Confirm predictions about what will happen next in a text.</p> <p>FOUNDATIONAL SKILLS Phonics and Word Recognition</p> <p>3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>b. Decode regularly spelled one-syllable words.</p> <p>c. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>f. Read words with inflectional endings.</p> <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> <p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
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	<p>a. Distinguish long from short vowel sounds in spoken single syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>Fluency</p> <p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>				<p>necessary.</p>
<p>Writing (Step-up to writing, Write Tools)</p>	<p>Text Types and Purposes</p> <p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>Production and Distribution of Writing</p> <p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>Text Types and Purposes</p> <p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>Production and Distribution of Writing</p> <p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>Text Types and Purposes</p> <p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>Production and Distribution of Writing</p> <p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>Research to Build and Present Knowledge</p> <p>7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Text Types and Purposes</p> <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>Production and Distribution of Writing</p> <p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>Research to Build and Present Knowledge</p> <p>7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Text Types and Purposes</p> <p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>Production and Distribution of Writing</p> <p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>Research to Build and Present Knowledge</p> <p>7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p>8. With guidance and support from adults, recall information</p>

					from experiences or gather information from provided sources to answer a question.
Speaking/Listening	<p>Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>a. Memorize and recite poems, rhymes, and songs with expression.</p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation.</p>	<p>Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>a. Memorize and recite poems, rhymes, and songs with expression.</p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation.</p>	<p>Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>a. Memorize and recite poems, rhymes, and songs with expression.</p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation.</p>	<p>Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>a. Memorize and recite poems, rhymes, and songs with expression.</p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation.</p>	<p>Comprehension and Collaboration</p> <p>1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>a. Memorize and recite poems, rhymes, and songs with expression.</p> <p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>6. Produce complete sentences when appropriate to task and situation.</p>
Language (Grammar/Spelling)	<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with</p>	<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with</p>	<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with</p>	<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with</p>	<p>Conventions of Standard English</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with</p>

	<p>matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Vocabulary Acquisition and Use</p> <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are</p>	<p>matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Vocabulary Acquisition and Use</p> <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>c. Identify real-life connections</p>	<p>matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root</p>	<p>matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root</p>	<p>matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p> <p>d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize dates and names of people.</p> <p>b. Use end punctuation for sentences.</p> <p>c. Use commas in dates and to separate single words in a series.</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>Vocabulary Acquisition and Use</p> <p>4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root</p>
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	<p>cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p>	<p>between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p>	<p>words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p> <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p>	<p>words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p> <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p>	<p>words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p> <p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> <p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>I named my hamster Nibblet because she nibbles too much because she likes that</i>).</p>
<p>Math word problems 10 a day</p> <p>http://www.mathmammoth.com/</p> <p>http://edhelper.com/</p> <p>http://www.enchantedlearning.com/Home.html</p>	<p>Number and Operations in Base Ten Extend the counting sequence. 1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>Operations and Algebraic Thinking Add and subtract within 20. 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a</p>	<p>Number and Operations in Base Ten Extend the counting sequence. 1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.</p> <p>Operations and Algebraic Thinking Add and subtract within 20. 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a</p>	<p>Number and Operations in Base Ten Understand place value. 2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones — called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). 3. Compare two two-digit numbers based on meanings of the tens and</p>	<p>Operations and Algebraic Thinking Work with addition and subtraction equations. 7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i> 7.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 20. 8. Determine the unknown whole number in an addition or subtraction equation relating three whole</p>	<p>Operations and Algebraic Thinking Work with addition and subtraction equations. 7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i> 7.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 20. 8. Determine the unknown whole number in an addition or subtraction equation relating three whole</p>

	<p>number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Measurement and Data Represent and interpret data.</p> <p>4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>4.1 Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape). (CA-Standard SDAP 2.1)</p>	<p>number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).</p> <p>Measurement and Data Represent and interpret data.</p> <p>4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p> <p>4.1 Describe, extend, and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, and shape). (CA-Standard SDAP 2.1)</p>	<p>ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.</p> <p>Use place value understanding and properties of operations to add and subtract.</p> <p>4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.</p> <p>5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.</p> <p>6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.</p> <p>Operations and Algebraic Thinking Represent and solve problems involving addition and subtraction.</p> <p>1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p> <p>2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p>numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</i></p> <p>Measurement and Data Tell and write time.</p> <p>3. Tell and write time in hours and half-hours using analog and digital clocks.</p> <p>3.1 Relate time to events (e.g., before/after, shorter/longer).</p> <p>Geometry Reason with shapes and their attributes.</p> <p>1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.</p> <p>2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p>3. Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p>	<p>numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.</i></p> <p>Measurement and Data Measure lengths indirectly and by iterating length units.</p> <p>1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.</p> <p>2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p>
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			<p>Understand and apply properties of operations and the relationship between addition and subtraction.</p> <p>3. Apply properties of operations as strategies to add and subtract.3 <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known.</i> <i>(Commutative property of addition.)</i> <i>To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$.</i> <i>(Associative property of addition.)</i></p> <p>4. Understand subtraction as an unknown-addend problem. For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</p>		
<p>Monart “Drawing With Children” http://www.monart.com/</p>	<p>Introduce 5 elements, Corduroy 1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.</p>	<p>Cornucopia 1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.</p>	<p>American flag 1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.</p>	<p>Tropical bird 1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.</p>	<p>Ladybug 1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape/form, and texture.</p>

Technology Macbooks in centers, keyboarding, clickers (10-a-day/5-a-day), Ipad

ELD/SLD	B			I		A	
	<p>Comprehension</p> <ul style="list-style-type: none"> Answer simple questions with one- to two-word responses. Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures). Begin to speak with a few words or sentences by using a few standard English grammatical forms and sounds (e.g., single words or phrases). Use common social greetings and simple repetitive phrases independently (e.g., “Thank you,” “You’re welcome”). Ask and answer questions by using phrases or simple sentences. Retell stories by using appropriate gestures, expressions, and illustrative objects. <p>Organization and Delivery of Oral Communication</p> <ul style="list-style-type: none"> Begin to be understood when speaking, but usage of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he or she]) may be inconsistent. Orally communicate basic personal needs and desires (e.g., “May I go to the bathroom?”). 			<p>Comprehension</p> <ul style="list-style-type: none"> Ask and answer instructional questions by using simple sentences. Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses. Ask and answer instructional questions with some supporting elements (e.g., “Which part of the story was the most important?”). <p>Comprehension and Delivery of Oral Communication Participate in social conversations with peers and adults on familiar Organization and topics by asking and answering questions and soliciting information.</p> <p>Organization and Delivery of Oral Communication</p> <ul style="list-style-type: none"> Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules are not followed (e.g., third-person singular, male and female pronouns). 		<p>Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of most idiomatic expressions (e.g., “Give me a hand”) by responding to such expressions and using them appropriately. <p>Organization and Delivery of Oral Communication</p> <ul style="list-style-type: none"> Negotiate and initiate social conversations by questioning, restating, soliciting information, and paraphrasing the communication of others. 	

	<p>Phonemic Awareness and Decoding and Word Recognition</p> <ul style="list-style-type: none"> Recognize and produce the English phonemes that are like the phonemes students hear and produce in their primary language. Recognize and produce English phonemes that are unlike the phonemes students hear and produce in their primary language. <p>Phonemic Awareness, Decoding and Word Recognition, Concepts About Print</p> <ul style="list-style-type: none"> Produce most English phonemes while beginning to read aloud. <p>Vocabulary and Concept Development</p> <ul style="list-style-type: none"> Produce simple vocabulary (e.g., single words or very short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects). Demonstrate comprehension of simple vocabulary with an appropriate action. Retell stories by using simple words, phrases, and sentences. Recognize simple affixes (e.g., <i>educate, education</i>), prefixes (e.g., <i>dislike, preheat</i>), synonyms (e.g., <i>big, large</i>), and antonyms (e.g., <i>hot, cold</i>). Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words. Recognize the difference between the use of the first- and third-person points of view in phrases or simple sentences. 	<p>Phonemic Awareness, Decoding and Word Recognition, Concepts About Print</p> <ul style="list-style-type: none"> Produce English phonemes while reading aloud. Recognize sound/symbol relationships and basic word-formation rules in written text (e.g., basic syllabication rules and phonics). Apply knowledge of English phonemes in oral and silent reading to derive meaning from literature and texts in content areas. <p>Vocabulary and Concept Development</p> <ul style="list-style-type: none"> Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings. Recognize simple antonyms and synonyms (e.g., <i>good, bad, blend, mix</i>) in written text. Expand recognition of them and begin to use appropriately. Apply knowledge of vocabulary to discussions related to reading tasks. Read simple vocabulary, phrases, and sentences independently. Read narrative and expository texts aloud with the correct pacing, intonation, and expression. Use expanded vocabulary and descriptive words in oral and written responses to written texts. Recognize and understand simple idioms, analogies, and figures of speech in written text. Recognize that some words have multiple meanings and apply this knowledge to written text. Recognize the function of connectors in written text (e.g., <i>first, then, after that, finally</i>). 	<p>Phonemic Awareness, Decoding and Word Recognition, Concepts About Print</p> <ul style="list-style-type: none"> Apply knowledge of sound/symbol relationships and basic word-formation rules to derive meaning from written text (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). <p>Vocabulary and Concept Development</p> <ul style="list-style-type: none"> Apply knowledge of academic and social vocabulary while reading independently. Be able to use a standard dictionary to find the meanings of unfamiliar words. Interpret the meaning of unknown words by using knowledge gained from previously read text. Understand idioms, analogies, and metaphors in conversation and written text.
	<p>Comprehension and Analysis of Grade- Level Appropriate Text</p> <p>Respond orally to stories read aloud and use physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures). Respond orally to stories read aloud, giving one- to two-word responses in answer to factual comprehension questions (<i>who, what, when, where, and how</i>). Understand and follow simple one-step directions for classroom-related activities.</p> <p>Structural Features of Informational Materials</p> <p>Identify the basic sequence of events in stories read aloud, using important words or visual representations, such as pictures and story frames. Respond orally to stories read aloud, using phrases or simple sentences to answer factual comprehension questions.</p>	<p>Comprehension and Analysis of Grade-Level- Appropriate Text</p> <p>Understand and follow simple written directions for classroom-related activities. Read text and orally identify the main ideas and draw inferences about the text by using detailed sentences. Read and identify basic text features, such as the title, table of contents, and chapter headings. Respond to comprehension questions about text by using detailed sentences (e.g., "The brown bear lives with his family in the forest").</p> <p>Structural Features of Informational Materials</p> <p>Identify, using key words or phrases, the basic sequence of events in stories read.</p>	<p>Comprehension and Analysis of Grade-Level- Appropriate Text</p> <p>Read and orally respond to familiar stories and other texts by answering factual comprehension questions about cause-and-effect relationships. Read and orally respond to stories and texts from content areas by restating facts and details to clarify ideas. Explain how understanding of text is affected by patterns of organization, repetition of main ideas, syntax, and word choice. Write a brief summary (two or three paragraphs) of a story.</p>
	<p>Penmanship</p>	<p>Organization and Focus</p>	<p>Organization and Focus</p>

	<p>Copy the alphabet legibly. Copy words posted and commonly used in the classroom (e.g., labels, number names, days of the week).</p> <p>Organization and Focus Write simple sentences by using key words commonly used in the classroom (e.g., labels, number names, days of the week, and months). Write phrases and simple sentences that follow English syntactical order.</p>	<p>Follow a model given by the teacher to independently write a short paragraph of at least four sentences.</p> <p>Organization and Focus, Penmanship Write legible, simple sentences that respond to topics in language arts, and other content areas (e.g., math, science, history–social science).</p> <p>Organization and Focus Create cohesive paragraphs that develop a central idea and consistently use standard English grammatical forms even though some rules may not be followed. Write simple sentences about an event or a character from a written text. Produce independent writing that is understood when read but may include inconsistent use of standard grammatical forms.</p>	<p>Develop a clear thesis and support it by using analogies, quotations, and facts appropriately. Write a multiparagraph essay with consistent use of standard grammatical forms.</p>
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Appendix D Financial Statements

First Year. The 2014-15 Revenue/Expenses Summary for New Joseph Bonnheim (NJB) Community Charter School is shown in Table D-1. Given the following assumptions, NJB will have sufficient funds to operate in 2014-15:

1. Enrollment of 323 scholars: 184 in grades K-3 and 139 in grades 4-6. Average Daily Attendance (ADA) of 95%. One-hundred percent low income scholars. Forty percent may be English learners. Approximately 25 scholars per classroom as shown in Table D-2.
2. Local Control Funding Formula (LCFF) calculation using the SCUSD-provided estimate of \$7,096 for 2013-14 funding per ADA.
3. Average certificated non-management (teacher, prep teacher, nurse) salary \$61,764, Health \$20,317, Dental \$1,334, Vision \$264, Life Insurance \$27, Post Retirement Fund \$6,496, and Worker Compensation 2.21% of salary.
4. Full-time classified staff average Health \$18,112, Dental \$1,311, Vision \$218, Life Insurance \$27, Post retirement Fund \$3,475, Worker Compensation 2.21% of salary.
5. Principal Life Insurance \$27, Post Retirement Fund \$5,544.
6. District will provide a reasonably equipped school when compared to other elementary schools feeding into Hiram Johnson High School. This will eliminate the need to purchase classroom furniture and teaching equipment such as Elmos and computers.
7. Title 1 Funds and Lottery Funds for the first year will arrive in July 2015.
8. The district will cover cash flow as stated above in *Section V. Information Regarding Proposed Operation and Potential Effects on SCUSD*.
9. No Public Charter School Grant. As a charter school using district teachers, NJB is not eligible.
10. As a new charter school, NJB will receive Charter School Special Advanced apportionments described at the CDE website. <http://www.cde.ca.gov/fg/aa/pa/chschspcadv1314.asp>
11. The \$30,768 ending balance is approximately 1.2% of expenditures. A 2% reserve will be created after assumptions are verified and adjustments made.
12. NJB will take a schoolwide approach to address the eight state priorities for the Local Control Accountability Plan (LCAP)

Table D-1. First Year Revenue/Expense Summary

2014-15 New Joseph Bonnheim Community Charter School

A Living Within Your Means Budget

Fiscal Year: July 1, 2014 to June 30, 2015

Revenue 2014-15	Unrestricted	Restricted	Total
1. Local Control Funding Formula			2,393,135
A. District In Lieu property tax @ \$1,379.20/ADA	423,208		
B. Educational Protection Act @17% of LCFF amount	406,833		
C. State Aid	1,563,094		
2. Other State Funding			46,641
A. Mandated Block Grant @ \$14/prior year ADA	-		
B. Lottery Unrestricted @ \$123/ADA. Receive next fiscal year.	37,743		
C. Lottery Restricted @ \$\$29/ADA. Receive next fiscal year		8,899	
3. Federal Funding			73,644
A. Federal Title 1 - socioeconomically disadvantaged @ \$300/ADA minus 20% holdback for SES		73,644	
B. Federal Title 2 - professional development			
C. Federal Title 3 - English Learners @85/ADA based on 2 prior years.			
4. Donations			-
A.			
Total Revenue	2,430,877	82,543	2,513,420
Expenses 2014-15			
1000 Staff Salaries - Certificated	1,113,702	-	1,113,702
2000 Staff Salaries - Classified	101,153	-	101,153
3000 Employee Benefits	661,163	-	661,163
4000 Books & Supplies	54,059	8,899	62,958
5000 Services & Operating Expenditures	259,407	73,644	333,051
6000 Capital Improvement			-
7000 Other Outgo	210,625	-	210,625
Total Expenses 2014-15	2,400,109	82,543	2,482,652
Net Surplus/(Deficit)	30,768	-	30,768
	Reserve should be 2% of expenses which is shown here:		49,653
	Reserve surplus or (deficit)		(18,885)

Cash Flow. Cash flow during the first year will be a challenge. The problem is resolved with SCUSD covering cash flow as it does for other dependent charter schools such as Bowling Green McCoy and Bowling Green Chacon. Table D-8 shows the extent of the cash flow challenge. There are only four months with a positive balance at the end of the month.

The cash flow problem will be eliminated in Year 2. This is due to increased LCFF funding and 23 additional scholars. By the end of the second year, NJB will have a projected surplus of \$154,400 as show in Table D-9. By the end of the third year the projected surplus will grow to \$371,209 as shown in Table D-10 even though planned enrollment is decreased by two scholars. The reduction is due to lowing class size to 24 in primary while keeping intermediate classes at 25 or fewer scholars. The forecast for the second and third year assumes: 1) continued increases under LCFF, 2) a 3% increase in salary each year, 3) a 5% increase in 5000 series expenses, and 4) modest increases in the 4000 series.

Table D-2 Projected enrollment the first three years
Maximum of 25 students per class

Year	K	1st	2nd	3rd	4th	5th	6th	Total
2014-15	40	50	50	44	50	45	44	323
2015-16	48	48	50	50	50	50	50	346
2016-17	48	48	48	50	50	50	50	344

Updating the Budget. Steering Committee will update the 2014-15 budget within 30 days of school opening and make adjustments based on changes to the above assumptions. Within 60 days of school opening, the Steering Committee will approve a three-year Local Control Accountability Plan (LCAP) with a budget aligned to the plan.

Supporting Documents. The following tables are enclosed. They demonstrate the sustainability of the proposed NJB Charter School:

1. Tables D-3 to D-5. They show LCFF calculations for 2014-15, 2015-16, and 2016-17 respectively.
2. Table D-6. Detailed Year 1 Expenses. This table shows a line item for each expense by object code and whether the expense is restricted or unrestricted.
3. Table D-7. Three-year budget. This table describes revenue and expenditure by line item for the first three years.
4. Tables D-8 to D-10, describe cash flow for Year 1, Year 2, and Year 3 respectively. When examined together they show cash flow is an issue only in the first year.

Table D-3. 2014-15 LCFF Calculations

Enrollment and ADA. LI = Low Income. EL = English Learner. FY = Foster Youth.		Grades: K-3rd	Grades: 4th-6th	Total K-6th
A-1	Enrollment from Enrollment tab	184	139	323
A-2	ADA @ 95%	174.80	132.05	306.85
A-3	Projected number of unduplicated students eligible for Free Reduced Meal Program (FRMP) based on 2012-13 DataQuest Information showing 100% eligibility. http://data1.cde.ca.gov/DataQuest/	184	139	323
A-4	Percentage of unduplicated LI, EL, FY. Line A3 divided by Line A1	100%	100%	100%
A-5	Number of enrolled students equaling district's 72% percentage of unduplicated LI, EL, FY	132.48	100.08	232.56
A-6	Number of enrolled students equaling 55%	101.2	76.45	177.65
A-7	Number of unduplicated students above the 55% threshold	31.28	23.63	54.91
A-8	Percentage unduplicated above 55% but limited by district percentage. 72% limit in SCUSD	17%	17%	17%
A-9	Projected number of English learners based on 2012-13 DataQuest Information showing 40%. http://data1.cde.ca.gov/DataQuest/	73.6	55.6	129.2

Base Rate for Full Funding posted by CDE - source: http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp		K-3rd	4th-6th
B-1	Prior Year Grade Span Base of \$6,845 and \$6,947 respectively plus 1.57% COLA	\$6,952	\$7,056
B-2	K-3 Class Size Reduction adjustment - add 10.4% of base in Line B1	\$723	
B-3	Grade Span Adjusted Base for 2013-14. Line B1+B2	\$7,676	\$7,056

Base Rate adjusted for .86% COLA proposed in governor's January 2014 budget		K-3rd	4th-6th
B-4	Prior Year Grade Span Base plus 0.86% COLA. Line B1 x .86%	\$7,012	\$7,117
B-5	K-3 Class Size Reduction adjustment - add 10.4% of base. Line B4 x 10.4%	\$729	
B-6	Grade Span Adjusted Base	\$7,742	\$7,117

Calculating 8-Year Target LCFF for NJB using adjusted target base rate for 2014-15		K-3rd	4th-6th	Total
C-1	"Base Grant." Line B6 x ADA on Line A2	\$1,353,220	\$939,767	\$2,292,987
C-2	"Supplemental Grant Add-on." 20% of base grants x percentage of unduplicated LI, EL, & F. Per Ed Code 42238.02 (e). 20% x Line C1 x Line A4	\$270,644	\$187,953	\$458,597
C-3	"Concentration Grant Add-on." 50% of the base grant x percentage of unduplicated enrollment in excess of 55% of school's enrollment, but cannot exceed SCUSD's 72%. Line C1 x 50% x Line A8	\$115,024	\$79,880	\$194,904
C-4	Grade span adjusted base grant. Line C1 + Line C2 + Line C3	\$1,738,888	\$1,207,600	\$2,946,488
C-5	Amount per ADA. C4 divided by A2			\$9,602

Calculating New Joseph Bonnheim Transition LCFF Grant for 2014-15			
D-1	SCUSD 2013-14 per ADA amount provided by SCUSD		\$7,096
D-2	Gap or difference between C5 and D1		\$2,506
D-3	28.05% of gap		\$703
D-4	2014-15 rate. D1 + D3		\$7,799
D-5	ADA @95%. Line A2		307
D-6	Annual Local Control Funding Formula Grant. D4 x D5		\$2,393,135

Table D-4. 2015-16 LCFF Calculations

A-3	Projected number of unduplicated students eligible for Free Reduced Meal Program (FRMP) based on 2012-13 DataQuest Information showing 100% eligibility. http://data1.cde.ca.gov/DataQuest/	196	150	346
A-4	Percentage of unduplicated LI, EL, FY. 2 years Line A3 divided by 2 years Line A1	100%	100%	100%
A-5	Number of enrolled students equaling district's 72% percentage of unduplicated LI, EL, FY	141.12	108	249.12
A-6	Number of enrolled students equaling 55%	107.8	82.5	190.3
A-7	Number of unduplicated students above the 55% threshold	33.32	25.5	58.82
A-8	Percentage unduplicated above 55% but limited by district percentage. 72% limit in SCUSD	17%	17%	17%
A-9	Projected number of English learners based on 2012-13 DataQuest Information showing 40%. http://data1.cde.ca.gov/DataQuest/	78.4	60	138.4

B-1	
B-2	
B-3	

	8-Year Target Base Rate adjusted for 1.00% Cost of Living Adjustment (COLA)	K-3rd	4th-6th
B-4	Prior Year Base Grant plus 1.00% COLA. Prior year Line B4 plus 1%	\$7,082	\$7,188
B-5	K-3 Class Size Reduction adjustment - add 10.4% of base. Line B4 x 10.4%	\$737	
B-6	Grade Span Adjusted Base	\$7,819	\$7,188

	Calculating 8-Year Target LCFF for NJB using adjusted target base rate for 2015-16	K-3rd	4th-6th	Total
C-1	"Base Grant." Line B6 x ADA on Line A2	\$1,455,888	\$1,024,278	\$2,480,166
C-2	"Supplemental Grant Add-on." 20% of base grants x percentage of unduplicated LI, EL, & F. Per Ed Code 42238.02 (e). 20% x Line C1 x Line A4	\$291,178	\$204,856	\$496,033
C-3	"Concentration Grant Add-on." 50% of the base grant x percentage of unduplicated enrollment in excess of 55% of school's enrollment, but cannot exceed SCUSD's 72%. Line C1 x 50% x Line A8	\$123,750	\$87,064	\$210,814
C-4	Grade span adjusted base grant. Line C1 + Line C2 + Line C3	\$1,870,816	\$1,316,198	\$3,187,014
C-5	Amount per average ADA last year and this year. C4 divided by average of Line A2 from last year and this year			\$10,029

	Calculating New Joseph Bonnheim Transition LCFF Grant for 2015-16		
D-1	NJB Prior year amount per ADA		\$7,799
D-2	Gap or difference between C5 and D1		\$2,230
D-3	18.69% of gap		\$417
D-4	2015-16 rate. D1 + D3		\$8,216
D-5	ADA @95%. Line A2		\$329
D-6	Annual Local Control Funding Formula Grant. D4 x D5		\$2,700,549

Table D-5. 2016-17 LCFF Calculations

Enrollment and ADA. LI = Low Income. EL = English Learner. FY = Foster Youth.		Grades: K-3rd	Grades: 4th-6th	Total K-6th
A-1	Enrollment from Enrollment tab	194	150	344
A-2	ADA @ 95%	184.30	142.50	326.80
A-3	Projected number of unduplicated students eligible for Free Reduced Meal Program (FRMP) based on 2012-13 DataQuest Information showing 100% eligibility. http://data1.cde.ca.gov/DataQuest/	194	150	344
A-4	Percentage of unduplicated LI, EL, FY. 3 years Line A3 divided by 3 years Line A1	100%	100%	100%
A-5	Number of enrolled students equaling district's 72% percentage of unduplicated LI, EL, FY	139.68	108	247.68
A-6	Number of enrolled students equaling 55%	106.7	82.5	189.2
A-7	Number of unduplicated students above the 55% threshold	32.98	25.5	58.48
A-8	Percentage unduplicated above 55% but limited by district percentage. 72% limit in SCUSD	17%	17%	17%
A-9	Projected number of English learners based on 2012-13 DataQuest Information showing 40%. http://data1.cde.ca.gov/DataQuest/	77.6	60	137.6

32.52666667

B-1	
B-2	
B-3	

8-Year Target Base Rate adjusted for 1.00% Cost of Living Adjustment (COLA)		K-3rd	4th-6th
B-4	Prior Year Base Grant plus 1.00% COLA. Prior year Line B4 plus 1%	\$7,153	\$7,260
B-5	K-3 Class Size Reduction adjustment - add 10.4% of base. Line B4 x 10.4%	\$744	
B-6	Base Grant 2016-17 adjusted for COLA	\$7,897	\$7,260

Calculating 8-Year Target LCFF for NJB using adjusted target base rate for 2016-17		K-3rd	4th-6th	Total
C-1	"Base Grant." Line B6 x ADA on Line A2	\$1,455,442	\$1,034,521	\$2,489,963
C-2	"Supplemental Grant Add-on." 20% of base grants x percentage of unduplicated LI, EL, & F. Per Ed Code 42238.02 (e). 20% x Line C1 x Line A4	\$291,088	\$206,904	\$497,993
C-3	"Concentration Grant Add-on." 50% of the base grant x percentage of unduplicated enrollment in excess of 55% of school's enrollment, but cannot exceed SCUSD's 72%. Line C1 x 50% x Line A8	\$123,713	\$87,934	\$211,647
C-4	Grade span adjusted base grant. Line C1 + Line C2 + Line C3	\$1,870,243	\$1,329,360	\$3,199,603
C-5	Amount per average ADA this year and last 2 years. C4 divided by average of Line A2 from 3 years			\$9,974

Calculating New Joseph Bonnheim Transition LCFF Grant for 2016-17			
D-1	NJB Prior year amount per ADA		\$8,216
D-2	Gap or difference between C5 and D1		\$1,758
D-3	18.69% of gap		\$329
D-4	2016-17 rate. D1 + D3		\$8,545
D-5	ADA @95%. Line A2		\$327
D-6	Annual Local Control Funding Formula Grant. D4 x D5		\$2,792,346

Table D-6. 1st Year Expenses by Line Item

1000 Certificated Staff Salaries 2014-15	Unrestricted	Restricted	Total
1101 Classroom teachers 14 FTE	861,059		861,059
1101 Prep teacher 1.0 FTE	62,834		62,834
1102 Subs for absent teachers @ \$160/day. Budgeted at 10 days x 14 teachers	19,800		19,800
1311 One full-time principal	105,686		105,686
1000 Nurse	64,323		64,323
Total 1000 Series	1,113,702	-	1,113,702

2000 Classified Staff Salaries 2014-15	Unrestricted	Restricted	Total
2000 SPOM - Plant Manager	41,004		41,004
2000 Office Manager	38,099		38,099
2000 Yard Duties x 4 @ \$9/hour x 3.5 hrs./day x 175 days. Effective January 1, 2008, the minimum wage in California is \$8.00 per hour. It will increase to \$9.00 per hour effective July 1, 2014, and to \$10.00 per hour effective January 1, 2016.	22,050		22,050
Total 2000 Series	101,153	-	101,153

3000 Benefits 2014-15	Unrestricted	Restricted	Total
3401 Health certificated for 14 core teachers and 1 prep and nurse	325,072		325,072
3401 Health Sub teachers	-		-
3401 Health Principal	-		-
3402 Health Classified	34,954		34,954
			-
3411 Dental certificated for 14 core teachers and 1 FTE prep and nurse	21,344		21,344
3411 Dental Sub teachers	-		-
3411 Dental Principal	-		-
3412 Dental Classified	2,546		2,546

3431 Vision certificated for 14 core teachers and 1 FTE prep and nurse	4,224		4,224
3431 Vision Sub teachers	-		-
3431 Vision Principal	-		-
3432 Vision Classified	433		433

3901 Life Insurance certificated for 14 core teachers and 1 FTE prep and nurse	432		432
3901 Life Insurance Sub teachers	-		-
3901 Life Insurance Principal	313		313
3902 Life Insurance Classified	54		54

3701 Post Retirement Fund certificated for 14 core teachers and 1 FTE prep and nurse	103,936		103,936
3701 Post Retirement Fund Sub teachers	-		-
3701 Post Retirement Fund Principal	5,544		5,544
3702 Post Retirement Fund Classified	7,381		7,381

3311 Medicare @ 1.45% certificated for 14 core teachers and 1 FTE prep and nurse	14,329		14,329
3311 Medicare @ 1.45% Sub teachers	287		287
3311 Medicare @ 1.45% Principal	1,532		1,532
3312 Medicare @ 1.45% Classified	1,467		1,467
3300 Series			
3301 Social Security 6.2% certificated for 14 core teachers and 1 FTE prep and nurse	-		-
3301 Social Security 6.2% Sub teachers	-		-
3301 Social Security 6.2% Principal	-		-
3302 Social Security 6.2% Classified	6,271		6,271
3500 Series			
3501 State Unemployment Insurance (SUI) certificated for 14 core teachers and 1 FTE prep and nurse. 0.0625%	612		612
3501 State Unemployment Insurance (SUI) Sub teachers. 0.0625%	12		12
3501 State Unemployment Insurance (SUI) Principal. 0.0625%	66		66
3502 State Unemployment Insurance (SUI) Classified. 0.0625%	63		63
3600 Series			
3601 Worker Comp certificated for 14 core teachers and 1 FTE prep and nurse	21,840		21,840
3601 Worker Comp Sub teachers	438		438
3601 Worker Comp Principal	2,336		2,336
3602 Worker Comp Classified	2,235		2,235
3100 Series			
3101 STRS @ 8.25% certificated for 14 core teachers and 1 FTE prep and nurse	81,528		81,528
3101 STRS @ 8.25% Sub teachers	1,634		1,634
3101 STRS @ 8.25% Principal	8,719		8,719
3300 Series			
3302 PERS @11.42 % Classified	11,561		11,561
3800 Series			
3802 PERS Reduction @ 1.60% Classified	-		-
Total 3000 Series	661,163	-	661,163

4000 Supplies and Materials 2014-15	Unrestricted	Restricted	Total
4300 Office supplies @ \$10/scholar x number enrolled.	3,230		3,230
4300 Medical and Health supplies. \$3/scholar x number enrolled.	969		969
4370 Custodial supplies \$20/scholar x number enrolled. Includes money for air filters which need changing 3 to 4 times per year.	6,460		6,460
4300 Schoolwide instructional supplies. Shown here \$100/enrollment	32,300		32,300
4300 supplies for Means to Achieve racial and ethnic balance reflective of SCUSD. See Element G of charter	1,000		1,000

4400 Computers for state testing. 26 Chromebooks. Or, borrow from other school. Or use desktops if supplies by district as part of reasonably equipped school. \$350/Chromebook x 26	9,100		9,100
4300 books and other instructional materials		8,899	8,899
4300 Credit Agreement with SCUSD Materials Development Laboratory	1,000		1,000
4390 Instructional Reserve	-		-
Total 4000 Series	54,059	8,899	62,958

5000 Services 2014-15	Unrestricted	Restricted	Total
5299 Travel and conferences:			
5203 Conference including CSDC or CCSA conferences for 2 people each one plus hotel and meals	800		800
July 14-17, 2014 HET Summer Institute registration @\$750 includes handouts x 16 certificated staff. \$12,000. Probably won't have all staff hired. If not, go in July 2015.	-		-
Summer Institute lodging at Granlibakken @\$120/day x 3 nights double occupancy x 16 certificated staff. \$5,760	-		-
5399 Memberships:			
5300 Membership dues CCSA for consultation services @ \$5/student	1,615		1,615
5300 Membership dues CSDC for charter consultation services @ \$3/student	969		969
5599 Housekeeping and operations:			
5501 SCUSD utilities: Water & sewage thru City of Sac. @1,500/month	18,000		18,000
5502 SCUSD utilities: waste removal Atlas @ \$250/month	3,000		3,000
5503 SCUSD utilities: natural gas SPURR. @ \$250/month	3,000		3,000
5504 SCUSD utilities: Electricity SMUD. Paid quarterly. Estimated @ \$115/enrollment	37,145		37,145
5600 Rental and service agreements:			
5610 Annual Riso Service Agreement	425		425
5620 Copier rental from Ray Morgan Co. paying for future month.	5,000		5,000
5640 SCUSD services: Rent or Pro Rata Share. Plus 6 portable classrooms @960 GSF each totals 5,760 GSF. Grand Total GSF = 28,345. Start at \$2.10/GSF then adjust to actual prior year when that information becomes available.	73,053		73,053
Services from SCUSD: cost/month per enrolled student x 12 months. Based on Mid-year update 2013-14. April 16, 2014:			
1. Accounts Payable @ \$10.14 per enrollment	3,275		3,275
2. Budget - including student attendance \$20.73 per enrollment	6,696		6,696
3. Human Resources \$55.78 per enrollment	18,017		18,017
4. Employee Compensation/payroll \$16.73 per enrollment	5,404		5,404
5. Risk Management/Employee Benefits \$5.67 per enrollment	1,831		1,831

6. Property/Liability Insurance \$43.68 per enrollment	14,109		14,109
7. Purchasing/Warehouse \$20.64 per enrollment	6,667		6,667
8. Mail service with district \$3.53 per enrollment	1,140		1,140
9 Nutrition Services. Actual cost.	-		-
10. Security Coordination \$35.58 per enrollment. Appx \$11,492 for 323. 2013-14 mid-year adjust: \$32.68	-		-
11. Network infrastructure and hardware support \$78.15 per enrollment	25,242		25,242
12 Assessment, Research & Eval \$14.65 per enrollment.	4,732		4,732
13. Pupil Services/Hearing Office \$14.82 per enrollment	4,787		4,787
5889: Professional Services:			
Academic Efficacy in classroom - Gennel Miles		1,000	1,000
Common Core Standards - SCOE		2,000	2,000
Creating Standards Maps with the End in Mind - Teri Ha & Shannon Zavala		1,000	1,000
Gender matters - Dean Tannewitz		1,500	1,500
How to Collaborate - Teri Ha and Shannon Zavala		1,000	1,000
Intro to HET by HET trainers	20,000		20,000
LIFESKILLS and Lifelong Guidelines- Patty Harrington		2,000	2,000
Positive Discipline - Jane Nelson		1,500	1,500
Procedures - Patty Harrington		2,000	2,000
Second Language Acquisition - Jo Gusman		8,000	8,000
Guided Language Acquisition by Design (GLAD) x 15 by the 4 GLAD Ladies: Regina Rosenzweig, Kelli Richardson, Kathryn Wyffels, Jocelyn Mitchelmore		30,000	30,000
Multiple Intelligences & neurodiversity - Thomas Armstrong		4,000	4,000
How to conduct brain-compatible study trips - Jo Gusman		1,000	1,000
Brown Act Training - CSDC or CCSA	500		500
Monart - Mona Brooks		1,500	1,500
Annual training: mandated reporter, sexual harassment, uniform complaint procedure, etc.- Jennifer McQuirre	500		500
Race & Culture & Learning		1,000	1,000
Special Ed procedures by SCUSD SELPA	-		-
Universal precautions, Heimlich maneuver by school nurse	-		-
Efficacy Institute - Sandy Gilmore. In Year 2 \$15,000. Or use the Efficacy Team from BG days that included Heather Deckard			-
Temperament & resilience - Horacio Sanchez. In Year 2 \$5,000			-
Professional development opportunities for classified staff			-
Attorney fees to review policies and bylaws	1,000		1,000

5820: Transportation and Admission:			
5820 Study trips: admission and transportation		16,144	16,144
5900 Communications:			
5900 Web site hosting	500		500
5901 SCUSD utilities: Telephone. AT&T. Approx. \$125/month	1,500		1,500
5902 postage 1,000 x 50¢.	500		500
Total 5000 Series	259,407	73,644	333,051

7000 Other Outgo 2014-15: Required Services	unrestricted	restricted	Total
7010 SCUSD services: oversight 1% of LCFF?	23,931		23,931
7020 SCUSD services: Special Ed encroachment. \$578.00/ enrolled scholar Midyear update 2013-14	186,694		186,694
Total 7000 Series	210,625		210,625

Total Expenses 2014-15	2,400,109	82,543	2,482,652
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Table D-7. Three-year budget showing estimated revenue and expenditures

Projected Enrollment & ADA. Assuming 95% attendance.	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17
K-3 class	184	196	194
Shown here: K-3 ADA @ 95%	175	186	184
4-6 class	139	150	150
Shown here: 4-6 ADA @ 95%	132	143	143
Total enrollment	323	346	344
Projected ADA for K-6 combined	307	329	327
Revenue			
Combined: Local Control Funding Formula, In Lieu Property Tax, and Educational Projection Grant	2,393,135	2,700,549	2,792,346
Mandated Block Grant. \$28/ADA based on prior year P-2 ADA for unified district. \$14/ADA for charter schools. Estimate here is based on \$14/ADA	-	4,296	4,602
Lottery unrestricted: based on prior year P-Annual ADA. @ \$123	37,743	37,743	40,430
Lottery restricted: prior year ADA. Instructional materials. Based on prior year P-Annual @\$29	8,899	8,899	9,532
Federal NCLB Title I. Based on prior year free/reduced lunch minus 20% holdback for SES	73,644	78,888	78,432
Federal NCLB Title II A Teacher Quality			
Federal NCLB Title III LEP. Based on prior 2-year data			21,609
Other donations			
Total Revenue	2,513,420	2,830,374	2,946,950
check sums->	(0)	0	(0)
Expenditures			
Assume 3% salary increase each year all staff except yard duty.			
1000 Series Certificated salaries			
1101 Classroom teachers 14 FTE	861,059	886,891	913,497
1101 Prep teacher 1.0 FTE	62,834	64,719	66,661
1102 Subs for absent teachers @ \$160/day. Budgeted at 10 days x 14 teachers	19,800	20,394	21,006
1311 One full-time principal	105,686	108,857	112,122
1000 School Nurse 1 FTE	64,323	66,253	68,240
Total 1000 series	1,113,702	1,147,113	1,181,526
check sum-->	-		
2000 Series Classified salaries			
2000 SPOM - Plant Manager	41,004	42,234	43,501
2000 Office Manager	38,099	39,242	40,419
2000 Yard Duties x 4 @ \$9/hour x 3.5 hrs./day x 175 days. Effective January 1, 2008, the minimum wage in California is \$8.00 per hour. It will increase to \$9.00 per hour effective July 1, 2014, and to \$10.00 per hour effective January 1, 2016.	22,050	24,500	24,500
Total 2000 series	101,153	105,976	108,420
check sum-->	-		

3000 Series Benefits	5% increase each year (unless otherwise stated)		
3401 Health certificated for 14 core teachers and 1 FTE prep and nurse	325,072	341,326	358,392
3401 Health Sub teachers	-	-	-
3401 Health Principal	-	-	-
3402 Health Classified	34,954	36,702	38,537
3411 Dental certificated for 14 core teachers and 1 FTE prep and nurse	21,344	22,411	23,532
3411 Dental Sub teachers	-	-	-
3411 Dental Principal	-	-	-
3412 Dental Classified	2,546	2,673	2,807
3431 Vision certificated for 14 core teachers and 1 FTE prep and nurse	4,224	4,435	4,657
3431 Vision Sub teachers	-	-	-
3431 Vision Principal	-	-	-
3432 Vision Classified	433	455	477
3901 Life Insurance certificated for 14 core teachers and 1 FTE prep and nurse	432	454	476
3901 Life Insurance Sub teachers	-	-	-
3901 Life Insurance Principal	313	329	345
3902 Life Insurance Classified	54	57	60
	Post retirement increased by 3% each year		
3701 Post Retirement Fund certificated for 14 core teachers and 1 FTE prep and nurse	103,936	107,054	110,266
3701 Post Retirement Fund Sub teachers	-	-	-
3701 Post Retirement Fund Principal	5,544	5,710	5,882
3702 Post Retirement Fund Classified	7,381	7,602	7,831
3311 Medicare @ 1.45% certificated for 14 core teachers and 1 FTE prep and nurse	14,329	13,798	14,212
3311 Medicare @ 1.45% Sub teachers	287	296	305
3311 Medicare @ 1.45% Principal	1,532	1,578	1,626
3312 Medicare @ 1.45% Classified	1,467	1,537	1,572
3301 Social Security 6.2% certificated for 14 core teachers and 1 f FTE prep and nurse	-	-	-
3301 Social Security 6.2% Sub teachers	-	-	-
3301 Social Security 6.2% Principal	-	-	-
3302 Social Security 6.2% Classified	6,271	6,624	6,776
3501 State Unemployment Insurance (SUI) certificated for 14 core teachers and 1 FTE prep and nurse. 0.0625%	612	783	806
3501 State Unemployment Insurance (SUI) Sub teachers. 0.0625%	12	13	13
3501 State Unemployment Insurance (SUI) Principal. 0.0625%	66	68	70
3502 State Unemployment Insurance (SUI) Classified. 0.0625%	63	66	68

3601 Worker Comp certificated for 14 core teachers and 1 FTE prep and nurse	21,840	21,031	21,661
3601 Worker Comp Sub teachers	438	451	464
3601 Worker Comp Principal	2,336	2,406	2,478
3602 Worker Comp Classified	2,235	2,342	2,396
3101 STRS @ 8.25% certificated for 14 core teachers and 1 FTE prep and nurse	81,528	78,508	80,863
3101 STRS @ 8.25% Sub teachers	1,634	1,683	1,733
3101 STRS @ 8.25% Principal	8,719	8,981	9,250
3302 PERS @11.42 % Classified	11,561	12,102	12,382
3802 PERS Reduction @ 1.60% Classified	-		
Total 3000 Series	661,163	681,473	709,936
check sum-->	-		
4000 Supplies			
4300 Office supplies @ \$10/scholar x number enrolled.	3,230	3,460	3,440
4300 Medical and Health supplies. \$3/scholar x number enrolled.	969	1,038	1,032
4370 Custodial supplies \$20/scholar x number enrolled. Includes money for air filters which need changing 3 to 4 times per year.	6,460	6,920	6,880
4300 Schoolwide instructional supplies. Shown here \$100/enrollment	32,300	34,600	34,400
4300 supplies for Means to Achieve reach racial and ethnic balance reflective of SCUSD. See Element G of charter	1,000	1,000	1,000
4400 Computers for state testing. 26 Chromebooks. Or, borrow from other school. Or use desktops if supplies by district as part of reasonably equipped school. \$350/Chromebook x 26	9,100	18,200	18,200
4300 books and other instructional materials	8,899	20,000	20,000
4300 Credit Agreement with SCUSD Materials Development Laboratory	1,000	1,000	1,000
4390 Instructional Reserve	-		
Total 4000 Series	62,958	86,218	85,952
check sum-->	-		
5000 Services			
5299 Travel and conferences:			
5203 Conference including CSDC or CCSA conferences for 2 people each one plus hotel and meals	800	800	800
July 14-17, 2014 HET Summer Institute registration @\$750 includes handouts x 16 certificated staff. \$12,000. Probably won't have all staff hired. If not, go in July 2015.	-	12,000	
Summer Institute lodging at Granlibakken @\$120/day x 3 nights double occupancy x 16 certificated staff. \$5,760	-	5,760	
5399 Memberships:			
5300 Membership dues CCSA for consultation services @ \$5/student	1,615	1,730	1,720
5300 Membership dues CSDC for charter consultation services @ \$3/student	969	1,038	1,032
5599 Housekeeping and operations:		5% annual increase shown	
5501 SCUSD utilities: Water & sewage thru City of Sac. @1,500/month	18,000	18,900	19,845
5502 SCUSD utilities: waste removal Atlas @ \$250/month	3,000	3,150	3,308
5503 SCUSD utilities: natural gas SPURR. @ \$250/month	3,000	3,150	3,308

5504 SCUSD utilities: Electricity SMUD. Paid quarterly. Estimated @ \$115/enrollment	37,145	39,002	40,952
5600 Rental and service agreements:		5% annual increase shown	
5610 Annual Riso Service Agreement	425	446	469
5620 Copier rental from Ray Morgan Co. paying for future month.	5,000	5,250	5,513
5640 SCUSD services: Rent or Pro Rata Share. Plus 6 portable classrooms @960 GSF each totals 5,760 GSF. Grand Total GSF = 28,345. Start at \$2.10/GSF then adjust to actual prior year when that information becomes available.	73,053	76,705	80,541
Services from SCUSD: cost/month per enrolled student x 12 months. Based on Mid-year update 2013-14. April 16, 2014:		3% annual increase shown	
1. Accounts Payable @ \$10.14 per enrollment	3,275	3,373	3,475
2. Budget - including student attendance \$20.73 per enrollment	6,696	6,897	7,104
3. Human Resources \$55.78 per enrollment	18,017	18,557	19,114
4. Employee Compensation/payroll \$16.73 per enrollment	5,404	5,566	5,733
5. Risk Management/Employee Benefits \$5.67 per enrollment	1,831	1,886	1,943
6. Property/Liability Insurance \$43.68 per enrollment	14,109	14,532	14,968
7. Purchasing/Warehouse \$20.64 per enrollment	6,667	6,867	7,073
8. Mail service with district \$3.53 per enrollment	1,140	1,174	1,210
9 Nutrition Services. Actual cost.	-	-	-
10. Security Coordination \$35.58 per enrollment. Appx. \$11,492 for 323. 2013-14 mid-year adjust: \$32.68	-	-	-
11. Network infrastructure and hardware support \$78.15 per enrollment	25,242	26,000	26,780
12 Assessment, Research & Eval \$14.65 per enrollment.	4,732	4,874	5,020
13. Pupil Services/Hearing Office \$14.82 per enrollment	4,787	4,930	5,078
5889: Professional Services:	-		
Academic Efficacy in classroom - Gennel Miles	1,000	1,000	1,000
Common Core Standards - SCOE	2,000	2,000	2,000
Creating Standards Maps with the End in Mind - Teri Ha & Shannon Zavala	1,000	1,000	500
Gender matters - Dean Tannewitz	1,500	1,500	1,500
How to Collaborate - Teri Ha and Shannon Zavala	1,000	1,000	500
Intro to HET by HET trainers and other services throughout the year	20,000	60,000	60,000
LIFESKILLS and Lifelong Guidelines- Patty Harrington	2,000	2,000	1,000
Positive Discipline - Jane Nelson	1,500	1,000	1,000
Procedures - Patty Harrington	2,000	2,000	1,000
Second Language Acquisition - Jo Gusman	8,000	24,000	24,000
Guided Language Acquisition by Design (GLAD) x 15 by the 4 GLAD Ladies: Regina Rosenzweig, Kelli Richardson, Kathryn Wyffels, Jocelyn Mitchelmore	30,000	10,000	10,000
Multiple Intelligences & neurodiversity - Thomas Armstrong	4,000	4,000	4,000
How to conduct brain-compatible study trips - Jo Gusman	1,000	1,000	1,000
Brown Act Training - CSDC or CCSA	500	500	500
Monart - Mona Brooks	1,500	1,500	1,500
Annual training: mandated reporter, sexual harassment, uniform complaint procedure, etc.- Jennifer McQuirre	500	500	500
Race & Culture & Learning	1,000	1,000	1,000

Special Ed procedures by SCUSD SELPA	-	-	-
Universal precautions, Heimlich maneuver by school nurse	-	-	-
Efficacy Institute - Sandy Gilmore. In Year 2 \$15,000. Or use the Efficacy Team from BG days that included Heather Deckard	-	-	-
Temperament & resilience - Horacio Sanchez. In Year 2 \$5,000	-	-	-
Professional development opportunities for classified staff	-	1,000	1,000
Attorney fees to review policies and bylaws	1,000	500	500
5820: Transportation and Admission:			
5820 Study trips: admission and transportation	16,144	40,000	40,000
5900 Communications:			
5900 Web site hosting	500	500	500
5901 SCUSD utilities: Telephone. AT&T. Approx. \$125/month	1,500	1,500	1,500
5902 postage 1,000 x 50¢.	500	500	500
Total 5000 Series	333,051	420,589	409,983
check sum-->	-		
7000 Other Outgo			
7010 SCUSD services: oversight 1% of LCFF?	23,931	27,005	27,923
7020 SCUSD services: Special Ed encroachment. \$578.00 per enrolled scholar Midyear update 2013-14	186,694	207,600	206,400
Total 7000 Series	210,625	234,605	234,323
check sum-->	-		
Total Expenditures	2,482,652	2,675,974	2,730,141
check sum-->	-	-	-
Net Surplus/(Deficit)	30,768	154,400	216,809
	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17

Table D-8. Year 1 Cash Flow 2014-15

Year 1. 2014-15 Cash Flow	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Total
Revenue														
1. LCFF														
A. District In Lieu property tax @ \$1,379.20/ADA		25,392	50,785	33,857	33,857	33,857	33,857	33,857	59,249	29,625	29,625	29,625	29,625	423,208
B. Educational Protection Act @17% of LCFF amount			101,708			101,708			101,708			101,708		406,833
C. State Aid			578,345			281,357		140,678	112,543	90,034	72,027	288,110		1,563,094
2. Other State Funding														
A. Mandated Block Grant @ \$14/prior year ADA														
B. Lottery Unrestricted @ \$123/ADA. Receive next fiscal year.													37,743	37,743
C. Lottery Restricted @ \$29/ADA. Receive next fiscal year													8,899	8,899
3. Federal Funding														
A. Federal Title 1 - socioeconomically disadvantaged @ \$300/ADA. Minus 20% SES													73,644	73,644
B. Federal Title 2 - professional development														
C. Federal Title 3 - English Learners @85/ADA based on 2 prior years.														
4. Donations														
A.														
Total Revenue	-	25,392	730,838	33,857	33,857	416,922	33,857	174,535	273,500	119,659	101,652	419,442	149,910	2,513,420
Expenses 2014-15														
1000 Staff Salaries - Certificated	-	9,608	110,409	110,409	110,409	110,409	110,409	110,409	110,409	110,409	110,409	110,409	110,409	1,113,702
2000 Staff Salaries - Classified	3,417	6,881	9,527	9,779	8,897	8,771	9,275	9,149	9,401	9,275	9,401	7,385		101,153
3000 Employee Benefits	5,580	7,263	64,832	64,832	64,832	64,832	64,832	64,832	64,832	64,832	64,832	64,832		661,163
4000 Books & Supplies	10,740	4,449	10,990	-	-	-	23,314	-	-	13,464	-	-		62,958
5000 Services & Operating Expenditures	-	6,641	57,196	41,002	40,170	26,596	39,886	22,596	31,077	22,596	22,696	22,596		333,051
6000 Capital Improvement														-
7000 Other Outgo	-	-	21,063	21,063	21,063	21,063	21,063	21,063	21,063	21,063	21,063	21,063		210,625
Total Expenses 2014-15	19,737	34,842	274,016	247,084	245,371	231,670	268,779	228,048	236,781	241,638	228,400	226,284	-	2,482,652
Monthly Surplus/(Deficit)	(19,737)	(9,450)	456,822	(213,228)	(211,514)	185,252	(234,923)	(53,513)	36,719	(121,980)	(126,748)	193,158	149,910	30,768
Running Surplus/(Deficit)	(19,737)	(29,187)	427,635	214,408	2,893	188,145	(46,777)	(100,290)	(63,572)	(185,552)	(312,300)	(119,142)	30,768	

Table D-9. Year 2 Cash Flow 2015-16

Year 2. 2015-16 Cash Flow	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Total
Revenue														
1. LCFF														
A. District In Lieu property tax @ \$1,379.20/ADA		25,392	50,785	33,857	33,857	33,857	33,857	33,857	69,294	34,647	34,647	34,647	34,647	453,343
B. Educational Protection Act @17% of LCFF amount			114,773			114,773			114,773			114,773		459,093
C. State Aid	89,406	89,406	160,930	160,930	160,930	160,930	160,930	160,930	160,930	160,930	160,930	160,930		1,788,112
2. Other State Funding														
A. Mandated Block Grant @ \$14/prior year ADA					4,296									4,296
B. Lottery Unrestricted @ \$123/ADA. Receive next fiscal year.						18,871			9,436			9,436		37,743
C. Lottery Restricted @ \$29/ADA. Receive next fiscal year						4,449			2,225			2,225		8,899
3. Federal Funding														
A. Federal Title 1 - socioeconomically disadvantaged @ \$300/ADA			19,722			19,722			19,722			19,722		78,888
B. Federal Title 2 - professional development														
C. Federal Title 3 - English Learners @85/ADA based on 2 prior years.														
4. Donations														
A.														
Total Revenue	89,406	114,798	346,210	194,787	199,083	352,603	194,787	194,787	376,380	195,577	195,577	341,733	34,647	2,830,374
Expenses 2015-16														
1000 Staff Salaries - Certificated	-	9,896	113,722	113,722	113,722	113,722	113,722	113,722	113,722	113,722	113,722	113,722		1,147,113
2000 Staff Salaries - Classified	3,520	7,087	9,537	9,537	9,537	9,537	9,537	9,537	9,537	9,537	9,537	9,537		105,976
3000 Employee Benefits		61,952	61,952	61,952	61,952	61,952	61,952	61,952	61,952	61,952	61,952	61,952		681,473
4000 Books & Supplies			8,622	8,622	8,622	8,622	8,622	8,622	8,622	8,622	8,622	8,622		86,218
5000 Services & Operating Expenditures	-	-	42,059	42,059	42,059	42,059	42,059	42,059	42,059	42,059	42,059	42,059		420,589
6000 Capital Improvement														-
7000 Other Outgo	-	-	23,461	23,461	23,461	23,461	23,461	23,461	23,461	23,461	23,461	23,461		234,605
Total Expenses 2015-16	3,520	78,935	259,352	259,352	259,352	259,352	259,352	259,352	259,352	259,352	259,352	259,352	-	2,675,974
Monthly Surplus/(Deficit)	85,886	35,863	86,858	(64,565)	(60,269)	93,251	(64,565)	(64,565)	117,028	(63,775)	(63,775)	82,381	34,647	154,400
Running Surplus/(Deficit).Includes ending balance from prior year	85,886	121,749	208,607	144,042	83,773	177,024	112,458	47,893	164,921	101,146	37,372	119,752	154,400	

Table D-10. Year 3 Cash Flow 2016-17

Year 3. 2016-17 Cash Flow	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Total
Revenue														
1. LCFF														
A. District In Lieu property tax @ \$1,379.20/ADA		27,201	54,401	36,267	36,267	36,267	36,267	36,267	62,595	31,297	31,297	31,297	31,297	450,723
B. Educational Protection Act @17% of LCFF amount			118,675			118,675			118,675			118,675		474,699
C. State Aid	93,346	93,346	168,023	168,023	168,023	168,023	168,023	168,023	168,023	168,023	168,023	168,023		1,866,924
2. Other State Funding														
A. Mandated Block Grant @ \$14/prior year ADA					4,602									4,602
B. Lottery Unrestricted @ \$123/ADA. Receive next fiscal year.						20,215			10,108			10,108		40,430
C. Lottery Restricted @ \$29/ADA. Receive next fiscal year						4,766			2,383			2,383		9,532
3. Federal Funding														
A. Federal Title 1 - socioeconomically disadvantaged @ \$300/ADA			19,608			19,608			19,608			19,608		78,432
B. Federal Title 2 - professional development														
C. Federal Title 3 - English Learners @85/ADA based on 2 prior years.						5,402			10,804			5,402		21,609
4. Donations														
A.														
Total Revenue	93,346	120,547	360,707	204,291	208,892	372,957	204,291	204,291	392,195	199,320	199,320	355,496	31,297	2,946,950
Expenses 2015-16														
1000 Staff Salaries - Certificated	-	10,193	117,133	117,133	117,133	117,133	117,133	117,133	117,133	117,133	117,133	117,133		1,181,526
2000 Staff Salaries - Classified	3,625	7,300	9,750	9,750	9,750	9,750	9,750	9,750	9,750	9,750	9,750	9,750		108,420
3000 Employee Benefits		64,540	64,540	64,540	64,540	64,540	64,540	64,540	64,540	64,540	64,540	64,540		709,936
4000 Books & Supplies			8,595	8,595	8,595	8,595	8,595	8,595	8,595	8,595	8,595	8,595		85,952
5000 Services & Operating Expenditures	-	-	40,998	40,998	40,998	40,998	40,998	40,998	40,998	40,998	40,998	40,998		409,983
6000 Capital Improvement														-
7000 Other Outgo	-	-	23,432	23,432	23,432	23,432	23,432	23,432	23,432	23,432	23,432	23,432		234,323
Total Expenses 2016-17	3,625	82,032	264,448	264,448	264,448	264,448	264,448	264,448	264,448	264,448	264,448	264,448	-	2,730,141
Monthly Surplus/(Deficit)	89,721	38,515	96,259	(60,158)	(55,556)	108,508	(60,158)	(60,158)	127,747	(65,128)	(65,128)	91,048	31,297	216,809
Running Surplus/(Deficit). Includes ending balance from prior year	244,121	282,635	378,894	318,736	263,180	371,689	311,531	251,373	379,120	313,992	248,864	339,912	371,209	

Appendix E

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: New Joseph Bonnheim Charter School. **Contact (Name, Title, Email, Phone Number):** Principal's name goes here. **LCAP Year:** 2014-15 DRAFT April 21, 2014

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Prior to approval by the SCUSD Board, the petitioners informally surveyed parents about what they wanted to see at the proposed New Joseph Bonnheim (NJB) Charter School. They spoke with over 300 parents. Many of them signed a letter of intent to enroll their children at the new charter school.</p> <p>The petitioners wrote in the charter that within 60 days of opening a LCAP would be created. During those 60 days, input from teachers, principal, other school staff, parents, and community people will be solicited. The petitioners will seek input from parents of low income students, English learners, foster youth, and students with disabilities. These are the parents of scholars defined by Ed Code section 42238.01. If not covered by these groups, parents of students from the various ethnic groups enrolled at NJB will also be included. The intention is to include all stakeholders. The goals and actions stated in this draft version of the LCAP will be a starting point for discussion.</p> <p>The petitioners will also reach out to members of the PTA, the School Site Council, and the ELAC if these committees have been formed during the 60-day period.</p>	<p>During the 60-day period, the Steering Committee will teach parents about: 1) the LCFF process, 2) the rules for using money generated by LCFF, 3) the LCAP template, and 4) the state’s eight priorities. NJB’s ninth priority will also be shared.</p> <p>Stakeholders will review the three goals currently printed in this draft LCAP. If all stakeholders are supportive, they will be asked to review the actions and add or subtract actions. The intention is to develop a set of goals and actions supported by all stakeholders. The goals and actions that are adopted must be mission driven, student driven, and data driven.</p> <p>Stakeholders will be invited to participate in the school’s Steering Committee process.</p>

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>There is a need to support the growth of all students. The traditional organization of schools left many behind. State test data for the six-year prior to closure of the old Bonnheim School indicated over half the students were not proficient in ELA and math. Metric: Going forward, the California Assessment of Student Performance and Progress (CAASPP).</p> <p>There is a need for Common Core aligned material, Common Core aligned hands-on experiences, and Common Core aligned study trips. Metric: Survey of parents, scholars, and teachers.</p> <p>There is a need to reduce class size from the contracted minimums of 32, 31, and 33 in kindergarten, primary, and intermediate grades respectively in order to improve relationships with each scholar and each parent, the key to increased learning. Parents and scholars don't care how much you know until they know how much you care. Metric: CAASPP and survey of parents, teachers, and scholars.</p> <p>There is a need to maintain clean and safe facilities for teaching and learning by restoring full-time custodial service that has been cut in recent years. Metric: Survey of staff, scholars, parents.</p> <p>There is a need to increase parent engagement. Metric: Survey of parents and scholars.</p>	Goal 1. Create the foundation to support high quality teaching and learning.	All		<p>100% of teachers passionate about learning and implementing the NJB charter. Metric: Survey of teachers, scholars, parents)</p> <p>Establish ELA and math baselines as measured by CAASPP</p> <p>Increase in Common Core aligned materials, hands-on experiences, and study trips. Metric: Survey of teachers, scholars, parents</p> <p>Class size of 25 or fewer students leading to increase in quality of relationships with parents and scholars. Metric: Survey of teachers, scholars, parents. CAASPP as applicable.</p> <p>A clean site to support the positive school culture. Metric: Survey of teachers, scholars, parents.</p> <p>Increased student support from home as parents become engaged in the Steering Committee decision-making. Metric: Survey of parents and scholars.</p>	<p>100% of teachers passionate about learning and implementing the NJB charter. Metric: Survey of teachers, scholars, parents)</p> <p>To be determined using 2015-16 baseline data</p> <p>Increase in quantity and quality of Common Core aligned materials, hands-on experiences, and study trips. Metric: Survey of teachers, scholars, parents</p> <p>Class size of 25 or fewer students with goal of 24 in grades K-3 leading to increase in quality of relationships with parents and scholars.. Metric: Survey of teachers, scholars, parents. CAASPP as applicable.</p> <p>A clean site to support the positive school culture. Metric: Survey of teachers, scholars, parents.</p> <p>Increased student support from home as parents become engaged in the Steering Committee decision-making. Metric: Survey of parents and scholars</p>	<p>100% of teachers passionate about learning and implementing the NJB charter. Metric: Survey of teachers, scholars, parents)</p> <p>To be determined using 2016-17 baseline data</p> <p>Increase in quantity and quality of Common Core aligned materials, hands-on experiences, and study trips. Metric: Survey of teachers, scholars, parents</p> <p>Class size of 25 or fewer students with goal of 24 in grades K-3 leading to increase in quality of relationships with parents and scholars. Metric: Survey of teachers, scholars, parents. CAASPP as applicable.</p> <p>A clean site to support the positive school culture. Metric: Survey of teachers, scholars, parents.</p> <p>Increased student support from home as parents become engaged in the Steering Committee decision-making. Metric: Survey of parents and scholars</p>	<ol style="list-style-type: none"> 1. Basic 2. Implement state standards 3. Parent involvement 4. Pupil achievement 5. Pupil engagement 7. Core access 8. Pupil outcomes 9. Local priority <ol style="list-style-type: none"> 3. Parent involvement 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority <ol style="list-style-type: none"> 1. Basic 6. School climate <ol style="list-style-type: none"> 2. Implement state standards 3. Parent involvement 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority 	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>There is a need for ongoing professional development to support increased student learning. <u>Metric:</u> 2012-13 STAR results show that the three schools in the proximity of the old Joseph Bonnheim School had on average less than 60% of students proficient in math and less than 50% in ELA. CAASPP will be the new metric going forward.</p> <p>There is a need to thoughtfully and thoroughly plan out instruction for scholars based on the Common Core Standards and civic education. <u>Metric:</u> 2012-13 STAR results cited above show less than desirable results. CAASPP will be new metric going forward.</p> <p>There is a need to organize the days and hours of instruction to create time for teacher planning and collaboration. Teachers currently have two 45-minutes prep periods a week. Teachers in the district report being pulled from class more then 10 times during the year for training. <u>Metric:</u> Teacher survey.</p> <p>There is a need to create school environments with the absence of threat. The 2012-13 STAR results mentioned above suggest not all students are focused on learning. A safe environment is a prerequisite for high achieving schools. <u>Metric:</u> CAASPP will be new metric moving forward.</p> <p>There is a need for a process to examine student work and create strategies that lead to mastery by each student. 2012-13 STAR results cited</p>	Goal 2. Create an organizational culture that supports and sustains high quality teaching and learning.	All		<p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p>	<p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p>	<p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p> <p>Increased student engagement and increased student achievement. Metric CAASP and student survey.</p>	<p>2. Implement state standards 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority</p> <p>2. Implement state standards 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority</p> <p>2. Implement state standards 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority</p> <p>2. Implement state standards 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
above show less than desirable results. Metric: CAASPP will be new metric going forward.								
<p>There is a need to increase the percentage of scholars who have mastered basic skills in ELA, math, science. State test scores from previous years suggest that only half of students reached the proficient level. Metric going forward CAASPP</p> <p>There is a need to increase the percentage of scholars who understand knowledge and use knowledge in a positive social action. Metric: Impact of social action projects on self and on community.</p> <p>There is a need to increase the percentage of scholars with an orientation to college and career. Metric: Survey of students and parents.</p> <p>There is a need to increase understanding of living a civic oriented lifestyle. Metric: Survey of students and effect of social action projects completed at school.</p> <p>There is a need to increase understanding of our American history: Metric: Recite and understand Gettysburg Address; Kovalik's 3C's Rubric.</p>	<p>Goal 3. Increasing the percentage of scholars demonstrating :</p> <p>a) mastery of state standards,</p> <p>b) college and career orientation,</p> <p>c) knowledge of how American democratic institutions work, and</p> <p>d) the ability to recite the Gettysburg Address and discuss it orally and in writing..</p>	All			<p>a. Base line year for CAASPP.</p> <p>b. Base line year.</p> <p>c. Base line year.</p> <p>d. Base line year.</p>	<p>a. Increase by 10% over last year.</p> <p>b. Increase by 10% of scholars understanding role of college or career in their lives.</p> <p>c. Increase by 10% of scholars understanding American democratic institutions and able to teach others about it..</p> <p>d. Increase by 10% of scholars able to recite and discuss the Gettysburg address with others.</p>	<p>a. Increase by 10% over last year.</p> <p>b. Increase by 10% of scholars understanding role of college or career in their lives.</p> <p>c. Increase by 10% of scholars understanding American democratic institutions and able to teach others about it..</p> <p>d. Increase by 10% of scholars able to recite and discuss the Gettysburg address with others.</p>	<p>2. Implement state standards</p> <p>4. Pupil achievement</p> <p>5. Pupil engagement</p> <p>6. School climate</p> <p>7. Core access</p> <p>8. Pupil outcomes</p> <p>9. Local priority</p>

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1. Create the foundation to support high quality teaching and learning.	1. Basic 2. Implement state standards 3. Parent involvement 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority	a. Hire appropriately credentialed teachers who are passionate about learning and about implementing the NJB Charter. b. Hire an educator who understands and who can implement the Highly Effective Teaching (HET) model to gather and provide students with standards-aligned materials, standards-aligned hands-on experiences, and standards-aligned “Being There” experiences c. Hire a full-time custodian. d. Implement the Steering Committee decision-making process described in the charter. e. Increase parent and teacher engagement in the Steering Committee process. f. Limit class size to 25 or fewer students with goal of 24 in grades K-3.	School-wide		a. Hire 11 credentialed teachers. \$675,767 salaries & \$393,724 benefits/payroll taxes. 1000 and 3000 series. b. Hire HET coach: \$20,000 - 5000 series c. Hire full-time custodian: \$41,000 salary plus \$31,900 benefits & payroll taxes. Total \$72,900. - 2000 and 3000 series d. Steering Committee: No additional cost e. Parents participate in Steering Committee: No additional cost f. Three additional teachers to maintain class size at 25 or fewer. \$185,292 for salaries, \$107,498 for benefits and payroll taxes. Total \$292,790. - 1000 and 3000 series.	a. Maintain the 11 credentialed teachers: No additional cost. \$675,767 salaries & \$393,724 benefits/payroll taxes, plus COLA. 1000 and 3000 series. b. Hire HET coach: \$60,000 – 5000 series c. \$41,000 salary plus \$31,900 benefits & payroll taxes. Total \$72,900 plus cost of living adjustment (COLA) - 2000 and 3000 series d. Steering Committee: No additional cost e. Parents participate in Steering Committee: No additional cost f. Maintain the three additional teachers to maintain class size at 25 or fewer. \$185,292 for salaries, \$107,498 for benefits and payroll taxes. Total \$292,790 plus cost of living. - 1000 and 3000 series.	a. Maintain the 11 credentialed teachers: No additional cost. \$675,767 salaries & \$393,724 benefits/payroll taxes, plus COLA. 1000 and 3000 series. b. Hire HET coach: \$60,000 – 5000 series c. \$41,000 salary plus \$31,900 benefits & payroll taxes. Total \$72,900 plus COLA – 2000 and 3000 series d. Steering Committee: No additional cost e. Parents participate in Steering Committee: No additional cost f. Maintain the three additional teachers to maintain class size at 25 or fewer. \$185,292 for salaries, \$107,498 for benefits and payroll taxes. Total \$292,790 plus cost of living. - 1000 and 3000 series.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 2. Create an organizational culture that supports and sustains high quality teaching and learning.	<p>2. Implement state standards</p> <p>3. Parent involvement</p> <p>4. Pupil achievement</p> <p>5. Pupil engagement</p> <p>6. School climate</p> <p>7. Core access</p> <p>8. Pupil outcomes</p> <p>9. Local priority</p>	<p>a. Provide ongoing professional development in content area and for schoolwide strategies describe in the charter including Common Core Standards and Highly Effective Teaching Model (HET), GLAD, Efficacy, and English Learner strategies</p> <p>b. Create grade-level Backward Standards Maps incorporating Common Core Standards, other state-adopted standards, Highly Effective Teaching Model, Efficacy, English Learner strategies, and other strategies.</p> <p>c. Organize the hours and days of instruction (within state requirements) to increase time for professional development and collaboration time between staff and with parents.</p> <p>d. Create a welcoming schoolwide environment that is safe and predictable with consistency and continuity.</p> <p>e. Hire a full-time school nurse to attend to medical and mental health needs, to coordinate school safety, and to coordinate Special Education issues</p> <p>f. Create a discipline program based on LIFESKILLS, Lifelong Guidelines, Efficacy, and Positive Discipline.</p> <p>g. Create a data driven process to examine student work, create new strategies, and re-teach when needed. The process can be used schoolwide, by grade level, or individually.</p>	School-wide		<p>a. Professional development: \$58,000. 5000 series.</p> <p>b. Backward Standards Maps. 5000 series as pro development</p> <p>c. Shorten days on Wednesdays: no additional cost.</p> <p>d. Welcoming schoolwide environment: no additional cost.</p> <p>e. Full-time nurse: \$64,323 salary plus \$36,133 benefits and payroll taxes. Total \$100,456.</p> <p>f. Create positive discipline program. Professional development cost in 5000 series.</p> <p>g. Create process to examine student work: No additional cost.</p>	<p>a. Professional development: \$54,000. 5000 series.</p> <p>b. Backward Standards Maps. 5000 series as pro development</p> <p>c. Shorten days on Wednesdays and year round calendar: no additional cost.</p> <p>d. Welcoming schoolwide environment: no additional cost.</p> <p>e. Full-time nurse: \$64,323 salary plus \$36,133 benefits and payroll taxes. Total \$100,456 plus cost of living adjustment (COLA).</p> <p>f. Create positive discipline program. Professional development cost in 5000 series.</p> <p>g. Create process to examine student work: No additional cost.</p>	<p>a. Professional development: \$51,000. 5000 series.</p> <p>b. Backward Standards Maps. 5000 series as pro development.</p> <p>c. Shorten days on Wednesdays and year round calendar: no additional cost.</p> <p>d. Welcoming schoolwide environment: no additional cost.</p> <p>e. Full-time nurse: \$64,323 salary plus \$36,133 benefits and payroll taxes. Total \$100,456 plus COLA.</p> <p>f. Create positive discipline program. Professional development cost in 5000 series.</p> <p>g. Create process to examine student work: No additional cost.</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 3. Increasing the percentage of scholars demonstrating: a) mastery of state standards, b) college and career orientation, c) knowledge of how American democratic institutions work, and d) the ability to recite the Gettysburg Address and discuss it orally and in writing. Mastery is defined as the ability to understand something well enough to teach it to someone else.	2. Implement state standards 3. Parent involvement 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority	a. Integrate body-brain teaching and learning throughout the instructional day to engage all students and all subgroups. b. Using agriculture as the theme and using brain-compatible strategies to integrate content areas into daily instruction. c. Integrate civic education into the curriculum by means of social action projects. d. Provide third party support for those scholars who have not yet mastered what is being taught. e. Provide primary language support as needed for English Learners while maintaining English as the medium of instruction. Strategies to accomplish this goal include small group preview-review in the primary language before and after direct instruction with the whole class using scaffolding strategies taught by the Guided Language Acquisition Design program (Project GLAD). In order to provide preview-review the Steering Committee will identify the required number of bilingual certificated teachers when requesting teachers for vacant positions.	School-wide		a. Integrate body-brain teaching and learning. Professional development cost and coaching cost included in Goals 1 or 2. b. Using agricultural theme: No additional cost. Agricultural organizations are donating instructional materials to the school. c. Civics education: No additional cost. d. Third party support: No additional cost. e. Primary language support: No additional cost.	a. Integrate body-brain teaching and learning. Professional development cost and coaching cost included in Goals 1 or 2. b. Using agricultural theme: No additional cost. Agricultural organizations are donating instructional materials to the school. c. Civics education: No additional cost. d. Third party support: No additional cost. e. Primary language support: No additional cost.	a. Integrate body-brain teaching and learning. Professional development cost and coaching cost included in Goals 1 or 2. b. Using agricultural theme: No additional cost. Agricultural organizations are donating instructional materials to the school. c. Civics education: No additional cost. d. Third party support: No additional cost. e. Primary language support: No additional cost.

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal 1. Create the foundation to support high quality teaching and learning.</p> <p>Goal 2. Create an organizational culture that supports and sustains high quality teaching and learning.</p> <p>Goal 3. Increasing the percentage of scholars demonstrating: a) mastery of state standards, b) college and career orientation, c) knowledge of how American democratic institutions work, and d) the ability to recite the Gettysburg Address and discuss it orally and in writing.</p>	<p>1. Basic standards 2. Implement state standards 3. Parent involvement 4. Pupil achievement 5. Pupil engagement 6. School climate 7. Core access 8. Pupil outcomes 9. Local priority</p>	<p>Upgraded entire school to benefit each subgroup:</p> <p>Low income pupils</p> <p>English learners</p> <p>Redesignated fluent English proficient pupils</p> <p>Foster Youth</p> <p>Hispanic/Latino</p> <p>African American</p> <p>Disable pupils</p>	School-Wide		See previous section.	See previous section.	See previous section.

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

2014-15 is NJB's first year of operation. There is no baseline for describing the increase in funding. One of NJB's budget assumptions is the school will be 100% Low Income and 40% -50% English learners. The percentage of Foster Youth is not known at this time.

The LCFF amount for 2014-15 is projected to be \$1,862,362. Of that amount, \$372,472 is from the supplemental add on and \$158,3001 from the concentration add on. Given that NJB's unduplicated count will be 100%, a schoolwide approach is being taken to educate our scholars.

We used money generated by the concentration add-on grant to increase the quality and quantity of services schoolwide. In doing so, we also increased the quality and quantity of services to low income, foster youth, and English learners represented by the concentration add-on.

Three additional teachers are being hired to reduce class size in all grades to 25 or fewer scholars. The contracted maximum class size is 32, 31, and 33 for kindergarten, primary, and intermediate. The salary for three additional teachers is \$185,292. Benefits and payroll taxes paid by the school total \$107,498 for a grand total of \$292,790. Subtracting the grand total from the \$372,472 supplemental add-on leaves a balance of \$79,682. Smaller class size will contribute to developing stronger relationships with scholars and parents. We believe that students and parents don't care about how much you know until they know how much you care. The salary and payroll taxes for substitutes to cover for the three teachers total \$5,308. Subtracting this from the balance leaves \$74,374.

This new balance was used to pay salary and benefits for a full-time plant manager costing \$72,907. That leaves a balance of \$1,467 that has not yet been encumbered. During the past few years, the district cut custodial positions. NJB is restoring a full-time position in order to maintain a clean and safe school environment. We are seeking a plant manger who will contribute to the positive climate that will be built. According to Susan Kovalik's Highly Effective Teaching (HET) model, a safe, predictable school climate within a clean school will contribute greatly to increasing student learning.

NJB is project to receive \$158,301 from the concentration add-on. \$100,456 will be used to pay the salary and benefits for a full-time school nurse. The nurse plays an important role at NJB, providing medical and mental support. The nurse is also in charge of safety and the liaison with Special Education Department. The contributions from the nurse will create a very safe and secure school climate that establishes a solid foundation for accelerated learning. In addition to the nurse, \$20,000 will be spent on a Highly Effective Teaching (HET) coach. The coach will train teachers and support them in a variety of ways including gathering brain-compatible materials, brain-compatible hand on experiences, and planning brain-compatible study trips. A class set of Chromebooks will be purchased for \$9,100 to support on-line use and to support Smarter Balance Testing. That leaves a balance of \$28,745 unencumbered.

The above expenditures support NJB's brain compatible approach as well as all eight state priorities plus the local one created by the school.

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

Using the LCFF calculator provided by the California Charter Schools Association, NJB should invest approximately \$190,076 in high need pupils in 2014-15. As described above, NJB has far exceed that amount.

2014 will be NJB's first year of operation. It is not possible to compare NJB to a prior year. It is possible to make a comparison to a traditional district school. The district is planning to restore custodial positions cut in previous years. No increase in comparable service on that issue.

The district, however, is maintaining class size at 32, 31, and 33 in kindergarten, primary, and intermediate respectively as agreed to in the Collective Bargaining Agreement. Reducing classes at NJB by six to eights scholars is a major increase in service both in terms of quality and quantity.

The addition of a full-time nurse also represents a major increase in service, both in quality and quantity. Few district schools have a full-time school nurse.

When compared to comparable schools, the NJB will provide increased and improved services to all subgroups by improving the entire school.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.2

Meeting Date: June 16, 2016

Subject: 2016-2017 Local Control and Accountability Plan (LCAP) Public Hearing

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Strategy and Innovation Office

Recommendation: Conduct a Public Hearing on the proposed 2016-17 Local Control and Accountability Plan (LCAP).

Background/Rationale: Pursuant to Ed Code 52060, on or before July 1 annually, the governing board of each school district shall adopt a Local Control and Accountability Plan (LCAP) using a template adopted by the State Board of Education. The LCAP is effective for three years with annual updates, must be aligned to SCUSD's budget and will include the district's annual goals in each of the eight specified state priorities.

Financial Considerations: None

LCAP Goals: College and Career Ready Students; Safe, Clean and Healthy Schools; Family and Community Engagement

Documents Attached:

1. Notice of Public Hearing
2. Executive Summary
3. [SCUSD 2016-17 Final Draft LCAP](#) with changes highlighted

<p>Estimated Time of Presentation: 10 minutes</p> <p>Submitted by: Al Rogers, Ed.D., Chief Strategy Officer</p> <p>Approved by: José L. Banda, Superintendent</p>
--

Sacramento City Unified School District

Strategy and Innovation Office

NOTICE OF PUBLIC HEARING

Review of the Local Control and Accountability Plan

For 2016-17

Copies of the plan may be inspected at:

Serna Education Center

5735 47th Avenue

Sacramento, CA 95824

The Sacramento City Unified School District Governing Board will adopt the SCUSD Local Control and Accountability Plan (LCAP) at the June 28, 2016 Governing Board Meeting

HEARING DATE:

Thursday, June 16, 2016

TIME:

6:30 P.M.

LOCATION:

Serna Center

5735 47th Avenue

Sacramento, CA 95824

FOR ADDITIONAL INFORMATION CONTACT:

SCUSD LCAP Coordinator (916) 643-9222

Board of Education Executive Summary

Strategy and Innovation Office

2016-17 Local Control and Accountability Plan Public Hearing
June 16, 2016



I. OVERVIEW / HISTORY

In July, 2013, the State Legislature approved a new funding system for all California public schools. This new funding system, Local Control Funding Formula (LCFF), requires every Local Education Agency to write a Local Control and Accountability Plan (LCAP) to identify and attend to student needs, district goals, and expenditures. The 2016-17 school year represents the third year of LCFF.

II. DRIVING GOVERNANCE

According to Ed Code 52060, on or before July 1, annually, the Governing Board of each school district shall adopt a Local Control and Accountability Plan (LCAP) using a template adopted by the California State Board of Education (SBE), effective for three years with annual updates.

The LCAP is the LCFF's vehicle for transparency in decision-making and community stakeholder engagement. It must describe for each school district, and each school within the district, the annual goals and specific actions to achieve those goals for all students and subgroups of students identified in Education Code 52052, including students with disabilities. Through the LCAP, districts describe actions planned to achieve the goals it has identified, along with budget details showing the types of state expenditures made to support these actions.

There are at least two public meetings where the LCAP is shared, along with the district's budget. The first meeting is a public hearing that allows for recommendations and comments from the public about the LCAP and budget. The second meeting is when the LCAP and budget are adopted at the end of the traditional school year and after the State's "May Revise" of the Budget.

III. BUDGET

Funds provided through the state's Local Control Funding Formula represent approximately 65% of the district's total revenue.

IV. GOALS, OBJECTIVES, AND MEASURES

Districts are required to show increased and improved services for the following student groups:

- English Language Learners
- Students eligible for free and reduced price meals program
- Foster Youth
- Homeless students

Districts are asked to collaborate with broad segments of the community to develop the LCAP, describe which stakeholder groups were consulted while developing and revising the plan, and share how and share how stakeholder feedback was used to inform the plan.



Prior to producing the draft LCAP for 2016-17, district staff reviewed the stated metrics and expenditures from the previous year. The district shared this information with stakeholders to inform the direction for the next year's LCAP.

V. MAJOR INITIATIVES

The LCAP provides focus for the work of the school district. The forthcoming Strategic Plan will provide direction for the district's LCAP going forward. The Data Dashboard will be a tool for all stakeholders to easily access LCAP data and other important district data at a district level and a school site level.

VI. RESULTS

Hold a Public Hearing on the 2016-17 Local Control and Accountability Plan.

VII. LESSONS LEARNED / NEXT STEPS

- The LCAP for 2016-17 must be adopted with the budget at the June 28, 2016 Board meeting and forwarded to the Sacramento County Office of Education prior to July 1, 2016.
- Future LCAPs must align with the new Strategic Plan so that the activities and services in the plan are appropriately resourced.
- In July, the State Board of Education will adopt a revised LCAP template and evaluation rubrics for evaluation of district progress.
- The revised LCAP template will meet Federal accountability requirements under Every Student Succeeds Act (ESSA), with an eventual transition to an integrated local, state and federal accountability system.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.3

Meeting Date: June 16, 2016

Subject: Public Hearing and Proposed Fiscal Year 2016-2017 Budget for All Funds

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: June 28, 2016)
- Conference/Action
- Action
- Public Hearing

Division: Business Services

Recommendation: Conduct a public hearing on the proposed 2016-17 Budget for all funds.

Background/Rationale: By June 30th of each year, the school district must adopt a budget for all funds for the ensuing fiscal year. Prior to adoption of the budget, the Board must conduct a public hearing. This is in accordance with state prescribed procedures for single budget adoption, which require that the budget be adopted and submitted to the County Office of Education on state required forms by June 30th. The 2016-17 Budget establishes expenditure authority for the district to conduct business in the coming year. This includes the Education Protection Account (Prop. 30) funds.

The proposed 2016-17 budget is based on the May Revised Budget that was presented by the Governor on May 13, 2016 and incorporates recommendations from the Sacramento County Office of Education. While the Governor's May Revised Budget is a very significant event in the process, the final impact to the district will not be known until the State budget is signed. School districts have 45 days after the final State budget is signed to amend and resubmit their budget. The proposed 2016-17 budget takes into consideration the priorities from stakeholders as discussed at the June 2nd, 2016 Board Meeting.

Financial Considerations: The proposed budget establishes expenditure authority for all funds.

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Public Hearing Notice
2. Executive Summary
3. Adopted Budget Summary All Funds

Estimated Time of Presentation: 15 minutes

Submitted by: Gerardo Castillo, CPA, Chief Business Officer

Michael Smith, Fiscal Director

Approved by: José L. Banda, Superintendent

Sacramento City Unified School District

Business Services Office

NOTICE OF PUBLIC HEARING

Public Hearing of Proposed Fiscal Year 2016-2017 Budget for All Funds

Copies of the plan may be inspected at:

Serna Education Center

5735 47th Avenue

Sacramento, CA 95824

The Sacramento City Unified School District Governing Board will adopt the Proposed Fiscal Year 2016-2017 Budget for All Funds at the June 16, 2016 Governing Board Meeting

HEARING DATE:

Thursday, June 16, 2016

TIME:

6:30 P.M.

LOCATION:

Serna Center

5735 47th Avenue

Sacramento, CA 95824

FOR ADDITIONAL INFORMATION CONTACT:

Business Services (916) 643-9055

Board of Education Executive Summary

Business Services

Public Hearing and Adoption of Proposed Fiscal Year 2016-17 Budget for All Funds
June 16, 2016

I. OVERVIEW/HISTORY:

This document provides an overview of the budget process and timeline used in preparing the 2016-17 Adopted Budget. The Governor's Budget Proposals for 2016-17 continue the positive theme that has existed over the past three years for public education. However, the economy has slowed down significantly. The revenues increase for 2016-17 are modest compared to the increase seen the last couple of years. On the May Revise, revenues were down by \$1.9 Billion compared to the forecast from January. The major gains of the recent past have come to an end.

As the economy has improved, and been aided by the additional \$8 billion in annual revenues provided by Proposition 30 (Temporary Tax), Governor Brown has been able to advance his agenda with authority for public education and continues funding the Local Control Funding Formula (LCFF) and paying the wall of debt with one time funds. However, the Governor's message is to plan for the effects of the next recession, whenever it may be. As the major gains of the recent past have come to end, staff continues to work towards the long-term fiscal health of the district to avoid fiscal distress incurred as recent as 2012-13. Revenues are still very volatile as the California economy depends heavily on top earners.

- **December 10** - Staff presented the First Interim Financial Report and Board approved with a positive certification for the second year in a row since 2007-08. Staff projected the revenues and expenses for 2016-17 emphasizing that the District must be vigilant and have the fiscal discipline to avoid incurred fiscal distress in future years. Staff presented an overview of the district's budget along with challenges such as continued declining enrollment, increases in health benefits, retirement system costs and Other Post Employment Benefits (OPEB) Liability.
- **December 10** - Staff presented a budget timeline and process for preparing the 2016-17 Adopted Budget that aligned with LCAP. The process of developing a school district budget is an ongoing function that must be addressed by the Board and administration throughout the school year. In order to effectively develop a fiscal document that reflects the goals and objectives of the school district, the budget process must include a well-defined budget calendar outlining when specific activities will be completed.

Board of Education Executive Summary

Business Services

Public Hearing and Adoption of Proposed Fiscal Year 2016-17 Budget for All Funds
June 16, 2016

- January/February - Based on the Governor's January budget, staff presented a summary of the Governor's budget proposal at the January 21 Board meeting. The proposed \$2.8 billion LCFF increase was expected to close the 2016-17 funding gap for each local education agency (LEA) compared to 2015-16 funding level adjusted for changes in ADA, by 49.08% (\$417 per ADA for SCUSD). The LCFF target entitlement is the full funding level for each LEA, in today's dollars, that the state intends to provide at some point in the future under the formula. Staff emphasized the Governor will finish paying the wall of debt and discussed the Governor's proposal for Preschool/Early Childhood Education to consolidate Preschool and TK Programs

On November 19th, 2015 the Board of Education appointed the Local Control Accountability Plan (LCAP) Advisory Committee. In November, the district started surveying parents, students and staff to provide feedback to the district about community priorities. On February 1th, 9th and 11th, staff reviewed the budget at the LCAP Community Meeting.

- March - On March 17th, the Second Interim Financial Report was approved, again with a positive certification. It was determined that the district will finish with a positive cash status by the end of June and the district was not forced to issue a Tax Revenue Anticipation Note (TRAN) as in previous years.
- April 21 - As an information item, staff presented the LCAP Annual Update to the Board, including a review of data trends and expenditures to date. Staff described how the community would be presented with multiple opportunities to review the Annual Update, and to provide feedback on the draft LCAP. Staff analyzed the actual Average Daily Attendance (ADA) for Period 2 and mandatory costs to begin building the 2016-17 district budget proposal.
- May 19 - Staff attended the May Revision workshop to analyze the Governor's May Revision in order to provide an updated at the June 2nd Board meeting.
- June 2 - The Board received preliminary information on the May Revision which was officially released on May 13th. Staff highlighted the proposed additional \$154 million statewide, equivalent to \$1.1 million for SCUSD. The 2016-17 funding gap for each local education agency (LEA) increased to 54.84% compared to 49.08% in the January proposal. The discretionary one time funds also increased by \$23 (\$237 - \$214) per ADA compared to January's proposal. For SCUSD, one-time funds equate to about \$1 million more than originally anticipated in January.



Board of Education Executive Summary

Business Services

Public Hearing and Adoption of Proposed Fiscal Year 2016-17 Budget for All Funds
June 16, 2016

Staff emphasized that compared to the previous year increase of \$28 million; the increases on the May Revise are very low. The May Revision Postpones the Early Education Block Grant to 2017-18 and proposes to eliminate TK.

Staff presented the 2016-17 Allocation of Resources based on community engagement and LCAP Advisory Committee input. Staff presented the Superintendent recommendations and listened to Board and public comments to adjust the Proposed Budget for FY 2016-17 based on the May Revise Funding. The 2016-17 Adopted Budget is based on the Governor's May Revise and recommendations from Sacramento County Office of Education (SCOE). The recommendations from the Superintendent take into consideration all input from the stakeholders. The Superintendent took very seriously the recommendations made by the LCAP Advisory Committee and the Board of Education during the June 2nd Board Meeting. Staff will continue to closely monitor the state budget situation.

II. Driving Governance:

- Education Code section 42127 requires the Governing Board of each school district to adopt a budget on or before July 1st. The budget to be adopted shall be prepared in accordance with Education Code section 42126. The adopted budget shall be submitted to the County Office of Education. The County Office of Education will determine if the district will be able to meet its financial obligations during the fiscal year and ensure a financial plan that will enable the district to satisfy its multi-year financial commitments.

III. Budget:

The following information summarizes the 2016-17 Budget for all funds:



Board of Education Executive Summary

Business Services

Public Hearing and Adoption of Proposed Fiscal Year 2016-17 Budget for All Funds
June 16, 2016

	GENERAL FUND			TOTAL
	UNRESTRICTED	RESTRICTED Partially Funded	RESTRICTED Fully Funded	
REVENUES				
LCFF SOURCES	\$365,331,921	\$0	\$0	\$365,331,921
FEDERAL REVENUE	\$0	\$8,180,862	\$37,354,951	\$45,535,813
OTHER STATE REVENUES	\$14,785,640	\$21,838,227	\$37,639,687	\$74,263,554
OTHER LOCAL REVENUES	\$1,061,786	\$0	\$4,839,297	\$5,901,083
TOTAL REVENUES	\$381,179,347	\$30,019,089	\$79,833,935	\$491,032,371
EXPENDITURES				
CERTIFICATED SALARIES	\$144,548,491	\$25,721,809	\$16,126,975	\$186,397,275
CLASSIFIED SALARIES	\$38,172,374	\$15,113,571	\$5,428,258	\$58,714,203
EMPLOYEE BENEFITS	\$102,015,430	\$28,928,119	\$18,649,139	\$149,592,688
BOOKS AND SUPPLIES	\$9,954,350	\$1,375,843	\$8,838,382	\$20,168,575
SERVICES/OTHER OP. EXP.	\$25,069,035	\$22,250,003	\$15,564,361	\$62,883,399
CAPITAL OUTLAY	\$721,989	\$48,381	\$16,290,432	\$17,060,802
OTHER OUTGO	\$0	\$0	\$0	\$0
INDIRECT/DIRECT SUPPORT	-\$3,145,789		\$1,545,462	-\$1,600,327
TOTAL EXPENDITURES	\$317,335,879	\$93,437,727	\$82,443,009	\$493,216,616
OTHER FINANCING SOURCES/USES				
INTERFUND TRANSFERS IN	\$1,438,122	\$0	\$0	\$1,438,122
INTERFUND TRANSFERS OUT	-\$1,730,000	\$0	\$0	-\$1,730,000
OTHER SOURCES				
OTHER USES	-\$63,418,638	\$63,418,638	\$0	\$0
TOTAL OTHER SOURCES/USES	-\$63,710,516	\$63,418,638	\$0	-\$291,878
NET CHANGE IN FUND BALANCE	\$132,952	\$0	-\$2,609,074	-\$2,476,122
BEGINNING BALANCE, JULY 1	\$56,035,061	\$0	\$3,052,060	\$59,087,121
Audit Adjustments				
ENDING BALANCE	\$56,168,013	\$0	\$442,986	\$56,610,999
NONSPENDABLE	\$545,000		\$0	\$545,000
RESTRICTED			\$442,986	\$442,986
ASSIGNED	\$35,609,880		\$0	\$35,609,880
ECONOMIC UNCERTAINTIES	\$20,013,133		\$0	\$20,013,133
UNAPPROPRIATED FUND BALANCE	\$0	\$0	\$0	\$0



Board of Education Executive Summary

Business Services

Public Hearing and Adoption of Proposed Fiscal Year 2016-17 Budget for All Funds
June 16, 2016

	Charter School Fund	Adult Education Fund	Cafeteria Fund	Child Development Fund
REVENUES				
LCFF SOURCES	\$16,862,298			
FEDERAL REVENUE	\$288,732	\$642,525	\$22,574,050	\$11,201,037
OTHER STATE REVENUES	\$943,432	\$1,523,612	\$1,259,835	\$7,588,421
OTHER LOCAL REVENUES		\$4,248,000	\$990,700	\$2,080,000
TOTAL REVENUES	\$18,094,462	\$6,414,137	\$24,824,585	\$20,869,458
EXPENDITURES				
CERTIFICATED SALARIES	\$7,131,603	\$2,029,407		\$6,684,021
CLASSIFIED SALARIES	\$1,043,626	\$1,476,850	\$6,097,869	\$4,033,008
EMPLOYEE BENEFITS	\$5,661,406	\$2,137,199	\$3,790,929	\$7,720,474
BOOKS AND SUPPLIES	\$425,674	\$270,703	\$13,330,608	\$1,252,279
SERVICES/OTHER OP. EXP.	\$1,763,386	\$706,654	\$414,870	\$492,982
CAPITAL OUTLAY	\$0		\$300,000	\$0
OTHER OUTGO	\$0			
INDIRECT/DIRECT SUPPORT	\$0	\$23,324	\$890,309	\$686,694
TOTAL EXPENDITURES	\$16,025,695	\$6,644,137	\$24,824,585	\$20,869,458
OTHER FINANCING SOURCES/USES				
INTERFUND TRANSFERS IN		\$230,000		\$1,500,000
INTERFUND TRANSFERS OUT	-\$1,438,122	\$0		
OTHER SOURCES				
OTHER USES				
TOTAL OTHER SOURCES/USES	-\$1,438,122	\$230,000	\$0	\$1,500,000
NET CHANGE IN FUND BALANCE	\$630,645	\$0	\$0	\$1,500,000
BEGINNING BALANCE, JULY 1	\$1,124,076	\$0	\$6,455,227	\$7,307
Audit Adjustments				
ENDING BALANCE	\$1,754,721	\$0	\$6,455,227	\$1,507,307
NONSPENDABLE				
RESTRICTED	\$277,448		\$6,234,063	
ASSIGNED	\$1,477,272	\$0	\$221,165	\$1,507,307
ECONOMIC UNCERTAINTIES		\$0		
UNAPPROPRIATED FUND BALANCE	\$0	\$0	\$0	\$0



Board of Education Executive Summary

Business Services

Public Hearing and Adoption of Proposed Fiscal Year 2016-17 Budget for All Funds
June 16, 2016

	Building Fund	Capital Facilities Funds 25, 49, 52	County Schools Facilities Fund	Dental Vision Fund	Retiree Benefit Fund	Self Insurance Fund	Grand Total All Funds
REVENUES							
LCFF SOURCES							\$382,194,219
FEDERAL REVENUE							\$80,242,157
OTHER STATE REVENUES	\$20,560						\$85,599,414
OTHER LOCAL REVENUES		\$3,910,530		\$9,236,283	\$20,265,000	\$5,001,494	\$51,633,090
TOTAL REVENUES	\$20,560	\$3,910,530	\$0	\$9,236,283	\$20,265,000	\$5,001,494	\$599,668,880
EXPENDITURES							
CERTIFICATED SALARIES							\$202,242,306
CLASSIFIED SALARIES	\$723,906			\$131,505		\$131,753	\$72,352,720
EMPLOYEE BENEFITS	\$285,113			\$80,688		\$65,731	\$169,334,228
BOOKS AND SUPPLIES	\$0					\$39,500	\$35,487,339
SERVICES/OTHER OP. EXP.	\$0	\$15,000		\$9,024,090	\$20,265,000	\$4,786,500	\$100,351,881
CAPITAL OUTLAY	\$59,055,411	\$2,262,900					\$78,679,114
OTHER OUTGO		\$6,157,157					\$6,157,157
INDIRECT/DIRECT SUPPORT							\$0
TOTAL EXPENDITURES	\$60,064,430	\$8,435,058	\$0	\$9,236,283	\$20,265,000	\$5,023,484	\$664,604,746
OTHER FINANCING SOURCES/USES							
INTERFUND TRANSFERS IN							\$3,168,122
INTERFUND TRANSFERS OUT							-\$3,168,122
OTHER SOURCES	\$0						\$0
OTHER USES							\$0
TOTAL OTHER SOURCES/USES	\$0	\$0	\$0	\$0	\$0	\$0	\$0
NET CHANGE IN FUND BALANCE	-\$60,043,870	-\$4,524,528	\$1,764	\$0	\$0	-\$21,990	-\$64,934,101
BEGINNING BALANCE, JULY 1	\$60,043,870	\$7,994,754		\$1,220,635	\$28,477,534	\$4,356,734	\$168,767,259
Audit Adjustments							\$0
ENDING BALANCE	\$0	\$3,470,227	\$1,764	\$1,220,635	\$28,477,534	\$4,334,744	\$103,833,158
NONSPENDABLE							\$545,000
RESTRICTED							\$6,954,497
ASSIGNED		\$3,470,227	\$1,764	\$1,220,635	\$28,477,534	\$4,334,744	\$76,320,528
ECONOMIC UNCERTAINTIES	\$0						\$20,013,133
UNAPPROPRIATED FUND BALANCE	\$0	\$0	\$0	\$0	\$0	\$0	\$0



Board of Education Executive Summary

Business Services

Public Hearing and Adoption of Proposed Fiscal Year 2016-17 Budget for All Funds
June 16, 2016

IV. Goals, Objectives and Measures:

Present a balanced 2016-17 Adopted Budget to the Board for approval by June 28, 2016.
Minimize reliance on the use of one-time funds and reinstate positions as much as possible that have direct impact on student achievement.

V. Major Initiatives:

- Continued analysis of information from the state and its impact on the district finances.
- Budget Revision within 45 days from signing of State Budget.

VI. Results:

Budget development for 2016-17 has followed the timeline approved by the Board. With the approval of the 2016-17 Adopted Budget, expenditure authority for 2016-17 will be in place and the June 30, 2015 timeline will be met.

VII. Lessons Learned/Next Steps:

- Continue to monitor the State budget and its impact on the district finances.
- Continue to obtain stake holders input, follow the LCAP process and meet with bargaining units to seek cost reductions and long-term budget savings.
- Analyze results of Governor's tax initiative.

2016-2017 Proposed Budget for All Funds



Our Vision

Let's take a simple idea and start a revolution.
Let's pledge that children come first.

Board of Education
June 16, 2016

Sacramento City Unified School District

Board of Education

Christina Pritchett, President, Area 3
Jay Hansen, Vice President, Area 1
Jessie Ryan, 2nd Vice President, Area 7
Ellen Cochrane, Area 2
Gustavo Arroyo, Area 4
Diana Rodriguez, Area 5
Darrel Woo, Area 6
Elizabeth Barry, Student Board Member

Executive Cabinet

José L. Banda, Superintendent
Lisa Allen, Interim Deputy Superintendent
Iris Taylor, Ed.D., Interim Chief Academic Officer
Gerardo Castillo, Chief Business Officer
Gabe Ross, Chief Communications Officer
Cancy McArn, Chief Human Resources Officer
Elliot Lopez, Chief Information Officer
Cathy Allen, Chief Operations Officer
Al Rogers, Chief Strategy Officer
Doug Huscher, Interim Assistant Superintendent of Equity

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	GENERAL FUND				Charter School Fund	Adult Education Fund	Cafeteria Fund	Child Development Fund	Deferred Maintenance Fund	General Obligation Bonds Fund	Building Fund	Capital Facilities Funds 25, 49, 52	County Schools Facilities Fund	Dental Vision Fund	Retiree Benefit Fund	Self Insurance Fund	Grand Total All Funds
	UNRESTRICTED	RESTRICTED Partially Funded	RESTRICTED Fully Funded	TOTAL													
REVENUES																	
LCFF SOURCES	\$365,331,921	\$0	\$0	\$365,331,921	\$16,862,298												\$382,194,219
FEDERAL REVENUE	\$0	\$8,180,862	\$37,354,951	\$45,535,813	\$288,732	\$642,525	\$22,574,050	\$11,201,037									\$80,242,157
OTHER STATE REVENUES	\$14,785,640	\$21,838,227	\$37,639,687	\$74,263,554	\$943,432	\$1,523,612	\$1,259,835	\$7,588,421			\$20,560						\$85,599,414
OTHER LOCAL REVENUES	\$1,061,786	\$0	\$4,839,297	\$5,901,083		\$4,248,000	\$990,700	\$2,080,000				\$3,910,530		\$9,236,283	\$20,265,000	\$5,001,494	\$51,633,090
TOTAL REVENUES	\$381,179,347	\$30,019,089	\$79,833,935	\$491,032,371	\$18,094,462	\$6,414,137	\$24,824,585	\$20,869,458	\$0	\$0	\$20,560	\$3,910,530	\$0	\$9,236,283	\$20,265,000	\$5,001,494	\$599,668,880
EXPENDITURES																	
CERTIFICATED SALARIES	\$144,548,491	\$25,721,809	\$16,126,975	\$186,397,275	\$7,131,603	\$2,029,407		\$6,684,021									\$202,242,306
CLASSIFIED SALARIES	\$38,172,374	\$15,113,571	\$5,428,258	\$58,714,203	\$1,043,626	\$1,476,850	\$6,097,869	\$4,033,008			\$723,906			\$131,505		\$131,753	\$72,352,720
EMPLOYEE BENEFITS	\$102,015,430	\$28,928,119	\$18,649,139	\$149,592,688	\$5,661,406	\$2,137,199	\$3,790,929	\$7,720,474			\$285,113			\$80,688		\$65,731	\$169,334,228
BOOKS AND SUPPLIES	\$9,954,350	\$1,375,843	\$8,838,382	\$20,168,575	\$425,674	\$270,703	\$13,330,608	\$1,252,279			\$0					\$39,500	\$35,487,339
SERVICES/OTHER OP. EXP.	\$25,069,035	\$22,250,003	\$15,564,361	\$62,883,399	\$1,763,386	\$706,654	\$414,870	\$492,982			\$0	\$15,000		\$9,024,090	\$20,265,000	\$4,786,500	\$100,351,881
CAPITAL OUTLAY	\$721,989	\$48,381	\$16,290,432	\$17,060,802	\$0		\$300,000	\$0	\$0	\$59,055,411	\$2,262,900						\$78,679,114
OTHER OUTGO	\$0	\$0	\$0	\$0	\$0						\$6,157,157						\$6,157,157
INDIRECT/DIRECT SUPPORT	-\$3,145,789		\$1,545,462	-\$1,600,327	\$0	\$23,324	\$890,309	\$686,694									\$0
TOTAL EXPENDITURES	\$317,335,879	\$93,437,727	\$82,443,009	\$493,216,616	\$16,025,695	\$6,644,137	\$24,824,585	\$20,869,458	\$0	\$0	\$60,064,430	\$8,435,058	\$0	\$9,236,283	\$20,265,000	\$5,023,484	\$664,604,746
OTHER FINANCING SOURCES/USES																	
INTERFUND TRANSFERS IN	\$1,438,122	\$0	\$0	\$1,438,122		\$230,000		\$1,500,000									\$3,168,122
INTERFUND TRANSFERS OUT	-\$1,730,000	\$0	\$0	-\$1,730,000	-\$1,438,122	\$0											-\$3,168,122
OTHER SOURCES										\$0							\$0
OTHER USES	-\$63,418,638	\$63,418,638	\$0	\$0													\$0
TOTAL OTHER SOURCES/USES	-\$63,710,516	\$63,418,638	\$0	-\$291,878	-\$1,438,122	\$230,000	\$0	\$1,500,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
NET CHANGE IN FUND BALANCE	\$132,952	\$0	-\$2,609,074	-\$2,476,122	\$630,645	\$0	\$0	\$1,500,000	\$0	\$0	-\$60,043,870	-\$4,524,528	\$1,764	\$0	\$0	-\$21,990	-\$64,934,101
BEGINNING BALANCE, JULY 1	\$56,035,061	\$0	\$3,052,060	\$59,087,121	\$1,124,076	\$0	\$6,455,227	\$7,307	\$0	\$0	\$60,043,870	\$7,994,754		\$1,220,635	\$28,477,534	\$4,356,734	\$168,767,259
Audit Adjustments																	\$0
ENDING BALANCE	\$56,168,013	\$0	\$442,986	\$56,610,999	\$1,754,721	\$0	\$6,455,227	\$1,507,307	\$0	\$0	\$0	\$3,470,227	\$1,764	\$1,220,635	\$28,477,534	\$4,334,744	\$103,833,158
NONSPENDABLE	\$545,000		\$0	\$545,000													\$545,000
RESTRICTED			\$442,986	\$442,986	\$277,448		\$6,234,063										\$6,954,497
ASSIGNED	\$35,609,880		\$0	\$35,609,880	\$1,477,272	\$0	\$221,165	\$1,507,307				\$3,470,227	\$1,764	\$1,220,635	\$28,477,534	\$4,334,744	\$76,320,528
ECONOMIC UNCERTAINTIES	\$20,013,133		\$0	\$20,013,133							\$0						\$20,013,133
UNAPPROPRIATED FUND BALANCE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

ANNUAL BUDGET REPORT:
July 1, 2016 Budget Adoption

Insert "X" in applicable boxes:

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.

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:

Public Hearing:

Place: SCUSD - Budget Services
Date: June 10, 2016

Place: Board Meeting Room - Serna Cente
Date: June 16, 2016
Time: 06:30 PM

Adoption Date: June 28, 2016

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

Contact person for additional information on the budget reports:

Name: Michael Smith

Telephone: (916) 643-9405

Title: Director of Fiscal Services

E-mail: smithm@scusd.edu

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)	Projected change in LCFF 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
		<ul style="list-style-type: none"> If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2015-16) annual payment? 	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		<ul style="list-style-type: none"> If yes, are they lifetime benefits? 		X
		<ul style="list-style-type: none"> If yes, do benefits continue beyond age 65? 		X
		<ul style="list-style-type: none"> 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:		X
		<ul style="list-style-type: none"> Certificated? (Section S8A, Line 1) 		X
		<ul style="list-style-type: none"> Classified? (Section S8B, Line 1) Management/supervisor/confidential? (Section S8C, Line 1) 		X
S9	Local Control and Accountability Plan (LCAP)	<ul style="list-style-type: none"> Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year? Approval date for adoption of the LCAP or approval of an update to the LCAP: 		X
				Jun 28, 2016
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services, and Expenditures?		X

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

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

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

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

To the County Superintendent of Schools:

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

Total liabilities actuarially determined:	\$	<u>7,602,992.00</u>
Less: Amount of total liabilities reserved in budget:	\$	<u>7,602,992.00</u>
Estimated accrued but unfunded liabilities:	\$	<u>0.00</u>

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

Date of Meeting: Jun 16, 2016

For additional information on this certification, please contact:

Name: Michael Smith
Title: Director of Fiscal Services
Telephone: (916) 643-9405
E-mail: smithm@scusd.edu

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT - BUDGET SERVICES

ESTIMATED FINANCIAL PROJECTION FACTORS

	2016-17	2017-18	2018-19
State Statutory COLA	0%	1.11%	2.42%
GAP Funding Rate for Local Control Funding Formula (LCFF)	54.84%	46.63%	37.73%
California Consumer Price Index (CPI)	2.15%	2.26%	2.49%

LCFF ENTITLEMENT FACTORS

Entitlement Factors per ADA	K-3	4-6	7-8	9-12
2015-16 Initial Grants	\$7,083	\$7,189	\$7,403	\$8,578
COLA at 0%	\$0	\$0	\$0	\$0
2016-17 Base Grants	\$7,083	\$7,189	\$7,403	\$8,578

Entitlement Factors per ADA	K-3	4-6	7-8	9-12
2016-17 Base Grants	\$7,083	\$7,189	\$7,403	\$8,578
Adjustment Factors	10.40% CSR	-	-	2.6% CTE
CSR and CTE amounts	\$737	-	-	\$223
2016-17 Adjusted Base Grants	\$7,820	\$7,189	\$7,403	\$8,801

Supplemental Grants (% Adj. Base)	20%	20%	20%	20%
Concentration Grants (Above 55% Threshold)	50%	50%	50%	50%

MULTI-YEAR BUDGET ASSUMPTIONS: 2016-17 THROUGH 2018-19

REVENUES:

Local Control Funding Formula (LCFF)

- Fiscal Year 2016-17 is funded on 38,869.70 Average Daily Attendance (ADA).
- 2016-17 Local Control Funding Formula (LCFF) ADA is based on greater of prior year or current year ADA. Since SCUSD is in declining enrollment, 2015-16 (prior year) ADA is used for 2016-17.
- Local Control Funding Formula (LCFF) includes, formally Tier III programs, Transportation and TIIG.
- 2017-18 assumes funded on 38,470.70 ADA (prior year ADA).
- 2018-19 assumes funded on 38,071.70 ADA (prior year ADA).

MULTI-YEAR BUDGET ASSUMPTIONS: 2016-17 THROUGH 2018-19 (Continued)

Federal Revenues

- Federal Revenues assume a reduction of 2.8% for 2016-17.
- 2017-18 and 2018-19 are maintained at the 2016-17 funding level.

OTHER STATE REVENUES:

Special Education & Transportation

- Special Education is funded at the same ratio as 2015-16. It reflects the decline in ADA.
- For 2016-17, 2017-18, and 2018-19 the Special Education and Transportation contribution is fully supported by the unrestricted monies from the General Fund.
- For 2016-17, 2017-18, and 2018-19 Special Education Transportation Apportionments are maintained.

State Categorical Programs

- Includes resource funds outside the Local Control Funding Formula (LCFF).

Class Size Reduction

- 2016-17 assumes K-3 CSR at 24:1.

Lottery

- The expected annual funding is projected at \$181 per ADA for 2016-17 (unrestricted \$140 and \$41 restricted) and outlying years.
- 2016-17 and outlying years include reduction due to Adult Education ADA no longer funded.

LOCAL REVENUES:

Other Local Revenue

- Local Revenue assumes a similar level of funding in outlying years as 2016-17. As revenues are approved by the Board, they will be incorporated.

EXPENDITURES:

Certificated Salaries

- Certificated staffing for 2016-17 assume full implementation of K-3 Class Size Reduction. Class sizes are as follows:
 - Kindergarten at 24:1
 - Grades 1-3 at 24:1
 - Grades 4-6 at 33:1 (Contract maximum)
 - Grades 7-8 at 31:1 (Contract maximum)
 - Grades 9-12 at 32:1 (Contract maximum)

MULTI-YEAR BUDGET ASSUMPTIONS: 2016-17 THROUGH 2018-19 (Continued)

Certificated Salaries (cont.)

- 2016-17 includes additional 75 classroom teachers for implementation of K-3 Class Size Reduction.
- Salaries commensurate with approved salary schedules and contractual agreements. This includes increases for salary schedule step and column movement less attrition credit.

Classified Salaries

- Classified staffing for 2016-17, 2017-18, and 2018-19 are based on 2016-17 staffing levels.
- Salaries are commensurate with approved salary schedules and contractual agreements. This includes salary step movement, less attrition credit.

Employee Benefits

- The estimated statutory benefits for Certificated staff is 15.7695%.
- The estimated statutory benefits for Classified staff is 23.2775%.
- Health benefits are projected to increase approximately 6% for 2017-18 and 2018-19, and will be funded dependent upon negotiated agreements with employee groups.
- Post-Retirement Health Benefits are based on 2016-17 participation. The district does not regularly pre-fund the future cost of post-retirement benefits. A negotiated agreement with SCTA includes a contribution from employees towards post-retirement benefits.

MULTI-YEAR BUDGET ASSUMPTIONS: 2016-17 THROUGH 2018-19 (Continued)

**Supplies, Services, Utilities,
Capital Outlay**

- Custodial operational supplies increased in 2014-15 by \$650,000 and maintained in the outlying years.
- 2016-17 and outlying years are projected with a 10% increase in utilities.

Indirect Support

- The indirect rate is consistently applied to each program as allowed by law.
- The approved rate is 3.32% for 2016-17.

**Other Outgo/Transfers/
Contributions**

- Contributions to Restricted Programs – The 2016-17 budget and outlying years includes contributions to cover program encroachments from the general unrestricted budget for the Special Education, Routine Restricted Maintenance, and Special Education Transportation programs.
- 2016-17 Routine Restricted Maintenance is based over 2% of GF budget.
- Routine Restricted Maintenance must be increased to no less than 2% of GF budget by 2017-18 and 3% by 2020-21.
- In Lieu Property Taxes are transferred to charter schools.

One-Time Revenues/Expenditures

- 2016-17 includes \$9.1 Million one-time discretionary revenue.
- 2016-17 includes \$1.7 Million set aside for OPEB.
- 2016-17 includes \$1.9 Million for technology upgrades and equipment
- 2016-17 includes \$1 Million for classroom libraries.

BEGINNING BALANCE/RESERVES:

Beginning Balance

- Based on 2015-16 actual ending fund balance.

Reserves

- The 2016-17, 2017-18, and 2018-19 projections fund the 2% General Fund Reserve for economic uncertainty, provided steps are taken to reach budget reduction goals.
- Starting in 2015-16, set asides for fund reserves and OPEB are increased to prepare for 2017-18 and beyond.

GENERAL FUND

General Fund Definition

The General Fund is the general operating fund of the District and accounts for all revenues and expenditures of the District not encompassed within other funds. All general tax revenues and other receipts that are not allocated by law or contractual agreement to some other fund are accounted for in this fund. General operating expenditures and the capital improvement costs that are not paid through other funds are paid from the General Fund. The General Fund also contains categorical programs such as the Educator Effectiveness, No Child Left Behind Title I and others.

Description	Object Codes	2016-17 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 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	365,331,921.00	1.91%	372,306,182.00	1.15%	376,595,525.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	14,785,640.00	-61.17%	5,741,950.96	2.42%	5,880,906.17
4. Other Local Revenues	8600-8799	1,061,786.00	0.00%	1,061,786.00	0.00%	1,061,786.00
5. Other Financing Sources						
a. Transfers In	8900-8929	1,438,122.00	1.11%	1,454,085.15	2.42%	1,489,274.01
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(63,418,638.00)	2.29%	(64,869,917.57)	2.27%	(66,342,966.33)
6. Total (Sum lines A1 thru A5c)		319,198,831.00	-1.10%	315,694,086.54	0.95%	318,684,524.85
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				144,548,490.57		146,716,717.93
b. Step & Column Adjustment				2,168,227.36		2,200,750.77
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	144,548,490.57	1.50%	146,716,717.93	1.50%	148,917,468.70
2. Classified Salaries						
a. Base Salaries				38,172,374.00		38,554,097.74
b. Step & Column Adjustment				381,723.74		385,540.98
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	38,172,374.00	1.00%	38,554,097.74	1.00%	38,939,638.72
3. Employee Benefits	3000-3999	102,015,430.00	5.33%	107,450,320.24	6.90%	114,861,023.32
4. Books and Supplies	4000-4999	9,954,349.68	-35.37%	6,433,640.68	0.00%	6,433,640.68
5. Services and Other Operating Expenditures	5000-5999	25,069,034.71	-1.83%	24,610,034.71	1.83%	25,060,034.71
6. Capital Outlay	6000-6999	721,989.36	-91.41%	61,989.36	0.00%	61,989.36
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(3,145,789.00)	0.00%	(3,145,789.00)	0.00%	(3,145,789.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,730,000.00	0.00%	1,730,000.00	0.00%	1,730,000.00
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)		319,065,879.32	1.05%	322,411,011.66	3.24%	332,858,006.49
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		132,951.68		(6,716,925.12)		(14,173,481.64)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		56,035,061.48		56,168,013.16		49,451,088.04
2. Ending Fund Balance (Sum lines C and D1)		56,168,013.16		49,451,088.04		35,277,606.40
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	545,000.00		545,000.00		545,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	35,609,880.16		28,892,955.04		14,719,473.40
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	20,013,133.00		20,013,133.00		20,013,133.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		56,168,013.16		49,451,088.04		35,277,606.40

Description	Object Codes	2016-17 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	20,013,133.00		20,013,133.00		20,013,133.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(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)		20,013,133.00		20,013,133.00		20,013,133.00
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.						
2017-18 & 2018-19 assume COLA increase in State Revenues. 2017-18 does not include one-time discretionary funds that are included in 2016-17.						

Description	Object Codes	2016-17 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 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	45,535,813.00	0.00%	45,535,813.00	0.00%	45,535,813.00
3. Other State Revenues	8300-8599	59,477,914.40	-21.43%	46,729,339.25	2.42%	47,860,189.26
4. Other Local Revenues	8600-8799	4,839,297.00	0.00%	4,839,297.00	0.00%	4,839,297.00
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	63,418,638.00	2.29%	64,869,917.57	2.27%	66,342,966.33
6. Total (Sum lines A1 thru A5c)		173,271,662.40	-6.52%	161,974,366.82	1.61%	164,578,265.59
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				41,848,784.00		42,007,796.17
b. Step & Column Adjustment				620,804.87		630,116.94
c. Cost-of-Living Adjustment						
d. Other Adjustments				(461,792.70)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	41,848,784.00	0.38%	42,007,796.17	1.50%	42,637,913.11
2. Classified Salaries						
a. Base Salaries				20,541,829.46		20,747,247.75
b. Step & Column Adjustment				205,418.29		207,472.48
c. Cost-of-Living Adjustment						
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	20,541,829.46	1.00%	20,747,247.75	1.00%	20,954,720.23
3. Employee Benefits	3000-3999	47,577,258.40	5.71%	50,296,062.16	5.62%	53,120,785.81
4. Books and Supplies	4000-4999	10,214,225.03	-10.71%	9,119,823.23	0.00%	9,119,823.23
5. Services and Other Operating Expenditures	5000-5999	37,814,364.48	-2.76%	36,770,928.22	0.00%	36,770,928.22
6. Capital Outlay	6000-6999	16,338,813.03	-88.19%	1,930,033.04	0.00%	1,930,033.04
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	1,545,462.00	0.00%	1,545,462.00	0.00%	1,545,462.00
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)						(1,501,400.05)
11. Total (Sum lines B1 thru B10)		175,880,736.40	-7.65%	162,417,352.57	1.33%	164,578,265.59
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		(2,609,074.00)		(442,985.75)		0.00
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		3,052,059.75		442,985.75		0.00
2. Ending Fund Balance (Sum lines C and D1)		442,985.75		0.00		0.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	442,985.75				
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance		442,985.75		0.00		0.00
(Line D3f must agree with line D2)						

Description	Object Codes	2016-17 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 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.						
2017-18 line B1d for restricted funds as revenues decrease the expenditures also decrease. 2017-18 does not include carryover or one-time grants. 2018-19 B10 Board and staff will take appropriate action to reduce expenditures.						

Description	Object Codes	2016-17 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 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	365,331,921.00	1.91%	372,306,182.00	1.15%	376,595,525.00
2. Federal Revenues	8100-8299	45,535,813.00	0.00%	45,535,813.00	0.00%	45,535,813.00
3. Other State Revenues	8300-8599	74,263,554.40	-29.34%	52,471,290.21	2.42%	53,741,095.43
4. Other Local Revenues	8600-8799	5,901,083.00	0.00%	5,901,083.00	0.00%	5,901,083.00
5. Other Financing Sources						
a. Transfers In	8900-8929	1,438,122.00	1.11%	1,454,085.15	2.42%	1,489,274.01
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		492,470,493.40	-3.01%	477,668,453.36	1.17%	483,262,790.44
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				186,397,274.57		188,724,514.10
b. Step & Column Adjustment				2,789,032.23		2,830,867.71
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(461,792.70)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	186,397,274.57	1.25%	188,724,514.10	1.50%	191,555,381.81
2. Classified Salaries						
a. Base Salaries				58,714,203.46		59,301,345.49
b. Step & Column Adjustment				587,142.03		593,013.46
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	58,714,203.46	1.00%	59,301,345.49	1.00%	59,894,358.95
3. Employee Benefits	3000-3999	149,592,688.40	5.45%	157,746,382.40	6.49%	167,981,809.13
4. Books and Supplies	4000-4999	20,168,574.71	-22.88%	15,553,463.91	0.00%	15,553,463.91
5. Services and Other Operating Expenditures	5000-5999	62,883,399.19	-2.39%	61,380,962.93	0.73%	61,830,962.93
6. Capital Outlay	6000-6999	17,060,802.39	-88.32%	1,992,022.40	0.00%	1,992,022.40
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(1,600,327.00)	0.00%	(1,600,327.00)	0.00%	(1,600,327.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	1,730,000.00	0.00%	1,730,000.00	0.00%	1,730,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		(1,501,400.05)
11. Total (Sum lines B1 thru B10)		494,946,615.72	-2.04%	484,828,364.23	2.60%	497,436,272.08
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(2,476,122.32)		(7,159,910.87)		(14,173,481.64)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		59,087,121.23		56,610,998.91		49,451,088.04
2. Ending Fund Balance (Sum lines C and D1)		56,610,998.91		49,451,088.04		35,277,606.40
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	545,000.00		545,000.00		545,000.00
b. Restricted	9740	442,985.75		0.00		0.00
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	35,609,880.16		28,892,955.04		14,719,473.40
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	20,013,133.00		20,013,133.00		20,013,133.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		56,610,998.91		49,451,088.04		35,277,606.40

Description	Object Codes	2016-17 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	20,013,133.00		20,013,133.00		20,013,133.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	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)		20,013,133.00		20,013,133.00		20,013,133.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		4.04%		4.13%		4.02%
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?	No					
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		0.00		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, Line A4; enter projections)						
		38,437.99		38,038.99		37,637.99
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		494,946,615.72		484,828,364.23		497,436,272.08
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)		494,946,615.72		484,828,364.23		497,436,272.08
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		2%		2%		2%
e. Reserve Standard - By Percent (Line F3c times F3d)		9,898,932.31		9,696,567.28		9,948,725.44
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)		9,898,932.31		9,696,567.28		9,948,725.44
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	347,098,592.00	0.00	347,098,592.00	365,331,921.00	0.00	365,331,921.00	5.3%
2) Federal Revenue		8100-8299	0.00	46,661,371.34	46,661,371.34	0.00	45,535,813.00	45,535,813.00	-2.4%
3) Other State Revenue		8300-8599	27,233,181.00	101,180,981.20	128,414,162.20	14,785,640.00	59,477,914.40	74,263,554.40	-42.2%
4) Other Local Revenue		8600-8799	2,138,842.41	5,234,207.81	7,373,050.22	1,061,786.00	4,839,297.00	5,901,083.00	-20.0%
5) TOTAL, REVENUES			376,470,615.41	153,076,560.35	529,547,175.76	381,179,347.00	109,853,024.40	491,032,371.40	-7.3%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	135,105,204.51	43,496,124.17	178,601,328.68	144,548,490.57	41,848,784.00	186,397,274.57	4.4%
2) Classified Salaries		2000-2999	34,730,980.64	19,736,446.33	54,467,426.97	38,172,374.00	20,541,829.46	58,714,203.46	7.8%
3) Employee Benefits		3000-3999	97,251,772.11	46,617,864.42	143,869,636.53	102,015,430.00	47,577,258.40	149,592,688.40	4.0%
4) Books and Supplies		4000-4999	9,287,820.31	11,379,025.00	20,666,845.31	9,954,349.68	10,214,225.03	20,168,574.71	-2.4%
5) Services and Other Operating Expenditures		5000-5999	27,233,294.48	35,757,335.39	62,990,629.87	25,069,034.71	37,814,364.48	62,883,399.19	-0.2%
6) Capital Outlay		6000-6999	2,314,314.66	48,794,373.03	51,108,687.69	721,989.36	16,338,813.03	17,060,802.39	-66.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	0.00	8,094.13	8,094.13	0.00	0.00	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(3,411,882.04)	1,844,420.40	(1,567,461.64)	(3,145,789.00)	1,545,462.00	(1,600,327.00)	2.1%
9) TOTAL, EXPENDITURES			302,511,504.67	207,633,682.87	510,145,187.54	317,335,879.32	175,880,736.40	493,216,615.72	-3.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			73,959,110.74	(54,557,122.52)	19,401,988.22	63,843,467.68	(66,027,712.00)	(2,184,244.32)	-111.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	1,386,880.00	0.00	1,386,880.00	1,438,122.00	0.00	1,438,122.00	3.7%
b) Transfers Out		7600-7629	1,760,000.00	4,726,044.42	6,486,044.42	1,730,000.00	0.00	1,730,000.00	-73.3%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(57,877,702.31)	57,877,702.31	0.00	(63,418,638.00)	63,418,638.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(58,250,822.31)	53,151,657.89	(5,099,164.42)	(63,710,516.00)	63,418,638.00	(291,878.00)	-94.3%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			15,708,288.43	(1,405,464.63)	14,302,823.80	132,951.68	(2,609,074.00)	(2,476,122.32)	-117.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited									
		9791	40,326,773.05	4,457,524.38	44,784,297.43	56,035,061.48	3,052,059.75	59,087,121.23	31.9%
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)									
			40,326,773.05	4,457,524.38	44,784,297.43	56,035,061.48	3,052,059.75	59,087,121.23	31.9%
d) Other Restatements									
		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)									
			40,326,773.05	4,457,524.38	44,784,297.43	56,035,061.48	3,052,059.75	59,087,121.23	31.9%
2) Ending Balance, June 30 (E + F1e)									
			56,035,061.48	3,052,059.75	59,087,121.23	56,168,013.16	442,985.75	56,610,998.91	-4.2%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash									
		9711	225,000.00	0.00	225,000.00	225,000.00	0.00	225,000.00	0.0%
Stores									
		9712	116,622.48	0.00	116,622.48	320,000.00	0.00	320,000.00	174.4%
Prepaid Expenditures									
		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	3,052,059.75	3,052,059.75	0.00	442,985.75	442,985.75	-85.5%
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	36,930,306.00	0.00	36,930,306.00	35,609,880.16	0.00	35,609,880.16	-3.6%
		9780				10,576,000.00		10,576,000.00	
		9780				4,000,000.00		4,000,000.00	
		9780				1,140,000.00		1,140,000.00	
		9780				3,000,000.00		3,000,000.00	
		9780				250,000.00		250,000.00	
		9780				16,643,880.16		16,643,880.16	
		9780	10,576,000.00		10,576,000.00				
		9780	4,000,000.00		4,000,000.00				
		9780	1,140,000.00		1,140,000.00				
		9780	3,000,000.00		3,000,000.00				
		9780	250,000.00		250,000.00				
		9780	17,964,306.00		17,964,306.00				
e) Unassigned/unappropriated									

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Reserve for Economic Uncertainties		9789	18,763,133.00	0.00	18,763,133.00	20,013,133.00	0.00	20,013,133.00	6.7%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
G. ASSETS									
1) Cash									
a) in County Treasury		9110	33,924,567.38	18,736,651.74	52,661,219.12				
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 Fund		9130	225,000.00	0.00	225,000.00				
d) with Fiscal Agent		9135	0.00	0.00	0.00				
e) collections awaiting deposit		9140	236,663.89	265,785.32	502,449.21				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	2,016,145.86	(203,770.34)	1,812,375.52				
4) Due from Grantor Government		9290	912,765.40	1,150,663.27	2,063,428.67				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	116,622.48	0.00	116,622.48				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			37,431,765.01	19,949,329.99	57,381,095.00				
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	7,662,257.73	157,303.53	7,819,561.26				
2) Due to Grantor Governments		9590	0.00	64,803.69	64,803.69				
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			7,662,257.73	222,107.22	7,884,364.95				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30									

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(G9 + H2) - (I6 + J2)			29,769,507.28	19,727,222.77	49,496,730.05				

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
LCFF SOURCES									
Principal Apportionment State Aid - Current Year		8011	229,675,499.00	0.00	229,675,499.00	248,515,912.00	0.00	248,515,912.00	8.2%
Education Protection Account State Aid - Current Year		8012	51,870,346.00	0.00	51,870,346.00	51,654,236.00	0.00	51,654,236.00	-0.4%
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	722,121.00	0.00	722,121.00	722,000.00	0.00	722,000.00	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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes Secured Roll Taxes		8041	58,450,258.00	0.00	58,450,258.00	58,450,258.00	0.00	58,450,258.00	0.0%
Unsecured Roll Taxes		8042	1,927,677.00	0.00	1,927,677.00	2,369,000.00	0.00	2,369,000.00	22.9%
Prior Years' Taxes		8043	2,579,565.00	0.00	2,579,565.00	2,144,337.00	0.00	2,144,337.00	-16.9%
Supplemental Taxes		8044	1,135,069.00	0.00	1,135,069.00	1,135,000.00	0.00	1,135,000.00	0.0%
Education Revenue Augmentator Fund (ERAF)		8045	9,222,018.00	0.00	9,222,018.00	9,216,150.00	0.00	9,216,150.00	-0.1%
Community Redevelopment Funds (SB 617/699/1992)		8047	422,737.00	0.00	422,737.00	422,700.00	0.00	422,700.00	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	11,700.00	0.00	11,700.00	11,700.00	0.00	11,700.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	(5,850.00)	0.00	(5,850.00)	(5,850.00)	0.00	(5,850.00)	0.0%
Subtotal, LCFF Sources			356,011,140.00	0.00	356,011,140.00	374,635,443.00	0.00	374,635,443.00	5.2%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(8,912,548.00)	0.00	(8,912,548.00)	(9,303,522.00)	0.00	(9,303,522.00)	4.4%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			347,098,592.00	0.00	347,098,592.00	365,331,921.00	0.00	365,331,921.00	5.3%
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	8,280,036.84	8,280,036.84	0.00	8,234,862.00	8,234,862.00	-0.5%
Special Education Discretionary Grants		8182	0.00	1,274,548.84	1,274,548.84	0.00	1,117,180.00	1,117,180.00	-12.3%
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	13,200.00	13,200.00	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%
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	3010	8290		21,116,290.85	21,116,290.85		20,583,183.00	20,583,183.00	-2.5%
NCLB: Title I, Part D, Local Delinquent Programs	3025	8290		63,442.00	63,442.00		0.00	0.00	-100.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290		3,805,056.02	3,805,056.02		3,480,779.00	3,480,779.00	-8.5%
NCLB: Title III, Immigrant Education Program	4201	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290		1,702,958.77	1,702,958.77		846,183.00	846,183.00	-50.3%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other No Child Left Behind	3012-3020, 3030-3199, 4036-4126, 5510	8290		5,952,743.45	5,952,743.45		5,126,302.00	5,126,302.00	-13.9%
Vocational and Applied Technology Education	3500-3699	8290		524,517.00	524,517.00		456,348.00	456,348.00	-13.0%
Safe and Drug Free Schools	3700-3799	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	3,928,577.57	3,928,577.57	0.00	5,690,976.00	5,690,976.00	44.9%
TOTAL, FEDERAL REVENUE			0.00	46,661,371.34	46,661,371.34	0.00	45,535,813.00	45,535,813.00	-2.4%
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		22,121,679.00	22,121,679.00		21,838,227.00	21,838,227.00	-1.3%
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	21,962,161.00	0.00	21,962,161.00	9,106,725.00	0.00	9,106,725.00	-58.5%
Lottery - Unrestricted and Instructional Materials		8560	5,222,130.00	1,387,128.00	6,609,258.00	5,678,915.00	1,663,111.00	7,342,026.00	11.1%
Tax Relief Subventions Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
School Based Coordination Program	7250	8590		0.00	0.00		0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		6,186,446.00	6,186,446.00		6,186,446.00	6,186,446.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690	8590		683,306.18	683,306.18		336,366.00	336,366.00	-50.8%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
California Clean Energy Jobs Act	6230	8590		2,588,506.00	2,588,506.00		1,565,407.00	1,565,407.00	-39.5%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Educator	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%
Common Core State Standards Implementation	7405	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	48,890.00	68,213,916.02	68,262,806.02	0.00	27,888,357.40	27,888,357.40	-59.1%
TOTAL, OTHER STATE REVENUE			27,233,181.00	101,180,981.20	128,414,162.20	14,785,640.00	59,477,914.40	74,263,554.40	-42.2%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
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	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from									
Delinquent Non-LCFF									
Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	5,207.99	0.00	5,207.99	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	300,000.00	40,876.96	340,876.96	300,000.00	0.00	300,000.00	-12.0%
Interest		8660	50,000.00	0.00	50,000.00	50,000.00	0.00	50,000.00	0.0%
Net Increase (Decrease) in the Fair Value									
of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	10,000.00	0.00	10,000.00	10,000.00	0.00	10,000.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Misc Funds Non-LCFF									

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(50%) Adjustment		8691	5,850.00	0.00	5,850.00	0.00	0.00	0.00	-100.0%
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	915,629.42	5,193,330.85	6,108,960.27	116,000.00	4,839,297.00	4,955,297.00	-18.9%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	852,155.00	0.00	852,155.00	585,786.00	0.00	585,786.00	-31.3%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,138,842.41	5,234,207.81	7,373,050.22	1,061,786.00	4,839,297.00	5,901,083.00	-20.0%
TOTAL, REVENUES			376,470,615.41	153,076,560.35	529,547,175.76	381,179,347.00	109,853,024.40	491,032,371.40	-7.3%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	111,711,536.69	27,438,717.99	139,150,254.68	121,099,089.00	25,650,826.00	146,749,915.00	5.5%
Certificated Pupil Support Salaries		1200	5,698,883.02	3,989,508.94	9,688,391.96	5,786,324.57	3,910,575.00	9,696,899.57	0.1%
Certificated Supervisors' and Administrators' Salaries		1300	14,425,037.70	3,594,421.02	18,019,458.72	15,883,803.00	3,420,648.00	19,304,451.00	7.1%
Other Certificated Salaries		1900	3,269,747.10	8,473,476.22	11,743,223.32	1,779,274.00	8,866,735.00	10,646,009.00	-9.3%
TOTAL, CERTIFICATED SALARIES			135,105,204.51	43,496,124.17	178,601,328.68	144,548,490.57	41,848,784.00	186,397,274.57	4.4%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	1,349,012.12	8,644,091.62	9,993,103.74	1,112,403.00	9,891,698.00	11,004,101.00	10.1%
Classified Support Salaries		2200	14,876,149.61	6,467,394.51	21,343,544.12	16,564,442.00	6,874,296.46	23,438,738.46	9.8%
Classified Supervisors' and Administrators' Salaries		2300	3,658,748.40	1,743,163.31	5,401,911.71	4,330,897.00	1,971,267.00	6,302,164.00	16.7%
Clerical, Technical and Office Salaries		2400	12,987,935.25	1,712,327.86	14,700,263.11	14,146,611.00	1,390,634.00	15,537,245.00	5.7%
Other Classified Salaries		2900	1,859,135.26	1,169,469.03	3,028,604.29	2,018,021.00	413,934.00	2,431,955.00	-19.7%
TOTAL, CLASSIFIED SALARIES			34,730,980.64	19,736,446.33	54,467,426.97	38,172,374.00	20,541,829.46	58,714,203.46	7.8%
EMPLOYEE BENEFITS									
STRS		3101-3102	16,179,833.64	13,717,993.50	29,897,827.14	18,249,005.00	14,141,091.40	32,390,096.40	8.3%
PERS		3201-3202	4,153,644.16	2,304,310.85	6,457,955.01	4,980,818.00	2,362,273.00	7,343,091.00	13.7%
OASDI/Medicare/Alternative		3301-3302	4,712,421.94	2,186,552.17	6,898,974.11	5,031,991.00	2,053,289.00	7,085,280.00	2.7%
Health and Welfare Benefits		3401-3402	47,360,027.02	20,733,653.65	68,093,680.67	52,643,054.00	21,828,513.00	74,471,567.00	9.4%
Unemployment Insurance		3501-3502	133,140.57	92,824.73	225,965.30	111,055.00	101,119.00	212,174.00	-6.1%
Workers' Compensation		3601-3602	3,738,338.88	1,372,442.67	5,110,781.55	3,070,952.00	1,004,470.00	4,075,422.00	-20.3%
OPEB, Allocated		3701-3702	14,782,362.99	6,178,663.20	20,961,026.19	16,127,956.00	6,067,091.00	22,195,047.00	5.9%
OPEB, Active Employees		3751-3752	6,095,000.00	0.00	6,095,000.00	1,705,291.00	0.00	1,705,291.00	-72.0%
Other Employee Benefits		3901-3902	97,002.91	31,423.65	128,426.56	95,308.00	19,412.00	114,720.00	-10.7%
TOTAL, EMPLOYEE BENEFITS			97,251,772.11	46,617,864.42	143,869,636.53	102,015,430.00	47,577,258.40	149,592,688.40	4.0%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	97,813.35	1,357,579.15	1,455,392.50	155,162.00	1,401,256.00	1,556,418.00	6.9%
Books and Other Reference Materials		4200	148,510.35	60,634.34	209,144.69	88,037.00	24,825.00	112,862.00	-46.0%
Materials and Supplies		4300	7,286,493.52	7,718,417.74	15,004,911.26	7,093,760.41	8,295,770.57	15,389,530.98	2.6%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Noncapitalized Equipment		4400	1,755,003.09	2,242,393.77	3,997,396.86	2,617,390.27	492,373.46	3,109,763.73	-22.2%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			9,287,820.31	11,379,025.00	20,666,845.31	9,954,349.68	10,214,225.03	20,168,574.71	-2.4%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	425,580.00	28,534,368.77	28,959,948.77	500,497.00	33,013,528.00	33,514,025.00	15.7%
Travel and Conferences		5200	570,589.25	632,812.64	1,203,401.89	339,852.91	193,355.39	533,208.30	-55.7%
Dues and Memberships		5300	132,601.64	11,220.00	143,821.64	63,371.00	2,400.00	65,771.00	-54.3%
Insurance		5400 - 5450	1,887,460.00	0.00	1,887,460.00	2,001,460.00	0.00	2,001,460.00	6.0%
Operations and Housekeeping Services		5500	9,143,309.50	20,642.56	9,163,952.06	9,421,145.00	7,142.56	9,428,287.56	2.9%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,433,863.55	383,975.28	1,817,838.83	1,172,589.13	301,414.43	1,474,003.56	-18.9%
Transfers of Direct Costs		5710	(753,447.06)	753,447.06	0.00	(310,803.00)	310,803.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(1,211,328.32)	(2,138.84)	(1,213,467.16)	(1,226,718.00)	(88,950.00)	(1,315,668.00)	8.4%
Professional/Consulting Services and Operating Expenditures		5800	14,646,104.52	5,379,551.49	20,025,656.01	12,064,225.67	4,053,045.10	16,117,270.77	-19.5%
Communications		5900	958,561.40	43,456.43	1,002,017.83	1,043,415.00	21,626.00	1,065,041.00	6.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			27,233,294.48	35,757,335.39	62,990,629.87	25,069,034.71	37,814,364.48	62,883,399.19	-0.2%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	71,813.00	25,325,310.96	25,397,123.96	80,000.00	27,231.03	107,231.03	-99.6%
Buildings and Improvements of Buildings		6200	91,068.46	23,200,739.67	23,291,808.13	130,000.00	16,231,582.00	16,361,582.00	-29.8%
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	2,112,542.98	268,322.40	2,380,865.38	468,859.14	80,000.00	548,859.14	-76.9%
Equipment Replacement		6500	38,890.22	0.00	38,890.22	43,130.22	0.00	43,130.22	10.9%
TOTAL, CAPITAL OUTLAY			2,314,314.66	48,794,373.03	51,108,687.69	721,989.36	16,338,813.03	17,060,802.39	-66.6%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
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	8,094.13	8,094.13	0.00	0.00	0.00	-100.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	8,094.13	8,094.13	0.00	0.00	0.00	-100.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(1,844,420.40)	1,844,420.40	0.00	(1,545,462.00)	1,545,462.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(1,567,461.64)	0.00	(1,567,461.64)	(1,600,327.00)	0.00	(1,600,327.00)	2.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(3,411,882.04)	1,844,420.40	(1,567,461.64)	(3,145,789.00)	1,545,462.00	(1,600,327.00)	2.1%
TOTAL, EXPENDITURES			302,511,504.67	207,633,682.87	510,145,187.54	317,335,879.32	175,880,736.40	493,216,615.72	-3.3%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
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	1,386,880.00	0.00	1,386,880.00	1,438,122.00	0.00	1,438,122.00	3.7%
(a) TOTAL, INTERFUND TRANSFERS IN			1,386,880.00	0.00	1,386,880.00	1,438,122.00	0.00	1,438,122.00	3.7%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	1,500,000.00	0.00	1,500,000.00	1,500,000.00	0.00	1,500,000.00	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	28,495.23	28,495.23	0.00	0.00	0.00	-100.0%
Other Authorized Interfund Transfers Out		7619	260,000.00	4,697,549.19	4,957,549.19	230,000.00	0.00	230,000.00	-95.4%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,760,000.00	4,726,044.42	6,486,044.42	1,730,000.00	0.00	1,730,000.00	-73.3%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(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	(57,877,702.31)	57,877,702.31	0.00	(63,418,638.00)	63,418,638.00	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			(57,877,702.31)	57,877,702.31	0.00	(63,418,638.00)	63,418,638.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(58,250,822.31)	53,151,657.89	(5,099,164.42)	(63,710,516.00)	63,418,638.00	(291,878.00)	-94.3%

Description	Function Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	347,098,592.00	0.00	347,098,592.00	365,331,921.00	0.00	365,331,921.00	5.3%
2) Federal Revenue		8100-8299	0.00	46,661,371.34	46,661,371.34	0.00	45,535,813.00	45,535,813.00	-2.4%
3) Other State Revenue		8300-8599	27,233,181.00	101,180,981.20	128,414,162.20	14,785,640.00	59,477,914.40	74,263,554.40	-42.2%
4) Other Local Revenue		8600-8799	2,138,842.41	5,234,207.81	7,373,050.22	1,061,786.00	4,839,297.00	5,901,083.00	-20.0%
5) TOTAL REVENUES			376,470,615.41	153,076,560.35	529,547,175.76	381,179,347.00	109,853,024.40	491,032,371.40	-7.3%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		182,506,251.47	107,988,994.32	290,495,245.79	195,139,583.19	112,386,674.40	307,526,257.59	5.9%
2) Instruction - Related Services	2000-2999		44,346,859.68	20,081,949.09	64,428,808.77	44,684,763.47	16,989,239.00	61,674,002.47	-4.3%
3) Pupil Services	3000-3999		23,584,754.86	16,841,574.31	40,426,329.17	22,321,976.57	17,213,084.00	39,535,060.57	-2.2%
4) Ancillary Services	4000-4999		1,936,134.34	169,508.00	2,105,642.34	1,848,860.00	159,258.00	2,008,118.00	-4.6%
5) Community Services	5000-5999		6,773.13	0.00	6,773.13	7,614.53	0.00	7,614.53	12.4%
6) Enterprise	6000-6999		200.00	0.00	200.00	0.00	0.00	0.00	-100.0%
7) General Administration	7000-7999		20,341,690.51	2,029,264.09	22,370,954.60	20,878,780.46	1,552,286.00	22,431,066.46	0.3%
8) Plant Services	8000-8999		29,788,840.68	60,514,298.93	90,303,139.61	32,454,301.10	27,580,195.00	60,034,496.10	-33.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	8,094.13	8,094.13	0.00	0.00	0.00	-100.0%
10) TOTAL EXPENDITURES			302,511,504.67	207,633,682.87	510,145,187.54	317,335,879.32	175,880,736.40	493,216,615.72	-3.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			73,959,110.74	(54,557,122.52)	19,401,988.22	63,843,467.68	(66,027,712.00)	(2,184,244.32)	-111.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	1,386,880.00	0.00	1,386,880.00	1,438,122.00	0.00	1,438,122.00	3.7%
b) Transfers Out		7600-7629	1,760,000.00	4,726,044.42	6,486,044.42	1,730,000.00	0.00	1,730,000.00	-73.3%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(57,877,702.31)	57,877,702.31	0.00	(63,418,638.00)	63,418,638.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			(58,250,822.31)	53,151,657.89	(5,099,164.42)	(63,710,516.00)	63,418,638.00	(291,878.00)	-94.3%

Description	Function Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			15,708,288.43	(1,405,464.63)	14,302,823.80	132,951.68	(2,609,074.00)	(2,476,122.32)	-117.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	40,326,773.05	4,457,524.38	44,784,297.43	56,035,061.48	3,052,059.75	59,087,121.23	31.9%
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)			40,326,773.05	4,457,524.38	44,784,297.43	56,035,061.48	3,052,059.75	59,087,121.23	31.9%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			40,326,773.05	4,457,524.38	44,784,297.43	56,035,061.48	3,052,059.75	59,087,121.23	31.9%
2) Ending Balance, June 30 (E + F1e)			56,035,061.48	3,052,059.75	59,087,121.23	56,168,013.16	442,985.75	56,610,998.91	-4.2%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	225,000.00	0.00	225,000.00	225,000.00	0.00	225,000.00	0.0%
Stores		9712	116,622.48	0.00	116,622.48	320,000.00	0.00	320,000.00	174.4%
Prepaid Expenditures		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	3,052,059.75	3,052,059.75	0.00	442,985.75	442,985.75	-85.5%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)									
Future Costs Retirement/Prop 30	0000	9780		0.00	36,930,306.00	35,609,880.16	0.00	35,609,880.16	-3.6%
District Wide Technology Upgrades	0000	9780				10,576,000.00		10,576,000.00	
Buy Down Vacation Liability	0000	9780				4,000,000.00		4,000,000.00	
Other Post Employment Liability	0000	9780				1,140,000.00		1,140,000.00	
Fleet Replacement	0000	9780				3,000,000.00		3,000,000.00	
Cover Deficit Spending in Future Years	0000	9780				250,000.00		250,000.00	
Future Costs Retirement/Prop 30	0000	9780				16,643,880.16		16,643,880.16	
Future Costs Retirement/Prop 30	0000	9780	10,576,000.00		10,576,000.00				
District Wide Technology Upgrades	0000	9780	4,000,000.00		4,000,000.00				
Buy Down Vacation Liability	0000	9780	1,140,000.00		1,140,000.00				
Other Post Employment Liability	0000	9780	3,000,000.00		3,000,000.00				
Fleet Replacement	0000	9780	250,000.00		250,000.00				
Cover Deficit Spending in Future Years	0000	9780	17,964,306.00		17,964,306.00				

Description	Function Codes	Object Codes	2015-16 Estimated Actuals			2016-17 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
e) Unassigned/unappropriated									
Reserve for Economic Uncertainties		9789	18,763,133.00	0.00	18,763,133.00	20,013,133.00	0.00	20,013,133.00	6.7%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Resource	Description	2015-16 Estimated Actuals	2016-17 Budget
5640	Medi-Cal Billing Option	31,016.00	0.00
6230	California Clean Energy Jobs Act	1,363,189.00	0.00
6264	Educator Effectiveness	1,214,869.00	0.00
9010	Other Restricted Local	442,985.75	442,985.75
Total, Restricted Balance		3,052,059.75	442,985.75

SPECIAL REVENUE FUNDS

Special Revenue Funds Definition

The Special Revenue Funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes. This classification includes the Charter Schools, Adult Education, Child Development, Cafeteria and Deferred Maintenance Funds.

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	16,208,817.00	16,862,298.00	4.0%
2) Federal Revenue		8100-8299	349,961.44	288,732.00	-17.5%
3) Other State Revenue		8300-8599	1,865,585.45	943,431.84	-49.4%
4) Other Local Revenue		8600-8799	21,311.66	0.00	-100.0%
5) TOTAL, REVENUES			18,445,675.55	18,094,461.84	-1.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	6,778,007.76	7,131,603.00	5.2%
2) Classified Salaries		2000-2999	943,415.00	1,043,626.00	10.6%
3) Employee Benefits		3000-3999	5,195,398.00	5,661,405.84	9.0%
4) Books and Supplies		4000-4999	3,859,887.36	425,674.00	-89.0%
5) Services and Other Operating Expenditures		5000-5999	2,124,934.80	1,763,386.00	-17.0%
6) Capital Outlay		6000-6999	386,235.52	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			19,287,878.44	16,025,694.84	-16.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(842,202.89)	2,068,767.00	-345.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	30,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	1,386,880.00	1,438,122.00	3.7%
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			(1,356,880.00)	(1,438,122.00)	6.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,199,082.89)	630,645.00	-128.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,323,158.50	1,124,075.61	-66.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,323,158.50	1,124,075.61	-66.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,323,158.50	1,124,075.61	-66.2%
2) Ending Balance, June 30 (E + F1e)			1,124,075.61	1,754,720.61	56.1%
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 Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			277,448.16	277,448.16	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	846,627.45	1,477,272.45	74.5%
Charter Schools	0000	9780		1,477,272.45	
Charter Schools	0000	9780	846,627.45		
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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,943,841.17		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	9,301.58		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	(64,558.65)		
4) Due from Grantor Government		9290	236,218.16		
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			3,124,802.26		
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	25,317.01		
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			25,317.01		
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)			3,099,485.25		

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	14,145,035.00	14,515,553.00	2.6%
Education Protection Account State Aid - Current Year		8012	2,063,782.00	2,346,745.00	13.7%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			16,208,817.00	16,862,298.00	4.0%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	3010	8290	349,387.44	288,732.00	-17.4%
NCLB: Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290	0.00	0.00	0.0%
NCLB: Title III, Immigrant Education Program	4201	8290	0.00	0.00	0.0%
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290	0.00	0.00	0.0%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other No Child Left Behind	3012-3020, 3030-3199, 4036-4126, 5510	8290	0.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290	0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	574.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			349,961.44	288,732.00	-17.5%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	1,045,162.45	218,830.00	-79.1%
Lottery - Unrestricted and Instructional Materials		8560	304,456.00	349,097.00	14.7%
School Based Coordination Program	7250	8590	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.0%
Common Core State Standards Implementation Funds	7405	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	515,967.00	375,504.84	-27.2%
TOTAL, OTHER STATE REVENUE			1,865,585.45	943,431.84	-49.4%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	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%
All Other Local Revenue		8699	21,311.66	0.00	-100.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			21,311.66	0.00	-100.0%
TOTAL, REVENUES			18,445,675.55	18,094,461.84	-1.9%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	5,984,547.00	6,291,431.00	5.1%
Certificated Pupil Support Salaries		1200	116,720.00	145,875.00	25.0%
Certificated Supervisors' and Administrators' Salaries		1300	672,085.76	678,204.00	0.9%
Other Certificated Salaries		1900	4,655.00	16,093.00	245.7%
TOTAL, CERTIFICATED SALARIES			6,778,007.76	7,131,603.00	5.2%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	100,979.00	102,149.00	1.2%
Classified Support Salaries		2200	305,552.00	273,071.00	-10.6%
Classified Supervisors' and Administrators' Salaries		2300	63,332.00	139,322.00	120.0%
Clerical, Technical and Office Salaries		2400	383,663.00	413,833.00	7.9%
Other Classified Salaries		2900	89,889.00	115,251.00	28.2%
TOTAL, CLASSIFIED SALARIES			943,415.00	1,043,626.00	10.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	1,069,674.00	1,238,687.84	15.8%
PERS		3201-3202	100,430.00	106,398.00	5.9%
OASDI/Medicare/Alternative		3301-3302	166,996.00	183,724.00	10.0%
Health and Welfare Benefits		3401-3402	2,942,817.00	3,191,716.00	8.5%
Unemployment Insurance		3501-3502	4,464.00	4,706.00	5.4%
Workers' Compensation		3601-3602	163,103.00	132,801.00	-18.6%
OPEB, Allocated		3701-3702	743,208.00	798,599.00	7.5%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	4,706.00	4,774.00	1.4%
TOTAL, EMPLOYEE BENEFITS			5,195,398.00	5,661,405.84	9.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	224,529.84	110,957.00	-50.6%
Books and Other Reference Materials		4200	36,603.82	10,500.00	-71.3%
Materials and Supplies		4300	3,022,655.08	293,154.00	-90.3%
Noncapitalized Equipment		4400	576,098.62	11,063.00	-98.1%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			3,859,887.36	425,674.00	-89.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	69,000.00	0.00	-100.0%
Travel and Conferences		5200	124,854.29	33,784.00	-72.9%
Dues and Memberships		5300	8,565.00	0.00	-100.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	382,282.00	360,546.00	-5.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	35,742.07	63,995.00	79.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,050,882.79	1,141,800.00	8.7%
Professional/Consulting Services and Operating Expenditures		5800	439,063.65	150,063.00	-65.8%
Communications		5900	14,545.00	13,198.00	-9.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,124,934.80	1,763,386.00	-17.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	212,560.55	0.00	-100.0%
Buildings and Improvements of Buildings		6200	170,682.97	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	2,992.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			386,235.52	0.00	-100.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	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%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			19,287,878.44	16,025,694.84	-16.9%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	30,000.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			30,000.00	0.00	-100.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	1,386,880.00	1,438,122.00	3.7%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,386,880.00	1,438,122.00	3.7%
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)			(1,356,880.00)	(1,438,122.00)	6.0%

Description	Function Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	16,208,817.00	16,862,298.00	4.0%
2) Federal Revenue		8100-8299	349,961.44	288,732.00	-17.5%
3) Other State Revenue		8300-8599	1,865,585.45	943,431.84	-49.4%
4) Other Local Revenue		8600-8799	21,311.66	0.00	-100.0%
5) TOTAL, REVENUES			18,445,675.55	18,094,461.84	-1.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		14,466,806.36	11,527,678.84	-20.3%
2) Instruction - Related Services	2000-2999		2,207,617.53	1,921,110.00	-13.0%
3) Pupil Services	3000-3999		317,920.51	529,833.00	66.7%
4) Ancillary Services	4000-4999		3,896.77	6,400.00	64.2%
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		590,142.00	622,231.00	5.4%
8) Plant Services	8000-8999		1,701,495.27	1,418,442.00	-16.6%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			19,287,878.44	16,025,694.84	-16.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(842,202.89)	2,068,767.00	-345.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	30,000.00	0.00	-100.0%
b) Transfers Out		7600-7629	1,386,880.00	1,438,122.00	3.7%
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			(1,356,880.00)	(1,438,122.00)	6.0%

Description	Function Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,199,082.89)	630,645.00	-128.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,323,158.50	1,124,075.61	-66.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,323,158.50	1,124,075.61	-66.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,323,158.50	1,124,075.61	-66.2%
2) Ending Balance, June 30 (E + F1e)					
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 Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
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	846,627.45	1,477,272.45	74.5%
Charter Schools	0000	9780		1,477,272.45	
Charter Schools	0000	9780	846,627.45		
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	2015-16 Estimated Actuals	2016-17 Budget
6264	Educator Effectiveness	147,825.00	147,825.00
9010	Other Restricted Local	129,623.16	129,623.16
Total, Restricted Balance		<u>277,448.16</u>	<u>277,448.16</u>

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,421,981.00	642,525.00	-73.5%
3) Other State Revenue		8300-8599	1,529,090.00	1,523,612.20	-0.4%
4) Other Local Revenue		8600-8799	4,520,000.00	4,248,000.00	-6.0%
5) TOTAL, REVENUES			8,471,071.00	6,414,137.20	-24.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	1,960,269.15	2,029,407.00	3.5%
2) Classified Salaries		2000-2999	1,498,968.66	1,476,850.00	-1.5%
3) Employee Benefits		3000-3999	2,031,478.05	2,137,199.20	5.2%
4) Books and Supplies		4000-4999	912,736.20	270,703.00	-70.3%
5) Services and Other Operating Expenditures		5000-5999	2,292,440.14	706,654.00	-69.2%
6) Capital Outlay		6000-6999	19,100.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	37,925.00	23,324.00	-38.5%
9) TOTAL, EXPENDITURES			8,752,917.20	6,644,137.20	-24.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(281,846.20)	(230,000.00)	-18.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	230,000.00	230,000.00	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			230,000.00	230,000.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(51,846.20)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	51,846.20	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			51,846.20	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			51,846.20	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	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 Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(450,619.36)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	253,449.13		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	(37,985.85)		
4) Due from Grantor Government		9290	8,063.21		
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			(227,092.87)		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	2,901.71		
2) Due to Grantor Governments		9590	563.70		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			3,465.41		
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)			(230,558.28)		

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs					
		8285	0.00	0.00	0.0%
No Child Left Behind	3105, 4045	8290	0.00	0.00	0.0%
Vocational and Applied Technology Education	3500-3699	8290	781,280.00	430,725.00	-44.9%
Safe and Drug Free Schools	3700-3799	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	1,640,701.00	211,800.00	-87.1%
TOTAL, FEDERAL REVENUE			2,421,981.00	642,525.00	-73.5%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources					
		8587	0.00	0.00	0.0%
Adult Education Block Grant Program	6391	8590	1,079,980.00	1,079,980.00	0.0%
All Other State Revenue	All Other	8590	449,110.00	443,632.20	-1.2%
TOTAL, OTHER STATE REVENUE			1,529,090.00	1,523,612.20	-0.4%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	3,220,000.00	2,983,000.00	-7.4%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	1,300,000.00	1,265,000.00	-2.7%
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			4,520,000.00	4,248,000.00	-6.0%
TOTAL, REVENUES			8,471,071.00	6,414,137.20	-24.3%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,731,660.15	1,672,983.00	-3.4%
Certificated Pupil Support Salaries		1200	98,158.00	102,446.00	4.4%
Certificated Supervisors' and Administrators' Salaries		1300	130,451.00	253,978.00	94.7%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,960,269.15	2,029,407.00	3.5%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	234,122.00	209,867.00	-10.4%
Classified Support Salaries		2200	516,753.66	518,896.00	0.4%
Classified Supervisors' and Administrators' Salaries		2300	329,877.00	269,928.00	-18.2%
Clerical, Technical and Office Salaries		2400	314,077.00	359,303.00	14.4%
Other Classified Salaries		2900	104,139.00	118,856.00	14.1%
TOTAL, CLASSIFIED SALARIES			1,498,968.66	1,476,850.00	-1.5%
EMPLOYEE BENEFITS					
STRS		3101-3102	302,554.50	336,239.20	11.1%
PERS		3201-3202	148,519.75	178,788.00	20.4%
OASDI/Medicare/Alternative		3301-3302	162,994.67	127,248.00	-21.9%
Health and Welfare Benefits		3401-3402	1,018,820.60	1,065,854.00	4.6%
Unemployment Insurance		3501-3502	1,588.00	7,184.00	352.4%
Workers' Compensation		3601-3602	74,344.16	58,180.00	-21.7%
OPEB, Allocated		3701-3702	321,154.76	345,592.00	7.6%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,501.61	18,114.00	1106.3%
TOTAL, EMPLOYEE BENEFITS			2,031,478.05	2,137,199.20	5.2%
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	666,687.66	270,703.00	-59.4%
Noncapitalized Equipment		4400	246,048.54	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			912,736.20	270,703.00	-70.3%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	251,239.02	215,786.00	-14.1%
Travel and Conferences		5200	21,962.63	7,200.00	-67.2%
Dues and Memberships		5300	10,360.00	0.00	-100.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	157,740.09	208,000.00	31.9%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	10,500.00	47,407.00	351.5%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	5,538.92	0.00	-100.0%
Professional/Consulting Services and Operating Expenditures		5800	1,831,309.48	222,261.00	-87.9%
Communications		5900	3,790.00	6,000.00	58.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,292,440.14	706,654.00	-69.2%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	19,100.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			19,100.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	37,925.00	23,324.00	-38.5%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			37,925.00	23,324.00	-38.5%
TOTAL, EXPENDITURES			8,752,917.20	6,644,137.20	-24.1%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	230,000.00	230,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			230,000.00	230,000.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			230,000.00	230,000.00	0.0%

Description	Function Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	2,421,981.00	642,525.00	-73.5%
3) Other State Revenue		8300-8599	1,529,090.00	1,523,612.20	-0.4%
4) Other Local Revenue		8600-8799	4,520,000.00	4,248,000.00	-6.0%
5) TOTAL, REVENUES			8,471,071.00	6,414,137.20	-24.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		5,469,745.60	3,675,612.20	-32.8%
2) Instruction - Related Services	2000-2999		2,015,361.72	1,697,598.00	-15.8%
3) Pupil Services	3000-3999		693,954.79	658,714.00	-5.1%
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		37,925.00	23,324.00	-38.5%
8) Plant Services	8000-8999		535,930.09	588,889.00	9.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			8,752,917.20	6,644,137.20	-24.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(281,846.20)	(230,000.00)	-18.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	230,000.00	230,000.00	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			230,000.00	230,000.00	0.0%

Description	Function Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(51,846.20)	0.00	-100.0%	
F. FUND BALANCE, RESERVES						
1) Beginning Fund Balance						
a) As of July 1 - Unaudited			9791	51,846.20	0.00	-100.0%
b) Audit Adjustments			9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)				51,846.20	0.00	-100.0%
d) Other Restatements			9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)				51,846.20	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)				0.00	0.00	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 Expenditures			9713	0.00	0.00	0.0%
All Others			9719	0.00	0.00	0.0%
b) Restricted			9740	0.00	0.00	0.0%
c) Committed						
Stabilization Arrangements			9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)			9760	0.00	0.00	0.0%
d) Assigned						
Other Assignments (by Resource/Object)			9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated						
Reserve for Economic Uncertainties			9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount			9790	0.00	0.00	0.0%

Resource	Description	2015-16 Estimated Actuals	2016-17 Budget
<hr/>		<hr/>	
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	12,356,537.48	11,201,037.00	-9.4%
3) Other State Revenue		8300-8599	6,890,496.00	7,588,421.04	10.1%
4) Other Local Revenue		8600-8799	2,080,000.00	2,080,000.00	0.0%
5) TOTAL, REVENUES			21,327,033.48	20,869,458.04	-2.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	7,451,857.20	6,684,021.00	-10.3%
2) Classified Salaries		2000-2999	4,288,932.59	4,033,008.00	-6.0%
3) Employee Benefits		3000-3999	7,768,388.99	7,720,474.04	-0.6%
4) Books and Supplies		4000-4999	1,722,469.45	1,252,279.00	-27.3%
5) Services and Other Operating Expenditures		5000-5999	581,606.49	492,982.00	-15.2%
6) Capital Outlay		6000-6999	293,969.69	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	742,732.00	686,694.00	-7.5%
9) TOTAL, EXPENDITURES			22,849,956.41	20,869,458.04	-8.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,522,922.93)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,500,000.00	1,500,000.00	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			1,500,000.00	1,500,000.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(22,922.93)	1,500,000.00	-6643.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	30,230.23	7,307.30	-75.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			30,230.23	7,307.30	-75.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			30,230.23	7,307.30	-75.8%
2) Ending Balance, June 30 (E + F1e)			7,307.30	1,507,307.30	20527.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			7,307.30	7,307.30	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	1,500,000.00	New
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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	468,572.67		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	416,965.83		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	(151,564.75)		
4) Due from Grantor Government		9290	132,255.71		
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			866,229.46		
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	14,923.92		
2) Due to Grantor Governments		9590	366,615.07		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			381,538.99		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			484,690.47		

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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%
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	12,356,537.48	11,201,037.00	-9.4%
TOTAL, FEDERAL REVENUE			12,356,537.48	11,201,037.00	-9.4%
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	6,109,744.00	6,788,774.00	11.1%
All Other State Revenue	All Other	8590	780,752.00	799,647.04	2.4%
TOTAL, OTHER STATE REVENUE			6,890,496.00	7,588,421.04	10.1%
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	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	880,000.00	880,000.00	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	1,200,000.00	1,200,000.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,080,000.00	2,080,000.00	0.0%
TOTAL, REVENUES			21,327,033.48	20,869,458.04	-2.1%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	6,346,809.19	5,407,209.00	-14.8%
Certificated Pupil Support Salaries		1200	570,009.69	605,491.00	6.2%
Certificated Supervisors' and Administrators' Salaries		1300	512,698.68	651,217.00	27.0%
Other Certificated Salaries		1900	22,339.64	20,104.00	-10.0%
TOTAL, CERTIFICATED SALARIES			7,451,857.20	6,684,021.00	-10.3%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	2,106,835.41	1,903,908.00	-9.6%
Classified Support Salaries		2200	481,510.45	334,815.00	-30.5%
Classified Supervisors' and Administrators' Salaries		2300	108,674.00	150,956.00	38.9%
Clerical, Technical and Office Salaries		2400	857,980.50	906,694.00	5.7%
Other Classified Salaries		2900	733,932.23	736,635.00	0.4%
TOTAL, CLASSIFIED SALARIES			4,288,932.59	4,033,008.00	-6.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	1,170,069.17	1,158,180.04	-1.0%
PERS		3201-3202	492,641.85	498,825.00	1.3%
OASDI/Medicare/Alternative		3301-3302	427,006.48	426,001.00	-0.2%
Health and Welfare Benefits		3401-3402	4,195,063.61	4,207,056.00	0.3%
Unemployment Insurance		3501-3502	6,083.00	6,317.00	3.8%
Workers' Compensation		3601-3602	238,328.64	180,097.00	-24.4%
OPEB, Allocated		3701-3702	1,232,893.81	1,240,227.00	0.6%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	6,302.43	3,771.00	-40.2%
TOTAL, EMPLOYEE BENEFITS			7,768,388.99	7,720,474.04	-0.6%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	1,676,199.78	1,247,279.00	-25.6%
Noncapitalized Equipment		4400	46,269.67	5,000.00	-89.2%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,722,469.45	1,252,279.00	-27.3%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	83,271.21	53,065.00	-36.3%
Dues and Memberships		5300	2,800.00	2,600.00	-7.1%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	16,532.00	20,400.00	23.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	37,941.30	30,284.00	-20.2%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	195,937.04	173,368.00	-11.5%
Professional/Consulting Services and Operating Expenditures		5800	239,294.00	203,978.00	-14.8%
Communications		5900	5,830.94	9,287.00	59.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			581,606.49	492,982.00	-15.2%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	293,969.69	0.00	-100.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			293,969.69	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
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	742,732.00	686,694.00	-7.5%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			742,732.00	686,694.00	-7.5%
TOTAL, EXPENDITURES			22,849,956.41	20,869,458.04	-8.7%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	1,500,000.00	1,500,000.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			1,500,000.00	1,500,000.00	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)			1,500,000.00	1,500,000.00	0.0%

Description	Function Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	12,356,537.48	11,201,037.00	-9.4%
3) Other State Revenue		8300-8599	6,890,496.00	7,588,421.04	10.1%
4) Other Local Revenue		8600-8799	2,080,000.00	2,080,000.00	0.0%
5) TOTAL, REVENUES			21,327,033.48	20,869,458.04	-2.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		15,632,152.50	13,930,853.04	-10.9%
2) Instruction - Related Services	2000-2999		3,006,484.53	3,066,547.00	2.0%
3) Pupil Services	3000-3999		2,308,021.57	2,351,268.00	1.9%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		34,961.05	0.00	-100.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		742,732.00	686,694.00	-7.5%
8) Plant Services	8000-8999		1,125,604.76	834,096.00	-25.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			22,849,956.41	20,869,458.04	-8.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(1,522,922.93)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,500,000.00	1,500,000.00	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			1,500,000.00	1,500,000.00	0.0%

Description	Function Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(22,922.93)	1,500,000.00	-6643.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	30,230.23	7,307.30	-75.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			30,230.23	7,307.30	-75.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			30,230.23	7,307.30	-75.8%
2) Ending Balance, June 30 (E + F1e)			7,307.30	1,507,307.30	20527.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			7,307.30	7,307.30	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	1,500,000.00	New
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	2015-16 Estimated Actuals	2016-17 Budget
9010	Other Restricted Local	7,307.30	7,307.30
Total, Restricted Balance		<u>7,307.30</u>	<u>7,307.30</u>

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	19,165,248.00	22,574,050.00	17.8%
3) Other State Revenue		8300-8599	1,259,740.00	1,259,834.80	0.0%
4) Other Local Revenue		8600-8799	952,000.00	990,700.00	4.1%
5) TOTAL, REVENUES			21,376,988.00	24,824,584.80	16.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	6,244,040.00	6,097,869.00	-2.3%
3) Employee Benefits		3000-3999	3,780,867.00	3,790,928.80	0.3%
4) Books and Supplies		4000-4999	14,898,337.05	13,330,608.00	-10.5%
5) Services and Other Operating Expenditures		5000-5999	405,297.00	414,870.00	2.4%
6) Capital Outlay		6000-6999	826,239.42	300,000.00	-63.7%
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	786,804.64	890,309.00	13.2%
9) TOTAL, EXPENDITURES			26,941,585.11	24,824,584.80	-7.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(5,564,597.11)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	5,587.75	0.00	-100.0%
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			5,587.75	0.00	-100.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(5,559,009.36)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	12,014,236.74	6,455,227.38	-46.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,014,236.74	6,455,227.38	-46.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,014,236.74	6,455,227.38	-46.3%
2) Ending Balance, June 30 (E + F1e)			6,455,227.38	6,455,227.38	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	2,000.00	0.00	-100.0%
Stores		9712	136,034.06	0.00	-100.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			6,096,028.74	6,234,062.80	2.3%
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	221,164.58	221,164.58	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	6,909,833.95		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	(70,133.23)		
c) in Revolving Fund		9130	2,000.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	(40,859.07)		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	(30,368.90)		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	136,034.06		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			6,906,506.81		
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	14,130.50		
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			14,130.50		
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)			6,892,376.31		

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	19,065,248.00	22,574,050.00	18.4%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	100,000.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			19,165,248.00	22,574,050.00	17.8%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	1,255,000.00	1,255,000.00	0.0%
All Other State Revenue		8590	4,740.00	4,834.80	2.0%
TOTAL, OTHER STATE REVENUE			1,259,740.00	1,259,834.80	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	1,900.00	1,900.00	0.0%
Food Service Sales		8634	850,000.00	825,000.00	-2.9%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	100.00	15,000.00	14900.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	100,000.00	148,800.00	48.8%
TOTAL, OTHER LOCAL REVENUE			952,000.00	990,700.00	4.1%
TOTAL, REVENUES			21,376,988.00	24,824,584.80	16.1%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	5,614,332.00	5,425,007.00	-3.4%
Classified Supervisors' and Administrators' Salaries		2300	380,818.00	410,791.00	7.9%
Clerical, Technical and Office Salaries		2400	248,890.00	262,071.00	5.3%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			6,244,040.00	6,097,869.00	-2.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	4,740.00	4,834.80	2.0%
PERS		3201-3202	502,612.00	572,511.00	13.9%
OASDI/Medicare/Alternative		3301-3302	466,394.00	421,868.00	-9.5%
Health and Welfare Benefits		3401-3402	2,023,651.00	2,023,581.00	0.0%
Unemployment Insurance		3501-3502	3,527.00	3,499.00	-0.8%
Workers' Compensation		3601-3602	136,153.00	104,471.00	-23.3%
OPEB, Allocated		3701-3702	640,791.00	658,150.00	2.7%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	2,999.00	2,014.00	-32.8%
TOTAL, EMPLOYEE BENEFITS			3,780,867.00	3,790,928.80	0.3%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	1,195,225.00	1,067,662.00	-10.7%
Noncapitalized Equipment		4400	246,890.58	305,000.00	23.5%
Food		4700	13,456,221.47	11,957,946.00	-11.1%
TOTAL, BOOKS AND SUPPLIES			14,898,337.05	13,330,608.00	-10.5%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	6,500.00	70,000.00	976.9%
Travel and Conferences		5200	24,420.00	28,370.00	16.2%
Dues and Memberships		5300	1,100.00	0.00	-100.0%
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	132,200.00	72,000.00	-45.5%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(42,891.59)	(3,500.00)	-91.8%
Professional/Consulting Services and Operating Expenditures		5800	280,998.59	245,500.00	-12.6%
Communications		5900	2,970.00	2,500.00	-15.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			405,297.00	414,870.00	2.4%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	826,239.42	300,000.00	-63.7%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			826,239.42	300,000.00	-63.7%
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%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	786,804.64	890,309.00	13.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			786,804.64	890,309.00	13.2%
TOTAL, EXPENDITURES			26,941,585.11	24,824,584.80	-7.9%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	5,587.75	0.00	-100.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			5,587.75	0.00	-100.0%
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)			5,587.75	0.00	-100.0%

Description	Function Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	19,165,248.00	22,574,050.00	17.8%
3) Other State Revenue		8300-8599	1,259,740.00	1,259,834.80	0.0%
4) Other Local Revenue		8600-8799	952,000.00	990,700.00	4.1%
5) TOTAL, REVENUES			21,376,988.00	24,824,584.80	16.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		26,137,596.47	23,934,275.80	-8.4%
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		786,804.64	890,309.00	13.2%
8) Plant Services	8000-8999		17,184.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			26,941,585.11	24,824,584.80	-7.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(5,564,597.11)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	5,587.75	0.00	-100.0%
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			5,587.75	0.00	-100.0%

Description	Function Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(5,559,009.36)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	12,014,236.74	6,455,227.38	-46.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,014,236.74	6,455,227.38	-46.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,014,236.74	6,455,227.38	-46.3%
2) Ending Balance, June 30 (E + F1e)			6,455,227.38	6,455,227.38	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	2,000.00	0.00	-100.0%
Stores		9712	136,034.06	0.00	-100.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			6,096,028.74	6,234,062.80	2.3%
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	221,164.58	221,164.58	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2015-16 Estimated Actuals	2016-17 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School I	2,691,756.03	2,781,488.32
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Cen	2,851,428.02	2,851,428.02
5330	Child Nutrition: Summer Food Service Program Operations	552,844.69	601,146.46
Total, Restricted Balance		6,096,028.74	6,234,062.80

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	170,835.67	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	3,250.00	0.00	-100.0%
6) Capital Outlay		6000-6999	311,974.76	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			486,060.43	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)					
			(486,060.43)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	266,004.71	0.00	-100.0%
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			266,004.71	0.00	-100.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(220,055.72)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	220,055.72	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			220,055.72	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			220,055.72	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	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 Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	351,264.03		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		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			351,264.03		
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)			351,264.03		

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	155,871.35	0.00	-100.0%
Noncapitalized Equipment		4400	14,964.32	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			170,835.67	0.00	-100.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	3,250.00	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,250.00	0.00	-100.0%
CAPITAL OUTLAY					
Land Improvements		6170	19,390.33	0.00	-100.0%
Buildings and Improvements of Buildings		6200	200,927.61	0.00	-100.0%
Equipment		6400	74,416.82	0.00	-100.0%
Equipment Replacement		6500	17,240.00	0.00	-100.0%
TOTAL, CAPITAL OUTLAY			311,974.76	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			486,060.43	0.00	-100.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	266,004.71	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			266,004.71	0.00	-100.0%
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)			266,004.71	0.00	-100.0%

Description	Function Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		486,060.43	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			486,060.43	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(486,060.43)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	266,004.71	0.00	-100.0%
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			266,004.71	0.00	-100.0%

Description	Function Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(220,055.72)	0.00	-100.0%	
F. FUND BALANCE, RESERVES						
1) Beginning Fund Balance						
a) As of July 1 - Unaudited			9791	220,055.72	0.00	-100.0%
b) Audit Adjustments			9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)				220,055.72	0.00	-100.0%
d) Other Restatements			9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)				220,055.72	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)				0.00	0.00	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 Expenditures			9713	0.00	0.00	0.0%
All Others			9719	0.00	0.00	0.0%
b) Restricted			9740	0.00	0.00	0.0%
c) Committed						
Stabilization Arrangements			9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)			9760	0.00	0.00	0.0%
d) Assigned						
Other Assignments (by Resource/Object)			9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated						
Reserve for Economic Uncertainties			9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount			9790	0.00	0.00	0.0%

Resource	Description	2015-16 Estimated Actuals	2016-17 Budget
<hr/>		<hr/>	
Total, Restricted Balance		0.00	0.00
<hr/>		<hr/>	

CAPITAL PROJECTS FUNDS

Capital Projects Funds Definition

The Capital Projects Funds are used to account for resources used for the acquisition or construction of capital facilities by the District. This classification includes the Building, Capital Facilities Funds, and County School Facilities Funds.

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	20,157.00	20,560.14	2.0%
4) Other Local Revenue		8600-8799	7,791.13	0.00	-100.0%
5) TOTAL, REVENUES			27,948.13	20,560.14	-26.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	967,294.38	723,906.00	-25.2%
3) Employee Benefits		3000-3999	411,618.65	285,113.14	-30.7%
4) Books and Supplies		4000-4999	67,300.36	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	153,122.72	0.00	-100.0%
6) Capital Outlay		6000-6999	54,964,120.53	59,055,411.32	7.4%
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			56,563,456.64	60,064,430.46	6.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(56,535,508.51)	(60,043,870.32)	6.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	4,448,460.25	0.00	-100.0%
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			4,448,460.25	0.00	-100.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(52,087,048.26)	(60,043,870.32)	15.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	112,130,918.58	60,043,870.32	-46.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			112,130,918.58	60,043,870.32	-46.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			112,130,918.58	60,043,870.32	-46.5%
2) Ending Balance, June 30 (E + F1e)			60,043,870.32	0.00	-100.0%
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 Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			48,517,831.00	0.00	-100.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	11,526,039.32	0.00	-100.0%
Building Fund	0000	9780	11,526,039.32		
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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	12,211,275.83		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	659,316.79		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	79,286,822.19		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	34,603.04		
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			92,192,017.85		
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	(55,402.78)		
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			(55,402.78)		
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)			92,247,420.63		

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	20,157.00	20,560.14	2.0%
TOTAL, OTHER STATE REVENUE			20,157.00	20,560.14	2.0%
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	7,791.13	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			7,791.13	0.00	-100.0%
TOTAL, REVENUES			27,948.13	20,560.14	-26.4%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	626,855.14	516,171.00	-17.7%
Clerical, Technical and Office Salaries		2400	274,413.03	207,735.00	-24.3%
Other Classified Salaries		2900	66,026.21	0.00	-100.0%
TOTAL, CLASSIFIED SALARIES			967,294.38	723,906.00	-25.2%
EMPLOYEE BENEFITS					
STRS		3101-3102	20,157.54	20,560.14	2.0%
PERS		3201-3202	114,001.25	93,915.00	-17.6%
OASDI/Medicare/Alternative		3301-3302	69,264.02	51,549.00	-25.6%
Health and Welfare Benefits		3401-3402	127,679.08	67,933.00	-46.8%
Unemployment Insurance		3501-3502	7.00	419.00	5885.7%
Workers' Compensation		3601-3602	21,377.01	12,164.00	-43.1%
OPEB, Allocated		3701-3702	58,131.50	37,870.00	-34.9%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,001.25	703.00	-29.8%
TOTAL, EMPLOYEE BENEFITS			411,618.65	285,113.14	-30.7%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	358.74	0.00	-100.0%
Noncapitalized Equipment		4400	66,941.62	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			67,300.36	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,063.13	0.00	-100.0%
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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	152,059.59	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			153,122.72	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	5,778,087.85	0.00	-100.0%
Buildings and Improvements of Buildings		6200	43,934,709.33	59,055,411.32	34.4%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	5,251,323.35	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			54,964,120.53	59,055,411.32	7.4%
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			56,563,456.64	60,064,430.46	6.2%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	4,448,460.25	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			4,448,460.25	0.00	-100.0%
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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Sale/Lease- Purchase of Land/Buildings		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)			4,448,460.25	0.00	-100.0%

Description	Function Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	20,157.00	20,560.14	2.0%
4) Other Local Revenue		8600-8799	7,791.13	0.00	-100.0%
5) TOTAL, REVENUES			27,948.13	20,560.14	-26.4%
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		56,563,456.64	60,064,430.46	6.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			56,563,456.64	60,064,430.46	6.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(56,535,508.51)	(60,043,870.32)	6.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	4,448,460.25	0.00	-100.0%
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			4,448,460.25	0.00	-100.0%

Description	Function Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(52,087,048.26)	(60,043,870.32)	15.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	112,130,918.58	60,043,870.32	-46.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			112,130,918.58	60,043,870.32	-46.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			112,130,918.58	60,043,870.32	-46.5%
2) Ending Balance, June 30 (E + F1e)					
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 Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
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	11,526,039.32	0.00	-100.0%
Building Fund	0000	9780	11,526,039.32		
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	2015-16 Estimated Actuals	2016-17 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	2,777,108.00	2,420,000.00	-12.9%
5) TOTAL, REVENUES			2,777,108.00	2,420,000.00	-12.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	36,742.54	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	784,019.75	15,000.00	-98.1%
6) Capital Outlay		6000-6999	549,170.56	483,147.00	-12.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	1,635,317.00	2,405,000.00	47.1%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			3,005,249.85	2,903,147.00	-3.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(228,141.85)	(483,147.00)	111.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	5,989.71	0.00	-100.0%
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			5,989.71	0.00	-100.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(222,152.14)	(483,147.00)	117.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,102,191.29	2,880,039.15	-7.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,102,191.29	2,880,039.15	-7.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,102,191.29	2,880,039.15	-7.2%
2) Ending Balance, June 30 (E + F1e)			2,880,039.15	2,396,892.15	-16.8%
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 Expenditures		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	2,880,039.15	2,396,892.15	-16.8%
Capital Facilities Fund	0000	9780	2,880,039.15		
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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	4,914,534.06		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	225,754.37		
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			5,140,288.43		
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	688.35		
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			688.35		
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)			5,139,600.08		

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	125,320.00	330,320.00	163.6%
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	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments					
		8662	0.00	0.00	0.0%
Fees and Contracts Mitigation/Developer Fees					
		8681	2,651,788.00	2,089,680.00	-21.2%
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			2,777,108.00	2,420,000.00	-12.9%
TOTAL, REVENUES			2,777,108.00	2,420,000.00	-12.9%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	2,000.00	0.00	-100.0%
Noncapitalized Equipment		4400	34,742.54	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			36,742.54	0.00	-100.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	784,019.75	15,000.00	-98.1%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			784,019.75	15,000.00	-98.1%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	98,713.07	0.00	-100.0%
Buildings and Improvements of Buildings		6200	450,457.49	483,147.00	7.3%
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			549,170.56	483,147.00	-12.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	1,635,317.00	500,000.00	-69.4%
Other Debt Service - Principal		7439	0.00	1,905,000.00	New
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,635,317.00	2,405,000.00	47.1%
TOTAL, EXPENDITURES			3,005,249.85	2,903,147.00	-3.4%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	5,989.71	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			5,989.71	0.00	-100.0%
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 Sale/Lease- Purchase of Land/Buildings		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)			5,989.71	0.00	-100.0%

Description	Function Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	2,777,108.00	2,420,000.00	-12.9%
5) TOTAL, REVENUES			2,777,108.00	2,420,000.00	-12.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		1,369,932.85	498,147.00	-63.6%
9) Other Outgo	9000-9999	Except 7600-7699	1,635,317.00	2,405,000.00	47.1%
10) TOTAL, EXPENDITURES			3,005,249.85	2,903,147.00	-3.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(228,141.85)	(483,147.00)	111.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	5,989.71	0.00	-100.0%
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			5,989.71	0.00	-100.0%

Description	Function Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(222,152.14)	(483,147.00)	117.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,102,191.29	2,880,039.15	-7.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,102,191.29	2,880,039.15	-7.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,102,191.29	2,880,039.15	-7.2%
2) Ending Balance, June 30 (E + F1e)					
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 Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
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	2,880,039.15	2,396,892.15	-16.8%
Capital Facilities Fund	0000	9780	2,880,039.15		
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	2015-16 Estimated Actuals	2016-17 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,764.18	1,764.18	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,764.18	1,764.18	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,764.18	1,764.18	0.0%
2) Ending Balance, June 30 (E + F1e)			1,764.18	1,764.18	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 Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			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	1,764.18	1,764.18	0.0%
County School Facilities Fund	0000	9780		1,764.18	
County School Facilities Fund	0000	9780	1,764.18		
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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,821.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		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			1,821.00		
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)			1,821.00		

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	2015-16 Estimated Actuals	2016-17 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	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
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					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale/Lease- Purchase of Land/Buildings		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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,764.18	1,764.18	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,764.18	1,764.18	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,764.18	1,764.18	0.0%
2) Ending Balance, June 30 (E + F1e)			1,764.18	1,764.18	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 Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			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	1,764.18	1,764.18	0.0%
County School Facilities Fund	0000	9780		1,764.18	
County School Facilities Fund	0000	9780	1,764.18		
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	2015-16 Estimated Actuals	2016-17 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	828,882.90	1,490,530.00	79.8%
5) TOTAL, REVENUES			828,882.90	1,490,530.00	79.8%
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	285,285.87	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	321,550.66	0.00	-100.0%
6) Capital Outlay		6000-6999	1,395,658.57	1,779,753.35	27.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	5,629,391.00	3,752,157.36	-33.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			7,631,886.10	5,531,910.71	-27.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(6,803,003.20)	(4,041,380.71)	-40.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	166,223.10	0.00	-100.0%
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			166,223.10	0.00	-100.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(6,636,780.10)	(4,041,380.71)	-39.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	11,751,495.18	5,114,715.08	-56.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,751,495.18	5,114,715.08	-56.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,751,495.18	5,114,715.08	-56.5%
2) Ending Balance, June 30 (E + F1e)			5,114,715.08	1,073,334.37	-79.0%
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 Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			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	5,114,715.08	1,073,334.37	-79.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	6,668,586.81		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	499.32		
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			6,669,086.13		
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	1,873.40		
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			1,873.40		
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)			6,667,212.73		

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	828,853.90	1,490,530.00	79.8%
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	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	29.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			828,882.90	1,490,530.00	79.8%
TOTAL, REVENUES			828,882.90	1,490,530.00	79.8%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	285,285.87	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			285,285.87	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	321,550.66	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			321,550.66	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	54,287.89	0.00	-100.0%
Buildings and Improvements of Buildings		6200	702,829.33	1,479,753.35	110.5%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	638,541.35	300,000.00	-53.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,395,658.57	1,779,753.35	27.5%
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	3,434,391.00	2,934,391.00	-14.6%
Other Debt Service - Principal		7439	2,195,000.00	817,766.36	-62.7%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			5,629,391.00	3,752,157.36	-33.3%
TOTAL, EXPENDITURES			7,631,886.10	5,531,910.71	-27.5%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	166,223.10	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			166,223.10	0.00	-100.0%
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	2015-16 Estimated Actuals	2016-17 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)			166,223.10	0.00	-100.0%

Description	Function Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	828,882.90	1,490,530.00	79.8%
5) TOTAL, REVENUES			828,882.90	1,490,530.00	79.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		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		2,002,495.10	1,779,753.35	-11.1%
9) Other Outgo	9000-9999	Except 7600-7699	5,629,391.00	3,752,157.36	-33.3%
10) TOTAL, EXPENDITURES			7,631,886.10	5,531,910.71	-27.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(6,803,003.20)	(4,041,380.71)	-40.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	166,223.10	0.00	-100.0%
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			166,223.10	0.00	-100.0%

Description	Function Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(6,636,780.10)	(4,041,380.71)	-39.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	11,751,495.18	5,114,715.08	-56.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,751,495.18	5,114,715.08	-56.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,751,495.18	5,114,715.08	-56.5%
2) Ending Balance, June 30 (E + F1e)			5,114,715.08	1,073,334.37	-79.0%
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 Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			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	5,114,715.08	1,073,334.37	-79.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2015-16 Estimated Actuals	2016-17 Budget
Total, Restricted Balance		0.00	0.00

DEBT SERVICE FUNDS

Debt Service Funds Definition

The Debt Service Funds are used to account for the accumulation of resources for, and the payment of, general long-term debt principal, interest, and related costs. This classification includes the Bond Interest and Redemption and Tax Override Funds.

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	1,588,053.00	1,498,328.00	-5.7%
4) Other Local Revenue		8600-8799	32,026,309.00	39,223,763.00	22.5%
5) TOTAL, REVENUES			33,614,362.00	40,722,091.00	21.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	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	35,073,631.00	40,948,159.00	16.7%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			35,073,631.00	40,948,159.00	16.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,459,269.00)	(226,068.00)	-84.5%
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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,459,269.00)	(226,068.00)	-84.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	28,342,248.20	26,882,979.20	-5.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			28,342,248.20	26,882,979.20	-5.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			28,342,248.20	26,882,979.20	-5.1%
2) Ending Balance, June 30 (E + F1e)			26,882,979.20	26,656,911.20	-0.8%
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 Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			5,667,737.20	5,667,737.20	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	21,215,242.00	20,989,174.00	-1.1%
Bond Interest and Redemption Fund	0000	9780		20,989,174.00	
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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	34,962,857.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	5,667,737.20		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	52,378.00		
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			40,682,972.20		
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	12,338,119.00		
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	2,605.00		
6) TOTAL, LIABILITIES			12,340,724.00		
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)			28,342,248.20		

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	1,000,000.00	446,966.00	-55.3%
Other Subventions/In-Lieu Taxes		8572	588,053.00	1,051,362.00	78.8%
TOTAL, OTHER STATE REVENUE			1,588,053.00	1,498,328.00	-5.7%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes Voted Indebtedness Levies Secured Roll					
		8611	30,000,000.00	37,992,360.00	26.6%
Unsecured Roll		8612	2,026,309.00	1,231,403.00	-39.2%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes					
		8629	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			32,026,309.00	39,223,763.00	22.5%
TOTAL, REVENUES			33,614,362.00	40,722,091.00	21.1%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	7,000.00	8,800.00	25.7%
Debt Service - Interest		7438	15,761,631.00	16,892,692.00	7.2%
Other Debt Service - Principal		7439	19,305,000.00	24,046,667.00	24.6%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			35,073,631.00	40,948,159.00	16.7%
TOTAL, EXPENDITURES			35,073,631.00	40,948,159.00	16.7%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	2015-16 Estimated Actuals	2016-17 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	1,588,053.00	1,498,328.00	-5.7%
4) Other Local Revenue		8600-8799	32,026,309.00	39,223,763.00	22.5%
5) TOTAL, REVENUES			33,614,362.00	40,722,091.00	21.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	35,073,631.00	40,948,159.00	16.7%
10) TOTAL, EXPENDITURES			35,073,631.00	40,948,159.00	16.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(1,459,269.00)	(226,068.00)	-84.5%
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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,459,269.00)	(226,068.00)	-84.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	28,342,248.20	26,882,979.20	-5.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			28,342,248.20	26,882,979.20	-5.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			28,342,248.20	26,882,979.20	-5.1%
2) Ending Balance, June 30 (E + F1e)					
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 Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
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	21,215,242.00	20,989,174.00	-1.1%
Bond Interest and Redemption Fund	0000	9780		20,989,174.00	
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	2015-16 Estimated Actuals	2016-17 Budget
9010	Other Restricted Local	5,667,737.20	5,667,737.20
Total, Restricted Balance		5,667,737.20	5,667,737.20

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	2,464.10	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,464.10)	0.00	-100.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,464.10)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,464.10	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,464.10	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,464.10	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	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 Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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 Fund		9130	0.00		
d) with Fiscal Agent		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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes Voted Indebtedness Levies Secured Roll					
		8611	0.00	0.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Other		8622	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes					
		8629	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	2,464.10	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			2,464.10	0.00	-100.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(2,464.10)	0.00	-100.0%

Description	Function Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	2,464.10	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(2,464.10)	0.00	-100.0%

Description	Function Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,464.10)	0.00	-100.0%	
F. FUND BALANCE, RESERVES						
1) Beginning Fund Balance						
a) As of July 1 - Unaudited			9791	2,464.10	0.00	-100.0%
b) Audit Adjustments			9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)				2,464.10	0.00	-100.0%
d) Other Restatements			9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)				2,464.10	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)				0.00	0.00	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 Expenditures			9713	0.00	0.00	0.0%
All Others			9719	0.00	0.00	0.0%
b) Restricted			9740	0.00	0.00	0.0%
c) Committed						
Stabilization Arrangements			9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)			9760	0.00	0.00	0.0%
d) Assigned						
Other Assignments (by Resource/Object)			9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated						
Reserve for Economic Uncertainties			9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount			9790	0.00	0.00	0.0%

Resource	Description	2015-16 Estimated Actuals	2016-17 Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)					
			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	163,757.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(163,757.00)	0.00	-100.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(163,757.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	163,757.00	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			163,757.00	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			163,757.00	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	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 Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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 Fund		9130	0.00		
d) with Fiscal Agent		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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes Voted Indebtedness Levies Secured Roll					
		8611	0.00	0.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
State School Building Repayment		7432	0.00	0.00	0.0%
Payments to Original District for Acquisition of Property		7436	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	163,757.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			163,757.00	0.00	-100.0%
OTHER SOURCES/USES					
SOURCES					
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%
(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)			(163,757.00)	0.00	-100.0%

Description	Function Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	163,757.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(163,757.00)	0.00	-100.0%

Description	Function Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(163,757.00)	0.00	-100.0%	
F. FUND BALANCE, RESERVES						
1) Beginning Fund Balance						
a) As of July 1 - Unaudited			9791	163,757.00	0.00	-100.0%
b) Audit Adjustments			9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)				163,757.00	0.00	-100.0%
d) Other Restatements			9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)				163,757.00	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)				0.00	0.00	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 Expenditures			9713	0.00	0.00	0.0%
All Others			9719	0.00	0.00	0.0%
b) Restricted			9740	0.00	0.00	0.0%
c) Committed						
Stabilization Arrangements			9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)			9760	0.00	0.00	0.0%
d) Assigned						
Other Assignments (by Resource/Object)			9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated						
Reserve for Economic Uncertainties			9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount			9790	0.00	0.00	0.0%

Resource	Description	2015-16 Estimated Actuals	2016-17 Budget
Total, Restricted Balance		0.00	0.00

PROPRIETARY FUNDS

Proprietary Funds Definition

Proprietary Funds are used to account for activities that are more business-like than government-like in nature. Business-type activities include those for which a fee is charged to external users or to other organizational units of the LEA, normally on a full cost-recovery basis. Proprietary funds are generally intended to be self-supporting. This classification includes the Retiree Benefits fund and Self-Insurance fund, which includes the Dental/Vision fund.

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	14,015,007.00	14,237,777.00	1.6%
5) TOTAL, REVENUES			14,015,007.00	14,237,777.00	1.6%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	255,078.00	263,258.00	3.2%
3) Employee Benefits		3000-3999	126,581.00	146,419.00	15.7%
4) Books and Supplies		4000-4999	116,991.00	39,500.00	-66.2%
5) Services and Other Operating Expenses		5000-5999	14,503,408.27	13,810,590.00	-4.8%
6) Depreciation		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, EXPENSES			15,002,058.27	14,259,767.00	-4.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(987,051.27)	(21,990.00)	-97.8%
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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(987,051.27)	(21,990.00)	-97.8%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	6,564,420.45	5,577,369.18	-15.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,564,420.45	5,577,369.18	-15.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			6,564,420.45	5,577,369.18	-15.0%
2) Ending Net Position, June 30 (E + F1e)			5,577,369.18	5,555,379.18	-0.4%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	5,577,369.18	5,555,379.18	-0.4%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	7,851,820.36		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	250,000.00		
e) collections awaiting deposit		9140	433.21		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	(19,918.41)		
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) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
10) TOTAL, ASSETS			8,082,335.16		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
I. LIABILITIES					
1) Accounts Payable		9500	1,352,008.04		
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) Long-Term Liabilities					
a) Net Pension Liability		9663	0.00		
b) Net OPEB Obligation		9664	0.00		
c) Compensated Absences		9665	0.00		
d) COPs Payable		9666	0.00		
e) Capital Leases Payable		9667	0.00		
f) Lease Revenue Bonds Payable		9668	0.00		
g) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			1,352,008.04		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G10 + H2) - (I7 + J2)			6,730,327.12		

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/ Contributions		8674	14,015,007.00	14,237,777.00	1.6%
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			14,015,007.00	14,237,777.00	1.6%
TOTAL, REVENUES			14,015,007.00	14,237,777.00	1.6%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	918.00	0.00	-100.0%
Classified Supervisors' and Administrators' Salaries		2300	77,913.00	85,067.00	9.2%
Clerical, Technical and Office Salaries		2400	176,247.00	178,191.00	1.1%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			255,078.00	263,258.00	3.2%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	31,878.00	34,012.00	6.7%
OASDI/Medicare/Alternative		3301-3302	18,289.00	18,900.00	3.3%
Health and Welfare Benefits		3401-3402	46,428.00	62,812.00	35.3%
Unemployment Insurance		3501-3502	139.00	147.00	5.8%
Workers' Compensation		3601-3602	5,609.00	4,422.00	-21.2%
OPEB, Allocated		3701-3702	23,940.00	25,947.00	8.4%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	298.00	179.00	-39.9%
TOTAL, EMPLOYEE BENEFITS			126,581.00	146,419.00	15.7%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	58,991.00	24,000.00	-59.3%
Noncapitalized Equipment		4400	58,000.00	15,500.00	-73.3%
TOTAL, BOOKS AND SUPPLIES			116,991.00	39,500.00	-66.2%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	6,800.00	10,500.00	54.4%
Dues and Memberships		5300	1,000.00	1,500.00	50.0%
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	1,200.00	0.00	-100.0%
Transfers of Direct Costs - Interfund		5750	4,000.00	4,000.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	14,488,408.27	13,794,590.00	-4.8%
Communications		5900	2,000.00	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			14,503,408.27	13,810,590.00	-4.8%
DEPRECIATION					
Depreciation Expense		6900	0.00	0.00	0.0%
TOTAL, DEPRECIATION			0.00	0.00	0.0%
TOTAL, EXPENSES			15,002,058.27	14,259,767.00	-4.9%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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%
(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	2015-16 Estimated Actuals	2016-17 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	14,015,007.00	14,237,777.00	1.6%
5) TOTAL, REVENUES			14,015,007.00	14,237,777.00	1.6%
B. EXPENSES (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		15,002,058.27	14,259,767.00	-4.9%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			15,002,058.27	14,259,767.00	-4.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(987,051.27)	(21,990.00)	-97.8%
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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(987,051.27)	(21,990.00)	-97.8%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	6,564,420.45	5,577,369.18	-15.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,564,420.45	5,577,369.18	-15.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			6,564,420.45	5,577,369.18	-15.0%
2) Ending Net Position, June 30 (E + F1e)			5,577,369.18	5,555,379.18	-0.4%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	5,577,369.18	5,555,379.18	-0.4%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%

Resource	Description	2015-16 Estimated Actuals	2016-17 Budget
	Total, Restricted Net Position	0.00	0.00

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	20,602,000.00	20,265,000.00	-1.6%
5) TOTAL, REVENUES			20,602,000.00	20,265,000.00	-1.6%
B. EXPENSES					
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 Expenses		5000-5999	23,558,617.00	20,265,000.00	-14.0%
6) Depreciation		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, EXPENSES			23,558,617.00	20,265,000.00	-14.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,956,617.00)	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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(2,956,617.00)	0.00	-100.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	31,434,151.23	28,477,534.23	-9.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			31,434,151.23	28,477,534.23	-9.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			31,434,151.23	28,477,534.23	-9.4%
2) Ending Net Position, June 30 (E + F1e)			28,477,534.23	28,477,534.23	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	28,477,534.23	28,477,534.23	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	18,332,080.39		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	1,375,244.31		
e) collections awaiting deposit		9140	2,469.34		
2) Investments		9150	15,742,481.56		
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) Fixed Assets		9400			
10) TOTAL, ASSETS			35,452,275.60		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
I. LIABILITIES					
1) Accounts Payable		9500	1,366.00		
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) Long-Term Liabilities					
a) Net Pension Liability		9663	0.00		
b) Net OPEB Obligation		9664	0.00		
c) Compensated Absences		9665	0.00		
d) COPs Payable		9666	0.00		
e) Capital Leases Payable		9667	0.00		
f) Lease Revenue Bonds Payable		9668	0.00		
g) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			1,366.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G10 + H2) - (I7 + J2)			35,450,909.60		

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/ Contributions		8674	20,602,000.00	20,265,000.00	-1.6%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			20,602,000.00	20,265,000.00	-1.6%
TOTAL, REVENUES			20,602,000.00	20,265,000.00	-1.6%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	23,558,617.00	20,265,000.00	-14.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			23,558,617.00	20,265,000.00	-14.0%
TOTAL, EXPENSES			23,558,617.00	20,265,000.00	-14.0%

Description	Resource Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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%
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 + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2015-16 Estimated Actuals	2016-17 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	20,602,000.00	20,265,000.00	-1.6%
5) TOTAL, REVENUES			20,602,000.00	20,265,000.00	-1.6%
B. EXPENSES (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		23,558,617.00	20,265,000.00	-14.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			23,558,617.00	20,265,000.00	-14.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(2,956,617.00)	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	2015-16 Estimated Actuals	2016-17 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(2,956,617.00)	0.00	-100.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	31,434,151.23	28,477,534.23	-9.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			31,434,151.23	28,477,534.23	-9.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			31,434,151.23	28,477,534.23	-9.4%
2) Ending Net Position, June 30 (E + F1e)			28,477,534.23	28,477,534.23	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	28,477,534.23	28,477,534.23	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	0.00	0.00	0.0%

Resource	Description	2015-16 Estimated Actuals	2016-17 Budget
	Total, Restricted Net Position	0.00	0.00

Description	2015-16 Estimated Actuals			2016-17 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)	38,836.99	38,836.99	38,903.79	38,437.99	38,437.99	38,836.99
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)	38,836.99	38,836.99	38,903.79	38,437.99	38,437.99	38,836.99
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	32.71	32.71	32.71	32.71	32.71	32.71
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, Technical, Agricultural, and Natural Resource Conservation 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)	32.71	32.71	32.71	32.71	32.71	32.71
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	38,869.70	38,869.70	38,936.50	38,470.70	38,470.70	38,869.70
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2015-16 Estimated Actuals			2016-17 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, Technical, Agricultural, and Natural Resource Conservation 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	2015-16 Estimated Actuals			2016-17 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, Technical, Agricultural, and Natural Resource Conservation 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	1,846.66	1,846.66	1,846.66	1,879.40	1,879.40	1,879.40
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, Technical, Agricultural, and Natural Resource Conservation 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)	1,846.66	1,846.66	1,846.66	1,879.40	1,879.40	1,879.40
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	1,846.66	1,846.66	1,846.66	1,879.40	1,879.40	1,879.40

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	186,397,274.57	301	96,771.00	303	186,300,503.57	305	5,619,051.00		307	180,681,452.57	309
2000 - Classified Salaries	58,714,203.46	311	62,769.00	313	58,651,434.46	315	6,713,787.00		317	51,937,647.46	319
3000 - Employee Benefits	149,592,688.40	321	22,257,714.00	323	127,334,974.40	325	7,141,277.00		327	120,193,697.40	329
4000 - Books, Supplies Equip Replace. (6500)	20,211,704.93	331	154,734.80	333	20,056,970.13	335	3,300,787.32		337	16,756,182.81	339
5000 - Services. . . & 7300 - Indirect Costs	61,283,072.19	341	17,614.53	343	61,265,457.66	345	30,741,102.68		347	30,524,354.98	349
TOTAL					453,609,340.22	365			TOTAL	400,093,335.22	369

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

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

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

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)		Object	EDP No.
1. Teacher Salaries as Per EC 41011.		1100	145,518,069.00 375
2. Salaries of Instructional Aides Per EC 41011.		2100	11,004,101.00 380
3. STRS.		3101 & 3102	27,328,629.40 382
4. PERS.		3201 & 3202	1,064,415.00 383
5. OASDI - Regular, Medicare and Alternative.		3301 & 3302	2,884,913.00 384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).		3401 & 3402	51,630,418.00 385
7. Unemployment Insurance.		3501 & 3502	114,089.00 390
8. Workers' Compensation Insurance.		3601 & 3602	2,606,793.00 392
9. OPEB, Active Employees (EC 41372).		3751 & 3752	963,489.00
10. Other Benefits (EC 22310).		3901 & 3902	46,238.00 393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).			243,161,154.40 395
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).			432,333.00 396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.			396
14. TOTAL SALARIES AND BENEFITS.			242,728,821.40 397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.			60.67%
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT

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

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%
2. Percentage spent by this district (Part II, Line 15)	60.67%
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).	400,093,335.22
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

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

Current Expense Formula/Minimum Classroom Compensation

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PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	178,601,328.68	301	102,572.00	303	178,498,756.68	305	5,322,887.16		307	173,175,869.52	309
2000 - Classified Salaries	54,467,426.97	311	62,925.60	313	54,404,501.37	315	7,016,532.44		317	47,387,968.93	319
3000 - Employee Benefits	143,869,636.53	321	21,019,507.59	323	122,850,128.94	325	7,209,652.07		327	115,640,476.87	329
4000 - Books, Supplies Equip Replace. (6500)	20,705,735.53	331	725,925.08	333	19,979,810.45	335	3,256,163.97		337	16,723,646.48	339
5000 - Services. . . & 7300 - Indirect Costs	61,423,168.23	341	215,265.34	343	61,207,902.89	345	25,852,879.39		347	35,355,023.50	349
TOTAL					436,941,100.33	365			TOTAL	388,282,985.30	369

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

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

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

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)			Object	EDP No.	
1.	Teacher Salaries as Per EC 41011.		1100	138,061,437.51	375
2.	Salaries of Instructional Aides Per EC 41011.		2100	9,858,344.03	380
3.	STRS.		3101 & 3102	25,242,793.20	382
4.	PERS.		3201 & 3202	1,050,497.18	383
5.	OASDI - Regular, Medicare and Alternative.		3301 & 3302	2,803,660.26	384
6.	Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).		3401 & 3402	46,082,319.31	385
7.	Unemployment Insurance.		3501 & 3502	126,450.57	390
8.	Workers' Compensation Insurance.		3601 & 3602	3,244,363.70	392
9.	OPEB, Active Employees (EC 41372).		3751 & 3752	3,488,809.00	393
10.	Other Benefits (EC 22310).		3901 & 3902	47,747.56	393
11.	SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).			230,006,422.32	395
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).			1,019,577.82	396
b.	Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.				396
14.	TOTAL SALARIES AND BENEFITS.			228,986,844.50	397
15.	Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.			58.97%	
16.	District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')				

PART III: DEFICIENCY AMOUNT		
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.		
1.	Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%
2.	Percentage spent by this district (Part II, Line 15)	58.97%
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).	388,282,985.30
5.	Deficiency Amount (Part III, Line 3 times Line 4)	0.00

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

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	0.00		683,243.14	683,243.14
2. State Lottery Revenue	8560	5,462,691.00		1,451,023.00	6,913,714.00
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)		5,462,691.00	0.00	2,134,266.14	7,596,957.14
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	3,469,998.00			3,469,998.00
2. Classified Salaries	2000-2999	0.00			0.00
3. Employee Benefits	3000-3999	1,992,693.00			1,992,693.00
4. Books and Supplies	4000-4999	0.00		1,927,601.24	1,927,601.24
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			2,500.00	2,500.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			204,164.90	204,164.90
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)		5,462,691.00	0.00	2,134,266.14	7,596,957.14
C. ENDING BALANCE					
(Must equal Line A6 minus Line B12)	979Z	0.00	0.00	0.00	0.00
D. COMMENTS:					
\$204,164.90 Central duplicating for printed instructional materials and \$2,500 for software license fees for online instructional materials.					

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

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

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	(1,315,668.00)	0.00	(1,600,327.00)				
Other Sources/Uses Detail					1,438,122.00	1,730,000.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	1,141,800.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	1,438,122.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	23,324.00	0.00				
Other Sources/Uses Detail					230,000.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	173,368.00	0.00	686,694.00	0.00				
Other Sources/Uses Detail					1,500,000.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	(3,500.00)	890,309.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	4,000.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	1,319,168.00	(1,319,168.00)	1,600,327.00	(1,600,327.00)	3,168,122.00	3,168,122.00		

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	(1,213,467.16)	0.00	(1,567,461.64)				
Other Sources/Uses Detail					1,386,880.00	6,486,044.42		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	1,050,882.79	0.00	0.00	0.00				
Other Sources/Uses Detail					30,000.00	1,386,880.00		
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	5,538.92	0.00	37,925.00	0.00				
Other Sources/Uses Detail					230,000.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	195,937.04	0.00	742,732.00	0.00				
Other Sources/Uses Detail					1,500,000.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	(42,891.59)	786,804.64	0.00				
Other Sources/Uses Detail					5,587.75	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					266,004.71	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					4,448,460.25	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					5,989.71	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					166,223.10	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	2,464.10		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	163,757.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
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	4,000.00	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	1,256,358.75	(1,256,358.75)	1,567,461.64	(1,567,461.64)	8,039,145.52	8,039,145.52	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):

District's ADA Standard Percentage Level:

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third Prior Year, enter Revenue Limit ADA data in the Original Budget Funded ADA column. For the 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 Second and First Prior Years. All other data are extracted.

*Please note for FY 2013-14 estimated/unaudited actuals and 2014-15 original budget: Line C4 in Form A reflects total charter school ADA corresponding to financial data reported in funds 01, 09, and 62. Please adjust charter school ADA or explain accordingly.

Fiscal Year	Original Budget Funded ADA (Form RL, Line 5c) (Form A, Lines A4 and C4)* (Form A, Lines A4 and C4) (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)* (Form A, Lines A4 and C4) (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2013-14)	40,480.20	40,464.73	0.0%	Met
Second Prior Year (2014-15)				
District Regular	40,021.22	39,966.17		
Charter School				
Total ADA	40,021.22	39,966.17	0.1%	Met
First Prior Year (2015-16)				
District Regular	38,924.65	38,903.79		
Charter School		0.00		
Total ADA	38,924.65	38,903.79	0.1%	Met
Budget Year (2016-17)				
District Regular	38,836.99			
Charter School	0.00			
Total ADA	38,836.99			

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):

District's Enrollment Standard Percentage Level:

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 the Budget, First and Second Prior Years.

Fiscal Year	Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2013-14)	41,695	41,638	0.1%	Met
Second Prior Year (2014-15)				
District Regular	41,222	41,026		
Charter School				
Total Enrollment	41,222	41,026	0.5%	Met
First Prior Year (2015-16)				
District Regular	40,605	41,027		
Charter School				
Total Enrollment	40,605	41,027	N/A	Met
Budget Year (2016-17)				
District Regular	40,603			
Charter School				
Total Enrollment	40,603			

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.

*Please note for Fiscal Year 2013-14 estimated/unaudited actuals: Line C4 in Form A reflects total charter school ADA corresponding to financial data reported in funds 01, 09, and 62. Please adjust charter school ADA or explain accordingly.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)* (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2013-14)	39,982	41,638	96.0%
Second Prior Year (2014-15)			
District Regular	38,891	41,026	
Charter School			
Total ADA/Enrollment	38,891	41,026	94.8%
First Prior Year (2015-16)			
District Regular	38,837	41,027	
Charter School	0		
Total ADA/Enrollment	38,837	41,027	94.7%
		Historical Average Ratio:	95.2%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	95.7%

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 (2016-17)				
District Regular	38,438	40,603		
Charter School	0			
Total ADA/Enrollment	38,438	40,603	94.7%	Met
1st Subsequent Year (2017-18)				
District Regular	38,039	40,193		
Charter School				
Total ADA/Enrollment	38,039	40,193	94.6%	Met
2nd Subsequent Year (2018-19)				
District Regular	37,638	39,778		
Charter School				
Total ADA/Enrollment	37,638	39,778	94.6%	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 COLA¹ and its economic recovery target payment, plus or minus one percent.

¹Districts 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 LCFF Target amounts for the budget and two subsequent fiscal years.
Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated.
Enter data for Steps 2a through 2d. All other data is calculated.

Projected LCFF Revenue

Has the District reached its LCFF target funding level?

No

If Yes, then COLA amount in Line 2b2 is used in Line 2e Total calculation.
If No, then Gap Funding in Line 2c is used in Line 2e Total calculation.

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
LCFF Target (Reference Only)	380,444,688.00	383,896,457.00	389,050,752.00
Step 1 - Change in Population	Prior Year (2015-16)	Budget Year (2016-17)	1st Subsequent Year (2017-18)
a. ADA (Funded) (Form A, lines A6 and C4)	38,936.50	38,869.70	38,470.70
b. Prior Year ADA (Funded)		38,936.50	38,869.70
c. Difference (Step 1a minus Step 1b)		(66.80)	(399.00)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		-0.17%	-1.03%
		-1.03%	-1.04%
Step 2 - Change in Funding Level		Budget Year (2016-17)	1st Subsequent Year (2017-18)
a. Prior Year LCFF Funding		347,475,956.00	365,331,921.00
b1. COLA percentage (if district is at target)	Not Applicable		
b2. COLA amount (proxy for purposes of this criterion)	Not Applicable	0.00	0.00
c. Gap Funding (if district is not at target)		18,352,173.00	10,126,560.00
d. Economic Recovery Target Funding (current year increment)		0.00	0.00
e. Total (Lines 2b2 or 2c, as applicable, plus Line 2d)		18,352,173.00	10,126,560.00
f. Percent Change Due to Funding Level (Step 2e divided by Step 2a)		5.28%	2.77%
		2.77%	2.03%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2f)		5.11%	1.74%
		1.74%	0.99%
LCFF Revenue Standard (Step 3, plus/minus 1%):		4.11% to 6.11%	-0.1% to 1.99%
		.74% to 2.74%	-0.01% to 1.99%

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 (2015-16)	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	74,465,295.00	74,465,295.00		
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 (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Necessary Small School Standard (Gap Funding or COLA, plus Economic Recovery Target Payment, Step 2f, 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 (2015-16)	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	356,011,140.00	374,635,443.00	381,551,156.00	385,925,241.00
District's Projected Change in LCFF Revenue:		5.23%	1.85%	1.15%
LCFF Revenue Standard:		4.11% to 6.11%	.74% to 2.74%	-.01% to 1.99%
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

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

- 1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

5. CRITERION: Salaries and Benefits

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

It is likely that for many districts the 2014-15 and 2015-16 change from the historical average ratio will exceed the standard because certain revenues that were restricted prior to the LCFF are now unrestricted within the LCFF.

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)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2013-14)	218,491,111.11	241,364,229.76	90.5%
Second Prior Year (2014-15)	247,730,736.79	270,276,304.79	91.7%
First Prior Year (2015-16)	267,087,957.26	302,511,504.67	88.3%
Historical Average Ratio:			90.2%

District's Reserve Standard Percentage (Criterion 10B, Line 4): District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
		2.0%	2.0%
	87.2% to 93.2%	87.2% to 93.2%	87.2% to 93.2%

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)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	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)		
Budget Year (2016-17)	284,736,294.57	317,335,879.32	89.7%	Met
1st Subsequent Year (2017-18)	292,721,135.91	320,681,011.66	91.3%	Met
2nd Subsequent Year (2018-19)	302,718,130.74	331,128,006.49	91.4%	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 (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	5.11%	1.74%	0.99%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-4.89% to 15.11%	-8.26% to 11.74%	-9.01% to 10.99%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	.11% to 10.11%	-3.26% to 6.74%	-4.01% to 5.99%

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 (2015-16)	46,661,371.34		
Budget Year (2016-17)	45,535,813.00	-2.41%	Yes
1st Subsequent Year (2017-18)	45,535,813.00	0.00%	No
2nd Subsequent Year (2018-19)	45,535,813.00	0.00%	No

Explanation:
(required if Yes)

Assumes Federal reduction of 2.8% and loss of School Improvement Grant in 2016-17.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2015-16)	128,414,162.20		
Budget Year (2016-17)	74,263,554.40	-42.17%	Yes
1st Subsequent Year (2017-18)	52,471,290.21	-29.34%	Yes
2nd Subsequent Year (2018-19)	53,741,095.43	2.42%	No

Explanation:
(required if Yes)

2015-16 State revenue includes one-time discretionary funds and Emergency Repair Program funds that are significantly reduced in 2016-17. 2017-18 State revenue does not include one-time discretionary funds and Emergency Repair Program funds included in previous years.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2015-16)	7,373,050.22		
Budget Year (2016-17)	5,901,083.00	-19.96%	Yes
1st Subsequent Year (2017-18)	5,901,083.00	0.00%	No
2nd Subsequent Year (2018-19)	5,901,083.00	0.00%	No

Explanation:
(required if Yes)

2015-16 Local Revenue includes one-time funds received late in the year and will carryover for 2016-17.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)			
First Prior Year (2015-16)	20,666,845.31		
Budget Year (2016-17)	20,168,574.71	-2.41%	Yes
1st Subsequent Year (2017-18)	15,553,463.91	-22.88%	Yes
2nd Subsequent Year (2018-19)	15,553,463.91	0.00%	No

Explanation:
(required if Yes)

2015-16 Books and Supplies includes categorical funds allocated to schools due to carryover from previous year. 2017-18 does not include one-time discretionary funding.

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

First Prior Year (2015-16)	62,990,629.87		
Budget Year (2016-17)	62,883,399.19	-0.17%	Yes
1st Subsequent Year (2017-18)	61,380,962.93	-2.39%	No
2nd Subsequent Year (2018-19)	61,830,962.93	0.73%	No

Explanation:
(required if Yes)

2016-17 Services and Other Operating includes a reduction in one-time discretionary funds.

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 (2015-16)	182,448,583.76		
Budget Year (2016-17)	125,700,450.40	-31.10%	Not Met
1st Subsequent Year (2017-18)	103,908,186.21	-17.34%	Not Met
2nd Subsequent Year (2018-19)	105,177,991.43	1.22%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2015-16)	83,657,475.18		
Budget Year (2016-17)	83,051,973.90	-0.72%	Met
1st Subsequent Year (2017-18)	76,934,426.84	-7.37%	Met
2nd Subsequent Year (2018-19)	77,384,426.84	0.58%	Met

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

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

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

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

Assumes Federal reduction of 2.8% and loss of School Improvement Grant in 2016-17.

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

2015-16 State revenue includes one-time discretionary funds and Emergency Repair Program funds that are significantly reduced in 2016-17. 2017-18 State revenue does not include one-time discretionary funds and Emergency Repair Program funds included in previous years.

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

2015-16 Local Revenue includes one-time funds received late in the year and will carryover for 2016-17.

- 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 as amended by AB 104 (Chapter 13, Statutes of 2015), effective 2015-16 and 2016-17 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: AB 104 (Chapter 13, Statutes of 2015) requires the district to deposit into the account, for the 2015-16 and 2016-17 fiscal years, a minimum amount that is the lesser of 3% of the total general fund expenditures and other financing uses for that fiscal year or the amount that the district deposited into the account for the 2014-15 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? No
- 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

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999)	494,946,615.72	3% of Total Current Year General Fund Expenditures and Other Financing Uses (Line 2c times 3%)	Amount Deposited ¹ for 2014-15 Fiscal Year	Required Minimum Contribution/ Lesser of Current Year or 2014-15 Fiscal Year
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)	0.00			
c. Net Budgeted Expenditures and Other Financing Uses	494,946,615.72	14,848,398.47	9,292,258.00	9,292,258.00

d. OMMA/RMA Contribution	Budgeted Contribution ¹ to the Ongoing and Major Maintenance Account	Status
	10,698,751.00	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 reserves¹ as a percentage of total expenditures and other financing uses² 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 (2013-14)	Second Prior Year (2014-15)	First Prior Year (2015-16)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	13,976,133.00	12,763,133.00	18,763,133.00
b. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	3,900,662.00	0.00	0.00
c. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
d. Available Reserves (Lines 1a through 1c)	17,876,795.00	12,763,133.00	18,763,133.00
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	385,969,026.07	430,666,815.08	516,631,231.96
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)	385,969,026.07	430,666,815.08	516,631,231.96
3. District's Available Reserve Percentage (Line 1d divided by Line 2c)	4.6%	3.0%	3.6%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	1.5%	1.0%	1.2%

¹Available reserves are the unrestricted amounts in the Reserve for Economic Uncertainties and the 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.

²A 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 (2013-14)	17,665,300.99	242,435,533.93	N/A	Met
Second Prior Year (2014-15)	9,899,022.00	270,772,480.93	N/A	Met
First Prior Year (2015-16)	15,708,288.43	304,271,504.67	N/A	Met
Budget Year (2016-17) (Information only)	132,951.68	319,065,879.32		

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):

District's Fund Balance Standard Percentage Level:

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)		Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
Third Prior Year (2013-14)	11,407,613.49	12,762,450.06	N/A	Met
Second Prior Year (2014-15)	9,679,865.00	30,427,751.05	N/A	Met
First Prior Year (2015-16)	26,345,804.00	40,326,773.05	N/A	Met
Budget Year (2016-17) (Information only)	56,035,061.48			

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 reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Budget Year data are extracted. Enter district regular ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA		
5% or \$66,000 (greater of)	0	to	300
4% or \$66,000 (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 Reserve for Economic Uncertainties and the 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 (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
District Estimated P-2 ADA (Form A, Line A4):	38,438	38,039	37,638
District's Reserve Standard Percentage Level:	2%	2%	2%

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?
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 (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	0.00	0.00	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 (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	494,946,615.72	484,828,364.23	497,436,272.08
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	494,946,615.72	484,828,364.23	497,436,272.08
4. Reserve Standard Percentage Level	2%	2%	2%
5. Reserve Standard - by Percent (Line B3 times Line B4)	9,898,932.31	9,696,567.28	9,948,725.44
6. Reserve Standard - by Amount (\$66,000 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)	9,898,932.31	9,696,567.28	9,948,725.44

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 (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
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)	20,013,133.00	20,013,133.00	20,013,133.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	0.00	0.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	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)	20,013,133.00	20,013,133.00	20,013,133.00
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	4.04%	4.13%	4.02%
District's Reserve Standard (Section 10B, Line 7):	9,898,932.31	9,696,567.28	9,948,725.44
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?

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?

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?

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)?

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

S5. Contributions

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

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

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

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

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

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year will be extracted. For Transfers In and Transfers Out, enter data in the First Prior Year. If Form MYP exists, the data will be extracted for the Budget Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Budget Year, 1st and 2nd subsequent Years. Click the appropriate button for item 1d; all other data will be calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2015-16)	(57,877,702.31)			
Budget Year (2016-17)	(63,418,638.00)	5,540,935.69	9.6%	Met
1st Subsequent Year (2017-18)	(64,869,917.57)	1,451,279.57	2.3%	Met
2nd Subsequent Year (2018-19)	(66,342,966.33)	1,473,048.76	2.3%	Met
1b. Transfers In, General Fund *				
First Prior Year (2015-16)	1,386,880.00			
Budget Year (2016-17)	1,438,122.00	51,242.00	3.7%	Met
1st Subsequent Year (2017-18)	1,454,085.15	15,963.15	1.1%	Met
2nd Subsequent Year (2018-19)	1,489,274.01	35,188.86	2.4%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2015-16)	1,730,000.00			
Budget Year (2016-17)	1,730,000.00	0.00	0.0%	Met
1st Subsequent Year (2017-18)	1,730,000.00	0.00	0.0%	Met
2nd Subsequent Year (2018-19)	1,730,000.00	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 commitments¹ 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)

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:		Principal Balance as of July 1, 2016
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases	4	General Fund/Various Resources		127,334
Certificates of Participation				
General Obligation Bonds	12/14/17/25	BIRF	Buildings	419,357,966
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (do not include OPEB):

Lease Revenue Bonds	23	Developer Fees/General Fund Unrestricted	Buildings	70,185,000
Net Pension Liability		State Funding Sources	Pension	284,496,000
TOTAL:				774,166,300

Type of Commitment (continued)	Prior Year (2015-16)	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
Capital Leases	50,263	50,263	50,263	30,393
Certificates of Participation				
General Obligation Bonds	56,165,383	45,791,023	36,074,993	36,555,943
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Lease Revenue Bonds	5,465,634	5,467,604	5,466,824	5,402,444
Net Pension Liability				
Total Annual Payments:	61,681,280	51,308,890	41,592,080	41,988,780
Has total annual payment increased over prior year (2015-16)?		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 annual required contribution; 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?

Yes

b. Do benefits continue past age 65?

Yes

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:

The district provides post-employment health care benefits for certain retiree groups depending on hire/retirement date. The majority of the certificated retiree's health benefits are paid 100% by the District. Classified and Management employees have varying medical retirement benefits based on hired date. Classified and Management with hire dates after 1996 have limited district contributions.

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	23,441,859

4. OPEB Liabilities

a. OPEB actuarial accrued liability (AAL)

664,932,454.00

b. OPEB unfunded actuarial accrued liability (UAAL)

658,138,767.00

c. Are AAL and UAAL based on the district's estimate or an actuarial valuation?

Actuarial

d. If based on an actuarial valuation, indicate the date of the OPEB valuation

Jul 01, 2013

5. OPEB Contributions

a. OPEB annual required contribution (ARC) per actuarial valuation or Alternative Measurement Method

Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
54,496,789.00	54,496,789.00	54,496,789.00
27,006,723.00	28,627,126.00	30,344,754.00
27,006,723.00	28,627,126.00	30,344,754.00
4,284	4,283	4,283

b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)

c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

d. Number of retirees receiving OPEB benefits

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

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

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

Yes

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:

The District has established a Self-insurance fund to account for employee vision, dental and worker's compensation benefits. The plans are self-insured and contract with a third party administrator for benefits processing. The District belongs to a Joint Power Association (JPA) that helps manage claims to maintain lower costs.

3. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
b. Unfunded liability for self-insurance programs

17,075,153.00
17,075,153.00

4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
b. Amount contributed (funded) for self-insurance programs

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
a. Required contribution (funding) for self-insurance programs	14,237,777.00	14,237,777.00	14,237,777.00
b. Amount contributed (funded) for self-insurance programs	14,237,770.00	14,237,777.00	14,237,777.00

S8. Status of Labor Agreements

Analyze the status of 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) (2015-16)	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Number of certificated (non-management) full-time-equivalent (FTE) positions	2,077.0	2,159.0	2,153.0	2,153.0

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.

Prior year is settled, however; 2016-17 has not been settled.

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
(2016-17)

1st Subsequent Year
(2017-18)

2nd Subsequent Year
(2018-19)

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

1,965,210

7. Amount included for any tentative salary schedule increases

Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
0	0	0

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

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Yes	Yes	Yes
63,460,445	67,268,071	71,304,156
100.0%	100.0%	100.0%
6.0%	6.0%	6.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?
If Yes, amount of new costs included in the budget and MYPs
If Yes, explain the nature of the new costs:

No		
----	--	--

--

Certificated (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Yes	Yes	Yes
2,834,890	2,877,414	2,920,575
1.5%	1.5%	1.5%

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

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Yes	Yes	Yes
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.):

Agreement has not been settled for 2016-17.

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) (2015-16)	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Number of classified (non-management) FTE positions	1,174.0	1,178.0	1,178.0	1,178.0

Classified (Non-management) Salary and Benefit Negotiations

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

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.

Pror year settled, however; agreement not settled for 2016-17.

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 (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
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

7. Amount included for any tentative salary schedule increases

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
	0	0	0

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

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

Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Yes	Yes	Yes
30,068,708	31,872,830	33,785,200
100.0%	100.0%	100.0%
6.0%	6.0%	6.0%

Classified (Non-management) Prior Year Settlements

- Are any new costs from prior year settlements included in the budget?
If Yes, amount of new costs included in the budget and MYPs
If Yes, explain the nature of the new costs:

No		
----	--	--

--

Classified (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Yes	Yes	Yes
571,553	577,268	583,041
1.0%	1.0%	1.0%

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

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Yes	Yes	Yes
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.):

Agreement not settled for 2016-17

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) (2015-16)	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Number of management, supervisor, and confidential FTE positions	244.0	244.0	244.0	244.0

Management/Supervisor/Confidential Salary and Benefit Negotiations

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

No

If Yes, complete question 2.

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

Prior is settled, however; agreement for 2016-17 has not been settled.
--

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

Negotiations Settled

2. Salary settlement:

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")

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
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

343,166

4. Amount included for any tentative salary schedule increases

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Amount included for any tentative salary schedule increases	0	0	0

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

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
Total cost of H&W benefits	2,961,932	3,139,647	3,328,026
Percent of H&W cost paid by employer	Varies	Varies	Varies
Percent projected change in H&W cost over prior year	6.0%	6.0%	6.0%

Management/Supervisor/Confidential Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step and column adjustments
- Percent change in step & column over prior year

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
Cost of step and column adjustments	168,296	169,137	169,983
Percent change in step & column over prior year	0.5%	0.5%	0.5%

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

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

	Budget Year (2016-17)	1st Subsequent Year (2017-18)	2nd Subsequent Year (2018-19)
Are costs of other benefits included in the budget and MYPs?	Yes	Yes	Yes
Total cost of other benefits	43,200	43,200	43,200
Percent change in cost of other benefits over prior year	0.0%	0.0%	0.0%

S9. Local Control and Accountability Plan (LCAP)

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

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

1. Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year?

Yes

2. Approval date for adoption of the LCAP or approval of an update to the LCAP.

Jun 28, 2016

S10. LCAP Expenditures

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

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services and Expenditures?

Yes

ADDITIONAL FISCAL INDICATORS

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

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

- | | |
|--|----------------------------------|
| A1. Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund? | <input type="text" value="No"/> |
| A2. Is the system of personnel position control independent from the payroll system? | <input type="text" value="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) | <input type="text" value="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? | <input type="text" value="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? | <input type="text" value="No"/> |
| A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees? | <input type="text" value="Yes"/> |
| A7. Is the district's financial system independent of the county office system? | <input type="text" value="Yes"/> |
| 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) | <input type="text" value="No"/> |
| A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months? | <input type="text" value="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



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.4

Meeting Date: June 16, 2016

Subject: Continuous Improvement of Special Education Services: 2016-2017
Annual Service Plan and Annual Budget Plan

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Academic Office/Special Education Department

Recommendation: To conduct a Public Hearing on the SELPA's Annual Service Delivery Plan and the Annual Budget Plan.

Background/Rationale: The SCUSD SELPA Local Plan requires a service plan and budget plan be developed and updated annually. The plans are developed prospectively. The Annual Service Plan describes the full continuum of services provided by the district for students, birth to 22 years of age; including students with low incidence disabilities. The Budget Plan describes those funds received in accordance with EC 56836 and the expenditure of those funds.

The Special Education Department continues to direct its focus towards the improvement of teaching and learning in all programs for students with special needs, as well as outcomes for students, preparing them for college and career.

Financial Considerations: The SCUSD SELPA receives \$21,838,227 in state funding, \$8,234,862 in federal funding, \$3,265,457 for Special Education Transportation and \$63,224,328 in other grants, entitlements and general funds for a total of \$96,562,874

LCAP Goal(s): College and Career Ready Students; Family and Community Engagement

Documents Attached:

1. Public Hearing Notice
2. Executive Summary
3. Annual Service Report
4. Annual Service Descriptions
5. Certification Annual Service Plan
6. Certification Annual Budget Plan

Estimated Time of Presentation: 10 minutes

Submitted by: Iris Taylor, Ed.D., Interim Chief Academic Officer
and Becky Bryant, Director, Special Education
Department/SELPA

Approved by: José L. Banda, Superintendent

Sacramento City Unified School District
Special Education Local Plan Area (SELPA)

NOTICE OF PUBLIC HEARING

**Review of the SELPA's Annual Service Plan and Annual Budget Plan
For 2016-2017**

Copies of these plans may be inspected at:

**Serna Education Center
5735 47th Avenue
Sacramento, CA 95824**

The Sacramento City Unified School District Governing Board will adopt the plan for
the SCUSD SELPA at the June 28, 2016 Governing Board Meeting

HEARING DATE:

Thursday, June 16, 2016

TIME:

6:30 p.m.

LOCATION:

Serna Center
5735 47th Avenue
Sacramento, CA 95824

FOR ADDITIONAL INFORMATION CONTACT:

SCUSD SELPA Office/Special Education Department (916) 643-9163

Board of Education Executive Summary

**Academic Office/Special Education Department:
Continuous Improvement of Special Education Services:
2016-2017 Annual Service Plan and Annual Budget Plan
June 16, 2016**



I. Overview of the Title

The district has worked diligently to align its special education services and practices to serve students in a manner that is equitable, provides access to the general curriculum, meets students' unique needs and closes the achievement gap. It continues to be committed to educate our students, to the greatest extent possible, in age appropriate general education classroom settings in their neighborhood or choice schools, in order to prepare them for college or career. Implementation of Common Core has shown us that students with special needs are able to and do respond positively to rigorous and relevant instruction tailored to their unique learning needs. Furthermore, the Special Education Department continues to move forward with professional learning in instructional strategies to support implementation of Common Core State Standards for all its teachers. The same expectation of high rigor, relevance and accountability applies to every setting where students with Individualized Education Programs (IEPs) receive services. This continued focus on teaching and learning will lay a strong foundation that will position our students for success in preschool through grade 12 and beyond.

The Special Education Department continues to be reflective regarding its practices and present levels of performance in preparing students for this expectation. Approximately 15.7% of the district's population is students with special needs. It is imperative that students with disabilities are afforded the appropriate and equitable education opportunities and services in the Least Restrictive Environment (LRE).

II. Driving Governance

Assembly Bill (AB) 602, Chapter 654, Statutes of 1997, requires the Special Education Local Plan Area (SELPA) to submit an Annual Budget and Service Plan that is adopted at a public hearing. As required in Education Code, these plans must identify expected expenditures, including a description of the services provided and the physical location. The plan must demonstrate that all individuals with special needs have access to services and instruction appropriate to meet their unique learning needs as specified in their Individual Education Program (IEP). The Annual Service and Budget Plan is prospective in nature, adopted by the Board and submitted to CDE on or before June 30, 2016.

III.

Board of Education Executive Summary

Academic Office/Special Education Department:
Continuous Improvement of Special Education Services:
2016-2017 Annual Service Plan and Annual Budget Plan
June 16, 2016



IV. Budget

The budget that supports special education services is derived from multiple sources of federal, state and district funds. Realizing that the average cost to educate a student with an IEP is about two times the cost of educating a student without special needs, the district contributes a significant amount of funds towards the delivery of services and transportation for the students. Below is a breakdown of the revenue the district will receive for the next school year to provide special education services throughout the district. The second table is a breakdown of the expected expenditures for the program. Most of these funds are restricted to specific uses and expenses must be charged to allowable programs and services.

2016-2017 Annual Budget Plan Revenue	
AB 602 (State funds based on district's ADA)	\$21,838,227
IDEA (Federal Funds)	\$ 8,234,862
Special Education Transportation	\$ 3,265,457
Other grants, entitlements and general funds i.e., Educationally Related Mental Health, Workability, Department of Rehabilitation (TPP), State and Federal Preschool, Alternative Dispute Resolution	\$63,224,328
Funds received to provide special education services	\$96,562,874

*Please note: Students receiving special education services in special day classes generate ADA which is listed as part of the district's general fund contribution under LCFF

2016-2017 Expected Expenditures	
Administrative costs of the plan (Management staff, support staff and supplies)	\$ 1,400,089
Low Incidence Disabilities (Teachers, Instructional Aides and supplies)	\$ 2,580,365
Severe Disabilities (Teachers, Instructional Aides, Psychologists*, Social Workers*, Nurses*, supplies, SCOE Excess Costs and nonpublic school/agency costs)	\$49,307,342
Non-severe Disabilities (Teachers, Instructional Aides, Psychologists*, Social Workers*, Nurses*, and supplies)	\$27,356,697
Regionalized Operations and Services	\$ 3,017,209

Board of Education Executive Summary

Academic Office/Special Education Department:
Continuous Improvement of Special Education Services:
2016-2017 Annual Service Plan and Annual Budget Plan
June 16, 2016



(Program Specialists, Behavior Specialists)	
Supplemental Aids and Services	\$ 2,936,561
Transportation	\$ 9,964,611
Total Operating Expenses	\$96,562,872

*Split funded with both funding sources

V. Goals, Objectives and Measures

To achieve its desired outcomes, the department must continue to persevere to accelerate our work and improve our practices on a number of fronts. Knowing that this is a continuous cycle of improvement started six years ago, and that evaluation of progress occurs along the way, the department has identified a number of goals and objectives for the 2016-2017 school year:

- Maintain current Inclusive Practices sites as in the prior school year while the district develops a strong foundation for the staffing and organizational structures of Inclusive Practices and settings where co-teaching is taking place
- Continue to support the implementation of Common Core State Standards and the continued expectation of strong teaching and learning in every classroom
- Continue to focus on strong transition planning at every segment of a student's life, with a clear focus on planning for life after graduation or transition to adult life at age 22

The department will need to use multiple data points to measure its progress towards achieving each goal and objective. The progress and achievement of students will be measured by examining student work over time at the site level, analyzing both summative and formative assessment results, and monitoring progress on IEP goals and objectives. In addition, it will gather and examine qualitative survey data aimed at measuring the perceptions of the parents and students in the areas of Inclusive Practices.

V. Major Initiatives

As stated in the section above, the major initiatives for the department will be to continue to support the current Inclusive Practices sites with staffing, follow-up coaching support and professional learning. Also, the department will continue to strengthen its special day classes by providing on-site consultation by central staff and specific professional learning to address site specific needs. In addition, the focus on continued improvement of the transition planning process for students age 16 and older will continue in order to develop a clear plan for each student's "after" graduation transition or completion of the district education cycle at age 22. Finally the department will continue its focus on improving its relations with families it serves,

Board of Education Executive Summary

**Academic Office/Special Education Department:
Continuous Improvement of Special Education Services:
2016-2017 Annual Service Plan and Annual Budget Plan
June 16, 2016**



by taking an individualized approach to problem solving and case management, working collaboratively with the Community Advisory Committee (CAC), and being available to assist sites when there is need for central office involvement.

VI. Results

The department responded to the need for continued specific professional learning opportunities designed to address the implementation of Common Core State Standards and the access/entry points for students with special needs. A series of trainings for special education teachers have been completed and evaluative feedback from the sessions indicated that these specific trainings met teachers' expectations and provided strategies to use the next day in their classrooms. A series of trainings for parents are held throughout the year through the SELPA's CAC with collaboration from district staff.

The department is currently planning for next year's professional learning based on feedback received from teachers, support staff and parents. As part of the Academic Office team, the department continues to engage in multidisciplinary planning, learning and conversations that deepen the awareness and knowledge about students with special needs and the services they receive.

VII. Lessons Learned/Next Steps

In moving forward, the district will:

- Continue to support the implementation of the Common Core State Standards by addressing specific strategies, such as Universal Design for Learning, Academic Discourse, and Executive Function, to assist students in engaging in the content
- Continue to work closely with school sites to provide support for the continuous improvement of all special education services on their site
- Continue to provide professional learning support to district special education teachers on IEP requirements and development of high quality goals and objectives, including focused implementation on all aspects of the IEP
- Continue proactive outreach to parents to provide information and empowerment strategies to advocate on behalf of their children with special needs
- Refine recruitment efforts to attract district employees in specialty areas, such as Language, Speech and Hearing Specialists, School Psychologists and Occupational Therapists to reduce the cost of nonpublic agencies

SELPA:3412 Sacramento City Unified SELPA

LEA:3467439 SACRAMENTO CITY UNIFIED

Annual Service Report (001)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
0101972 Rosemont High	10	330 340 415 425 435 445 450 510 515 610 720 725 820 830 840 850 890 900
0108951 Health Professions High	10	330 415 510 515 525 530 820 830 840 890 900
0114546 School of Engineering & Sciences	10	330 415 435 450 515 535 820 840 890
3430865 West Campus Hiram Johnson	10	330 415 450 460 820 840
3431012 Burbank (Luther) High	10	330 340 415 425 435 436 445 450 510 515 535 610 725 820 830 840 850 890 900
3434636 Johnson (Hiram W.) High	10	330 340 415 425 435 445 450 460 515 530 720 725 730 820 830 840 850 870 890
3434768 Kennedy (John F.) High	10	330 340 415 425 445 450 460 510 515 535 715 720 725 820 830 840 850 855 860 890 900
3435419 McClatchy (C.K.) High	10	330 415 425 435 436 510 515 820 830 840 850 890 900
3467602 *** Sch Code Not Found *** CSU, Sacramento	10	330 415 720 725 730 820 830 840 850 890 900
6033765 Winn (A.M.) Elementary	10	330 415 425 445 450 460 535
6033807 Harte (Bret) Elementary	10	330 415 450 535
6033815 Greenwood (Caleb) Elementary	10	330 415 425 435 450 460 535 725 730 900
6033823 Camellia Elementary	10	330 415 450 535
6033831 Wenzel (Caroline) Elementary	10	330 415 425 435 436 445 450 460 515 535 720 725 730 900
6033880 Lubin (David) Elementary	10	330 350 415 425 436 450 460 535 715 720 725 730 900
6033906 Warren (Earl) Elementary	10	330 415 425 445 450 515

Please ensure that the following are included on this form: (Ages 6-22)	
10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3412 Sacramento City Unified SELPA

LEA:3467439 SACRAMENTO CITY UNIFIED

Annual Service Report (001)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6033914 Kemble (Edward) Elementary	10	330 415 450 460 525 535
6033930 Elder Creek Elementary	10	330 415 450 535
6033948 Baker (Ethel I.) Elementary	10	330 415 450 515 720 900
6033955 Phillips (Ethel) Elementary	10	330 415 450 510 515 525 720
6033997 Harkness (H.W.) Elementary	10	330 415 425 435 445 450 515
6034003 Hollywood Park Elementary	10	330 415 425 445 450 515 535 720
6034011 Bancroft (Hubert H.) Elementary	10	330 415 425 450 460 515 535 720 900
6034029 Cohen (Isador) Elementary	10	330 415 435 450 535 725
6034037 Leataata Floyd	10	330 415 450 535 720 725 730
6034045 Bidwell (John) Elementary	10	330 415 425 450
6034052 Cabrillo (John) Elementary	10	330 415 425 436 450 460 515 535
6034060 Sloat (John D.) Elementary	10	330 415 425 435 450 460 515 535
6034078 Alice Birney Waldorf	10	330 415 445 450 510 515 535 710 720
6034136 Twain (Mark) Elementary	10	330 415 450 515 720
6034169 Nicholas Elementary	10	330 415 425 435 450 525
6034177 Erlewine (O.W.) Elementary	10	330 415 425 436 445 450 460 515 535 900

Please ensure that the following are included on this form: (Ages 6-22)	
10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3412 Sacramento City Unified SELPA

LEA:3467439 SACRAMENTO CITY UNIFIED

Annual Service Report (001)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6034185 Oak Ridge Elementary	10	330 415 450 515 535
6034193 Pacific Elementary	10	330 415 450 535
6034201 Parkway Elementary	10	330 415 425 436 450 460 510 515 720 725 730
6034219 Burnett (Peter) Elementary	10	330 415 425 450 460 515
6034227 Hearst (Phoebe A.) Elementary	10	330 415 450 535
6034235 Pony Express Elementary	10	330 415 425 436 450 460 510 535 725 900
6034243 Crocker/Riverside Elementary	10	330 415 450 460 535
6034250 Sequoia Elementary	10	330 415 425 445 450 460 535 725 900
6034276 Sutterville Elementary	10	330 415 425 435 445 450 460 515 535 720 900
6034284 Tahoe Elementary	10	330 350 415 450 515 535
6034292 Judah (Theodore) Elementary	10	330 415 425 436 445 450 515 535 900
6034326 Land (William) Elementary	10	330 415 425 450 720
6034334 Woodbine Elementary	10	330 415 450 510 515 525 535 720 900
6059273 Einstein (Albert) Middle	10	330 415 425 450 510 515 535 720 725 900
6059281 California Middle	10	330 415 425 445 450 515 535 900
6059299 Rosa Parks	10	330 415 425 435 445 450 510 515 535 730 830 900

Please ensure that the following are included on this form: (Ages 6-22)	
10-Public Day School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School(operated AS an LEA	55- Charter School(operated as by an LEA

Annual Service Report (001)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6059307 Bacon (Fern) Middle	10	330 415 425 435 436 450 460 515 900
6059315 Da Vinci (Leonardo) Elementary	10	330 415 425 450 460 515 720 725 730
6059323 Still (John H.)	10	330 415 425 436 445 450 460 515 900
6059356 Brannan (Sam) Middle	10	330 340 415 425 450 510 515 530 535 710 900
6059364 Wood (Will C.) Middle	10	330 415 425 510 720
6061832 Carson (Kit) Middle	10	330 340 415 435 450 510 515 530 535 710 725 900
6066690 Sutter Middle	10	330 340 415 425 435 450 515 715 720 900
6071336 Anthony (Susan B.) Elementary	10	330 415 450 515
6096150 Marshall (James) Elementary	10	330 415 425 445 450 515 530 535
6096168 Didion (Genevieve) Elementary	10	330 415 450 460 515 535 900
6097083 Golden Empire Elementary	10	330 415 435 436 445 450 460 535
6099808 Lincoln (Abraham) Elementary	10	330 415 450 720
6107239 King (Martin Luther Jr.) Elementary	10	330 415 425 450 515 535
6110662 Kenny (Father Keith B.) Elementary Charter	10	330 415 450 725
6111389 Matsuyama Elementary	10	330 340 415 450 510 515 535 900
6117097 SCUSD Success Academy K-8 Community Day	10	330 415 515

Please ensure that the following are included on this form: (Ages 6-22)	
10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School(operated AS an LEA	55- Charter School(operated as by an LEA

SELPA:3412 Sacramento City Unified SELPA

LEA:3467439 SACRAMENTO CITY UNIFIED

Annual Service Report (001)

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6119440 Cesar Chavez Intermediate	10	330 415 435 450 515
SACACEL *** Sch Code Not Found *** Accelerated Academy	10	330 415 515 820 840
0113209 Therapeutic Center - John Morse	15	330 415 445 450 510 515 525 535
8430154 American Legion High (Cont.)	20	330 415 515 820 830 840 850
0101295 KIPP Sol Aureus College Preparatory	55	330 415 450
0101881 New Technology High	55	330 415 425 445 450 515 535 725 730 820 830 840 865 900
0101899 George Washington Carver	55	330 340 415 425 445 450 510 515 525 535 720 725 820 830 840 850
0101907 The Met Sacramento	55	330 415 445 510 820 840 900
0121665 Yav Pem Suab Academy - Preparing for the Futu	55	330 415 450 515
0131136 New Joseph Bonnheim (NJB) Community Charter	55	330 415 450
6033799 Bowling Green Elementary (Char)	55	330 340 415 425 435 436 450 460 535 720 725 730 900

Please ensure that the following are included on this form: (Ages 6-22)

10-Public Day School School	20-Continuation School
19-Other Public School/Facility	31- Community School
24-Independent Study	15-Special Education Center/Facility
11-Public Residential School	22- Alternative Work Education
56- Charter School (operated AS an LEA	55- Charter School (operated as by an LEA

SELPA:3412 Sacramento City Unified SELPA

LEA:3467439 SACRAMENTO CITY UNIFIED

Other Facility (002)		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
HOMEHOS *** Sch Code Not Found *** Individual Instruction	40	330 340 415 425 445 450 460 535 725 820 840 890 900
0115220 Land Park Academy - Pat Anderson Center	70	330 415 450 830 850 890 900
0118422 *** Sch Code Not Found *** Placer Learning Center	70	330 450 510
0127779 *** Sch Code Not Found *** Sierra Foothills Academy	70	330 415 445 515 830
0131532 *** Sch Code Not Found *** Capitol Elementary	70	330 340 415 425 445 450 510 515 535
6130025 Sierra School at Edison	70	330 415 436 450 515
6130611 Rancho Learning Center	70	330 415 510 515 525 820 830 840 890
6914246 Odyssey Learning Center, Inc.	70	330 415 425 435 445 450 535 830 850 855 890 900
6937999 Aldar Academy	70	330 415 510 515 820 830 840 855 890
6938245 Sierra School	70	330 415 435 445 450 510 515 725 820 830 840 850 890
7051394 South Pointe Academy	70	330 415 425 450 510 515 725 730 820 830 840 850 890
7085590 Northern California Preparatory School	70	330 415 425 445 450 460 510 515 535 820 830 840
7086846 Guiding Hands, Inc.	70	330 415 445 450 510 515 830 900
7091481 ABC School - Sacramento	70	330 340 415 450 830 900
7099450 CCHAT Center-Sacramento	70	330 415 720

Sacramento County Jail 30 330

Please ensure that the following are included on this form: (Ages 6-22)	
30-Juvenile Court	40-Home Instruction
45-Hospital Facility	50-Community College
51-Adult Education Program	70 -Nonpublic Day School
71/72- Nonpublic Residential	79- Nonpublic Agency

SELPA:3412 Sacramento City Unified SELPA

LEA:3467439 SACRAMENTO CITY UNIFIED

Pre-School Services 004		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
NOSCHOL *** Sch Code Not Found ***	00	330 415 450 460 535 720
No School 3-5 Years Old		
3434636 Johnson (Hiram W.) High	10	415 450
6033765 Winn (A.M.) Elementary	10	415
6033807 Harte (Bret) Elementary	10	330 415
6033815 Greenwood (Caleb) Elementary	10	330 415 436 445 450 460 535
6033823 Camellia Elementary	10	330 415 450
6033831 Wenzel (Caroline) Elementary	10	415
6033856 Huntington (Collis P.) Elementary	10	330 415 450 460
6033880 Lubin (David) Elementary	10	330 350 415 425 450 460 535 720
6033906 Warren (Earl) Elementary	10	415 450
6033914 Kemble (Edward) Elementary	10	330 350 415 450 460
6033930 Elder Creek Elementary	10	330 415 450
6033948 Baker (Ethel I.) Elementary	10	330 350 415 450
6033955 Phillips (Ethel) Elementary	10	330 415 450 460 720 725
6033997 Harkness (H.W.) Elementary	10	415
6034003 Hollywood Park Elementary	10	415

Please ensure that the following are included on this form: (Ages 3-5)	
40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities

SELPA:3412 Sacramento City Unified SELPA

LEA:3467439 SACRAMENTO CITY UNIFIED

Pre-School Services 004		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6034011 Bancroft (Hubert H.) Elementary	10	330 415
6034029 Cohen (Isador) Elementary	10	330 415 450 460 535 720
6034037 Leataata Floyd	10	415 720
6034045 Bidwell (John) Elementary	10	330 340 415 450 460
6034052 Cabrillo (John) Elementary	10	330 415 450 535
6034060 Sloat (John D.) Elementary	10	415
6034078 Alice Birney Waldorf	10	330 415 450 535
6034136 Twain (Mark) Elementary	10	330 415 450
6034169 Nicholas Elementary	10	330 415 450 460
6034177 Erlewine (O.W.) Elementary	10	415
6034185 Oak Ridge Elementary	10	330 415
6034193 Pacific Elementary	10	415
6034201 Parkway Elementary	10	415
6034219 Burnett (Peter) Elementary	10	330 415 450 460
6034227 Hearst (Phoebe A.) Elementary	10	415
6034235 Pony Express Elementary	10	330 350 415 425 450 535

Please ensure that the following are included on this form: (Ages 3-5)	
40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities

SELPA:3412 Sacramento City Unified SELPA

LEA:3467439 SACRAMENTO CITY UNIFIED

Pre-School Services 004

Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6034243 Crocker/Riverside Elementary	10	415
6034250 Sequoia Elementary	10	330 415 450 535
6034276 Sutterville Elementary	10	415
6034284 Tahoe Elementary	10	330 415 450 535
6034292 Judah (Theodore) Elementary	10	330 350 415 450 535
6034326 Land (William) Elementary	10	350 415
6034334 Woodbine Elementary	10	330 415
6059299 Rosa Parks	10	415
6059315 Da Vinci (Leonardo) Elementary	10	415 725 730
6059323 Still (John H.)	10	415
6071336 Anthony (Susan B.) Elementary	10	415
6096150 Marshall (James) Elementary	10	330 415 450 460
6096168 Didion (Genevieve) Elementary	10	415 450 900
6096655 Washington Elementary	10	330 415 450 460 535
6097083 Golden Empire Elementary	10	330 415 450
6099808 Lincoln (Abraham) Elementary	10	415

Please ensure that the following are included on this form: (Ages 3-5)

40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities

SELPA:3412 Sacramento City Unified SELPA

LEA:3467439 SACRAMENTO CITY UNIFIED

Pre-School Services 004		
Site name and type of facility providing services to students enrolled in the LEA		Services Provided at this Location
Site Name	Type of Facility	CASEMIS code associated with each service that is provided at the location listed in the left hand column.
6107239 King (Martin Luther Jr.) Elementary	10	415
6110662 Kenny (Father Keith B.) Elementary Charter	10	330 415 450
6111389 Matsuyama Elementary	10	330 415 450
HOMEHOS *** Sch Code Not Found *** Individual Instruction	40	340 415 900
SETAPRE *** Sch Code Not Found *** SETA Preschool	61	415
8430030 Skills and Business Education	62	415
8433323 Fremont Adult Education	62	415
MARIANA *** Sch Code Not Found *** Marion Anderson Preschool	62	415
PRESCHL *** Sch Code Not Found *** Child Care Preschool	62	415
TRIUMPH *** Sch Code Not Found *** Triumph Preschool	62	330 415 450
PRVTPRE *** Sch Code Not Found *** Private Preschool	64	415 450

Please ensure that the following are included on this form: (Ages 3-5)	
40 Home Instruction/00 - No school	45 Hospital Facility
61-Head Start Program	62- Child Devt. or Child Care
State Preschool Program	64- Private Preschool
65-Extended Day Care Program	11- Public Residential School
10-Public Day School	19-Other Public School/Facilities

Special Education Local Plan Area:

Local Educational Agency (LEA):

Infant Services (003)

<p>Location List the site name and type of facility providing services to students enrolled in the LEA.</p>		<p>Services Provided at this Location List the California Special Education Management Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column.</p>							
<p>Site Name</p>	<p>Type of Facility</p>	<p>CASEMIS Service Codes (Use of Code 900 requires further explanation)</p>							
<p>Infant Services are provided through an MOU with Sacramento County Office of Education</p>									

Use these codes to identify the type of facility where Infant Services (ages 0-3) are provided:

00-No School (Ages 0-5 only)	10-Public Day School
------------------------------	----------------------

11–Public Residential School	19–Other Public School/Facilities
40–Home	45–Hospital Facility
62–Child Development or Child Care Facility	65–Extended Day Care

Service Descriptions

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
210	Family training, counseling, and home visits (ages 0-2 only): This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.	XXX			34 Code of Federal Regulations (CFR) sections 300.34 (c)(3), 300.226
220	Medical services (for evaluation only) (ages 0-2 only): Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.	XXX			34 CFR sections 300.34 (c)(3), 300.226
230	Nutrition services (ages 0-2 only): These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.	XXX			34 CFR sections 300.34 (c)(3), 300.226
240	Service coordination (ages 0-2 only)	XXX			34 CFR sections 300.34 (c)(3), 300.226
250	Special instruction (ages 0-2 only): Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's individualized family service plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.	XXX			34 CFR sections 300.34 (c)(3), 300.226
260	Special education aide in regular development class, childcare center, or family childcare home (ages 0-2 only)	XXX			34 CFR sections 300.34 (c)(3), 300.226

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
270	Respite care services (ages 0-2 only): Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability. (Note: only for infants and toddlers from birth through 2, but under 3.)	XXX			34 CFR sections 300.34 (c)(3), 300.226
330	Specialized academic instruction: Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.	XXX			34 CFR Section 300.39(b)(3)
340	Intensive individual instruction: IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.	XXX			30 California Education Code (EC) Section 56364
350	Individual and small group instruction: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.	XXX			5 California Code of Regulations (CCR) Section 3051; 30 EC Section 56441.2
415	Language and speech: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include specialized instruction and services: monitoring, reviewing, and consultation, and may be direct or indirect, including the use of a speech consultant.	XXX			5 CCR Section 3051.1; 30 EC Section 56363; 34 CFR sections 300.34 (c)(15), 300.8 (c)(11)

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
425	Adapted physical education: Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports, and rhythms, for strength development and fitness suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully, or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program.	XXX			5 CCR Section 3051.5; 30 EC Section 56363; 34 CFR sections 300.108, 300.39 (b)(2)
435	Health and nursing-specialized physical health care services: Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12[b]). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.	XXX			5 CCR Section 3051.12; 30 EC sections 56363, 49423.5(d) 34 CFR Section 300.107;
436	Health and nursing-other services: This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician supervised or specialized health care service. IEP required health and nursing services are expected to supplement the regular health services program.	XXX			5 CCR Section 3051.12; 30 EC Section 56363; 34 CFR Section 300.107

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
445	<p>Assistive technology services: Any specialized training or technical support for the incorporation of assistive devices; adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services; and employers.</p>	XXX			<p>5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR sections 300.6, 300.105</p>
450	<p>Occupational therapy: Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings, or the home, in groups or individually, and may include therapeutic techniques to develop abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.</p>	XXX			<p>5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(6)</p>

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted/Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
460	<p>Physical therapy: These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home, and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.</p>	XXX		5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(9); California <i>Business and Professions Code</i> (B&PC) Chapter 5.7 sections 2600–2696; <i>Government Code</i> (GC) Interagency Agreement Chapter 26.5 Section 7575(a)(2)
510	<p>Individual counseling: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.</p>	XXX		5 CCR Section 3051.9; 34 CFR Section 300.34(c)(2)
515	<p>Counseling and guidance: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. IEP required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal, or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialled to serve special education students. These services are expected to supplement the regular guidance and counseling program.</p>	XXX		34 CFR sections 300.24.(b)(2), 300.306; 5 CCR Section 3051.9

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
520	Parent counseling: Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program.	XXX			5 CCR Section 3051.11; 34 CFR Section 300.34(c)(8)
525	Social work services: Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability, group and individual counseling with the child and family, working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.	XXX			5 CCR Section 3051.13; 34 CFR Section 300.34(c)(14)
530	Psychological services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program.	XXX			5 CCR Section 3051.10; 34 CFR Section 300.34 (c)(10)
535	Behavior intervention services: A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.	XXX			5 CCR Section 3001(d); 34 CFR Section 300.34 (c)(10)

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
540	Day treatment services: Structured education, training, and support services to address the student's mental health needs.	XXX			Health & Safety Code, Div.2, Chap.3, Article 1, Section 1502(a)
545	Residential treatment services: A 24-hour, out-of-home placement that provides intensive therapeutic services to support the educational program.	XXX			Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, Section 5671
610	Specialized services for low incidence disabilities: Low incidence services are defined as those provided to the student population who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.	XXX			5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34
710	Specialized deaf and hard of hearing services: These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel.	XXX			5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34
715	Interpreter services: Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.	XXX			5 CCR Section 3051.16; 34 CFR Section 300.34 (c)(4)
720	Audiological services: These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents, or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included.	XXX			5 CCR Section 3051.2; 34 CFR Section 300.34 (c)(1)

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
725	Specialized vision services: This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills including alternative modes of reading and writing; and social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others, and collaboration with the student's classroom teacher.	XXX			5 CCR Section 3030(d); 30 EC Section 56364.1
730	Orientation and mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.	XXX			5 CCR Section 3051.3; 30 EC Section 56363; 34 CFR Section 300.34 (c)(7)
735	Braille transcription: Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.	XXX			5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(13)
740	Specialized orthopedic services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.	XXX			5 CCR sections 3030(e), 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(8)
745	Reading services	XXX			5 CCR Section 3051.16

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Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
750	Note taking services: Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student or transcription of tape-recorded information from a class or aide designated to take notes. This does not include instruction in the process of learning how to take notes.	XXX			5 CCR Section 3051.16
755	Transcription services: Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.	XXX			5 CCR Section 3051.16
760	Recreation services, includes therapeutic recreation: Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.	XXX			5 CCR Section 3051.15; 34 CFR Section 300.34 (c)(11)
820	College awareness: College awareness is the result of acts that promote and increase student learning about higher education opportunities, information, and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility, and financial aid.	XXX			34 CFR sections 300.39 (b)(5), 300.43
830	Vocational assessment, counseling, guidance, and career assessment: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.	XXX			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
840	Career awareness: Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.	XXX			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
850	Work experience education: Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.	XXX			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
855	Job Coaching: Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.	XXX			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
860	Mentoring: Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way.	XXX			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
865	Agency linkages (referral and placement): Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).	XXX			30 EC Section 56341.5 (f); 34 CFR Section 300.344 (3)(b)
870	Travel training (includes mobility training)	XXX			5 CCR Section 3051.3; 34 CFR sections 300.39 (c)(7)
890	Other transition services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.	XXX			

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
900**	Other special education/related services: Any other specialized service required for a student with a disability to receive educational benefit.	XXX			
*	<i>B&PC—Business and Professional Codes CCR—California Code of Regulations CFR—Code of Federal Regulations EC—Education Code GC—Government Code</i>				
**	Use of CASEMIS Code 900 necessitates further explanation. Please list the other special education/related services to be provided as Code 900 on the form ASP-01b: Customized Service Descriptions.				

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Customized Service Descriptions

Special Education Local Plan Area:

California Department of Education Form ASP-01b (rev March 2016)		Special Education Division			
CASEMIS Code	Special Education Service Category Descriptions Birth-21 Years	Compliance Standard (Legal Requirement)	For CDE Use Only		
900	Behavior Consultation		Compliance	Meets Compliance	Findings/Comments
			Yes	No	
<p>Has the Special Education Local Plan Area (SELPA) included:</p> <ul style="list-style-type: none"> - Name of service? - Description of service? - How service provided? 					

**Certification of Annual Service Plan
 Fiscal Year 2016-17**

1. Check one, as applicable: <input checked="" type="checkbox"/> Single District <input type="checkbox"/> Multiple District <input type="checkbox"/> District/County		
Special Education Local Plan Area (SELPA) Code 3412	SELPA Name Sacramento City Unified School District SELPA	Application Date June 30, 2016
SELPA Address 5735 47 th Ave.	SELPA City Sacramento, CA	SELPA Zip code 95824
Name SELPA Director (Print) Becky Bryant		SELPA Director's Telephone Number (916) 643-9163
2. Certification by Designated Administrative And Fiscal Agency for This Program (Responsible Local Agency [RLA] or Administrative Unit [AU])		
RLA/AU Name Sacramento City Unified School District	Name/Title of RLA/AU Superintendent (Type) José Banda	RLA/AU Telephone Number (916)643-7400
RLA/AU Street Address 5735 47 th Ave.	RLA/AU City Sacramento, CA	RLA/AU Zip code 95824
Date of Governing Board Approval June 16, 2016		

**Certification of Approval of Annual Service Plan Pursuant to California *Education Code*
 Section 56205(b)**

I certify that the Annual Service Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each district within the SELPA at least 15 days prior to the hearing.

The **Annual Service Plan** was presented for public hearing on June 16, 2016.

Adopted this _____ day of _____, 20____.

Signed: _____
 RLA/AU Superintendent

For California Department of Education Use Only

Received by the State Superintendent of Public Instruction: Date: _____ By: _____

**Certification of Annual Budget Plan
 Fiscal Year 2016-17**

1. Check one, as applicable: <input checked="" type="checkbox"/> Single District <input type="checkbox"/> Multiple District <input type="checkbox"/> District/County		
Special Education Local Plan Area (SELPA) Code 3412	SELPA Name Sacramento City Unified School District SELPA	Application Date June 30, 2016
SELPA Address 5735 47 th Ave.	SELPA City Sacramento	SELPA Zip code 95824
Name SELPA Director (Print) Becky Bryant		SELPA Director's Telephone Number (916)643-9163
2. Certification by Designated Administrative And Fiscal Agency for This Program (Responsible Local Agency/Administrative Unit [RLA/AU])		
RLA/AU Name Sacramento City Unified School District	Name/Title of RLA/AU Superintendent José Banda	RLA/AU Telephone Number (916)643-7400
RLA/AU Street Address 5735 47 th Ave.	RLA/AU City Sacramento	RLA/AU Zip code 95824
Date of Governing Board Approval June 16, 2016		

**Certification of Approval of Annual Budget Plan Pursuant to California Education Code
 Section 56205(b)**

I certify that the Annual Budget Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each school within the SELPA at least 15 days prior to the hearing.

The **Annual Budget Plan** was presented for public hearing on June 16, 2016.

Adopted this _____ day of _____, 20____.

Signed: _____
 RLA/AU Superintendent

**Annual Budget Plan
 Fiscal Year 2016-17**

The Annual Budget Plan shall identify expected expenditures for all items required by this part as listed below. The Standardized Account Code Structure (SACS) codes provide source information from the local educational agency (LEA) reporting.

	Reference/Label	Instructions	Estimated Totals
A	Funds received in accordance with Chapter 7.2 (commencing with California <i>Education Code</i> [EC] Section 56836) (Special Education Program Funding)	SACS Resource Code 6500 (State), 3300-3499 (Federal) 6512-6535 (General Fund)	\$37,530,415
	District Contribution		\$59,032,459
B	Administrative costs of the plan	SACS Goal Code 5001 Function 2100	\$ 1,400,089
C	Special Education services to pupils with: (1) severe disabilities , and (2) low-incidence disabilities	SACS Goal Code 5710	\$0
		SACS Goal Code 5730	\$ 2,580,365
		SACS Goal Code 5750	\$49,307,342
D	Special education services to pupils with non-severe disabilities	SACS Goal Code 5770	\$27,083,975
E	Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments	Any SACS Goal Code with SACS Function Code 1130 ¹	\$ 2,936,561
F	Regionalized operations and services, and direct instructional support by program specialists in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2 (SELPA Program Specialists Funding)	SACS Goal Code 5050	\$ 1,271,541
		SACS Goal Code 5060	\$ 1,745,668
G	The use of property taxes allocated to the special education local plan area pursuant to <i>EC</i> Section 2572	Statement is included in Local Plan	

¹ Function Activity Classification can be found <http://www.cde.ca.gov/be/ag/ag/yr08/mar08item24a6.doc>

For California Department of Education Use Only

Received by the State Superintendent of Public Instruction: Date: _____ By: _____



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1a

Meeting Date: June 16, 2016

Subject: Approval of Grants, Entitlements, and Other Income Agreements
Ratification of Other Agreements
Approval of Bid Awards
Approval of Declared Surplus Materials and Equipment
Change Notices
Notices of Completion

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Business Services

Recommendation: Recommend approval of items submitted.

Background/Rationale:

Financial Considerations: See attached.

LCAP Goal(s): Family & Community Engagement; Safe, Clean & Healthy Schools

Documents Attached:

1. Grants, Entitlements, and Other Income Agreements
2. Recommended Bid Awards – Facilities Projects

<p>Estimated Time of Presentation: N/A Submitted by: Gerardo Castillo, CPA, Chief Business Officer Kimberly Teague, Contract Specialist Approved by: José L. Banda, Superintendent</p>

GRANTS, ENTITLEMENTS AND OTHER INCOME AGREEMENTS - REVENUE

<u>Contractor</u>	<u>Description</u>	<u>Amount</u>
<u>ADULT EDUCATION</u>		
A17-00004 Sacramento Employment & Training Agency (SETA)	7/1/16 – 6/30/17: Workforce Innovation and Opportunity Act Grant funding and Resolution that provides Title I, Adult and Dislocated Worker funds to provide basic career services to 1,526 adults and individualized career services to 229 adults.	\$270,000 No Match
A17-00005 Sacramento Employment & Training Agency (SETA)	7/1/16 – 6/30/17: Workforce Innovation and Opportunity Act Grant funding and Resolution that provides Title I, Youth Program funds to provide services to 31 Out-of-School Youth participants at Charles A. Jones Business and Education Center. Out-of-School participants are individuals between the ages of 18 and 24 who are not currently enrolled in public or private education, and who may or may not have completed a high school diploma, GED certificate, or equivalent. Students participate in an intensive program with low student-to-staff ratios for personalized assistance, and are provided guidance and support to meet their educational goals.	\$165,230 No Match
<u>CHILD DEVELOPMENT</u>		
A17-00001 California Dept. of Education	7/1/16 – 6/30/17: State Preschool Program Contract and Resolution Certifying Approval of the Governing Board to Enter into Transactions with the California Department of Education for the Purpose of Providing Child Care and Development Services. Part and full-day preschool programs are comprehensive, developmental programs for three to five-year-old children from low-income families. Programs emphasize parent education and encourage parent involvement. Activities are developmentally, culturally, and linguistically appropriate for the children served. Programs also provide meals or snacks to children, referrals to health and social services for families, and staff development opportunities. The district is reimbursed \$38.53 per child, per day.	\$6,413,352 No Match
A17-00002 California Dept. of Education	7/1/16 – 6/30/17: General Child Care and Development Program Contract and Resolution Certifying Approval of the Governing Board to Enter into Transactions with the California Department of Education for the Purpose of Providing Child Care and Development Services. This full-day program serves school-age and infant/toddlers. General child care and development programs are state and federally funded programs that use centers and family child care home networks operated or administered by either public or private agencies and local educational agencies. Programs provide an educational component that is developmentally, culturally, and linguistically appropriate for the children served. The programs also provide meals and snacks to children, parent education, referrals to health and social services for families, and staff development opportunities. The district is reimbursed \$38.29 per child, per day.	\$658,521 No Match

A17-00003
California Dept.
of Education

7/1/16 – 6/30/17: Pre-Kindergarten and Family Literacy Program Contract and Resolution Certifying Approval of the Governing Board to Enter into Transactions with the California Department of Education for the Purpose of Providing Child Care and Development Services. Contract provides funding for supplemental support for interactive literacy activities for children and families. Funds will be used for materials for the “Raising a Reader” program at Ethel Phillips, Fr. Keith B. Kenny, John Sloat, Oak Ridge, and Susan B. Anthony elementary schools. “Raising a Reader” program provides preschool families with books each week to read. Supplemental support includes district and community resources for adult literacy and information on the importance of reading with children.

\$15,000
No Match

RECOMMENDED BID AWARDS – FACILITIES PROJECTS

Bid No: 0525-402, Outdoor Learning Area and Landscaping at John F. Kennedy High School

Bids received: June 6, 2016
Recommendation: Reject Bid (Over Budget)
Funding Source: Prop 39 Funds

BIDDER	BIDDER LOCATION	AMOUNT
Roebbelen Contracting, Inc.	El Dorado Hills	\$154,550

RECOMMENDED BID AWARDS – FACILITIES PROJECTS

Project: Lease-Leaseback Agreement for AC Paving/Concrete Replacement & Concrete Walkways at Capitol Collegiate Academy (Freeport Elementary) and AC Paving Replacement at Ethel I. Baker Elementary School

Recommendation: Award to Valley Precision Grading, Inc.
Amount/Funding: \$667,988 – Emergency Repair Program Funds

Project: Lease-Leaseback Agreement for HVAC & Roof Replacement at Kit Carson Middle School

Recommendation: Award to Landmark Construction
Amount/Funding: \$1,422,769 – Emergency Repair Program Funds

Project: Lease-Leaseback Agreement for Paving Replacement at Fruit Ridge Elementary School

Recommendation: Award to Seward L. Schreder Construction

Amount/Funding: \$4,359,915 – Emergency Repair Program Funds

Project: Lease-Leaseback Agreement for Construction of Two-Story, Nine Classroom Building, Demolition/Removal of Existing Portables, and Associated Site Improvements at Theodore Judah Elementary School

Recommendation: Award to Hilbers, Inc.

Amount/Funding: \$5,270,351 – Measure Q Funds

Project: Lease-Leaseback Agreement for Multiple Projects at Luther Burbank High School (Paving/Concrete Replacement, Shade Structure, Irrigation and Kitchen Improvements, Plaster Repair, Pool Filters/Mechanical Equipment)

Recommendation: Award to Roebbelen Contracting, Inc.

Amount/Funding: \$4,209,178 – Emergency Repair Program Funds

The lease-leaseback project delivery method is authorized by California Education Code §17406, and authorizes the governing board, without advertising for bids, to enter into a lease with a builder for the purpose of construction, including remodeling and permanent improvements, upon property.

This delivery method to construction has been recognized by the State Legislature as a proven method to deliver school facilities on time, on budget, and with a reduced level of public agency risk associated with design issues, delays and cost overruns. The Lease-Leaseback Agreement establishes a Guaranteed Maximum Price which is the total sum to be paid to the builder for the project.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1b

Meeting Date: June 16, 2016

Subject: Approve Personnel Transactions

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Human Resource Services

Recommendation: Approve Personnel Transactions

Background/Rationale: N/A

Financial Considerations: N/A

LCAP Goal(s): Safe, Clean and Healthy Schools

Documents Attached:

1. Certificated Personnel Transactions Dated June 16, 2016
2. Classified Personnel Transactions Dated June 16, 2016

<p>Estimated Time of Presentation: N/A Submitted by: Cancy McArn, Chief Human Resources Officer Approved by: José L. Banda, Superintendent</p>

Attachment 1: CERTIFICATED 06/16/2016

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
EMPLOY							
GRAY	DE SHANNUS	0	Counselor, High School	LUTHER BURBANK HIGH SCHOOL	01/28/16	06/30/16	AMEND TO EMPLOY PROB 0, EFF 1/28/16
LEAVES							
MOUA	YER	B	Teacher, Elementary	NICHOLAS ELEMENTARY SCHOOL	06/01/16	06/30/16	LOA RTN EXT(PD)HE/PDL EFF 6/1/16
VILLANUEVA ALBOR	AMELIA	0	Teacher, Elementary	NEW JOSEPH BONNHEIM	05/23/16	06/30/16	LOA RTN (UNPD) ADMIN, EFF 5/23/16
SEP/RESIGN/RETIRE							
NGUYEN	CORDELLIA	C	Teacher, High School	JOHN F. KENNEDY HIGH SCHOOL	07/01/15	06/17/16	SEP/RESIGN, EFF 6/17/16
SALDANA	JUANITA	B	Assistant Principal, High Sch	LUTHER BURBANK HIGH SCHOOL	09/14/15	05/16/16	SEP/RESIGN EFF 5/16/16
SHATRAW	AMITY	A	Teacher, High School	JOHN F. KENNEDY HIGH SCHOOL	07/01/15	06/30/16	SEP/RESIGN, EFF 6/30/16

Attachment 2: CLASSIFIED 06/16/2016

NameLast	NameFirst	JobPerm	JobClass	PrimeSite	BegDate	EndDate	Comment
STATUS CHANGE							
DE SMET	RHONDA	A	Transportation Fleet Spclst	TRANSPORTATION SERVICES	05/23/16	06/30/16	REA/STCHG/WVG, EFF 5/23/16
GARCIA	BRIANA CARINA	A	Clerk II	DAVID LUBIN ELEMENTARY SCHOOL	05/02/16	06/30/16	REA/STCHG/TR/WVG, EFF 5/2/16
HENDERSON	ONRICKA	B	Student Outreach Worker	REASSIGNED	04/11/16	06/30/16	REA/STCHG/TR/WVG, EFF 4/11/16-6/3/016
LEAVES							
LAWRENCE	LANCE	A	Applications Spec III	INFORMATION SERVICES	04/27/16	06/07/16	LOA EXT (UNPD) FMLA/CFRA EFF 4/27-6/7/16
ZUNINO	CHRISTOPHER	B	Mngr III, Construction Srvs	FACILITIES SUPPORT SERVICES	05/04/16	06/30/16	LOA (PD) ADMIN, EFF 5/4/16-6/30/16



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1c

Meeting Date: June 16, 2016

Subject: Approve Business and Financial Report: Warrants, Checks, and Electronic Transfers Issued for the Period of May 2016

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Business Services

Recommendation: Approve attached list of warrants and checks.

Background/Rationale: The detailed list of warrants, checks and electronic transfers issued for the period of May 2016 are available for the Board members upon request.

Financial Considerations: Normal business items that reflect payments from district funds.

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Warrants, Checks and Electronic Transfers – May 2016

Estimated Time: N/A

Submitted by: Gerardo Castillo, CPA, Chief Business Officer
Amari Watkins, Director, Accounting Services

Approved by: José L. Banda, Superintendent

Sacramento City Unified School District
Warrants, Checks, and Electronic Transfers
May 2016

<u>Account</u>	<u>Document Numbers</u>	<u>Fund</u>	<u>Amount by Fund</u>	<u>Total by Account</u>
County Accounts Payable Warrants for Operating Expenses	97-330804 - 97-332007	General (01)	\$ 10,135,801.68	
		Charter (09)	\$ 149,866.07	
		Adult Education (11)	\$ 90,002.24	
		Child Development (12)	\$ 185,859.86	
		Cafeteria (13)	\$ 1,627,134.53	
		Deferred Maintenance (14)	\$ 4,104.00	
		Building (21)	\$ 2,426,282.79	
		Developer Fees (25)	\$ 1,836.75	
		Mello Roos Capital Proj (49)	\$ 36,626.70	
		Self Insurance (67/68)	\$ 24,894.42	
		Retiree Benefits (71)	\$ 13,946.70	
Payroll Revolving (76)	\$ 1,562.72			
				<u>\$ 14,697,918.46</u>
Alternate Cash Revolving Checks for Emergency Accounts Payable and Payroll	00001020 - 00001039	General (01)	\$ 2,904.37	
		Self Insurance (67/68)	\$ 323.26	
		Retiree Benefits (71)	\$ 904.56	
		Payroll Revolving (76)	\$ 17,638.67	
				<u>\$ 21,770.86</u>
Payroll and Payroll Vendor Warrants	97795853 - 97797146	General (01)	\$ 1,021,288.55	
		Charter (09)	\$ 38,286.18	
		Adult Education (11)	\$ 17,880.88	
		Child Development (12)	\$ 101,413.44	
		Cafeteria (13)	\$ 110,412.11	
		Retiree Benefits (71)	\$ 12,348.88	
		Payroll Revolving (76)	\$ 2,465,978.03	
				<u>\$ 3,767,608.07</u>
Payroll ACH Direct Deposit	ACH-00969905 - ACH-00976170	General (01)	\$ 12,660,014.38	
		Charter (09)	\$ 463,185.41	
		Adult Education (11)	\$ 190,650.99	
		Child Development (12)	\$ 644,256.13	
		Cafeteria (13)	\$ 348,694.07	
		Building (21)	\$ 49,253.70	
		Self Insurance (67/68)	\$ 16,225.86	
		Retiree Benefits (71)	\$ 24,344.29	
				<u>\$ 14,396,624.83</u>
County Wire Transfers for Benefits, Debt Service, and Tax Payments	9700348311 - 9700348327	General (01)	\$ 1,233.28	
		Retiree Benefits (71)	\$ 66,232.28	
		Payroll Revolving (76)	\$ 3,231,782.94	
				<u>\$ 3,299,248.50</u>
Cafeteria Daily Sales Transfer to County Account	FS-029612	Cafeteria (13)	\$ 146,837.14	
				<u>\$ 146,837.14</u>
Total Warrants, Checks, and Electronic Transfers				<u>\$ 36,330,007.86</u>



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1d

Meeting Date: June 16, 2016

Subject: Approve Sutter Middle School Field Trip to Washington, D.C.
June 18 - 23, 2016

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Deputy Superintendent

Recommendation: Approve Sutter Middle School Field Trip to Washington, D.C.
June 18-23, 2016

Background/Rationale: June 18-23, 2016, a group of 47 students, two teachers, and four chaperones from Sutter Middle School will travel via airplane to Philadelphia, Gettysburg, and Washington, D.C. to study various historical sites, museums, monuments, and the nation's capital, as they pertain to the growth and development of our country. The students will be dropped off at Sacramento International Airport by their parents at the beginning of the trip, picked up by their parents at Sacramento International Airport at the conclusion of the trip.

Financial Considerations: No cost to the district. Expenses paid through parent contribution. Associated Student Body funds were made available for students in need.

LCAP Goal(s): College and Career Ready Students

Documents Attached:

1. Out of State Field Trip Documents

Estimated Time of Presentation:

Submitted by: Lisa Allen, Interim Deputy Superintendent
Olga Simms, Area Assistant Superintendent
Approved by: José Banda, Superintendent

Sacramento City Unified School District
FIELD TRIP REQUEST FORM
 (USE A SEPARATE FORM FOR EACH TRIP)

Parent Permission Form required for each student field trip, See reference distribution section for details concerning each type of trip.
 School Name Sutter Middle School Date June 2, 2016

Teacher's Name Michael Baradat Room # 205 Telephone # 264.4150
 Fax # _____

Field Trip Destination Washington, D.C., Gettysburg, Philadelphia

Local (50 mile radius) Out-of-Town (Beyond 50 mile radius) Overnight

Out-of-State/Country Involving Swimming or Wading Unusual Activities

Route Commercial Airline from Sacramento to Washington, D.C. return via Philadelphia

Educational nature of field trip/excursion Experience historic sites, monuments, and museums of the Capitol and East Coast as a culmination of eighth grade.

Depart Date 06.18.16 Time 6:00 am am/pm Return Date 06.23.16 Time 11:00pm am/pm

TRANSPORTATION will be provided by: Walking School Bus – Contact Transportation Field Trip Office
 Chartered Bus Company Certified: yes no – Check Risk Management Web Site
 Private Vehicle – Complete Volunteer Personal Automobile Use Form for each vehicle and driver.
 Parent Driver – Must have fingerprint clearance, check with Volunteer Office.
 Faculty Driver – Complete Volunteer Personal Automobile Use Form for each vehicle and driver.
 Public Transportation Train Commercial Airline Other: _____

Funding Source private Financial Assistance Available? yes no

Number of students participating: 47

Adult Supervisors/ Drivers:	DRIVER	DRIVER
1) <u>Veronica Moser</u>	<input type="checkbox"/> yes <input type="checkbox"/> no	2) <u>Patricia Castleberry</u> <input type="checkbox"/> yes <input type="checkbox"/> no
3) <u>Soujada Chounlamontry</u>	<input type="checkbox"/> yes <input type="checkbox"/> no	4) _____ <input type="checkbox"/> yes <input type="checkbox"/> no

Teachers and Staff Attending:

1) <u>Michael Baradat</u>	<input type="checkbox"/> yes <input type="checkbox"/> no	2) <u>David Becker</u>	<input type="checkbox"/> yes <input type="checkbox"/> no
3) <u>Braunwyn Juhlin</u>	<input type="checkbox"/> yes <input type="checkbox"/> no	4) _____	<input type="checkbox"/> yes <input type="checkbox"/> no

Principal Approval *Adh* Date _____
 Risk Management Approval (Unusual Activities) *Michael Baradat* Date 6/2/16
 Segment Administrator Approval *Alpa Jimms* Date 6/2/16

Distribution. Refer to Field Trip Information Form RSK 106F for the forms and distribution required for each trip:

- Local Trip:** (50 mile radius) - Submit to Principal for approval. Maintain all documents at site.
- Out-Of-Town:** (beyond 50 mile radius) - Submit to Principal for approval then forward to Segment Administrator 10 days prior to trip.
- Overnight Trip:** Submit to Principal for approval then forward to Segment Administrator 10 days prior to trip.
- Trip Involving Swimming or Wading:** Submit to Principal for approval then forward to Segment Administrator 10 days prior to trip.
- Trip Involving Unusual Activities (Water sports or high risk activities such as rafting, snorkeling, rock climbing, skiing, etc.)** - Submit to Principal for approval then forward to Segment Administrator and Risk Management 6 weeks prior to trip. **Must purchase Special Event Liability Insurance.**
- Out-of-State/Country:** Submit to Principal for approval then forward to Segment Administrator and Risk Management **SIX (6) WEEKS** prior to trip. Must have Superintendent and Board approval prior to trip. Segment Administrator will submit for Board Agenda. Trips not submitted to Segment Administrator 6 weeks prior to trip will be considered automatically rejected by the Board.

Maintain a copy of all forms at site for 2 years. Approved forms will be returned by Segment Administrator

Sacramento City Unified School District
**OUT-OF-STATE OR OUT-OF-COUNTRY
 TRAVEL REQUEST**

School Name Sutter Middle School Date May 15, 2016
 Teacher's Name Michael Baradat Room # 205 Telephone # 264.4150

Field Trip Destination Washington, D.C., Gettysburg, Philadelphia


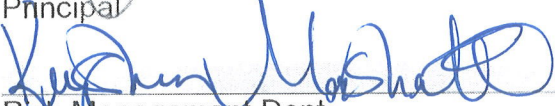

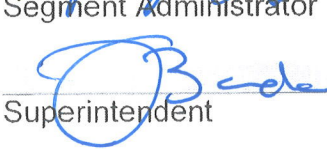
Reason for travel Stuents will experience our Nation's battlefields, monuments, and museums in our nation's
capital and other locations where history happened. This is a culminating event for the eighth grade history
curriculum.

List unusual activities, water activities or high risk activities (examples: rafting, snorkeling, rock climbing, skiing, etc.) as a special parent waiver may be required. Submit copy of contract or waiver for review before signing. Risk management approval required.

Attach a detailed itinerary for each day: _____

Signed _____
 Teacher

Approvals:

	<u>5/15/16</u>
Principal	Date
	<u>6/2/16</u>
Risk Management Dept.	Date
	<u>6/2/16</u>
Segment Administrator	Date
	<u>6/3/16</u>
Superintendent	Date

Board Approval Date _____

TRAVEL REQUEST FORM (ACC-F014)

Sacramento City Unified School District

Request to Attend: <input type="checkbox"/> Conference/Workshop <input type="checkbox"/> Business Meeting	Purpose for Attending: <input type="checkbox"/> Professional Development <input type="checkbox"/> Continued Education Credits Earned	Instructions: This form must be completed and received in Accounts Payable at least 30 days prior to the proposed trip- 60 days if out-of-state. REQ # _____
--	---	--

School/Department Sutter Middle School Date May 15, 2016

Date(s) of Event June 18-23, 2016 Location Washington, D.C., Philadelphia, Gettysburg

Event Title (attach brochure) Field Trip Eighth Grade

Purpose* To experience the history, monuments, and museums of our country. Students will relate to eighth grade history curriculum.
 *(what value does this activity give students, attendees, staff, department/site or community?)

How does this travel align with the District's strategic plan? _____

How will this activity/event be used and shared? _____

Name of Attendee(s) (attach sheet for additional attendees)	Position	Substitute (Y/N)**	No. of Days Required	Budget Code (for substitute)
Michael Baradat		No		
David Becker		No		
Braunwyn Juhlin		No		

Additional Attendees Attached

****IF A SUBSTITUTE IS NEEDED, SEND A COPY OF THIS FORM TO PERSONNEL, BOX 770**

Approvals:

Cristin Tahara-Martin 5/15/16
 Principal/Department Head Signature & Print Name Date

Alvin J. Jimenez 6/2/16
 Cabinet Level or Designee Signature Date

[Signature] 6/2/16
 Chief Business Officer Signature Date

[Signature] 6/2/16
 Superintendent or Designee Signature Date

District cost for all attendees (estimate)

Registration Fee *** 0.00

Meals included?

B L D

Lodging 0.00

Transportation 0.00

Meals 0.00

Other 0.00

TOTAL

Categorical Budget Code(s): _____ \$ _____

General Fund/Unrestricted _____ \$ _____

***If any meals are included in the cost of registration, how many of each: Breakfast _____ Lunch _____ Dinner _____

Prepayment Requested: All checks will be sent to the site/department unless prior arrangements have been made (with AP) to pick up check

Requisition #	Dollar Amount
Registration Fee	_____
Hotel	_____
Airfare ****	_____
Car Rental ****	_____



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1e

Meeting Date: June 16, 2016

Subject: Approve Operational Memorandum of Understanding and Special Education Memorandum of Understanding for California Montessori Project – Capitol Campus

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Office of Strategy and Innovation

Recommendation: Approve Operational Memorandum of Understanding and Special Education Memorandum of Understanding between Sacramento City Unified School District and California Montessori Project – Capitol Campus.

Background/Rationale: The District approved the renewal of the charter for California Montessori Project – Capitol Campus for a term of five years effective July 1, 2016 to June 30, 2021. By approving the renewal of the charter, the District assumed certain oversight responsibilities of the Charter School pursuant to the California Charter Schools Act (Cal. Ed. Code, § 47600 et seq.). To clarify the roles and responsibilities of the parties, the District enters into an Operational MOU and Special Education MOU with each charter school. The Operational MOU outlines responsibilities and expectations between the District and the Charter School regarding the oversight fee paid by the Charter School to the District, the parties' respective fiscal and administrative responsibilities, their legal relationship, and other matters of mutual interest not explicitly addressed or resolved in the terms of the Charter School's charter. The Special Education MOU sets forth the responsibilities of the parties with respect to the delivery and financing of special education services to students enrolled in the Charter School.

Financial Considerations: The financial considerations are outlined within the Operational Memorandum of Understanding and Special Education Memorandum of Understanding.

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Operational Memorandum of Understanding between Sacramento City Unified School District and California Montessori Project – Capitol Campus
2. Special Education Memorandum of Understanding between Sacramento City Unified School District and California Montessori Project – Capitol Campus

Estimated Time of Presentation: N/A

Submitted by: Jack L. Kraemer, Charter Oversight, Coordinator

Approved by: Al Rogers, Ed. D., Chief Strategy Officer

**OPERATIONAL MEMORANDUM OF UNDERSTANDING BETWEEN
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
AND
California Montessori Project – Capitol Campus**

This Operational Memorandum of Understanding (“Agreement”) is entered into as of June 16, 2016, by and between the Board of Trustees of the Sacramento City Unified School District (“District”) and the California Montessori Project (“Non-Profit”), a California non-profit public benefit corporation, operating the California Montessori Project – Capitol Campus (“Charter School”), a public charter school chartered by the District. The District, the Non-Profit and the Charter School are collectively referred to as the “Parties.” This Agreement shall be enforceable only following execution by both Parties and ratification or approval by the governing boards of each of the Parties.

RECITALS:

- A. The District is the granting agency of the Charter School. The District *initially* approved the charter on February 16, 2006 and previously renewed on February 3, 2011. The District renewed the Charter School’s charter on March 17, 2016, for a term of five years, beginning on July 1, 2016 and expiring June 30, 2021. The Charter School is operated by the Non-Profit.
- B. By approving the charter petition, the District assumed certain oversight responsibilities of the Charter School pursuant to the California’s Charter Schools Act (Cal. Ed. Code, § 47600 *et seq.*). This Agreement is intended to outline the Parties’ agreements governing their respective fiscal and administrative responsibilities, their legal relationship, and other matters of mutual interest not otherwise addressed or resolved in the terms of the Charter School’s charter.

NOW, THEREFORE, in consideration of the premises and the mutual covenants and agreements herein set forth, the Non-Profit and the District do hereby agree as follows:

- 1. Use of Terms.** Unless otherwise stated, for the purposes of this Agreement, the terms Charter School and Non-Profit may be used interchangeably, with the duties and responsibilities of the Charter School and Non-Profit being the same under this Agreement.
- 2. Term and Renewal.** This Agreement shall commence on the date upon which it is executed by both Parties, but shall not be effective absent ratification or approval by the governing boards of each of the Parties. The Agreement shall cover the remaining term of the charter, expiring on June 30, 2021. If the Charter School’s charter is revoked or the Charter School ceases operations prior to the expiration of the term of the Agreement, the Agreement shall immediately terminate. The Agreement is also subject to termination in accordance with the processes as set forth in this Agreement or as otherwise permitted by law. Renewal or extension of the charter and this Agreement shall be based, in part, on compliance with the terms set forth in this Agreement, District policy, and applicable law.

3. Designation of School. The Charter School shall be known as California Montessori Project – Capitol Campus. The Charter School may not change its name, nor operate under any other name, without the prior express written approval of the District. The Non-Profit shall be responsible for all functions of the Charter School pursuant to the terms and conditions set forth in this Agreement and its charter. The Charter School shall not be located at more than one school site without the prior express written approval of the District. The Charter School shall not change locations without the prior express written approval of the District. Any change of location shall be considered a material revision of the charter petition under Education Code sections 47605 and 47607 and shall not be denied unless there are sufficient findings per these statutes.

4. School Accountability.

(a) Annual LCAP. The Charter School shall comply with Education Code section 47606.5, as that statute may be amended from time to time, as well as its implementing regulations, if any. The Charter School’s Local Control and Accountability Plan (“LCAP”), and annual updates thereto as required by law, shall be annually provided to the District by July 1, unless a different date is established by law. The Charter School will utilize the State Board of Education’s template to submit its LCAP pursuant to this section. To the extent practicable, the Charter School shall report LCAP data in a manner consistent with how information is reported on a school accountability report card.

(b) Performance Report. The Charter School will provide an Annual Performance Report to the District upon the terms and deadlines specified in Appendix A (Annual Performance Report). Appendix A is incorporated to this Agreement by reference. From time to time, and as may be necessary in the District’s sole discretion, the District reserves the right to revise the content requested in, and format of, the Annual Performance Report. The District will provide the Charter School with notice at least thirty (30) days prior to the implementation of changes to the Annual Performance Report.

(c) Corrective Action. The Charter School must comply with the terms and conditions specified in the Corrective Action Plan, attached to this Agreement as Appendix B and incorporated to this Agreement by reference.

5. Funding.

(a) Basic Funding. The Charter School shall receive its funding in accordance with applicable law. Should anything in this MOU require revision based upon changes in law or regulation, the Parties shall meet without delay to cooperatively revise the MOU to ensure consistency with the law. Any future revision of the Charter Schools Act to revise the manner in which charter schools are funded shall not be interpreted to prevent the Charter School’s direct receipt of full funding in accordance with applicable law.

The Charter School is eligible for a general-purpose entitlement allocated through the Local Control Funding Formula (“LCFF”) under Education Code sections 42388 *et seq.* Except as otherwise noted in this Agreement, it shall be the responsibility of the Charter School to apply

for funding due to the Charter School under LCFF.

The Charter School has elected to receive funding from the State directly, pursuant to Education Code section 47651. The District shall comply with Education Code section 47635 in providing the Charter School with its share of local funding. However, the Parties understand that in the event that such funds are not timely received by the District due to processing delays at either the state or county level, such funds shall be provided to the Charter School as soon as practicable after such funds are made available to the District. The District recognizes the authority of the Charter School to pursue additional sources of funding. Any application for funding by the Charter School that depends on the support or creditworthiness of the District shall be presented to the District for its prior written approval.

(b) District Applications for Funding. When the District applies for additional sources of funding in the form of grants and/or categorical funding at the request of and for the benefit of the Charter School, the District will receive one percent (1%) of such funds at the time they are paid to the Charter School. Such funds shall not be considered revenue for purposes of the District's oversight fee set forth in section 8(b).

(c) Expenditure of Funds. The Charter School agrees to comply with all regulations related to expenditures and receipt of its funds (including compliance with federal and state compliance regulations and certifications). Without limitation to the foregoing, the Charter School agrees that all revenue received from the District and the State shall only be used as outlined herein and in the charter for the provision of educational services for school age children enrolled in and attending the Charter School and shall not be used for purposes other than those set forth in the Charter School's charter and any authorized amendments. The Charter School will provide the District with written monthly notice when the Charter School withdraws funds deposited by the Sacramento County Superintendent of Schools in the Sacramento County Treasury for the account of the Charter School and re-deposits those funds in a financial institution selected by the Charter School. Such notice is provided when the Charter School provides the District with monthly bank statements from the banks where all the Charter School's accounts are held. Within fifteen calendar days of opening an account at a bank or other financial institution, the Charter School will provide written notice to the District of the commencement of that account, the type of account, the financial institution or bank and any identifying account numbers.

(d) Compliance with Procedures. To the extent that the Charter School is required to submit records or information to the District or the County Office of Education in order to confirm funding, including but not limited any audit requirements under LCFF, those records must be prepared by the Charter School in compliance with applicable laws.

6. Legal Relationship. Pursuant to its charter and Education Code section 47604, the Charter School is operated by the Non-Profit. The Charter School and the Non-Profit are separate legal entities from the District. As such, the District shall not be liable for the debts or obligations of the Charter School or the Non-Profit to the maximum extent permitted by applicable law. It is agreed that it is the Parties' intent that the District shall incur no unreimbursed cost or expenses of any type whatsoever as a result of its relationship with the

Charter School. The Charter School may not enter into a contract or agreement to be managed or operated by any other non-profit public benefit corporation (or any other corporation or entity) without the express written prior approval of the District. The obligations of the Charter School under such agreement or contract are solely the responsibility of the Charter School and are not the responsibility of the District.

7. Complaints. The Charter School shall inform the District of any complaints submitted or filed against it, including complaints filed with any governmental entity other than the District, which the District is obligated to respond to using its own complaint resolution processes, or under any state or federal law, including but not limited to complaint submitted pursuant to uniform complaint procedures. Copies of such complaints must be provided to the District within three (3) working days of receipt by the Charter School. If any such complaint raises an issue or issues that may be grounds for revocation or non-renewal of the charter, the District may request that the Charter School report to the District on how such complaints are being addressed, and the Charter School agrees to provide such information upon the District's request. The Charter School shall make such information available to the District for inspection and copying upon request during regular business hours or, upon request, the Charter School shall deliver to the District within ten (10) business days a current copy of any requested records or information. Under all circumstances, the Charter School will cooperate fully in the release of information to the District to assist in the District's oversight obligations.

8. Fiscal Relationship.

(a) Administrative Services. The District's Fee Schedule for Services to the Charter Schools ("Fee Schedule") for the 2016-17 school year is attached hereto as Appendix C, and incorporated to this Agreement by reference. The Charter School may purchase any of the "Optional Administrative Services" designated by the District. If the Charter School elects to purchase such services, the District's agreement to provide those services shall be reduced to writing and signed by the Parties in a separate agreement. The District reserves the right to annually revise the Fee Schedule to reflect the District's then-calculated rates, and the rates stated by each such revision shall apply to services the Charter School is purchasing from the District. If the Charter School contracts for services that require the District to provide labor beyond the current work and vacation calendars of District employees, then the Charter School shall pay the actual cost of these services.

(b) Oversight Fee. The Parties agree that the District will incur costs in connection with its performance of supervisory oversight of the Charter School as required by law, and that it is not in the best interests of either Party to require a mechanical assessment, accounting, billing and payment process to compensate the District for such costs. The Parties further agree that the District is not providing the Charter School with substantially rent-free facilities as referenced by Education Code section 47613(b). Therefore, the Parties agree that the actual cost of the District's supervisory oversight of the Charter School is one percent (1%) of all "Revenue of the Charter School" (excluding grants, loans, and private donations), as defined in Education Code sections 47613, 47632, subd. (a), 42238.02, and 42238.03.

Should anything in this provision require revision based upon a change in the law or regulation, the Parties shall meet without delay to cooperatively revise the MOU to ensure that the fees for oversight are consistent with the law. The Parties further agree that should the District be required by law or requested by the Charter School to perform services on behalf of the Charter School outside of its supervisory oversight functions and other than as outlined above regarding administrative services, it will incur additional costs or expenses, which the Charter School agrees are not included within the services under the Oversight Fee. However, no cost will be imposed upon or accrued by the Charter School without prior negotiation and agreement between the Charter School and the District of the terms and cost of said services.

“Supervisory Oversight,” as used in the Education Code section 47613, is defined in Education Code sections 47604.32 and 47604.33 to mean the District’s performance of duties to include the following:

- Identification of at least one (1) staff member as contact person for the Charter School.
- Visiting the Charter School at least annually.
- Ensuring that the Charter School complies with all reports required of charter schools by law, including the annual update required pursuant to Education Code section 47606.5.
- Monitoring the fiscal condition of the Charter School.
- Providing timely notification, in accordance with the law, regarding whether the charter’s renewal is granted or denied, the charter is revoked, or the charter will cease operation for any reason.
- Reviewing annual reports and assessing the fiscal condition of the Charter School pursuant to Education Code section 47604.33.

(c) Payment for Administrative Services, Oversight Fee and Expenses. On a quarterly basis, the District shall provide a written invoice and, as necessary, supporting expense information, to the Charter School detailing the amount due for services performed by the District, the oversight fee due pursuant to section 8(b), and any expenses paid by the District on the Charter School’s behalf, with the exception of special education encroachment fees, if any which shall be computed and charged in accordance with the Special Education Memorandum Of Understanding between the Parties (Special Education MOU).

Payment on invoices provided to the Charter School pursuant to this section shall be due within thirty (30) calendar days of receipt unless the Charter School has provided written notice to District that it disagrees with invoiced charges. Payments shall be made to the District’s Business Services Department. The Charter School may only withhold payment for services, fees or expenses that it has specifically contested. The Charter School shall make payment by check.

(d) Distribution of Assets Upon Revocation or Closure. Should the Charter School,

as an entity separate from the Non-Profit, cease to exist (by revocation or nonrenewal of its charter or by voluntary closure), and upon a final audit and the payment of, or provision for payment of, all debts and liabilities of the Charter School, any public funds held by or for the Charter School and any assets of the Charter School purchased with public funds shall be distributed in accordance with the terms of the Charter.

9. Fiscal Controls.

(a) Fiscal Policies. The Charter School shall adopt and meet generally accepted accounting principles and shall adopt policies to ensure the Charter School's funds are used to most effectively support the Charter School's mission and to ensure that funds are budgeted, accounted for, expended, and maintained in an appropriate fashion. Such policies will include, but not be limited to the following:

- (1) Expenditures shall be made in accordance with amounts specified in the annual budget or budgetary revisions adopted by the Charter School's governing board;
- (2) The Charter School's funds shall be managed and held in a manner that provides a high degree of protection of the Charter School's assets; and
- (3) All transactions shall be recorded and documented in an appropriate manner that allows reporting to the State, the District, and/or the County Office of Education.

(b) Attendance Accounting. The Charter School shall establish and maintain an appropriate attendance accounting system to record the number of days students are actually in attendance and engaged in activities required of them by the Charter School. The annual audit (see section 9(c) below) will review actual attendance accounting records and practices to ensure compliance. The Charter School's attendance accounting practices will be in conformance with the Charter Schools Act, the California Administrative Code sections defining charter school average daily attendance, and other applicable law.

(c) Annual Financial Audit. The Charter School's governing board will annually appoint an external fiscal auditor, subject to the approval of the District. Said external fiscal auditor must be listed on the State Controller's Office website as approved to conduct such audits. The audit shall include, but not be limited to:

- (1) An audit of the accuracy of the Charter School's financial statements;
- (2) An audit of the Charter School's attendance accounting and revenue claims practices; and
- (3) An audit of the Charter School's internal control practices.

The Charter School shall complete its audit within ninety (90) days of the close of the fiscal year. A copy of the audit report shall be submitted to the District within thirty (30) days of completion, and no later than December 15 of the fiscal year following the fiscal year for which the audit was performed. The Charter School agrees to implement all audit recommendations to the District's satisfaction, unless other terms are agreed to between the District and the Charter School.

(d) Financial Reports. In addition to the foregoing requirements and as specified in Education Code section 47604.33, the Charter School shall annually prepare and submit the following reports to the District and the County Superintendent of Schools:

- (1) On or before July 1, an adopted budget;
- (2) On or before December 15, a first interim financial report, reflecting changes through October 31;
- (3) On or before March 15, a second interim financial report, reflecting changes through January 31; and
- (4) On or before September 15, a final unaudited report for the full prior fiscal year.

In addition to the reports required by this section, the Charter School must submit all reports indicated in Appendix D (Calendar of Annual Charter Due Dates), incorporated to this Agreement by reference. Failure to submit accurate and complete financial information as required hereby shall be considered grounds for revocation of the charter, subject to reasonable opportunity on the part of the Charter School to amend and rectify findings of the above reports.

(e) Voter Approved Measures. In the event that the District seeks and receives a voter approved bond or parcel tax, the Charter School shall have no entitlement to any portion of the funds unless otherwise negotiated in advance. The Charter School agrees that it has no entitlement to funds currently being received, if any, by the District under former parcel tax or bond elections.

(f) Loans. The Charter School agrees that it shall establish a fiscal plan for repayment of any loans received by the Charter School in advance of receipt of such loans. It is agreed that all loans sought by the Charter School shall be authorized in advance by the governing board of the Charter School and shall be the sole responsibility of the Charter School. The District will have no obligation with respect to any loans received by the Charter School to finance its operations, and any such loan shall be the sole responsibility of the Charter School. Upon request, the Charter School will provide information regarding any such loan to the requesting agency pursuant to Education Code section 47604.3. The Charter School shall notify the District, in writing, no later than thirty (30) days prior to entering into any debt whatsoever.

(g) Advance of Funds. The District may in its sole discretion advance funds to the Charter School. In addition, the District may in its sole discretion provide a line of credit for the Charter School.

(h) Cash Flow and Reserve. The Parties agree that the maintenance of a sufficient level of funding reserve is in the best interest of the Charter School and its successful operation. Accordingly, the Charter School shall maintain reserves of no less than three percent (3%). An explanation of any projected drop in reserves below the three percent (3%) level must be included in the Charter School's assumptions in the adopted budget for the fiscal year.

(i) Third Party Debts and Liabilities. Assets or funds allocated or held by the Charter

School for provision of its educational services shall not be used to satisfy any third party debts or liabilities, including those of the Non-Profit. Without limitation to the foregoing, no Charter School monies shall be allocated or spent on the debts or liabilities of any party or organization that is associated with founding this Charter School.

(j) Banking Arrangements. The Charter School's Business Officer or designee will reconcile the Charter School's ledger(s) with its bank accounts or accounts in the County Treasury on a monthly basis and prepare (1) a balance sheet, (2) a comparison of budgeted to actual revenues and expenditures to date, and (3) a cash flow statement, which will be submitted with the reports listed above in section 9(d). The Charter School will deposit all funds received as soon as practical upon receipt. A petty cash fund, not to exceed two hundred dollars (\$200), may be established with an appropriate ledger to be reconciled twice monthly by the Non-Profit Business Officer or designee, who shall not be authorized to expend petty cash.

(k) Property Inventory. Within thirty (30) days of receipt of a written request by the District, the Charter School's head of school or his or her designee, shall provide the District with a written inventory of all Charter School purchases of non-consumable goods and equipment that were: 1) valued at one-thousand dollars (\$1,000.00) or more, and, 2) made in that fiscal year, and, 3) made in whole or in part with public funds. This inventory shall include the original purchase price and date, a brief description of the item(s), and other information appropriate for documenting the Charter School's assets, including identifying information reasonably available to (or reasonably used by) the Charter School, such as serial numbers or Charter School tracking numbers. As the chartering authority, the District may make other reasonable queries to the Charter School, in order to ensure that the Charter School in compliance with the law with regard to tracking items and property that are purchased, in whole or in part, with public funds.

(l) Payroll. The Charter School will prepare payroll checks, tax and retirement withholdings, tax statements, and perform other payroll support functions. The President of the Charter School's governing board or his or her designee will establish and oversee a system to prepare time and attendance reports and submit payroll check requests. The Charter School's Business Officer or designee will review payroll statements monthly to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on checks separate from payroll checks. Upon hiring of staff, a personnel file will be established with all appropriate payroll-related documentation including a federal I-9 form, tax withholding forms, retirement data and use of sick leave.

(m) Other Fiscal Control Policies. The Charter School shall develop and maintain other fiscal control policies as recommended by independent certified public accountants retained by the Charter School to advise it on fiscal control policy matters. Updated fiscal policies of the Charter School shall be provided to the District annually.

10. Reporting to the District.

(a) Enrollment.

1. Annual enrollment reporting. The Charter School recognizes the need to achieve sufficient enrollment each year so that the Charter School remains fiscally viable. On an annual basis and no later than January 15 of each year, the Charter School shall provide the District a copy of its estimated maximum enrollment plans and anticipated grade level offerings for the following school year. In addition, the Charter School shall provide documentation showing the number and percentage of its enrollment that resides within the District's boundaries by grade level and the number and percentage of its enrollment that resides outside of the District's boundaries by grade level. Upon the District's request, the Charter School shall provide additional information regarding its enrolled students, including their name, residential address, school district of residence, and telephone number. The Charter School recognizes that this information is critical to District planning for the next year. District agrees not to use student data information for marketing and/or recruiting purposes.

2. Monthly enrollment reporting. No later than the 15th calendar day of every month, the Charter School shall provide the District with a copy of its student enrollment numbers for the prior month, including the name, residential address, residential telephone number, and school district of residence for each newly enrolled students, as well as for each student who has exited or been disenrolled from the Charter School program. In the alternative, the Charter School may provide the District with access to the enrollment attendance data program of the Charter School.

(b) Reporting to Public Agencies. The Charter School shall submit to the District a copy of all reports or other documents that the Charter School is required to submit to any state or other public agency in the State of California. Such reports will be submitted to the District, when submitted to the state or other public agency.

(c) Notification to District Regarding Governing Body Composition. The Charter School shall annually (on or before August 1) send to the District a list of its directors and officers. The District shall be provided with immediate notice of any change in the composition of these directors or officers.

(d) School Calendar and Schedules. The Charter School shall provide by May 31 of each year the school calendar and bell schedule for the following school year, including calculation of instructional minutes. If summer school, extended day or intersession is offered, the Charter School shall provide calendars and bell schedules for such programs.

(e) Cumulative File Information. The District and the Charter School shall promptly forward to each other all cumulative file information, including, but not limited to, information regarding special education and related services, whenever a student transfers from a District school to the Charter School, or vice versa.

(f) Performance Assessments. The Charter School shall forward results from statewide assessments to the District promptly upon receipt by the Charter School, but in no

event later than October 1.

(g) Student Records. To the extent necessary to discharge its reasonable supervisory oversight activities, the Charter School hereby designates the employees of the District as having a legitimate educational interest such that they are entitled upon request access to the Charter School's education records under the Federal Educational Rights and Privacy Act ("FERPA") and related state laws regarding student records. At a minimum, such records include emergency contact information, health and immunization data, attendance summaries, and academic performance data from all statewide student assessments pursuant to Education Code sections 60600, *et seq.* and 60851. The District, Charter School, and their officers and employees shall comply with FERPA and state laws regarding student records at all times.

11. Special Education and Related Services; English Learners. The Parties will enter into a Special Education MOU. In addition to the terms thereof, the following terms govern the provision of special education and related services to Charter School students.

(a) Compliance with Applicable Law. All children will have access to the Charter School and no student shall be denied admission due to disability. The Charter School shall be solely responsible for compliance with Section 504 of the Rehabilitation Act of 1973 ("Section 504") (29 U.S.C. § 794 *et seq.*) and the Americans with Disabilities Act of 1990 ("ADA") (42 U.S.C. § 12101 *et seq.*). The Parties further agree to implement and comply with the Individuals with Disabilities Education Act ("IDEA") (20 U.S.C. § 1400 *et seq.*) as specified in the Special Education MOU.

(b) Student Study Team. The Charter School agrees to implement a Student Study Team ("SST") Process, a general education function that develops strategies for students in the general education classroom. The SST shall develop and monitor implementation of Section 504 plans for eligible students as appropriate.

(c) English Learners. In addition to those obligations set forth in section 5 of this Agreement concerning English Learners, the Charter School will annually administer the California English Language Development Test ("CELDT") to all eligible students. The Charter School will be responsible for all components necessary to comply with state and federal testing and reporting of English Learners.

12. Human Resources Management.

(a) Charter School Exclusive Employer. All employees of the Charter School are employees of the Non-Profit and shall have no right to employment by the District. The Non-Profit shall have sole responsibility for employment, management, dismissal and discipline of employees of the Charter School.

(b) Compliance with Fingerprinting Requirements. Throughout the term of the Charter and this Agreement, all employees of the Charter School, parent volunteers who will be performing services that are not under the direct supervision of a certificated teacher, and onsite vendors having unsupervised contact with students, will submit to background checks and

fingerprinting in accordance with the provisions of Education Code section 45125.1. The Charter School will provide certification to the District that all employees and volunteers or vendors have clear criminal records summaries prior to their having any unsupervised contact with students. The Charter School will maintain on file and have available for inspection, during District site visits, evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students.

(c) Compliance with Health and Safety Laws. Throughout the term of the Charter and this Agreement, the Charter School and all employees to which each law applies shall comply with the following legal provisions. The Charter School shall maintain a written policy or administrative regulation regarding each legal provision, below, provide the District with a copy of such policy or administrative regulation, and provide the District with a copy if amended.

- (1) Education Code Section 49423 regarding the administration of medication in school;
- (2) Education Code Section 49141 regarding the provision, storage, and administration of epinephrine pens;
- (3) Education Code Section 49406 and Health and Safety Code Sections 121525 – 121555 requiring all employees who work in contact with students to obtain tuberculosis screenings or tests, as specified in law; and
- (4) Penal Code Section 11164, *et seq.* and Education Code Section 44691 regarding employee mandated reporter obligations and training.

(d) STRS/PERS. If the Charter School decides to offer existing or new employees of the Charter School the opportunity to participate in the State Teachers' Retirement System ("STRS") or the Public Employees' Retirement System ("PERS"), the Charter School shall be responsible for entering into a contract with STRS and/or PERS or the District. At the request of the Charter School, the District shall create any reports required by STRS or PERS and may charge the Charter School for the actual costs of such reporting services.

(e) ESSA & Education Code section 47605(l). The Charter School will be responsible for ensuring its staff is compliant with all applicable provisions of the federal Every Student Succeeds Act ("ESSA") and Education Code section 47605(l).

13. Indemnification. The Non-Profit shall promptly defend, indemnify, and hold harmless the District, its officers, directors, employees, agents, representatives, volunteers, administrators, successors, and assigns (collectively hereinafter the "Indemnified Parties") from and against any and all alleged or actual breach of any obligation imposed under this Agreement, or any other actual or alleged breach of any duty or obligation owed to the District or any third party, including any Charter School student (including any student placed with a school other than the Charter School, or in any nonpublic, nonsectarian school or in other special services to address special need or disability situations) or employee, by

the Non-Profit or its officers, directors, employees, agents, representatives, volunteers, guests, students, administrators or trustees, successors or assigns.

The District shall promptly defend, indemnify, and hold harmless the Non-Profit, its officers, directors, employees, agents, representatives, volunteers, administrators, successors, and assigns (collectively hereinafter the “Charter Indemnified Parties”) from and against any and all alleged or actual breach of any obligation imposed on the District under this Agreement, or any other actual or alleged breach of any duty or obligation owed to the Charter School or any third party, arising from the District’s sole or separate negligence.

In the event of a third party claim or potential claim covered by these provisions, the Parties agree to take all steps reasonable or necessary to cooperate in defending and protecting their joint interests, and in expediting all reasonable or necessary efforts to gain coverage for the Parties under any liability policy or indemnity agreement issued in favor of the Non-Profit and/or District, including indemnity rights or agreements existing in contracts between the Non-Profit and/or District and any third party (such as contract with a supplier of goods or services), and further including efforts to reduce defense costs (through joint representation whenever possible), expenses and potential liability exposures.

14. Insurance and Risk Management. The Non-Profit shall, for itself and the Charter School, and at its sole cost and expense, purchase and maintain during the entirety of this Agreement, insurance or indemnity protection as follows, as well as any additional insurance as may be required by law:

(a) Liability Insurance. Occurrence-based liability indemnity protection, having a combined limit of liability of no less than five million dollars (\$5,000,000) per claim and in the aggregate, and a per occurrence deductible of no greater than five thousand dollars (\$5,000), whether purchased in the form of a single policy/agreement or by way of multiple policies/agreements, including excess or umbrella policies or agreements, that extends coverage for, among other things, educators’ legal liability, property damage liability, employment practices liability, automobile (owned, non-owned, and hired) liability, personal injury and advertising injury liability, directors and officers, and errors and omissions liability, with such coverage extended to the Charter School, its governing board, its officers, agents, employees, and volunteers. To the fullest extent allowed by law, and in keeping with the Non-Profit’s indemnity obligations described above, the Indemnified Parties shall be included as “additional insureds” or “additional covered parties” under each of the Non-Profit’s liability policies or agreements, with such coverage evidenced by duly issued “additional insured” or “additional covered party” endorsement(s) and/or duly issued certificate(s) of insurance, which must affirmatively state that the required coverage shall not be reduced or prematurely terminated or cancelled absent 30-days notice to District.

(b) Workers’ Compensation. In accordance with the California Labor Code, the Non-Profit shall purchase and maintain workers’ compensation and employers liability insurance or indemnity protection adequate to protect the Charter School from claims under California’s Workers’ Compensation Act, with a limit of liability no less than \$500,000, and that extends coverage and protection to Charter School employees and volunteers. Evidence of such coverage shall be provided in the form of a duly issued certificate of insurance

which must affirmatively state that the required coverage shall not be reduced or prematurely terminated or cancelled absent 30-days notice to District.

(c) Property Insurance. The District will maintain insurance for facilities, consistent with the Facilities Use Agreement. This includes property damage coverage sufficient to replace, at current market value and in compliance with any enhanced building codes or disability access ordinances, regulations or laws, all personal property, fixtures, and property owned or under the care, custody, or control of the Charter School. Evidence of such coverage shall be provided in the form of a duly issued certificate of insurance or coverage which must affirmatively state that the required coverage shall not be reduced or prematurely terminated or cancelled absent 30-days notice to District.

(d) Bond. Fidelity and crime coverage extending to wrongful acts with respect to money or property owned by or under the care, custody or control of any Charter School employee, volunteer, agent or representative. Evidence of such coverage shall be provided in the form of a duly issued certificate of insurance or coverage which must affirmatively state that the required coverage shall not be reduced or prematurely terminated or cancelled absent 30-days notice to District.

15. Compliance with Law Applicable to Public Agencies. The Charter School agrees to comply at all times with laws which generally apply to public agencies and to comply with federal or state laws (which may be amended from time to time), including but not limited to the following:

- The Ralph M. Brown Act (“Brown Act”) (Cal. Gov. Code, § 54950 *et seq.*);
- The California Public Records Act (Cal. Gov. Code, § 6250 *et seq.*);
- State conflict of interest laws applicable to charter schools operated by nonprofit corporations, including but not limited to the Political Reform Act (Gov. Code, § 87100 *et seq.*);
- The Child Abuse and Neglect Reporting Act (Cal. Penal Code, § 11164 *et seq.*);
- The Individuals with Disabilities Education Rights Act (“IDEA”) (20 U.S.C. § 1400 *et seq.*);
- The Americans with Disabilities Act (“ADA”) (42 U.S.C. § 12101 *et seq.*);
- The U.S. Civil Rights Acts, including Title VII of the 1964 Civil Rights Act;
- The California Fair Employment and Housing Act (“FEHA”) (Cal. Gov. Code, § 12900 *et seq.*);
- The Age Discrimination in Employment Act (“ADEA”) (29 U.S.C. § 621 *et seq.*);
- Section 504 of the Rehabilitation Act of 1973 (“Section 504”) (29 U.S.C. § 794 *et seq.*);
- Education Code sections 220 *et seq.*;
- The Uniform Complaint Procedure (5 Cal. Code Regs., tit. 5, § 4600 *et seq.*);
- The Family Educational Rights and Privacy Act (“FERPA”) (20 U.S.C. § 1232g *et seq.*);
- Local Control Funding Formula (Cal. Ed. Code, § 42238, *et seq.*); and
- All applicable state and federal laws and regulations concerning the improvement of student achievement, including but not limited to any applicable provisions of

the Elementary and Secondary Education Act of 1965 (20 U.S.C. § 6301 *et seq.*) as amended by the Every Student Succeeds Act of 2015 (“ESSA”) (20 U.S.C. § 6301 *et seq.*).

(a) Brown Act and Governing Board Meetings. During the term of the Charter, the Charter School agrees to comply with key terms of the Brown Act and shall conduct the meetings of its governing board in accordance with the Brown Act, including making public the agendas of such meetings in advance, as required by the Brown Act. Prior to opening, the Charter School will provide verification by letter to the District that all members of the Governing Board, administrative staff, and any other staff deemed appropriate by the Charter School have participated in Brown Act training. The governing board of the Charter School shall conduct public meetings at such intervals as are necessary to ensure that the board is providing sufficient direction to the Charter School through implementation of effective policies and procedures. The District reserves the right to appoint a representative to the Charter School’s governing board in accordance with the provisions of Education Code section 47604. The Charter School agrees to provide to the District’s representative on the governing board a complete board packet of information being submitted to the board before each meeting, in sufficient time for review. Governing board adopted policies, meeting agendas and minutes shall be maintained and shall be available for public inspection and to the District during site visits (or upon request).

(b) Public Records Act. The Charter School agrees that all of its records that relate in any way to the operation of the Charter School shall be treated as public records subject to the requirements of the Public Records Act (Cal. Gov. Code, § 6250 *et seq.*) as well as Education Code section 47604.3.

16. Participation in Special Programs and Services; Transportation.

(a) Sports and Other Activities; Student Insurance. In the event that the Charter School wishes to have its students or staff participate in a program or service offered by the District other than those specified by this Agreement, advance approval and arrangements must be made and confirmed in writing, and expenses for such participation may be charged to the Charter School. The District has sole discretion whether to allow the Charter School to participate in such District programs or services, including California Interscholastic Federation (“CIF”) activities. Charter School participation in CIF activities and sports are subject to the rules and regulations of CIF. Charter School students may participate at their own expense in student insurance coverage programs offered by the District.

(b) Transportation. Unless otherwise agreed with the District, the Charter School shall be responsible for any transportation offered to students who enroll in the Charter School.

17. Amendments to Charter. Changes to the Charter deemed to be material amendments may not be made without District consideration and approval. Amendments to the Charter considered to be material changes include, but are not limited to, the following:

(a) Substantial changes to the educational program (including the addition or deletion

- of an educational program), mission, or vision;
- (b) Changing to (or adding) a non-classroom-based program, if originally approved as a classroom-based program;
- (c) Proposed changes in enrollment that differ by more than 10 percent +/- of the enrollment originally projected in the charter petition;
- (d) Addition or deletion of grades or grade levels to be served;
- (e) The addition of facilities and/or new sites not previously approved by the District
- (f) Admission preferences;
- (g) Governance structure; and
- (h) Name changes of the Charter School.

18. Amendments to Agreement. Any modification of this Agreement must be in writing and executed by duly authorized representatives of both Parties specifically indicating the intent of the Parties to modify this Agreement. No such modification or amendment shall be effective absent approval or ratification by the governing boards of both Parties.

In the event of changes in laws, the District and the Charter School agree to negotiate modifications to this Agreement as required by applicable law.

19. Dispute Resolution. Any and all disputes arising out of the interpretation or performance of this Agreement shall be subject to the following procedure until a resolution is reached. Once the Parties have exhausted the procedures stated in (a)-(c), below, each may pursue a remedy as entitled to them by law. Notwithstanding the foregoing, if any such dispute concerns facts or circumstances that may be cause for revocation of the Charter, the District shall not be obligated by the terms of this section as a precondition to revocation.

(a) The disputing party shall provide written notice of the dispute to the other party. Thereafter, the Charter School's designee shall meet with the District's Superintendent or designee within thirty (30) days to attempt informal resolution of the dispute.

(b) In the event this informal meeting fails to resolve the dispute, both Parties or their designees, within sixty (60) days counting from the initial informal meeting date, shall identify two governing board members from their respective boards who shall jointly meet with the Charter School's designee and the District's Superintendent or designee and attempt to resolve the dispute.

(c) If this joint meeting fails to resolve the dispute, the District and the Charter School shall enter into non-binding mediation before a mutually agreed upon mediator, with the costs of the non-binding mediation to be split evenly between the Parties. The format of the mediation shall be developed jointly by the District and the Charter School, and shall incorporate informal rules of evidence and procedure, unless both Parties agree otherwise. Notwithstanding the foregoing, the findings or recommendations of the mediator shall be non-binding, unless the governing boards of the Non-Profit and the District jointly agree to bind themselves.

Exercise of any dispute mechanism authorized by this Agreement shall not, in and of itself,

constitute a material violation of the charter or otherwise be grounds for revocation.

20. Severability. If any provision or any part of this Agreement is for any reason held to be invalid or unenforceable or contrary to law, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.

21. Venue. The Parties agree that any legal action to enforce the terms of this Agreement shall be brought in the appropriate court in Sacramento County, California.

22. Governing Law and Authority. In the event of a conflict between the law and terms of this Agreement, the law shall prevail, and any such conflicting terms shall be severed from this Agreement and nullified. To the extent that this Agreement is inconsistent with any of the terms of the Charter, the terms of this Agreement shall supersede the terms of the Charter. The Parties further agree to jointly make any modification of this Agreement or the Charter needed to effectuate changes in state or federal laws following the execution of this Agreement.

23. Notices. All notices, requests, and other communications under this Agreement shall be in writing and submitted in writing to the addresses set forth below. Notice shall be deemed given on the second day following the mailing of notice by certified mail.

To the District at: Sacramento City Unified School District
Attn: Charter Oversight Coordinator
5735 47th Avenue
Sacramento, CA 95824
Facsimile: (916) 399 - 2058

To the Non-Profit and
Charter School at: California Montessori Project – Capitol Campus
Attn: Gary Bowman
5330-A Gibbons Drive, Suite 700
Carmichael, CA 95608
Facsimile: (916) 325-0912

24. Entire Agreement. This Agreement contains the entire agreement of the Parties with respect to the matters covered hereby, and supersedes any oral or written understandings or agreements between the Parties with respect to the subject matter of this Agreement.

25. Conflicts. If any provision of this Agreement is inconsistent with the charter, the terms of the Agreement shall prevail.

26. Counterparts. This Agreement may be executed in counterparts, each of which shall constitute an original. Facsimile or scanned emailed copies of signature pages transmitted to other Parties to this Agreement shall be deemed equivalent to original signatures on counterparts.

Dated: _____

Gary Bowman
Executive Director
California Montessori Project

Dated: _____

José L. Banda
Superintendent
Sacramento City Unified School District

Appendix A
California Montessori Project – Capitol Campus
Annual Performance Report for 2016-2017 School Year

Sacramento City Unified School District
Annual Performance Report: Submission Year 2016-2017 for Audit Year 2015-2016

Charter School Name: Location Address/es: Contact/s and Position/s: Telephone: _____ Email: _____ Grades Served: _____ Number of Instructional Days: _____ Charter Term: _____ Audit Year: 2015-2016
APR Submission Date:
Instructions: <ul style="list-style-type: none"> - Please enter directly into this form and submit it. - Please include a table of contents for the appendices along with the appendices in hardcopy and put it in the back of the report. - Please submit (1) hardcopy with appendices, (1) electronic Word with appendices, and (1) PDF with appendices no later than October 1, 2016 to jack-kraemer@scusd.edu.
Mission:
Up to 3 bullets about what makes your program unique:
Compliant with Statement of Assurances (Yes or No)

Annual Performance Reports											Element #	
1. Describe Charter School’s target student population, specific educational needs, interests, backgrounds, and challenges. (CBEDS screen shot)											1	
	Grade_	Grade_	Grade_	Grade_	Grade_	Grade_	Grade_	Grade_	Grade_	Grade_		
	# / %	# / %	# / %	# / %	# / %	# / %	# / %	# / %	# / %	# / %		Totals
Total Enrollment	/	/	/	/	/	/	/	/	/	/		/
In District	/	/	/	/	/	/	/	/	/	/		/
Out of District	/	/	/	/	/	/	/	/	/	/		/
EL	/	/	/	/	/	/	/	/	/	/		/
SPED	/	/	/	/	/	/	/	/	/	/		/
FRPL	/	/	/	/	/	/	/	/	/	/		/
Foster	/	/	/	/	/	/	/	/	/	/		/
Sub-group:	/	/	/	/	/	/	/	/	/	/		/
Sub-group:	/	/	/	/	/	/	/	/	/	/		/
Sub-group:	/	/	/	/	/	/	/	/	/	/		/
Sub-group:	/	/	/	/	/	/	/	/	/	/	/	
Sub-group:	/	/	/	/	/	/	/	/	/	/	/	
Comments for 2015-16 school year (Comments for the future: TBD) regarding specific education needs, interests, backgrounds, and challenges (Up to 100 words):												
2. Did your governing board adopt an LCAP revision on time? Y/N (Board adoption date: _____) Did you send your LCAP to the county on time? Y/N (* Please include 2015-16 LCAP in appendix.)											1	

Sacramento City Unified School District
Annual Performance Report: Submission Year 2016-2017 for Audit Year 2015-2016

3. Provide summary data showing student progress toward the goals and outcomes specified in the charter from assessment instruments and techniques listed in the charter or otherwise required by the District (charter specific, from Element 2)	2																																																								
4. Provide Charter School's Academic Performance Index growth target for the three most recent years, if applicable. (one year lag)	2																																																								
5. (High School only) School data regarding A-G requirements for most recent year available.	2																																																								
6. (High School only) School data regarding graduation (from CDE for most recent year available) and WASC accreditation. Four-year cohort graduation rate (overall and for all subgroups reported by the state) Is your school currently accredited by WASC? Y/N (attach accreditation letter in Appendix)	2																																																								
7. Provide an analysis of whether student performance is meeting the goals specified in the charter. The results and data for the three most recent years will be displayed on a school-wide basis and also disaggregated by subgroups and shall include analysis based on applicable CAASPP and CAHSEE programs of the State of California.	3																																																								
8. Provide analysis of CELDT and redesignation results and data for the three most recent years	3																																																								
9. Provide a copy of the Charter School's governing board roster, Board meeting dates held, and identify how the public can access agendas, and minutes.	4																																																								
10. Provide data on the level of parent involvement in the school's governance (and other aspects of the school, if applicable)	4																																																								
11. Provide data regarding the number of staff working at the school and their qualifications.(From CBEDS)	5																																																								
12. Provide a bullet point summary of any major changes and/or additions to the charter school's policies during the year.	6																																																								
13. Provide information demonstrating whether the Charter School implemented the means stated in the charter to achieve a racially and ethnically balanced student population.	7																																																								
14. Provide an overview of the Charter School's admissions practices during the year and the overall number of students on the school's waiting lists on the first day of school of the audit year	8																																																								
15. Provide the charter school's unaudited actuals for the audit year 2015-16 (in Appendix)	9																																																								
<p>16. Complete the table on student discipline from the Charter School.</p> <ul style="list-style-type: none"> - Charter school's reported suspension number and rate for audit year (match what is given to CDE) - How many expulsions and rate for audit year <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Subgroup 1: (List here)</th> <th style="text-align: center;">Subgroup 2: (List here)</th> <th style="text-align: center;">Subgroup 3: (List here)</th> <th style="text-align: center;">Subgroup 4: (List here)</th> <th style="text-align: center;">Subgroup 5: (List here)</th> <th style="text-align: center;">All Others:</th> <th style="text-align: center;">Total Students:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"># Suspended____</td> <td style="text-align: center;"># Suspended____</td> <td style="text-align: center;"># Suspended____</td> <td style="text-align: center;"># Suspended____</td> <td style="text-align: center;"># Suspended____</td> <td style="text-align: center;"># Suspended____</td> <td style="text-align: center;"># Suspended____</td> </tr> <tr> <td style="text-align: center;">Above # divided by Subgroup 1 total enrollment</td> <td style="text-align: center;">Above # divided by Subgroup 2 total enrollment</td> <td style="text-align: center;">Above # divided by Subgroup 3 total enrollment</td> <td style="text-align: center;">Above # divided by Subgroup 4 total enrollment</td> <td style="text-align: center;">Above # divided by Subgroup 5 total enrollment</td> <td style="text-align: center;">Above # divided by All Others total enrollment</td> <td style="text-align: center;">Above # divided by Total Students enrollment</td> </tr> <tr> <td style="text-align: center;">% Suspended____</td> <td style="text-align: center;">% Suspended____</td> <td style="text-align: center;">% Suspended____</td> <td style="text-align: center;">% Suspended____</td> <td style="text-align: center;">% Suspended____</td> <td style="text-align: center;">% Suspended____</td> <td style="text-align: center;">% Suspended____</td> </tr> <tr> <td style="text-align: center;"># Expelled____</td> <td style="text-align: center;"># Expelled____</td> <td style="text-align: center;"># Expelled____</td> <td style="text-align: center;"># Expelled____</td> <td style="text-align: center;"># Expelled____</td> <td style="text-align: center;"># Expelled____</td> <td style="text-align: center;"># Expelled____</td> </tr> <tr> <td style="text-align: center;">Above # divided by Subgroup 1 total enrollment</td> <td style="text-align: center;">Above # divided by Subgroup 2 total enrollment</td> <td style="text-align: center;">Above # divided by Subgroup 3 total enrollment</td> <td style="text-align: center;">Above # divided by Subgroup 4 total enrollment</td> <td style="text-align: center;">Above # divided by Subgroup 5 total enrollment</td> <td style="text-align: center;">Above # divided by All Others total enrollment</td> <td style="text-align: center;">Above # divided by Total Students enrollment</td> </tr> <tr> <td style="text-align: center;">% Expelled____</td> <td style="text-align: center;">% Expelled____</td> <td style="text-align: center;">% Expelled____</td> <td style="text-align: center;">% Expelled____</td> <td style="text-align: center;">% Expelled____</td> <td style="text-align: center;">% Expelled____</td> <td style="text-align: center;">% Expelled____</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">Home District/s Notified: Y or N</td> </tr> </tbody> </table> <p>Comments:</p>	Subgroup 1: (List here)	Subgroup 2: (List here)	Subgroup 3: (List here)	Subgroup 4: (List here)	Subgroup 5: (List here)	All Others:	Total Students:	# Suspended____	# Suspended____	# Suspended____	# Suspended____	# Suspended____	# Suspended____	# Suspended____	Above # divided by Subgroup 1 total enrollment	Above # divided by Subgroup 2 total enrollment	Above # divided by Subgroup 3 total enrollment	Above # divided by Subgroup 4 total enrollment	Above # divided by Subgroup 5 total enrollment	Above # divided by All Others total enrollment	Above # divided by Total Students enrollment	% Suspended____	% Suspended____	% Suspended____	% Suspended____	% Suspended____	% Suspended____	% Suspended____	# Expelled____	# Expelled____	# Expelled____	# Expelled____	# Expelled____	# Expelled____	# Expelled____	Above # divided by Subgroup 1 total enrollment	Above # divided by Subgroup 2 total enrollment	Above # divided by Subgroup 3 total enrollment	Above # divided by Subgroup 4 total enrollment	Above # divided by Subgroup 5 total enrollment	Above # divided by All Others total enrollment	Above # divided by Total Students enrollment	% Expelled____	% Expelled____	% Expelled____	% Expelled____	% Expelled____	% Expelled____	% Expelled____							Home District/s Notified: Y or N	10
Subgroup 1: (List here)	Subgroup 2: (List here)	Subgroup 3: (List here)	Subgroup 4: (List here)	Subgroup 5: (List here)	All Others:	Total Students:																																																			
# Suspended____	# Suspended____	# Suspended____	# Suspended____	# Suspended____	# Suspended____	# Suspended____																																																			
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						Home District/s Notified: Y or N																																																			
<p>17. Provide analysis of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of formal disputes and complaints.</p> <ul style="list-style-type: none"> - Template sentence: During the (audit year) school year, (charter school name) had X complaints filed through the school's uniform complaint procedure and Y complaints were resolved. 	14																																																								

Appendix B
California Montessori Project – Capitol Campus
Corrective Action Plan for 2016-2017 School Year

I. Recitals

- A. This corrective action plan is an appendix to the operational memorandum of understanding (MOU) between the California Montessori Project (CMP), as operators of the California Montessori Project - Capitol Campus (Charter School), and the Sacramento City Unified School District (District.)
- B. On January 19, 2016, CMP petitioned the District for a five-year renewal to its operating charter, initially approved on February 16, 2006, and renewed on February 3, 2011. On March 17, 2016, the District's Board of Trustees approved CMP's renewal petition, contingent upon the terms and conditions to be agreed upon on in the MOU.
- C. This corrective action plan identifies areas that District staff identified during their review of the renewal petition, and establishes corrective steps that CMP and the Charter School agree to remedy.
- D. CMP, Charter School, and the District shall annually review the progress made towards achieving the terms of this corrective action plan.

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements set forth herein and in the MOU, the Charter School agrees to the following terms and conditions:

- 1. Standards for English Learners The Charter School outlines several ways that it addresses providing access to core curriculum for English learners (ELs). However, it does not address the English-learning needs of ELs, (with the single exception of the use of Rosetta Stone, a computer software program), nor does it address how they will evaluate, monitor, and modify their program for ELs. The Charter School can remedy these deficiencies by:
 - Addressing their ELs' language-learning needs through the use of CA ELD Standards and the CA ELA/ELD Framework, which addresses not only standards for learning how English works, but also doing so is meaningful, social contexts, i.e real-world reasons for developing basic and academic English, such as learning academic core content by collaborating with peers, listening and reading critically, and producing language, both written and oral, in response to learning.
 - Developing a simple continuous improvement plan for their EL program that names multiple data points they will collect, analyze and act upon. This is a requirement by law.

2. Pupil Suspension and Expulsion Policies. Charter School's student discipline policies, as described in their charter renewal petition, contain a nearly identical list of offenses that may result in a discretionary student suspension or discretionary student expulsion. However, the student discipline policies do not contain a set of objective standards outlining the circumstances when it is appropriate for the Charter School to issue a discretionary suspension, as opposed to a discretionary expulsion. To remedy this deficiency:

- Charter School shall develop an objective standard to determine when a student shall be subject to a discretionary expulsion, as opposed a discretionary suspension;
- Charter School shall incorporate this objective standard into their student discipline policies, and provide all parents and pupils with notice of said policy change; and
- Charter School shall provide proof to the District of the creation, adoption, and implementation of said student discipline policy.

3. Racial and Ethnic Balance. The enrollment of certain racial and ethnic subgroups at the Charter School is significantly disproportionate to the population residing within the District's boundaries. Based on the data provided in CMP-CC's charter renewal petition, the District determined the enrollment of African American, American Indian, Asian, Hispanic, Economically Disadvantaged, and English Learner pupils is disproportionately low when compared to the District's general population. To address these concerns:

- In addition to the steps for recruitment of diverse pupils identified in its charter renewal petition, Charter School shall develop a detailed recruitment and admissions plan to increase the racial and ethnic balance of the Charter School;
- Charter School shall provide an advance copy of its recruitment and admissions plan to the District for review and comment prior to implementation; and
- Charter School shall provide the District with annual updates of its progress in attaining greater racial and ethnic diversity.

Appendix C
 California Montessori Project – Capitol Campus
 Letter of Intent for 2016-2017 School Year



Independent Charter School
Letter of Intent (LOI)

SCUSD Services and Fees for
 2016-17 School Year

Charter School Name _____

Contact Name and Phone _____

Signature _____ Date _____

(This agreement is required for every charter school.)
Please sign and return all pages no later than Friday, July 1, 2016 to:

Business Services
Attn: Erika Zavaleta
5735 47th Avenue, Box 800
Sacramento, CA 95824

Erika-Zavaleta@scusd.edu/916-643-9055 (tel)

Service upon mutual agreement of contract terms and capacity to deliver.

Service	Method of Cost Calculation	2016-17 (Projected)	2016-17 (Actual: TBD – Provided May 2017)
Please place a ✓ check mark next to each service you would like to purchase from the district to provide to your school.			
A. REQUIRED IF NOT PROVIDED BY SCUSD			
1. Special Education Program Encroachment (if not own LEA)	Per Current Enrollment	\$704.64	
2. Special Education Transportation Encroachment (if used)	Per Special Education Student Transported	\$3,146.66	
✓ 3. *Utilities/Telecommunications	Actual Costs		
4. *Debt Service OR	Per Current Enrollment	\$124.34	
✓ *Facility Use - Pro Rata Share (if using District facility)	Per Square Foot of Facility	\$1.82	
✓ 5. State-Required Reserve for Economic Uncertainties	2% - 4% of Revenues per MOU		
✓ 6. Oversight (if using a District Facility)	1% - 3% of Revenues per MOU	1%	
✓ 7. SPOM or Custodian (if using a District Facility)	Actual Cost		
✓ 8. Security: Covers patrol of Facility only - (Service must be selected unless your site has a contracted security company that has been approved by the District) - (All contracts must be submitted to the District for Approval)	Per Site	\$2,607.13	
✓ 9. Security Monitoring – AstroSonics	Per Panel	\$68.33	



Independent Charter School
Letter of Intent (LOI)

SCUSD Services and Fees for
 2016-17 School Year

Service Please place a ✓ check mark next to each service you would like to purchase from the district to provide to your school.		Method of Cost Calculation	2016-17 (Projected)	2016-17 (Actual: TBD – Provided May 2017)
B.	ADMINISTRATIVE			
	1. Accounting (<i>Must be on Escape System</i>)	Per Current Enrollment	\$12.25	
	- Student Body (Not to exceed 20 checks/month. There will be a \$2.50 per check fee in excess of 20 checks).	Per Current Enrollment	\$5.25	
	2. Budget – Including Student Attendance (<i>Must be on Infinite Campus System</i>)	Per Current Enrollment	\$21.32	
	3. Nutrition Services (Service provided if receiving meals sponsored by SCUSD Nutrition Services Department)	Actual Costs		
	4. Human Resources	Per Current Enrollment	\$76.18	
	5. Employee Compensation (Payroll)	Per Current Enrollment	\$19.20	
	6. Risk Management/Employee Benefits	Per Current Enrollment	\$6.38	
	7. Property/Liability Insurance	Per Current Enrollment	\$43.86	
	8. Purchasing/Warehousing (<i>Must be on Escape System</i>)	Per Current Enrollment	\$31.80	
	- Mail Services (Intradistrict)	Per Current Enrollment	\$4.13	
C.	FACILITIES			
	1. Additional Custodial	Actual Costs		
	- Custodial Supervisor Assistance	Per Hour	\$35.49	
	2. Landscaping	Actual Costs		
	3. Routine Repair and Maintenance	3% of Revenues		
	- Plumbing, HVAC Technician, Electrician, Carpenter	Per Hour	\$43.89	
	- Laborer, Gardener, Machinist, Painter, Glazier	Per Hour	\$32.34	
	4. Planning and Construction			
	- Project Management	Time and Materials		
	- Capital Improvement Request Management	Per Hour	\$62.56	
	- Architect, Engineering, DSA Inspection, Consultation	Market Rate		
	<i>**Services Included in Pro Rata Charge if Using a District Facility</i>			
	5. Safe Schools Coordination	Per Current Enrollment	\$33.15	
D.	FAMILY AND COMMUNITY ENGAGEMENT SERVICES			
	1. Health Services (Nurses)	Actual Cost		
	2. Health Screening (Vision, Hearing, Scoliosis)	Actual Cost		



Independent Charter School
Letter of Intent (LOI)

SCUSD Services and Fees for
 2016-17 School Year

Service	Method of Cost Calculation	2016-17 (Projected)	2016-17 (Actual: TBD – Provided May 2017)
Please place a ✓check mark next to each service you would like to purchase from the district to provide to your school.			
E. TECHNOLOGY SERVICES			
1. Network Infrastructure and Hardware/Support/Training <i>(Does Not Include Items 2-5. You may add on Outlook, Escape, Infinite Campus, or Illuminate, your fees will be increased by the amounts specified in items 2-5 if selected).</i>	Per Current Enrollment	\$66.13	
2. Outlook (select to add on)	Per Current Enrollment	.56	
3. Escape or Workday On-line (select to add on)	Per Current Enrollment	\$6.72	
4. Infinite Campus (Software/Scan) (select to add on)	Per Current Enrollment	\$12.51	
5. Illuminate	Per Current Enrollment	TBD	
F. INSTRUCTIONAL SUPPORT			
1. Staff/Professional Development	Per Current Enrollment	\$1.49	
- Elec. notification/registration, Recordkeeping of 18 hrs.	Per Teacher	\$21.00	
2. State and Federal Programs (On-site Technical Assist)	Per Hour	\$61.95	
3. Multilingual (Resource Teacher/EL Meetings)	Per Yr., Plus Costs, Per Attendee	\$105.00	
- Professional Development for Large and Small Groups	Time and Materials	Call for pricing	
- On-site Technical Assistance	Per Hour	\$53.55	
- Compliance Support	Per Hour	\$53.55	
4. Grant Development	Per Current Enrollment	\$2.58	
5. Standards and Curriculum	Per Current Enrollment	\$21.00	
6. Library/Textbook Services			
- Destiny (Library Software) (One-time initial cost)	Mid/High School (Flat Fee)	\$7,350.00	
- Destiny (On-going support after first initial year)	Per Site	\$1,199.77	
- Library/Textbook Svcs. (includes ordering textbooks)	Per Student Enrollment	\$7.40	
7. Assessment, Research and Evaluation	Per Current Enrollment	\$15.15	
8. Student Svcs./Hearing Office/Child Welfare & Attendance	Per Current Enrollment	\$16.23	
G. LEGAL SERVICES FROM SCUSD	Per Hour	\$220.50- \$262.50	
H. EMPLOYEE RELATIONS			
1. Negotiations	Per Hour	\$52.00 - 85.00	
2. CBA Advisory for Certificated and Classified	Per Hour	\$33.23	
I. OFFICE OF THE SUPERINTENDENT			
1. Communications	Per Hour	\$75.00	

**SPECIAL EDUCATION MEMORANDUM OF UNDERSTANDING
BETWEEN SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
AND
California Montessori Project – Capitol Campus**

This Memorandum of Understanding (“Agreement”) is entered into as of June 16, 2016 (“Effective Date”), by and between the Board of Trustees of the Sacramento City Unified School District (“District”) and California Montessori Project (“Non-Profit”), a California non-profit public benefit corporation, operating California Montessori Project – Capitol Campus (“Charter School”), a public charter school chartered by the District. This Agreement will set forth the responsibilities of the Parties with respect to the delivery and financing of special education services to children enrolled in the Charter School. The Charter School and the District are collectively referred to as the “Parties.”

I. RECITALS

- A. The District is the granting agency of the Charter School. The District *initially* approved the charter on February 16, 2006 and previously renewed on February 3, 2011. The District renewed the Charter School’s charter on March 17, 2016, for a term of five years, beginning on July 1, 2016 and expiring June 30, 2021.
- B. The Charter School is a school operated by Non-Profit, a non-profit public benefit corporation. All obligations imposed hereby on the Charter School are equally imposed on Non-Profit.
- C. This Agreement has the purpose of clarifying the roles and responsibilities of the Parties with regard to students who are enrolled and attend the Charter School and are or may be eligible for special education and related services under the Individuals with Disabilities Education Act (“IDEA”) (20 U.S.C. § 1400 *et seq.*).

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements herein set forth, the Charter School and the District do hereby agree as follows:

II. USE OF TERMS

The Parties agree that unless otherwise stated herein, for the purposes of this Agreement, the terms “Charter School” and “Non-Profit” may be used interchangeably, with the duties and responsibilities of the Charter School and Non-Profit being the same under this Agreement.

III. PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES

- A. It is the intent of the Parties that the Charter School shall be its own local educational agency (“LEA”), pursuant to California Education Code section 47641, subdivision (a). The Charter School has obtained membership as an independent LEA in the Yuba County Office of Education SELPA (“SELPA”).

The Charter School has provided the District with verifiable written assurances that they have been accepted to participate as an LEA in the SELPA.

- B. The Charter School will serve as its own LEA for the purposes of special education, and as such, the Charter School is solely responsible, at its own expense, for insuring that all children with disabilities enrolled in the Charter School receive special education and designated instruction and services in conformity with their individualized education programs and in compliance with the IDEA (20 U.S.C. § 1400 *et seq.*), its implementing regulations and all applicable state and federal law. (34 C.F.R. § 300.209(c); Ed. Code, § 47646(a).)

IV. TERM

The term of this Agreement shall be from the Effective Date to June 30, 2021. This Agreement may be amended by mutual written agreement of the Parties at any time. This Agreement is subject to termination during the term as permitted by law.

V. SECTION 504 OF THE REHABILITATION ACT OF 1973 AND THE AMERICANS WITH DISABILITIES ACT

The Parties agree that this Agreement is intended to address the responsibilities of the Parties with respect to the provision and financing of special education services under the IDEA and does not cover services or accommodations required under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) (29 U.S.C. § 794 *et seq.*), or under the Americans with Disabilities Act of 1990 (“ADA”) (42 U.S.C. § 12101 *et seq.*). The Charter School shall be solely responsible, at its own expense, for compliance with Section 504 and the ADA.

VI. INDEMNIFICATION, INSURANCE AND RISK MANAGEMENT

- A. The Non-Profit shall comply with the terms set forth in paragraph 13 of the Operational Memorandum of Understanding between Sacramento City Unified School District and the Non-profit dated June 16, 2016, which terms are incorporated as if fully set forth herein.
- B. The Non-Profit shall, for itself and the Charter School, comply with the terms set forth in paragraph 14 of the Operational MOU, which terms are incorporated as if fully set forth herein.

VII. MISCELLANEOUS PROVISIONS

- A. **Venue.** The validity of this Agreement and any of its terms or provisions as well as the rights and duties of the Parties shall be governed by the laws of the state of California, and venue shall lie only in Sacramento County Superior Court.
- B. **Modifications.** No modifications, amendments, changes, or variations or any

kind to this Agreement are authorized without written consent, evidenced by execution of an amendment by an authorized representative of each Party.

- C. **Interpretation.** The language herein shall be construed as jointly proposed and jointly accepted, and in the event of any subsequent determination of ambiguity, all Parties shall be treated as equally responsible for such ambiguity.
- D. **Integrated Agreement.** This Agreement is intended by the Parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms. Each of the Parties acknowledges that no one has made any promise, representation or warranty whatsoever, express or implied, written or oral, not contained herein to induce them to execute this Agreement, and that this Agreement is not executed in reliance upon any such promise, representation or warranty.
- E. **Non-Assignability.** This Agreement may not be assigned by the Parties.
- F. **Binding Effect.** This Agreement is binding upon the successors and assigns of the Parties, subject to the non-assignability restrictions set forth in subsection E above.
- G. **Survival of Covenants.** Notwithstanding termination of the Agreement, the indemnification provisions shall survive and be fully enforceable notwithstanding the termination date of the Agreement.
- H. **Notices.** All notices required by this Agreement may be sent by United States mail; postage pre-paid, to the Parties as follows:

To the District at:

Sacramento City Unified School District
Attn: Charter Oversight Coordinator
5735 47th Avenue
Sacramento, CA 95824
Facsimile: (916) 399 - 2058

To Non-Profit and Charter School at:

California Montessori Project – Capitol Campus
Attn: Gary Bowman
5330-A Gibbons Drive, Suite 700
Carmichael, CA 95608
Facsimile: (916) 325-0912

Any notices required by this Agreement sent by facsimile transmission or electronic mail to the facsimile and electronic mail addresses above shall be considered received on the business day they are sent, provided they are sent during the receiving Party's business hours and provided receipt is confirmed by telephone, facsimile, or electronic mail, and further provided the original is promptly placed into the United States mail, postage pre-paid, and addressed as indicated above.

- I. **Warranty.** Each person below warrants and guarantees that s/he is legally authorized to execute this Agreement on behalf of the designated entity and that such execution shall bind the designated entity to the terms of this Agreement.

- J. **Counterparts.** This Agreement may be signed in counterpart such that the signatures may appear on separate signature pages. Facsimile or photocopy signatures shall have the same force and effect as original signatures.

- K. **Ratification.** This Agreement shall not be effective until this Agreement has been ratified or approved by the governing boards of each of the Parties

Dated: _____

Gary Bowman
Executive Director
California Montessori Project

Dated: _____

José L. Banda
Superintendent
Sacramento City Unified School District



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1f

Meeting Date: June 16, 2016

Subject: Approve Operational Memorandum of Understanding and Special Education Memorandum of Understanding for Capitol Collegiate Academy

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Office of Strategy and Innovation

Recommendation: Approve Operational Memorandum of Understanding and Special Education Memorandum of Understanding between Sacramento City Unified School District and Capitol Collegiate Academy.

Background/Rationale: The District approved the renewal of the charter for Capitol Collegiate Academy for a term of five years effective July 1, 2016 to June 30, 2021. By approving the renewal of the charter, the District assumed certain oversight responsibilities of the Charter School pursuant to the California Charter Schools Act (Cal. Ed. Code, § 47600 et seq.). To clarify the roles and responsibilities of the parties, the District enters into an Operational MOU and Special Education MOU with each charter school. The Operational MOU outlines responsibilities and expectations between the District and the Charter School regarding the oversight fee paid by the Charter School to the District, the parties' respective fiscal and administrative responsibilities, their legal relationship, and other matters of mutual interest not explicitly addressed or resolved in the terms of the Charter School's charter. The Special Education MOU sets forth the responsibilities of the parties with respect to the delivery and financing of special education services to students enrolled in the Charter School.

Financial Considerations: The financial considerations are outlined within the Operational Memorandum of Understanding and Special Education Memorandum of Understanding.

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Operational Memorandum of Understanding between Sacramento City Unified School District and Capitol Collegiate Academy
2. Special Education Memorandum of Understanding between Sacramento City Unified School District and Capitol Collegiate Academy

Estimated Time of Presentation: N/A

Submitted by: Jack L. Kraemer, Charter Oversight, Coordinator

Approved by: Al Rogers, Ed. D., Chief Strategy Officer

**OPERATIONAL MEMORANDUM OF UNDERSTANDING BETWEEN
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
AND
Capitol Collegiate Academy**

This Operational Memorandum of Understanding (“Agreement”) is entered into as of June 16, 2016, by and between the Board of Trustees of the Sacramento City Unified School District (“District”) and the Capitol Collegiate, Inc., (“Non-Profit”), a California non-profit public benefit corporation, operating the Capitol Collegiate Academy (“Charter School”), a public charter school chartered by the District. The District, the Non-Profit and the Charter School are collectively referred to as the “Parties.” This Agreement shall be enforceable only following execution by both Parties and ratification or approval by the governing boards of each of the Parties.

RECITALS:

- A. The District is the granting agency of the Charter School. The District *initially* approved the charter on May 6, 2010 for a term of four years and extended the charter for one year on March 5, 2015. The District renewed the Charter School’s charter on November 19, 2015, for a term of five years, beginning on July 1, 2016 and expiring June 30, 2021. The Charter School is operated by the Non-Profit.
- B. By approving the charter petition, the District assumed certain oversight responsibilities of the Charter School pursuant to the California’s Charter Schools Act (Cal. Ed. Code, § 47600 *et seq.*). This Agreement is intended to outline the Parties’ agreements governing their respective fiscal and administrative responsibilities, their legal relationship, and other matters of mutual interest not otherwise addressed or resolved in the terms of the Charter School’s charter.

NOW, THEREFORE, in consideration of the premises and the mutual covenants and agreements herein set forth, the Non-Profit and the District do hereby agree as follows:

- 1. Use of Terms.** Unless otherwise stated, for the purposes of this Agreement, the terms Charter School and Non-Profit may be used interchangeably, with the duties and responsibilities of the Charter School and Non-Profit being the same under this Agreement.
- 2. Term and Renewal.** This Agreement shall commence on the date upon which it is executed by both Parties, but shall not be effective absent ratification or approval by the governing boards of each of the Parties. The Agreement shall cover the remaining term of the charter, expiring on June 30, 2021. If the Charter School’s charter is revoked or the Charter School ceases operations prior to the expiration of the term of the Agreement, the Agreement shall immediately terminate. The Agreement is also subject to termination in accordance with the processes as set forth in this Agreement or as otherwise permitted by law. Renewal or extension of the charter and this Agreement shall be based, in part, on compliance with the terms set forth in this Agreement, District policy, and applicable law.

3. Designation of School. The Charter School shall be known as Capitol Collegiate Academy. The Charter School may not change its name, nor operate under any other name, without the prior express written approval of the District. The Non-Profit shall be responsible for all functions of the Charter School pursuant to the terms and conditions set forth in this Agreement and its charter. The Charter School shall not be located at more than one school site without the prior express written approval of the District. The Charter School shall not change locations without the prior express written approval of the District. Any change of location shall be considered a material revision of the charter petition under Education Code sections 47605 and 47607 and shall not be denied unless there are sufficient findings per these statutes.

4. School Accountability.

(a) Annual LCAP. The Charter School shall comply with Education Code section 47606.5, as that statute may be amended from time to time, as well as its implementing regulations, if any. The Charter School's Local Control and Accountability Plan ("LCAP"), and annual updates thereto as required by law, shall be annually provided to the District by July 1, unless a different date is established by law. The Charter School will utilize the State Board of Education's template to submit its LCAP pursuant to this section. To the extent practicable, the Charter School shall report LCAP data in a manner consistent with how information is reported on a school accountability report card.

(b) Performance Report. The Charter School will provide an Annual Performance Report to the District upon the terms and deadlines specified in Appendix A (Annual Performance Report). Appendix A is incorporated to this Agreement by reference. From time to time, and as may be necessary in the District's sole discretion, the District reserves the right to revise the content requested in, and format of, the Annual Performance Report. The District will provide the Charter School with notice at least thirty (30) days prior to the implementation of changes to the Annual Performance Report.

(c) Corrective Action. The Charter School must comply with the terms and conditions specified in the Corrective Action Plan, attached to this Agreement as Appendix B and incorporated to this Agreement by reference.

5. Funding.

(a) Basic Funding. The Charter School shall receive its funding in accordance with applicable law. Should anything in this MOU require revision based upon changes in law or regulation, the Parties shall meet without delay to cooperatively revise the MOU to ensure consistency with the law. Any future revision of the Charter Schools Act to revise the manner in which charter schools are funded shall not be interpreted to prevent the Charter School's direct receipt of full funding in accordance with applicable law.

The Charter School is eligible for a general-purpose entitlement allocated through the Local Control Funding Formula ("LCFF") under Education Code sections 42388 *et seq.* Except as otherwise noted in this Agreement, it shall be the responsibility of the Charter School to apply for funding due to the Charter School under LCFF.

The Charter School has elected to receive funding from the State directly, pursuant to Education Code section 47651. The District shall comply with Education Code section 47635 in providing the Charter School with its share of local funding. However, the Parties understand that in the event that such funds are not timely received by the District due to processing delays at either the state or county level, such funds shall be provided to the Charter School as soon as practicable after such funds are made available to the District. The District recognizes the authority of the Charter School to pursue additional sources of funding. Any application for funding by the Charter School that depends on the support or creditworthiness of the District shall be presented to the District for its prior written approval.

(b) District Applications for Funding. When the District applies for additional sources of funding in the form of grants and/or categorical funding at the request of and for the benefit of the Charter School, the District will receive one percent (1%) of such funds at the time they are paid to the Charter School. Such funds shall not be considered revenue for purposes of the District's oversight fee set forth in section 8(b).

(c) Expenditure of Funds. The Charter School agrees to comply with all regulations related to expenditures and receipt of its funds (including compliance with federal and state compliance regulations and certifications). Without limitation to the foregoing, the Charter School agrees that all revenue received from the District and the State shall only be used as outlined herein and in the charter for the provision of educational services for school age children enrolled in and attending the Charter School and shall not be used for purposes other than those set forth in the Charter School's charter and any authorized amendments. The Charter School will provide the District with written monthly notice when the Charter School withdraws funds deposited by the Sacramento County Superintendent of Schools in the Sacramento County Treasury for the account of the Charter School and re-deposits those funds in a financial institution selected by the Charter School. Such notice is provided when the Charter School provides the District with monthly bank statements from the banks where all the Charter School's accounts are held. Within fifteen calendar days of opening an account at a bank or other financial institution, the Charter School will provide written notice to the District of the commencement of that account, the type of account, the financial institution or bank and any identifying account numbers.

(d) Compliance with Procedures. To the extent that the Charter School is required to submit records or information to the District or the County Office of Education in order to confirm funding, including but not limited any audit requirements under LCFF, those records must be prepared by the Charter School in compliance with applicable laws.

6. Legal Relationship. Pursuant to its charter and Education Code section 47604, the Charter School is operated by the Non-Profit. The Charter School and the Non-Profit are separate legal entities from the District. As such, the District shall not be liable for the debts or obligations of the Charter School or the Non-Profit to the maximum extent permitted by applicable law. It is agreed that it is the Parties' intent that the District shall incur no unreimbursed cost or expenses of any type whatsoever as a result of its relationship with the Charter School. The Charter School may not enter into a contract or agreement to be managed or

operated by any other non-profit public benefit corporation (or any other corporation or entity) without the express written prior approval of the District. The obligations of the Charter School under such agreement or contract are solely the responsibility of the Charter School and are not the responsibility of the District.

7. Complaints. The Charter School shall inform the District of any complaints submitted or filed against it, including complaints filed with any governmental entity other than the District, which the District is obligated to respond to using its own complaint resolution processes, or under any state or federal law, including but not limited to complaint submitted pursuant to uniform complaint procedures. Copies of such complaints must be provided to the District within three (3) working days of receipt by the Charter School. If any such complaint raises an issue or issues that may be grounds for revocation or non-renewal of the charter, the District may request that the Charter School report to the District on how such complaints are being addressed, and the Charter School agrees to provide such information upon the District's request. The Charter School shall make such information available to the District for inspection and copying upon request during regular business hours or, upon request, the Charter School shall deliver to the District within ten (10) business days a current copy of any requested records or information. Under all circumstances, the Charter School will cooperate fully in the release of information to the District to assist in the District's oversight obligations.

8. Fiscal Relationship.

(a) Administrative Services. The District's Fee Schedule for Services to the Charter Schools ("Fee Schedule") for the 2016-17 school year is attached hereto as Appendix C, and incorporated to this Agreement by reference. The Charter School may purchase any of the "Optional Administrative Services" designated by the District. If the Charter School elects to purchase such services, the District's agreement to provide those services shall be reduced to writing and signed by the Parties in a separate agreement. The District reserves the right to annually revise the Fee Schedule to reflect the District's then-calculated rates, and the rates stated by each such revision shall apply to services the Charter School is purchasing from the District. If the Charter School contracts for services that require the District to provide labor beyond the current work and vacation calendars of District employees, then the Charter School shall pay the actual cost of these services.

(b) Oversight Fee. The Parties agree that the District will incur costs in connection with its performance of supervisory oversight of the Charter School as required by law, and that it is not in the best interests of either Party to require a mechanical assessment, accounting, billing and payment process to compensate the District for such costs. The Parties further agree that the District is not providing the Charter School with substantially rent-free facilities as referenced by Education Code section 47613(b). Therefore, the Parties agree that the actual cost of the District's supervisory oversight of the Charter School is one percent (1%) of all "Revenue of the Charter School" (excluding grants, loans, and private donations), as defined in Education Code sections 47613, 47632, subd. (a), 42238.02, and 42238.03.

Should anything in this provision require revision based upon a change in the law or

regulation, the Parties shall meet without delay to cooperatively revise the MOU to ensure that the fees for oversight are consistent with the law. The Parties further agree that should the District be required by law or requested by the Charter School to perform services on behalf of the Charter School outside of its supervisory oversight functions and other than as outlined above regarding administrative services, it will incur additional costs or expenses, which the Charter School agrees are not included within the services under the Oversight Fee. However, no cost will be imposed upon or accrued by the Charter School without prior negotiation and agreement between the Charter School and the District of the terms and cost of said services.

“Supervisory Oversight,” as used in the Education Code section 47613, is defined in Education Code sections 47604.32 and 47604.33 to mean the District’s performance of duties to include the following:

- Identification of at least one (1) staff member as contact person for the Charter School.
- Visiting the Charter School at least annually.
- Ensuring that the Charter School complies with all reports required of charter schools by law, including the annual update required pursuant to Education Code section 47606.5.
- Monitoring the fiscal condition of the Charter School.
- Providing timely notification, in accordance with the law, regarding whether the charter’s renewal is granted or denied, the charter is revoked, or the charter will cease operation for any reason.
- Reviewing annual reports and assessing the fiscal condition of the Charter School pursuant to Education Code section 47604.33.

(c) Payment for Administrative Services, Oversight Fee and Expenses. On a quarterly basis, the District shall provide a written invoice and, as necessary, supporting expense information, to the Charter School detailing the amount due for services performed by the District, the oversight fee due pursuant to section 8(b), and any expenses paid by the District on the Charter School’s behalf, with the exception of special education encroachment fees, if any which shall be computed and charged in accordance with the Special Education Memorandum Of Understanding between the Parties (Special Education MOU).

Payment on invoices provided to the Charter School pursuant to this section shall be due within thirty (30) calendar days of receipt unless the Charter School has provided written notice to District that it disagrees with invoiced charges. Payments shall be made to the District’s Business Services Department. The Charter School may only withhold payment for services, fees or expenses that it has specifically contested. The Charter School shall make payment by check.

(d) Distribution of Assets Upon Revocation or Closure. Should the Charter School, as an entity separate from the Non-Profit, cease to exist (by revocation or nonrenewal of its

charter or by voluntary closure), and upon a final audit and the payment of, or provision for payment of, all debts and liabilities of the Charter School, any public funds held by or for the Charter School and any assets of the Charter School purchased with public funds shall be distributed in accordance with the terms of the Charter.

9. Fiscal Controls.

(a) Fiscal Policies. The Charter School shall adopt and meet generally accepted accounting principles and shall adopt policies to ensure the Charter School's funds are used to most effectively support the Charter School's mission and to ensure that funds are budgeted, accounted for, expended, and maintained in an appropriate fashion. Such policies will include, but not be limited to the following:

- (1) Expenditures shall be made in accordance with amounts specified in the annual budget or budgetary revisions adopted by the Charter School's governing board;
- (2) The Charter School's funds shall be managed and held in a manner that provides a high degree of protection of the Charter School's assets; and
- (3) All transactions shall be recorded and documented in an appropriate manner that allows reporting to the State, the District, and/or the County Office of Education.

(b) Attendance Accounting. The Charter School shall establish and maintain an appropriate attendance accounting system to record the number of days students are actually in attendance and engaged in activities required of them by the Charter School. The annual audit (see section 9(c) below) will review actual attendance accounting records and practices to ensure compliance. The Charter School's attendance accounting practices will be in conformance with the Charter Schools Act, the California Administrative Code sections defining charter school average daily attendance, and other applicable law.

(c) Annual Financial Audit. The Charter School's governing board will annually appoint an external fiscal auditor, subject to the approval of the District. Said external fiscal auditor must be listed on the State Controller's Office website as approved to conduct such audits. The audit shall include, but not be limited to:

- (1) An audit of the accuracy of the Charter School's financial statements;
- (2) An audit of the Charter School's attendance accounting and revenue claims practices; and
- (3) An audit of the Charter School's internal control practices.

The Charter School shall complete its audit within ninety (90) days of the close of the fiscal year. A copy of the audit report shall be submitted to the District within thirty (30) days of completion, and no later than December 15 of the fiscal year following the fiscal year for which the audit was performed. The Charter School agrees to implement all audit recommendations to the District's satisfaction, unless other terms are agreed to between the District and the Charter School.

(d) Financial Reports. In addition to the foregoing requirements and as specified in Education Code section 47604.33, the Charter School shall annually prepare and submit the following reports to the District and the County Superintendent of Schools:

- (1) On or before July 1, an adopted budget;
- (2) On or before December 15, a first interim financial report, reflecting changes through October 31;
- (3) On or before March 15, a second interim financial report, reflecting changes through January 31; and
- (4) On or before September 15, a final unaudited report for the full prior fiscal year.

In addition to the reports required by this section, the Charter School must submit all reports indicated in Appendix D (Calendar of Annual Charter Due Dates), incorporated to this Agreement by reference. Failure to submit accurate and complete financial information as required hereby shall be considered grounds for revocation of the charter, subject to reasonable opportunity on the part of the Charter School to amend and rectify findings of the above reports.

(e) Voter Approved Measures. In the event that the District seeks and receives a voter approved bond or parcel tax, the Charter School shall have no entitlement to any portion of the funds unless otherwise negotiated in advance. The Charter School agrees that it has no entitlement to funds currently being received, if any, by the District under former parcel tax or bond elections.

(f) Loans. The Charter School agrees that it shall establish a fiscal plan for repayment of any loans received by the Charter School in advance of receipt of such loans. It is agreed that all loans sought by the Charter School shall be authorized in advance by the governing board of the Charter School and shall be the sole responsibility of the Charter School. The District will have no obligation with respect to any loans received by the Charter School to finance its operations, and any such loan shall be the sole responsibility of the Charter School. Upon request, the Charter School will provide information regarding any such loan to the requesting agency pursuant to Education Code section 47604.3. The Charter School shall notify the District, in writing, no later than thirty (30) days prior to entering into any debt whatsoever.

(g) Advance of Funds. The District may in its sole discretion advance funds to the Charter School. In addition, the District may in its sole discretion provide a line of credit for the Charter School.

(h) Cash Flow and Reserve. The Parties agree that the maintenance of a sufficient level of funding reserve is in the best interest of the Charter School and its successful operation. Accordingly, the Charter School shall maintain reserves of no less than three percent (3%). An explanation of any projected drop in reserves below the three percent (3%) level must be included in the Charter School's assumptions in the adopted budget for the fiscal year.

(i) Third Party Debts and Liabilities. Assets or funds allocated or held by the Charter School for provision of its educational services shall not be used to satisfy any third party debts

or liabilities, including those of the Non-Profit. Without limitation to the foregoing, no Charter School monies shall be allocated or spent on the debts or liabilities of any party or organization that is associated with founding this Charter School.

(j) Banking Arrangements. The Charter School's Business Officer or designee will reconcile the Charter School's ledger(s) with its bank accounts or accounts in the County Treasury on a monthly basis and prepare (1) a balance sheet, (2) a comparison of budgeted to actual revenues and expenditures to date, and (3) a cash flow statement, which will be submitted with the reports listed above in section 9(d). The Charter School will deposit all funds received as soon as practical upon receipt. A petty cash fund, not to exceed two hundred dollars (\$200), may be established with an appropriate ledger to be reconciled twice monthly by the Non-Profit Business Officer or designee, who shall not be authorized to expend petty cash.

(k) Property Inventory. Within thirty (30) days of receipt of a written request by the District, the Charter School's head of school or his or her designee, shall provide the District with a written inventory of all Charter School purchases of non-consumable goods and equipment that were: 1) valued at one-thousand dollars (\$1,000.00) or more, and, 2) made in that fiscal year, and, 3) made in whole or in part with public funds. This inventory shall include the original purchase price and date, a brief description of the item(s), and other information appropriate for documenting the Charter School's assets, including identifying information reasonably available to (or reasonably used by) the Charter School, such as serial numbers or Charter School tracking numbers. As the chartering authority, the District may make other reasonable queries to the Charter School, in order to ensure that the Charter School in compliance with the law with regard to tracking items and property that are purchased, in whole or in part, with public funds.

(l) Payroll. The Charter School will prepare payroll checks, tax and retirement withholdings, tax statements, and perform other payroll support functions. The President of the Charter School's governing board or his or her designee will establish and oversee a system to prepare time and attendance reports and submit payroll check requests. The Charter School's Business Officer or designee will review payroll statements monthly to ensure that (1) the salaries are consistent with staff contracts and personnel policies and (2) the proper tax, retirement, disability, and other withholdings have been deducted and forwarded to the appropriate authority. All staff expense reimbursements will be on checks separate from payroll checks. Upon hiring of staff, a personnel file will be established with all appropriate payroll-related documentation including a federal I-9 form, tax withholding forms, retirement data and use of sick leave.

(m) Other Fiscal Control Policies. The Charter School shall develop and maintain other fiscal control policies as recommended by independent certified public accountants retained by the Charter School to advise it on fiscal control policy matters. Updated fiscal policies of the Charter School shall be provided to the District annually.

10. Reporting to the District.

(a) Enrollment.

1. Annual enrollment reporting. The Charter School recognizes the need to achieve sufficient enrollment each year so that the Charter School remains fiscally viable. On an annual basis and no later than January 15 of each year, the Charter School shall provide the District a copy of its estimated maximum enrollment plans and anticipated grade level offerings for the following school year. In addition, the Charter School shall provide documentation showing the number and percentage of its enrollment that resides within the District's boundaries by grade level and the number and percentage of its enrollment that resides outside of the District's boundaries by grade level. Upon the District's request, the Charter School shall provide additional information regarding its enrolled students, including their name, residential address, school district of residence, and telephone number. The Charter School recognizes that this information is critical to District planning for the next year. District agrees not to use student data information for marketing and/or recruiting purposes.

2. Monthly enrollment reporting. No later than the 15th calendar day of every month, the Charter School shall provide the District with a copy of its student enrollment numbers for the prior month, including the name, residential address, residential telephone number, and school district of residence for each newly enrolled students, as well as for each student who has exited or been disenrolled from the Charter School program. In the alternative, the Charter School may provide the District with access to the enrollment attendance data program of the Charter School.

(b) Reporting to Public Agencies. The Charter School shall submit to the District a copy of all reports or other documents that the Charter School is required to submit to any state or other public agency in the State of California. Such reports will be submitted to the District, when submitted to the state or other public agency.

(c) Notification to District Regarding Governing Body Composition. The Charter School shall annually (on or before August 1) send to the District a list of its directors and officers. The District shall be provided with immediate notice of any change in the composition of these directors or officers.

(d) School Calendar and Schedules. The Charter School shall provide by May 31 of each year the school calendar and bell schedule for the following school year, including calculation of instructional minutes. If summer school, extended day or intersession is offered, the Charter School shall provide calendars and bell schedules for such programs.

(e) Cumulative File Information. The District and the Charter School shall promptly forward to each other all cumulative file information, including, but not limited to, information regarding special education and related services, whenever a student transfers from a District school to the Charter School, or vice versa.

(f) Performance Assessments. The Charter School shall forward results from statewide assessments to the District promptly upon receipt by the Charter School, but in no event later than October 1.

(g) Student Records. To the extent necessary to discharge its reasonable supervisory oversight activities, the Charter School hereby designates the employees of the District as having a legitimate educational interest such that they are entitled upon request access to the Charter School's education records under the Federal Educational Rights and Privacy Act ("FERPA") and related state laws regarding student records. At a minimum, such records include emergency contact information, health and immunization data, attendance summaries, and academic performance data from all statewide student assessments pursuant to Education Code sections 60600, *et seq.* and 60851. The District, Charter School, and their officers and employees shall comply with FERPA and state laws regarding student records at all times.

11. Special Education and Related Services; English Learners. The Parties will enter into a Special Education MOU. In addition to the terms thereof, the following terms govern the provision of special education and related services to Charter School students.

(a) Compliance with Applicable Law. All children will have access to the Charter School and no student shall be denied admission due to disability. The Charter School shall be solely responsible for compliance with Section 504 of the Rehabilitation Act of 1973 ("Section 504") (29 U.S.C. § 794 *et seq.*) and the Americans with Disabilities Act of 1990 ("ADA") (42 U.S.C. § 12101 *et seq.*). The Parties further agree to implement and comply with the Individuals with Disabilities Education Act ("IDEA") (20 U.S.C. § 1400 *et seq.*) as specified in the Special Education MOU.

(b) Student Study Team. The Charter School agrees to implement a Student Study Team ("SST") Process, a general education function that develops strategies for students in the general education classroom. The SST shall develop and monitor implementation of Section 504 plans for eligible students as appropriate.

(c) English Learners. In addition to those obligations set forth in section 5 of this Agreement concerning English Learners, the Charter School will annually administer the California English Language Development Test ("CELDT") to all eligible students. The Charter School will be responsible for all components necessary to comply with state and federal testing and reporting of English Learners.

12. Human Resources Management.

(a) Charter School Exclusive Employer. All employees of the Charter School are employees of the Non-Profit and shall have no right to employment by the District. The Non-Profit shall have sole responsibility for employment, management, dismissal and discipline of employees of the Charter School.

(b) Compliance with Fingerprinting Requirements. Throughout the term of the Charter and this Agreement, all employees of the Charter School, parent volunteers who will be performing services that are not under the direct supervision of a certificated teacher, and onsite vendors having unsupervised contact with students, will submit to background checks and fingerprinting in accordance with the provisions of Education Code section 45125.1. The

Charter School will provide certification to the District that all employees and volunteers or vendors have clear criminal records summaries prior to their having any unsupervised contact with students. The Charter School will maintain on file and have available for inspection, during District site visits, evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students.

(c) Compliance with Health and Safety Laws. Throughout the term of the Charter and this Agreement, the Charter School and all employees to which each law applies shall comply with the following legal provisions. The Charter School shall maintain a written policy or administrative regulation regarding each legal provision, below, provide the District with a copy of such policy or administrative regulation, and provide the District with a copy if amended.

- (1) Education Code Section 49423 regarding the administration of medication in school;
- (2) Education Code Section 49141 regarding the provision, storage, and administration of epinephrine pens;
- (3) Education Code Section 49406 and Health and Safety Code Sections 121525 – 121555 requiring all employees who work in contact with students to obtain tuberculosis screenings or tests, as specified in law; and
- (4) Penal Code Section 11164, *et seq.* and Education Code Section 44691 regarding employee mandated reporter obligations and training.

(d) STRS/PERS. If the Charter School decides to offer existing or new employees of the Charter School the opportunity to participate in the State Teachers' Retirement System ("STRS") or the Public Employees' Retirement System ("PERS"), the Charter School shall be responsible for entering into a contract with STRS and/or PERS or the District. At the request of the Charter School, the District shall create any reports required by STRS or PERS and may charge the Charter School for the actual costs of such reporting services.

(e) ESSA & Education Code section 47605(l). The Charter School will be responsible for ensuring its staff is compliant with all applicable provisions of the federal Every Student Succeeds Act ("ESSA") and Education Code section 47605(l).

13. Indemnification. The Non-Profit shall promptly defend, indemnify, and hold harmless the District, its officers, directors, employees, agents, representatives, volunteers, administrators, successors, and assigns (collectively hereinafter the "Indemnified Parties") from and against any and all alleged or actual breach of any obligation imposed under this Agreement, or any other actual or alleged breach of any duty or obligation owed to the District or any third party, including any Charter School student (including any student placed with a school other than the Charter School, or in any nonpublic, nonsectarian school or in other special services to address special need or disability situations) or employee, by the Non-Profit or its officers, directors, employees, agents, representatives, volunteers, guests, students, administrators or trustees, successors or assigns.

The District shall promptly defend, indemnify, and hold harmless the Non-Profit, its officers, directors, employees, agents, representatives, volunteers, administrators, successors, and assigns (collectively hereinafter the “Charter Indemnified Parties”) from and against any and all alleged or actual breach of any obligation imposed on the District under this Agreement, or any other actual or alleged breach of any duty or obligation owed to the Charter School or any third party, arising from the District’s sole or separate negligence.

In the event of a third party claim or potential claim covered by these provisions, the Parties agree to take all steps reasonable or necessary to cooperate in defending and protecting their joint interests, and in expediting all reasonable or necessary efforts to gain coverage for the Parties under any liability policy or indemnity agreement issued in favor of the Non-Profit and/or District, including indemnity rights or agreements existing in contracts between the Non-Profit and/or District and any third party (such as contract with a supplier of goods or services), and further including efforts to reduce defense costs (through joint representation whenever possible), expenses and potential liability exposures.

14. Insurance and Risk Management. The Non-Profit shall, for itself and the Charter School, and at its sole cost and expense, purchase and maintain during the entirety of this Agreement, insurance or indemnity protection as follows, as well as any additional insurance as may be required by law:

(a) Liability Insurance. Occurrence-based liability indemnity protection, having a combined limit of liability of no less than five million dollars (\$5,000,000) per claim and in the aggregate, and a per occurrence deductible of no greater than five thousand dollars (\$5,000), whether purchased in the form of a single policy/agreement or by way of multiple policies/agreements, including excess or umbrella policies or agreements, that extends coverage for, among other things, educators’ legal liability, property damage liability, employment practices liability, automobile (owned, non-owned, and hired) liability, personal injury and advertising injury liability, directors and officers, and errors and omissions liability, with such coverage extended to the Charter School, its governing board, its officers, agents, employees, and volunteers. To the fullest extent allowed by law, and in keeping with the Non-Profit’s indemnity obligations described above, the Indemnified Parties shall be included as “additional insureds” or “additional covered parties” under each of the Non-Profit’s liability policies or agreements, with such coverage evidenced by duly issued “additional insured” or “additional covered party” endorsement(s) and/or duly issued certificate(s) of insurance, which must affirmatively state that the required coverage shall not be reduced or prematurely terminated or cancelled absent 30-days notice to District.

(b) Workers’ Compensation. In accordance with the California Labor Code, the Non-Profit shall purchase and maintain workers’ compensation and employers liability insurance or indemnity protection adequate to protect the Charter School from claims under California’s Workers’ Compensation Act, with a limit of liability no less than \$500,000, and that extends coverage and protection to Charter School employees and volunteers. Evidence of such coverage shall be provided in the form of a duly issued certificate of insurance which must affirmatively state that the required coverage shall not be reduced or prematurely terminated or cancelled absent 30-days notice to District.

(c) Property Insurance. The District will maintain insurance for facilities, consistent with the Facilities Use Agreement. This includes property damage coverage sufficient to replace, at current market value and in compliance with any enhanced building codes or disability access ordinances, regulations or laws, all personal property, fixtures, and property owned or under the care, custody, or control of the Charter School. Evidence of such coverage shall be provided in the form of a duly issued certificate of insurance or coverage which must affirmatively state that the required coverage shall not be reduced or prematurely terminated or cancelled absent 30-days notice to District.

(d) Bond. Fidelity and crime coverage extending to wrongful acts with respect to money or property owned by or under the care, custody or control of any Charter School employee, volunteer, agent or representative. Evidence of such coverage shall be provided in the form of a duly issued certificate of insurance or coverage which must affirmatively state that the required coverage shall not be reduced or prematurely terminated or cancelled absent 30-days notice to District.

15. Compliance with Law Applicable to Public Agencies. The Charter School agrees to comply at all times with laws which generally apply to public agencies and to comply with federal or state laws (which may be amended from time to time), including but not limited to the following:

- The Ralph M. Brown Act (“Brown Act”) (Cal. Gov. Code, § 54950 *et seq.*);
- The California Public Records Act (Cal. Gov. Code, § 6250 *et seq.*);
- State conflict of interest laws applicable to charter schools operated by nonprofit corporations, including but not limited to the Political Reform Act (Gov. Code, § 87100 *et seq.*);
- The Child Abuse and Neglect Reporting Act (Cal. Penal Code, § 11164 *et seq.*);
- The Individuals with Disabilities Education Rights Act (“IDEA”) (20 U.S.C. § 1400 *et seq.*);
- The Americans with Disabilities Act (“ADA”) (42 U.S.C. § 12101 *et seq.*);
- The U.S. Civil Rights Acts, including Title VII of the 1964 Civil Rights Act;
- The California Fair Employment and Housing Act (“FEHA”) (Cal. Gov. Code, § 12900 *et seq.*);
- The Age Discrimination in Employment Act (“ADEA”) (29 U.S.C. § 621 *et seq.*);
- Section 504 of the Rehabilitation Act of 1973 (“Section 504”) (29 U.S.C. § 794 *et seq.*);
- Education Code sections 220 *et seq.*;
- The Uniform Complaint Procedure (5 Cal. Code Regs., tit. 5, § 4600 *et seq.*);
- The Family Educational Rights and Privacy Act (“FERPA”) (20 U.S.C. § 1232g *et seq.*);
- Local Control Funding Formula (Cal. Ed. Code, § 42238, *et seq.*); and
- All applicable state and federal laws and regulations concerning the improvement of student achievement, including but not limited to any applicable provisions of the Elementary and Secondary Education Act of 1965 (20 U.S.C. § 6301 *et seq.*) as amended by the Every Student Succeeds Act of 2015 (“ESSA”) (20 U.S.C. § 6301 *et seq.*).

(a) Brown Act and Governing Board Meetings. During the term of the Charter, the Charter School agrees to comply with key terms of the Brown Act and shall conduct the meetings of its governing board in accordance with the Brown Act, including making public the agendas of such meetings in advance, as required by the Brown Act. Prior to opening, the Charter School will provide verification by letter to the District that all members of the Governing Board, administrative staff, and any other staff deemed appropriate by the Charter School have participated in Brown Act training. The governing board of the Charter School shall conduct public meetings at such intervals as are necessary to ensure that the board is providing sufficient direction to the Charter School through implementation of effective policies and procedures. The District reserves the right to appoint a representative to the Charter School's governing board in accordance with the provisions of Education Code section 47604. The Charter School agrees to provide to the District's representative on the governing board a complete board packet of information being submitted to the board before each meeting, in sufficient time for review. Governing board adopted policies, meeting agendas and minutes shall be maintained and shall be available for public inspection and to the District during site visits (or upon request).

(b) Public Records Act. The Charter School agrees that all of its records that relate in any way to the operation of the Charter School shall be treated as public records subject to the requirements of the Public Records Act (Cal. Gov. Code, § 6250 *et seq.*) as well as Education Code section 47604.3.

16. Participation in Special Programs and Services; Transportation.

(a) Sports and Other Activities; Student Insurance. In the event that the Charter School wishes to have its students or staff participate in a program or service offered by the District other than those specified by this Agreement, advance approval and arrangements must be made and confirmed in writing, and expenses for such participation may be charged to the Charter School. The District has sole discretion whether to allow the Charter School to participate in such District programs or services, including California Interscholastic Federation ("CIF") activities. Charter School participation in CIF activities and sports are subject to the rules and regulations of CIF. Charter School students may participate at their own expense in student insurance coverage programs offered by the District.

(b) Transportation. Unless otherwise agreed with the District, the Charter School shall be responsible for any transportation offered to students who enroll in the Charter School.

17. Amendments to Charter. Changes to the Charter deemed to be material amendments may not be made without District consideration and approval. Amendments to the Charter considered to be material changes include, but are not limited to, the following:

- (a) Substantial changes to the educational program (including the addition or deletion of an educational program), mission, or vision;
- (b) Changing to (or adding) a non-classroom-based program, if originally approved as a classroom-based program;

- (c) Proposed changes in enrollment that differ by more than 10 percent +/- of the enrollment originally projected in the charter petition;
- (d) Addition or deletion of grades or grade levels to be served;
- (e) The addition of facilities and/or new sites not previously approved by the District
- (f) Admission preferences;
- (g) Governance structure; and
- (h) Name changes of the Charter School.

18. Amendments to Agreement. Any modification of this Agreement must be in writing and executed by duly authorized representatives of both Parties specifically indicating the intent of the Parties to modify this Agreement. No such modification or amendment shall be effective absent approval or ratification by the governing boards of both Parties.

In the event of changes in laws, the District and the Charter School agree to negotiate modifications to this Agreement as required by applicable law.

19. Dispute Resolution. Any and all disputes arising out of the interpretation or performance of this Agreement shall be subject to the following procedure until a resolution is reached. Once the Parties have exhausted the procedures stated in (a)-(c), below, each may pursue a remedy as entitled to them by law. Notwithstanding the foregoing, if any such dispute concerns facts or circumstances that may be cause for revocation of the Charter, the District shall not be obligated by the terms of this section as a precondition to revocation.

(a) The disputing party shall provide written notice of the dispute to the other party. Thereafter, the Charter School's designee shall meet with the District's Superintendent or designee within thirty (30) days to attempt informal resolution of the dispute.

(b) In the event this informal meeting fails to resolve the dispute, both Parties or their designees, within sixty (60) days counting from the initial informal meeting date, shall identify two governing board members from their respective boards who shall jointly meet with the Charter School's designee and the District's Superintendent or designee and attempt to resolve the dispute.

(c) If this joint meeting fails to resolve the dispute, the District and the Charter School shall enter into non-binding mediation before a mutually agreed upon mediator, with the costs of the non-binding mediation to be split evenly between the Parties. The format of the mediation shall be developed jointly by the District and the Charter School, and shall incorporate informal rules of evidence and procedure, unless both Parties agree otherwise. Notwithstanding the foregoing, the findings or recommendations of the mediator shall be non-binding, unless the governing boards of the Non-Profit and the District jointly agree to bind themselves.

Exercise of any dispute mechanism authorized by this Agreement shall not, in and of itself, constitute a material violation of the charter or otherwise be grounds for revocation.

20. Severability. If any provision or any part of this Agreement is for any reason held to be

invalid or unenforceable or contrary to law, the remainder of this Agreement shall not be affected thereby and shall remain valid and fully enforceable.

21. Venue. The Parties agree that any legal action to enforce the terms of this Agreement shall be brought in the appropriate court in Sacramento County, California.

22. Governing Law and Authority. In the event of a conflict between the law and terms of this Agreement, the law shall prevail, and any such conflicting terms shall be severed from this Agreement and nullified. To the extent that this Agreement is inconsistent with any of the terms of the Charter, the terms of this Agreement shall supersede the terms of the Charter. The Parties further agree to jointly make any modification of this Agreement or the Charter needed to effectuate changes in state or federal laws following the execution of this Agreement.

23. Notices. All notices, requests, and other communications under this Agreement shall be in writing and submitted in writing to the addresses set forth below. Notice shall be deemed given on the second day following the mailing of notice by certified mail.

To the District at: Sacramento City Unified School District
Attn: Charter Oversight Coordinator
5735 47th Avenue
Sacramento, CA 95824
Facsimile: (916) 399 - 2058

To the Non-Profit and
Charter School at: Capitol Collegiate Academy
Attn: Penny Schwinn
2118 Meadowview Road
Sacramento, CA 95832
Facsimile: (916) 469-9735

24. Entire Agreement. This Agreement contains the entire agreement of the Parties with respect to the matters covered hereby, and supersedes any oral or written understandings or agreements between the Parties with respect to the subject matter of this Agreement.

25. Conflicts. If any provision of this Agreement is inconsistent with the charter, the terms of the Agreement shall prevail.

26. Counterparts. This Agreement may be executed in counterparts, each of which shall constitute an original. Facsimile or scanned emailed copies of signature pages transmitted to other Parties to this Agreement shall be deemed equivalent to original signatures on counterparts.

Dated: _____

Penny Schwinn
School Founder and Executive Director
Capitol Collegiate Academy

Dated: _____

José L. Banda
Superintendent
Sacramento City Unified School District

Appendix A
Capitol Collegiate Academy
Annual Performance Report for 2016-2017 School Year

Sacramento City Unified School District
Annual Performance Report: Submission Year 2016-2017 for Audit Year 2015-2016

Charter School Name: Location Address/es: Contact/s and Position/s: Telephone: Grades Served: Charter Term:	Email: Number of Instructional Days: Audit Year: 2015-2016
APR Submission Date:	
Instructions: <ul style="list-style-type: none"> - Please enter directly into this form and submit it. - Please include a table of contents for the appendices along with the appendices in hardcopy and put it in the back of the report. - Please submit (1) hardcopy with appendices, (1) electronic Word with appendices, and (1) PDF with appendices no later than October 1, 2016 to jack-kraemer@scusd.edu. 	
Mission:	
Up to 3 bullets about what makes your program unique:	
Compliant with Statement of Assurances (Yes or No)	

Annual Performance Reports											Element #	
1. Describe Charter School’s target student population, specific educational needs, interests, backgrounds, and challenges. (CBEDS screen shot)												1
	Grade_	Grade_	Grade_	Grade_	Grade_	Grade_	Grade_	Grade_	Grade_	Grade_	Totals	
	# / %	# / %	# / %	# / %	# / %	# / %	# / %	# / %	# / %	# / %		
Total Enrollment	/	/	/	/	/	/	/	/	/	/	/	
In District	/	/	/	/	/	/	/	/	/	/	/	
Out of District	/	/	/	/	/	/	/	/	/	/	/	
EL	/	/	/	/	/	/	/	/	/	/	/	
SPED	/	/	/	/	/	/	/	/	/	/	/	
FRPL	/	/	/	/	/	/	/	/	/	/	/	
Foster	/	/	/	/	/	/	/	/	/	/	/	
Sub-group:	/	/	/	/	/	/	/	/	/	/	/	
Sub-group:	/	/	/	/	/	/	/	/	/	/	/	
Sub-group:	/	/	/	/	/	/	/	/	/	/	/	
Sub-group:	/	/	/	/	/	/	/	/	/	/	/	
Sub-group:	/	/	/	/	/	/	/	/	/	/	/	
Comments for 2015-16 school year (Comments for the future: TBD) regarding specific education needs, interests, backgrounds, and challenges (Up to 100 words):												
2. Did your governing board adopt an LCAP revision on time? Y/N (Board adoption date:) Did you send your LCAP to the county on time? Y/N (* Please include 2015-16 LCAP in appendix.)											1	

Sacramento City Unified School District
Annual Performance Report: Submission Year 2016-2017 for Audit Year 2015-2016

3. Provide summary data showing student progress toward the goals and outcomes specified in the charter from assessment instruments and techniques listed in the charter or otherwise required by the District (charter specific, from Element 2)	2																																																								
4. Provide Charter School's Academic Performance Index growth target for the three most recent years, if applicable. (one year lag)	2																																																								
5. (High School only) School data regarding A-G requirements for most recent year available.	2																																																								
6. (High School only) School data regarding graduation (from CDE for most recent year available) and WASC accreditation. Four-year cohort graduation rate (overall and for all subgroups reported by the state) Is your school currently accredited by WASC? Y/N (attach accreditation letter in Appendix)	2																																																								
7. Provide an analysis of whether student performance is meeting the goals specified in the charter. The results and data for the three most recent years will be displayed on a school-wide basis and also disaggregated by subgroups and shall include analysis based on applicable CAASPP and CAHSEE programs of the State of California.	3																																																								
8. Provide analysis of CELDT and redesignation results and data for the three most recent years	3																																																								
9. Provide a copy of the Charter School's governing board roster, Board meeting dates held, and identify how the public can access agendas, and minutes.	4																																																								
10. Provide data on the level of parent involvement in the school's governance (and other aspects of the school, if applicable)	4																																																								
11. Provide data regarding the number of staff working at the school and their qualifications.(From CBEDS)	5																																																								
12. Provide a bullet point summary of any major changes and/or additions to the charter school's policies during the year.	6																																																								
13. Provide information demonstrating whether the Charter School implemented the means stated in the charter to achieve a racially and ethnically balanced student population.	7																																																								
14. Provide an overview of the Charter School's admissions practices during the year and the overall number of students on the school's waiting lists on the first day of school of the audit year	8																																																								
15. Provide the charter school's unaudited actuals for the audit year 2015-16 (in Appendix)	9																																																								
<p>16. Complete the table on student discipline from the Charter School.</p> <ul style="list-style-type: none"> - Charter school's reported suspension number and rate for audit year (match what is given to CDE) - How many expulsions and rate for audit year <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Subgroup 1: (List here)</th> <th style="text-align: center;">Subgroup 2: (List here)</th> <th style="text-align: center;">Subgroup 3: (List here)</th> <th style="text-align: center;">Subgroup 4: (List here)</th> <th style="text-align: center;">Subgroup 5: (List here)</th> <th style="text-align: center;">All Others:</th> <th style="text-align: center;">Total Students:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"># Suspended____</td> <td style="text-align: center;"># Suspended____</td> <td style="text-align: center;"># Suspended____</td> <td style="text-align: center;"># Suspended____</td> <td style="text-align: center;"># Suspended____</td> <td style="text-align: center;"># Suspended____</td> <td style="text-align: center;"># Suspended____</td> </tr> <tr> <td style="text-align: center;">Above # divided by Subgroup 1 total enrollment</td> <td style="text-align: center;">Above # divided by Subgroup 2 total enrollment</td> <td style="text-align: center;">Above # divided by Subgroup 3 total enrollment</td> <td style="text-align: center;">Above # divided by Subgroup 4 total enrollment</td> <td style="text-align: center;">Above # divided by Subgroup 5 total enrollment</td> <td style="text-align: center;">Above # divided by All Others total enrollment</td> <td style="text-align: center;">Above # divided by Total Students enrollment</td> </tr> <tr> <td style="text-align: center;">% Suspended____</td> <td style="text-align: center;">% Suspended____</td> <td style="text-align: center;">% Suspended____</td> <td style="text-align: center;">% Suspended____</td> <td style="text-align: center;">% Suspended____</td> <td style="text-align: center;">% Suspended____</td> <td style="text-align: center;">% Suspended____</td> </tr> <tr> <td style="text-align: center;"># Expelled____</td> <td style="text-align: center;"># Expelled____</td> <td style="text-align: center;"># Expelled____</td> <td style="text-align: center;"># Expelled____</td> <td style="text-align: center;"># Expelled____</td> <td style="text-align: center;"># Expelled____</td> <td style="text-align: center;"># Expelled____</td> </tr> <tr> <td style="text-align: center;">Above # divided by Subgroup 1 total enrollment</td> <td style="text-align: center;">Above # divided by Subgroup 2 total enrollment</td> <td style="text-align: center;">Above # divided by Subgroup 3 total enrollment</td> <td style="text-align: center;">Above # divided by Subgroup 4 total enrollment</td> <td style="text-align: center;">Above # divided by Subgroup 5 total enrollment</td> <td style="text-align: center;">Above # divided by All Others total enrollment</td> <td style="text-align: center;">Above # divided by Total Students enrollment</td> </tr> <tr> <td style="text-align: center;">% Expelled____</td> <td style="text-align: center;">% Expelled____</td> <td style="text-align: center;">% Expelled____</td> <td style="text-align: center;">% Expelled____</td> <td style="text-align: center;">% Expelled____</td> <td style="text-align: center;">% Expelled____</td> <td style="text-align: center;">% Expelled____</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td style="text-align: center;">Home District/s Notified: Y or N</td> </tr> </tbody> </table> <p>Comments:</p>	Subgroup 1: (List here)	Subgroup 2: (List here)	Subgroup 3: (List here)	Subgroup 4: (List here)	Subgroup 5: (List here)	All Others:	Total Students:	# Suspended____	# Suspended____	# Suspended____	# Suspended____	# Suspended____	# Suspended____	# Suspended____	Above # divided by Subgroup 1 total enrollment	Above # divided by Subgroup 2 total enrollment	Above # divided by Subgroup 3 total enrollment	Above # divided by Subgroup 4 total enrollment	Above # divided by Subgroup 5 total enrollment	Above # divided by All Others total enrollment	Above # divided by Total Students enrollment	% Suspended____	% Suspended____	% Suspended____	% Suspended____	% Suspended____	% Suspended____	% Suspended____	# Expelled____	# Expelled____	# Expelled____	# Expelled____	# Expelled____	# Expelled____	# Expelled____	Above # divided by Subgroup 1 total enrollment	Above # divided by Subgroup 2 total enrollment	Above # divided by Subgroup 3 total enrollment	Above # divided by Subgroup 4 total enrollment	Above # divided by Subgroup 5 total enrollment	Above # divided by All Others total enrollment	Above # divided by Total Students enrollment	% Expelled____	% Expelled____	% Expelled____	% Expelled____	% Expelled____	% Expelled____	% Expelled____							Home District/s Notified: Y or N	10
Subgroup 1: (List here)	Subgroup 2: (List here)	Subgroup 3: (List here)	Subgroup 4: (List here)	Subgroup 5: (List here)	All Others:	Total Students:																																																			
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						Home District/s Notified: Y or N																																																			
<p>17. Provide analysis of the effectiveness of the school's internal and external dispute mechanisms and data on the number and resolution of formal disputes and complaints.</p> <ul style="list-style-type: none"> - Template sentence: During the (audit year) school year, (charter school name) had X complaints filed through the school's uniform complaint procedure and Y complaints were resolved. 	14																																																								

Appendix B
Capitol Collegiate Academy
Corrective Action Plan for 2016-2017 School Year

I. Recitals

- A. This corrective action plan is an appendix to the operational memorandum of understanding (MOU) between the Capitol Collegiate Academy (CCA), a non-profit corporation operating a charter school under the same name, and the Sacramento City Unified School District (District.)
- B. On September 18, 2015, CCA petitioned the District for a five-year renewal to its operating charter, initially approved on May 6, 2010, and extended on March 5, 2015. On November 19, 2015, the District's Board of Trustees approved CCA's renewal petition, contingent upon the terms and conditions to be agreed upon on in the MOU.
- C. This corrective action plan identifies areas that District staff identified during their review of the renewal petition, and establishes corrective steps that CCA agrees to remedy.
- D. CCA and the District shall annually review the progress made towards achieving the terms of this corrective action plan.

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements set forth herein and in the MOU, the Charter School agrees to the following terms and conditions:

1. Pupil Suspension and Expulsion Policies. CCA's student discipline policies, as described in their charter renewal petition, contain a nearly identical list of offenses that may result in a discretionary student suspension or discretionary student expulsion. However, the student discipline policies do not contain a set of objective standards outlining the circumstances when it is appropriate for the Charter School to issue a discretionary suspension, as opposed to a discretionary expulsion. To remedy this deficiency:

- CCA shall develop an objective standard to determine when a student shall be subject to a discretionary expulsion, as opposed a discretionary suspension;
- CCA shall incorporate this objective standard into their student discipline policies, and provide all parents and pupils with notice of said policy change; and
- CCA shall provide proof to the District of the creation, adoption, and implementation of said student discipline policy.

2. Cash flow and Budgeting. The District's review of CCA's renewal petition exposed several concerns about the adequacy of CCA's cash flow and supporting budgetary documents. To address this concern:

- Within 14 calendar days after the execution of this Agreement, and, annually thereafter, CCA shall provide the District with cash flow projections and operational budgets for the next three years, or until the charter expires, whichever is shorter. Within one month after the execution of this Agreement, and annually upon request thereafter, a CCA representative shall meet with the District to review and respond to District inquiries regarding CCA's cash flow and budget documents.

Appendix C
 Capitol Collegiate Academy
 Letter of Intent for 2016-2017 School Year



Independent Charter School
Letter of Intent (LOI)
 SCUSD Services and Fees for
 2016-17 School Year

Charter School Name _____

Contact Name and Phone _____

Signature _____ Date _____

*(This agreement is required for every charter school.)
 Please sign and return all pages no later than Friday, July 1, 2016 to:*

*Business Services
 Attn: Erika Zavaleta
 5735 47th Avenue, Box 800
 Sacramento, CA 95824*

Erika-Zavaleta@scusd.edu/916-643-9055 (tel)

Service upon mutual agreement of contract terms and capacity to deliver.

	Service Please place a ✓ check mark next to each service you would like to purchase from the district to provide to your school.	Method of Cost Calculation	2016-17 (Projected)	2016-17 (Actual: TBD – Provided May 2017)
A.	REQUIRED IF NOT PROVIDED BY SCUSD			
	1. Special Education Program Encroachment (if not own LEA)	Per Current Enrollment	\$704.64	
	2. Special Education Transportation Encroachment (if used)	Per Special Education Student Transported	\$3,146.66	
✓	3. *Utilities/Telecommunications	Actual Costs		
✓	4. *Debt Service OR *Facility Use - Pro Rata Share (if using District facility)	Per Current Enrollment Per Square Foot of Facility	\$124.34 \$1.82	
✓	5. State-Required Reserve for Economic Uncertainties	2% - 4% of Revenues per MOU		
✓	6. Oversight (if using a District Facility)	1% - 3% of Revenues per MOU	1%	
✓	7. SPOM or Custodian (if using a District Facility)	Actual Cost		
✓	8. Security: Covers patrol of Facility only - (Service must be selected unless your site has a contracted security company that has been approved by the District) - (All contracts must be submitted to the District for Approval)	Per Site	\$2,607.13	
✓	9. Security Monitoring – AstroSonics	Per Panel	\$68.33	



Independent Charter School
Letter of Intent (LOI)

SCUSD Services and Fees for
 2016-17 School Year

Service Please place a ✓ check mark next to each service you would like to purchase from the district to provide to your school.		Method of Cost Calculation	2016-17 (Projected)	2016-17 (Actual: TBD – Provided May 2017)
B.	ADMINISTRATIVE			
	1. Accounting (<i>Must be on Escape System</i>)	Per Current Enrollment	\$12.25	
	- Student Body (Not to exceed 20 checks/month. There will be a \$2.50 per check fee in excess of 20 checks).	Per Current Enrollment	\$5.25	
	2. Budget – Including Student Attendance (<i>Must be on Infinite Campus System</i>)	Per Current Enrollment	\$21.32	
	3. Nutrition Services (Service provided if receiving meals sponsored by SCUSD Nutrition Services Department)	Actual Costs		
	4. Human Resources	Per Current Enrollment	\$76.18	
	5. Employee Compensation (Payroll)	Per Current Enrollment	\$19.20	
	6. Risk Management/Employee Benefits	Per Current Enrollment	\$6.38	
	7. Property/Liability Insurance	Per Current Enrollment	\$43.86	
	8. Purchasing/Warehousing (<i>Must be on Escape System</i>)	Per Current Enrollment	\$31.80	
	- Mail Services (Intradistrict)	Per Current Enrollment	\$4.13	
C.	FACILITIES			
	1. Additional Custodial	Actual Costs		
	- Custodial Supervisor Assistance	Per Hour	\$35.49	
	2. Landscaping	Actual Costs		
	3. Routine Repair and Maintenance	3% of Revenues		
	- Plumbing, HVAC Technician, Electrician, Carpenter	Per Hour	\$43.89	
	- Laborer, Gardener, Machinist, Painter, Glazier	Per Hour	\$32.34	
	4. Planning and Construction			
	- Project Management	Time and Materials		
	- Capital Improvement Request Management	Per Hour	\$62.56	
	- Architect, Engineering, DSA Inspection, Consultation	Market Rate		
	<i>**Services Included in Pro Rata Charge if Using a District Facility</i>			
	5. Safe Schools Coordination	Per Current Enrollment	\$33.15	
D.	FAMILY AND COMMUNITY ENGAGEMENT SERVICES			
	1. Health Services (Nurses)	Actual Cost		
	2. Health Screening (Vision, Hearing, Scoliosis)	Actual Cost		



Independent Charter School
Letter of Intent (LOI)

SCUSD Services and Fees for
 2016-17 School Year

Service	Method of Cost Calculation	2016-17 (Projected)	2016-17 (Actual: TBD – Provided May 2017)
Please place a ✓check mark next to each service you would like to purchase from the district to provide to your school.			
E. TECHNOLOGY SERVICES			
1. Network Infrastructure and Hardware/Support/Training <i>(Does Not Include Items 2-5. You may add on Outlook, Escape, Infinite Campus, or Illuminate, your fees will be increased by the amounts specified in items 2-5 if selected).</i>	Per Current Enrollment	\$66.13	
2. Outlook (select to add on)	Per Current Enrollment	.56	
3. Escape or Workday On-line (select to add on)	Per Current Enrollment	\$6.72	
4. Infinite Campus (Software/Scan) (select to add on)	Per Current Enrollment	\$12.51	
5. Illuminate	Per Current Enrollment	TBD	
F. INSTRUCTIONAL SUPPORT			
1. Staff/Professional Development	Per Current Enrollment	\$1.49	
- Elec. notification/registration, Recordkeeping of 18 hrs.	Per Teacher	\$21.00	
2. State and Federal Programs (On-site Technical Assist)	Per Hour	\$61.95	
3. Multilingual (Resource Teacher/EL Meetings)	Per Yr., Plus Costs, Per Attendee	\$105.00	
- Professional Development for Large and Small Groups	Time and Materials	Call for pricing	
- On-site Technical Assistance	Per Hour	\$53.55	
- Compliance Support	Per Hour	\$53.55	
4. Grant Development	Per Current Enrollment	\$2.58	
5. Standards and Curriculum	Per Current Enrollment	\$21.00	
6. Library/Textbook Services			
- Destiny (Library Software) (One-time initial cost)	Mid/High School (Flat Fee)	\$7,350.00	
- Destiny (On-going support after first initial year)	Per Site	\$1,199.77	
- Library/Textbook Svcs. (includes ordering textbooks)	Per Student Enrollment	\$7.40	
7. Assessment, Research and Evaluation	Per Current Enrollment	\$15.15	
8. Student Svcs./Hearing Office/Child Welfare & Attendance	Per Current Enrollment	\$16.23	
G. LEGAL SERVICES FROM SCUSD	Per Hour	\$220.50- \$262.50	
H. EMPLOYEE RELATIONS			
1. Negotiations	Per Hour	\$52.00 - 85.00	
2. CBA Advisory for Certificated and Classified	Per Hour	\$33.23	
I. OFFICE OF THE SUPERINTENDENT			
1. Communications	Per Hour	\$75.00	

**SPECIAL EDUCATION MEMORANDUM OF UNDERSTANDING
BETWEEN SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
AND
Capitol Collegiate Academy**

This Memorandum of Understanding (“Agreement”) is entered into as of June 16, 2016 (“Effective Date”), by and between the Board of Trustees of the Sacramento City Unified School District (“District”) and Capitol Collegiate, Inc. (“Non-Profit”), a California non-profit public benefit corporation, operating Capitol Collegiate Academy (“Charter School”), a public charter school chartered by the District. This Agreement will set forth the responsibilities of the Parties with respect to the delivery and financing of special education services to children enrolled in the Charter School. The Charter School and the District are collectively referred to as the “Parties.”

I. RECITALS

- A. The District is the granting agency of the Charter School. The District *initially* approved the charter on May 6, 2010 for a term of four years and extended the charter for one year on March 5, 2015. The District renewed the Charter School’s charter on November 19, 2015 for a term of five years, beginning on July 1, 2016 and expiring June 30, 2021.
- B. The Charter School is a school operated by Non-Profit, a non-profit public benefit corporation. All obligations imposed hereby on the Charter School are equally imposed on Non-Profit.
- C. This Agreement has the purpose of clarifying the roles and responsibilities of the Parties with regard to students who are enrolled and attend the Charter School and are or may be eligible for special education and related services under the Individuals with Disabilities Education Act (“IDEA”) (20 U.S.C. § 1400 *et seq.*).

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements herein set forth, the Charter School and the District do hereby agree as follows:

II. USE OF TERMS

The Parties agree that unless otherwise stated herein, for the purposes of this Agreement, the terms “Charter School” and “Non-Profit” may be used interchangeably, with the duties and responsibilities of the Charter School and Non-Profit being the same under this Agreement.

III. PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES

- A. It is the intent of the Parties that the Charter School shall be its own local educational agency (“LEA”), pursuant to California Education Code section 47641, subdivision (a). The Charter School has obtained membership as an independent LEA in the El Dorado County Office of Education SELPA

("SELPA"). The Charter School has provided the District with verifiable written assurances that they have been accepted to participate as an LEA in the SELPA.

- B. The Charter School will serve as its own LEA for the purposes of special education, and as such, the Charter School is solely responsible, at its own expense, for insuring that all children with disabilities enrolled in the Charter School receive special education and designated instruction and services in conformity with their individualized education programs and in compliance with the IDEA (20 U.S.C. § 1400 *et seq.*), its implementing regulations and all applicable state and federal law. (34 C.F.R. § 300.209(c); Ed. Code, § 47646(a).)

IV. TERM

The term of this Agreement shall be from the Effective Date to June 30, 2021. This Agreement may be amended by mutual written agreement of the Parties at any time. This Agreement is subject to termination during the term as permitted by law.

V. SECTION 504 OF THE REHABILITATION ACT OF 1973 AND THE AMERICANS WITH DISABILITIES ACT

The Parties agree that this Agreement is intended to address the responsibilities of the Parties with respect to the provision and financing of special education services under the IDEA and does not cover services or accommodations required under Section 504 of the Rehabilitation Act of 1973 ("Section 504") (29 U.S.C. § 794 *et seq.*), or under the Americans with Disabilities Act of 1990 ("ADA") (42 U.S.C. § 12101 *et seq.*). The Charter School shall be solely responsible, at its own expense, for compliance with Section 504 and the ADA.

VI. INDEMNIFICATION, INSURANCE AND RISK MANAGEMENT

- A. The Non-Profit shall comply with the terms set forth in paragraph 13 of the Operational Memorandum of Understanding between Sacramento City Unified School District and the Non-profit dated June 16, 2016, which terms are incorporated as if fully set forth herein.
- B. The Non-Profit shall, for itself and the Charter School, comply with the terms set forth in paragraph 14 of the Operational MOU, which terms are incorporated as if fully set forth herein.

VII. MISCELLANEOUS PROVISIONS

- A. **Venue.** The validity of this Agreement and any of its terms or provisions as well as the rights and duties of the Parties shall be governed by the laws of the state of California, and venue shall lie only in Sacramento County Superior Court.
- B. **Modifications.** No modifications, amendments, changes, or variations or any

kind to this Agreement are authorized without written consent, evidenced by execution of an amendment by an authorized representative of each Party.

- C. **Interpretation.** The language herein shall be construed as jointly proposed and jointly accepted, and in the event of any subsequent determination of ambiguity, all Parties shall be treated as equally responsible for such ambiguity.
- D. **Integrated Agreement.** This Agreement is intended by the Parties as the final expression of their agreement with respect to such terms as are included herein and as the complete and exclusive statement of its terms and may not be contradicted by evidence of any prior agreement or of a contemporaneous oral agreement, nor explained or supplemented by evidence of consistent additional terms. Each of the Parties acknowledges that no one has made any promise, representation or warranty whatsoever, express or implied, written or oral, not contained herein to induce them to execute this Agreement, and that this Agreement is not executed in reliance upon any such promise, representation or warranty.
- E. **Non-Assignability.** This Agreement may not be assigned by the Parties.
- F. **Binding Effect.** This Agreement is binding upon the successors and assigns of the Parties, subject to the non-assignability restrictions set forth in subsection E above.
- G. **Survival of Covenants.** Notwithstanding termination of the Agreement, the indemnification provisions shall survive and be fully enforceable notwithstanding the termination date of the Agreement.
- H. **Notices.** All notices required by this Agreement may be sent by United States mail; postage pre-paid, to the Parties as follows:

To the District at:

Sacramento City Unified School District
Attn: Charter Oversight Coordinator
5735 47th Avenue
Sacramento, CA 95824
Facsimile: (916) 399 - 2058

To Non-Profit and Charter School at:

Capitol Collegiate Academy
Attn: Penny Schwinn
2118 Meadowview Road
Sacramento, CA 95832
Facsimile: (916) 469-9735

Any notices required by this Agreement sent by facsimile transmission or electronic mail to the facsimile and electronic mail addresses above shall be considered received on the business day they are sent, provided they are sent during the receiving Party's business hours and provided receipt is confirmed by telephone, facsimile, or electronic mail, and further provided the original is promptly placed into the United States mail, postage pre-paid, and addressed as indicated above.

- I. **Warranty.** Each person below warrants and guarantees that s/he is legally authorized to execute this Agreement on behalf of the designated entity and that such execution shall bind the designated entity to the terms of this Agreement.

- J. **Counterparts.** This Agreement may be signed in counterpart such that the signatures may appear on separate signature pages. Facsimile or photocopy signatures shall have the same force and effect as original signatures.

- K. **Ratification.** This Agreement shall not be effective until this Agreement has been ratified or approved by the governing boards of each of the Parties

Dated: _____

Penny Schwinn
School Founder and Executive Director
Capitol Collegiate Academy

Dated: _____

José L. Banda
Superintendent
Sacramento City Unified School District



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1g

Meeting Date: June 16, 2016

Subject: Approve Revised Course of Study for Computer Science – MXS211 and MXS212

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Curriculum and Instruction

Recommendation: Approve the *revised* course of study for “Computer Science”

Background/Rationale: Computer Science provides an introduction to the analysis, design, and implementation of software solutions to simple problems: developing standard algorithms for performing a bubble sort, a linear search of an array, and for data validation. Other topics covered include converting numbers between numbering systems, binary arithmetic including two's complement subtraction, console and file input/output, and functions. Integrated Math I or Algebra I is a required prerequisite for this course. It is a semester-long UC a-g approved course.

The course is designed to parallel the first year computer programming course at the collegiate level. Articulation agreements with local California State Universities and California Community Colleges are highly recommended for any high school teaching this course. If an articulation agreement is in place, students completing this course have the opportunity to receive college credit units.

Financial Considerations: None

LCAP Goal(s): College and Career Ready Students

Documents Attached:

1. Course of Study for “Computer Science”
2. Instructional Materials Adoption

Estimated Time of Presentation: N/A

Submitted by: Matt Turkie, Interim Assistant Superintendent of Curriculum and Instruction

Approved by: José L Banda, Superintendent



**COURSE OF STUDY
FOR**

Computer Science/Programming 1-2
[UCOP.edu](http://ucop.edu): Elective (G)

Segment	High School
Length of Course	One Year
Developed by	<i>Huang, Jerry (SCUSD)</i> <i>Dixon, Michael (Los Rios-SCC)</i> <i>Dagler, Clayton (SCUSD)</i>
First Edition	Spring, 2016

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION APPROVED ON:

Board of Education

Darrel Woo, President Trustee Area 6
Christina Pritchett, Vice President Trustee Area 3
Jay Hansen, 2nd Vice President, Trustee Area 1
Ellen Cochrane, Trustee Area 2
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Committee

Huang, Jerry (SCUSD)
Dixon, Michael (Los Rios-SCC)
Dagler, Clayton (SCUSD)
Pellerin, Jill (SCUSD)
Nick Freathy, SCUSD

“The Sacramento City Unified School District is committed in all of its activities, policies, programs, and procedures to provide equal opportunity for all to avoid discrimination against any person regardless of ethnicity, gender, religion, national origin, disability, marital status, or age.”

SECTION ONE — GENERAL INFORMATION

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Computer Science/Programming 1-2

SECTION ONE — GENERAL INFORMATION

COURSE DESCRIPTION

This course provides an introduction to the analysis, design, and implementation of software solutions to simple problems: developing standard algorithms for performing a bubble sort, a linear search of an array, and for data validation. Other topics covered include converting numbers between numbering systems, binary arithmetic including two's complement subtraction, console and file input/output, and functions.

Prerequisites

Integrated Math I or Algebra I

Required

RATIONALE

Computer programming is the essential skill of developing software applications, controlling robots, and designing the world around us today. More so than ever, information and computer technologies lead our economy and industries.

In addition, this course is designed to parallel the first year computer programming course at the collegiate level. Articulation agreements with local California State Universities and California Community Colleges are highly recommended for any high school teaching this course. If an articulation agreement is in place, students completing this course have the opportunity to receive college credit units. (Most colleges and universities require students to have a grade/mark of an A or B and sometimes other requirements set by the college or university professor).

COURSE GOALS (COURSE OUTCOMES)

Upon completion of this course, the student will be able to:

- analyze simple problems to fully understand the scope and desired outcome.
- create algorithms for solving simple problems demonstrating use of variables, constants, and the proper use of control structures such as simple sequence, selection, and iteration.
- document algorithms using structure charts, pseudocode, and flowcharts.
- implement, test, and debug a program, based on a documented algorithm, which uses each of the following fundamental programming constructs: basic computation, simple console and file input/output, standard conditional and iterative structures, and the definition of functions.
- demonstrate understanding of high to low level language translation.
- create a test data document that states the testing criteria to thoroughly test a program for completeness and accuracy.
- evaluate the completeness and accuracy of a program in accordance with test data previously created.

- demonstrate the mechanics of parameter passing.
- demonstrate understanding of bubble sort, linear searches of an array, and data validation algorithms.

COURSE CONTENT

Topics covered begin with the general model of computing, variables, data types, expressions, inputs and outputs, and arrays. Then students will learn top-down design, iterative design, pseudocoding, testing, and critiquing a design. From there, students will learn how to use logical operators and control structures (if, while, for, etc.) provided by the programming language. In addition, students will develop an understanding of sorting algorithms, binary numbers, American Standard Code for Information Interchange (ASCII), and UNICODE.

As a means of instruction, this course will utilize programming languages and/or integrated development environments (IDE). As an end, the students should create applications for a target device (personal computer, mobile device, etc.)

COURSE STANDARDS

Common Core Math Standards

CCSS.Math.Practice.MP1

Make sense of problems and persevere in solving them.

CCSS.Math.Practice.MP3

Construct viable arguments and critique the reasoning of others.

CCSS.Math.Practice.MP4

Model with mathematics.

CCSS.Math.Practice.MP5

Use tools strategically.

CCSS.Math.Practice.MP7

Look for and make use of structure.

CCSS.Math.Content.6.EE.A.2

Write, read, and evaluate expressions in which letters stand for numbers.

CCSS.Math.Content.6.NS.B.3

Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

CCSS.Math.Content.6.NS.C.6

Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.

CCSS.Math.Content.6.NS.C.8

Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

CCSS.Math.Content.6.EE.B.3

Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.

CCSS.Math.Content.6.EE.B.4

Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

CCSS.Math.Content.HSA-CED.A.2

Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

Common Core English Language Arts Standards

CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.CCRA.SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCSS.ELA-Literacy.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.SL.5

Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-Literacy.CCRA.SL.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-Literacy.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CCSS.ELA-Literacy.RST.11-12.3

Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

CCSS.ELA-Literacy.RST.11-12.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.

CCSS.ELA-Literacy.RST.11-12.9

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

CTE / Information Communication Technology Standards

2.0 Communications

Acquire and accurately use Information and Communication Technologies sector terminology and protocols at the career and college readiness level for communicating effectively in oral, written, and multimedia formats. (Direct alignment with LS 9-10, 11-12.6)

3.0 Career Planning and Management

Integrate multiple sources of career information from diverse formats to make informed career decisions, solve problems, and manage personal career plans. (Direct alignment with SLS 11-12.2)

4.0 Technology

Use existing and emerging technology, to investigate, research, and produce products and services, including new information, as required in the Information and Communication Technologies sector workplace environment. (Direct alignment with WS 11-12.6)

5.0 Problem Solving and Critical Thinking

Conduct short, as well as more sustained, research to create alternative solutions to answer a question or solve a problem unique to the Information and Communication Technologies sector using critical and creative thinking, logical reasoning, analysis, inquiry, and problem-solving techniques. (Direct alignment with WS 11-12.7)

9.0 Leadership and Teamwork

Work with peers to promote divergent and creative perspectives, effective leadership, group dynamics, team and individual decision making, benefits of workforce diversity, and conflict resolution such as those practiced in the Future Business Leaders of America and SkillsUSA career technical student organization. (Direct alignment with SLS 11-12.1b)

10.0 Technical Knowledge and Skills

Apply essential technical knowledge and skills common to all pathways in the Information and Communication Technologies sector, following procedures when carrying out experiments or performing technical tasks. (Direct alignment with WS 11-12.6)

11.0 Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the Information and Communication Technologies anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and through career technical student organizations such as Future Business Leaders of America and SkillsUSA.

INSTRUCTIONAL MATERIALS

THE FOLLOWING IS A REPRESENTATIVE LIST OF TEXTBOOKS AS THE WORLD OF COMPUTER SCIENCE AND PROGRAMMING CONTINUES TO CHANGE:

IDE Software: Visual Studios

Developer: Microsoft Corporation

<https://www.visualstudio.com>

Language: C#

Developer: Microsoft Corporation

<https://www.visualstudio.com> (contained with Visual Studios)

Language: Python

Developer: Python Software Foundation

<https://www.python.org> (integrates with Visual Studios)

IDE Software: Xcode

Developer: Apple Inc.

<https://developer.apple.com/xcode>

Language: Swift

Developer: Apple Inc.

<https://developer.apple.com/swift>

IDE Software: Code::Blocks

Developer: The Code::Blocks team

<http://codeblocks.org>

Language: C++

Developer: Bjarne Stroustrup

<http://codeblocks.org> (contained with Code::Blocks)

SUGGESTED AVERAGE TIME FOR COVERING MAJOR UNITS

Unit 1	General Model of Computing	5 hours
Unit 2	Variables, Expressions, Input and Output	10 hours
Unit 3	Intro to Program Analysis and Design	20 hours
Unit 4	Intro to Logical Operators	20 hours
Unit 5	Iteration Techniques (Loops) and Constants	20 hours
Unit 6	Top-down design with Functions	20 hours
Unit 7	One-Dimensional Arrays	10 hours
Unit 8	File Input/Output	10 hours
Unit 9	Linear Search and Sorting Algorithms	15 hours
Unit 10	Data and Program Representation and Storage	10 hours
Unit 11	Suggested Applications	40 hours
	TOTAL	180 hours

RECOMMENDED TEACHER AND STUDENT RESOURCES

THE FOLLOWING IS A REPRESENTATIVE LIST OF TEXTBOOKS AS THE WORLD OF COMPUTER SCIENCE AND PROGRAMMING CONTINUES TO CHANGE:

Stewart Venit (2006). *Concise Prelude to Programming: Concepts and Design* (3rd ed.). Addison Wesley Higher Education. [ISBN: 0321482662]

Thad Crews and Chip Murphy (2009). *A Guide to Working Visual Logic*. Course Technology, Cengage Learning. [ISBN: 03246011901]

SECTION TWO — COURSE UNITS

Unit 1: General Model of Computing

Content Standards

Common Core Math Standards

CCSS.Math.Practice.MP7

Common Core English Language Arts Standards

CCSS.ELA-Literacy.CCRA.SL.4

CCSS.ELA-Literacy.CCRA.L.6

CCSS.ELA-Literacy.RST.11-12.4

CTE / Information Communication Technology Standards

2.0 Communications

Software and Systems Development Pathway Standards

C1.0 Identify and apply the systems development process.

C1.1 Identifying the phases of the systems development life cycle, including analysis,, design, programming, testing, implementation, maintenance, and improvement.

C1.2 Identify and describe models of systems development, systems development life cycle (SDLC), and agile computing.

C1.3 Identify and describe how specifications and requirements are developed for new and existing software applications.

C2.0 Define and analyze systems and software requirements.

C2.1 Describe the major purposes and benefits of development, including automation, improving productivity, modeling and analysis, and entertainment.

Unit Description

In this unit students see the relationship between hardware, software, people, and processes. This includes the types of hardware, software, and how they interact with people. The students will also learn the systems development life cycle (SDLC).

Instructional Objectives

Students will be able to...

- Differentiate hardware and software components of a computer.
- Articulate the purpose of hardware and software elements and their functions in a computer system.
- Diagram the input and output interacts between people and computers.
- Use computers processes to solve problems.
- Have a basic understanding of the system development life cycle (SDLC).

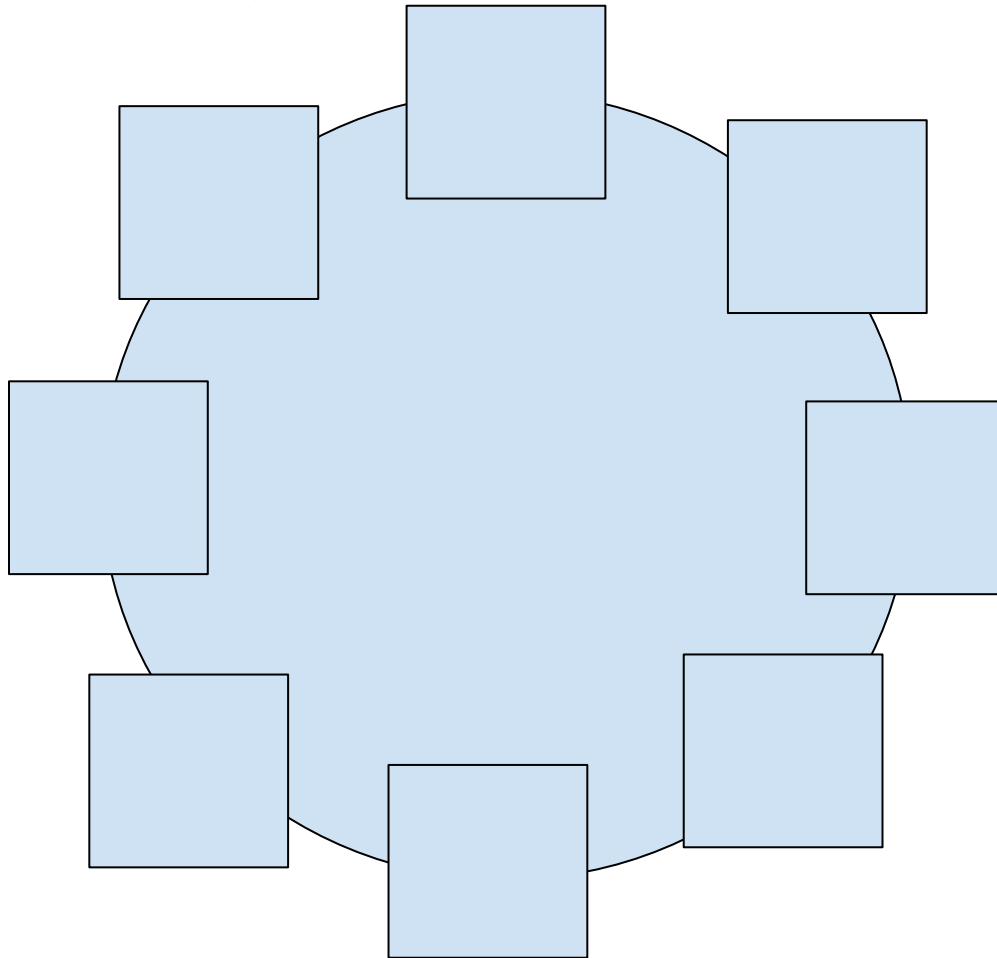
Suggested Activities

1. The students first need to list all of the components of their smart phone and then organize these components into categories.
2. Have the students talk about the advantages and disadvantages of different types of hardware memory (CACHE, RAM, SDD, and HD)
3. Entire class attempts to list all the input and output devices found in the classroom. Discuss the similarity of all the input devices and output devices when relating and interacting with a human.
4. Students make comic strip that involves a person interacting with at least one computer input and one computer output. (<https://www.bitstrips.com/create/comic/>)

Suggested Assessments

Teacher made test and quizzes (below are some assessment ideas).

Fill in the blank of a SDLC diagram:



Students list in a T-Table examples of hardware and software:

Hardware examples	Software examples

Unit 2: Variables, Expressions, Input and Output

Content Standards

Common Core Math Standards

CCSS.Math.Content.6.EE.A.2
CCSS.Math.Content.6.EE.B.3
CCSS.Math.Content.6.EE.B.4

Common Core English Language Arts Standards

CCSS.ELA-Literacy.CCRA.L.6
CCSS.ELA-Literacy.RST.11-12.3
CCSS.ELA-Literacy.RST.11-12.4
CCSS.ELA-Literacy.RST.11-12.9

CTE / Information Communication Technology Standards

2.0 Communications
3.0 Career Planning and Management
5.0 Problem Solving and Critical Thinking
9.0 Leadership and Teamwork
10.0 Technical Knowledge and Skills
11.0 Demonstration and Application

Software and Systems Development Pathway Standards

C1.0 Identify and apply the systems development process.
C2.0 Define and analyze systems and software requirements.
C3.0 Create effective interfaces between humans and technology.
C4.0 Develop software using programming languages.

Unit Description

In a math class, variables are only used to store numbers, where a variable in programming can also be used to store letters, words, boolean values and more. In programming, a variable is a named location that stores a value. Expressions are used in programming to process calculations which solve simple application. A computer program gets values from the use with input and shows that answer using output. In this unit students will begin their first computer programs and will learn to debug code.

Instructional Objectives

Students are able to...

- understand the similarity and differences between a math and computer language variable.

- understand the similarity and differences between a math and computer language expressions.
- work with variables in a given programming language syntax
 - declaring variables
 - use variables in an expression
 - assign values to a variable
 - store user input in a variable
 - use variables values to create an output (print to a screen, play tones, etc.)
- debug code by understanding error messages displayed in the IDE.

Suggested Activities

1. Students write small program to evaluate mathematical equations/expressions:
 - Students write programs that convert from fahrenheit to celsius.
 - Find the distance a car traveled at a fixed rate and given time.
 - Find the slope of a line through two points.
 - Solve a polynomial of degree 2 using the quadratic formula.
2. Students are given small programs with syntax errors and are faced with getting the program to compile:
 - Missing semi-colon (language specific)
 - Mis-matched parentheses
 - Undeclared variables
 - Using spaces inside variable names.
3. Write the classic 'Hello World' program for the given programming language

Suggested Assessments

Teacher made test and quizzes (below are some assessment ideas).

- Printed out code with syntax errors and students identify them.
- Students write a program that converts inches to centimeters.
- Students input the coefficients of a quadratic equation and then outputs the x-value of is maximum or minimum value.
- Students write a program that reads in a user's name prints out a greeting message.

Unit 3: Intro to Program Analysis and Design

Content Standards

Common Core Math Standards

CCSS.Math.Practice.MP1
CCSS.Math.Practice.MP3
CCSS.Math.Practice.MP4
CCSS.Math.Practice.MP5
CCSS.Math.Practice.MP7
CCSS.Math.Content.6.EE.A.2
CCSS.Math.Content.6.EE.B.3
CCSS.Math.Content.6.EE.B.4

Common Core English Language Arts Standards

CCSS.ELA-Literacy.CCRA.SL.1
CCSS.ELA-Literacy.CCRA.SL.2
CCSS.ELA-Literacy.CCRA.SL.4
CCSS.ELA-Literacy.CCRA.SL.5
CCSS.ELA-Literacy.CCRA.L.6
CCSS.ELA-Literacy.RST.11-12.3
CCSS.ELA-Literacy.RST.11-12.4
CCSS.ELA-Literacy.RST.11-12.9

CTE / Information Communication Technology Standards

2.0 Communications
4.0 Technology
5.0 Problem Solving and Critical Thinking
9.0 Leadership and Teamwork
10.0 Technical Knowledge and Skills
11.0 Demonstration and Application

Software and Systems Development Pathway Standards

C1.0 Identify and apply the systems development process.
C3.0 Create effective interfaces between humans and technology.
C4.0 Develop software using programming languages.
C5.0 Test, debug, and improve software development work.

Unit Description

Program Analysis and Design: problem analysis and design of a structured solution using top-down design and sequence, selection, and iteration techniques; documentation of high-level and detailed designs using structure charts, flowcharts, and pseudocode; identification of test criteria to be applied during testing. Students will complete a project that utilizes these techniques after following the development life cycle.

Instructional Objectives

Students will be able to...

- Plan and design a project with a top-down approach
- Write pseudocode as a part of top-down design
- Use flowcharts to segment the phases of a computer program
- Practice sequence, selection, and iteration techniques

Suggested Activities

Students will write a solution to the following problems using structured charts, flowcharts, and/or pseudocode. Once the teacher approves the design the students are to write the code that solves the problem:

- The manager of the Lakeview Hotel wants a program that calculates and displays a guest's total bill. Each guest pays a room charge of \$170.00 each night. The guests are also charged \$17.50 for each for each time they use room service. Write a program which solves this problem.
- The accountant at Printing Haven wants a program that will help her prepare a customer's bill. Each page that is printed costs 10¢ and each envelop costs 23¢. There is also a tax rate of 5%. The program needs to print out the subtotal, tax and total.
- Shannon opened a savings account in 2010 and deposited \$2500.00 as principal. The account earns 12% interest, compounded annually. Write a program that reads in what year it is and then finds the balance for that year.

Suggested Assessments

- Students present a collaborative design project
 - Includes initial brainstorming and high-level planning evidence
 - Includes flowcharts and/or structured charts
 - Includes critiques and iterative design changes

Includes debugging challenges and logical design errors faced during project

Unit 4 : Intro to Logical Operators

Content Standards

Common Core Math Standards

CCSS.Math.Practice.MP1
CCSS.Math.Practice.MP3
CCSS.Math.Practice.MP4
CCSS.Math.Practice.MP5
CCSS.Math.Practice.MP7
CCSS.Math.Content.6.EE.A.2
CCSS.Math.Content.6.EE.B.3
CCSS.Math.Content.6.EE.B.4

Common Core English Language Arts Standards

CCSS.ELA-Literacy.CCRA.SL.1
CCSS.ELA-Literacy.CCRA.SL.2
CCSS.ELA-Literacy.CCRA.SL.4
CCSS.ELA-Literacy.CCRA.SL.5
CCSS.ELA-Literacy.CCRA.L.6
CCSS.ELA-Literacy.RST.11-12.3
CCSS.ELA-Literacy.RST.11-12.4
CCSS.ELA-Literacy.RST.11-12.9

CTE / Information Communication Technology Standards

2.0 Communications
4.0 Technology
5.0 Problem Solving and Critical Thinking
9.0 Leadership and Teamwork
10.0 Technical Knowledge and Skills
11.0 Demonstration and Application

Software and Systems Development Pathway Standards

C1.0 Identify and apply the systems development process.
C3.0 Create effective interfaces between humans and technology.
C4.0 Develop software using programming languages.
C5.0 Test, debug, and improve software development work.

Unit Description

This unit introduces logical statements, commonly known as 'if-statements' in most programming languages. Logical statements will be used to control which statements in computer code is or is not executed based on testing of logical expressions using operators such as 'less than', 'less than or equal to', 'equal to', etc. Students will complete a project that utilizes these techniques after following the development life cycle.

Instructional Objectives

Students will be able to...

- Write logical statements to control the flow of a computer program.
- Use mathematical comparators like \geq , $<$, $==$, etc. in a programming language to dynamically compare variables and values.

Suggested Activities

Students will write a solution to the following problems using structured charts, flowcharts, and/or pseudocode. Once the teacher approves the design the students are to write the code that solves the problem:

- A certain city classifies a pollution index less than 35 as “Pleasant”, 35 through 60 as “Unpleasant” and above 60 as “Hazardous”. Write a program pollution.cpp that reads in a pollution index and then displays the appropriate classification.
- Write a program that reads in a letter grade (A, B, C, D, or F) and uses a switch statement to print out:

You are the best!	For ‘A’ input
You did a good job!	For ‘B’ input
Your hard work paid off.	For ‘C’ input
Done.	For ‘D’ input
Do better next time	For ‘F’ input
What grade did you get?	For all other inputs
- Write a program that reads in the height and radius of a cylinder and then ask the user if he/she wants to find its surface area, lateral surface area or its volume. The program is then to find what the user wants to calculate and then outputs it.
- Write a program that determines if a students can give blood or not. A person can give blood if he/she is 16 years or older and weighs over 110 pounds. If the person is too young it needs to print out: “sorry you are too young”, if the person is old enough but does not weigh enough, it needs to print out: “I am sorry but you just do not weigh enough”, otherwise it needs so say: “look away you are going to get stabbed and thanks for saving lives”.

Suggested Assessments

- Students are given a flowchart diagram and a given value and must determine the output.
- Students present a collaborative design project
 - Includes initial brainstorming and high-level planning evidence
 - Includes flowcharts and/or structured charts
 - Includes critiques and iterative design changes

- Includes debugging challenges and logical design errors faced during project
- Includes evidence of how logical statements are used to control which statements in computer code are executed and which statements are not.

Unit 5: Iteration Techniques (Loops) and Constants

Content Standards

Common Core Math Standards

CCSS.Math.Practice.MP1
CCSS.Math.Practice.MP3
CCSS.Math.Practice.MP4
CCSS.Math.Practice.MP5
CCSS.Math.Practice.MP7
CCSS.Math.Content.6.EE.A.2
CCSS.Math.Content.6.EE.B.3
CCSS.Math.Content.6.EE.B.4

Common Core English Language Arts Standards

CCSS.ELA-Literacy.CCRA.SL.1
CCSS.ELA-Literacy.CCRA.SL.2
CCSS.ELA-Literacy.CCRA.SL.4
CCSS.ELA-Literacy.CCRA.SL.5
CCSS.ELA-Literacy.CCRA.L.6
CCSS.ELA-Literacy.RST.11-12.3
CCSS.ELA-Literacy.RST.11-12.4
CCSS.ELA-Literacy.RST.11-12.9

CTE / Information Communication Technology Standards

2.0 Communications
4.0 Technology
5.0 Problem Solving and Critical Thinking
9.0 Leadership and Teamwork
10.0 Technical Knowledge and Skills
11.0 Demonstration and Application

Software and Systems Development Pathway Standards

C1.0 Identify and apply the systems development process.
C3.0 Create effective interfaces between humans and technology.
C4.0 Develop software using programming languages.
C5.0 Test, debug, and improve software development work.

Unit Description

Topics presented in this unit include an introduction to the use of loops such as ‘for loops’ and ‘while loops’ to handle repeating code. Also this unit also presents the use of constants to make

code clearer and easily to maintain. Students will complete a project that utilize these techniques after following the development life cycle.

Instructional Objectives

Students will be able to...

- Use iterative techniques to reuse code.
- Use constants to define key values.

Suggested Activities

Students will write a solution to the following problems using structured charts, flowcharts, and/or pseudocode. Once the teacher approves the design the students are to write the code that solves the problem:

- Write a program `sequence3.cpp` that list the first 20 numbers in the sequence:
7, 21, 63, 189, ...
- Write a program `ball.cpp` that displays the rebound height of a dropped ball. This ball rebounds to half of its height that it was dropped. The program needs to read in the ball's initial height and then output its height for the first 20 bounces. The input/output should look like:
Finding the rebound height of a dropped ball.
Enter the original height (in meters): 15
Starting height: 15.0000 meters.
After bounce # 1: 7.5000 meters
After bounce # 2: 3.7500 meters
After bounce # 3: 1.8750 meters
...
- Write a program `series1.cpp` that finds the sum of the first 50 numbers in the sequence:
80000, 64000, 51200, 40960, 32768, ...
- Write a program the reads in a set of numbers of unknown size. Once all the numbers are inputted, the program needs to output the average of the numbers. Once a number is inputted, the program needs to ask the user if he/she would like to input another number.

Suggested Assessments

- Students present a collaborative design project
 - Includes initial brainstorming and high-level planning evidence
 - Includes flowcharts and/or structured charts
 - Includes critiques and iterative design changes
 - Includes debugging challenges and logical design errors faced during project
 - Includes evidence of how iterative Techniques (loops) are used to minimize code.

Includes evidence of how constants are used to make code clearer and easier to maintain.

Unit 6: Top-down design with Functions

Content Standards

Common Core Math Standards

CCSS.Math.Practice.MP1
CCSS.Math.Practice.MP3
CCSS.Math.Practice.MP4
CCSS.Math.Practice.MP5
CCSS.Math.Practice.MP7
CCSS.Math.Content.6.EE.A.2
CCSS.Math.Content.6.EE.B.3
CCSS.Math.Content.6.EE.B.4

Common Core English Language Arts Standards

CCSS.ELA-Literacy.CCRA.SL.1
CCSS.ELA-Literacy.CCRA.SL.2
CCSS.ELA-Literacy.CCRA.SL.4
CCSS.ELA-Literacy.CCRA.SL.5
CCSS.ELA-Literacy.CCRA.L.6
CCSS.ELA-Literacy.RST.11-12.3
CCSS.ELA-Literacy.RST.11-12.4
CCSS.ELA-Literacy.RST.11-12.9

CTE / Information Communication Technology Standards

2.0 Communications
4.0 Technology
5.0 Problem Solving and Critical Thinking
9.0 Leadership and Teamwork
10.0 Technical Knowledge and Skills
11.0 Demonstration and Application

Software and Systems Development Pathway Standards

C1.0 Identify and apply the systems development process.
C3.0 Create effective interfaces between humans and technology.
C4.0 Develop software using programming languages.
C5.0 Test, debug, and improve software development work.

Unit Description

This unit introduces the creation and use of functions as an approach to programmatic control of code sequence. Students will first learn how to pass values into a function and how they return values. While doing this, the students will understand the difference between passing a variable by value and passing a variable by reference. Once this is mastered, the students will understand the scope of a variable. Students will complete a project that utilize functions after following the development life cycle.

Instructional Objectives

Students will be able to...

- Create variables in a program with a clear understanding of variable scope.
- Create functions based on a top-down design view of the entire functionality of the program.
- Calculate and return data with the the proper datatype and value.

Suggested Activities

Students will write their own mathematical operation as a function that inputs two values and returns its answer.

Suggested Assessments

- Students are given flowcharts of the main program and separate flowchart diagrams for each function. Given a value, the student must determine the output.
- Students present a collaborative design project
 - Includes initial brainstorming and high-level planning evidence
 - Includes flowcharts and/or structured charts
 - Includes critiques and iterative design changes
 - Includes debugging challenges and logical design errors faced during project
 - Includes evidence of how their program utilizes functions
 - Includes analysis of the scope of variables in the program
 - Includes discussion if a function uses a copy or the original variable of the caller.

Unit 7 : One-Dimensional Arrays

Content Standards

Common Core Math Standards

CCSS.Math.Practice.MP1
CCSS.Math.Practice.MP3
CCSS.Math.Practice.MP4
CCSS.Math.Practice.MP5
CCSS.Math.Practice.MP7
CCSS.Math.Content.6.EE.A.2
CCSS.Math.Content.6.NS.B.3
CCSS.Math.Content.6.NS.C.6
CCSS.Math.Content.6.EE.B.3
CCSS.Math.Content.6.EE.B.4

Common Core English Language Arts Standards

CCSS.ELA-Literacy.CCRA.SL.1
CCSS.ELA-Literacy.CCRA.SL.2
CCSS.ELA-Literacy.CCRA.SL.3
CCSS.ELA-Literacy.CCRA.SL.4
CCSS.ELA-Literacy.CCRA.SL.5
CCSS.ELA-Literacy.CCRA.SL.6
CCSS.ELA-Literacy.CCRA.L.6
CCSS.ELA-Literacy.RST.11-12.3
CCSS.ELA-Literacy.RST.11-12.4
CCSS.ELA-Literacy.RST.11-12.9

CTE / Information Communication Technology Standards

2.0 Communications
4.0 Technology
5.0 Problem Solving and Critical Thinking
9.0 Leadership and Teamwork
10.0 Technical Knowledge and Skills
11.0 Demonstration and Application

Unit Description

An array stores a sequence of values that are all of the same type. An array can be thought of as a single variable that stores multiple values. Each of the values in an array has an indexed number attached to it. This index number can be used to quickly access the value. One good way to think of an array is to see it as one row or column in a spreadsheet. In this unit students will use arrays to solve problems that involve a large amount of data of the same type.

Instructional Objectives

Students will be able to...

- Identify when to utilize an array for a program.
- Create and properly utilize one dimensional arrays for a program.
- Use the index number to access (read or modify) elements in a one dimensional array.

Suggested Activities

- Students will create a program with a for loop that will iterate over an one dimensional array. Some examples:
 - Printing out a list of names stored in an array with an entire classroom student roster.
 - Averaging a list of test grades stored in an array with all test grades of a course.
- Students will create a program that selectively accesses elements in an one dimensional array. Some examples:

- Printing out the name of a student sitting at a particular computer number based on an array of all students indexed by computer station number.
- Select an inventory item (string value) based inventory index number. (Useful in modeling an inventory of items for a game like Minecraft).

Suggested Assessments

- When given a code fragment, the student must determine the array cell indices and values accessed/modified/printed.
- Students present a collaborative design project
 - Includes initial brainstorming and high-level planning evidence
 - Includes flowcharts and/or structured charts
 - Includes critiques and iterative design changes
 - Includes debugging challenges and logical design errors faced during project
 - Includes evidence of how their program utilizes a one dimensional array

Unit 8: File Input/Output

Content Standards

Common Core Math Standards

CCSS.Math.Practice.MP4
 CCSS.Math.Practice.MP5
 CCSS.Math.Content.6.EE.B.3
 CCSS.Math.Content.6.EE.B.4
 CCSS.Math.Content.HSA-CED.A.2

Common Core English Language Arts Standards

CCSS.ELA-Literacy.CCRA.SL.1
 CCSS.ELA-Literacy.CCRA.SL.2
 CCSS.ELA-Literacy.CCRA.SL.3
 CCSS.ELA-Literacy.CCRA.SL.4
 CCSS.ELA-Literacy.CCRA.SL.5
 CCSS.ELA-Literacy.CCRA.SL.6
 CCSS.ELA-Literacy.CCRA.L.6
 CCSS.ELA-Literacy.RST.11-12.3
 CCSS.ELA-Literacy.RST.11-12.4
 CCSS.ELA-Literacy.RST.11-12.9

CTE / Information Communication Technology Standards

2.0 Communications
 4.0 Technology
 5.0 Problem Solving and Critical Thinking
 9.0 Leadership and Teamwork
 10.0 Technical Knowledge and Skills

Unit Description

Up to this point the input and output for our programs have been limited to the console. This works well if the programming is only inputting and outputting small quantities of data. Using files to input and output data to and from a program is much more efficient and accurate when dealing with medium to a large amount of data. In this unit, students will write programs that read in data from a file and write programs that also write data to a file.

Instructional Objectives

Students will be able to...

- Identify when to utilize file I/O.
- Programmatically read and write data to files.

Suggested Activities

- Students will write code that allows the user to type their name and then saves the name in a file on a networked drive. Then students will write code that reads from the same network drive file but from a different computer and writes it to the screen.
- Students will write code that can save and read a “game state” like tic-tac-toe.

Suggested Assessments

- Students complete a fill-in-the-blank assessment that is an entire program where the read/write/append code is incomplete.
- Students present a collaborative design project
 - Includes initial brainstorming and high-level planning evidence
 - Includes flowcharts and/or structured charts
 - Includes critiques and iterative design changes
 - Includes debugging challenges and logical design errors faced during project
 - Includes evidence of how their program utilizes file input and output

Unit 9: Linear Search and Sorting Algorithms

Content Standards

Common Core Math Standards

CCSS.Math.Practice.MP1
CCSS.Math.Practice.MP3
CCSS.Math.Practice.MP5
CCSS.Math.Practice.MP7
CCSS.Math.Content.6.EE.A.2
CCSS.Math.Content.6.NS.B.3

CCSS.Math.Content.6.EE.B.4

Common Core English Language Arts Standards

CCSS.ELA-Literacy.CCRA.SL.1
CCSS.ELA-Literacy.CCRA.SL.2
CCSS.ELA-Literacy.CCRA.SL.3
CCSS.ELA-Literacy.CCRA.SL.4
CCSS.ELA-Literacy.CCRA.SL.5
CCSS.ELA-Literacy.CCRA.SL.6
CCSS.ELA-Literacy.CCRA.L.6
CCSS.ELA-Literacy.RST.11-12.3
CCSS.ELA-Literacy.RST.11-12.4
CCSS.ELA-Literacy.RST.11-12.9

CTE / Information Communication Technology Standards

2.0 Communications
3.0 Career Planning and Management
4.0 Technology
5.0 Problem Solving and Critical Thinking
9.0 Leadership and Teamwork
10.0 Technical Knowledge and Skills
11.0 Demonstration and Application

Unit Description

Linear search is the process of looking through an array one element at a time for a certain value until it is found or reaches the end of the array. In this unit, students will design and write programs that look for values of different data types in an array.

Arranging an array of values in a certain order is called sorting. An array of values can be sorted two different ways: ascending order is when the first element in the array is the smallest “value” and descending order where the first element in the array is the “largest” value.

Instructional Objectives

Students will be able to...

- programmatically implement a search algorithm to find an element in an array.
- programmatically implement a sorting algorithm to arrange elements in an array.

Suggested Activities

- Students will sort a collection of physical items (collectible cards, toys, etc.) based on their determination. Then students will describe how they approached the problem. Then

students will compare their approach to common computer program sorting techniques such as bubble sort (insertion sort, etc.)

- Students will perform a linear search of a word in the dictionary. As a class, students will brainstorm better techniques that a computer could implement to make the search faster and more efficient.

Suggested Assessments

- Given the various sorting algorithms as a flowchart, students will write the state of the data for each pass of the sorting algorithm.
- Students write literacy task that recommends different search and/or sorting algorithms based on a programmer's application.
- Students present a collaborative design project
 - Includes initial brainstorming and high-level planning evidence
 - Includes flowcharts and/or structured charts
 - Includes critiques and iterative design changes
 - Includes debugging challenges and logical design errors faced during project
 - Includes evidence of how their program utilizes a sorting algorithm
 - Includes evidence of how their program utilizes a search algorithm

Unit 10: Data and Program Representation and Storage

Content Standards

Common Core Math Standards

CCSS.Math.Practice.MP1
CCSS.Math.Practice.MP3.
CCSS.Math.Practice.MP5
CCSS.Math.Practice.MP7

Common Core English Language Arts Standards

CCSS.ELA-Literacy.CCRA.SL.2
CCSS.ELA-Literacy.CCRA.SL.4
CCSS.ELA-Literacy.CCRA.SL.5
CCSS.ELA-Literacy.CCRA.SL.6
CCSS.ELA-Literacy.CCRA.L.6
CCSS.ELA-Literacy.RST.11-12.3
CCSS.ELA-Literacy.RST.11-12.4

CTE / Information Communication Technology Standards

4.0 Technology
5.0 Problem Solving and Critical Thinking

Unit Description

We may not think of it but the number system we use is base 10. This is because we only use 10 different symbols {0, 1, ..., 9} to represent any number. Another numbering system called hexadecimal is based 16 because it uses 16 different symbols to represent numbers {0, 1, ..., 9, A, B, C, E, F}. For example, the number eleven would be B in hexadecimal. Binary is another number system which only uses two symbols to represent numbers {0 and 1}. Binary is an important number system today because it is how a computer stores data. In this unit, students will convert to and from these different numbering systems.

Instructional Objectives

Students will be able to...

- Convert numbers between different number systems, especially base 10, binary, and hexadecimal.
- Develop a number system for computers.
- Convert a number to the Two's Complement programming number system.
- Evaluate basic mathematical operations in different number systems.
- Encode and decode using symbology standards of: ASCII, EBCDIC, or UNICODE

Suggested Activities

- Students will secretly encode messages using ASCII, EBCDIC, or UNICODE tables
- Students will intentionally create math errors by asking a computer program to calculate a number that has a value greater than the max/min of a given datatype.
- Students will be asked to create their own method of representing negative numbers for a computer that can only store one and zeroes. Then students will compare their approach with Two's Complement.

Suggested Assessments

- Students complete a series of problems that they are required to...
 - convert a number to Two's Complement and vice versa
 - convert numbers between binary, decimal, and hexadecimal
 - add and subtract binary numbers
- Students will write a literacy task where they will compare and contrast the advantages and disadvantages of American Standard Code for Information Interchange (ASCII) vs. Extended Binary Coded Decimal Interchange Code (EBCDIC) vs. Unicode

Unit 11: Suggested Applications

Content Standards

Common Core Math Standards

CCSS.Math.Practice.MP1
CCSS.Math.Practice.MP3
CCSS.Math.Practice.MP4
CCSS.Math.Practice.MP5
Use tools strategically.
CCSS.Math.Practice.MP7
CCSS.Math.Content.6.EE.A.2
CCSS.Math.Content.6.NS.B.3
CCSS.Math.Content.6.NS.C.6
CCSS.Math.Content.6.NS.C.8
CCSS.Math.Content.6.EE.B.3
CCSS.Math.Content.6.EE.B.4
CCSS.Math.Content.HSA-CED.A.2

Common Core English Language Arts Standards

CCSS.ELA-Literacy.CCRA.SL.1
CCSS.ELA-Literacy.CCRA.SL.2
CCSS.ELA-Literacy.CCRA.SL.3
CCSS.ELA-Literacy.CCRA.SL.4
CCSS.ELA-Literacy.CCRA.SL.5
CCSS.ELA-Literacy.CCRA.SL.6
CCSS.ELA-Literacy.CCRA.L.6
CCSS.ELA-Literacy.RST.11-12.3
CCSS.ELA-Literacy.RST.11-12.4
CCSS.ELA-Literacy.RST.11-12.9

CTE / Information Communication Technology Standards

2.0 Communications
3.0 Career Planning and Management
4.0 Technology
5.0 Problem Solving and Critical Thinking
9.0 Leadership and Teamwork
10.0 Technical Knowledge and Skills
11.0 Demonstration and Application

Software and Systems Development Pathway Standards

C1.0 Identify and apply the systems development process.
C2.0 Define and analyze systems and software requirements.
C3.0 Create effective interfaces between humans and technology.
C4.0 Develop software using programming languages.
C5.0 Test, debug, and improve software development work.
C6.0 Integrate a variety of media into development projects.
C7.0 Develop Web and online projects.
C8.0 Develop databases.
C9.0 Develop software for a variety of devices, including robotics.
C10.0 Develop intelligent computing
(depends on implementation)

Unit Description

The activities and assessments listed below are a list of suggestions to theme and approach the goals of the first ten units of this course.

NOTE: The activities and assessments given below are summative because it requires the students to apply the skills they are learned in the class. At the same time, these activities show real life examples on how programming can be used in the real world. The instructor can choose which activity to do based on a class theme and/or resources that are available.

Instructional Objectives

Students will be able to...

- Develop software products using industry standard platforms.
- Target actual hardware products with their own software.
- Solver real-world problems with software design.

Suggested Activities and Assessments

- Literacy Task Assessments
 - Students write a task for a robot to solve.
 - Students write a design proposal for a new application based on field research of surveys, needs, and trends.
- Collaborative Design Projects
 - Create a mobile application for a mobile device (tablet, phone, etc.)
 - Create a game application for a game console (XBOX, PS4, Arduino, etc.)
 - Create an animation (C-STEM-QAnimate, Visual Studios/XNA, etc.)
 - Create a web application (JavaScript, Adobe Flash, HTML5, etc.)
 - Create and program a robot as a tool or problem solver (LEGO Mindstorms, Barobo, etc.)
 - Musical instrument
 - Rubik's Cube Solver
 - R/C Car
 - Board game companion/competitor



CURRICULUM DEVELOPMENT/ INSTRUCTIONAL MATERIALS ADOPTION

Title of Course of Study: *Computer Science*

Title of Course for Instructional Materials Adoption: *N/A*

Date Work Completed: *4/15/2016*

Please check one:

- School use only—Identify school(s):
 District-wide use

A. PROCESS/PROCEDURES

- Curriculum Development
 Instructional Materials Adoption:

List the Name of Course Developers/Writers with Title/Position:

*Jerry Huang, Math & Computer Science CTE Teachers @New Tech
Clayton Dagler, Math & Computer Science Teacher @Burbank
Michael Dixon, Computer Science Professor @Sac City College*

DESCRIBE COMMITTEE PROCESS AND PROCEDURES USED.

Composition of Committee/ Names of Reviewers:

*Nick Freathy, Math Training Specialist
Jill Pellerin, ELA Training Specialist
Roscoe Anh, Math & Computer Science Teacher @CKM
Joseph Stymeist, Interim Director of CCR & former Computer Science
Teacher
Dr. Lily Liemthongsamout, Linked Learning Coordinator*

Roles and responsibility of the committee/reviewers:

*All committee members listed above reviewed the course of study for
Computer Science based on their areas of expertise. Reviewers provided
feedback to the course developers and revisions were made in the final
version.*

Meeting dates and purpose of the meetings:

*Two days in January – Jerry and Clayton met with Michael Dixon,
Professor at Sac City College to work on course of study
Review of course happened via email. No in-person meeting was held.*

Describe Input/Feedback from Community and/or Industry Professionals, if any: (school/pathways, teachers, administrators, public, etc.):

*Input and feedback received from a professor at Sac City College and the
Capital Academies and Pathways Sector Coach and Career Specialists*

B. SEQUENCING

Describe the course work sequence which includes this course:

*The sequence of courses will be 1) introduction to computer, 2) exploring
computer science, 3) computer science, 4) computer programming.*

C. ALIGNMENT MATRIX

- I. How does this course align to the California Content Standards and/or CA Common Core Standards?

It covers several standards in Common Core Math, Common Core English Language Arts Standards, and CTE / Information Communication Technology Standards

- II. If the course is proposed as part of a Linked Learning Pathway or Career Academy, how does it align with the pathway and/or academy outcomes?

It can be the capstone class for an Information Technology pathway.

- III. How does the course engage students in academic work that meets the district's definition of academic rigor (academic rigor = "The capacity to understand and apply content and experiences that are complex, ambiguous, provocative, and personally or emotionally challenging.")?

The course is aligned to a college level Computer Programming Class.

- IV. Did/will the course meet the requirements for UC a-g approval?

Yes: Elective (G)

- V. How does this course satisfy High School Graduation Requirements?

It meets elective credit.

- VI. Other Comments:

For Office Use Only---Approvals:

Dates each group approved the completed product:

- Principals:
- Assistant principals of instruction:
- High school curriculum committee:
- Cadre:
- Superintendent Cabinet:



**CURRICULUM DEVELOPMENT/
INSTRUCTIONAL MATERIALS ADOPTION**
Reviewers' Feedback & Recommendation

Title of Course of Study:	<i>Computer Science</i>
Name and Position/Title of Reviewer 1:	<i>Roscoe Anh, Math and Computer Science Teacher @CK McClatchy HS</i>
Name and Position/Title of Reviewer 2:	<i>Clayton Dagler, Math and Computer Science Teacher @Luther Burbank HS</i>
Name and Position/Title of Reviewer 3:	<i>Joseph Stymeist, Interim Director of College and Career Readiness Department (former computer science teacher)</i>
Date Review Completed:	<i>4/15/2016</i>

Components and Criteria of a High Quality and Rigorous Course of Study:

- ◆ The course of study is a course within a clear and coherent sequenced of courses.
- ◆ The course of study is aligned to the CA Content Standards and/or CA Common Core Standards
- ◆ The course of study is aligned to the academy/pathway Program of Study and Student Learning Outcomes.
- ◆ The course engages students in academic work that meets the district's definition of Academic Rigor: *The capacity to understand and apply content and experiences that are complex, ambiguous, provocative, and personally or emotionally challenging.*

The course of study meets all criteria of a high quality course of study. We recommend it be approved for implementation beginning in 2016-17.

This course is based on the curriculum from the <http://www.exploringcs.org/curriculum>, which is most to date curriculum on computer science.

- The course of study meets most criteria of a high quality course of study. We recommend it be revised to include the following components prior to approval for implementation beginning in 2016-17:
- The course of study meets some criteria, but is lacking key components of a high quality course of study. We recommend the course be revised to include the following components prior to approval for Pilot Status in 2016-17.
- The course of study lacks all or most criteria of a high quality course of study. We recommend the course be rewritten with guidance and support from the district curriculum development staff.

Signatures
Reviewer 1:

Reviewer 2:

Reviewer 3:

If more space is needed for comments/feedback, attach separate page.



CURRICULUM DEVELOPMENT/ INSTRUCTIONAL MATERIALS ADOPTION

Title of Course of Study: *Computer Science*

Title of Course for Instructional Materials Adoption: *N/A*

Please check one:

- School Used Only – Identify school(s):
 District-Wide Use

Course of Study Reviewer & Title/Position: *Roscoe Anh, Math & Computer Science Teacher @CKM*

Date Review Completed: *4/15/2016*

A. PROCESS/PROCEDURES

- Curriculum Development
 Instructional Materials Adoption:

B. ALIGNMENT MATRIX

- I. How does this course align to the California Content Standards and/or CA Common Core Standards?

It is well aligned to standards.

- II. If the course is proposed as part of a Linked Learning Pathway or Career Academy, how does it align with the pathway and/or academy outcomes?

This course will prepare students to enter into an entry-level programming position.

- III. How does the course engage students in academic work that meets the district's definition of academic rigor (academic rigor = "The capacity to understand and apply content and experiences that are complex, ambiguous, provocative, and personally or emotionally challenging.")?

Computer Science requires critical thinking and problem solving skills and forces students to think logically and methodically. Looping, recursion, abstraction, and conditionals are some examples of applied higher-level thinking skills.

- IV. Other Comments:

For Office Use Only---Approvals:

Dates each group approved the completed product:

- Principals:
- Assistant principals of instruction:
- High school curriculum committee:
- Cadre:
- Superintendent Cabinet:



**CURRICULUM DEVELOPMENT/
INSTRUCTIONAL MATERIALS ADOPTION**
Reviewers' Feedback & Recommendation

Title of Course of Study:	<i>Computer Science</i>
Name and Position/Title of Reviewer 1:	<i>Roscoe Anh, Math and Computer Science Teacher @CK McClatchy HS</i>
Name and Position/Title of Reviewer 2:	<i>Clayton Dagler, Math and Computer Science Teacher @Luther Burbank HS</i>
Name and Position/Title of Reviewer 3:	<i>Joseph Stymeist, Interim Director of College and Career Readiness Department (former computer science teacher)</i>
Date Review Completed:	<i>4/15/2016</i>

Components and Criteria of a High Quality and Rigorous Course of Study:

- ◆ The course of study is a course within a clear and coherent sequenced of courses.
- ◆ The course of study is aligned to the CA Content Standards and/or CA Common Core Standards
- ◆ The course of study is aligned to the academy/pathway Program of Study and Student Learning Outcomes.
- ◆ The course engages students in academic work that meets the district's definition of Academic Rigor: *The capacity to understand and apply content and experiences that are complex, ambiguous, provocative, and personally or emotionally challenging.*

The course of study meets all criteria of a high quality course of study. We recommend it be approved for implementation beginning in 2016-17.

This course is based on the curriculum from the <http://www.exploringes.org/curriculum>, which is most to date curriculum on computer science.

The course of study meets most criteria of a high quality course of study. We recommend it be revised to include the following components prior to approval for implementation beginning in 2016-17:

The course of study meets some criteria, but is lacking key components of a high quality course of study. We recommend the course be revised to include the following components prior to approval for Pilot Status in 2016-17.

The course of study lacks all or most criteria of a high quality course of study. We recommend the course be rewritten with guidance and support from the district curriculum development staff.

Signatures

Reviewer 1:

Reviewer 2:

Clayton Dagler Reviewer 3:

If more space is needed for comments/feedback, attach separate page.



CURRICULUM DEVELOPMENT/ INSTRUCTIONAL MATERIALS ADOPTION

Title of Course of Study: *Computer Science*

Title of Course for Instructional Materials Adoption: *N/A*

Please check one:

- School Used Only – Identify school(s):
 District-Wide Use

Course of Study Reviewer & Title/Position: *Clayton Dagler, Math & Computer Science Teacher @Burbank*

Date Review Completed: *4/15/2016*

A. PROCESS/PROCEDURES

- Curriculum Development
 Instructional Materials Adoption:

B. ALIGNMENT MATRIX

- I. How does this course align to the California Content Standards and/or CA Common Core Standards?

It covers several standards in Common Core Math, Common Core English Language Arts Standards, and CTE / Information Communication Technology Standards

- II. If the course is proposed as part of a Linked Learning Pathway or Career Academy, how does it align with the pathway and/or academy outcomes?

It can be the capstone class for an Information Technology pathway at Burbank.

- III. How does the course engage students in academic work that meets the district's definition of academic rigor (academic rigor = "The capacity to understand and apply content and experiences that are complex, ambiguous, provocative, and personally or emotionally challenging.")?

The course is aligned to a college level Computer Programming Class.

- IV. Other Comments:

For Office Use Only---Approvals:

Dates each group approved the completed product:

- Principals:
- Assistant principals of instruction:
- High school curriculum committee:
- Cadre:
- Superintendent Cabinet:



**CURRICULUM DEVELOPMENT/
INSTRUCTIONAL MATERIALS ADOPTION**
Reviewers' Feedback & Recommendation

Title of Course of Study:	<i>Computer Science</i>
Name and Position/Title of Reviewer 1:	<i>Roscoe Anh, Math and Computer Science Teacher @CK McClatchy HS</i>
Name and Position/Title of Reviewer 2:	<i>Clayton Dagler, Math and Computer Science Teacher @Luther Burbank HS</i>
Name and Position/Title of Reviewer 3:	<i>Joseph Stymeist, Interim Director of College and Career Readiness Department (former computer science teacher)</i>
Date Review Completed:	<i>4/15/2016</i>

Components and Criteria of a High Quality and Rigorous Course of Study:

- ◆ The course of study is a course within a clear and coherent sequenced of courses.
- ◆ The course of study is aligned to the CA Content Standards and/or CA Common Core Standards
- ◆ The course of study is aligned to the academy/pathway Program of Study and Student Learning Outcomes.
- ◆ The course engages students in academic work that meets the district's definition of Academic Rigor: *The capacity to understand and apply content and experiences that are complex, ambiguous, provocative, and personally or emotionally challenging.*

The course of study meets all criteria of a high quality course of study. We recommend it be approved for implementation beginning in 2016-17.

This course is based on the curriculum from the <http://www.exploringcs.org/curriculum>, which is most to date curriculum on computer science.

The course of study meets most criteria of a high quality course of study. We recommend it be revised to include the following components prior to approval for implementation beginning in 2016-17:

The course of study meets some criteria, but is lacking key components of a high quality course of study. We recommend the course be revised to include the following components prior to approval for Pilot Status in 2016-17.

The course of study lacks all or most criteria of a high quality course of study. We recommend the course be rewritten with guidance and support from the district curriculum development staff.

Signatures

Reviewer 1:

Reviewer 2:

Reviewer 3:

If more space is needed for comments/feedback, attach separate page.



CURRICULUM DEVELOPMENT/ INSTRUCTIONAL MATERIALS ADOPTION

Title of Course of Study: *Computer Science*

Title of Course for Instructional Materials Adoption: *N/A*

Please check one:

- School Used Only – Identify school(s):
 District-Wide Use

Course of Study Reviewer & Title/Position: *Joseph Stymeist, Interim Director of College and Career Readiness Department*

Date Review Completed: *4/14/2016*

A. PROCESS/PROCEDURES

- Curriculum Development
 Instructional Materials Adoption:

B. ALIGNMENT MATRIX

I. How does this course align to the California Content Standards and/or CA Common Core Standards? *Aligned*

II. If the course is proposed as part of a Linked Learning Pathway or Career Academy, how does it align with the pathway and/or academy outcomes?

It will prepare students for entry level work in the software development industry.

III. How does the course engage students in academic work that meets the district's definition of academic rigor (academic rigor = "The capacity to understand and apply content and experiences that are complex, ambiguous, provocative, and personally or emotionally challenging.")? *Problem solving & critical thinking are required at a very high level in software development. Coding is one of the best methods for developing and honing these skills.*

IV. Other Comments:

The fundamentals of computer programming are reinforced throughout rigorous exercises.

For Office Use Only---Approvals:

Dates each group approved the completed product:

- Principals:
- Assistant principals of instruction:
- High school curriculum committee:
- Cadre:
- Superintendent Cabinet:



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1h

Meeting Date: June 16, 2016

Subject: Approve Title I Schoolwide Programs at Two Schools

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Academic Office/State and Federal Programs

Recommendation: Approve Schoolwide Programs at 2 Title I funded schools

Background/Rationale: A Schoolwide Program is a comprehensive reform strategy focused on serving all students, improving all structures that support students, and combining resources, as allowed, to maximize the impact of Title I funding. Its primary goal is to ensure that all students at a school site, particularly those who are low-achieving, are provided opportunities to demonstrate proficiency and advanced levels of achievement on State academic achievement standards. Schools that are not granted Schoolwide Program status must only provide educational services to identified individual students. Currently, all but two newly Title I funded schools in Sacramento City Unified School District are approved Schoolwide Programs. The two schools that are requesting schoolwide program status are: Sutter Middle School and Washington School.

Financial Considerations Schoolwide Program status will allow two additional schools receiving Title I allocations to use the funding for comprehensive programs serving all students at each school.

LCAP Goal(s): College and Career Ready Students; Safe, Clean and Healthy Schools; and Family and Community Engagement

Documents Attached: N/A

Estimated Time of Presentation: N/A
Submitted by: Iris Taylor, Ed.D., Interim Chief Academic Officer,
and Lisa Hayes, Director, State and Federal Programs
Approved by: José L Banda, Superintendent



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1i

Meeting Date: June 16, 2016

Subject: Approve Resolution No. 2893: School Board Resolution in Support of the California Healthcare, Research and Prevention Tobacco Tax Act of 2016

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Superintendent's Office

Recommendation: Approve Resolution No. 2893: School Board Resolution in Support of the California Healthcare, Research and Prevention Tobacco Tax Act of 2016.

Background/Rationale: The California Healthcare, Research and Prevention Tobacco Tax Act of 2016 is a measure which proposes to raise the tax of cigarettes to \$2.00 per pack. The initiative will save lives and produce long-term cost savings as well as raise revenue to improve healthcare and healthcare research.

Financial Considerations: N/A

LCAP Goal(s): Family and Community Engagement.

Documents Attached:

1. Resolution No. 2893

Estimated Time of Presentation: N/A

Submitted by: Board Vice President Jay Hansen

Approved by: José L. Banda, Superintendent

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

RESOLUTION NO. 2893

**School Board Resolution in Support of the California Healthcare, Research and
Prevention Tobacco Act of 2016**

WHEREAS, smoking is the leading preventable cause of death in California; and

WHEREAS, 90 percent of smokers start as teens; and

WHEREAS, over 16,000 children in California get hooked on smoking every year, and half of the teens who start will die from smoking related illness; and

WHEREAS, for every 10 percent increase in the cost of a pack of cigarettes, teen smoking drops by up to 6.5 percent; and

WHEREAS, teen e-cigarette (vaping) use tripled between 2013 and 2014; and

WHEREAS, the California Healthcare, Research and Prevention Tobacco Tax Act of 2016 will prevent teens from becoming addicted to tobacco; and

WHEREAS, every year, smoking costs California taxpayers billions of dollars, including \$3.5 billion spent annually on Medi-Cal to treat smoking-related diseases; and

WHEREAS, the California Healthcare, Research and Prevention Tobacco Tax Act of 2016 will reduce smoking rates and reduce long-term healthcare costs; and

WHEREAS, the California Healthcare, Research and Prevention Tobacco Tax Act of 2016 will increase the tax on a pack of cigarettes sold in California from 87 cents a pack to \$2.87, and place equivalent taxes on other tobacco products containing nicotine, like e-cigarettes (vaping); and

WHEREAS, the California Healthcare, Research and Prevention Tobacco Tax Act of 2016 will raise approximately \$2.5 billion annually, 85% of which will fund healthcare programs; and

WHEREAS, these programs include Medi-Cal which is the primary medical care for the majority of California's school children, smoking prevention programs at our schools through grants administered by the California Department of Education, research on tobacco-related diseases including cancer, heart and lung disease through the University of California, increasing medical residency programs for our students graduating from California medical schools; and

WHEREAS, the California Healthcare, Research and Prevention Tobacco Tax Act of 2016 is supported by State Superintendent of Public Instruction Tom Torlakson, the American Cancer Society Cancer Action Network, the American Heart Association, the American Lung Association in California, the California Medical Association, the California Dental Association, the California Hospital Association, and the Service Employees International Union.

NOW, THEREFORE, BE IT RESOLVED that the Sacramento City Unified School District Board of Education strongly supports the California Healthcare, Research and Prevention Tobacco Tax Act of 2016 and urges Californians to vote YES to take a stand to save California lives and help smokers quit.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 16th day of June, 2016, by the following vote:

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

Christina Pritchett
President of the Board of Education

ATTESTED TO:

José L. Banda
Secretary of the Board of Education



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1j

Meeting Date: June 16, 2016

Subject: Approval of Memorandum of Understanding Between Sacramento County Office of Education and Sacramento City Unified School District July 1, 2016 – June 30, 2019

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Academic Office

Recommendation: Approve the Memorandum of Understanding between Sacramento County Office of Education and Sacramento City Unified School District.

Background/Rationale: Agencies receiving AB 104 Consortia funding must have a memorandum of understanding in place between the fiscal agent and district in order to receive the funding. A memorandum of understanding was approved by the board for 2015-2016 funds and one now needs to be approved for 2016-2017.

Financial Considerations: Without a Memorandum of Understanding in place by June 30, 2016, adult education will not receive the \$1,079,980.43 for which we otherwise qualify.

LCAP Goal(s): College and Career Readiness, Family and Community Engagement

Documents Attached:

1. Memorandum of Understanding for the Sacramento Workforce Development Area

Estimated Time of Presentation: NA

Submitted by: Iris Taylor, Ed.D., Interim Chief Academic Officer and Susan Lytle Gilmore, Ph.D., Director, Adult Education

Approved by: José L. Banda, Superintendent

**Memorandum of Understanding (MOU) # 16-B-SC
Between
Sacramento County Office of Education (SCOE)
and
Sacramento City Unified School District**

Term of Agreement – July 1, 2016 through June 30, 2019

I. Purpose and Parties

The purpose of this MOU is to document the relationship and articulate roles and responsibilities between the Capital Adult Education Regional Consortium (CAERC) fiscal agent (SCOE) and each of the CAERC members. This Memorandum of Understanding is entered into between Sacramento County Office of Education (SCOE), and Sacramento City Unified School District. Sacramento City Unified School District and SCOE hereby agree to the following terms of this MOU. Sacramento City Unified School District is a member of CAERC. Sacramento City Unified School District, hereinafter referred to as “CAERC Member.”

II. Background

AB 86 Planning Grant

The 2013-14 State Budget, under the auspices of Assembly Bill 86, appropriated \$25 million to the California Community College Chancellor’s Office (CCCCO) to provide funding for two-year adult education planning and implementation grants. AB 86 supported the development of regional adult education consortium plans that focus on expanding and improving opportunities for education and workforce services for adults. From July 1, 2013 to December 31, 2015, AB 86 consortia, consisting of K-12 school districts, community college districts, and other partners developed regional education and workforce service plans for adults.

AB 104 Adult Education Block Grant

On June 24, 2015 Governor Jerry Brown signed AB 104 into law. The 2015-16 year represents the transition period from the planning that took place with AB 86 to the actualization of the Adult Education Block Grant (AEBG). The 2015-16 State Budget included \$500 million in new funding for seven authorized adult education program areas. On April 20, 2016, the CCCC and CDE notified all consortia of their intent to award AEBG funding for fiscal years 2016-17 and 2017-18.

Role and Function of CAERC

The Capital Adult Education Regional Consortium is comprised of 14 members – 11 K-12 school districts, 2 county offices of education, the Los Rios Community College District (4 colleges) – and 22 partner agencies. For 2016-17, a total of \$11,128,458 was allocated to CAERC member agencies.

III. Role of SCOE and CAERC Member

Role of SCOE

As the fiscal agent, SCOE will distribute consortium funds in accordance to the CAERC Governance and Fiscal Allocation Plans (approved November 2015), AB 104, and Education Code section 84913. SCOE will be responsible for collecting, compiling, and reporting consortium-level fiscal, program information, and learner performance outcome measures to the AEBG office.

Role of CAERC Member

CAERC Member will adhere to the agreements outlined in the CAERC Governance and Fiscal Allocation Plans (approved November 2015). CAERC Member will be responsible for participating in the consortium decision-making process and reporting member fiscal, program information, and learner performance outcome measures to the consortium as specified in AB 104 and any associated AEBG Program guidelines.

Role of Both Parties

Both parties will work together to comply with AB 104’s reporting requirements. AB 104 requires that each consortium report allocations by participating members, budgets by program area and objective, and file expenditure and progress reports. Allocations by members should match expenditures, follow CAERC’s 2016-17 Annual Plan, and adhere to the expenditure guidelines outlined in the AB 104 Allowable Uses Guide.

IV. SCOE Responsibilities

As the CAERC fiscal agent, SCOE will act as the banker, process expenses and expenditure contracts as agreed upon by the members, and work with the members to implement fiscal decisions per CAERC’s 2016-17 Annual Plan and Three-Year Amended Consortium Plan.

As the designated fiscal and program information-reporting agency, SCOE will:

1. Compile and report members’ consortium allocation expenditures and progress every six months to the California Community Colleges Chancellor’s Office’s online system.
2. Compile and report members’ final program-area expenditures for MOE and consortium allocations to the AEBG office annually in July.
3. Compile and submit members’ mid-year report and annual report for student summary report and program-outcome summary report for student progress to the AEBG office.
 - a. The student summary report will include: (1) the number of students served by members of the consortium, (2) the demographics for these students, and (3) student enrollment by program.
 - b. The program outcome summary report for student progress will include: (1) improved literacy skills, (2) completion of high school diplomas and recognized equivalents, (3) completion of post-secondary certificates, degrees, or training programs, (4) placement into jobs, (5) improved wages, (6) transfers from adult school to post-secondary, and (7) transfers from post-secondary noncredit to credit.
4. District will receive their agreed upon allocation based on the following consortium approved distribution schedule *:

Allocation	Release Date
25%	September, 2016
25%	December, 2016
25%	March, 2017
25%	June, 2017

*Subject to change based upon Governor’s budget 2016 section 84905

5. Compile and report consortium-level data required by AB 104 and AEBG as needed.

V. CAERC Member Responsibilities

To enable SCOE’s reporting to the AEBG Office, CAERC Member will be responsible for monitoring their own activities and reporting to SCOE all CAERC related fiscal and program activities. This includes any necessary student participation data, expenditure documentation, and any AB104 information necessary for the successful completion of AB104 mandated reports, performance measures, and program outcomes.

Expenditures must follow CAERC’s 2016-17 Annual Plan, adhere to the expenditure guidelines outlined in the AB 104 Allowable Uses Guide, and follow other guidelines established by the AEBG Office.

CAERC Member will designate a person/persons with proper authority to certify all information submitted to SCOE. CAERC Member acknowledges and accepts all responsibility for program related expenditures and certifies that expenditures are in compliance with the approved objectives, rules and regulations that govern the AEBG program. Furthermore, CAERC Member accepts all liability for any disallowed costs, should they arise.

In exchange for **\$1,079,980.43**, CAERC Member will:

1. Submit expenditure information.
 - a. Report consortium allocation expenditures to SCOE every six months prior to the AEBG reporting due dates. For the 2016-17 allocation, all activities must cease no later than December 31, 2018. The reporting calendar will run from July 1, 2016 to January 30, 2019. Dates are subject to change.

Reporting Period	Dates	Report Due from CAERC Member to Fiscal Agent
1	7/1/16 - 12/31/16	01/13/17
2	1/1/17 - 6/30/17	07/14/17
3	7/1/17 - 12/31/17	01/12/18
4	1/1/18 - 6/30/18	07/13/18
5	7/1/18 - 12/31/18	01/11/19
6	To be announced	To be announced

- b. Report final program-area expenditures for Maintenance of Effort (MOE) and consortium allocation annually in July.
 - c. An expenditure and progress reporting template will be provided by SCOE which will include funding source - MOE and consortium allocation, standard fiscal reporting categories/object codes, authorized program areas, objectives, expenditure summary narrative, and progress update narrative.
 - d. Indirect rates:
 - i. A consortium may use no more than 5 percent of funds allocated in a given fiscal year for administration activities.
 - ii. K-12 districts and County Offices of Education will use their California Department of Education approved indirect cost rate for Program Year 2016-17.
2. Submit program (learner outcome) information.
 - a. Submit mid-year report and annual report for student summary report and program-outcome summary report for student progress to SCOE prior to the AEBG due dates.
 - b. A program reporting template will be provided by SCOE.
 - i. The student summary report will include: (1) the number of students served by members of the consortium, (2) the demographics for these students, and (3) student enrollment by program.
 - ii. The program outcome summary report for student progress will include: (1) improved

literacy skills, (2) completion of high school diplomas and recognized equivalents, (3) completion of post-secondary certificates, degrees, or training programs, (4) placement into jobs, (5) improved wages, (6) transfers from adult school to post-secondary, and (7) transfers from post-secondary noncredit to credit.

- c. The reporting schedule is as follows:
 - i. The mid-year report will be due in early spring each calendar year.
 - ii. The annual report will be due in August each calendar year.

- 3. Submit other data as required by AB 104 and AEBG guidelines.
- 4. Submit reports and questions to Holly Clark by email hclark@scoe.net.
- 5. Participate in monthly meetings and workgroups
 - a. Regular attendance is expected at monthly CAERC meetings and workgroup sessions.

VI. Term

This MOU Agreement shall be effective July 1, 2016 and ending on June 30, 2019. Either party may terminate this MOU with at least a sixty- (60) day written notice of intention to terminate this agreement. This agreement may also be terminated by CAERC officially designated members if it is determined a member is not compliant with the AEBG Allowable Uses Guide or for non-performance with fiscal and/or program reporting or as specified on the CAERC Governance Plan.

VII. Privacy

SCOE and all CAERC members will comply with all state and federal education privacy policies. SCOE and CAERC members will not disclose any personally identifiable information except upon written consent of the participating adult learners or as otherwise permitted by law.

VIII. Indemnity

CAERC Member agrees to defend, indemnify, and hold harmless SCOE (including its directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged acts or omissions of CAERC Member, its director, agents, officers, or employees relating to CAERC Member's duties and obligations described in this agreement or imposed by law.

SCOE agrees to defend, indemnify, and hold harmless CAERC Member (including its directors, agents, officers and employees), from any claim, action, or proceeding arising from any actual or alleged acts or omissions of SCOE, its director, agents, officers, or employees relating to SCOE's duties and obligations described in this agreement or imposed by law.

It is the intention of the parties that this section imposes on each party responsibility to the other for the acts and omissions of their respective officials, employees, representatives, agents, subcontractors and volunteers, and that the provisions of comparative fault shall apply.

IX. Modification

Any changes to this MOU must be agreed to in writing by both parties. Should changes in legislation or the State budget occur that necessitate revision of this MOU, the CAERC Member and SCOE shall meet to revise accordingly.

X. Independent Agents

This MOU is by and between two independent agents, SCOE and CAERC Member, and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture and/or association between the two independent agents. The parties shall be expected to independently comply with all relevant laws, including those regarding worker’s compensation.

XI. Nondiscrimination

Any service provided by either party pursuant to this MOU shall be without discrimination based on the actual or perceived race, religious creed, color, national origin, nationality, ethnicity, ethnic group identification, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, gender, gender identity, gender expression, sex, or sexual orientation, in accordance with all applicable Federal and State laws and regulations.

XII. Insurance

Both parties shall maintain in full force Commercial Liability Insurance with limits of no less than \$1,000,000 per occurrence. Such requirement may be satisfied by coverage through a joint powers authority. Evidence of insurance coverage shall be furnished upon request by CAERC Member or SCOE.

XIII. Execution of Agreement

This MOU may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Photographic copies of such signed counterparts may be used in lieu of the originals for any purpose.

Sacramento County Office of Education

Sacramento City Unified School District

Signature

Signature

Date

Date

Authorized Sacramento City Unified School District
Representative

Signature

Susan Lytle Gilmore, Ph.D.
Printed Name

Title

Date



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.1k

Meeting Date: June 16, 2016

Subject: Approve Resolution No. 2895: Resolution Regarding Board Stipends

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Board of Education.

Recommendation: Approve Resolution No. 2895: Resolution Regarding Board Stipends.

Background/Rationale: Education Code section 35120 fails to define hardship which has led to uncertainty regarding payment of stipends for Board members who may be deserving of payment, due to a hardship, for absent meetings. All stipend payments will be based on an attendance sign-in sheet as well as any Board resolution(s) excusing absences in compliance with law. A Board member who is absent from a meeting may be eligible for payment by reporting the excused absence to the Board Office. A Board resolution will be periodically placed, as needed, on the Board agenda to state that the reason for the absence complies with Education Code section 35120 and shall be reflected in the minutes.

Financial Considerations: N/A

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Resolution No. 2895: Resolution Regarding Board Stipends.

Estimated Time of Presentation: N/A

Submitted by: Christina Pritchett, Board President

Approved by: José L. Banda, Superintendent

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

RESOLUTION NO. 2895

RESOLUTION REGARDING BOARD STIPENDS

WHEREAS, Education Code section 35120 and Board Bylaw 9250 of the Sacramento City Unified School District (“District”) authorize Board members to be paid stipends for meetings they were unable to attend due to illness, hardship or other duties such as jury duty or performing duties or services for the District at the time of a Board meeting; and

WHEREAS, the Board finds that the Board members may be paid, or retain, stipends for meetings they were unable to attend as stated in Attachment A.

NOW, THEREFORE, BE IT RESOLVED by the Sacramento City Unified School District Board of Education which finds and determines as follows:

1. Adopts the foregoing recitals as true and correct;
2. Authorizes stipends for meetings the Board members were unable to attend pursuant to Attachment A; and
3. Incorporates herein by reference Attachment A.

PASSED AND ADOPTED by the Sacramento City Unified School District Board of Education on this 16th day of June, 2016, by the following vote:

AYES: _____
NOES: _____
ABSTAIN: _____
ABSENT: _____

Christina Pritchett
President of the Board of Education

ATTESTED TO:

José Banda
Secretary of the Board of Education

ATTACHMENT A

RESOLUTION NO. 2895

1. Absence Due to Hardship Finding. Stipends are authorized to the following Board members due to an unavoidable employment obligation:
 - a. Board member Diana Rodriguez for the meeting date of June 2, 2016.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.11

Meeting Date: June 16, 2016

Subject: Approve Minutes of the May 19, 2016, Board of Education Meeting

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Superintendent's Office

Recommendation: Approve Minutes of the May 19, 2016, Board of Education Meeting.

Background/Rationale: None

Financial Considerations: None

LCAP Goal(s): Family and Community Engagement

Documents Attached:

1. Minutes of the May 19, 2016, Board of Education Regular Meeting

Estimated Time of Presentation: N/A

Submitted by: José L. Banda, Superintendent

Approved by: N/A



Putting
Children
First

Sacramento City Unified School District BOARD OF EDUCATION MEETING AND WORKSHOP

Board of Education Members

Christina Pritchett, President (Trustee Area 3)
Jay Hansen, Vice President (Trustee Area 1)
Jessie Ryan, Second Vice President (Trustee Area 7)
Ellen Cochrane, (Trustee Area 2)
Gustavo Arroyo, (Trustee Area 4)
Diana Rodriguez, (Trustee Area 5)
Darrel Woo, (Trustee Area 6)
Elizabeth Barry, Student Member

Thursday, May 19, 2016

4:30 p.m. Closed Session

6:30 p.m. Open Session

Serna Center

Community Conference Rooms

5735 47th Avenue

Sacramento, CA 95824

MINUTES

2015/16-23

1.0 OPEN SESSION / CALL TO ORDER / ROLL CALL

The meeting was called to order at 4:37 p.m. by President Pritchett, and roll was taken.

Members Present:

President Christina Pritchett
Second Vice President Jessie Ryan
Ellen Cochrane
Diana Rodriguez
Darrel Woo

Members Absent:

Gustavo Arroyo (arrived at 4:54 p.m.)
Vice President Hansen (arrived at 5:30 p.m.)

A quorum was reached.

2.0 ANNOUNCEMENT AND PUBLIC COMMENT REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION

None.

3.0 CLOSED SESSION

While the Brown Act creates broad public access rights to the meetings of the Board of Education, it also recognizes the legitimate need to conduct some of its meetings outside of the public eye. Closed session meetings are specifically defined and limited in scope. They primarily involve personnel issues, pending litigation, labor negotiations, and real property matters.

3.1 Government Code 54956.9 - Conference with Legal Counsel – Anticipated Litigation:

- a) *Significant exposure to litigation pursuant to subdivision (d)(2) of Government Code section 54956.9*
- b) *Initiation of litigation pursuant to subdivision (d)(4) of Government Code section 54956.9*
- 3.2 *Government Code 54957.6 (a) and (b) Negotiations/Collective Bargaining CSA, SCTA, SEIU, Teamsters, UPE, Unrepresented Management*
- 3.3 *Government Code 54957 – Public Employee Discipline/Dismissal/Release/Reassignment*
- 3.4 *Government Code 54957 - Public Employee Performance Evaluation:*
 - a) *Superintendent*
- 3.5 *Government Code 54957 – Public Employee Appointment*
 - a) *Principal, A. M. Winn Elementary School*

4.0 CALL BACK TO ORDER/PLEDGE OF ALLEGIANCE

The meeting was called back to order at 6:49 p.m. by President Pritchett.

Members Present:

President Christina Pritchett

Vice President Jay Hansen

Second Vice President Jessie Ryan

Gustavo Arroyo

Ellen Cochran

Diana Rodriguez

Darrel Woo

Student Member Elizabeth Barry

Members Absent: None

The Pledge of Allegiance was led by Rosemont High School's Robotics Team. A Certificate of Achievement was presented by President Christina Pritchett.

5.0 ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION

Superintendent Banda announced that Trinisha Turturici was appointed Principal of A. M. Winn Elementary School by unanimous vote.

6.0 AGENDA ADOPTION

President Pritchett asked for a motion to adopt the agenda. A motion was made to approve by Vice President Hansen and seconded by Second Vice President Ryan. The Board voted unanimously to adopt the agenda.

7.0 SPECIAL PRESENTATION

7.1 Student Advisory Council Initiative Presentation (Student Advisory Council Executive Board)

The Student Advisory Council presented continuing initiatives on dress code reform and ethnic studies as well as food consumption.

Public Comment:

Jay Flores, a student at George Washington Carver Arts and Science Charter School, spoke for Carly Wipf, a student at West Campus High School, who could not be present. Ms. Wipf has concerns with the current dress code.

Board Member Comments:

Vice President Hansen thanked the presenters and offered to be their liaison for the food consumption initiative. He asked that they prepare a budget proposal for their needs. He also spoke about the dress code and ethnic studies.

Second Vice President Ryan commended the students. She volunteered to be a liaison for their work on sexual harassment. Regarding food waste, she asked them to review the school wellness policy and then give input and suggestions.

Member Rodriguez thanked the students and volunteered to be a liaison on dress code and sexual harassment. She would like to meet with them to discuss federal policy regarding a food bank.

Member Woo thanked the students for their work on ethnic studies and spoke about some recent developments regarding this.

Student Member Barry said she is proud of the Student Advisory Committee and what they have accomplished this year.

Member Arroyo spoke about the importance of continuity and asked the group to continue to inspire the students that come after them.

President Pritchett thanked the group for the presentation and also volunteered to be a liaison for work on the sexual harassment policy.

7.2 Recognition of the California State Seal of Biliteracy Award Recipients (Iris Taylor and Vanessa Girard)

Vanessa Girard, Director of Multilingual Literacy, explained the requirements required to receive the California State Seal of Biliteracy Award and introduced the 40 students present of the 338 that received the award this year.

Public Comment:

None.

Board Member Comments:

Member Arroyo said that this achievement is a testament to work the District committed to several years ago in its focus on creating world leaders. He thanked the students for all the work they have done.

Member Cochrane said this is a remarkable achievement and that this achievement will provide future opportunities for recipients of the award. She is very proud of the students and wished them the best.

Vice President Hansen also commended everyone involved: teachers, community, students and families. He said this will open up avenues to success.

Student Member Barry pointed out how difficult it is to learn a second language. She said to obtain that is a huge accomplishment.

Member Rodriguez said it is exciting to learn that so many earned the award and to hear that the award was given for so many different languages. She also noted that being able to speak a second language is a huge advantage.

Superintendent Banda said he is very proud of those here and what they accomplished. The advantage of second language proficiency will open doors going forward. He said congratulations to all.

Member Woo also congratulated all award recipients. He said this tool will open many doors for them. He hopes they appreciate the hard work they have put into what they earned.

President Pritchett said the Board is very proud. She knows mastery of a second language will help them greatly in the workforce.

7.3 Sacramento County Office of Education Presentation of Principal Arts Leadership (PAL) Award (Mary Hardin Young)

Assistant Superintendent Mary Hardin Young introduced Steve Winlock of the Sacramento County Office of Education. Mr. Winlock explained the PAL Award and announced the four District principals that are winners of the award: Ellen Lee, William Land Elementary School; Gail Johnson, Father Keith B. Kenny K-8 School; Reginald Brown, John Still K-8 School; and Peter Lambert, C. K. McClatchy High School. Mr. Winlock presented each principal with a trophy.

Public Comment:

None.

Board Member Comments:

None.

7.4 Target: Excellence Wins a National Award for Being a Healthy Out-of-School Time Hero (Keith Herron)

Amira Resnick of the Alliance for a Healthier Generation described her organization and explained how they honored Target: Excellence last year with the Hero Award. A short video was shown, and then Keith Herron, founder of Target: Excellence, explained the program and its history.

Public Comment:

None.

Board Member Comments:

Member Rodriguez spoke of this nationally recognized after-school program and shared positive comments about the program.

Member Woo said that the program has had phenomenal results, and he is glad they are here at Sacramento City Unified School District. He encouraged the Board to visit the program.

8.0 PUBLIC COMMENT

Members of the public may address the Board on non-agenda items that are within the subject matter jurisdiction of the Board. Please fill out a yellow card available at the entrance. Speakers may be called in the order that requests are received, or grouped by subject area. We ask that comments are limited to two (2) minutes with no more than 15 minutes per single topic so that as many people as possible may be heard. By law, the Board is allowed to take action only on items on the agenda. The Board may, at its discretion, refer a matter to district staff or calendar the issue for future discussion.

Public Comment:

President Pritchett asked, in the interest of time, that each speaker keep their comments to one minute tonight instead of two minutes.

Francheska Martinez spoke about student mental health.

The following members of Sacramento ACT spoke about their program and school related issues of concern they have:

Sheri Patrick

John Watkins

Sue Seldon Ward

Elvia Vazquez

Danielle Prince

Markton Ross

Bina C.

Camaia Coleman

Teresa Hernandez

Mana Leticia

Diana Silva

Sujey Alfonzo

Leslie Segura

Jose Chavez

Jason Weiner

President Pritchett asked the speakers to reach out to individual Board members for meetings.

Vice President Hansen also recommended all to meet individually with their Board members.

Fumie Shimada has concerns with two Genevieve Didion K-8 School portables that are close to her fence.

David Fisher has concerns about lack of stakeholder input for SPARK and the size of the SPARK budget. He prefers more staff at the school sites. He also spoke about how the Parent Teacher Home

Visit Project grew from a grass roots effort.

Carl Pinkston spoke about LCAP and Ethnic Studies.

Ray Green spoke about the Freedom School and invited Board members to stop by participating school sites.

George Green spoke about the importance of reading. He feels more reading and writing specialists are needed at some underserved sites.

Darlene Anderson has concerns with the composition of School Site Councils, how the District documents students, how data is used, and safety. She said parents feel that they cannot approach the District.

Alex Visaya invited Board members to an event on May 25th to honor parent graduates of the Parent Leadership Pathway Program.

Dominique Williams spoke about Ethnic Studies and requested funding to have the pilot program implemented at George Washington Carver School of Arts and Science Charter School.

The following speakers spoke about the LCAP:

Jonathan Tran

Laura Vu

Tiffany Hunter

President Pritchett asked the speakers to reach out to Board members.

Member Cochrane thanked the speakers for coming forward to tell the Board what needs to be known. She said to please contact her via e-mail with concerns. She said that if a Board member is not available to please contact her or another Board member. She explained that when using the form on the internet the message is e-mailed to all Board members.

Second Vice President Ryan thanked all that came forward to speak tonight. She said there is power in collective voice such as Sacramento ACT brought tonight.

Member Rodriguez thanked all families from her area for coming tonight. She reported that Vice President Hansen will be part of their next area meeting.

9.0 PUBLIC HEARING

9.1 Consideration of District Initial Proposal to Service Employee International Union (SEIU) Local 1021 (Cancy McArn)

Chief Human Resources Officer Cancy McArn and Human Resources Employee Relations Director Cindy Nguyen presented the SEIU sunshine proposal regarding Article 6 which is concerned with compensation.

Public Comment:

Liz Guillen, of Public Advocates, said that supplemental and concentration dollars generated by low income students, English learners, and foster youth have to be justified in their use as an increase for improvement in service for those students. She said a District-wide salary increase does not meet those criteria. She passed out an “at a glance” rule sheet to the Board.

Board Member Comments:

None.

9.2 *Consideration of District Initial Proposal to Classified Supervisor Association (CSA)
(Cancy McArn)*

Chief Human Resources Officer Cancy McArn and Human Resources Employee Relations Director Cindy Nguyen presented the CSA reopener for 2015-16 focus around Article 6, compensation.

Public Comment:

None.

Board Member Comments:

None.

9.3 *Consideration of District Initial Proposal to Teamsters Local 150 (Cancy McArn)*

Chief Human Resources Officer Cancy McArn and Human Resources Employee Relations Director Cindy Nguyen presented the Teamsters sunshine proposal related to 2015-16 reopener related to Article 6, compensation.

Public Comment:

None.

Board Member Comments:

Vice President Hansen asked to clarify that these are reopeners that would be for salary increases that would be retroactive to the beginning of the school year. Ms. McArn said yes, for the 2015-16 school year. Vice President Hansen said he feels that all employees should share in the extra dollars of which we are able to avail ourselves. He feels every bargaining unit deserves to have a similar pay raise.

10.0 CONSENT AGENDA

Generally routine items are approved by one motion without discussion. The Superintendent or a Board member may request an item be pulled from the consent agenda and voted upon separately.

10.1 Items Subject or Not Subject to Closed Session:

10.1a Approve Grants, Entitlements and Other Income Agreements, Ratification of Other Agreements, Approval of Bid Awards, Change Notices and Notices of Completion (Gerardo Castillo, CPA)

10.1b Approve Personnel Transactions (Cancy McArn)

10.1c Approve Business and Financial Report: Warrants, Checks, and Electronic Transfers Issued for the Period of April 2016 (Gerardo Castillo)

10.1d Approve Leonardo da Vinci K-8 School Field Trip to Ashland, Oregon from June 7 – June 9, 2016 (Lisa Allen and Mary Hardin Young)

10.1e Approve Minutes of the April 21, 2016, Board of Education Meeting (José L. Banda)

(Board Meeting, May 19, 2016)

President Pritchett asked for a motion to adopt the Consent Agenda. A motion was made to approve by Member Woo and seconded by Vice President Hansen. The Board voted unanimously to adopt the agenda.

11.0 BOARD WORKSHOP/STRATEGIC PLAN AND OTHER INITIATIVES

11.1 Approve Resolution No. 2888: To Participate in the Sacramento Regional Zero-Emission School Bus Deployment Project for the California Air Resources Board (Cathy Allen) **Action**

Chief Operations Officer Cathy Allen asked the Board to approve the resolution to apply for a grant through the California Air Resources Board for three electric buses and three electric charging stations for the Transportation Department. It does require cash in kind of approximately \$150,000.

Public Comment:
None.

Board Member Comments:
Member Woo asked if the District will get an emission reduction credit. Ms. Allen said that since the grant is through the Air Quality Management District, she believes the credit is taken by them. She said it is Twin Rivers and Elk Grove School Districts along with us that are completing this grant through the Air Quality Management District.

President Pritchett asked for a motion to approve. Member Woo made a motion and Vice President Hansen seconded. The motion passed unanimously.

11.2 Approve Adoption of District Initial Proposal to United Professional Educator (UPE) Regarding the Administrators’ Unit Collective Bargaining Agreement Negotiations (Cancy McArn) **Action**

Chief Human Resources Officer Cancy McArn reminded the Board of the public hearing that was heard on this Item at the last Board meeting and asked the Board to approve the proposal that reopens Article 7 for 2015-16 salary and health benefits and Article 5, evaluation of work performance, as well as the following: Article 6, leaves of absence; Article 7, salary and health benefits; Article 8, work year; and Article 9, retiree health benefits for 2016-17.

Public Comment:
None.

Board Member Comments:
Member Woo moved to approve. The motion was seconded by Member Arroyo and was approved unanimously with Vice President Hansen away from the dais.

12.0 BUSINESS AND FINANCIAL INFORMATION/REPORTS

Receive Information

12.1 Business and Financial Information:

- *Purchase Order Board Report for the Period of March 15, 2016, through April 14, 2016*
- *Report on Contracts Within the Expenditure Limitations Specified in Section PCC 20111 for March 1, 2016, through April 30, 2016*

12.2 Head Start/Early Head Start Reports

Board President Pritchett received the Business and Financial Information and the Head Start/Early Head Start Reports.

13.0 FUTURE BOARD MEETING DATES / LOCATIONS

- ✓ *June 2, 2016, 4:30 p.m. Closed Session, 6:30 p.m. Open Session, Serna Center, 5735 47th Avenue, Community Room, Regular Workshop Meeting*
- ✓ *June 16, 2016, 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th Avenue, Community Room; Regular Workshop Meeting*

14.0 ADJOURNMENT

President Pritchett asked for a motion to adjourn the meeting; a motion was made by student member Elizabeth Barry and seconded by Member Woo. The motion was passed unanimously, and the meeting adjourned at 9:10 p.m.

José L. Banda, Superintendent and Board Secretary

NOTE: The Sacramento City Unified School District encourages those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services, to participate in the public meeting, please contact the Board of Education Office at (916) 643-9314 at least 48 hours before the scheduled Board of Education meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54953.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. §12132)] Any public records distributed to the Board of Education less than 72 hours in advance of the meeting and relating to an open session item are available for public inspection at 5735 47th Avenue at the Front Desk Counter and on the District's website at www.scusd.edu



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Item 11.1

Meeting Date: June 16, 2016

Subject: Sacramento City Unified School District Draft Strategic Plan
2016-2021

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Strategy and Innovation Office

Recommendation: Provide updated information on the strategic plan and proposed metrics for Board review.

Background/Rationale: The district is continuing the development of the new strategic plan. Board members are asked to respond to a third iteration of the strategic plan that includes proposed metrics. Staff will present the updated plan and provide an overview of the alignment with the LCAP.

Financial Considerations: None

LCAP Goals: College and Career Ready Students; Safe, Clean and Healthy Schools; Family and Community Engagement

Documents Attached:

1. Executive Summary
2. Draft Strategic Plan with Proposed Metrics

<p>Estimated Time of Presentation: 10 minutes Submitted by: Al Rogers, Ed.D., Chief Strategy Officer Approved by: José L. Banda, Superintendent</p>
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Board of Education Executive Summary

Strategy and Innovation Office

SCUSD Draft Strategic Plan 2016-2021

June 16, 2016



I. OVERVIEW / HISTORY

Since August 2015, staff has worked with community stakeholders in an inclusive process to update the SCUSD Strategic Plan.

The district's planning and design process has yielded a Strategic Plan that will:

- Align long term strategic actions with the Local Control and Accountability Plan,
- Reflect best educational practices, and will be feasible and sustainable,
- Capture the shared vision of SCUSD stakeholder groups, including students and their families, teachers, administrators, central office staff, community members, the Superintendent, and the Board of Education.
- Harness the power of on-going study of performance indicators to track implementation and effects as a means to continuous improvement.

Following the establishment of a Design Team and a creation of a district Needs Assessment, in November 2015, the Strategy and Innovation Office shared the first draft of the proposed Strategic Plan in outline form.

After a period of engagement on the draft ("Cycle 1"), a revised second draft was created to share through a series of regional meetings ("Cycle 2") during April and May 2016. The second round of engagement established that there was sufficient support for the revised plan. The third draft of the Strategic Plan is presented for a final round of feedback by Board members, for adoption at the end of June, 2016 for implementation beginning in the 2016-17 school year.

II. DRIVING GOVERNANCE

The district's previous Strategic Plan was launched in 2010, as a descriptive companion to the Board of Education-adopted Mission Statement: *Students graduate as globally competitive, lifelong learners, prepared to succeed in a career and higher education institution of their choice to secure gainful employment and contribute to society.* The three foundational pillars of the previous Strategic Plan: *Career- and College-Ready Students, Family and Community Engagement, and Organizational Transformation*, guided the work of the district to date.

III. BUDGET

Relying primarily on district resources, we have been able to keep the costs within budget.



IV. GOALS, OBJECTIVES, AND MEASURES

There are three key ideas driving this work:

- The Strategic Plan is an exercise for us as a community to envision excellence for our students, and from ourselves.
- The Local Control and Accountability Plan (LCAP) is the detailed plan that will actualize the intentions and commitments of the Strategic Plan.
- Our Data Dashboard will make leading and lagging indicators available to all stakeholders as a means to authentic, shared community leadership.

V. MAJOR INITIATIVES

The Strategic Plan will provide a framework for district culture, norms and student supports for five years. It is expected that the Strategic Plan will align with the LCAP and, by extension, the Single Plan for Student Achievement at each school site.

VI. RESULTS

The draft Strategic Plan is framed around four major goals. Included with each of the goals is a list of sample initiatives and associated activities that the district is committed to achieve.

- College, Career and Life-Ready Graduates
- Safe, Emotionally Healthy and Engaged Students
- Family and Community Empowerment
- Operational Excellence

In order to put forth this updated draft of the Strategic Plan, staff has utilized the following tools:

- Strategic Plan Design Team research and refinement
- Cycle 2 Community Meetings
- Collaborative seminars with labor partners, the Student Advisory Council, DELAC, Community Advisory Committee on Special Education, and the Parent Information Exchange
- Ongoing review and development with the Superintendent's Extended and Executive Cabinets
- Applicable work of innovative partner districts

The draft plan presented at the June 16 Board meeting includes proposed metrics to measure the effectiveness of the plan's implementation and on-going efforts to improve District services.

Board of Education Executive Summary

Strategy and Innovation Office

SCUSD Draft Strategic Plan 2016-2021

June 16, 2016



VII. LESSONS LEARNED / NEXT STEPS

- June 28, 2016: Presentation of final Strategic Plan to the Board for adoption
- July, 2016: Departmental goal-setting for the five-year period
- July, 2016: Collateral material designed
- September 1, 2016: Strategic Plan is launched with the first day of school



Strategic Plan 2016-2021

SCUSD Mission

Students graduate as globally competitive lifelong learners, prepared to succeed in a career and higher education institution of their choice to secure gainful employment and contribute to society.

SCUSD Vision

Every student is a responsible, productive citizen in a diverse and competitive world.

SCUSD Core Values

- **Equity:** Commitment to reducing the academic achievement gap by ensuring that all students have equal access to the opportunities, supports and the tools they need to be successful.
- **Achievement:** Students will be provided with a relevant, rigorous and well-rounded curriculum, with the expectation that all will be well prepared for a career and post-secondary education.
- **Integrity:** Communication and interaction among and between students, parents, staff and community partners is defined by mutual respect, trust and support.
- **Accountability:** Commitment to transparency and ongoing review of data will create a culture focused on results and continuous improvement in a fiscally sustainable manner.

SCUSD Goals

College, Career and Life Ready Graduates
Safe, Emotionally Healthy and Engaged Students
Family and Community Empowerment
Operational Excellence



College, Career and Life Ready Graduates

SCUSD will challenge and support all students to actively engage in rigorous and relevant curriculum that prepares them for college, career, and a fulfilling life, regardless of zip code, race/ethnicity, ability, language proficiency, and life circumstance.

Action	Proposed Services	Performance Indicators
<p>Improve and expand the implementation of standards-based curriculum LCAP Actions: 1.1A, 1.1B, 1.1C, 1.1D, 1.3A 2.2D</p>	<ul style="list-style-type: none"> • <i>Implement high quality, rigorous standards in all areas</i> • <i>Increase use of classroom instructional strategies that foster students' social and emotional skills and support a growth mindset, in all areas of academic instruction.</i> • <i>Improve assessments to measure student progress</i> 	<ul style="list-style-type: none"> • Graduation Rate Disaggregated • Percent of students who meet or exceed CAASPP standards at these benchmark grade levels: 3, 6, 8, 9 • Percent of eighth and ninth grade students on track to graduate
<p>Expand and improve interventions and academic supports for all students in order to close the achievement gap LCAP Actions: 1.1F, 1.1 I, 1.1 L, 1.2A, 1.2 B, 1.2 D, 2.2 M, 2.2 N</p>	<ul style="list-style-type: none"> • <i>Build systems that lead to positive outcomes for students of color, low income, English Learners, foster and homeless youth, students with disabilities and all underperforming demographic groups.</i> • <i>Expand access to Preschool and Early Kindergarten</i> • <i>Implement a Multi-Tiered System of Support in order to provide a broad set of solutions for struggling students, and to reduce disproportional representation of subgroups in special education.</i> • <i>Offer more options for personalized learning including, but not limited to, tutoring, independent study, credit recovery</i> • <i>A-G offered at all high schools as the default curriculum</i> 	<ul style="list-style-type: none"> • Complete an inventory of interventions and establish tools for the effective measurement of interventions as part of the initial MTSS protocol • Number of schools effectively implementing MTSS • Number of three, four and five year olds enrolled in preschool programs • Percent of students identified to receive special education services; percent of special education students who spend 80% of time in general education



Action	Proposed Services	Performance Indicators
<p>Expand the continuum of learning opportunities LCAP Actions: 1.1 E, 1.1G, 1.1 J</p>	<ul style="list-style-type: none"> • <i>Replicate effective innovative school designs</i> • <i>Expand and improve use of instructional technology</i> • <i>Increase options for work-based learning</i> • <i>Increase participation in Advanced Placement, dual enrollment, and college partnerships</i> 	<ul style="list-style-type: none"> • Inventory of specialty programs (dual immersion, IB, STEAM, etc.) • Percent of students who successfully complete Linked Learning Pathways coursework compared to the percent who are enrolled in Linked Learning Pathways • Number of GATE, AP, IB, dual / concurrent enrollment courses offered • Percent of students enrolled in AP/IB classes compared to the school's demographic profile
<p>Hire, support, and retain high quality teachers, reflective of the diversity of our community, and improve teacher and leader practice LCAP Actions: 1.1 B, 1.1 C</p>	<ul style="list-style-type: none"> • <i>Create strategies to recruit and hire more diverse teaching staff</i> • <i>Build structures for professional learning and collaboration among networks of teachers and leaders to support specific student sub-group performance and instructional technology application.</i> 	<ul style="list-style-type: none"> • Number of teachers who are certified master teachers through: <ul style="list-style-type: none"> ○ National board certification; or a potential new SCUSD certification process (to be determined) • Number of teachers and leaders who received aligned appropriate supports (PL, BTSA, etc.)
<p>Support all students to navigate the path to college and career LCAP Actions: 1.1 H, 1.1 I</p>	<ul style="list-style-type: none"> • <i>Implement a comprehensive system to provide students with the tools to succeed in post-secondary endeavors</i> • <i>Provide opportunities to expose students to colleges and universities</i> • <i>Provide information, services and resources to students and their families to ensure they prepare for and succeed in college</i> • <i>Commit to a partnership between SCUSD, Los Rios Community Colleges, CSUS and the City of Sacramento to make education and the completion of a college degree an attainable goal for all students.</i> 	<ul style="list-style-type: none"> • Percent of students who persist to a second year of college • Percent of students enrolled in AP classes who take the AP test • Percent of students who take the PSAT • Percent of students who meet the PSAT college readiness benchmark



Safe, Emotionally Healthy and Engaged Students

SCUSD will provide supports and opportunities to ensure that every student succeeds, with safe school environments that foster student engagement, promote daily attendance, and remove barriers to learning.

Action	Proposed Services	Performance Indicators
<p>Provide students and staff with culturally relevant social, emotional, and health supports to ensure positive school climates LCAP Actions: 1.3 A, 2.2 D, 2.2E, 2.2G, 2.2 I, 2.2 K, 2.2 L</p>	<ul style="list-style-type: none"> • <i>Ensure a positive school climate at every school using the approach to behavior supports indicated for the school culture and population</i> • <i>Increase access to wrap-around health and mental health services</i> • <i>Increase use of disaggregated school data on school climate and academics to make data-driven decisions to confront and interrupt inequities</i> 	<ul style="list-style-type: none"> • Percent of students and staff who report positive school climate and connectedness through the SEL survey. • Percent of families reporting satisfaction with school site services through the Parent Satisfaction Survey. • Chronic Absence, disaggregated • Number of staff who complete Youth Mental Health First Aid Training
<p>Ensure safe, welcoming environments conducive to learning LCAP Actions: 2.1A, 2.1B, 2.2A, 2.2B, 2.2C</p>	<ul style="list-style-type: none"> • <i>Maintain clean, safe and appealing facilities</i> • <i>Build, acquire and/or expand facilities sufficiently to meet students' learning needs</i> • <i>Provide sufficient staffing, training, and communication to ensure campus safety</i> 	<ul style="list-style-type: none"> • Percent of schools rated “Exemplary” using the Facilities Inspection Tool (FIT). • Percent of students who report feeling safe through the SEL survey • Number of bullying reports, including those that result in an Action Plan or Safety Plan
<p>Provide additional opportunities for high quality learning LCAP Actions: 1.2 C</p>	<ul style="list-style-type: none"> • <i>Increase access to expanded learning programs and summer learning</i> • <i>Expand leadership academies for young men and women of color</i> • <i>Encourage participation in service learning projects</i> 	<ul style="list-style-type: none"> • Number of students participating in: <ul style="list-style-type: none"> ○ Expanded learning and ○ Summer learning • Percent of students participating in Expanded learning who are failing core subjects



Family and Community Empowerment

SCUSD will commit to a welcoming school environment for our community; recognize and align district partnerships; and provide tools and family empowerment opportunities that are linked to supporting student academic achievement and social emotional competencies in order for families to be equal and active partners in their child’s educational success.

Action	Proposed Services	Performance Indicators
Increase parent empowerment LCAP Actions: 3.1 A, 3.1 B, 3.2 A	<ul style="list-style-type: none"> • <i>Expand workshop capacity for parent learning</i> • <i>Increase participation in home visits</i> • <i>Provide culturally competent communication to families with translation and accessible language</i> • <i>Support and sustain district parent leadership by partnership with committees including, but not limited to, DELAC, CAC, Foster Parent Council and PTA/PTO</i> 	<ul style="list-style-type: none"> • Number of parent participants in the Parent Leadership Pathway, disaggregated • Percent of parent participants who continue to Level 3 in the Parent Leadership Pathway • Number of schools who receive School Site Council training annually • Number of Level 1 parent volunteers reported by school site
Ensure that schools are welcoming to all members of the community LCAP Actions: 3.1 A, 3.2 A	<ul style="list-style-type: none"> • <i>Facilitate development of Parent Resource Centers at school sites</i> • <i>Train staff on effective models for parent engagement</i> • <i>Expand facility availability outside of the school day</i> 	<ul style="list-style-type: none"> • Number of parents responding to the parent satisfaction survey, disaggregated • Percent of parents responding that their school is welcoming on parent satisfaction survey
Maintain, foster, and strengthen community partnerships LCAP Actions: 3.1 A	<ul style="list-style-type: none"> • <i>Align community partners to Strategic Plan</i> • <i>Offer parent workshops in the community</i> • <i>Partner with higher education institutions to provide enriching experiences for families</i> 	<ul style="list-style-type: none"> • Annual inventory of district community partnerships to report the scope of their services, and the benefit to the district, students, and families <ul style="list-style-type: none"> ○ Identify their contributions to college, career and life readiness • Engage current and additional partners to address gaps in service needs



Operational Excellence

SCUSD will be a service-focused organization. We will consistently serve students, families, staff and community with efficient and effective programs, practices, policies and procedures at every point of contact across the district.

Action	Proposed Services	Performance Indicators
Commit to the highest standards of customer service	<ul style="list-style-type: none"> • <i>Establish districtwide standards for customer service</i> • <i>Provide training in customer service standards</i> • <i>Develop a customer service measurement tool for each district department</i> 	<ul style="list-style-type: none"> • Establish a baseline for central office and school site customer service • Percent of site leaders and/or teachers positively reporting satisfaction with central office services • Percent of district office personnel positively reporting satisfaction with central office services • Percent of families reporting satisfaction with school site services
Hire, support, and retain high quality employees, reflective of the diversity of our community, and continually provide opportunities for professional learning.	<ul style="list-style-type: none"> • <i>Create strategies to recruit more diverse staff</i> • <i>Build a structure of support for all SCUSD staff</i> 	<ul style="list-style-type: none"> • Establish baseline for staff demographics. Report on staff demographics as compared to student demographics • Number of staff who successfully complete coursework on cultural competence • Establish characteristics of high quality staff in our community that SCUSD believes leads to student achievement
Identify and improve systems and practices for all operations and business services	<ul style="list-style-type: none"> • <i>Review of district systems and practices to establish standard operating procedures</i> • <i>Provide staff training on those procedures</i> • <i>Identify and address inefficiencies</i> 	<ul style="list-style-type: none"> • Create an inventory and establish a baseline for district standard operating procedures. • Increase number of efficiencies across district processes (enrollment, accounts payable, alignment with school plan/LCAP)
Implement a robust data collection and reporting process LCAP Actions: 1.3A	<ul style="list-style-type: none"> • <i>Develop and use data to ensure all programs, policies, and procedures are implemented effectively and can be measured for impact on student achievement and district operations.</i> 	<ul style="list-style-type: none"> • The Data Dashboard accurately collects and reports on LCAP and Strategic Plan metrics • Percent of schools with an active data team



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.2

Meeting Date: June 16, 2016

Subject: Facilities Committee Recommendation on Next Steps for the Old Marshall and Thomas Jefferson School Sites

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Facilities Support Services

Recommendation: Board to hear the recommendation of the Standing Facilities Committee regarding next steps for the Thomas Jefferson and Old Marshall sites

Background/Rationale: Following Board Direction, staff posted a request for Letters of Interest for either or both sites in late May. Responses were due on June 3, 2016. The Standing Facilities Committee reviewed the responses with staff at their meeting on June 10, 2016. A recommendation to the full Board is expected from the Committee.

Financial Considerations: Unknown

LCAP GOAL(s): Family and Community Engagement

Documents Attached:

1. Executive Summary

Estimated Time of Presentation: 10 minute presentation

Submitted by: José L. Banda, Superintendent
Cathy Allen, Chief Operations Officer
Facilities Support Services

Approved by: José L. Banda

Board of Education Executive Summary

Facilities Support Services

Facilities Committee Recommendation on Next Steps for the Old Marshall and Thomas Jefferson School Sites

June 16, 2016



I. OVERVIEW / HISTORY

The District has been focusing on the disposition of two properties within its boundaries that are no longer considered suitable for educational instructional purposes. The two properties are the former Thomas Jefferson Elementary School at 16th & N Streets and the Old Marshall School at 23rd and G Streets. Following several community meetings and tours of each site, the Board directed staff to post a notice for Letters of Interest (LOIs) from interested parties for either or both sites. The LOIs were due on June 3, 2016. The Standing Facilities Committee reviewed the responses with staff at their meeting on June 10, 2016.

II. DRIVING GOVERNANCE

Education Code §17385 et seq.

III. BUDGET

N/A

IV. GOALS, OBJECTIVES, AND MEASURES

Evaluate the responses and direct staff to develop a Request for Proposals, for both sites that reflect the direction of the Board.

V. MAJOR INITIATIVES

District property management.

VI. RESULTS

Establish timeline for receiving RFPs and subsequent by the Board.

VII. LESSONS LEARNED/NEXT STEPS

- Board to review and consider Letters of Interest
- Receive recommendation from Standing Facilities Committee
- Provide staff with general direction for each property
- Issue Requests for Proposal (RFPs)



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.3

Meeting Date: June 16, 2016

Subject: Approve the Declaration of Need for Fully Qualified Educators for the 2016-2017 School Year

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Human Resource Services

Recommendation: Approve the Declaration of Need for Fully Qualified Educators for the 2016-2017 School Year.

Background/Rationale: The 2016-2017 Declaration of Need allows the district to apply for and the Commission on Teacher Credentialing to issue Emergency Crosscultural Language and Academic Development (CLAD), Bilingual Crosscultural Language and Academic Development (BCLAD), Resources Specialist, Teacher Librarian Services, Clinical Rehabilitative Services, or Limited Term Assignment for teachers.

English learners identified in K12 public schools are required to receive services designated to meet their linguistic and academic needs based on assessments made by the school district. If it has been determined that a student requires English Learner services, the teacher providing this service must hold an appropriate English learner authorization.

The Declaration of Need indicates to the Commission on Teacher Credentialing that the district may request emergency permits for teachers who are in the process of receiving training to acquire their CLAD, BCLAD, or other appropriate certification.

Financial Considerations: None

LCAP Goal(s): Safe, Clean and Healthy Schools

Documents Attached:

1. Executive Summary
2. 2016-2017 Declaration of Need

Estimated Time of Presentation: 3 minutes

Submitted by: Cancy McArn, Chief Human Resources Officer

Approved by: José L. Banda, Superintendent

Board of Education Executive Summary

Human Resource Services

Declaration of Need for Qualified Educators

June 16, 2016



I. OVERVIEW/HISTORY:

Title 5 of the California Code of Regulations requires school districts to submit to the California Commission on Teacher Credentialing (CCTC) an annual Declaration of Need for Fully Qualified Educators. The Declaration of Need for Fully Qualified Educators will enable the District to request Limited Assignment Permits for Multiple or Single Subject and/or Emergency Permits.

In 2001, the Office of Administrative Law (OAL) permanently approved amendments to the California Code of Regulations, Title 5, Section 80027, Declaration of Need for Fully Qualified Educators. The regulations make a number of changes to the requirements for the Limited Assignment Multiple or Single Subject Teaching Permits.

II. DRIVING GOVERNANCE:

Title 5 California Code of Regulations, Section 80026 pertaining to the General Education Limited Assignment Multiple or Single Subject Teaching Permits. Submission of a Declaration of Need for Fully Qualified Educators by the employing agency shall be a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency. Section 80027 - Limited Assignment Multiple or Single Subject Teaching Permits and Section 80027.1 -Special Education Limited Assignment Teaching Permits.

III. BUDGET: N/A

IV. GOALS, OBJECTIVES AND MEASURES:

The school district must submit an annual Declaration of Need for Fully Qualified Educators based on the previous year's actual needs and projections of enrollment. The Declaration of Need for Fully Qualified Educators must be sent to CCTC prior to requesting the issuance of any emergency permit and/or limited assignment permit for the District.

V. MAJOR INITIATIVES:

The Declaration of Need for Fully Qualified Educators must include the following information; 1) Estimated need shall include the title and number of each type of emergency permit and limited assignment permit which the District estimates based on previous year actual needs and projections of enrollment; 2) Efforts to recruit certificated personnel shall include a brief description of efforts that

Board of Education Executive Summary

Human Resource Services

Declaration of Need for Qualified Educators

June 16, 2016



the District has undertaken to locate and recruit individuals who hold the needed credentials; 3) Efforts to establish alternative training options shall include the identification of the institutions of higher learning who have co-sponsored internship programs, information relative to the District's participation in a pre-internship program, the District's intention to consider developing a "plan to develop fully qualified educators" in cooperation with other districts, a stipulation of insufficient suitable applicants, and adoption of the declaration by the Governing Board.

VI. RESULTS:

The District's estimated need for the 2016-17 school year is as follows:

<u>Emergency Permit:</u>	<u>#</u>
CLAD	20
Bilingual Authorization	6
Resource Specialist	3
Teacher Librarian Services	3
<u>Limited Assignment Permits:</u>	<u>#</u>
Multiple Subject	25
Single Subject	25
Special Education	25
Total All:	107

VII. LESSONS LEARNED/NEXT STEPS:

Approve the Declaration of Need for Fully Qualified Educators – 2016-17 School Year.



DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

<i>Name</i>	<i>Signature</i>	<i>Title</i>
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
<i>Mailing Address</i>		
<i>E-Mail Address</i>		

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

► This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration will be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	_____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____
Visiting Faculty Permit	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved intern program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?	Yes	No
--	-----	----

If no, explain. _____

Does your agency participate in a Commission-approved college or university intern program?	Yes	No
---	-----	----

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an intern program.

If no, explain why you do not participate in an intern program.



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.4

Meeting Date: June 16, 2016

Subject: AB 1200 Disclosures of Costs of the Tentative Agreements with the Classified Supervisors Association (CSA), Sacramento City Teacher Association (SCTA), Service Employees International Union, Local 1021 (SEIU), and United Professional Educators (UPE) and Approval of the Tentative Agreements

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Human Resource Services

Recommendation: Accept AB 1200 Disclosures of Costs of the Tentative Agreements with the Classified Supervisors Association (CSA), Service Employees International Union, Local 1021 (SEIU) Sacramento City Teacher Association (SCTA) and United Professional Educators (UPE) and approve the Tentative Agreements for the employee organizations referenced above.

Background/Rationale: Government Code section 3547.5 requires public school districts to provide, at a meeting of their governing boards, with a summary and costs of negotiated agreements with exclusive representatives before they are implemented. A format for such disclosures has been established by the Superintendent of Public Instruction. The disclosures for each tentative agreement, referenced below, are attached.

Financial Considerations: See attachment A

LCAP Goal(s): Safe, Clean and Healthy Schools

Documents Attached:

1. Attachment A - Sacramento County Office of Education – Public Disclosure of Collective Bargaining Agreements
2. Attachment B -Tentative Agreements

Estimated Time of Presentation: 10 minutes

Submitted by: Cancy McArn, Chief Human Resources Officer &
Gerardo Castillo, Chief Business Office

Approved by: José L. Banda, Superintendent

Board of Education Executive Summary

Human Resources Services

AB 1200 Disclosure of Cost of the Tentative Agreements with Bargaining Units – CSA, SCTA, SEIU, and UPE
June 16, 2016 Board Meeting



I. OVERVIEW / HISTORY

Government Code §3547.5 requires districts to provide the Board of Education, as well as the public, with a summary and costs of negotiated agreements with exclusive representatives before they are implemented. The AB 1200 Disclosure provides a summary of the major provisions of the terms of the negotiated tentative agreement. In addition, the cost of the terms for the years of the agreement must also be presented to the public prior to the final approval.

II. DRIVING GOVERNANCE

- Board Policy – Administrative Regulation 4243.1 – Public Notice – Personnel Negotiations – Before entering into a negotiated agreement, the Board shall disclose, at a public meeting, the major provisions of the agreement, including but not limited to the costs that would be incurred by the district under the agreement for the current and subsequent fiscal years.
- Government Code 3547.5 – Before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer in a format established for this purpose by the Superintendent of Public Instruction.
- Government Code 3540.2 – A school district that has a qualified or negative certification pursuant to Section 42131 of the Education Code shall allow the county office of education in which the school district is located at least 10 working days to review and comment on any proposed agreement made between the exclusive representative and the public school employer.

III. BUDGET

See Attachment A: Sacramento County Office of Education, Public Disclosure of Collective Bargaining Agreement

IV. GOALS, OBJECTIVES, AND MEASURES

Classified Supervisors Association (“CSA”) and the Sacramento City Unified School District (“District”), collectively referred to as the “Parties” negotiated in good faith to

Board of Education Executive Summary

Human Resources Services

AB 1200 Disclosure of Cost of the Tentative Agreements with Bargaining Units – CSA, SCTA, SEIU, and UPE
June 16, 2016 Board Meeting



reach a Tentative Agreement (“TA”) on the 2015-16 re-opener, as set forth in Attachment B.

Sacramento City Teachers Association (“SCTA”) and the Sacramento City Unified School District (“District”), collectively referred to as the “Parties” negotiated in good faith to reach a Tentative Agreement (“TA”) on the 2015-16 re-opener, as set forth in Attachment B.

Service Employees International Union, Local 1021 (“SEIU”) and the Sacramento City Unified School District (“District”), collectively referred to as the “Parties” negotiated in good faith to reach a Tentative Agreement (“TA”) on the 2015-16 re-opener, as set forth in Attachment B.

United Professional Educators (“UPE”) and the Sacramento City Unified School District (“District”), collectively referred to as the “Parties” negotiated in good faith to reach a Tentative Agreement (“TA”) on the 2015-16 re-opener, as set forth in Attachment B.

V. MAJOR INITIATIVES

Classified Supervisors Association (“CSA”)

The key provisions of the Tentative Agreement with CSA are summarized as follows:

Compensation

- For the 2015-2016 school year, the CSA salary schedules will increase by an additional two and one-half percent (2.5%) effective July 1, 2015. Should another bargaining unit receive an unconditional increase to the salary schedule greater than two and one-half percent (2.5%), then the CSA salary schedules will be increased by that same unconditional amount.
- The current contract will remain in effect beyond its expiration date, in the event that a successor contract cannot be agreed to.

Sacramento City Teachers Association (“SCTA”)

The key provisions of the Tentative Agreement with SCTA are summarized as follows:

Compensation

- Effective July 1, 2015, SCTA salary schedules and those pay categories tied or linked to salary schedules shall be increased by an additional 2.5 percent.
- Effective January 1, 2016, SCTA salary schedules and those pay categories tied or

Board of Education Executive Summary

Human Resources Services

AB 1200 Disclosure of Cost of the Tentative Agreements with Bargaining Units – CSA, SCTA, SEIU, and UPE
June 16, 2016 Board Meeting



linked to salary schedules shall be increased by an additional 2.5 percent.

Collaborative Time

- Collaborative time is time spent in professional learning activities that focus on a school site's Single Plan for Student Achievement plan and/or the District Strategic Plan and related initiatives. This may be done in department/grade level teams, and/or special populations of certificated unit employees, or as whole-staff activities. Team meetings will focus on improving student achievement through the examination of student work, analyzing student/school data, sharing methodologies, planning and developing curriculum and assessments. This time is intended to be for group collaboration.
- Collaborative time will occur on Thursdays as set forth in the agreement.

Resolution of AAA Case No. 01-15-0005-6900

- Those counselors who were assigned to a middle or high school site which was staffed at a level below the allocation set forth in the June 9, 2014 settlement between the parties shall be paid \$90 per day for each instructional day of work beginning on July 1, 2014 through June 30, 2016.

Withdrawal and Dismissal of UPC No. SA-CE 2835-E

- Upon ratification of this Tentative Agreement, SCTA expressly agrees to withdraw and dismiss its unfair labor practice charge against the District, UPC No. SA-CE 2835-E, with prejudice.

Service Employees International Union, Local 1021 ("SEIU")

The key provisions of the Tentative Agreement with SEIU are summarized as follows:

Compensation

- For the 2015-2016 school year, the SEIU salary schedules will increase by an additional two and one-half percent (2.5%) effective July 1, 2015. Should another bargaining unit, including unrepresented management, receive an unconditional increase to the salary schedule greater than two and one-half percent (2.5%) effective during the 2015/16 school year, then the SEIU salary schedules will be increased by that same unconditional amount.
- If any unit, including unrepresented management, receives a conditional raise exceeding 2.5%, the Parties agree to bargain up to, but excluding impasse procedures, possible opportunities for SEIU unit members to receive a similar increase based on agreed-to conditions.

Board of Education Executive Summary

Human Resources Services

AB 1200 Disclosure of Cost of the Tentative Agreements with Bargaining Units – CSA, SCTA, SEIU, and UPE
June 16, 2016 Board Meeting



United Professional Educators (“UPE”)

The key provisions of the Tentative Agreement with UPE are summarized as follows:

Compensation

- For the 2015-2016 school year, the UPE salary schedules will increase by an additional two and one-half percent (2.5%) effective July 1, 2015. Should another bargaining unit receive an unconditional increase to the salary schedule greater than two and one-half percent (2.5%), then the UPE salary schedules will be increased by that same unconditional amount.
- The current contract will remain in effect beyond its expiration date, in the event that a successor contract cannot be agreed to.

VI. RESULTS

Good faith bargaining between the Parties resulted in a signed TA between each of the bargaining units (CSA, SCTA, SEIU, and UPE) and the District. Teamsters Local 150 are ongoing and productive.

VII. LESSONS LEARNED / NEXT STEPS

Approve AB 1200 Disclosure of Cost of the Agreement and Tentative Agreements for each of the following CSA, SCTA, SEIU, and UPE.

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Sacramento City Unified School

Name of Bargaining Unit: Classified Supervisors Association (CSA)

Certificated, Classified, Other: Classified

The proposed agreement covers the period beginning: July 1, 2015 and ending: June 30, 2016

(date) (date)

The Governing Board will act upon the agreement on: Potentially June 16, 2016

(date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation - Includes all General Fund - Unrestricted and Restricted

Compensation		Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to Proposed Agreement	Year 1 Increase (Decrease)	Year 2 Increase (Decrease)	Year 3 Increase (Decrease)
		FY 15/16	FY 15/16	FY 16/17	FY 17/18
1	Salary Schedule (This is to include Step and Columns, which is also reported separately in Item 6)	\$1,095,516.00	\$27,387.90	\$28,072.60	\$0.00
			2.50%	2.50%	0.00%
2	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	Included Above	Included Above	Included Above	Included Above
Description of other compensation - Setting of Counselor Grievance		0		0	0
3	Statutory Benefits - STRS, PERS, FICA WE, UI, Medicare, etc.	\$226,765.54	\$5,953.03	\$10,593.48	\$0.00
			2.63%	4.55%	0.00%
4	Health/Welfare Plans	\$163,651.39	\$0.00	\$0.00	\$0.00
5	Total Compensation - Add Items 1 through 4 to equal 5	\$1,485,932.93	\$33,340.93	\$38,666.07	\$0.00
			2.24%	2.55%	0.00%
6	Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1	\$0.00	\$0.00	\$0.00	\$0.00
7	Total Number of Represented Employees (Use FTEs if appropriate)	14	14	14	14
8	Total Compensation <u>Average</u> Cost per Employee	106,138.07	2,381.50	2,761.86	0.00
			2.24%	2.55%	0.00%

- 9 . **What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?**
The negotiated percentage increase was 2.5% effective July 1, 2015.

- 10 . **Were any additional steps, columns, or range added to the schedule? (If yes, please explain.)**
No

- 11 . **Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)**

N/A

- 12 . **Does this bargaining unit have a negotiated cap for Health & Welfare** Yes | No
If yes, please describe the cap amount.

- B. **Proposed Negotiated Changes in Noncompensation Items (I.e., class size adjustments, staff development days, teacher prep time, classified staffing rations, etc.)**

N/A

- C. **What are the specific impacts (positive or negative) on instructional and support programs accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)**

N/A

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?
Should another bargaining unit receive an unconditional increase to the salary schedule greater than 2.5%, then the CSA salary schedules will be increase by the same unconditional amount.

E. Will this agreement create, or decrease deficit financing in the current or subsequent year(s)?
"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

No in the current or 2016-17, but yes in 2017-18.

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

N/A

G. Source of Funding for Proposed Agreement

1. Current Year

The majority of the funding source is general fund, but it will also affect charter fund.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

It is included in the multi-year projections.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

The total increase of this agreement is 2.5% ongoing for 2016-17 and we plan to cover with part of LCFF funds. The projected increase is included in the Multi Year Projection.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Enter Bargaining Unit: Classified Supervisors Association (CSA)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of March 17, 2016, 2nd Interim Budget)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	\$347,098,592			\$347,098,592
Remaining Revenues (8100-8799)	\$29,149,082		\$222,941	\$29,372,023
TOTAL REVENUES	\$376,247,674	\$0	\$222,941	\$376,470,615
EXPENDITURES				
Certificated Salaries (1000-1999)	\$138,183,793	\$0	-\$3,078,590	\$135,105,203
Classified Salaries (2000-2999)	\$35,822,136	\$0	-\$1,094,314	\$34,727,822
Employee Benefits (3000-3999)	\$97,930,281	\$0	-\$678,598	\$97,251,683
Books and Supplies (4000-4999)	\$8,607,822		\$683,584	\$9,291,406
Services, Other Operating Expenses (5000-5999)	\$27,109,062		\$123,896	\$27,232,958
Capital Outlay (6000-6999)	\$2,183,667		\$130,648	\$2,314,315
Other Outgo (7100-7299) (7400-7499)	\$3,545,018		-\$3,545,018	\$0
Direct Support/Indirect Cost (7300-7399)	-\$3,333,198		-\$78,684	-\$3,411,882
Other Adjustments				\$0
TOTAL EXPENDITURES	\$310,048,581	\$0	-\$7,537,076	\$302,511,505
OPERATING SURPLUS (DEFICIT)	\$66,199,093	\$0	\$7,760,017	\$73,959,110
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$1,386,880	\$0	\$0	\$1,386,880
TRANSFERS OUT & OTHER USES (7610-7699)	-\$1,730,000		-\$30,000	-\$1,760,000
CONTRIBUTIONS (8980-8999)	-\$57,637,702		-\$240,000	-\$57,877,702
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$8,218,271	\$0	\$7,490,017	\$15,708,288
BEGINNING BALANCE	\$40,326,773			\$40,326,773
Prior-Year Adjustments/Restatements (9793/9795)				\$0
CURRENT-YEAR ENDING BALANCE	\$48,545,044	\$0	\$7,490,017	\$56,035,061
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$545,000		-\$203,378	\$341,622
Reserved for Economic Uncertainties (9770)	\$18,763,133		\$0	\$18,763,133
Designated Amounts (9775-9780)	\$17,080,257		\$19,850,049	\$36,930,306
Unappropriated Amounts (9790)	\$12,156,654	\$0	-\$12,156,654	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund
Enter Bargaining Unit: **Classified Supervisors Association (CSA)**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$153,294,123		-\$217,563	\$153,076,560
TOTAL REVENUES	\$153,294,123	\$0	-\$217,563	\$153,076,560
EXPENDITURES		\$0		
Certificated Salaries (1000-1999)	\$42,431,324	\$0	\$1,064,911	\$43,496,235
Classified Salaries (2000-2999)	\$19,621,045		\$115,401	\$19,736,446
Employee Benefits (3000-3999)	\$46,475,930	\$0	\$141,824	\$46,617,754
Books and Supplies (4000-4999)	\$12,682,717		-\$1,308,013	\$11,374,704
Services, Other Operating Expenses (5000-5999)	\$34,353,966		\$1,407,691	\$35,761,657
Capital Outlay (6000-6999)	\$53,030,506		-\$4,236,133	\$48,794,373
Other Outgo (7100-7299) (7400-7499)	\$0		\$8,094	\$8,094
Direct Support/Indirect Cost (7300-7399)	\$1,804,909		\$39,511	\$1,844,420
Other Adjustments	\$0			\$0
TOTAL EXPENDITURES	\$210,400,397	\$0	-\$2,766,714	\$207,633,683
OPERATING SURPLUS (DEFICIT)	-\$57,106,274	\$0	\$2,549,151	-\$54,557,123
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0			\$0
TRANSFERS OUT & OTHER USES (7610-7699)	-\$1,575,661		-\$3,150,383	-\$4,726,044
CONTRIBUTIONS (8980-8999)	\$57,637,702		\$240,000	\$57,877,702
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$1,044,233	\$0	-\$361,232	-\$1,405,465
BEGINNING BALANCE	\$4,457,524			\$4,457,524
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$3,413,291	\$0	-\$361,232	\$3,052,059
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$3,413,291	\$0	-\$361,232	\$3,052,059
Reserved for Economic Uncertainties (9770)				\$0
Designated Amounts (9775-9780)				\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit: Classified Supervisors Association (CSA)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$347,098,592	\$0	\$0	\$347,098,592
Remaining Revenues (8100-8799)	\$182,443,205	\$0	\$5,378	\$182,448,583
TOTAL REVENUES	\$529,541,797	\$0	\$5,378	\$529,547,175
EXPENDITURES				
Certificated Salaries (1000-1999)	\$180,615,117	\$0	-\$2,013,679	\$178,601,438
Classified Salaries (2000-2999)	\$55,443,181	\$0	-\$978,913	\$54,464,268
Employee Benefits (3000-3999)	\$144,406,211	\$0	-\$536,774	\$143,869,437
Books and Supplies (4000-4999)	\$21,290,539	\$0	-\$624,429	\$20,666,110
Services, Other Operating Expenses (5000-5999)	\$61,463,028	\$0	\$1,531,587	\$62,994,615
Capital Outlay (6000-6999)	\$55,214,173	\$0	-\$4,105,485	\$51,108,688
Other Outgo (7100-7299) (7400-7499)	\$3,545,018	\$0	-\$3,536,924	\$8,094
Direct Support/Indirect Cost (7300-7399)	-\$1,528,289	\$0	-\$39,173	-\$1,567,462
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$520,448,978	\$0	-\$10,303,790	\$510,145,188
OPERATING SURPLUS (DEFICIT)	\$9,092,819	\$0	\$10,309,168	\$19,401,987
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$1,386,880	\$0	\$0	\$1,386,880
TRANSFERS OUT & OTHER USES (7610-7699)	-\$3,305,661	\$0	-\$3,180,383	-\$6,486,044
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$7,174,038	\$0	\$7,128,785	\$14,302,823
BEGINNING BALANCE	\$44,784,297			\$44,784,297
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$51,958,335	\$0	\$7,128,785	\$59,087,120
COMPONENTS OF ENDING BALANCE:	\$0			
Reserved Amounts (9711-9740)	\$3,958,291	\$0	-\$564,610	\$3,393,681
Reserved for Economic Uncertainties (9770)	\$18,763,133	\$0	\$0	\$18,763,133
Designated Amounts (9775-9780)	\$17,080,257	\$0	\$19,850,049	\$36,930,306
Unappropriated Amounts - Unrestricted (9790)	\$12,156,654	\$0	-\$12,156,654	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	3.6%			3.7%

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Adult Education Fund
Enter Bargaining Unit: **Classified Supervisors Association (CSA)**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$7,259,015	\$0	\$0	\$7,259,015
TOTAL REVENUES	\$7,259,015	\$0	\$0	\$7,259,015
EXPENDITURES				
Certificated Salaries (1000-1999)	\$1,874,402	\$0	\$0	\$1,874,402
Classified Salaries (2000-2999)	\$1,326,097	\$0	\$0	\$1,326,097
Employee Benefits (3000-3999)	\$1,945,850	\$0	\$0	\$1,945,850
Books and Supplies (4000-4999)	\$283,370	\$0	\$0	\$283,370
Services, Other Operating Expenses (5000-5999)	\$2,057,733	\$0	\$0	\$2,057,733
Capital Outlay (6000-6999)	\$19,100	\$0	\$0	\$19,100
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$34,309	\$0	\$0	\$34,309
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$7,540,861	\$0	\$0	\$7,540,861
OPERATING SURPLUS (DEFICIT)	-\$281,846	\$0	\$0	-\$281,846
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$230,000	\$0	\$0	\$230,000
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$51,846	\$0	\$0	-\$51,846
BEGINNING BALANCE	\$51,846			\$51,846
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$0	\$0	\$0	\$0
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$0	\$0	\$0	\$0
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Cafeteria Fund

Enter Bargaining Unit: Classified Supervisors Association (CSA)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$21,276,988	\$0	\$0	\$21,276,988
TOTAL REVENUES	\$21,276,988	\$0	\$0	\$21,276,988
EXPENDITURES				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$6,223,040	\$0	\$0	\$6,223,040
Employee Benefits (3000-3999)	\$3,774,777	\$0	\$0	\$3,774,777
Books and Supplies (4000-4999)	\$12,212,763	\$0	\$0	\$12,212,763
Services, Other Operating Expenses (5000-5999)	\$407,595	\$0	\$0	\$407,595
Capital Outlay (6000-6999)	\$610,369	\$0	\$0	\$610,369
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$783,042	\$0	\$0	\$783,042
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$24,011,586	\$0	\$0	\$24,011,586
OPERATING SURPLUS (DEFICIT)	-\$2,734,598	\$0	\$0	-\$2,734,598
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$5,588	\$0	\$0	\$5,588
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$2,729,010	\$0	\$0	-\$2,729,010
BEGINNING BALANCE	\$12,014,237			\$12,014,237
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$9,285,227	\$0	\$0	\$9,285,227
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	\$0
Reserved Amounts (9711-9740)	\$9,064,062	\$0	\$0	\$9,064,062
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$221,165	\$0	\$0	\$221,165
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Child Development Fund
Enter Bargaining Unit: Classified Supervisors Association (CSA)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$20,467,592	\$0	\$0	\$20,467,592
TOTAL REVENUES	\$20,467,592	\$0	\$0	\$20,467,592
EXPENDITURES				
Certificated Salaries (1000-1999)	\$6,854,400	\$126,088	\$0	\$6,980,488
Classified Salaries (2000-2999)	\$4,193,432	\$0	\$0	\$4,193,432
Employee Benefits (3000-3999)	\$7,521,406	\$15,887	\$0	\$7,537,293
Books and Supplies (4000-4999)	\$1,246,962	-\$85,817	\$0	\$1,161,145
Services, Other Operating Expenses (5000-5999)	\$539,407	-\$28,000	\$0	\$511,407
Capital Outlay (6000-6999)	\$143,970	\$0	\$0	\$143,970
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$710,938	\$0	\$0	\$710,938
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$21,210,515	\$28,158	\$0	\$21,238,673
OPERATING SURPLUS (DEFICIT)	-\$742,923	\$0	\$0	-\$742,923
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$1,500,000	\$0	\$0	\$1,500,000
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$757,077	\$0	\$0	\$757,077
BEGINNING BALANCE	\$30,230			\$0
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$787,307	\$0	\$0	\$787,307
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	
Reserved Amounts (9711-9740)	\$7,307	\$0	\$0	\$7,307
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$780,000	\$0	\$0	\$780,000
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: Charter Fund
Enter Bargaining Unit: Classified Supervisors Association (CSA)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$16,208,817	\$0	\$0	\$16,208,817
Remaining Revenues (8100-8799)	\$2,219,450	\$0	\$0	\$2,219,450
TOTAL REVENUES	\$18,428,267	\$0	\$0	\$18,428,267
EXPENDITURES				
Certificated Salaries (1000-1999)	\$6,778,008	\$0	\$0	\$6,778,008
Classified Salaries (2000-2999)	\$964,129	\$0	\$0	\$964,129
Employee Benefits (3000-3999)	\$5,227,844	\$0	\$0	\$5,227,844
Books and Supplies (4000-4999)	\$4,031,908	\$0	\$0	\$4,031,908
Services, Other Operating Expenses (5000-5999)	\$1,992,684	\$0	\$0	\$1,992,684
Capital Outlay (6000-6999)	\$245,897	\$0	\$0	\$245,897
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$0	\$0	\$0	\$0
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$19,240,470	\$0	\$0	\$19,240,470
OPERATING SURPLUS (DEFICIT)	-\$812,203	\$0	\$0	-\$812,203
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0	\$0	\$0	\$0
TRANSFERS OUT & OTHER USES (7610-7699)	-\$1,386,880	\$0	\$0	-\$1,386,880
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$2,199,083	\$0	\$0	-\$2,199,083
BEGINNING BALANCE	\$3,323,158			\$3,323,158
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$1,124,075	\$0	\$0	\$1,124,075
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	\$0
Reserved Amounts (9711-9740)	\$277,448	\$0	\$0	\$277,448
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$846,627	\$0	\$0	\$846,627
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

**Combined General Fund
Enter Bargaining Unit: Classified Supervisors Association (CSA)**

	2015-16	2016-17*	2017-18*
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	\$347,098,592	\$365,331,921	\$372,306,182
Remaining Revenues (8100-8799)	\$182,448,583	\$125,700,450	\$103,908,186
TOTAL REVENUES	\$529,547,175	\$491,032,371	\$476,214,368
EXPENDITURES			
Certificated Salaries (1000-1999)	\$178,601,438	\$186,397,275	\$188,724,514
Classified Salaries (2000-2999)	\$54,464,268	\$58,714,203	\$59,301,345
Employee Benefits (3000-3999)	\$143,869,437	\$149,592,688	\$157,746,382
Books and Supplies (4000-4999)	\$20,666,110	\$20,168,575	\$15,553,464
Services, Other Operating Expenses (5000-5999)	\$62,994,615	\$62,883,399	\$61,380,962
Capital Outlay (6000-6999)	\$51,108,688	\$17,060,802	\$1,992,022
Other Outgo (7100-7299) (7400-7499)	\$8,094	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	-\$1,567,462	-\$1,600,327	-\$1,600,327
Other Adjustments	\$0	\$0	\$0
TOTAL EXPENDITURES	\$510,145,188	\$493,216,615	\$483,098,362
OPERATING SURPLUS (DEFICIT)	\$19,401,987	-\$2,184,244	-\$6,883,994
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$1,386,880	\$1,438,122	\$1,454,085
TRANSFERS OUT & OTHER USES (7610-7699)	-\$6,486,044	-\$1,730,000	-\$1,730,000
CONTRIBUTIONS (8980-8999)			
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$14,302,823	-\$2,476,122	-\$7,159,909
BEGINNING BALANCE	\$44,784,297	\$59,087,120	\$56,610,998
CURRENT-YEAR ENDING BALANCE	\$59,087,120	\$56,610,998	\$49,451,089
COMPONENTS OF ENDING BALANCE:			
Reserved Amounts (9711-9740)	\$3,393,681	\$987,986	\$545,000
Reserved for Economic Uncertainties - Unrestricted (9770)	\$18,763,133	\$20,013,133	\$20,013,133
Reserved for Economic Uncertainties - Restricted (9770)	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$36,930,306	\$35,609,879	\$28,892,956
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0

* Multi year as restricted revenues are reduced, expenditures will also decrease.

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

	2015-16	2016-17	2017-18
a. Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$503,659,144	\$491,486,615	\$481,368,362
b. State Standard Minimum Reserve Percentage for this District 2% enter percentage:	2%	2%	2%
c. State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, OR \$50,000	\$10,073,183	\$9,829,732	\$9,627,367

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a. General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$18,763,133	\$20,013,133	\$20,013,133
b. General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$0	\$0	\$0
c. Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$0	\$0	\$0
d. Special Reserve Fund (Fund 17) Budgeted Unappropriate Amount (9790)	\$0	\$0	\$0
g. Total Available Reserves	\$18,763,133	\$20,013,133	\$20,013,133
h. Reserve for Economic Uncertainties Percentage	3.7%	4.1%	4.2%

3. Do unrestricted reserves meet the state minimum reserve amount?

2015-16	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
2016-17	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
2017-18	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

4. If no, how do you plan to restore your reserves?

N/A

5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1 (i.e., increase was partially budgeted), explain the variance below: The increase is already included in the budget. Budget does not need to be revised to cover adjustment.

6. Please include any additional comments and explanation of Page 4 if necessary:
The budget overall does not need to be revised.

K. SALARY NOTIFICATION REQUIREMENT

The following section is applicable and should be completed when any Salary/Benefit Negotiations are settled after the district's final budget has been adopted.

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT BASE REVENUE LIMIT

(a) Current-Year Base Revenue Limit (BRL) per ADA: (obtain from the County Office-provided Revenue Limit run, Form RL, Line 4)	N/A - RL is not longer used The increase LCFF target is 54.84%
	\$ _____ (Estimated)
(b) Prior-Year Base Revenue Limit per ADA: (Form RL, Line 1)	\$ _____ (Actual)
(c) Amount of Current-Year Increase: (a) minus (b)	\$ _____ 0
(d) Percentage Increase in BRL per ADA: (c) divided by (b)	N/A %
(e) Deficit: (Form RL, Line 9-a)	_____ %
(f) Percentage Increase in BRL after deficit:	_____ %
(g) Total Compensation Percentage Increase from Section A, Line 5, Page 1 for current year (Year 1)	2.24%

L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICTS ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of Sacramento City Unified School District (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the CSA Bargaining Unit, during the term of the agreement from 07/01/2015 to 06/30/2016

The budget revisions necessary to meet the costs of the agreement is each year of its term are as follows:

<u>Budget Adjustment Categories:</u>	<u>Budget Adjustment Increase (Decrease)</u>
<u>Revenues/Other Financing Sources</u>	<u>No Change</u>
<u>Expenditures/Other Financing Uses</u>	<u>No Change</u>
<u>Ending Balance Increase (Decrease)</u>	<u>No Change</u>

N/A _____ (No budget revisions necessary)

District Superintendent
(Signature)

Date

Chief Business Officer
(Signature)

Date

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement..

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent
(Signature)

Date

Gerardo Castillo, CPA, CBO
Contact Person

(916) 643-9055
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on June 16, 2016 took action to approve the proposed Agreement with the Bargaining Unit.

President (or Clerk), Governing Board
(Signature)

Date

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: **Sacramento City Unified School**

Name of Bargaining Unit: **Sacramento City Teachers Association (SCTA)**

Certificated, Classified, Other: **Certificated**

The proposed agreement covers the period beginning: **July 1, 2015** and ending: **June 30, 2016**

(date) (date)

The Governing Board will act upon the agreement on: **Potentially June 16, 2016**

(date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation - Includes all General Fund - Unrestricted and Restricted

Compensation	Annual	Fiscal Impact of Proposed Agreement		
	Cost Prior to	Year 1	Year 2	Year 3
	Proposed Agreement	Increase (Decrease)	Increase (Decrease)	Increase (Decrease)
	FY 15/16	FY 15/16	FY 16/17	FY 17/18
1 Salary Schedule (This is to include Step and Columns, which is also reported separately in Item 6)	\$146,065,608.36	\$5,477,460.31	\$7,577,153.43	\$0.00
		3.75%	5.00%	0.00%
2 Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	Included Above	Included Above	Included Above	Included Above
Description of other compensation - Setting of Counselor Grievance	0	\$390,000.00	0	0
3 Statutory Benefits - STRS, PERS, FICA WE, UI, Medicare, etc.	\$20,999,832.98	\$846,029.10	\$1,232,727.09	\$0.00
		4.03%	5.64%	0.00%
4 Health/Welfare Plans	\$54,888,980.70	\$0.00	\$0.00	\$0.00
5 Total Compensation - Add Items 1 through 4 to equal 5	\$221,954,422.04	\$6,713,489.42	\$8,809,880.53	\$0.00
		3.02%	3.85%	0.00%
6 Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1	\$2,694,412.00	\$0.00	\$0.00	\$0.00
7 Total Number of Represented Employees (Use FTEs if appropriate)	2077	2077	2159	2153
8 Total Compensation <u>Average</u> Cost per Employee	106,862.99	3,232.30	4,241.64	0.00
		3.02%	3.85%	0.00%

9 . What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

The negotiated percentage increase was 2.5% effective July 1, 2015 and additional 2.5% effective January 1, 2016.

10 . Were any additional steps, columns, or range added to the schedule? (If yes, please explain.)
No

11 . Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

Commencing with the 2016-17 school year, SCTA members will participate in collaboration time by working extra 12 minutes every day. The 2.5% effective January 1, 2016 is in exchange for collaboration time.

12 . Does this bargaining unit have a negotiated cap for Health & Welfare Yes | No

If yes, please describe the cap amount.

B. Proposed Negotiated Changes in Noncompensation Items (I.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

SCUSD is implementing K-3 CSR 24:1 for FY 2016-17.
The parties agree to add additional minutes to the instructional day for collaborative time.

C. What are the specific impacts (positive or negative) on instructional and support programs accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

Starting FY 2016-17, the District will have smaller class size by 4 or 5 students in grades K-3.
Starting FY 2016-17, SCTA members will participate in collaborative time.
This certainly will have a positive impact on our instructional program.

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

There are not reopeners.
Structural Collaboration Time will start for 2016-17.

E. Will this agreement create, or decrease deficit financing in the current or subsequent year(s)? "Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

No in the current or 2016-17, but yes in 2017-18.

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

Resolves Grievance for Counselors and SCTA withdraws Unfair Labor Practice.

G. Source of Funding for Proposed Agreement

1. Current Year

The majority of the funding source is general fund unrestricted, but it will also affect categorical funds, charter fund, child development, adult education since SCTA members work in all schools.
The ongoing cost for 2016-17 for collaboration time will be covered with Supplemental and Concentration Funds.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

It is included in the multi-year projections.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

The total increase of this agreement is 5% ongoing for 2016-17 and we plan to cover with part of LCFF funds. The projected increase is included in the Multi Year Projection.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Enter Bargaining Unit: **Sacramento City Teachers Association**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of March 17, 2016, 2nd Interim Budget)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	\$347,098,592			\$347,098,592
Remaining Revenues (8100-8799)	\$29,149,082		\$222,941	\$29,372,023
TOTAL REVENUES	\$376,247,674	\$0	\$222,941	\$376,470,615
EXPENDITURES				
Certificated Salaries (1000-1999)	\$138,183,793	\$0	-\$3,078,590	\$135,105,203
Classified Salaries (2000-2999)	\$35,822,136	\$0	-\$1,094,314	\$34,727,822
Employee Benefits (3000-3999)	\$97,930,281	\$0	-\$678,598	\$97,251,683
Books and Supplies (4000-4999)	\$8,607,822		\$683,584	\$9,291,406
Services, Other Operating Expenses (5000-5999)	\$27,109,062		\$123,896	\$27,232,958
Capital Outlay (6000-6999)	\$2,183,667		\$130,648	\$2,314,315
Other Outgo (7100-7299) (7400-7499)	\$3,545,018		-\$3,545,018	\$0
Direct Support/Indirect Cost (7300-7399)	-\$3,333,198		-\$78,684	-\$3,411,882
Other Adjustments				\$0
TOTAL EXPENDITURES	\$310,048,581	\$0	-\$7,537,076	\$302,511,505
OPERATING SURPLUS (DEFICIT)	\$66,199,093	\$0	\$7,760,017	\$73,959,110
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$1,386,880	\$0	\$0	\$1,386,880
TRANSFERS OUT & OTHER USES (7610-7699)	-\$1,730,000		-\$30,000	-\$1,760,000
CONTRIBUTIONS (8980-8999)	-\$57,637,702		-\$240,000	-\$57,877,702
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$8,218,271	\$0	\$7,490,017	\$15,708,288
BEGINNING BALANCE	\$40,326,773			\$40,326,773
Prior-Year Adjustments/Restatements (9793/9795)				\$0
CURRENT-YEAR ENDING BALANCE	\$48,545,044	\$0	\$7,490,017	\$56,035,061
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$545,000		-\$203,378	\$341,622
Reserved for Economic Uncertainties (9770)	\$18,763,133		\$0	\$18,763,133
Designated Amounts (9775-9780)	\$17,080,257		\$19,850,049	\$36,930,306
Unappropriated Amounts (9790)	\$12,156,654	\$0	-\$12,156,654	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund
Enter Bargaining Unit: **Sacramento City Teachers Association**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$153,294,123		-\$217,563	\$153,076,560
TOTAL REVENUES	\$153,294,123	\$0	-\$217,563	\$153,076,560
EXPENDITURES		\$0		
Certificated Salaries (1000-1999)	\$42,431,324	\$0	\$1,064,911	\$43,496,235
Classified Salaries (2000-2999)	\$19,621,045		\$115,401	\$19,736,446
Employee Benefits (3000-3999)	\$46,475,930	\$0	\$141,824	\$46,617,754
Books and Supplies (4000-4999)	\$12,682,717		-\$1,308,013	\$11,374,704
Services, Other Operating Expenses (5000-5999)	\$34,353,966		\$1,407,691	\$35,761,657
Capital Outlay (6000-6999)	\$53,030,506		-\$4,236,133	\$48,794,373
Other Outgo (7100-7299) (7400-7499)	\$0		\$8,094	\$8,094
Direct Support/Indirect Cost (7300-7399)	\$1,804,909		\$39,511	\$1,844,420
Other Adjustments	\$0			\$0
TOTAL EXPENDITURES	\$210,400,397	\$0	-\$2,766,714	\$207,633,683
OPERATING SURPLUS (DEFICIT)	-\$57,106,274	\$0	\$2,549,151	-\$54,557,123
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0			\$0
TRANSFERS OUT & OTHER USES (7610-7699)	-\$1,575,661		-\$3,150,383	-\$4,726,044
CONTRIBUTIONS (8980-8999)	\$57,637,702		\$240,000	\$57,877,702
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$1,044,233	\$0	-\$361,232	-\$1,405,465
BEGINNING BALANCE	\$4,457,524			\$4,457,524
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$3,413,291	\$0	-\$361,232	\$3,052,059
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$3,413,291	\$0	-\$361,232	\$3,052,059
Reserved for Economic Uncertainties (9770)				\$0
Designated Amounts (9775-9780)				\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund
Enter Bargaining Unit: Sacramento City Teachers Association

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$347,098,592	\$0	\$0	\$347,098,592
Remaining Revenues (8100-8799)	\$182,443,205	\$0	\$5,378	\$182,448,583
TOTAL REVENUES	\$529,541,797	\$0	\$5,378	\$529,547,175
EXPENDITURES				
Certificated Salaries (1000-1999)	\$180,615,117	\$0	-\$2,013,679	\$178,601,438
Classified Salaries (2000-2999)	\$55,443,181	\$0	-\$978,913	\$54,464,268
Employee Benefits (3000-3999)	\$144,406,211	\$0	-\$536,774	\$143,869,437
Books and Supplies (4000-4999)	\$21,290,539	\$0	-\$624,429	\$20,666,110
Services, Other Operating Expenses (5000-5999)	\$61,463,028	\$0	\$1,531,587	\$62,994,615
Capital Outlay (6000-6999)	\$55,214,173	\$0	-\$4,105,485	\$51,108,688
Other Outgo (7100-7299) (7400-7499)	\$3,545,018	\$0	-\$3,536,924	\$8,094
Direct Support/Indirect Cost (7300-7399)	-\$1,528,289	\$0	-\$39,173	-\$1,567,462
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$520,448,978	\$0	-\$10,303,790	\$510,145,188
OPERATING SURPLUS (DEFICIT)	\$9,092,819	\$0	\$10,309,168	\$19,401,987
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$1,386,880	\$0	\$0	\$1,386,880
TRANSFERS OUT & OTHER USES (7610-7699)	-\$3,305,661	\$0	-\$3,180,383	-\$6,486,044
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$7,174,038	\$0	\$7,128,785	\$14,302,823
BEGINNING BALANCE	\$44,784,297			\$44,784,297
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$51,958,335	\$0	\$7,128,785	\$59,087,120
COMPONENTS OF ENDING BALANCE:	\$0			
Reserved Amounts (9711-9740)	\$3,958,291	\$0	-\$564,610	\$3,393,681
Reserved for Economic Uncertainties (9770)	\$18,763,133	\$0	\$0	\$18,763,133
Designated Amounts (9775-9780)	\$17,080,257	\$0	\$19,850,049	\$36,930,306
Unappropriated Amounts - Unrestricted (9790)	\$12,156,654	\$0	-\$12,156,654	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	3.6%			3.7%

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Adult Education Fund
Enter Bargaining Unit: Sacramento City Teachers Association

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$7,259,015	\$0	\$0	\$7,259,015
TOTAL REVENUES	\$7,259,015	\$0	\$0	\$7,259,015
EXPENDITURES				
Certificated Salaries (1000-1999)	\$1,874,402	\$0	\$0	\$1,874,402
Classified Salaries (2000-2999)	\$1,326,097	\$0	\$0	\$1,326,097
Employee Benefits (3000-3999)	\$1,945,850	\$0	\$0	\$1,945,850
Books and Supplies (4000-4999)	\$283,370	\$0	\$0	\$283,370
Services, Other Operating Expenses (5000-5999)	\$2,057,733	\$0	\$0	\$2,057,733
Capital Outlay (6000-6999)	\$19,100	\$0	\$0	\$19,100
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$34,309	\$0	\$0	\$34,309
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$7,540,861	\$0	\$0	\$7,540,861
OPERATING SURPLUS (DEFICIT)	-\$281,846	\$0	\$0	-\$281,846
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$230,000	\$0	\$0	\$230,000
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$51,846	\$0	\$0	-\$51,846
BEGINNING BALANCE	\$51,846			\$51,846
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$0	\$0	\$0	\$0
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$0	\$0	\$0	\$0
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Cafeteria Fund

Enter Bargaining Unit: Sacramento City Teachers Association

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$21,276,988	\$0	\$0	\$21,276,988
TOTAL REVENUES	\$21,276,988	\$0	\$0	\$21,276,988
EXPENDITURES				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$6,223,040	\$0	\$0	\$6,223,040
Employee Benefits (3000-3999)	\$3,774,777	\$0	\$0	\$3,774,777
Books and Supplies (4000-4999)	\$12,212,763	\$0	\$0	\$12,212,763
Services, Other Operating Expenses (5000-5999)	\$407,595	\$0	\$0	\$407,595
Capital Outlay (6000-6999)	\$610,369	\$0	\$0	\$610,369
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$783,042	\$0	\$0	\$783,042
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$24,011,586	\$0	\$0	\$24,011,586
OPERATING SURPLUS (DEFICIT)	-\$2,734,598	\$0	\$0	-\$2,734,598
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$5,588	\$0	\$0	\$5,588
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$2,729,010	\$0	\$0	-\$2,729,010
BEGINNING BALANCE	\$12,014,237			\$12,014,237
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$9,285,227	\$0	\$0	\$9,285,227
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	\$0
Reserved Amounts (9711-9740)	\$9,064,062	\$0	\$0	\$9,064,062
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$221,165	\$0	\$0	\$221,165
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Child Development Fund

Enter Bargaining Unit: Sacramento City Teachers Association

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$20,467,592	\$0	\$0	\$20,467,592
TOTAL REVENUES	\$20,467,592	\$0	\$0	\$20,467,592
EXPENDITURES				
Certificated Salaries (1000-1999)	\$6,854,400	\$126,088	\$0	\$6,980,488
Classified Salaries (2000-2999)	\$4,193,432	\$0	\$0	\$4,193,432
Employee Benefits (3000-3999)	\$7,521,406	\$15,887	\$0	\$7,537,293
Books and Supplies (4000-4999)	\$1,246,962	-\$85,817	\$0	\$1,161,145
Services, Other Operating Expenses (5000-5999)	\$539,407	-\$28,000	\$0	\$511,407
Capital Outlay (6000-6999)	\$143,970	\$0	\$0	\$143,970
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$710,938	\$0	\$0	\$710,938
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$21,210,515	\$28,158	\$0	\$21,238,673
OPERATING SURPLUS (DEFICIT)	-\$742,923	\$0	\$0	-\$742,923
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$1,500,000	\$0	\$0	\$1,500,000
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$757,077	\$0	\$0	\$757,077
BEGINNING BALANCE	\$30,230			\$0
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$787,307	\$0	\$0	\$787,307
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	
Reserved Amounts (9711-9740)	\$7,307	\$0	\$0	\$7,307
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$780,000	\$0	\$0	\$780,000
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: Charter Fund
Enter Bargaining Unit: Sacramento City Teachers Association

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$16,208,817	\$0	\$0	\$16,208,817
Remaining Revenues (8100-8799)	\$2,219,450	\$0	\$0	\$2,219,450
TOTAL REVENUES	\$18,428,267	\$0	\$0	\$18,428,267
EXPENDITURES				
Certificated Salaries (1000-1999)	\$6,778,008	\$0	\$0	\$6,778,008
Classified Salaries (2000-2999)	\$964,129	\$0	\$0	\$964,129
Employee Benefits (3000-3999)	\$5,227,844	\$0	\$0	\$5,227,844
Books and Supplies (4000-4999)	\$4,031,908	\$0	\$0	\$4,031,908
Services, Other Operating Expenses (5000-5999)	\$1,992,684	\$0	\$0	\$1,992,684
Capital Outlay (6000-6999)	\$245,897	\$0	\$0	\$245,897
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$0	\$0	\$0	\$0
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$19,240,470	\$0	\$0	\$19,240,470
OPERATING SURPLUS (DEFICIT)	-\$812,203	\$0	\$0	-\$812,203
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0	\$0	\$0	\$0
TRANSFERS OUT & OTHER USES (7610-7699)	-\$1,386,880	\$0	\$0	-\$1,386,880
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$2,199,083	\$0	\$0	-\$2,199,083
BEGINNING BALANCE	\$3,323,158			\$3,323,158
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$1,124,075	\$0	\$0	\$1,124,075
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	\$0
Reserved Amounts (9711-9740)	\$277,448	\$0	\$0	\$277,448
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$846,627	\$0	\$0	\$846,627
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund
Enter Bargaining Unit: Sacramento City Teachers Association

	2015-16	2016-17*	2017-18*
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	\$347,098,592	\$365,331,921	\$372,306,182
Remaining Revenues (8100-8799)	\$182,448,583	\$125,700,450	\$103,908,186
TOTAL REVENUES	\$529,547,175	\$491,032,371	\$476,214,368
EXPENDITURES			
Certificated Salaries (1000-1999)	\$178,601,438	\$186,397,275	\$188,724,514
Classified Salaries (2000-2999)	\$54,464,268	\$58,714,203	\$59,301,345
Employee Benefits (3000-3999)	\$143,869,437	\$149,592,688	\$157,746,382
Books and Supplies (4000-4999)	\$20,666,110	\$20,168,575	\$15,553,464
Services, Other Operating Expenses (5000-5999)	\$62,994,615	\$62,883,399	\$61,380,962
Capital Outlay (6000-6999)	\$51,108,688	\$17,060,802	\$1,992,022
Other Outgo (7100-7299) (7400-7499)	\$8,094	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	-\$1,567,462	-\$1,600,327	-\$1,600,327
Other Adjustments	\$0	\$0	\$0
TOTAL EXPENDITURES	\$510,145,188	\$493,216,615	\$483,098,362
OPERATING SURPLUS (DEFICIT)	\$19,401,987	-\$2,184,244	-\$6,883,994
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$1,386,880	\$1,438,122	\$1,454,085
TRANSFERS OUT & OTHER USES (7610-7699)	-\$6,486,044	-\$1,730,000	-\$1,730,000
CONTRIBUTIONS (8980-8999)			
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$14,302,823	-\$2,476,122	-\$7,159,909
BEGINNING BALANCE	\$44,784,297	\$59,087,120	\$56,610,998
CURRENT-YEAR ENDING BALANCE	\$59,087,120	\$56,610,998	\$49,451,089
COMPONENTS OF ENDING BALANCE:			
Reserved Amounts (9711-9740)	\$3,393,681	\$987,986	\$545,000
Reserved for Economic Uncertainties - Unrestricted (9770)	\$18,763,133	\$20,013,133	\$20,013,133
Reserved for Economic Uncertainties - Restricted (9770)	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$36,930,306	\$35,609,879	\$28,892,956
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0

* Multi year as restricted revenues are reduced, expenditures will also decrease.

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2015-16	2016-17	2017-18
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$503,659,144	\$491,486,615	\$481,368,362
b.	State Standard Minimum Reserve Percentage for this District <u>2%</u> enter percentage:	2%	2%	2%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, OR \$50,000	\$10,073,183	\$9,829,732	\$9,627,367

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$18,763,133	\$20,013,133	\$20,013,133
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$0	\$0	\$0
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$0	\$0	\$0
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriate Amount (9790)	\$0	\$0	\$0
g.	Total Available Reserves	\$18,763,133	\$20,013,133	\$20,013,133
h.	Reserve for Economic Uncertainties Percentage	3.7%	4.1%	4.2%

3. Do unrestricted reserves meet the state minimum reserve amount?

2015-16	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2016-17	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
2017-18	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?

N/A

5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1 (i.e., increase was partially budgeted), explain the variance below: The increase is already included in the budget. Budget does not need to be revised to cover adjustment

6. Please include any additional comments and explanation of Page 4 if necessary:

The 2016-17 adopted budget included class size reduction in grades K-3.
Additional 75 teachers will be hired to implement K-3 CSR at a ratio of 24:1

K. SALARY NOTIFICATION REQUIREMENT

The following section is applicable and should be completed when any Salary/Benefit Negotiations are settled after the district's final budget has been adopted.

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT BASE REVENUE LIMIT

(a) Current-Year Base Revenue Limit (BRL) per ADA: (obtain from the County Office-provided Revenue Limit run, Form RL, Line 4)	N/A - RL is not longer used The increase LCFF target is 54.84%
	\$ _____ (Estimated)
(b) Prior-Year Base Revenue Limit per ADA: (Form RL, Line 1)	\$ _____ (Actual)
(c) Amount of Current-Year Increase: (a) minus (b)	\$ _____ 0
(d) Percentage Increase in BRL per ADA: (c) divided by (b)	N/A %
(e) Deficit: (Form RL, Line 9-a)	_____ %
(f) Percentage Increase in BRL after deficit:	_____ %
(g) Total Compensation Percentage Increase from Section A, Line 5, Page 1 for current year (Year 1)	3.02%

L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICTS ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of Sacramento City Unified School District (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the SCTA Bargaining Unit, during the term of the agreement from 07/01/2015 to 06/30/2016

The budget revisions necessary to meet the costs of the agreement is each year of its term are as follows:

<u>Budget Adjustment Categories:</u>	<u>Budget Adjustment Increase (Decrease)</u>
<u>Revenues/Other Financing Sources</u>	<u>No change</u>
<u>Expenditures/Other Financing Uses</u>	<u>No change</u>
<u>Ending Balance Increase (Decrease)</u>	<u>No change</u>

N/A _____ (No budget revisions necessary)

District Superintendent
(Signature)

Date

Chief Business Officer
(Signature)

Date

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement..

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent
(Signature)

Date

Gerardo Castillo, CPA, CBO
Contact Person

(916) 643-9055
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on June 16, 2016 took action to approve the proposed Agreement with the Bargaining Unit.

President (or Clerk), Governing Board
(Signature)

Date

|

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: Sacramento City Unified School

Name of Bargaining Unit: Service Employees International Union (SEIU)

Certificated, Classified, Other: Classified

The proposed agreement covers the period beginning: July 1, 2015 **and ending:** June 30, 2016

(date) (date)

The Governing Board will act upon the agreement on: Potentially June 16, 2016

(date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation - Includes all General Fund - Unrestricted and Restricted

Compensation		Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to Proposed Agreement	Year 1 Increase (Decrease)	Year 2 Increase (Decrease)	Year 3 Increase (Decrease)
		FY 15/16	FY 15/16	FY 16/17	FY 17/18
1	Salary Schedule (This is to include Step and Columns, which is also reported separately in Item 6)	\$41,784,463.23	\$1,044,611.58	\$1,070,726.87	\$0.00
			2.50%	2.50%	0.00%
2	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	Included Above	Included Above	Included Above	Included Above
	Description of other compensation - Setting of Counselor Grievance	0		0	0
3	Statutory Benefits - STRS, PERS, FICA WE, UI, Medicare, etc.	\$8,550,199.69	\$227,056.77	\$404,049.49	\$0.00
			2.66%	4.60%	0.00%
4	Health/Welfare Plans	\$24,547,281.84	\$0.00	\$0.00	\$0.00
5	Total Compensation - Add Items 1 through 4 to equal 5	\$74,881,944.76	\$1,271,668.35	\$1,474,776.36	\$0.00
			1.70%	1.94%	0.00%
6	Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1	\$0.00	\$0.00	\$0.00	\$0.00
7	Total Number of Represented Employees (Use FTEs if appropriate)	1137	1137	1137	1137
8	Total Compensation <u>Average</u> Cost per Employee	65,859.23	1,118.44	1,297.08	0.00
			1.70%	1.94%	0.00%

- 9 . **What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?**
The negotiated percentage increase was 2.5% effective July 1, 2015.

- 10 . **Were any additional steps, columns, or range added to the schedule? (If yes, please explain.)**
No

- 11 . **Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)**

N/A

- 12 . **Does this bargaining unit have a negotiated cap for Health & Welfare** Yes | No
If yes, please describe the cap amount.

- B. **Proposed Negotiated Changes in Noncompensation Items (I.e., class size adjustments, staff development days, teacher prep time, classified staffing rations, etc.)**

N/A

- C. **What are the specific impacts (positive or negative) on instructional and support programs accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)**

N/A

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?
Should another bargaining unit receive an unconditional increase to the salary schedule greater than 2.5%, then the SEIU salary schedules will be increase by the same unconditional amount.

E. Will this agreement create, or decrease deficit financing in the current or subsequent year(s)?
"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

No

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

N/A

G. Source of Funding for Proposed Agreement

1. Current Year

The majority of the funding source is general fund unrestricted, but it will also affect categorical funds, charter fund, child development, adult education since SEIU members work in all schools.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

It is included in the multi-year projections.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

The total increase of this agreement is 2.5% ongoing for 2016-17 and we plan to cover with part of LCFF funds. The projected increase is included in the Multi Year Projection.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Enter Bargaining Unit: **Service Employees International Union (SEIU)**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of March 17, 2016, 2nd Interim Budget)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	\$347,098,592			\$347,098,592
Remaining Revenues (8100-8799)	\$29,149,082		\$222,941	\$29,372,023
TOTAL REVENUES	\$376,247,674	\$0	\$222,941	\$376,470,615
EXPENDITURES				
Certificated Salaries (1000-1999)	\$138,183,793	\$0	-\$3,078,590	\$135,105,203
Classified Salaries (2000-2999)	\$35,822,136	\$0	-\$1,094,314	\$34,727,822
Employee Benefits (3000-3999)	\$97,930,281	\$0	-\$678,598	\$97,251,683
Books and Supplies (4000-4999)	\$8,607,822		\$683,584	\$9,291,406
Services, Other Operating Expenses (5000-5999)	\$27,109,062		\$123,896	\$27,232,958
Capital Outlay (6000-6999)	\$2,183,667		\$130,648	\$2,314,315
Other Outgo (7100-7299) (7400-7499)	\$3,545,018		-\$3,545,018	\$0
Direct Support/Indirect Cost (7300-7399)	-\$3,333,198		-\$78,684	-\$3,411,882
Other Adjustments				\$0
TOTAL EXPENDITURES	\$310,048,581	\$0	-\$7,537,076	\$302,511,505
OPERATING SURPLUS (DEFICIT)	\$66,199,093	\$0	\$7,760,017	\$73,959,110
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$1,386,880	\$0	\$0	\$1,386,880
TRANSFERS OUT & OTHER USES (7610-7699)	-\$1,730,000		-\$30,000	-\$1,760,000
CONTRIBUTIONS (8980-8999)	-\$57,637,702		-\$240,000	-\$57,877,702
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$8,218,271	\$0	\$7,490,017	\$15,708,288
BEGINNING BALANCE	\$40,326,773			\$40,326,773
Prior-Year Adjustments/Restatements (9793/9795)				\$0
CURRENT-YEAR ENDING BALANCE	\$48,545,044	\$0	\$7,490,017	\$56,035,061
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$545,000		-\$203,378	\$341,622
Reserved for Economic Uncertainties (9770)	\$18,763,133		\$0	\$18,763,133
Designated Amounts (9775-9780)	\$17,080,257		\$19,850,049	\$36,930,306
Unappropriated Amounts (9790)	\$12,156,654	\$0	-\$12,156,654	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund
Enter Bargaining Unit: **Service Employees International Union (SEIU)**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$153,294,123		-\$217,563	\$153,076,560
TOTAL REVENUES	\$153,294,123	\$0	-\$217,563	\$153,076,560
EXPENDITURES		\$0		
Certificated Salaries (1000-1999)	\$42,431,324	\$0	\$1,064,911	\$43,496,235
Classified Salaries (2000-2999)	\$19,621,045		\$115,401	\$19,736,446
Employee Benefits (3000-3999)	\$46,475,930	\$0	\$141,824	\$46,617,754
Books and Supplies (4000-4999)	\$12,682,717		-\$1,308,013	\$11,374,704
Services, Other Operating Expenses (5000-5999)	\$34,353,966		\$1,407,691	\$35,761,657
Capital Outlay (6000-6999)	\$53,030,506		-\$4,236,133	\$48,794,373
Other Outgo (7100-7299) (7400-7499)	\$0		\$8,094	\$8,094
Direct Support/Indirect Cost (7300-7399)	\$1,804,909		\$39,511	\$1,844,420
Other Adjustments	\$0			\$0
TOTAL EXPENDITURES	\$210,400,397	\$0	-\$2,766,714	\$207,633,683
OPERATING SURPLUS (DEFICIT)	-\$57,106,274	\$0	\$2,549,151	-\$54,557,123
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0			\$0
TRANSFERS OUT & OTHER USES (7610-7699)	-\$1,575,661		-\$3,150,383	-\$4,726,044
CONTRIBUTIONS (8980-8999)	\$57,637,702		\$240,000	\$57,877,702
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$1,044,233	\$0	-\$361,232	-\$1,405,465
	.			
BEGINNING BALANCE	\$4,457,524			\$4,457,524
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$3,413,291	\$0	-\$361,232	\$3,052,059
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$3,413,291	\$0	-\$361,232	\$3,052,059
Reserved for Economic Uncertainties (9770)				\$0
Designated Amounts (9775-9780)				\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund
Enter Bargaining Unit: **Service Employees International Union (\$**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$347,098,592	\$0	\$0	\$347,098,592
Remaining Revenues (8100-8799)	\$182,443,205	\$0	\$5,378	\$182,448,583
TOTAL REVENUES	\$529,541,797	\$0	\$5,378	\$529,547,175
EXPENDITURES				
Certificated Salaries (1000-1999)	\$180,615,117	\$0	-\$2,013,679	\$178,601,438
Classified Salaries (2000-2999)	\$55,443,181	\$0	-\$978,913	\$54,464,268
Employee Benefits (3000-3999)	\$144,406,211	\$0	-\$536,774	\$143,869,437
Books and Supplies (4000-4999)	\$21,290,539	\$0	-\$624,429	\$20,666,110
Services, Other Operating Expenses (5000-5999)	\$61,463,028	\$0	\$1,531,587	\$62,994,615
Capital Outlay (6000-6999)	\$55,214,173	\$0	-\$4,105,485	\$51,108,688
Other Outgo (7100-7299) (7400-7499)	\$3,545,018	\$0	-\$3,536,924	\$8,094
Direct Support/Indirect Cost (7300-7399)	-\$1,528,289	\$0	-\$39,173	-\$1,567,462
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$520,448,978	\$0	-\$10,303,790	\$510,145,188
OPERATING SURPLUS (DEFICIT)	\$9,092,819	\$0	\$10,309,168	\$19,401,987
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$1,386,880	\$0	\$0	\$1,386,880
TRANSFERS OUT & OTHER USES (7610-7699)	-\$3,305,661	\$0	-\$3,180,383	-\$6,486,044
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$7,174,038	\$0	\$7,128,785	\$14,302,823
BEGINNING BALANCE	\$44,784,297			\$44,784,297
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$51,958,335	\$0	\$7,128,785	\$59,087,120
COMPONENTS OF ENDING BALANCE:	\$0			
Reserved Amounts (9711-9740)	\$3,958,291	\$0	-\$564,610	\$3,393,681
Reserved for Economic Uncertainties (9770)	\$18,763,133	\$0	\$0	\$18,763,133
Designated Amounts (9775-9780)	\$17,080,257	\$0	\$19,850,049	\$36,930,306
Unappropriated Amounts - Unrestricted (9790)	\$12,156,654	\$0	-\$12,156,654	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	3.6%			3.7%

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Adult Education Fund

Enter Bargaining Unit: Service Employees International Union (SEIU)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$7,259,015	\$0	\$0	\$7,259,015
TOTAL REVENUES	\$7,259,015	\$0	\$0	\$7,259,015
EXPENDITURES				
Certificated Salaries (1000-1999)	\$1,874,402	\$0	\$0	\$1,874,402
Classified Salaries (2000-2999)	\$1,326,097	\$0	\$0	\$1,326,097
Employee Benefits (3000-3999)	\$1,945,850	\$0	\$0	\$1,945,850
Books and Supplies (4000-4999)	\$283,370	\$0	\$0	\$283,370
Services, Other Operating Expenses (5000-5999)	\$2,057,733	\$0	\$0	\$2,057,733
Capital Outlay (6000-6999)	\$19,100	\$0	\$0	\$19,100
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$34,309	\$0	\$0	\$34,309
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$7,540,861	\$0	\$0	\$7,540,861
OPERATING SURPLUS (DEFICIT)	-\$281,846	\$0	\$0	-\$281,846
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$230,000	\$0	\$0	\$230,000
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$51,846	\$0	\$0	-\$51,846
BEGINNING BALANCE	\$51,846			\$51,846
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$0	\$0	\$0	\$0
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$0	\$0	\$0	\$0
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Cafeteria Fund

Enter Bargaining Unit: Service Employees International Union (SEIU)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$21,276,988	\$0	\$0	\$21,276,988
TOTAL REVENUES	\$21,276,988	\$0	\$0	\$21,276,988
EXPENDITURES				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$6,223,040	\$0	\$0	\$6,223,040
Employee Benefits (3000-3999)	\$3,774,777	\$0	\$0	\$3,774,777
Books and Supplies (4000-4999)	\$12,212,763	\$0	\$0	\$12,212,763
Services, Other Operating Expenses (5000-5999)	\$407,595	\$0	\$0	\$407,595
Capital Outlay (6000-6999)	\$610,369	\$0	\$0	\$610,369
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$783,042	\$0	\$0	\$783,042
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$24,011,586	\$0	\$0	\$24,011,586
OPERATING SURPLUS (DEFICIT)	-\$2,734,598	\$0	\$0	-\$2,734,598
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$5,588	\$0	\$0	\$5,588
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$2,729,010	\$0	\$0	-\$2,729,010
BEGINNING BALANCE	\$12,014,237			\$12,014,237
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$9,285,227	\$0	\$0	\$9,285,227
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	\$0
Reserved Amounts (9711-9740)	\$9,064,062	\$0	\$0	\$9,064,062
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$221,165	\$0	\$0	\$221,165
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Child Development Fund
Enter Bargaining Unit: **Service Employees International Union (SEIU)**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$20,467,592	\$0	\$0	\$20,467,592
TOTAL REVENUES	\$20,467,592	\$0	\$0	\$20,467,592
EXPENDITURES				
Certificated Salaries (1000-1999)	\$6,854,400	\$126,088	\$0	\$6,980,488
Classified Salaries (2000-2999)	\$4,193,432	\$0	\$0	\$4,193,432
Employee Benefits (3000-3999)	\$7,521,406	\$15,887	\$0	\$7,537,293
Books and Supplies (4000-4999)	\$1,246,962	-\$85,817	\$0	\$1,161,145
Services, Other Operating Expenses (5000-5999)	\$539,407	-\$28,000	\$0	\$511,407
Capital Outlay (6000-6999)	\$143,970	\$0	\$0	\$143,970
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$710,938	\$0	\$0	\$710,938
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$21,210,515	\$28,158	\$0	\$21,238,673
OPERATING SURPLUS (DEFICIT)	-\$742,923	\$0	\$0	-\$742,923
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$1,500,000	\$0	\$0	\$1,500,000
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$757,077	\$0	\$0	\$757,077
BEGINNING BALANCE	\$30,230			\$0
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$787,307	\$0	\$0	\$787,307
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	
Reserved Amounts (9711-9740)	\$7,307	\$0	\$0	\$7,307
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$780,000	\$0	\$0	\$780,000
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: Charter Fund
Enter Bargaining Unit: Service Employees International Union (SEIU)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$16,208,817	\$0	\$0	\$16,208,817
Remaining Revenues (8100-8799)	\$2,219,450	\$0	\$0	\$2,219,450
TOTAL REVENUES	\$18,428,267	\$0	\$0	\$18,428,267
EXPENDITURES				
Certificated Salaries (1000-1999)	\$6,778,008	\$0	\$0	\$6,778,008
Classified Salaries (2000-2999)	\$964,129	\$0	\$0	\$964,129
Employee Benefits (3000-3999)	\$5,227,844	\$0	\$0	\$5,227,844
Books and Supplies (4000-4999)	\$4,031,908	\$0	\$0	\$4,031,908
Services, Other Operating Expenses (5000-5999)	\$1,992,684	\$0	\$0	\$1,992,684
Capital Outlay (6000-6999)	\$245,897	\$0	\$0	\$245,897
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$0	\$0	\$0	\$0
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$19,240,470	\$0	\$0	\$19,240,470
OPERATING SURPLUS (DEFICIT)	-\$812,203	\$0	\$0	-\$812,203
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0	\$0	\$0	\$0
TRANSFERS OUT & OTHER USES (7610-7699)	-\$1,386,880	\$0	\$0	-\$1,386,880
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$2,199,083	\$0	\$0	-\$2,199,083
BEGINNING BALANCE	\$3,323,158			\$3,323,158
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$1,124,075	\$0	\$0	\$1,124,075
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	\$0
Reserved Amounts (9711-9740)	\$277,448	\$0	\$0	\$277,448
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$846,627	\$0	\$0	\$846,627
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund
Enter Bargaining Unit: Service Employees International Union (SEIU)

	2015-16	2016-17*	2017-18*
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	\$347,098,592	\$365,331,921	\$372,306,182
Remaining Revenues (8100-8799)	\$182,448,583	\$125,700,450	\$103,908,186
TOTAL REVENUES	\$529,547,175	\$491,032,371	\$476,214,368
EXPENDITURES			
Certificated Salaries (1000-1999)	\$178,601,438	\$186,397,275	\$188,724,514
Classified Salaries (2000-2999)	\$54,464,268	\$58,714,203	\$59,301,345
Employee Benefits (3000-3999)	\$143,869,437	\$149,592,688	\$157,746,382
Books and Supplies (4000-4999)	\$20,666,110	\$20,168,575	\$15,553,464
Services, Other Operating Expenses (5000-5999)	\$62,994,615	\$62,883,399	\$61,380,962
Capital Outlay (6000-6999)	\$51,108,688	\$17,060,802	\$1,992,022
Other Outgo (7100-7299) (7400-7499)	\$8,094	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	-\$1,567,462	-\$1,600,327	-\$1,600,327
Other Adjustments	\$0	\$0	\$0
TOTAL EXPENDITURES	\$510,145,188	\$493,216,615	\$483,098,362
OPERATING SURPLUS (DEFICIT)	\$19,401,987	-\$2,184,244	-\$6,883,994
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$1,386,880	\$1,438,122	\$1,454,085
TRANSFERS OUT & OTHER USES (7610-7699)	-\$6,486,044	-\$1,730,000	-\$1,730,000
CONTRIBUTIONS (8980-8999)			
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$14,302,823	-\$2,476,122	-\$7,159,909
BEGINNING BALANCE	\$44,784,297	\$59,087,120	\$56,610,998
CURRENT-YEAR ENDING BALANCE	\$59,087,120	\$56,610,998	\$49,451,089
COMPONENTS OF ENDING BALANCE:			
Reserved Amounts (9711-9740)	\$3,958,291	\$987,986	\$545,000
Reserved for Economic Uncertainties - Unrestricted (9770)	\$18,763,133	\$20,013,133	\$20,013,133
Reserved for Economic Uncertainties - Restricted (9770)	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$36,930,306	\$35,609,879	\$28,892,956
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0

* Multi year as restricted revenues are reduced, expenditures will also decrease.

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

	2015-16	2016-17	2017-18
a. Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$503,659,144	\$491,486,615	\$481,368,362
b. State Standard Minimum Reserve Percentage for this District 2% enter percentage:	2%	2%	2%
c. State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, OR \$50,000	\$10,073,183	\$9,829,732	\$9,627,367

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a. General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$18,763,133	\$20,013,133	\$20,013,133
b. General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$0	\$0	\$0
c. Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$0	\$0	\$0
d. Special Reserve Fund (Fund 17) Budgeted Unappropriate Amount (9790)	\$0	\$0	\$0
g. Total Available Reserves	\$18,763,133	\$20,013,133	\$20,013,133
h. Reserve for Economic Uncertainties Percentage	3.7%	4.1%	4.2%

3. Do unrestricted reserves meet the state minimum reserve amount?

2015-16	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
2016-17	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
2017-18	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

4. If no, how do you plan to restore your reserves?

N/A

5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1 (i.e., increase was partially budgeted), explain the variance below: The increase is already included in the budget. Budget does not need to be revised to cover adjustment

6. Please include any additional comments and explanation of Page 4 if necessary:
The budget overall does not need to be revised.

K. SALARY NOTIFICATION REQUIREMENT

The following section is applicable and should be completed when any Salary/Benefit Negotiations are settled after the district's final budget has been adopted.

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT BASE REVENUE LIMIT

(a) Current-Year Base Revenue Limit (BRL) per ADA: (obtain from the County Office-provided Revenue Limit run, Form RL, Line 4)	N/A - RL is not longer used The increase LCFF target is 54.84%
	\$ _____ (Estimated)
(b) Prior-Year Base Revenue Limit per ADA: (Form RL, Line 1)	\$ _____ (Actual)
(c) Amount of Current-Year Increase: (a) minus (b)	\$ _____ 0
(d) Percentage Increase in BRL per ADA: (c) divided by (b)	N/A %
(e) Deficit: (Form RL, Line 9-a)	_____ %
(f) Percentage Increase in BRL after deficit:	_____ %
(g) Total Compensation Percentage Increase from Section A, Line 5, Page 1 for current year (Year 1)	1.70%

L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICTS ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of Sacramento City Unified School District (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the SEIU Bargaining Unit, during the term of the agreement from 07/01/2015 to 06/30/2016

The budget revisions necessary to meet the costs of the agreement is each year of its term are as follows:

<u>Budget Adjustment Categories:</u>	<u>Budget Adjustment Increase (Decrease)</u>
<u>Revenues/Other Financing Sources</u>	<u>No Change</u>
<u>Expenditures/Other Financing Uses</u>	<u>No Change</u>
<u>Ending Balance Increase (Decrease)</u>	<u>No Change</u>

N/A _____ (No budget revisions necessary)

District Superintendent
(Signature)

Date

Chief Business Officer
(Signature)

Date

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement..

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent
(Signature)

Date

Gerardo Castillo, CPA, CBO
Contact Person

(916) 643-9055
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on June 16, 2016 took action to approve the proposed Agreement with the Bargaining Unit.

President (or Clerk), Governing Board
(Signature)

Date

|

SACRAMENTO COUNTY OFFICE OF EDUCATION

PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

In Accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: **Sacramento City Unified School**

Name of Bargaining Unit: **United Professional Educators (UPE)**

Certificated, Classified, Other: **Certificated**

The proposed agreement covers the period beginning: **July 1, 2015** and ending: **June 30, 2016**

(date) (date)

The Governing Board will act upon the agreement on: **Potentially June 16, 2016**

(date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation - Includes all General Fund - Unrestricted and Restricted

Compensation		Annual	Fiscal Impact of Proposed Agreement		
		Cost Prior to Proposed Agreement FY 15/16	Year 1 Increase (Decrease) FY 15/16	Year 2 Increase (Decrease) FY 16/17	Year 3 Increase (Decrease) FY 17/18
1	Salary Schedule (This is to include Step and Columns, which is also reported separately in Item 6)	\$14,582,525.00	\$364,563.13	\$373,677.20	\$0.00
			2.50%	2.50%	0.00%
2	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	Included Above	Included Above	Included Above	Included Above
	Description of other compensation - Setting of Counselor Grievance	0		0	0
3	Statutory Benefits - STRS, PERS, FICA WE, UI, Medicare, etc.	\$2,279,435.80	\$52,566.36	\$60,793.54	\$0.00
			2.31%	2.61%	0.00%
4	Health/Welfare Plans	\$1,522,478.67	\$0.00	\$0.00	\$0.00
5	Total Compensation - Add Items 1 through 4 to equal 5	\$18,384,439.47	\$417,129.48	\$434,470.75	\$0.00
			2.27%	2.31%	0.00%
6	Step and Column - Due to movement plus any changes due to settlement. This is a subset of Item No. 1	\$0.00	\$0.00	\$0.00	\$0.00
7	Total Number of Represented Employees (Use FTEs if appropriate)	133	133	133	133
8	Total Compensation <u>Average</u> Cost per Employee	138,228.87	3,136.31	3,266.70	0.00
			2.27%	2.31%	0.00%

- 9 . **What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?**
The negotiated percentage increase was 2.5% effective July 1, 2015.

- 10 . **Were any additional steps, columns, or range added to the schedule? (If yes, please explain.)**
No

- 11 . **Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)**

N/A

- 12 . **Does this bargaining unit have a negotiated cap for Health & Welfare** Yes | No
If yes, please describe the cap amount.

- B. **Proposed Negotiated Changes in Noncompensation Items (I.e., class size adjustments, staff development days, teacher prep time, classified staffing rations, etc.)**

N/A

- C. **What are the specific impacts (positive or negative) on instructional and support programs accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)**

N/A

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?
Should another bargaining unit receive an unconditional increase to the salary schedule greater than 2.5%, then the UPE salary schedules will be increase by the same unconditional amount.

E. Will this agreement create, or decrease deficit financing in the current or subsequent year(s)?
"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenue and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

No

F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

N/A

G. Source of Funding for Proposed Agreement

1. Current Year

The majority of the funding source is general fund unrestricted, but it will also affect categorical funds, charter fund, child development, adult education since UPE members work in all schools.

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

It is included in the multi-year projections.

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

The total increase of this agreement is 2.5% ongoing for 2016-17 and we plan to cover with part of LCFF funds. The projected increase is included in the Multi Year Projection.

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Unrestricted General Fund

Enter Bargaining Unit: United Professional Educators (UPE)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of March 17, 2016, 2nd Interim Budget)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	\$347,098,592			\$347,098,592
Remaining Revenues (8100-8799)	\$29,149,082		\$222,941	\$29,372,023
TOTAL REVENUES	\$376,247,674	\$0	\$222,941	\$376,470,615
EXPENDITURES				
Certificated Salaries (1000-1999)	\$138,183,793	\$0	-\$3,078,590	\$135,105,203
Classified Salaries (2000-2999)	\$35,822,136	\$0	-\$1,094,314	\$34,727,822
Employee Benefits (3000-3999)	\$97,930,281	\$0	-\$678,598	\$97,251,683
Books and Supplies (4000-4999)	\$8,607,822		\$683,584	\$9,291,406
Services, Other Operating Expenses (5000-5999)	\$27,109,062		\$123,896	\$27,232,958
Capital Outlay (6000-6999)	\$2,183,667		\$130,648	\$2,314,315
Other Outgo (7100-7299) (7400-7499)	\$3,545,018		-\$3,545,018	\$0
Direct Support/Indirect Cost (7300-7399)	-\$3,333,198		-\$78,684	-\$3,411,882
Other Adjustments				\$0
TOTAL EXPENDITURES	\$310,048,581	\$0	-\$7,537,076	\$302,511,505
OPERATING SURPLUS (DEFICIT)	\$66,199,093	\$0	\$7,760,017	\$73,959,110
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$1,386,880	\$0	\$0	\$1,386,880
TRANSFERS OUT & OTHER USES (7610-7699)	-\$1,730,000		-\$30,000	-\$1,760,000
CONTRIBUTIONS (8980-8999)	-\$57,637,702		-\$240,000	-\$57,877,702
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$8,218,271	\$0	\$7,490,017	\$15,708,288
BEGINNING BALANCE	\$40,326,773			\$40,326,773
Prior-Year Adjustments/Restatements (9793/9795)				\$0
CURRENT-YEAR ENDING BALANCE	\$48,545,044	\$0	\$7,490,017	\$56,035,061
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$545,000		-\$203,378	\$341,622
Reserved for Economic Uncertainties (9770)	\$18,763,133		\$0	\$18,763,133
Designated Amounts (9775-9780)	\$17,080,257		\$19,850,049	\$36,930,306
Unappropriated Amounts (9790)	\$12,156,654	\$0	-\$12,156,654	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Restricted General Fund

Enter Bargaining Unit: **United Professional Educators (UPE)**

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$153,294,123		-\$217,563	\$153,076,560
TOTAL REVENUES	\$153,294,123	\$0	-\$217,563	\$153,076,560
EXPENDITURES			\$0	
Certificated Salaries (1000-1999)	\$42,431,324	\$0	\$1,064,911	\$43,496,235
Classified Salaries (2000-2999)	\$19,621,045		\$115,401	\$19,736,446
Employee Benefits (3000-3999)	\$46,475,930	\$0	\$141,824	\$46,617,754
Books and Supplies (4000-4999)	\$12,682,717		-\$1,308,013	\$11,374,704
Services, Other Operating Expenses (5000-5999)	\$34,353,966		\$1,407,691	\$35,761,657
Capital Outlay (6000-6999)	\$53,030,506		-\$4,236,133	\$48,794,373
Other Outgo (7100-7299) (7400-7499)	\$0		\$8,094	\$8,094
Direct Support/Indirect Cost (7300-7399)	\$1,804,909		\$39,511	\$1,844,420
Other Adjustments	\$0			\$0
TOTAL EXPENDITURES	\$210,400,397	\$0	-\$2,766,714	\$207,633,683
OPERATING SURPLUS (DEFICIT)	-\$57,106,274	\$0	\$2,549,151	-\$54,557,123
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0			\$0
TRANSFERS OUT & OTHER USES (7610-7699)	-\$1,575,661		-\$3,150,383	-\$4,726,044
CONTRIBUTIONS (8980-8999)	\$57,637,702		\$240,000	\$57,877,702
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$1,044,233	\$0	-\$361,232	-\$1,405,465
BEGINNING BALANCE	\$4,457,524			\$4,457,524
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$3,413,291	\$0	-\$361,232	\$3,052,059
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$3,413,291	\$0	-\$361,232	\$3,052,059
Reserved for Economic Uncertainties (9770)				\$0
Designated Amounts (9775-9780)				\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Combined General Fund

Enter Bargaining Unit: United Professional Educators (UPE)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$347,098,592	\$0	\$0	\$347,098,592
Remaining Revenues (8100-8799)	\$182,443,205	\$0	\$5,378	\$182,448,583
TOTAL REVENUES	\$529,541,797	\$0	\$5,378	\$529,547,175
EXPENDITURES				
Certificated Salaries (1000-1999)	\$180,615,117	\$0	-\$2,013,679	\$178,601,438
Classified Salaries (2000-2999)	\$55,443,181	\$0	-\$978,913	\$54,464,268
Employee Benefits (3000-3999)	\$144,406,211	\$0	-\$536,774	\$143,869,437
Books and Supplies (4000-4999)	\$21,290,539	\$0	-\$624,429	\$20,666,110
Services, Other Operating Expenses (5000-5999)	\$61,463,028	\$0	\$1,531,587	\$62,994,615
Capital Outlay (6000-6999)	\$55,214,173	\$0	-\$4,105,485	\$51,108,688
Other Outgo (7100-7299) (7400-7499)	\$3,545,018	\$0	-\$3,536,924	\$8,094
Direct Support/Indirect Cost (7300-7399)	-\$1,528,289	\$0	-\$39,173	-\$1,567,462
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$520,448,978	\$0	-\$10,303,790	\$510,145,188
OPERATING SURPLUS (DEFICIT)	\$9,092,819	\$0	\$10,309,168	\$19,401,987
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$1,386,880	\$0	\$0	\$1,386,880
TRANSFERS OUT & OTHER USES (7610-7699)	-\$3,305,661	\$0	-\$3,180,383	-\$6,486,044
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$7,174,038	\$0	\$7,128,785	\$14,302,823
BEGINNING BALANCE	\$44,784,297			\$44,784,297
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$51,958,335	\$0	\$7,128,785	\$59,087,120
COMPONENTS OF ENDING BALANCE:	\$0			
Reserved Amounts (9711-9740)	\$3,958,291	\$0	-\$564,610	\$3,393,681
Reserved for Economic Uncertainties (9770)	\$18,763,133	\$0	\$0	\$18,763,133
Designated Amounts (9775-9780)	\$17,080,257	\$0	\$19,850,049	\$36,930,306
Unappropriated Amounts - Unrestricted (9790)	\$12,156,654	\$0	-\$12,156,654	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	3.6%			3.7%

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Adult Education Fund

Enter Bargaining Unit: United Professional Educators (UPE)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$7,259,015	\$0	\$0	\$7,259,015
TOTAL REVENUES	\$7,259,015	\$0	\$0	\$7,259,015
EXPENDITURES				
Certificated Salaries (1000-1999)	\$1,874,402	\$0	\$0	\$1,874,402
Classified Salaries (2000-2999)	\$1,326,097	\$0	\$0	\$1,326,097
Employee Benefits (3000-3999)	\$1,945,850	\$0	\$0	\$1,945,850
Books and Supplies (4000-4999)	\$283,370	\$0	\$0	\$283,370
Services, Other Operating Expenses (5000-5999)	\$2,057,733	\$0	\$0	\$2,057,733
Capital Outlay (6000-6999)	\$19,100	\$0	\$0	\$19,100
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$34,309	\$0	\$0	\$34,309
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$7,540,861	\$0	\$0	\$7,540,861
OPERATING SURPLUS (DEFICIT)	-\$281,846	\$0	\$0	-\$281,846
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$230,000	\$0	\$0	\$230,000
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$51,846	\$0	\$0	-\$51,846
BEGINNING BALANCE	\$51,846			\$51,846
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$0	\$0	\$0	\$0
COMPONENTS OF ENDING BALANCE:				
Reserved Amounts (9711-9740)	\$0	\$0	\$0	\$0
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$0	\$0	\$0	\$0
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Cafeteria Fund

Enter Bargaining Unit: United Professional Educators (UPE)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$21,276,988	\$0	\$0	\$21,276,988
TOTAL REVENUES	\$21,276,988	\$0	\$0	\$21,276,988
EXPENDITURES				
Certificated Salaries (1000-1999)	\$0	\$0	\$0	\$0
Classified Salaries (2000-2999)	\$6,223,040	\$0	\$0	\$6,223,040
Employee Benefits (3000-3999)	\$3,774,777	\$0	\$0	\$3,774,777
Books and Supplies (4000-4999)	\$12,212,763	\$0	\$0	\$12,212,763
Services, Other Operating Expenses (5000-5999)	\$407,595	\$0	\$0	\$407,595
Capital Outlay (6000-6999)	\$610,369	\$0	\$0	\$610,369
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$783,042	\$0	\$0	\$783,042
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$24,011,586	\$0	\$0	\$24,011,586
OPERATING SURPLUS (DEFICIT)	-\$2,734,598	\$0	\$0	-\$2,734,598
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$5,588	\$0	\$0	\$5,588
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$2,729,010	\$0	\$0	-\$2,729,010
BEGINNING BALANCE	\$12,014,237			\$12,014,237
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$9,285,227	\$0	\$0	\$9,285,227
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	\$0
Reserved Amounts (9711-9740)	\$9,064,062	\$0	\$0	\$9,064,062
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$221,165	\$0	\$0	\$221,165
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Child Development Fund

Enter Bargaining Unit: United Professional Educators (UPE)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	\$0	\$0	\$0	\$0
Remaining Revenues (8100-8799)	\$20,467,592	\$0	\$0	\$20,467,592
TOTAL REVENUES	\$20,467,592	\$0	\$0	\$20,467,592
EXPENDITURES				
Certificated Salaries (1000-1999)	\$6,854,400	\$126,088	\$0	\$6,980,488
Classified Salaries (2000-2999)	\$4,193,432	\$0	\$0	\$4,193,432
Employee Benefits (3000-3999)	\$7,521,406	\$15,887	\$0	\$7,537,293
Books and Supplies (4000-4999)	\$1,246,962	-\$85,817	\$0	\$1,161,145
Services, Other Operating Expenses (5000-5999)	\$539,407	-\$28,000	\$0	\$511,407
Capital Outlay (6000-6999)	\$143,970	\$0	\$0	\$143,970
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$710,938	\$0	\$0	\$710,938
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$21,210,515	\$28,158	\$0	\$21,238,673
OPERATING SURPLUS (DEFICIT)	-\$742,923	\$0	\$0	-\$742,923
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$1,500,000	\$0	\$0	\$1,500,000
TRANSFERS OUT & OTHER USES (7610-7699)	\$0	\$0	\$0	\$0
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$757,077	\$0	\$0	\$757,077
BEGINNING BALANCE	\$30,230			\$0
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$787,307	\$0	\$0	\$787,307
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	
Reserved Amounts (9711-9740)	\$7,307	\$0	\$0	\$7,307
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$780,000	\$0	\$0	\$780,000
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0
Reserve for Economic Uncertainties Percentage	\$0	\$0	\$0	\$0

H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Enter Fund: Charter Fund
Enter Bargaining Unit: United Professional Educators (UPE)

	Column 1	Column 2	Column 3	Column 4
	Latest Board - Approved Budget Before Settlement (As of As of March 17, 2016, 2nd Interim)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES				
Revenue Limit Sources (8010-8099)	\$16,208,817	\$0	\$0	\$16,208,817
Remaining Revenues (8100-8799)	\$2,219,450	\$0	\$0	\$2,219,450
TOTAL REVENUES	\$18,428,267	\$0	\$0	\$18,428,267
EXPENDITURES				
Certificated Salaries (1000-1999)	\$6,778,008	\$0	\$0	\$6,778,008
Classified Salaries (2000-2999)	\$964,129	\$0	\$0	\$964,129
Employee Benefits (3000-3999)	\$5,227,844	\$0	\$0	\$5,227,844
Books and Supplies (4000-4999)	\$4,031,908	\$0	\$0	\$4,031,908
Services, Other Operating Expenses (5000-5999)	\$1,992,684	\$0	\$0	\$1,992,684
Capital Outlay (6000-6999)	\$245,897	\$0	\$0	\$245,897
Other Outgo (7100-7299) (7400-7499)	\$0	\$0	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	\$0	\$0	\$0	\$0
Other Adjustments	\$0	\$0	\$0	\$0
TOTAL EXPENDITURES	\$19,240,470	\$0	\$0	\$19,240,470
OPERATING SURPLUS (DEFICIT)	-\$812,203	\$0	\$0	-\$812,203
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$0	\$0	\$0	\$0
TRANSFERS OUT & OTHER USES (7610-7699)	-\$1,386,880	\$0	\$0	-\$1,386,880
CONTRIBUTIONS (8980-8999)	\$0	\$0	\$0	\$0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	-\$2,199,083	\$0	\$0	-\$2,199,083
BEGINNING BALANCE	\$3,323,158			\$3,323,158
Prior-Year Adjustments/Restatements (9793/9795)	\$0			\$0
CURRENT-YEAR ENDING BALANCE	\$1,124,075	\$0	\$0	\$1,124,075
COMPONENTS OF ENDING BALANCE:	\$0	\$0	\$0	\$0
Reserved Amounts (9711-9740)	\$277,448	\$0	\$0	\$277,448
Reserved for Economic Uncertainties (9770)	\$0	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$846,627	\$0	\$0	\$846,627
Unappropriated Amounts (9790)	\$0	\$0	\$0	\$0

I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund
Enter Bargaining Unit: United Professional Educators (UPE)

	2015-16	2016-17*	2017-18*
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
Revenue Limit Sources (8010-8099)	\$347,098,592	\$365,331,921	\$372,306,182
Remaining Revenues (8100-8799)	\$182,448,583	\$125,700,450	\$103,908,186
TOTAL REVENUES	\$529,547,175	\$491,032,371	\$476,214,368
EXPENDITURES			
Certificated Salaries (1000-1999)	\$178,601,438	\$186,397,275	\$188,724,514
Classified Salaries (2000-2999)	\$54,464,268	\$58,714,203	\$59,301,345
Employee Benefits (3000-3999)	\$143,869,437	\$149,592,688	\$157,746,382
Books and Supplies (4000-4999)	\$20,666,110	\$20,168,575	\$15,553,464
Services, Other Operating Expenses (5000-5999)	\$62,994,615	\$62,883,399	\$61,380,962
Capital Outlay (6000-6999)	\$51,108,688	\$17,060,802	\$1,992,022
Other Outgo (7100-7299) (7400-7499)	\$8,094	\$0	\$0
Direct Support/Indirect Cost (7300-7399)	-\$1,567,462	-\$1,600,327	-\$1,600,327
Other Adjustments	\$0	\$0	\$0
TOTAL EXPENDITURES	\$510,145,188	\$493,216,615	\$483,098,362
OPERATING SURPLUS (DEFICIT)	\$19,401,987	-\$2,184,244	-\$6,883,994
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$1,386,880	\$1,438,122	\$1,454,085
TRANSFERS OUT & OTHER USES (7610-7699)	-\$6,486,044	-\$1,730,000	-\$1,730,000
CONTRIBUTIONS (8980-8999)			
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$14,302,823	-\$2,476,122	-\$7,159,909
BEGINNING BALANCE	\$44,784,297	\$59,087,120	\$56,610,998
CURRENT-YEAR ENDING BALANCE	\$59,087,120	\$56,610,998	\$49,451,089
COMPONENTS OF ENDING BALANCE:			
Reserved Amounts (9711-9740)	\$3,393,681	\$987,986	\$545,000
Reserved for Economic Uncertainties - Unrestricted (9770)	\$18,763,133	\$20,013,133	\$20,013,133
Reserved for Economic Uncertainties - Restricted (9770)	\$0	\$0	\$0
Board Designated Amounts (9775-9780)	\$36,930,306	\$35,609,879	\$28,892,956
Unappropriated Amounts - Unrestricted (9790)	\$0	\$0	\$0
Unappropriated Amounts - Restricted (9790)	\$0	\$0	\$0

* Multi year as restricted revenues are reduced, expenditures will also decrease.

J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

	2015-16	2016-17	2017-18
a. Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$503,659,144	\$491,486,615	\$481,368,362
b. State Standard Minimum Reserve Percentage for this District 2% enter percentage:	2%	2%	2%
c. State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, OR \$50,000	\$10,073,183	\$9,829,732	\$9,627,367

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a. General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$18,763,133	\$20,013,133	\$20,013,133
b. General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$0	\$0	\$0
c. Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$0	\$0	\$0
d. Special Reserve Fund (Fund 17) Budgeted Unappropriate Amount (9790)	\$0	\$0	\$0
g. Total Available Reserves	\$18,763,133	\$20,013,133	\$20,013,133
h. Reserve for Economic Uncertainties Percentage	3.7%	4.1%	4.2%

3. Do unrestricted reserves meet the state minimum reserve amount?

2015-16	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
2016-17	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
2017-18	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

4. If no, how do you plan to restore your reserves?

N/A

5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 5, Page 1 (i.e., increase was partially budgeted), explain the variance below: The increase is already included in the budget. Budget does not need to be revised to cover adjustment.

6. Please include any additional comments and explanation of Page 4 if necessary:
The budget overall does not need to be revised.

K. SALARY NOTIFICATION REQUIREMENT

The following section is applicable and should be completed when any Salary/Benefit Negotiations are settled after the district's final budget has been adopted.

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT BASE REVENUE LIMIT

(a) Current-Year Base Revenue Limit (BRL) per ADA: (obtain from the County Office-provided Revenue Limit run, Form RL, Line 4)	N/A - RL is not longer used The increase LCFF target is 54.84%
	\$ _____ (Estimated)
(b) Prior-Year Base Revenue Limit per ADA: (Form RL, Line 1)	\$ _____ (Actual)
(c) Amount of Current-Year Increase: (a) minus (b)	\$ _____ 0
(d) Percentage Increase in BRL per ADA: (c) divided by (b)	N/A %
(e) Deficit: (Form RL, Line 9-a)	_____ %
(f) Percentage Increase in BRL after deficit:	_____ %
(g) Total Compensation Percentage Increase from Section A, Line 5, Page 1 for current year (Year 1)	2.27%

L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICTS ABILITY TO MEET THE COSTS OF COLLECTIVE BARGAINING AGREEMENT

The disclosure document must be signed by the district Superintendent and Chief Business Officer at the time of public disclosure.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of Sacramento City Unified School District (District), hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the UPE Bargaining Unit, during the term of the agreement from 07/01/2015 to 06/30/2016

The budget revisions necessary to meet the costs of the agreement is each year of its term are as follows:

<u>Budget Adjustment Categories:</u>	<u>Budget Adjustment Increase (Decrease)</u>
<u>Revenues/Other Financing Sources</u>	<u>No Change</u>
<u>Expenditures/Other Financing Uses</u>	<u>No Change</u>
<u>Ending Balance Increase (Decrease)</u>	<u>No Change</u>

N/A _____ (No budget revisions necessary)

District Superintendent
(Signature)

Date

Chief Business Officer
(Signature)

Date

M. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement..

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

District Superintendent
(Signature)

Date

Gerardo Castillo, CPA, CBO
Contact Person

(916) 643-9055
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on June 16, 2016 took action to approve the proposed Agreement with the Bargaining Unit.

President (or Clerk), Governing Board
(Signature)

Date

|

Tentative Agreement
Between
Classified Supervisors Association
And
Sacramento City Unified School District

This Tentative Agreement ("TA") is made and entered into between Sacramento City Unified School District ("District") and the Classified Supervisors Association ("CSA"), collectively referred to herein as the "parties."

Except as expressly provided herein, the current collective bargaining agreement between the parties ("CBA"), including all terms and conditions of the parties' current collective bargaining agreement not otherwise modified by this Tentative Agreement, shall be continued without modification through June 30, 2017.


Article 6 - Compensation


For the 2015-2016 school year, the CSA salary schedules will increase by an additional two and one-half percent (2.5%) effective July 1, 2015. Should another bargaining unit receive an unconditional increase to the salary schedule greater than two and one-half percent (2.5%), then the CSA salary schedules will be increased by that same unconditional amount.

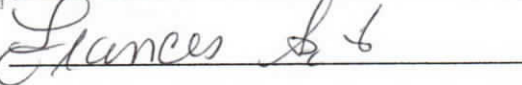
The current contract will remain in effect beyond its expiration date, in the event that a successor contract cannot be agreed to.

This tentative agreement shall not be effective until and unless it has been ratified by CSA and approved by the District's Board of Education. The CSA and District bargaining team acknowledge that by their signatures below they are entering into a good faith commitment to support this Agreement and take whatever actions are necessary to obtain the approval of the parties they represent.

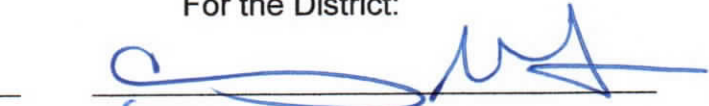
For CSA:




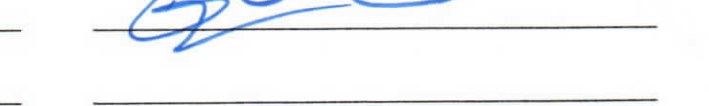




For the District:







Date: May 16, 2016

Date: May 16, 2016

TENTATIVE AGREEMENT
Between
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
And
SACRAMENTO CITY TEACHERS ASSOCIATION

In order to resolve outstanding issues related to the 2015-16 negotiations, the creation of collaborative time, the counselor arbitration, and SCTA's unfair labor practice charge against the District, "UPC No. SA-CE 2835-E", the Sacramento City Unified School District (SCUSD) and the Sacramento City Teachers Association (SCTA) hereby agree as follows:

1. Article 12: Compensation

1a. Effective July 1, 2015, SCTA salary schedules and those pay categories tied or linked to salary schedules shall be increased by an additional 2.5 percent.

1b. Effective January 1, 2016, SCTA salary schedules and those pay categories tied or linked to salary schedules shall be increased by an additional 2.5 percent.

2. Collaborative Time

The additional 2.5% increase set forth in 1(b) above is the result of a conditional agreement reached by the parties to provide collaborative time for SCTA members, which has been a long-standing and common goal of the parties. Collaborative time is time spent in professional learning activities that focus on a school site's Single Plan for Student Achievement plan and/or the District Strategic Plan and related initiatives. This may be done in department/grade level teams, and/or special populations of certificated unit employees, or as whole-staff activities. Typically, team meetings will focus on improving student achievement through the examination of student work, analyzing student/school data, sharing methodologies, planning and developing curriculum and assessments. The time is intended to be for group collaboration.

2a. The Parties agree to incorporate ongoing collaborative time, beginning in the 2016-17 school year, to allow regular and defined time for educators to collaborate on approaches to improving student achievement and common issues with their colleagues.

2b. In order to create the collaborative time, the regular instructional day will be increased 12 minutes per day in order to create 1 hour of collaborative time each week.

2c. On each regular instructional day that falls on a Thursday, students will be released 1 hour earlier than the ending time on a regular instructional day on the other days of the week.

2d. Collaborative time shall be structured as follows:

1. On the first Thursday of each month a staff meeting, not to exceed 60 minutes, will be held.

2. On the second, third, and fourth Thursdays of each month, unit members will be provided 60 minutes of collaborative time, immediately following the conclusion of the instructional day with students, on those Thursdays when there is a regular instructional day.

3. On the fifth Thursday of each month (if occurring), the regular work day for unit members shall conclude fifteen minutes after the end of the instructional day for students. If voluntary professional learning opportunities are provided during the fifth Thursday of a month, unit members will be paid at the volunteer rate. If mandatory professional development training is required the fifth Thursday of a month, educators will be paid at their regular contractual daily rate.

4. The eighteen paid regular hours of common planning time shall be incorporated into the collaborative time, as provided for above. Furthermore, the additional 8 hours annually required to provide for collaborative time on the fourth Thursday of the month, shall be paid at the regular contracted daily rate and incorporated into the salary schedule.

2e. For eight hour unit members, the current practice regarding Common Planning Time (CPT) shall remain in effect until a mutually-agreed upon alternative has been negotiated.

2f. The Parties agree that the increase in instructional minutes on a daily basis to allow for collaborative time will result in the need to modify the terms and conditions of regarding maximum teachers' instructional day set forth in Section 5.7 of the collective bargaining agreement. The Parties also agree that the students' instructional minutes must meet the state requirements.

3. Resolution of Grievance #1 – Counselor Arbitration (American Arbitration Association Case No. 01-15-0005-6900)

Without any admission or finding of wrongdoing or liability by either party for any purpose, the parties agree to settle and resolve the dispute related to the counselor grievance/arbitration in the following manner:

3a. Those counselors who were assigned to a middle or high school site which was staffed at a level below the allocation set forth in the June 9, 2014 settlement between the parties shall be paid \$90 per day for each instructional day of work beginning on July 1,

2014 through June 30, 2016.

3b. The Parties agree to consider the development of an alternative method of allocation that may differentiate the ratio of students to counselors in high schools versus middle schools. As part of this negotiation, the District and the Association agree to also consider the allocation of counselors to those middle and high schools where no counselor hours are currently assigned.

3c. The District and the Association further recognize that there may be a difference in interpretation regarding the calculation of the number of counselors at each individual work site as set forth in the June 9, 2014 agreement, which remains in effect. The parties agree to make reasonable efforts to reach a resolution to this difference prior to commencement of the 2016-17 school year, as well as considerations raised in 3(b) above. The parties agree that if an agreement cannot be reached regarding the calculation or if an alternative method is not agreed to in its place, the matter may be resubmitted to a mutually agreed upon neutral arbitrator for a final determination of the calculation method, but expect that this issue will become moot as the parties negotiate an alternative allocation method.

3d. No later than one week after the execution of this Agreement, the Association shall notify the American Arbitration Association that Case No. 01-15-0005-6900 and the corresponding Grievance have been settled and therefore the Case should be dismissed.

4. **SCTA's Withdrawal and Dismissal of UPC No. SA-CE 2835-E Unfair Labor Practice Charge, with Prejudice**


Upon ratification of this Tentative Agreement, without any admissions or findings of any wrongdoing, violation or misinterpretation of the CBA by either party, SCTA expressly agrees to withdraw and dismiss its unfair labor practice charge against the District, UPC No. SA-CE 2835-E., with prejudice.

5. **Extension of Collective Bargaining Agreement**

This agreement completes and settles all negotiations for reopeners for the 2015-2016 year. The Parties intend to negotiate a successor agreement, effective July 1, 2016, in good faith. With the current agreement set to expire on June 30, 2016, the parties agree to extend the contract through December 1, 2016, in order to allow the parties some time to negotiate a successor agreement. The parties agree to begin negotiations for the successor agreement shortly after the commencement of the 2016-17 school year, with a goal of reaching an agreement by December 1, 2016. In the event that there is not an agreement by December 1, 2016, the contract may be extended by mutual agreement.

This tentative agreement shall not be effective until and unless it has been ratified by SCTA members and approved by the District's Board of Education. The Parties acknowledge that by their signatures below they are entering into a good faith commitment to support this Agreement and take whatever actions are necessary to obtain the approval of the parties they represent.


For the District:

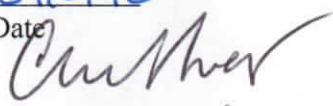


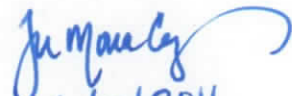
6-10-16
Date



6-11-16
Date



6/10/16
Date

6-10-16


6/10/2016


6/10/16

For the Association:

Date

Date

Date

From ER
6/3/16
2:59 PM

Agreement Between
Service Employees International Union, Local 1021
And
Sacramento City Unified School District

This Tentative Agreement "TA" is made and entered into between Sacramento City Unified School District ("District") and the Service Employees International Union ("SEIU"), collectively referred to herein as the "Parties." The Parties reach this TA as part of their previously agreed upon reopener for the 2015-16 school year.

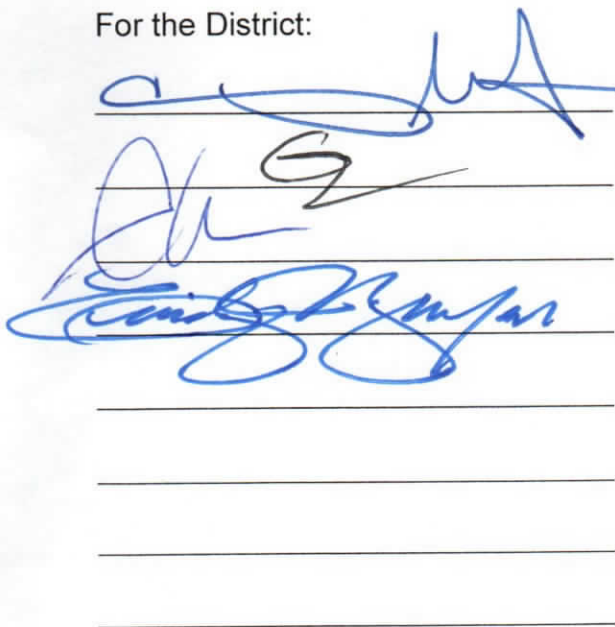
Except as expressly provided herein, the current collective bargaining agreement between the parties ("CBA"), including all terms and conditions of the parties' current collective bargaining agreement not otherwise modified by this Tentative Agreement, shall be continued without modification through June 30, 2017.

Article 6 – Compensation

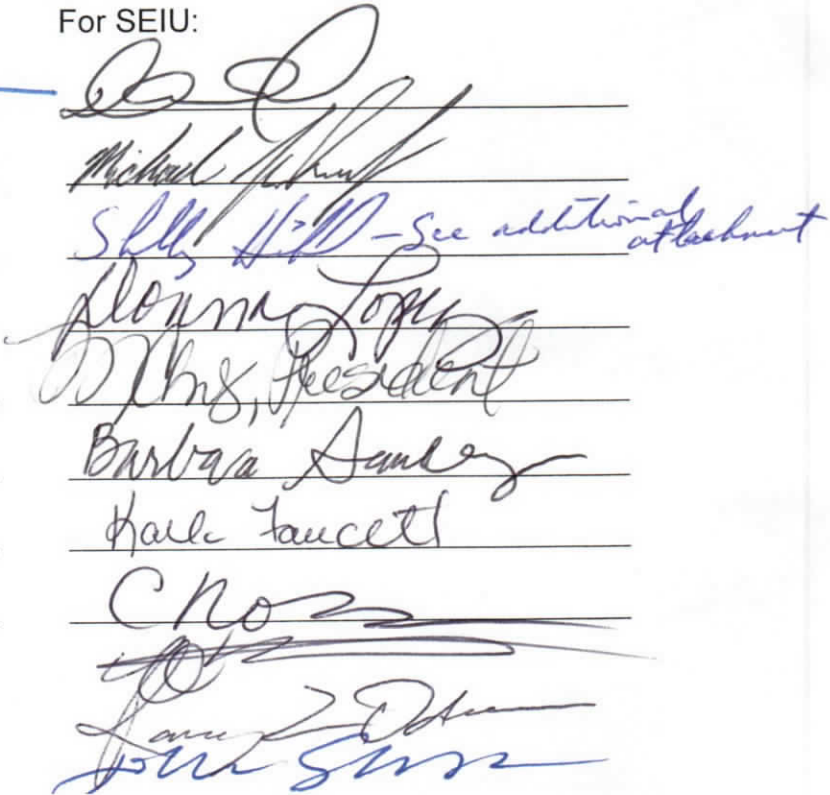
For the 2015-16 school year, the SEIU salary schedules will increase by an additional two and one-half percent (2.5%) effective July 1, 2015. Should another bargaining unit, including unrepresented management, receive an unconditional increase to the salary schedule greater than two and one-half percent (2.5%) effective during the 2015/2016 school year, then the SEIU salary schedules will be increased by that same unconditional amount.

The tentative agreement shall not be effective until and unless it has been ratified by SEIU and approved by the District's Board of Education. The SEIU and District bargaining team acknowledge that by their signatures below they are entering into a good faith commitment to support this Agreement and take whatever actions are necessary to obtain the approval of the parties they represent.

For the District:



For SEIU:



Tentative Agreement
Between
United Professional Educators
And
Sacramento City Unified School District

This Tentative Agreement ("TA") is made and entered into between Sacramento City Unified School District ("District") and the United Professional Educators ("UPE"), collectively referred to herein as the "parties." The Parties reach this TA as part of their previously agreed upon reopener for the 2015-2016 school year.

Except as expressly provided herein, the current collective bargaining agreement between the parties ("CBA"), including all terms and conditions of the parties' current collective bargaining agreement not otherwise modified by this Tentative Agreement, shall be continued without modification through June 30, 2016.


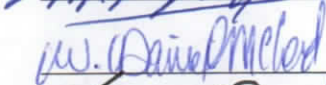

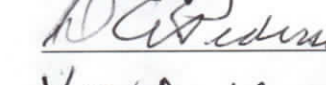
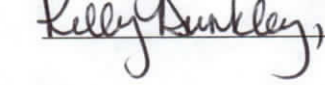
Article 7 –Salary and Health Benefits

For the 2015-2016 school year, the UPE salary schedules will increase by an additional two and one-half percent (2.5%) effective July 1, 2015. Should another bargaining unit receive an unconditional increase to the salary schedule greater than two and one-half percent (2.5%), then the UPE salary schedules will be increased by that same unconditional amount.

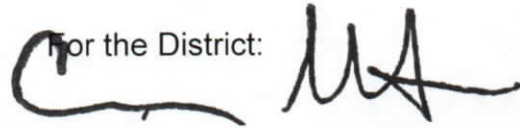


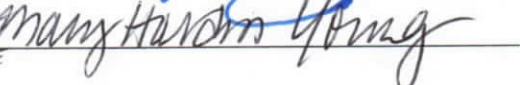

The current contract will remain in effect beyond its expiration date, in the event that a successor contract cannot be agreed to.

This tentative agreement shall not be effective until and unless it has been ratified by UPE and approved by the District's Board of Education. The UPE and District bargaining team acknowledge that by their signatures below they are entering into a good faith commitment to support this Agreement and take whatever actions are necessary to obtain the approval of the parties they represent.

For UPE:

 President, UPE
Peter Lambert
 Daniel McCord
Daniel McCord
 Kelly Dunkley
Kelly Dunkley
 Dennis A. Pedersen
Exec Dir. UPE
 Kelly Dunkley
District Office Rep

For the District:



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 12.1

Meeting Date: June 16, 2016

Subject: Business and Financial Information

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Business Services

Recommendation: Receive business and financial information.

Background/Rationale:

- Purchase Order Board for the Period of April 15, 2016 through May 14, 2016

Financial Considerations: Reflects standard business information.

LCAP Goal(s): Family and Community Engagement; College and Career Ready Students

Documents Attached:

1. Purchase Order Board Report for the Period of April 15, 2016 through May 14, 2016

Estimated Time: N/A

Submitted by: Gerardo Castillo, CPA, Chief Business Officer

Approved by: José L. Banda, Superintendent

Includes Purchase Orders dated 04/15/2016 - 05/14/2016 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
B16-00697	FISHER SCIENTIFIC CO INC	SUPPLEMENTAL SCIENCE SUPPLIES/GRAVITS	C. K. McCLATCHY HIGH SCHOOL	01	783.75
B16-00800	FATCAT SCONES	SCRATCH PLUS PASTRIES FOR MENU	NUTRITION SERVICES DEPARTMENT	13	2,086.00
B16-00801	JAMES NAKAYAMA	INSTRUMENT REPAIR	ACADEMIC OFFICE	01	1,000.00
B16-00802	HOME DEPOT CREDIT SERVICES	BOA OF GARDEN SUPPLIES	ETHEL I. BAKER ELEMENTARY	01	748.99
B16-00803	Sean / Tanya McEvelly	PARENT MILEAGE REIMBURSEMENT	SPECIAL EDUCATION DEPARTMENT	01	6,500.00
B16-00804	SIGNATURE REPROGRAPHICS	419 CSR PORTABLE PROJECT	FACILITIES SUPPORT SERVICES	21	1,475.00
B16-00805	SIGNATURE REPROGRAPHICS	0108-414-0219 ETHEL BAKER PRTBLE RPLCE (P06)	FACILITIES SUPPORT SERVICES	01	52.84
B16-00806	SIGNATURE REPROGRAPHICS	0114-412-0257 FREEPORT AC PVING/ CONCRTE 2015-16	FACILITIES SUPPORT SERVICES	01	500.00
B16-00807	SIGNATURE REPROGRAPHICS	0530-409 L. BURBANK IRR IMPROVEMENTS	FACILITIES SUPPORT SERVICES	21	300.00
B16-00808	SIGNATURE REPROGRAPHICS	0359-414-0240 TAHOE DOORS & WINDOWS 2015-16	FACILITIES SUPPORT SERVICES	01	250.00
B16-00809	SIGNATURE REPROGRAPHICS	0265-411-0194 OAK RIDGE WINDWO SYS 2015-16	FACILITIES SUPPORT SERVICES	01	500.00
B16-00810	SIGNATURE REPROGRAPHICS	0265-410-0191 OAKRDGE AC PVING RPLACE 2015-16	FACILITIES SUPPORT SERVICES	01	300.00
B16-00811	FEDEX	FED EX - IB EXAM SEND OUT FOR SCORING	LUTHER BURBANK HIGH SCHOOL	01	2,050.00
B16-00812	RUDOLF STEINER COLLEGE	ART SUPPLIES FOR WALDORF FOR TRAINING	A. M. WINN ELEMENTARY SCHOOL	01	1,449.00
B16-00813	UNIVERSAL LIMOUSINE	FIELDTRIP TRANSPORTATION	YOUTH DEVELOPMENT	01	5,000.00
B16-00814	STAY SAFE SHRED INC	SHRED OLD CONFIDENTIAL OFFICE FILES/MATERIALS	A. M. WINN ELEMENTARY SCHOOL	01	107.69
B16-00815	SIGNATURE REPROGRAPHICS	0040-410-0232 CB WIRE WALLS/CEILINGS/WNDWS	FACILITIES SUPPORT SERVICES	01	250.00
B16-00816	HOME DEPOT CREDIT SERVICES	HOME DEPOT BLANKET FOR GARDEN PURCHASES	PACIFIC ELEMENTARY SCHOOL	01	750.00
B16-00817	Wm. Bolthouse Farms, Inc.	SUMMER PROGRAM CARROT SNACKERS	NUTRITION SERVICES DEPARTMENT	13	8,000.00
CHB16-00393	OFFICE DEPOT ACCT. #89574939	SMR ELL - PROGRAM OFFICE DEPOT SUPPLIES	NICHOLAS ELEMENTARY SCHOOL	01	760.00
CHB16-00394	OFFICE DEPOT ACCT. #89574939	Office Depot	ELDER CREEK ELEMENTARY SCHOOL	01	2,500.00
CHB16-00395	RAY MORGAN COMPANY	WASHINGTON COPIER RENTAL	PARENT ENGAGEMENT	01	1,200.00
CHB16-00396	OFFICE DEPOT ACCT. #89574939	INSTRUCTIONAL SUPPLIES	SEQUOIA ELEMENTARY SCHOOL	01	1,000.00
CHB16-00397	OFFICE DEPOT ACCT. #89574939	15-16 SUPPLEMENTAL INSTRUCTIONAL MATERIALS	JOHN CABRILLO ELEMENTARY	01	1,085.94
CHB16-00398	U S BANK/SCUSD	CUSTODIAL SUPPLIES	SEQUOIA ELEMENTARY SCHOOL	01	540.00

*** See the last page for criteria limiting the report detail.

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Includes Purchase Orders dated 04/15/2016 - 05/14/2016 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CHB16-00399	U S BANK/SCUSD	SUPPLY WORKS/JANITORIAL SUPPLIES	ALICE BIRNEY WALDORF	01	2,000.00
CHB16-00400	U S BANK/SCUSD	ELL Summer School Supplies	JOHN H. STILL - K-8	01	5,425.00
CHB16-00401	U S BANK/SCUSD	CLASSROOM SUPPLIES BLANKET	WASHINGTON ELEMENTARY SCHOOL	01	10,000.00
CHB16-00402	U S BANK/SCUSD	OFFICE DEPOT- CLASSROOM SUPPLIES 2015 - 2016	FATHER K.B. KENNY	01	7,000.00
CHB16-00403	RAY MORGAN/SCUSD	CANNON COPIER	ETHEL PHILLIPS ELEMENTARY	01	9,000.00
CHB16-00404	U S BANK/SCUSD	ELLA-Elder Creek OD	MULTILINGUAL EDUCATION DEPT.	01	5,000.00
CHB16-00405	U S BANK/SCUSD	CLASSROOM SUPPLIES/PARENT SUPPLIES	OAK RIDGE ELEMENTARY SCHOOL	01	47,000.00
CHB16-00406	SCUSD/TRAVEL CAL CARD	NATHANIEL BROWNING CAL CARD	BOARD OF EDUCATION	01	500.00
CS16-00509	HOT BISCUITS MUSIC	KINDER THROUGH 2ND GR MUSIC PROGRAM	HOLLYWOOD PARK ELEMENTARY	01	3,600.00
CS16-00686	HMR ARCHITECTS INC	0445-410-0201 JOHN STILL ROOFING VARIOUS 2015-16	FACILITIES SUPPORT SERVICES	01	102,361.32
CS16-00687	PREMIER MANAGEMENT GROUP, INC	0520-415-0263 H.JOHNSON STRUCTURAL REPAIRS 2015-16	FACILITIES SUPPORT SERVICES	01	11,716.64
CS16-00688	PREMIER MANAGEMENT GROUP, INC	0229-410-0204 M.HOPKINS PLYFLD (BLLFLD) DRNGE	FACILITIES SUPPORT SERVICES	01	62,636.47
CS16-00689	PREMIER MANAGEMENT GROUP, INC	0450-411-0218 KIT CARSON ROOFING	FACILITIES SUPPORT SERVICES	01	32,317.19
CS16-00690	CA DESIGN WEST ARCHITECTS INC	0384-416 WILLIAM LAND MPR EXPANSION-INVESTIGATION	FACILITIES SUPPORT SERVICES	21	8,000.00
CS16-00691	HMR ARCHITECTS INC	0445-411-0221 J. STILL HVAC @ ADMIN. BLDG 2015-16	FACILITIES SUPPORT SERVICES	01	25,701.43
CS16-00692	HMR ARCHITECTS INC	0495-413-0250 WILL C WOOD ROOFING	FACILITIES SUPPORT SERVICES	01	25,371.05
CS16-00693	CHRISTINE DE GUZMAN	MINDFULNESS TRAINING	INTEGRATED COMMUNITY SERVICES	01	1,800.00
CS16-00694	ACCELERATED LITERACY LEARNING ATTN: SUSAN RADLEY BROWN	SA for Accelerated Literacy Learning (ALL)	ACADEMIC OFFICE	01	5,200.00
CS16-00695	WARREN CONSULTING ENG INC	0521-416 WEST CAMPUS CORE ACADEMIC RENOVATION	FACILITIES SUPPORT SERVICES	21	1,000.00
CS16-00696	MATTHEW C FABIAN	0550-410-0176 SAC HS PAVILION GYM CONC REPLACE	FACILITIES SUPPORT SERVICES	01	8,560.00
CS16-00697	MATTHEW C FABIAN	0390-404 WOODBINE FIRE ALARM	FACILITIES SUPPORT SERVICES	21	5,280.00
CS16-00698	MATTHEW C FABIAN	419 CLASS SIZE REDUCTION-9 SITES	FACILITIES SUPPORT SERVICES	21	66,880.00

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Includes Purchase Orders dated 04/15/2016 - 05/14/2016 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS16-00699	MATTHEW C FABIAN	707-0363 THEO JUDAH 2-STORY PORTABLE PROJECT	FACILITIES SUPPORT SERVICES	21	86,400.00
CS16-00700	MATTHEW C FABIAN	0450-412-0226 KIT CARSON BOILER REPLACEMENT	FACILITIES SUPPORT SERVICES	01	10,560.00
CS16-00701	WALLACE KUHL AND ASSOC INC	0715-0670 ELDER CREEK (CHILD) SHADE STRUCTURE	FACILITIES SUPPORT SERVICES	12	2,500.00
CS16-00702	WALLACE KUHL AND ASSOC INC	0495-402 WILL C WOODS SHADE STRUCTURE	FACILITIES SUPPORT SERVICES	21	1,500.00
CS16-00703	PREMIER MANAGEMENT GROUP, INC	0108-412-0193 ETHEL I BAKER AC PAVING (2015/2016)	FACILITIES SUPPORT SERVICES	01	21,671.45
CS16-00704	PREMIER MANAGEMENT GROUP, INC	0114-410-0211 FREEPORT AC PAVING REPLACEMENT	FACILITIES SUPPORT SERVICES	01	7,103.70
CS16-00705	PREMIER MANAGEMENT GROUP, INC	0114-411-0256 FREEPORT CONCRETE WALKWAYS	FACILITIES SUPPORT SERVICES	01	5,064.93
CS16-00706	PREMIER MANAGEMENT GROUP, INC	0122-414-0241 FRUIT RIDGE PAVING (FRONT DRAINAGE)	FACILITIES SUPPORT SERVICES	01	8,120.70
CS16-00707	PREMIER MANAGEMENT GROUP, INC	0450-412-0226 KIT CARSON BOILER REPLACEMENT	FACILITIES SUPPORT SERVICES	01	8,223.63
CS16-00708	MTW GROUP	0530-409 LUTHER B. IRR IMPR.	FACILITIES SUPPORT SERVICES	21	9,020.00
CS16-00709	FOCUS ON FAMILY FOUNDATION	SUMMER PROGRAMMING	YOUTH DEVELOPMENT	01	89,506.00
CS16-00710	ROBERTS FAMILY DEVELOPMENT CTR	SUMMER PROGRAMMING - ROBERTS FAMILY CTR	YOUTH DEVELOPMENT	01	314,119.00
CS16-00711	PREMIER MANAGEMENT GROUP, INC	0550-411-0207 SAC HIGH ANNX BLDG	FACILITIES SUPPORT SERVICES	01	9,217.98
CS16-00712	PREMIER MANAGEMENT GROUP, INC	0265-410-0191 OAK RIDGE AC PAVING RPLCE	FACILITIES SUPPORT SERVICES	01	6,320.88
CS16-00713	PREMIER MANAGEMENT GROUP, INC	359-412-0189 TAHOE CMNT PLSTER RPRS WLL SYS	FACILITIES SUPPORT SERVICES	01	6,567.43
CS16-00714	PREMIER MANAGEMENT GROUP, INC	0277-411-0228 P. BURNETT WNDW/WALL SYS/DOORS	FACILITIES SUPPORT SERVICES	01	19,708.01
CS16-00715	PREMIER MANAGEMENT GROUP, INC	0390-411-0216 WOODBINE AC PAVING 2015-16	FACILITIES SUPPORT SERVICES	01	9,149.09
CS16-00716	LPC CONSULTING ASSOCIATES INC	FARM TO SCHOOL FEAST GRANT	NUTRITION SERVICES DEPARTMENT	13	9,300.00
CS16-00717	BUCKETFILLERS FOR LIFE	Bucketfiller assembly	MARK TWAIN ELEMENTARY SCHOOL	01	750.00
CS16-00718	CENTER FOR CITIES + SCHOOLS UC BERKELEY	Y-PLAN-PLANNING/TRAINING/ SPRING 2016	ACADEMIC ACHIEVEMENT	01	40,000.00
CS16-00719	PREMIER MANAGEMENT GROUP, INC	0277-410-0210 P. BURNETT STRCTRL/DRY ROT	FACILITIES SUPPORT SERVICES	01	11,904.83
CS16-00720	PREMIER MANAGEMENT GROUP, INC	0359-414-0240 TAHOE DOORS & WINDOWS 2015-16	FACILITIES SUPPORT SERVICES	01	20,906.25
CS16-00721	SHARP ARCHITECTURE	0530-414-0233 LBURANK 4-H BLDG REPLACEMENT	FACILITIES SUPPORT SERVICES	01	18,500.00
CS16-00722	SHARP ARCHITECTURE	0431-410-0251 FERN BACON ROOFING (2015/2016)	FACILITIES SUPPORT SERVICES	01	8,800.00

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Includes Purchase Orders dated 04/15/2016 - 05/14/2016 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS16-00723	SHARP ARCHITECTURE	0269-411-0237 PACIFIC AC PAVING REPLACEMENT	FACILITIES SUPPORT SERVICES	01	12,750.00
CS16-00724	SHARP ARCHITECTURE	0025-404 BWLING GREEN CHACON FA UPGRADE 2016	FACILITIES SUPPORT SERVICES	21	3,600.00
CS16-00725	SHARP ARCHITECTURE	0530-411-0199 L. BURBANK ASPHALT 2015-16	FACILITIES SUPPORT SERVICES	01	18,500.00
CS16-00726	RAINFORTH GRAU ASSOCIATES	0510-417 CK MCCLATCHY POWER UPGRADE	FACILITIES SUPPORT SERVICES	21	96,000.00
CS16-00727	WEST ED	EL Master Plan	MULTILINGUAL EDUCATION DEPT.	01	56,000.00
CS16-00728	DARRYL WHITE	DARRLY WHITE - CURRICULUM TRAINING	NEW JOSEPH BONNHEIM	09	5,600.00
CS16-00729	SOIL BORN FARMS	FARM TO SCHOOL FEAST GRANT	NUTRITION SERVICES DEPARTMENT	13	20,700.00
CS16-00730	AIMEE WOOD	NPS TITLE II TEACHER-TUTORS ST ROBERTS	CONSOLIDATED PROGRAMS	01	501.00
CS16-00731	ELISE LEON	NPS TITLE II TEACHER-TUTORS ST ROBERTS	CONSOLIDATED PROGRAMS	01	501.00
CS16-00732	ROBERT MERSEREAU	NPS TITLE II TEACHER-TUTORS ST ROBERTS	CONSOLIDATED PROGRAMS	01	501.00
CS16-00733	NICOLE KELLY	NPS TITLE II TEACHER-TUTORS ST ROBERTS	CONSOLIDATED PROGRAMS	01	501.00
CS16-00734	AUSTIN BAKER	NPS TITLE II TEACHER-TUTORS ST ROBERTS	CONSOLIDATED PROGRAMS	01	501.00
CS16-00735	READING PARTNERS	READING PARTNERS 2015-16	PACIFIC ELEMENTARY SCHOOL	01	20,000.00
CS16-00736	SACRAMENTO COUNTY OFFICE OF ED FINANCIAL SERVICES	SERVICES SCOE STAFF PROVIDES WITH CTE COORDINATOR	CAREER & TECHNICAL PREPARATION	01	10,000.00
CS16-00737	NATIONAL ANALYTICAL LAB INC	0359-414-0240 TAHOE DOORS & WINDOWS	FACILITIES SUPPORT SERVICES	01	550.00
CS16-00738	NATIONAL ANALYTICAL LAB INC	0359-412-00189 TAHOE CEMENT PLASTER RPRS	FACILITIES SUPPORT SERVICES	01	550.00
CS16-00739	MATTHEW C FABIAN	707-0363-2 THEO JUDAH INTERIM HOUSING	FACILITIES SUPPORT SERVICES	21	6,400.00
CS16-00740	ARMAND PEREZ AP CONSTRUCTION S ERVICES	0277-411-0228 P. BURNETT WNDW WALL SYS/ DOOR	FACILITIES SUPPORT SERVICES	01	16,000.00
CS16-00741	SCHOOL SERVICES OF CALIFORNIA	SSC Factfinding Service Agreement	BUSINESS SERVICES	01	30,000.00
CS16-00742	PREMIER MANAGEMENT GROUP, INC	0122-421-0243 FRUIT RIDGE PAV (K PLYGRND/S PKING)	FACILITIES SUPPORT SERVICES	01	35,652.05
CS16-00743	NATIONAL CINEMEDIA INC	MOVIE THEATER ADVERTISING	COMMUNICATIONS OFFICE	01	10,475.00

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Includes Purchase Orders dated 04/15/2016 - 05/14/2016 ***

PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS16-00744	PREMIER MANAGEMENT GROUP, INC	0101-411-0236 S.B. ANTHONY AC PAVING 2015-16	FACILITIES SUPPORT SERVICES	01	26,009.50
CS16-00745	GLORIA MELCHOR DBA GLORIA'S IN TERPRETING SVCS	TRANSLATORS-CAMELLIA APTT FEBRUARY 24, 2016	CAMELLIA BASIC ELEMENTARY	01	800.00
CS16-00747	PREMIER MANAGEMENT GROUP, INC	0122-415-0242 FRUIT RIDGE PAVING (PLYGRND DRAIN)	FACILITIES SUPPORT SERVICES	01	268,458.63
CS16-00748	CPR-PROS	CPR STUDENT CERTIFICATION CLASS	HIRAM W. JOHNSON HIGH SCHOOL	01	2,760.00
CS16-00749	WILD THINGS	EDUCATIONAL ASSEMBLY FOR STUDENTS	GOLDEN EMPIRE ELEMENTARY	01	700.00
CS16-00750	THOMAS MALTBAEK	NPS TITLE I-CRISTO REY TEACHER TUTORING	CONSOLIDATED PROGRAMS	01	2,000.00
CS16-00751	BRENDAN BELL	NPS TITLE I-CRISTO REY TEACHER TUTORING	CONSOLIDATED PROGRAMS	01	2,000.00
CS16-00752	GRACE POWELL	NPS TITLE I-CRISTO REY TEACHER TUTORING	CONSOLIDATED PROGRAMS	01	2,000.00
CS16-00753	PAMELA RAMIREZ	NPS-CRISTO REY HS TITLE I TEACHER TUTORING	CONSOLIDATED PROGRAMS	01	506.00
CS16-00754	LAURA CARRACIO	NPS TITLE I CRISTO REY HS TEACHER TUTORING	CONSOLIDATED PROGRAMS	01	2,000.00
CS16-00755	SACRAMENTO YOUTH SYMPHONY	SACRAMENTO YOUTH SYMPHONY 2015-16	PACIFIC ELEMENTARY SCHOOL	01	1,000.00
CS16-00756	SACRAMENTO COUNTY OFFICE OF ED FINANCIAL SERVICES	invoice#161316/invoice#161317/MOU#0821/0895	MARK TWAIN ELEMENTARY SCHOOL	01	16,200.00
CS16-00757	NATIONAL ANALYTICAL LAB INC	0272-410-0266 PARKWAY ROOFING	FACILITIES SUPPORT SERVICES	01	475.00
CS16-00758	HMR ARCHITECTS INC	0431-410-0251 FERN BACON ROOFING (2015/2016)	FACILITIES SUPPORT SERVICES	01	41,239.31
CS16-00759	PREMIER MANAGEMENT GROUP, INC	0269-413-0239 PACIFIC ROOF LEAK REPAIR	FACILITIES SUPPORT SERVICES	01	66,361.74
CS16-00760	SHARP ARCHITECTURE	0265-411-0194 OAK RIDGE WINDOW SYSTEMS	FACILITIES SUPPORT SERVICES	01	9,000.00
CS16-00761	SHARP ARCHITECTURE	0024-413-0262 BOWLING GREEN ROOF REPAIRS	FACILITIES SUPPORT SERVICES	01	6,000.00
CS16-00762	NATIONAL ANALYTICAL LAB INC	0029-423 BRET HARTE HVAC FOR MPR ROOM	FACILITIES SUPPORT SERVICES	21	525.00
CS16-00763	PREMIER MANAGEMENT GROUP, INC	0277-412-0229 P. BURNETT ROOF REPAIR 2015-16	FACILITIES SUPPORT SERVICES	01	74,052.87
CS16-00764	SACRAMENTO BALLET COMPANY	ANY GIVEN CHILD ASSEMBLY	GOLDEN EMPIRE ELEMENTARY	01	300.00
CS16-00765	PREMIER MANAGEMENT GROUP, INC	0122-412-0172 FRUITRIDGE CEILING TILES SAG&FALL	FACILITIES SUPPORT SERVICES	01	31,856.79
CS16-00766	PREMIER MANAGEMENT GROUP, INC	0265-411-0194 OAK RIDGE WINDOW SYS 2015-16	FACILITIES SUPPORT SERVICES	01	71,405.74
CS16-00767	HMC ARCHITECTS	0108-414-0219 ETHEL BAKER PORTABLE RPLCE (P06)	FACILITIES SUPPORT SERVICES	01	12,890.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
CS16-00768	NATIONAL ANALYTICAL LAB INC	0024-417 BOWLING GREEN MCCOY RR RENOVATIONS	FACILITIES SUPPORT SERVICES	21	525.00
CS16-00769	HMR ARCHITECTS INC	0122-414-0241 FRUIT RIDGE PAVING (FRNT DRNGE)	FACILITIES SUPPORT SERVICES	01	9,744.85
CS16-00770	SHARP ARCHITECTURE	0530-412-0202 L BURBANK CONCRETE 2015-16	FACILITIES SUPPORT SERVICES	01	12,500.00
CS16-00771	SHARP ARCHITECTURE	0024-416 BOWLING GREEN MCCOY PAVING RMVE/RPLCE	FACILITIES SUPPORT SERVICES	21	3,200.00
CS16-00772	SOIL BORN FARMS	SPONSOR COMMITMENT FOR SOIL BORN FARMS SYMPOSIUM	BOARD OF EDUCATION	01	1,500.00
N16-00052	THE DEVEREUX FOUNDATION	RESIDENTIAL PLACEMENT	SPECIAL EDUCATION DEPARTMENT	01	60,000.00
P16-01436	N GLANTZ AND SON CUST 81419	BANNERS FOR SCHOOLS	FACILITIES SUPPORT SERVICES	01	635.06
P16-03190	U S BANK/SCUSD	SEAT REPLACEMENT FOR GARDNER	JOHN F. KENNEDY HIGH SCHOOL	01	123.55
P16-03452	U S BANK/SCUSD	PHARMACY TECH	NEW SKILLS & BUSINESS ED. CTR	11	1,637.43
P16-03701	U S BANK/SCUSD	AMSCOPE.COM Telescopes	THE MET	09	1,163.08
P16-03702	U S BANK/SCUSD	Tables and Chairs and storage carts for them	HEALTH PROFESSIONS HIGH SCHOOL	01	3,389.11
P16-03703	U S BANK/SCUSD	Linen Table Cloths	HEALTH PROFESSIONS HIGH SCHOOL	01	468.07
P16-03704	THE RADIO GUYS	TWO WAY RADIOS	GOLDEN EMPIRE ELEMENTARY	01	833.53
P16-03705	U S BANK/SCUSD	SHELVES FOR CHILD DEVELOPMENT CLASSROOM	CAREER & TECHNICAL PREPARATION	01	1,352.71
P16-03706	U S BANK/SCUSD	SOLAR REGATTA	ENGINEERING AND SCIENCES HS	01	866.88
P16-03707	U S BANK/SCUSD	ANN CURTIS- CANON BATTERIES	ACADEMIC ACHIEVEMENT	01	32.08
P16-03708	U S BANK/SCUSD	SPACE HEATERS FOR FRONT OFFICE	JOHN D SLOAT BASIC ELEMENTARY	01	195.27
P16-03788	GITAR CENTER	GITAR CENTER	GEO WASHINGTON CARVER	09	5,576.94
P16-03845	BERCO REDWOOD INC	SOLOR REGATTA	ENGINEERING AND SCIENCES HS	01	250.79
P16-03846	HUGHES HARDWOOD OF RANCHO CORD OVA	PLYWOOD FOR REGATTA	ENGINEERING AND SCIENCES HS	01	170.52
P16-03847	OFFICE DEPOT ACCT. #89574939	TONER FOR PRINTERS	SPECIAL EDUCATION DEPARTMENT	01	810.95
P16-03848	OFFICE DEPOT/EASTMAN ACCT. #89 574939	ROBOTICS SUPPLIES- CARTS	ALBERT EINSTEIN MIDDLE SCHOOL	01	707.40
P16-03849	OFFICE DEPOT ACCT. #89574939	OFFICE/TRAINING SUPPLIES	INTEGRATED COMMUNITY SERVICES	01	51.08
P16-03850	SCHOLASTIC, INC. ORDER DESK	SUPPLEMENTAL INSTRUCTION MATERIALS - HANSON	WOODBINE ELEMENTARY SCHOOL	01	1,813.32

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-03851	SCHOLASTIC, INC. ORDER DESK	INTERVENTION PROGRAM READ180 SYSTEM STUDENT NOVELS	HIRAM W. JOHNSON HIGH SCHOOL	01	928.25
P16-03852	SCHOLASTIC, INC. ORDER DESK	SUPPLEMENTAL INSTRUCTIONAL MATERIALS	WOODBINE ELEMENTARY SCHOOL	01	214.49
P16-03853	SCHOLASTIC, INC. ORDER DESK	SCHOLASTIC MAGAZINES	ALBERT EINSTEIN MIDDLE SCHOOL	01	1,108.02
P16-03854	PEARSON CLINICAL ASSESSMENT OR DERING DEPARTMENT	PSYCH EVAL FORMS	SPECIAL EDUCATION DEPARTMENT	01	3,092.13
P16-03855	PEARSON CLINICAL ASSESSMENT OR DERING DEPARTMENT	CELF-5 FORMS	SPECIAL EDUCATION DEPARTMENT	01	699.16
P16-03856	PEARSON CLINICAL ASSESSMENT OR DERING DEPARTMENT	PSYCH EVAL FORMS (BASC)	SPECIAL EDUCATION DEPARTMENT	01	1,151.80
P16-03857	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	SUPPLEMENTAL INSTRUCTIONAL MATERIALS - AHERN	WOODBINE ELEMENTARY SCHOOL	01	195.52
P16-03858	WIESER EDUCATIONAL INC	AMERICAN HISTORY LITERATURE FOR STUDENTS	HIRAM W. JOHNSON HIGH SCHOOL	01	120.26
P16-03859	SUPER DUPER PUBLICATIONS	SPEECH KITS (CAAP-2)	SPECIAL EDUCATION DEPARTMENT	01	4,869.47
P16-03860	SUPER DUPER PUBLICATIONS	SPEECH MATERIALS	SPECIAL EDUCATION DEPARTMENT	01	715.33
P16-03861	OFFICE DEPOT ACCT. #89574939	TRAINING SUPPLIES	INTEGRATED COMMUNITY SERVICES	01	735.96
P16-03862	GOPHER SPORT	PLAY EQUIPMENT-\$571 SAVINGSNEGO-PURCHSVS	WOODBINE ELEMENTARY SCHOOL	01	2,596.38
P16-03863	OFFICE DEPOT ACCT. #89574939	SUMMER ELL OFFICE DEPOT SUPPLIES	NICHOLAS ELEMENTARY SCHOOL	01	848.37
P16-03864	OFFICE DEPOT ACCT. #89574939	SPECIAL ED PRINTER IEP RM 11 ALL STUDENTS	ISADOR COHEN ELEMENTARY SCHOOL	01	126.95
P16-03865	OFFICE DEPOT ACCT. #89574939	SUMMER PROGRAM MTRLS	SPECIAL EDUCATION DEPARTMENT	01	1,813.08
P16-03866	OFFICE DEPOT ACCT. #89574939	FAX MACHINE	BRET HARTE ELEMENTARY SCHOOL	01	92.76
P16-03867	OFFICE DEPOT ACCT. #89574939	HP LASER COLOR PRINTER	AMERICAN LEGION HIGH SCHOOL	01	432.36
P16-03868	OFFICE DEPOT ACCT. #89574939	PRINTER FOR SUPPORT CENTER	INTEGRATED COMMUNITY SERVICES	01	492.02
P16-03869	GOPHER SPORT	K-8 PE EQUIPMENT	JOHN MORSE THERAPEUTIC	01	442.78
P16-03870	BARNES & NOBLE BOOKSTORE	READING BOOKS FOR ESL CLASS- M. ATWOOD	NEW SKILLS & BUSINESS ED. CTR	11	1,117.76
P16-03871	BARNES & NOBLE BOOKSTORE	SHAKESPEARE AND REFERENCE	ALBERT EINSTEIN MIDDLE SCHOOL	01	1,004.89
P16-03872	ACCUCUT LLC	DIE CUTS FOR MATH	O. W. ERLEWINE ELEMENTARY	01	158.76

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-03873	DICK BLICK CUSTOMER #12751501	ART PROJECT SUPPLIES	JOHN MORSE THERAPEUTIC	01	97.25
P16-03874	FOLLETT SCHOOL SOLUTIONS	LIBRARY BOOKS	WOODBINE ELEMENTARY SCHOOL	01	1,988.25
P16-03875	BARNES & NOBLE BOOKSTORE	SUMMER MIP MTLs - MR. CALDERON	WILLIAM LAND ELEMENTARY	01	805.76
P16-03876	U S BANK/SCUSD	SPANISH BOOKS	ALBERT EINSTEIN MIDDLE SCHOOL	01	375.30
P16-03877	JIST WORKS INC	VOC-ED EVAL FORMS	SPECIAL EDUCATION DEPARTMENT	01	903.28
P16-03878	AURORA ENVIRONMENTAL SERVICES	CONFIRMATION-HAZARDOUS WASTE - CONFIRMING	NEW SKILLS & BUSINESS ED. CTR	11	18,505.38
P16-03879	IVS COMPUTER TECHNOLOGIES	SMARTBOARD LAMP IS NEEDED FROM SMARTBOARDS.COM	NEW TECH	09	283.93
P16-03880	NEW READERS PRESS INC	SUPPLIES FOR HSE CLASS - N. CIANI	NEW SKILLS & BUSINESS ED. CTR	11	2,249.62
P16-03881	BURLINGTON ENGLISH INC	INSTRUCTIONAL MATERIAL-CONFIRMING	NEW SKILLS & BUSINESS ED. CTR	11	17,186.40
P16-03882	FOLLETT SCHOOL SOLUTIONS	RESOURCE ACTIVITY BOOKS FOR FIRST 5 STAFF	CHILD DEVELOPMENT PROGRAMS	12	311.11
P16-03883	KENDALL HUNT PUBLISHERS	SUPPLEMENTAL BOOKS FOR ADVANCE READING GROUPS	BRET HARTE ELEMENTARY SCHOOL	01	1,483.38
P16-03884	JONES SCHOOL SUPPLY CO INC	Jones SPELLING BEE TROPHIES/ AWARD STICKERS	ISADOR COHEN ELEMENTARY SCHOOL	01	33.74
P16-03885	LAKESHORE LEARNING CORP ATTENTION: JON BELL	PRE-K MATERIALS	SPECIAL EDUCATION DEPARTMENT	01	846.56
P16-03886	SCHOLASTIC, INC. ORDER DESK	SMR ELL - SCHOLASTIC MATERIALS	NICHOLAS ELEMENTARY SCHOOL	01	1,000.80
P16-03887	NIMCO, INC. 102 HWY, 81N	TUPE MATERIALS-SUMMER 2016	YOUTH DEVELOPMENT	01	159.98
P16-03888	PRO ED INC	SPEECH MATERIALS	SPECIAL EDUCATION DEPARTMENT	01	1,126.91
P16-03889	TRIMARK ECONOMY RESTAURANT FIX TURES	BOILERLESS STEAMER FOR WASHINGTON ELEM	NUTRITION SERVICES DEPARTMENT	13	12,566.47
P16-03890	BMH EQUIPMENT INC	HAND TRUCK FOR NUTRITION SERVICES	NUTRITION SERVICES DEPARTMENT	13	128.74
P16-03891	SILK SCREEN PRO	SILK SCREEN PRO	WEST CAMPUS	01	2,494.97
P16-03892	SUPPLY WORKS	SCRUBBER FOR CUSTODIAL USE	A.WARREN McCLASKEY ADULT	11	3,397.14
P16-03893	U S BANK/SCUSD	SUPPLIES FOR ESL/ABE CLASSES - RM 206	NEW SKILLS & BUSINESS ED. CTR	11	415.73
P16-03894	THINK SOCIAL PUBLISHING	SOCIAL THINKING - SPEECH	WOODBINE ELEMENTARY SCHOOL	01	262.07
P16-03895	THINK SOCIAL PUBLISHING	SPEECH MATERIALS	SPECIAL EDUCATION DEPARTMENT	01	217.62
P16-03896	U S BANK/SCUSD	CLASSROOM SUPPLY- PAULINE VOONG	NEW SKILLS & BUSINESS ED. CTR	11	259.32

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-03897	FOLLETT SCHOOL SOLUTIONS	CLASSROOM BOOKS	JOHN D SLOAT BASIC ELEMENTARY	01	236.54
P16-03898	DEMCO INC #C16027	GAYLOR BOOK TAPE FOR LIBRARY BOOK MENDING	BOWLING GREEN ELEMENTARY	09	78.48
P16-03899	OFFICE DEPOT ACCT. #89574939	2016-2017 TEACHER SUPPLY ORDER	BG CHACON ACADEMY	09	187.05
P16-03900	U S BANK/SCUSD	LATINA ACTION DAY	LUTHER BURBANK HIGH SCHOOL	01	570.00
P16-03901	U S BANK/SCUSD	ANN CURTIS- CAMERA EOS REBEL T5	ACADEMIC ACHIEVEMENT	01	289.79
P16-03902	FLASHBAY INC	SCUSD LOGO FLASH DRIVES: TECH SERVICES AND HR	INFORMATION SERVICES	01	2,006.17
P16-03903	SUPPLY WORKS	AFTER SCHOOL CUSTODIAL SUPPLIES	EARL WARREN ELEMENTARY SCHOOL	01	1,480.47
P16-03904	SUPPLY WORKS	AFTER SCHOOL CUSTODIAL SUPPLIES	JOHN D SLOAT BASIC ELEMENTARY	01	594.74
P16-03905	SUPPLY WORKS	AFTER SCHOOL CUSTODIAL SUPPLIES	O. W. ERLEWINE ELEMENTARY	01	1,004.29
P16-03906	SUPPLY WORKS	AFTER SCHOOL CUSTODIAL SUPPLIES	MARK TWAIN ELEMENTARY SCHOOL	01	824.22
P16-03907	SUPPLY WORKS	AFTER SCHOOL CUSTODIAL SUPPLIES	DAVID LUBIN ELEMENTARY SCHOOL	01	795.51
P16-03908	SUPPLY WORKS	AFTER SCHOOL CUSTODIAL SUPPLIES	HUBERT H BANCROFT ELEMENTARY	01	799.84
P16-03909	SUPPLY WORKS	AFTER SCHOOL CUSTODIAL SUPPLIES	ROSA PARKS MIDDLE SCHOOL	01	1,198.91
P16-03910	SUPPLY WORKS	AFTER SCHOOL CUSTODIAL SUPPLIES	JOHN BIDWELL ELEMENTARY	01	907.82
P16-03911	SUPPLY WORKS	AFTER SCHOOL CUSTODIAL SUPPLIES	ALBERT EINSTEIN MIDDLE SCHOOL	01	1,000.09
P16-03912	SUPPLY WORKS	Custodial classroom supplies	HEALTH PROFESSIONS HIGH SCHOOL	01	527.56
P16-03913	SUPPLY WORKS	ESY CUSTODIAL (MATSUYAMA)	SPECIAL EDUCATION DEPARTMENT	01	481.38
P16-03914	SUPPLY WORKS	AFTER SCHOOL CUSTODIAL SUPPLIES	CESAR CHAVEZ INTERMEDIATE	01	1,063.89
P16-03915	SUPPLY WORKS	CUSTODIAL FOR PHI CTR	SPECIAL EDUCATION DEPARTMENT	01	237.05
P16-03916	SUPPLY WORKS	Cleaning solution	HEALTH PROFESSIONS HIGH SCHOOL	01	62.93
P16-03917	THOMSON WEST ATTN: BRENDA JOHN SON-BELL	ED CODE BOOKS, 2016	STUDENT SUPPORT AND FAMILY SER	01	178.34
P16-03918	SHERMAN GARNETT	Guidelines on Student Records Handbook	STUDENT SUPPORT AND FAMILY SER	01	379.20
P16-03919	SHERMAN GARNETT	Guidelines on Discipline, Due Process, etc.	STUDENT SUPPORT AND FAMILY SER	01	158.48
P16-03920	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	YOGA MATS/WALL HANGERS	WASHINGTON ELEMENTARY SCHOOL	01	3,833.09

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-03921	SPORT SUPPLY GROUP, INC.	CLASSROOM CURRICULUM SUPPLIES PE	ISADOR COHEN ELEMENTARY SCHOOL	01	371.49
P16-03922	SCHOOL OUTFITTERS DBA FAT CATA LOG	PODIUM FOR SCHOOL WIDE USE	SUTTERVILLE ELEMENTARY SCHOOL	01	259.00
P16-03923	FOLLETT SCHOOL SOLUTIONS	FOLLETT SCHOOL SOLUTIONS - LIBRARY BOOKS	KIT CARSON MIDDLE SCHOOL	01	2,000.00
P16-03924	U S BANK/SCUSD	SMOOTH I.D. RING GAGE TO CAILIBRATE-ENGINEERING	CAREER & TECHNICAL PREPARATION	01	174.74
P16-03925	BARNES & NOBLE BOOKSTORE	SUPPLEMENTAL INSTRUCTION	WOODBINE ELEMENTARY SCHOOL	01	1,059.86
P16-03926	U S BANK/SCUSD	FLOOR MATS	WASHINGTON ELEMENTARY SCHOOL	01	569.93
P16-03927	CENTER FOR THE COLLABORATIVE C LASSROOM	SUPPLEMENTAL INSTRUCTIONAL MATERIALS	WOODBINE ELEMENTARY SCHOOL	01	690.98
P16-03928	OFFICE DEPOT ACCT. #89574939	CLASSROOM SUPPORT	CESAR CHAVEZ INTERMEDIATE	01	1,933.63
P16-03929	DISCOUNT SCHOOL SUPPLY FILE #7 3847	HOME VISITORS REPLACEMENT MATERIALS	CHILD DEVELOPMENT PROGRAMS	12	106.26
P16-03930	DISCOUNT SCHOOL SUPPLY FILE #7 3847	INSTRUCT SUPPLIES - MARY VEIRS, D1	CHILD DEVELOPMENT PROGRAMS	12	82.60
P16-03931	DISCOUNT SCHOOL SUPPLY FILE #7 3847	HS INSTRUCT SUPPLIES - PATRICIA PAYAN	CHILD DEVELOPMENT PROGRAMS	12	69.14
P16-03932	DISCOUNT SCHOOL SUPPLY FILE #7 3847	ST INSTRUCT SUPPLIES - CHONG/GULALAI	CHILD DEVELOPMENT PROGRAMS	12	48.80
P16-03933	DISCOUNT SCHOOL SUPPLY FILE #7 3847	BLUE DIAMOND-CLASS SUPPLIES - DORIS BROUGHTON	CHILD DEVELOPMENT PROGRAMS	12	689.08
P16-03934	ITS ELEMENTARY	STUDENT INCENTIVES	CAROLINE WENZEL ELEMENTARY	01	143.48
P16-03935	U S BANK/SCUSD	COVER STOCK FOR GRADUATION TICKETS	HIRAM W. JOHNSON HIGH SCHOOL	01	132.40
P16-03936	ADOBE SYSTEMS INC	ADOBE PHOTSHOP/ILLUSTRATOR	ALBERT EINSTEIN MIDDLE SCHOOL	01	239.88
P16-03937	U S BANK/SCUSD	GROWTH FOR ELL STU THRU TECHNOLOGY	EARL WARREN ELEMENTARY SCHOOL	01	173.55
P16-03938	U S BANK/SCUSD	GROWTH FOR ELL STU THRU TECHNOLOGY	EARL WARREN ELEMENTARY SCHOOL	01	759.39
P16-03939	LINDEN STEEL & CONSTRUCTION	0431-410-0251 FERN BACON ROOFING (2015/2016)	FACILITIES SUPPORT SERVICES	01	8,350.00
P16-03940	LINDEN STEEL & CONSTRUCTION	0495-413-0250 WILL C WOOD ROOFING (2015/2016)	FACILITIES SUPPORT SERVICES	01	3,175.00
P16-03941	LINDEN STEEL & CONSTRUCTION	0420-411-0249 ROSA PARKS ROOFING (2015/2016)	FACILITIES SUPPORT SERVICES	01	3,700.00
P16-03942	U S BANK/SCUSD	INTERNAL HARD DRIVE	ALBERT EINSTEIN MIDDLE SCHOOL	01	70.51
P16-03943	Apple Inc Apple Financial Services	IPAD PRO - ADMINISTRATION	ACADEMIC ACHIEVEMENT	01	1,380.76

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-03944	Apple Inc Apple Financial Services	Computer for Matt Turkie	ACADEMIC OFFICE	01	1,703.92
P16-03945	NWN CORPORATION	HP NOTEBOOK FOR SUPPORT CENTER	INTEGRATED COMMUNITY SERVICES	01	1,288.73
P16-03946	CDW-G C/O PAT HEIN	FUSION LICENSES	INTEGRATED COMMUNITY SERVICES	01	681.36
P16-03947	NWN CORPORATION	DISPLAYS FOR SUPPORT CENTERS	INTEGRATED COMMUNITY SERVICES	01	2,714.25
P16-03948	Apple Inc Apple Financial Services	TECHNOLOGY -IPAD ADMINISTRATION	ACADEMIC ACHIEVEMENT	01	1,162.05
P16-03949	CDW-G C/O PAT HEIN	ACROBAT PRO- OFFICE	ALBERT EINSTEIN MIDDLE SCHOOL	01	471.00
P16-03950	NWN CORPORATION	SCUSD COMPUTER EQUIPMETN	FACILITIES SUPPORT SERVICES	01	1,585.59
P16-03951	Apple Inc Apple Financial Services	LAPTOP FOR EXTERNSHIP	ACADEMIC ACHIEVEMENT	01	2,303.42
P16-03952	Apple Inc Apple Financial Services	Macbook -Melanie Bean	MULTILINGUAL EDUCATION DEPT.	01	1,347.32
P16-03953	NWN CORPORATION	COMPUTERS	WOODBINE ELEMENTARY SCHOOL	01	4,072.48
P16-03954	PCMG PC MALL GOV	COMPUTERS	BRET HARTE ELEMENTARY SCHOOL	01	600.42
P16-03955	BARNES & NOBLE BOOKSTORE	DON MONTE - CITIZENSHIP	NEW SKILLS & BUSINESS ED. CTR	11	1,604.21
P16-03956	SCHOLASTIC, INC. ORDER DESK	SCHOLASTIC NEWS; SCIENCE SPIN & GEO SPIN MAGAZINES	CROCKER/RIVERSIDE ELEMENTARY	01	3,504.48
P16-03957	U S BANK/SCUSD	SOFTWARE DOMAIN RENEWALS, CAL-CARD CLEANUP FOR EOY	INFORMATION SERVICES	01	1,311.60
P16-03958	U S BANK/SCUSD	GROWTH FOR ELL STU THRU TECHNOLOGY	EARL WARREN ELEMENTARY SCHOOL	01	575.00
P16-03959	TIME FOR KIDS	TIME FOR KIDS MAGAZINES	CROCKER/RIVERSIDE ELEMENTARY	01	1,292.00
P16-03960	RISO PRODUCTS OF SACRAMENTO	INK/MASTERS EZ RISO	BG CHACON ACADEMY	09	1,114.56
P16-03961	OFFICE DEPOT ACCT. #89574939	MICE FOR STUDENT LAPTOPS	JOHN MORSE THERAPEUTIC	01	89.73
P16-03962	OFFICE DEPOT ACCT. #89574939	POSTAGE	WOODBINE ELEMENTARY SCHOOL	01	471.00
P16-03963	OFFICE DEPOT ACCT. #89574939	PRINTERS/SCANNER	SPECIAL EDUCATION DEPARTMENT	01	301.08
P16-03964	DEMCO INC #C16027	Library Processing Supplies	LIBRARY/TEXTBOOK SERVICES	01	744.06
P16-03965	ERNEST PACKAGING SOLUTIONS	Boxes for K-12 Library and Curriculum Shipouts	LIBRARY/TEXTBOOK SERVICES	01	617.10
P16-03966	DEMCO INC #C16027	BOOK COVERS FOR LIBRARY BOOKS	WILL C. WOOD MIDDLE SCHOOL	01	77.87
P16-03967	FOLLETT SCHOOL SOLUTIONS	Library Books	LIBRARY/TEXTBOOK SERVICES	01	1,569.29

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-03968	EAI EDUCATION	CLASSROOM SUPPLIES-GAYNOR	SUTTER MIDDLE SCHOOL	01	233.79
P16-03969	CEREBELLUM CORPORATION	BILL NYE SCIENCE DVD'S	SUTTER MIDDLE SCHOOL	01	180.63
P16-03970	ROCHESTER 100, INC	TUESDAY FOLDERS	JAMES W MARSHALL ELEMENTARY	01	542.50
P16-03971	SYSCO FOOD SVCS OF SACRAMENTO	5210 CANNED PINEAPPLE 4/22/16	NUTRITION SERVICES DEPARTMENT	13	25,875.34
P16-03972	LINGS	5197 & 5198 ORANGE CHICKEN 4/20/16	NUTRITION SERVICES DEPARTMENT	13	22,360.80
P16-03973	SCHOOL DATEBOOKS, INC	SCHOOL DATEBOOKS - STUDENT AGENDAS 2015-2016	KIT CARSON MIDDLE SCHOOL	01	1,856.67
P16-03974	SCHOLASTIC, INC. ORDER DESK	SCOLASTIC READERS 16/17	NEW JOSEPH BONNHEIM	09	1,334.57
P16-03975	SCHOOL OF EDUCATION, 217A UNIV ERSITY OF CALIFORNIA	DINNER WITH A SCIENTIST SPRING	WILL C. WOOD MIDDLE SCHOOL	01	120.00
P16-03976	SCHOLASTIC, INC. ORDER DESK	SCHOLASTIC EDU. FICTION FOCUS	ISADOR COHEN ELEMENTARY SCHOOL	01	3,234.55
P16-03977	U S BANK/SCUSD	1 YEAR LICENSE - PEDIATRIC PATIENT EDUCATION	HEALTH SERVICES	01	1,235.00
P16-03978	SCHOOLMATE INC	PLANNERS FOR 6-8TH GRADE	MARTIN L. KING JR ELEMENTARY	01	546.14
P16-03979	ASI- PEAK ADVENTURES	PEAK ADVENTURES	LEATAATA FLOYD ELEMENTARY	01	1,452.00
P16-03980	COLOMA OUTDOOR DISCOVERY SCH	COLOMA OUTDOOR DISCOVERY	LEATAATA FLOYD ELEMENTARY	01	5,830.00
P16-03981	OFFICE DEPOT ACCT. #89574939	PRINTERS	O. W. ERLEWINE ELEMENTARY	01	164.14
P16-03982	OFFICE DEPOT ACCT. #89574939	KEYBOARD TRAY	O. W. ERLEWINE ELEMENTARY	01	180.53
P16-03983	OFFICE DEPOT ACCT. #89574939	PRINTERS FOR COW CARTS	HOLLYWOOD PARK ELEMENTARY	01	773.03
P16-03984	SUPPLY WORKS	MAINTENANCE SUPPLIES	ROSEMONT HIGH SCHOOL	01	2,174.30
P16-03985	DISCOUNT SCHOOL SUPPLY FILE #7 3847	CURTIS/DAYTON 2017 SUPPLY	BG CHACON ACADEMY	09	459.67
P16-03986	LEARNING RESOURCES	CURTIS/DAYTON 2017 SUPPLY	BG CHACON ACADEMY	09	433.98
P16-03987	ABRAMS LEARNING TRENDS	CURTIS/DAYTON 2017 SUPPLY	BG CHACON ACADEMY	09	1,345.20
P16-03988	HOUGHTON MIFFLIN HARCOURT	2017 STUDENT MATERIALS 3rd grade	BG CHACON ACADEMY	09	446.22
P16-03989	THE BOOKSOURCE	2017 STUDENT MATERIALS	BG CHACON ACADEMY	09	1,493.10
P16-03990	LEARNING A-Z	NEW 5TH GRADE TCHR '17	BG CHACON ACADEMY	09	226.69
P16-03991	SCHOLASTIC, INC. ORDER DESK	2017 CURRIC BF11/9/12/15	BG CHACON ACADEMY	09	1,057.77
P16-03992	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	BF12 DENISON	BG CHACON ACADEMY	09	63.49

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-03993	REALLY GOOD STUFF	MS. ALLEN 2017 SUPP MATERIALS	BG CHACON ACADEMY	09	359.40
P16-03994	MCGRAW HILL COMPANIES	2017 KINDERGARTEN/5TH GRADE MATERIAL	BG CHACON ACADEMY	09	1,513.51
P16-03995	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	CLASSROOM MATERIALS	HOLLYWOOD PARK ELEMENTARY	01	605.16
P16-03996	RAYNA'S GOURMET CATERING	SEL SUMMIT REFRESHMENTS	SCHOOL CLIMATE	01	2,700.00
P16-03997	CENGAGE LEARNING ATTN: ORDER F ULLFILLMENT	RESEARCH PROGRAM	ALBERT EINSTEIN MIDDLE SCHOOL	01	995.00
P16-03998	CALIFORNIA STATE RAILROAD MUSE UM	PARENT AND CHILD OF HOME VISITORS FIELD TRIP	CHILD DEVELOPMENT PROGRAMS	12	300.00
P16-03999	RISO PRODUCTS OF SACRAMENTO	RISO INK AND MSTRS	NICHOLAS ELEMENTARY SCHOOL	01	2,548.80
P16-04000	U S BANK/SCUSD	CLASSROOM SUPPLIES - BLISS	HOLLYWOOD PARK ELEMENTARY	01	225.20
P16-04001	RISO PRODUCTS OF SACRAMENTO	RISO SUPPLIES	BOWLING GREEN ELEMENTARY	09	475.20
P16-04002	RISO PRODUCTS OF SACRAMENTO	INK & MASTER ROLL FOR RISO MACHINES EZ220 & EZ221	CALEB GREENWOOD ELEMENTARY	01	477.40
P16-04003	RISO PRODUCTS OF SACRAMENTO	REPLACEMENT INK AND MASTERS FOR RISO MACHINE	HOLLYWOOD PARK ELEMENTARY	01	954.80
P16-04004	RISO PRODUCTS OF SACRAMENTO	RISO CONTRACT MAINT AGREEMENT	AMERICAN LEGION HIGH SCHOOL	01	425.00
P16-04005	RISO PRODUCTS OF SACRAMENTO	Maintenance Agreement	PHOEBE A HEARST BASIC ELEM.	01	409.00
P16-04006	RISO PRODUCTS OF SACRAMENTO	RISO SERVICE AGREEMENT	O. W. ERLEWINE ELEMENTARY	01	100.00
P16-04007	RISO PRODUCTS OF SACRAMENTO	CONTRACT RATE CHARGE 16/17	BOWLING GREEN ELEMENTARY	09	104.00
P16-04008	RISO PRODUCTS OF SACRAMENTO	BASE RATE CHARGE 16/17	BOWLING GREEN ELEMENTARY	09	125.00
P16-04009	RISO PRODUCTS OF SACRAMENTO	RISO MAINTENANCE AGREEMENT	ABRAHAM LINCOLN ELEMENTARY	01	100.00
P16-04010	FOLLETT SCHOOL SOLUTIONS	FOLLETT NOVELS-SUPPLEMENTAL MATERIALS	FERN BACON MIDDLE SCHOOL	01	521.61
P16-04011	APPERSON INC	SCANTRONS-SUPPLEMENTAL MATERIALS	FERN BACON MIDDLE SCHOOL	01	832.74
P16-04012	OFFICE DEPOT ACCT. #89574939	EARBUD HEADPHONES FOR READ 180	FERN BACON MIDDLE SCHOOL	01	921.71
P16-04013	FOLLETT SCHOOL SOLUTIONS	LIBRARY BOOKS	C. K. McCLATCHY HIGH SCHOOL	01	859.88
P16-04014	U S BANK/SCUSD	LANYARDS FOR RECRUITMENT FAIR	SPECIAL EDUCATION DEPARTMENT	01	517.10
P16-04015	JONES SCHOOL SUPPLY CO INC	RED CARPET AWARDS 2016	MARTIN L. KING JR ELEMENTARY	01	1,095.62

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04016	SAC CITY MIDDLE SCHOOL ATHLETIC LEAGUE	MS Soccer League Fees for 2015-16	MARTIN L. KING JR ELEMENTARY	01	1,700.00
P16-04017	U S BANK/SCUSD	Order for 2016 graduation	HEALTH PROFESSIONS HIGH SCHOOL	01	247.61
P16-04018	SACRAMENTO COUNTY OFFICE OF ED FINANCIAL SERVICES	6TH GRADE SLY PARK - APRIL 2016	NEW JOSEPH BONNHEIM	09	4,670.00
P16-04020	SCUSD/PETTY CASH CAL CARD	REIMBURSE CAL CARD	BOWLING GREEN ELEMENTARY	09	169.00
P16-04021	CITY OF SACRAMENTO REVENUE DIVISION	FAULSE ALARM FIRE PREVENTION DIVISION INVOICE	ENGINEERING AND SCIENCES HS	01	360.00
P16-04022	WESTERN PSYCHOLOGICAL SERVICES	WRAML/ABAS-II PSYCH ASSESMENTS	SPECIAL EDUCATION DEPARTMENT	01	2,339.26
P16-04023	SUPPLY WORKS	PTA FUNDED CUSTODIAL SUPPLIES	CAROLINE WENZEL ELEMENTARY	01	895.59
P16-04024	MULTI-HEALTH SYSTEMS, INC.	MASC2 (EHRMS-DOWNING)	SPECIAL EDUCATION DEPARTMENT	01	214.83
P16-04025	ROADTRIPNATION.ORG,LTD	VOC-ED MTRLS (M.S.)	SPECIAL EDUCATION DEPARTMENT	01	400.00
P16-04026	CDW-G C/O PAT HEIN	PROJECTOR, PRESENTATIONS	SPECIAL EDUCATION DEPARTMENT	01	811.70
P16-04027	PRO ED PUBLISHING	COGNATIVE PSYCH EVAL FORMS	SPECIAL EDUCATION DEPARTMENT	01	440.40
P16-04028	U S BANK/SCUSD	IPOD (SSC)	ENGINEERING AND SCIENCES HS	01	2,421.72
P16-04029	OFFICE DEPOT ACCT. #89574939	PRINTER REPLACEMENT	SPECIAL EDUCATION DEPARTMENT	01	382.22
P16-04030	VOCATIONAL RESEARCH INSTITUTE	ONLINE VOC-ED MTRLS	SPECIAL EDUCATION DEPARTMENT	01	3,799.00
P16-04031	CAREER KIDS	VOC-ED ASSESSMENT MATERIALS	SPECIAL EDUCATION DEPARTMENT	01	1,422.74
P16-04032	FREEDOM SCIENTIFIC	JAWS ONLINE SOFTWARE	SPECIAL EDUCATION DEPARTMENT	01	800.00
P16-04033	EDIBLE EVENTS	EDIBLE EVENTS CATERING FOR SUPT. RETREAT	DEPUTY SUPERINTENDENT	01	233.71
P16-04034	OSCAR GARCIA	MR. OSCAR GARCIA REIMBURSEMENT	PACIFIC ELEMENTARY SCHOOL	01	766.00
P16-04035	COLLEGE BOARD	PSAT TESTING	C. K. McCLATCHY HIGH SCHOOL	01	885.00
P16-04036	HIRAM JOHNSON STUDENT BODY FUND	GRADUATION VENUE REIMBURSEMENT	HIRAM W. JOHNSON HIGH SCHOOL	01	1,100.00
P16-04037	YVETTE LEE	YVETTE LEE FEB/ MARCH MILEAGE REIMBURSEMENT	CHILD DEVELOPMENT PROGRAMS	12	68.85
P16-04038	CALIFORNIA MIDDLE SCHOOL STUDENT ACTIVITY	BASKETBALL LEAGUE	LEATAATA FLOYD ELEMENTARY	01	400.00
P16-04039	JOHN F KENNEDY HIGH SCHOOL ASB	REIMBURSE STUDENT ACTIVITIES FOR GRADUATION VENUE	JOHN F. KENNEDY HIGH SCHOOL	01	1,100.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04040	MACMILLAN/MCGRAW HILL	MATH COMMON CORE FOR KINDER AND 1ST GRADE STUDENTS	ETHEL I. BAKER ELEMENTARY	01	3,062.24
P16-04041	U S BANK/SCUSD	LENOVO LAPTOP #2 FROM CAL CARD	AMERICAN LEGION HIGH SCHOOL	01	260.00
P16-04042	LAGUNA PARTY & RENTALS	Luguna Party Rentals	HEALTH PROFESSIONS HIGH SCHOOL	01	568.56
P16-04043	SACRAMENTO BEE SUBSCRIPTION AC COUNTING	SAC BEE SUBSCRIPTION 4/28/17	COMMUNICATIONS OFFICE	01	394.16
P16-04044	POINT QUEST EDUCATION INC	TRANSPORT INV 26363	SPECIAL EDUCATION DEPARTMENT	01	4,000.00
P16-04045	WESTERN CONTRACT FURNISHERS IN	FACILITIES	OPERATIONS SUPPORT SERNA	01	18,351.60
P16-04046	U S BANK/SCUSD	INTERMEDIATE CLASS SET OF BOOKS FOR READING	HOLLYWOOD PARK ELEMENTARY	01	301.58
P16-04047	NASCO	SUPPLIES FOR MATH/HOLLAND	C. K. McCLATCHY HIGH SCHOOL	01	67.70
P16-04048	NWN CORPORATION	COMPUTER - PATTI LEWKOWITZ/BRAJONA	CHILD DEVELOPMENT PROGRAMS	12	792.80
P16-04049	CENTRAL VALLEY OFFICE SUPPLY	WIRELESS PRINTERS FOR STUDENT TECHNOLOGY CARTS	HIRAM W. JOHNSON HIGH SCHOOL	01	11,602.58
P16-04050	READ NATURALLY INC	READ LIVE SUBSCRIPTION	ALBERT EINSTEIN MIDDLE SCHOOL	01	639.04
P16-04051	NWN CORPORATION	NEW WORKSTATION AND MONITOR FOR HEALTH SERVICES	HEALTH SERVICES	01	2,267.31
P16-04052	SPRINT	IPADS FOR SAFE SCHOOLS SROS	SAFE SCHOOLS OFFICE	01	7,427.49
P16-04053	HOUGHTON MIFFLIN HARCOURT	READ 180 BOOKS FOR READ 180 CLASSES	FERN BACON MIDDLE SCHOOL	01	3,255.49
P16-04054	BOOKS EN MORE	ENGLISH 8 BOOKS-SUPPLEMENTAL MATERIALS	FERN BACON MIDDLE SCHOOL	01	239.35
P16-04055	Graduation Solutions LLC	GRADUATION PRODUCTS ORDER # SO672191	CAPITAL CITY SCHOOL	01	3,020.97
P16-04056	TRIMARK ECONOMY RESTAURANT FIX TURES	CROWD CONTROL STANCHIONS FOR LUNCH LINES	FERN BACON MIDDLE SCHOOL	01	575.42
P16-04057	U S BANK/SCUSD	PROGRESSIVE GIFTS & INCENTIVES	RISK MANAGEMENT	01	118.91
P16-04058	AMS.NET INC	BESTNET WAN PROJECT 24X7	INFORMATION SERVICES	01	90,290.44
P16-04059	U S BANK/SCUSD	SC APPROVED CURR BF10	BG CHACON ACADEMY	09	449.12
P16-04060	ALL WEST COACHLINES INC	ALL WEST TO MARIN HEADLANDS 2016	MARTIN L. KING JR ELEMENTARY	01	1,955.74
P16-04061	Apple Inc Apple Financial Services	ADAPTERS FOR ETHERNET CORDS FOR MAC BOOKS	PARKWAY ELEMENTARY SCHOOL	01	62.93

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04062	Apple Inc Apple Financial Services	iPAD AIR 2 WI FOR CHILD DEVELOPMENT PROGRAM -ALHS	CAREER & TECHNICAL PREPARATION	01	3,730.29
P16-04063	Apple Inc Apple Financial Services	CLASSROOM SUPPORT	CESAR CHAVEZ INTERMEDIATE	01	94.40
P16-04064	Apple Inc Apple Financial Services	Purchase 1 laptop for Tuong Dang	MATRICULATION/ORIENTATION CNTR	01	1,496.99
P16-04065	Apple Inc Apple Financial Services	LAPTOPS-STATE AND FEDERAL PROG DEPT DIR AND COORD	CONSOLIDATED PROGRAMS	01	4,732.69
P16-04066	Apple Inc Apple Financial Services	IPADS AIR (2 STUDENT)	SP ED - TECHNOLOGIST	01	1,680.83
P16-04067	Apple Inc Apple Financial Services	IPAD AIR-2 (STAFF USE)	SP ED - TECHNOLOGIST	01	1,172.33
P16-04068	CDW-G C/O PAT HEIN	PROJECTORS FOR TEACHERS	CALEB GREENWOOD ELEMENTARY	01	2,209.93
P16-04069	CDW-G C/O PAT HEIN	DOCUMENT CAMERAS FOR STUDENTS	CROCKER/RIVERSIDE ELEMENTARY	01	1,437.54
P16-04070	CDW-G C/O PAT HEIN	CDW-G/KEN DAVIS/SES	CAREER & TECHNICAL PREPARATION	01	1,410.50
P16-04071	CDW-G C/O PAT HEIN	CDW-G/NEW TECH	CAREER & TECHNICAL PREPARATION	01	1,410.50
P16-04072	CDW-G C/O PAT HEIN	PURCHASE A PRINTER	JOHN BIDWELL ELEMENTARY	01	393.74
P16-04073	CDW-G C/O PAT HEIN	CDW-G - INK/TONER COLOR COPIER MACHINE	ACADEMIC ACHIEVEMENT	01	1,948.29
P16-04074	CDW-G C/O PAT HEIN	OFFICE, PRESENTATION, SCREENING EQUIPMENT	HEALTH SERVICES	01	2,116.65
P16-04075	RISO PRODUCTS OF SACRAMENTO	RISO SUPPLIES	PHOEBE A HEARST BASIC ELEM.	01	580.48
P16-04076	U S BANK/SCUSD	WILSON TROPHY - SPORTS MEDALS/TROPHIES	KIT CARSON MIDDLE SCHOOL	01	396.11
P16-04077	OFFICE DEPOT ACCT. #89574939	REPLACEMENT CHAIR MICHELLE FISHER - OFFICE DEPOT	TRANSPORTATION SERVICES	01	286.77
P16-04078	OFFICE DEPOT ACCT. #89574939	TECHNOLOGY FOR EL CIVICS CLASSROOM - STERLING	NEW SKILLS & BUSINESS ED. CTR	11	125.76
P16-04079	OFFICE DEPOT ACCT. #89574939	OFFICE CHAIR	INTEGRATED COMMUNITY SERVICES	01	286.77
P16-04080	OFFICE DEPOT ACCT. #89574939	HSE/EL CIVICS CLASSROOM SUPPLY; SAVED (1,625.33)	NEW SKILLS & BUSINESS ED. CTR	11	6,499.80
P16-04081	OFFICE DEPOT ACCT. #89574939	TO PURCHASE FURNITURE	JOHN BIDWELL ELEMENTARY	01	1,798.82
P16-04082	OFFICE DEPOT ACCT. #89574939	PRINTER FOR STUDENT	SP ED - TECHNOLOGIST	01	185.18
P16-04083	NWN CORPORATION	HSE & EL Civics	NEW SKILLS & BUSINESS ED. CTR	11	1,636.18
P16-04084	NWN CORPORATION	PURCHASE COMPUTER SET UP	JOHN BIDWELL ELEMENTARY	01	798.22

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04085	NWN CORPORATION	HP LASERJET PRO-SUPPLEMENTAL TECHNOLOGY	FERN BACON MIDDLE SCHOOL	01	263.66
P16-04086	NWN CORPORATION	STUDENT-TEACHER LAPTOPS	JOHN MORSE THERAPEUTIC	01	2,225.40
P16-04087	NWN CORPORATION	COMPUTER AND RAM UPGRADE	ACCOUNTING SERVICES DEPARTMENT	01	2,286.10
P16-04088	NWN CORPORATION	COMPUTERS FOR FRONT OFFICE	BRET HARTE ELEMENTARY SCHOOL	01	1,725.15
P16-04089	NWN CORPORATION	ESL & ABE CLASSES	NEW SKILLS & BUSINESS ED. CTR	11	2,694.06
P16-04090	NWN CORPORATION	TECHNOLOGY FOR CITIZENSHIP CLASS-D.MONTE	NEW SKILLS & BUSINESS ED. CTR	11	1,056.45
P16-04091	OFFICE DEPOT ACCT. #89574939	HP LASERJET PRO PRINTER-SUPPLEMENTAL MATERIALS	FERN BACON MIDDLE SCHOOL	01	184.67
P16-04092	OFFICE DEPOT ACCT. #89574939	PRINTER FOR ADULT GENERAL ED CLASS- DD - M. AYALA	A.WARREN McCLASKEY ADULT	11	631.87
P16-04093	OFFICE DEPOT ACCT. #89574939	PRINTERS FOR CLASSROOMS	HOLLYWOOD PARK ELEMENTARY	01	515.35
P16-04094	SUPPLY WORKS	TRASH LINERS FOR HALL AND CLASSROOM TRASH CANS	FERN BACON MIDDLE SCHOOL	01	449.06
P16-04095	SUPPLY WORKS	TRASH CANS AND DOLLIES FOR HALLWAYS	FERN BACON MIDDLE SCHOOL	01	307.45
P16-04096	SUPPLY WORKS	CUSTODIAL SUPPLIES	JOHN CABRILLO ELEMENTARY	01	955.40
P16-04097	SUPPLY WORKS	GYM FLOOR WAX FOR GYM FLOOR	FERN BACON MIDDLE SCHOOL	01	2,932.15
P16-04098	SUPPLY WORKS	AFTER SCHOOL CUSTODIAL SUPPLIES	ETHEL I. BAKER ELEMENTARY	01	1,478.09
P16-04099	SUPPLY WORKS	AFTER SCHOOL CUSTODIAL SUPPLIES	PACIFIC ELEMENTARY SCHOOL	01	1,500.02
P16-04100	SUPPLY WORKS	AFTER SCHOOL CUSTODIAL SUPPLIES	CAMELLIA BASIC ELEMENTARY	01	799.47
P16-04101	SUPPLY WORKS	AFTER SCHOOL CUSTODIAL SUPPLIES	BG CHACON ACADEMY	01	1,493.20
P16-04102	SUPPLY WORKS	BURNISHER FOR OPERATIONS USE	BUILDINGS & GROUNDS/OPERATIONS	01	5,506.45
P16-04103	SUPPLY WORKS	CARPET EXTRACTOR FOR OPERATIONS USE	BUILDINGS & GROUNDS/OPERATIONS	01	6,045.09
P16-04104	SUPPLY WORKS	PRO GRADE FIBERGLASS STEP LADDERS FOR M & O USE	FACILITIES MAINTENANCE	01	2,384.94
P16-04105	GRAINGER INC ACCOUNT #80927635 5	LIGHTBULB - PATTI LEWKOWITZ; SAVED (124.37)	CHILD DEVELOPMENT PROGRAMS	12	543.64
P16-04106	NORTHSTAR AV	POWERLITE ELPLP42 BULBS	NICHOLAS ELEMENTARY SCHOOL	01	537.08

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P16-04107	NORTHSTAR AV	EPSON LAMPS-SUPPLEMENTAL MATERIALS	FERN BACON MIDDLE SCHOOL	01	915.74
P16-04108	CENTRAL VALLEY OFFICE SUPPLY	PRINTER INK FOR DEPARTMENT PRINTERS	C. K. McCLATCHY HIGH SCHOOL	01	2,972.79
P16-04109	EASY ENGLISH TIMES CIRCULATION DEPT	SUBSCRIPTION FOR ESL CLASS- A.ATWOOD & M.STERLING	ADULT EDUCATION/SKILL CTR.	11	850.00
P16-04110	FOLLETT SCHOOL SOLUTIONS	BOOKS FOR STUDENTS NEEDING READING SUPPORT	CALIFORNIA MIDDLE SCHOOL	01	1,425.05
P16-04111	SCHOLASTIC, INC. ORDER DESK	SUPPLEMENTAL MAGAZINES FOR SCIENCE	FERN BACON MIDDLE SCHOOL	01	391.93
P16-04112	FOLLETT SCHOOL SOLUTIONS	FOLLETT NOVELS-SUPPLEMENTAL MATERIALS	FERN BACON MIDDLE SCHOOL	01	839.92
P16-04113	ASCD	INSTRUCTIONAL BOOKS-SUPPLEMENTAL MATERIALS	FERN BACON MIDDLE SCHOOL	01	84.78
P16-04114	BOOKS EN MORE	I SURVIVED BOOKS-SUPP INSTRUCTIONAL MATERIALS	FERN BACON MIDDLE SCHOOL	01	151.47
P16-04115	Omnibus Trading Corporation	5216 ORANGE CHICKEN 4/19/16	NUTRITION SERVICES DEPARTMENT	13	8,043.43
P16-04116	BOOKS EN MORE	BATTLE OF THE BOOKS-SUPP. INSTRUCTION MATERIALS	FERN BACON MIDDLE SCHOOL	01	3,594.22
P16-04117	U S BANK/SCUSD	FIELD TRIP COLLEGE AND CAREER READINESS	ENGINEERING AND SCIENCES HS	01	250.00
P16-04118	OFFICE DEPOT ACCT. #89574939	PRINTERS - LAB	LUTHER BURBANK HIGH SCHOOL	01	2,895.50
P16-04119	PACIFIC COAST PRODUCERS	5207 TROPICAL FRUIT CUPS 4/26/16	NUTRITION SERVICES DEPARTMENT	13	24,511.76
P16-04120	NEOSTAR USA LLC	5211 CANNED/CUP MANDARINS 5/12/16	NUTRITION SERVICES DEPARTMENT	13	27,148.10
P16-04121	MICHAEL'S TRANSPORTATION	science field trip to stonelakes	JOHN H. STILL - K-8	01	680.00
P16-04122	Apple Inc Apple Financial Serv ices	COMPUTER & CART FOR CLASSROOM	HOLLYWOOD PARK ELEMENTARY	01	3,039.87
P16-04123	NWN CORPORATION	LAPTOPS FOR STAFF	MATSUYAMA ELEMENTARY SCHOOL	01	7,539.46
P16-04124	NWN CORPORATION	TECHNOLGY	CESAR CHAVEZ INTERMEDIATE	01	3,372.59
P16-04125	ALPHA FIRED ARTS	KILN REPAIR - CONFIRMING COMPLETED ORDER	LUTHER BURBANK HIGH SCHOOL	01	520.12
P16-04126	AMANDA MINA	SOUND SYSTEM FOR PROMOTION	FERN BACON MIDDLE SCHOOL	01	500.00
P16-04127	ANDYMARK INC	ROBORIO PARTS FOR MAD PROGRAM- R. GREENE, JFK	CAREER & TECHNICAL PREPARATION	01	483.98
P16-04128	ANDYMARK INC	ANDYMARK/KEN DAVIS/SES	CAREER & TECHNICAL PREPARATION	01	4,335.66

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04129	SCHOOL DATEBOOKS, INC	SUPPLEMENTAL MATERIALS-SCHOOL DATEBOOKS	FERN BACON MIDDLE SCHOOL	01	3,141.82
P16-04130	SCHOOL DATEBOOKS, INC	School Date Books 2016 Campus 5.5 x 8.5 Contract	HEALTH PROFESSIONS HIGH SCHOOL	01	725.71
P16-04131	SCHOLASTIC, INC. ORDER DESK	SCHOLASTIC CLASSROOM READING	HUBERT H BANCROFT ELEMENTARY	01	3,218.42
P16-04132	ARBOR SCIENTIFIC	SUPPLIES FOR PHYSICS	C. K. McCLATCHY HIGH SCHOOL	01	78.00
P16-04133	TURF STAR	REPLACEMENT MOWER	FACILITIES SUPPORT SERVICES	01	97,427.55
P16-04134	AUDIOLOGY SYSTEMS INC	HEARING SCREENING EQUIPMENT	HEALTH SERVICES	01	36,863.96
P16-04135	AURORA ENVIRONMENTAL SERVICES	HEALTH AND SAFETY	RISK MANAGEMENT	01	19,096.00
P16-04136	B & H PHOTO	EPSON SURECOLOR P-6000 PRINTER- DALE MEANS-NTHS	CAREER & TECHNICAL PREPARATION	01	2,327.33
P16-04137	B & H PHOTO	CANON CAMCORDER- MEDIA PRODUCTION PROGRAM-LBHS	CAREER & TECHNICAL PREPARATION	01	1,308.41
P16-04138	BILL SMITH PHOTOGRAPHY	STUDENT I.D. CARDS	LUTHER BURBANK HIGH SCHOOL	01	325.50
P16-04139	BRIGHT WHITE PAPER CO	BRIGHT WHITE PAPER CO.	KIT CARSON MIDDLE SCHOOL	01	565.29
P16-04140	BRIGHT WHITE PAPER CO	POSTER PAPER FOR EL STUDENTS	FERN BACON MIDDLE SCHOOL	01	566.05
P16-04141	CAROLINA BIOLOGICAL SUPPLY CO ACCT #121087	MICROSCOPES FOR BIOLOGY COOK	C. K. McCLATCHY HIGH SCHOOL	01	328.21
P16-04142	CAROLINA BIOLOGICAL SUPPLY CO ACCT #121087	7TH & 8TH GRADE WALDORF SCIENCE CLASSROOM SUPPLIES	A. M. WINN ELEMENTARY SCHOOL	01	204.76
P16-04143	WARDS NATURAL SCIENCE INC CONT RACT #010410-999	BIOLOGY SUPPLIES	C. K. McCLATCHY HIGH SCHOOL	01	233.28
P16-04144	SUPPLY WORKS	CUSTODIAL SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	1,741.34
P16-04145	SYSCO FOOD SVCS OF SACRAMENTO	5206 CRACKERS 4/18/16	NUTRITION SERVICES DEPARTMENT	13	13,517.00
P16-04146	SYSCO FOOD SVCS OF SACRAMENTO	5218 CRACKERS/CONDIMENTS 4/26/16	NUTRITION SERVICES DEPARTMENT	13	13,279.00
P16-04147	VIRCO MANUFACTURING CORP	STUDENT FURNITURE	BG CHACON ACADEMY	09	620.73
P16-04148	VIRCO MANUFACTURING CORP	GENEVIEVE DIDION - CLASSROOM FURNITURE	LEARNING SUPPORT UNIT B	01	3,606.91
P16-04149	VIRCO MANUFACTURING CORP	SUTTERVILLE - CLASSROOM FURNITURE	LEARNING SUPPORT UNIT B	01	1,803.45
P16-04150	VIRCO MANUFACTURING CORP	WILLIAM LAND - CLASSROOM FURNITURE	LEARNING SUPPORT UNIT B	01	470.91

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04151	VIRCO MANUFACTURING CORP	LEONARDO DA VINCI CLASSROOM FURNITURE	LEARNING SUPPORT UNIT B	01	3,592.61
P16-04152	VIRCO MANUFACTURING CORP	ETHEL I. BAKER CLASSROOM FURNITURE	LEARNING SUPPORT UNIT B	01	3,568.50
P16-04153	VIRCO MANUFACTURING CORP	DAVID LUBIN CLASSROOM FURNITURE	LEARNING SUPPORT UNIT B	01	3,448.27
P16-04154	VIRCO MANUFACTURING CORP	CLASSROOM TABLES	NEW JOSEPH BONNHEIM	09	832.52
P16-04155	CHARTER SCHOOLS DEVELOP. CTR.	CSDC MEMBERSHIP	NEW JOSEPH BONNHEIM	09	780.00
P16-04156	COMTECH COMMUNICATIONS INC	QUOTE# 44329. WALKIE TALKIE BATTERIES	ROSEMONT HIGH SCHOOL	01	390.32
P16-04157	COTTON SHOPPE	BRANDING SHIRTS	DAVID LUBIN ELEMENTARY SCHOOL	01	3,765.49
P16-04158	MINDFUL SCHOOLS	MINDFUL SCHOOLS ONLINE TRNG: J. SLOAT STAFF (2)	SCHOOL CLIMATE	01	125.00
P16-04159	OFFICE DEPOT ACCT. #89574939	USB DIGITAL SPEAKERS	PETER BURNETT ELEMENTARY	01	92.77
P16-04160	LAKESHORE LEARNING CORP ATTENTION: JON BELL	2017 CLASSROOM MATERIALS GR 1-6	BG CHACON ACADEMY	09	3,205.12
P16-04161	LECTORUM PUBLICATIONS INC ATTN : DEBRA KRECK-HARNISH	SPANISH CURRICULUM -- BF7 & BF16	BG CHACON ACADEMY	09	490.89
P16-04162	NATIONAL SCHOOL PRODUCTS INC	2017 THEMATIC INST MATERIAL CISNEROS	BG CHACON ACADEMY	09	943.94
P16-04163	COUNTY OF SACRAMENTO ENVIRONMENTAL MANAGEMENT	ANNUAL HAZ MAT FEES - CO. OF SACRAMENTO	TRANSPORTATION SERVICES	01	3,606.00
P16-04164	CREATIVE BUS SALES	CREATIVE BUS SALES - RECORDING SYSTEM	TRANSPORTATION SERVICES	49	39,836.31
P16-04165	TRIMARK ECONOMY RESTAURANT FIXTURES	REFRIGERATORS FOR SCHOOL KITCHENS	NUTRITION SERVICES DEPARTMENT	13	10,702.44
P16-04166	DEBRA HETRICK	CLASSROOM FOLDERS FOR STUDENTS	PONY EXPRESS ELEMENTARY SCHOOL	01	410.45
P16-04167	DISCOVERY MUSEUM SCIENCE & SPA CE CENTER	DISCOVERY PLANETARIUM	JOHN MORSE THERAPEUTIC	01	90.00
P16-04168	ENCHANTED LEARNING LLC	SMR ELL- ENCHANTED LEARNING	NICHOLAS ELEMENTARY SCHOOL	01	125.00
P16-04169	SCHOLASTIC, INC. ORDER DESK	TANAMACHI/FELICIANO	JOHN D SLOAT BASIC ELEMENTARY	01	457.08
P16-04170	CENTER FOR THE COLLABORATIVE CLASSROOM	CLASS CURRICULUM	JOHN D SLOAT BASIC ELEMENTARY	01	305.23
P16-04171	LAKESHORE LEARNING CORP ATTENTION: JON BELL	CLASSROOM CURRICULUM	JOHN D SLOAT BASIC ELEMENTARY	01	256.19
P16-04172	MCGRAW HILL COMPANIES	16-17 MATERIALS CURTIS	BG CHACON ACADEMY	09	869.29
P16-04173	FOLLETT SCHOOL SOLUTIONS	3RD GRADE CC MATH 2017	BG CHACON ACADEMY	09	463.30

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04174	CURRICULUM ASSOCIATES LLC	i-READY 2017	BG CHACON ACADEMY	09	4,081.35
P16-04175	EDUCATIONAL TESTING SERVICE	After Close-CAASPP MANDATED ASSESSMENT	RESEARCH & EVALUATION SERVICES	01	10,112.00
P16-04176	SYSCO FOOD SVCS OF SACRAMENTO	5215 CRACKERS/SAUCE 4/29/16	NUTRITION SERVICES DEPARTMENT	13	31,152.42
P16-04177	GRIFFITHS, GAYLE	WALDORF CLASSROOM SUPPLIES	A. M. WINN ELEMENTARY SCHOOL	01	2,759.48
P16-04178	TIME FOR KIDS	TIME FOR KIDS SUBSCRIPTION 16/17	JOHN D SLOAT BASIC ELEMENTARY	01	1,029.15
P16-04179	ZOO-PHONICS INC	ZOO PHONICS VIGGIANO	JOHN D SLOAT BASIC ELEMENTARY	01	706.28
P16-04180	SCHOLASTIC, INC. ORDER DESK	CLASSROOM BOOKS	JOHN D SLOAT BASIC ELEMENTARY	01	202.61
P16-04181	SCHOLASTIC, INC. ORDER DESK	SCHOLASTIC 2017	BG CHACON ACADEMY	09	575.25
P16-04182	PEARSON CLINICAL ASSESSMENT OR DERING DEPARTMENT	SPEECH KITS (GFTA-3)	SPECIAL EDUCATION DEPARTMENT	01	14,172.60
P16-04183	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	15 - 16 SCHOOL SPECIALTY	EDWARD KEMBLE ELEMENTARY	01	287.69
P16-04184	S & S WORLDWIDE C/O: AMY GARVA N:10811268	WASHINGTON ELEM SUPPLIES	PARENT ENGAGEMENT	01	9,235.25
P16-04185	PEARSON CLINICAL ASSESSMENT OR DERING DEPARTMENT	PSYCH EVAL KITS	SPECIAL EDUCATION DEPARTMENT	01	15,592.33
P16-04186	ORIENTAL TRADING CO INC	STUDENT STORE - ORIENTAL TRADING 15-16	EDWARD KEMBLE ELEMENTARY	01	684.75
P16-04188	U S BANK/SCUSD	STUDENT STORE - DOLLAR TREE	EDWARD KEMBLE ELEMENTARY	01	1,278.91
P16-04189	HOUGHTON MIFFLIN HARCOURT	LICENSING	EARL WARREN ELEMENTARY SCHOOL	01	9,298.45
P16-04190	U S BANK/SCUSD	Roll up Music Staff Magnets	THE MET	09	195.30
P16-04191	COMTECH COMMUNICATIONS INC	2 WAY RADIO SAFETY	JOHN D SLOAT BASIC ELEMENTARY	01	703.08
P16-04192	CENTRAL VALLEY OFFICE SUPPLY	PRINTER CARTRIDGES FOR CLASSROOMS	HIRAM W. JOHNSON HIGH SCHOOL	01	8,269.33
P16-04193	CDW-G C/O PAT HEIN	PRINTERS FOR MACBOOK AIR CARTS	BRET HARTE ELEMENTARY SCHOOL	01	659.03
P16-04194	CDW-G C/O PAT HEIN	DOCUMENT CAMERAS	PETER BURNETT ELEMENTARY	01	758.33
P16-04195	CDW-G C/O PAT HEIN	DOCUMENT CAMERAS FOR ELA AND MATH CLASSES	HIRAM W. JOHNSON HIGH SCHOOL	01	5,536.10
P16-04196	OFFICE DEPOT ACCT. #89574939	MAIN OFFICE SUPPLIES - D. GRECO	NEW SKILLS & BUSINESS ED. CTR	11	597.82
P16-04197	NWN CORPORATION	TECHNOLOGY FOR ESL CLASS - M. SELSELEH	NEW SKILLS & BUSINESS ED. CTR	11	12,684.72
P16-04198	NWN CORPORATION	DD CLASSES	A.WARREN McCLASKEY ADULT	11	18,234.29

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04199	NWN CORPORATION	HP WIRELESS NOTEBOOK 6730b	KIT CARSON MIDDLE SCHOOL	01	4,138.83
P16-04200	NWN CORPORATION	WESTERN BLUE - PRINTERS (STROBEL/AMERINE)	KIT CARSON MIDDLE SCHOOL	01	956.97
P16-04201	SCHOOL NURSE SUPPLY INC	DIASTAT DOLL AND LICE COMBS	HEALTH SERVICES	01	2,179.77
P16-04202	U S BANK/SCUSD	MAKER FAIRE	ALBERT EINSTEIN MIDDLE SCHOOL	01	150.00
P16-04203	BOOKS EN MORE	SUPPLEMENTAL MATERIALS FOR ESL CLASS- M. STERLING	NEW SKILLS & BUSINESS ED. CTR	11	6,783.77
P16-04204	SYSCO FOOD SVCS OF SACRAMENTO	5219 APPLESAUCE 5/6/16	NUTRITION SERVICES DEPARTMENT	13	20,448.96
P16-04205	MARY JEAN QUIRK DBA NORCAL BAT S	NO CAL BATS PAYMENT 15-16	EDWARD KEMBLE ELEMENTARY	01	300.00
P16-04206	OFFICE DEPOT ACCT. #89574939	CLASSROOM SUPPLIES - SDC CLASS ROOM 14	ROSA PARKS MIDDLE SCHOOL	01	377.34
P16-04207	OFFICE DEPOT ACCT. #89574939	CLASSROOM SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	1,330.77
P16-04208	OFFICE DEPOT ACCT. #89574939	CLASSROOM SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	2,122.23
P16-04209	OFFICE DEPOT ACCT. #89574939	ENGLISH CLASSROOM SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	4,643.62
P16-04210	OFFICE DEPOT ACCT. #89574939	HEALTH & MEDICAL SERVICES - SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	1,822.91
P16-04211	OFFICE DEPOT ACCT. #89574939	CLASSROOM SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	2,251.06
P16-04212	OFFICE DEPOT ACCT. #89574939	ITEMS FOR OFFICE	THEODORE JUDAH ELEMENTARY	01	233.43
P16-04213	OFFICE DEPOT ACCT. #89574939	OFFICE SUPPLY ORDER	WEST CAMPUS	01	114.02
P16-04214	OFFICE DEPOT ACCT. #89574939	HP LASERJET PRINTER FOR CLASSROOM	WEST CAMPUS	01	510.35
P16-04215	OFFICE DEPOT ACCT. #89574939	ITEMS FOR CLASSROOMS	THEODORE JUDAH ELEMENTARY	01	740.65
P16-04216	OFFICE DEPOT ACCT. #89574939	ROLLING CHAIRS FOR OFFICE	FERN BACON MIDDLE SCHOOL	01	531.33
P16-04217	LAKESHORE LEARNING CORP ATTENTION: JON BELL	SUPPLIES FOR CLASSROOMS	THEODORE JUDAH ELEMENTARY	01	2,723.07
P16-04218	LAKESHORE LEARNING CORP ATTENTION: JON BELL	SUPPLIES FOR CLASSROOM	THEODORE JUDAH ELEMENTARY	01	794.64
P16-04219	LAKESHORE LEARNING CORP ATTENTION: JON BELL	ITEMS FOR CLASSROOM	THEODORE JUDAH ELEMENTARY	01	317.38
P16-04220	LAKESHORE LEARNING CORP ATTENTION: JON BELL	KINDERGARTEN TEACHING MATERIALS	CAMELLIA BASIC ELEMENTARY	01	2,921.58

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04221	LAKESHORE LEARNING CORP ATTENTION: JON BELL	ITEMS FOR CLASSROOMS	THEODORE JUDAH ELEMENTARY	01	514.34
P16-04222	LAKESHORE LEARNING CORP ATTENTION: JON BELL	LISTENING CENTER READ-ALONGS FOR KINDER	OAK RIDGE ELEMENTARY SCHOOL	01	2,495.45
P16-04223	DICK BLICK CUSTOMER #12751501	ENGLISH CLASSROOM SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	545.65
P16-04224	SUPPLY WORKS	JANITORIAL SUPPLIES	OAK RIDGE ELEMENTARY SCHOOL	01	513.85
P16-04225	NILES BIOLOGICAL	SCIENCE SUPPLIES	C. K. McCLATCHY HIGH SCHOOL	01	325.43
P16-04226	FLINN SCIENTIFIC INC	SCIENCE SUPPLIES	C. K. McCLATCHY HIGH SCHOOL	01	353.19
P16-04227	DICK BLICK CUSTOMER #12751501	CLASSROOM SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	1,988.99
P16-04228	WARDS NATURAL SCIENCE INC CONTRACT #010410-999	LSJ FORENSIC CLASSROOM SUPPLIES	LUTHER BURBANK HIGH SCHOOL	01	442.11
P16-04229	FLINN SCIENTIFIC INC	7th & 8th GRADE WALDORF SCIENCE CLASSROOM SUPPLIES	A. M. WINN ELEMENTARY SCHOOL	01	397.80
P16-04230	NASCO	SUPPLEMENTAL INSTRUCTIONAL MATERIALS - AHERN/MEYER	WOODBINE ELEMENTARY SCHOOL	01	652.11
P16-04231	MOORE MEDICAL CORP ACCT 171864 7	NURSE SUPPLIES	A. M. WINN ELEMENTARY SCHOOL	01	176.34
P16-04232	NASCO	PE EQUIP FOR CLASSROOMS AND PREP	HOLLYWOOD PARK ELEMENTARY	01	1,376.97
P16-04233	NASCO	INSTRUCTIONAL SUPPLIES FOR PE	ELDER CREEK ELEMENTARY SCHOOL	01	864.82
P16-04234	NASCO	INSTRUCTIONAL SUPPLIES FOR PE	ELDER CREEK ELEMENTARY SCHOOL	01	272.55
P16-04235	FISHER SCIENTIFIC CO INC	RAMONA HOWARD	CAPITAL CITY SCHOOL	01	117.32
P16-04236	NASCO	NASCO/SUSAN RUBERT/HJHS AND MEDICAL SCIENCES	ACADEMIC ACHIEVEMENT	01	10,814.49
P16-04237	NASCO	CALCULATORS FOR MATH CLASS-BOVY	SUTTER MIDDLE SCHOOL	01	150.79
P16-04238	FISHER SCIENTIFIC CO INC	FISHER SCI. EDU. (E. EMAAS)	CAPITAL CITY SCHOOL	01	428.61
P16-04239	NASCO	2017 SUPPLEMENTAL MATERIALS BF-5/7/16	BG CHACON ACADEMY	09	629.59
P16-04240	FLINN SCIENTIFIC INC	SCIENCE MATERIALS	JOHN MORSE THERAPEUTIC	01	381.41
P16-04241	NASCO	CLASSROOM PE EQUIPMENT & RECESS ACTIVITIES	HOLLYWOOD PARK ELEMENTARY	01	1,042.75
P16-04242	FLINN SCIENTIFIC INC	CORE SCIENCE	HIRAM W. JOHNSON HIGH SCHOOL	01	12,299.42
P16-04243	MOORE MEDICAL CORP ACCT 171864 7	IMMUNIZATION CLINIC SUPPLIES	HEALTH SERVICES	01	343.91

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P16-04244	MOORE MEDICAL CORP ACCT 171864 7	OTOSCOPES AND BLOOD PRESSURE CUFFS	HEALTH SERVICES	01	7,361.29
P16-04245	BOOKS EN MORE	SOCIAL SCIENCE CLASSROOM	HIRAM W. JOHNSON HIGH SCHOOL	01	2,142.64
P16-04246	BARNES & NOBLE BOOKSTORE	CORE SCIENCE CLASSROOMS	HIRAM W. JOHNSON HIGH SCHOOL	01	200.45
P16-04247	CURRICULUM ASSOCIATES LLC	IREADY LICENSES-SUPPLEMENTAL INSTRUCT. MATERIALS	FERN BACON MIDDLE SCHOOL	01	31,080.00
P16-04248	DISCOUNT SCHOOL SUPPLY FILE #7 3847	CLASS SUPPLIES FD - ANGIE CORRAL	CHILD DEVELOPMENT PROGRAMS	12	381.15
P16-04249	BARNES & NOBLE BOOKSTORE	CLASSROOM LIBRARIES	OAK RIDGE ELEMENTARY SCHOOL	01	1,687.07
P16-04250	CURRICULUM ASSOCIATES LLC	WRITING HANDBOOKS	OAK RIDGE ELEMENTARY SCHOOL	01	398.59
P16-04251	YOGA MATS INC	CLASS SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	1,334.25
P16-04252	US POSTAL SERVICE	TO PURCHASE FOREVER POSTAGE STAMPS	JOHN BIDWELL ELEMENTARY	01	296.10
P16-04253	SACRAMENTO COUNTY OFFICE OF ED / SLY PARK	SLY PARK DEPOSIT FOR 2016/17 SCHOOL YEAR	JOHN D SLOAT BASIC ELEMENTARY	01	500.00
P16-04254	SOKIKOM	SOKIKOM CC MATH PROGRAM 1 YEAR	O. W. ERLEWINE ELEMENTARY	01	12,500.00
P16-04255	UNITED PARTY RENTS INC	PROMOTION CEREMONY RENTALS 2016	CAMELLIA BASIC ELEMENTARY	01	106.00
P16-04256	CDW-G C/O PAT HEIN	DOC CAM - 6 LSJ, 3 LCFF FR	LUTHER BURBANK HIGH SCHOOL	01	3,234.46
P16-04257	Apple Inc Apple Financial Serv ices	MACBOOK PRO FOR NEW K-12 PROJECT MANAGER	INFORMATION SERVICES	01	2,224.72
P16-04258	Apple Inc Apple Financial Serv ices	CARTS FOR COMPUTERS	OAK RIDGE ELEMENTARY SCHOOL	01	3,905.89
P16-04259	CDW-G C/O MICHAEL STILLE	PRINTERS FOR CLASSROOMS	OAK RIDGE ELEMENTARY SCHOOL	01	3,108.31
P16-04260	Apple Inc Apple Financial Serv ices	APPLE TV 32GB	INFORMATION SERVICES	01	323.33
P16-04261	SCHOLASTIC, INC. ORDER DESK	READ 180 PROGRAM FOR INTERVENTION CLASSES	HIRAM W. JOHNSON HIGH SCHOOL	01	41,641.00
P16-04262	SPORTS IMPORTS	WEST CAMPUS GIRLS VOLLEYBALL	WEST CAMPUS	01	901.55
P16-04263	TRIPLE PLAY SPORTS	WEST CAMPUS BASEBALL	WEST CAMPUS	01	1,175.34
P16-04264	SCHOLASTIC, INC. ORDER DESK	GUIDED READING STUDENT BOOKS	WILLIAM LAND ELEMENTARY	01	19,243.42
P16-04265	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	P E EQUIPMENT 2017	BG CHACON ACADEMY	09	640.50
P16-04266	SCHOLASTIC, INC. ORDER DESK	MAGAZINE SUBSCRIPTION FOR KINDER	OAK RIDGE ELEMENTARY SCHOOL	01	465.67
P16-04267	TIME FOR KIDS	MAGAZINE SUBSC. FOR 2/4/5	OAK RIDGE ELEMENTARY SCHOOL	01	1,478.20

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04268	VICTORY TROPHIES & BOWLING	STUDENT INCENTIVES-AWARDS/PLAQUES	FERN BACON MIDDLE SCHOOL	01	3,485.02
P16-04269	SKIPS MUSIC INC	OUTDOOR PA SYSTEM	CAMELLIA BASIC ELEMENTARY	01	2,536.99
P16-04270	TROXELL COMMUNICATIONS INC ATT N: BILL PITZNER	PROJECTOR INSTALLATION ROOM 21	FERN BACON MIDDLE SCHOOL	01	839.87
P16-04271	TROXELL COMMUNICATIONS INC ATT N: BILL PITZNER	EPSON PROJECTORS FOR STUDENTS	CROCKER/RIVERSIDE ELEMENTARY	01	1,169.63
P16-04272	TROXELL COMMUNICATIONS INC ATT N: BILL PITZNER	TROXELL - EPSON POWERLITE PROJECTORS	PACIFIC ELEMENTARY SCHOOL	01	4,775.09
P16-04273	TROXELL COMMUNICATIONS INC ATT N: BILL PITZNER	PROJECTOR INSTALLATION FOR CLASSROOMS	HOLLYWOOD PARK ELEMENTARY	01	9,605.05
P16-04274	TROXELL COMMUNICATIONS INC ATT N: BILL PITZNER	LCD PROJECTOR	PETER BURNETT ELEMENTARY	01	3,781.23
P16-04275	TROXELL COMMUNICATIONS INC ATT N: BILL PITZNER	TV EQPMT TO ASSIST INTERACTIVE RELATION W/FAMILIES	WILL C. WOOD MIDDLE SCHOOL	01	3,553.64
P16-04276	THE RADIO GUYS	2-WAY RADIOS	JOHN MORSE THERAPEUTIC	01	833.53
P16-04277	EAI EDUCATION	MATH SUPPLIES	OAK RIDGE ELEMENTARY SCHOOL	01	367.82
P16-04278	EASTBAY INC	WEST CAMPUS GIRLS VOLLEYBALL	WEST CAMPUS	01	2,240.88
P16-04279	EASTBAY INC	WEST CAMPUS BASKET BALL	WEST CAMPUS	01	1,325.87
P16-04280	KNOWBUDDY RESOURCES	Library Books for MLK School Library	MARTIN L. KING JR ELEMENTARY	01	1,291.51
P16-04281	INNOVATIVE LEARNING CONCEPTS ORDERING DEPARTMENT	TOUCH MATH	JOHN D SLOAT BASIC ELEMENTARY	01	959.70
P16-04282	PALOS SPORTS	PHYSICAL EDUCATION EQUIPMENT	CAMELLIA BASIC ELEMENTARY	01	1,015.86
P16-04283	LEARNING RESOURCES	ITEMS FOR CLASSROOM	THEODORE JUDAH ELEMENTARY	01	48.02
P16-04284	FOLLETT SCHOOL SOLUTIONS	LIBRARY NOVELS	HIRAM W. JOHNSON HIGH SCHOOL	01	797.16
P16-04285	ATHLETICS UNLIMITED	WEST CAMPUS - TRACK	WEST CAMPUS	01	2,020.81
P16-04286	DAVIS SPORT SHOP	WEST CAMPUS SOFTBALL	WEST CAMPUS	01	1,496.22
P16-04287	CONTINENTAL ATHLETIC SUPPLY	WEST CAMPUS - FOOTBALL	WEST CAMPUS	01	1,298.02
P16-04288	CENGAGE LEARNING ATTN: ORDER F ULLFILLMENT	SUPPLEMENTAL MATERIAL FOR ESL CLASS- M. STERLING	NEW SKILLS & BUSINESS ED. CTR	11	487.63
P16-04289	LOOKOUT BOOKS	LIBRARY BOOKS	MARTIN L. KING JR ELEMENTARY	01	1,310.95

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04290	FOLLETT SCHOOL SOLUTIONS	MENTOR TEXTS FOR NEW CLASSROOMS	OAK RIDGE ELEMENTARY SCHOOL	01	13,421.02
P16-04291	NATIONAL GEOGRAPHIC SOCIETY	MAGAZINE SUBSC. FOR FIRST GRADE	OAK RIDGE ELEMENTARY SCHOOL	01	439.43
P16-04292	LIBRARY SPARKS	LIBRARY SUBSCRIPTION	OAK RIDGE ELEMENTARY SCHOOL	01	59.95
P16-04293	PRODUCT DESIGN 7 LLC	LPPA GRADUATION	C. K. McCLATCHY HIGH SCHOOL	01	1,381.37
P16-04295	OFFICE DEPOT ACCT. #89574939	COPY PAPER FOR CJA CLASS	JOHN F. KENNEDY HIGH SCHOOL	01	135.63
P16-04296	OFFICE DEPOT ACCT. #89574939	US POSTAGE STAMPS	JOHN CABRILLO ELEMENTARY	01	189.00
P16-04297	OFFICE DEPOT ACCT. #89574939	PRINTER AND INK FOR RSP CLASSROOM	JOHN F. KENNEDY HIGH SCHOOL	01	638.50
P16-04298	OFFICE DEPOT ACCT. #89574939	FAX MACHINE FOR OFFICE	JOHN CABRILLO ELEMENTARY	01	309.21
P16-04299	OFFICE DEPOT ACCT. #89574939	PAPER FOR AFTER SCHOOL TUTORING - BILINGUAL	JOHN F. KENNEDY HIGH SCHOOL	01	162.75
P16-04300	OFFICE DEPOT ACCT. #89574939	OFFICE SUPPLIES	THEODORE JUDAH ELEMENTARY	01	105.85
P16-04301	SCHOLASTIC, INC. ORDER DESK	BOOKS FOR CLASSROOMS/LIBRARY	THEODORE JUDAH ELEMENTARY	01	1,038.28
P16-04302	SCHOLASTIC, INC. ORDER DESK	CLASS BOOKS	JOHN D SLOAT BASIC ELEMENTARY	01	308.67
P16-04303	SCHOLASTIC, INC. ORDER DESK	CLASSROOM RESOURCE BOOKS	LUTHER BURBANK HIGH SCHOOL	01	879.12
P16-04304	SCHOLASTIC, INC. ORDER DESK	CLASSROOM BOOKS	JOHN D SLOAT BASIC ELEMENTARY	01	204.74
P16-04305	SCHOLASTIC, INC. ORDER DESK	STUDENT LITERATURE	JOHN CABRILLO ELEMENTARY	01	173.31
P16-04306	SCHOLASTIC INC SCHOLASTIC MAGA ZINES	SCHOLASTIC CLASSROOM MAGAZINES	JOHN CABRILLO ELEMENTARY	01	2,555.87
P16-04307	GANGOTRI GARG	SUPPLIES FOR PE YOGA	C. K. McCLATCHY HIGH SCHOOL	01	477.40
P16-04308	U S BANK/SCUSD	SUPPLIES FOR PHYICS	C. K. McCLATCHY HIGH SCHOOL	01	50.98
P16-04309	DISCOUNT SCHOOL SUPPLY FILE #7 3847	REPLACE BUGGY PARTS - PATTI L/NOEL ESTACIO	CHILD DEVELOPMENT PROGRAMS	12	105.59
P16-04310	DIDAX EDUCATIONAL RESOURCES	MATH MANIPULATIVES	JOHN D SLOAT BASIC ELEMENTARY	01	2,056.60
P16-04311	U S BANK/SCUSD	GRAPHIC ILLUSTRATION SUPPLIES	C. K. McCLATCHY HIGH SCHOOL	01	865.83
P16-04312	CDW-G C/O PAT HEIN	GRAPHIC ILLUSTRATION SUPPLIES	C. K. McCLATCHY HIGH SCHOOL	01	705.79
P16-04313	U S BANK/SCUSD	GRAPHIC ILLUSTRATION; Saved \$121.21	C. K. McCLATCHY HIGH SCHOOL	01	338.48
P16-04314	RISO PRODUCTS OF SACRAMENTO	SCHOOL SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	1,025.33
P16-04315	PAPER DIRECT	CARDS AND AWARDS PAPER	JOHN D SLOAT BASIC ELEMENTARY	01	408.95

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04316	EAI EDUCATION	MATH MANIPULATIVES	NICHOLAS ELEMENTARY SCHOOL	01	3,506.83
P16-04317	S & S WORLDWIDE C/O: AMY GARVA N:10811268	BACKBOARD SYSTEM	PACIFIC ELEMENTARY SCHOOL	01	745.18
P16-04318	BARNES & NOBLE BOOKSTORE	WRTR WRKSHOP & 1ST GR INTERACTIVE TXTS	NICHOLAS ELEMENTARY SCHOOL	01	334.62
P16-04319	CURRICULUM ASSOCIATES LLC	I-READY SITE LICENSE AND TEACHER TRAINING	JOHN CABRILLO ELEMENTARY	01	19,697.50
P16-04320	CENTER FOR THE COLLABORATIVE CLASSROOM	DECODING CURRICULUM/COMMON CORE SUPPORT	HUBERT H BANCROFT ELEMENTARY	01	2,674.53
P16-04321	ORIENTAL TRADING CO INC	FALCON STUDENT INCENTIVES	NICHOLAS ELEMENTARY SCHOOL	01	655.48
P16-04322	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	INSTRUCTIONAL MATERIALS & SUPPLIES	HUBERT H BANCROFT ELEMENTARY	01	1,311.96
P16-04323	MACMILLAN/MCGRAW HILL	ITEMS FOR CLASSROOMS/LIBRARY - BOOKS	THEODORE JUDAH ELEMENTARY	01	552.70
P16-04324	INNOVATIVE LEARNING CONCEPTS ORDERING DEPARTMENT	TOUCH MATH	JOHN D SLOAT BASIC ELEMENTARY	01	1,204.61
P16-04325	FOLLETT SCHOOL SOLUTIONS	FOLLET BOOK ORDER	PACIFIC ELEMENTARY SCHOOL	01	1,109.24
P16-04326	K-LOG EDUCATIONAL DIVISION	Glacier Library Tables Round 60 inch Dixie Oak	MARK TWAIN ELEMENTARY SCHOOL	01	1,396.40
P16-04327	LEARNING A-Z	LEARNING A-Z	JOHN D SLOAT BASIC ELEMENTARY	01	109.95
P16-04328	CURRICULUM ASSOCIATES LLC	I READY PROFESSIONAL DEVEL.	JOHN D SLOAT BASIC ELEMENTARY	01	1,519.00
P16-04329	LAKESHORE LEARNING CORP ATTENTION: JON BELL	PURCHASED CLASSROOM SUPPLIES	CHILD DEVELOPMENT PROGRAMS	12	100.30
P16-04330	CITY OF SACRAMENTO REVENUE DIVISION	FALSE ALARM	OAK RIDGE ELEMENTARY SCHOOL	01	120.00
P16-04331	SACRAMENTO CHINESE COMMUNITY	ASAP program	JOHN H. STILL - K-8	01	28,434.00
P16-04332	AURORA ENVIRONMENTAL SERVICES	SCI LAB CHEM DISPOSAL,INVENTORY,TRANSCRIBE,&REPORT	RISK MANAGEMENT	01	25,449.20
P16-04333	ART OF LEARNING INC	WALDORF CLASSROOM SUPPLIES	A. M. WINN ELEMENTARY SCHOOL	01	13,537.89
P16-04334	HERBURGER PUBLICATIONS INC	STUDENT NEWSPAPER	CALIFORNIA MIDDLE SCHOOL	01	390.00
P16-04335	LINDA VIGGIANO	JAMBA JUICE GARDEN	JOHN D SLOAT BASIC ELEMENTARY	01	760.20
P16-04336	COUNTY OF SACRAMENTO ENVIRONMENTAL MANAGEMENT	COUNTY OF SAC HAZ WASTE PERMIT FEE	LUTHER BURBANK HIGH SCHOOL	01	881.00

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04337	Angel Alberto Rodriguez	REFINISHING COUNTERS IN OFFICE	HOLLYWOOD PARK ELEMENTARY	01	300.00
P16-04338	Layne Christensen Company	LAYNE CHRISTENSEN COMPANY/MOVE SURPLUS/KENNEDY HS	CAREER & TECHNICAL PREPARATION	01	450.00
P16-04339	HANNIBAL'S CATERING	HANNIBAL'S FOOD FOR TAB WORKSHOP 6-23-16	MATRICULATION/ORIENTATI ON CNTR	01	1,639.70
P16-04340	JOHN F KENNEDY ATHLECTIC BOOST ER CLUB	TRACK AND FIELD MEET FEES	CALIFORNIA MIDDLE SCHOOL	01	100.00
P16-04341	SACRAMENTO COUNTY OFFICE OF ED FINANCIAL SERVICES	PARTIAL SLY PARK STUDENT FIELD TRIP PAYMENT	JOHN CABRILLO ELEMENTARY	01	1,469.26
P16-04342	JACQUELYNNE SCINTO	REIMBURSEMENT JACQUIE SCINTO	ENGINEERING AND SCIENCES HS	01	132.97
P16-04343	PATRICK BOHMAN	REIMBURSEMENT BOHMAN	ENGINEERING AND SCIENCES HS	01	941.78
P16-04344	NWN CORPORATION	LAPTOP AND MONITOR UPGRADE FOR FIRST 5	CHILD DEVELOPMENT PROGRAMS	12	1,839.23
P16-04345	NWN CORPORATION	COMPUTER -KHONSAVAN VO	CHILD DEVELOPMENT PROGRAMS	12	1,452.02
P16-04346	PERSONAL HEALTH DESIGNS	FIT STRIPS, ERGO WORK TIPS	RISK MANAGEMENT	01	486.80
P16-04347	LANDMARK CONSTRUCTION	703-0415 CALIFORNIA MS GYM ADDTION	FACILITIES SUPPORT SERVICES	21	7,320.00
P16-04348	NWN CORPORATION	EQUIPMENT FOR SITE - ATTN: MIKKO LOPEZ	THEODORE JUDAH ELEMENTARY	01	5,154.22
P16-04349	Apple Inc Apple Financial Services	MAC BOOK AIR COMPUTERS - QUOTE #2202959995	THEODORE JUDAH ELEMENTARY	01	6,512.79
P16-04350	Apple Inc Apple Financial Services	IMAC COMPUTER FOR SCHOOL USE	THEODORE JUDAH ELEMENTARY	01	1,478.17
P16-04351	NWN CORPORATION	CHROMEBOOK ACER C7/HEALTH PATHWAY/HIRAM JOHNSON	ACADEMIC ACHIEVEMENT	01	3,965.85
P16-04352	Apple Inc Apple Financial Services	MACBOOKS / IPADS	JOHN D SLOAT BASIC ELEMENTARY	01	12,688.13
P16-04353	NWN CORPORATION	Google Chrome Computers; SAVED \$369.63	HEALTH PROFESSIONS HIGH SCHOOL	01	2,933.16
P16-04354	NWN CORPORATION	HP FOR SUPPORT CENTERS	INTEGRATED COMMUNITY SERVICES	01	20,316.63
P16-04355	CDW-G C/O PAT HEIN	FLEXARM DOCUMENT CAMERA	GOLDEN EMPIRE ELEMENTARY	01	360.37
P16-04356	NWN CORPORATION	PRINTERS/TONERS	NICHOLAS ELEMENTARY SCHOOL	01	4,971.20
P16-04357	Apple Inc Apple Financial Services	MACBOOK AIR COMPUTERS - STUDENT	THEODORE JUDAH ELEMENTARY	01	2,170.93
P16-04358	PERLMUTTER PURCHASING POWER	CAMERAS FOR NEW SURVEILLANCE SYSTEM	CROCKER/RIVERSIDE ELEMENTARY	01	8,246.00
P16-04359	NWN CORPORATION	PURCHASE REPLACEMENT COMPUTERS	O. W. ERLEWINE ELEMENTARY	01	2,708.16

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04360	CDW-G C/O PAT HEIN	DOCUMENT CAMERAS STUDENTS	SEQUOIA ELEMENTARY SCHOOL	01	900.93
P16-04361	NWN CORPORATION	NWN COMPUTER H JOHNSON ROOM B1/B2	CHILD DEVELOPMENT PROGRAMS	12	580.48
P16-04362	Apple Inc Apple Financial Services	PLTW- MACBOOK 2015	WEST CAMPUS	01	2,335.14
P16-04363	MCGRAW HILL COMPANIES	*SPECIAL-MCGRAW HILL	FATHER K.B. KENNY	01	1,345.67
P16-04364	VALLEY PRECISION GRADING INC	0183-412-0208 JOSEPH BONNHEIM SITE CONCRETE	FACILITIES SUPPORT SERVICES	01	44,000.00
P16-04365	ALEXIA PARTY RENTAL	SIXTH GRADE PROMOTION	CESAR CHAVEZ INTERMEDIATE	01	525.00
P16-04366	PARK ASSOCIATES, INC DBA NSP3	0530-414-0233 LBURBANK 4-H BLDG REPLACEMENT	FACILITIES SUPPORT SERVICES	01	32,150.00
P16-04367	U S BANK/SCUSD	SUBSCRIP LIC FOR ESL-HARRIS-NEGO DISC. PURCH	A.WARREN McCLASKEY ADULT	11	243.64
P16-04368	CDW-G C/O PAT HEIN	SUBSCRIPTION LICENSE FOR OFFICE COMPUTER- M. GOMEZ	NEW SKILLS & BUSINESS ED. CTR	11	309.99
P16-04370	NEFF RENTAL INC	BOOM LIFT RENTAL FOR ROOFING PRJT FOR McCLASKEY	FACILITIES MAINTENANCE	14	1,978.23
P16-04371	CITY OF SACRAMENTO REVENUE DIVISION	MAPLE ES REPAIR SIDEWALK, DRIVEWAY OR APPROACH	FACILITIES MAINTENANCE	14	10,653.13
P16-04372	CITY OF SACRAMENTO REVENUE DIVISION	CAL MS REPAIR SIDEWALK, DRIVEWAY OR APPROACH	FACILITIES MAINTENANCE	14	8,737.20
P16-04373	ELESCO CORPORATE	SEMI ANNUAL PREVENTIVE MAINTENANCE INSPECTION	FACILITIES MAINTENANCE	01	900.00
P16-04374	BACKFLOW TECHNOLOGIES	BACKFLOW REPLACEMENT MTRLS FOR BRET HARTE ES	FACILITIES MAINTENANCE	01	1,792.37
P16-04375	ADI	CIRCUIT HEAT DETECTORS FOR ELECTRONICS SHOP	FACILITIES MAINTENANCE	01	4,497.33
P16-04376	AIR FILTER SUPPLY	HVAC SUPPLIES FOR MAPLE ELEMENTARY SCHOOL	FACILITIES MAINTENANCE	01	135.87
P16-04377	AIR FILTER SUPPLY	HVAC SUPPLIES FOR COLLIS P. HUNTINGTON ES	FACILITIES MAINTENANCE	01	169.66
P16-04378	AIR FILTER SUPPLY	HVAC SUPPLIES FOR JOSEPH BONNHEIM ES	FACILITIES MAINTENANCE	01	186.62
P16-04379	AIR FILTER SUPPLY	HVAC SUPPLIES FOR THOMAS JEFFERSON	FACILITIES MAINTENANCE	01	133.57
P16-04380	ANTELOPE IRON INC	0520-415-0263 HIRAM JOHNSON STRUCTURAL REPAIRS	FACILITIES SUPPORT SERVICES	01	8,907.00
P16-04381	Pacific Door & Hardware Inc	FRP DOORS/HARDWARE FOR MARK TWAIN (MAIN ENTRANCE)	FACILITIES MAINTENANCE	14	20,633.45
P16-04382	CAPITOL BUILDERS HARDWARE INC	DOORS/HARDWARE FOR EDWARD KEMBLE ELEMENTARY SCHOOL	FACILITIES MAINTENANCE	14	9,814.89

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04383	Pacific Door & Hardware Inc	FRP DOORS/HARDWARES FOR ELDER CREEK ES	FACILITIES MAINTENANCE	14	16,256.56
P16-04384	DFS FLOORING LP	REPAIR FLOORING @ ROSA PARKS RMS 4, 5, 6, & 7	FACILITIES MAINTENANCE	14	13,142.53
P16-04385	DFS FLOORING LP	REPAIR FLOORING @ E BAKER ES RMS 22, 23, 25, & 26	FACILITIES MAINTENANCE	14	14,881.77
P16-04386	DFS FLOORING LP	VCT FLOORING MATERIALS FOR SAM BRANNAN MP	FACILITIES MAINTENANCE	14	8,314.58
P16-04387	ALLIED BUILDING PRODUCTS	RE-ROOF COATINGS FOR VARIOUS SCHOOL SITES	FACILITIES MAINTENANCE	01	17,950.46
P16-04388	ALLIED BUILDING PRODUCTS	ROOFING MATERIALS FOR MCCLASKEY ADULT ED	FACILITIES MAINTENANCE	14	7,646.37
P16-04389	WIKE RESTORATION INC	REMOVE-DISPOSE HAZ MTRLS ON ROOF MCCLASKEY	FACILITIES MAINTENANCE	14	9,299.80
P16-04390	SHERWIN WILLIAMS CO	PAINTING SUPPLIES FOR McCLASKEY ADULT ED FRNT WING	FACILITIES MAINTENANCE	14	4,542.37
P16-04391	GARCIA SHEETMETAL CORP	GUTTER FOR McCLASKEY ADULT ED ROOF PROJECT	FACILITIES MAINTENANCE	14	2,604.00
P16-04392	NEW HOME BUILDING SUPPLY INC	DRY ROT MATERIALS - McCLASKEY ROOFING PRJT	FACILITIES MAINTENANCE	14	5,979.46
P16-04393	NATIONAL ANALYTICAL LAB INC	AIR CLEARANCE SAMPLES FOR McCLASKEY ADULT EDU	FACILITIES MAINTENANCE	14	940.00
P16-04394	ALLIED BUILDING PRODUCTS	ROOFING MTLs FOR FRUIT RIDGE CAFETERIA PROJECT	FACILITIES MAINTENANCE	14	6,285.41
P16-04395	NEW HOME BUILDING SUPPLY INC	MATERIALS FOR BARK BOXES - VARIOUS SITES	FACILITIES MAINTENANCE	14	2,705.72
P16-04396	ADI	GIGABIT INTERFACE MODULE - VARIOUS SIES	FACILITIES MAINTENANCE	14	7,263.37
P16-04397	ADI	INTRUSION ALARM PANELS - VARIOUS SITES	FACILITIES MAINTENANCE	14	11,531.38
P16-04398	REFRIGERATION SUPPLIES DIST IN	HVAC UNITS FOR M & O	FACILITIES MAINTENANCE	14	16,383.57
P16-04399	REFRIGERATION SUPPLIES DIST IN	HVAC CONTROLLERS FOR JOHN F KENNEDY HS	FACILITIES MAINTENANCE	14	16,209.90
P16-04400	REFRIGERATION SUPPLIES DIST IN	THERMOSTATS- CROCKER RIVERSIDE ES 2-STORY	FACILITIES MAINTENANCE	14	3,792.83
P16-04401	PLATT ELECTRIC SUPPLY	BALLASTS - VARIOUS SITES	FACILITIES MAINTENANCE	14	5,514.51
P16-04402	CDS MOVING EQUIPMENT INC	FACILITIES - MOVING MATERIALS	FACILITIES MAINTENANCE	01	572.88
P16-04403	ELESCO CORPORATE	SEMI ANNUAL PREVENTIVE MAINTENANCE INSPECTION	FACILITIES MAINTENANCE	01	900.00
P16-04404	B & H PHOTO	CORE SCIENCE CLASSROOMS	HIRAM W. JOHNSON HIGH SCHOOL	01	609.65
P16-04405	Apple Inc Apple Financial Services	IPADS AND ACCESSORIES FOR INTERMEDIATE CLASSROOMS	HOLLYWOOD PARK ELEMENTARY	01	2,667.26

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P16-04406	Apple Inc Apple Financial Services	IPADS AND ACCESSORIES FOR INTERMEDIATE CLASSROOM	HOLLYWOOD PARK ELEMENTARY	01	2,639.56
P16-04407	COUNCIL ON OCCUPATIONAL EDUCATION	YEAR END/ANNUAL DUES	NEW SKILLS & BUSINESS ED. CTR	11	4,520.00
P16-04408	OFFICE DEPOT ACCT. #89574939	CORE SCI CLASSROOM SUPPLIES	HIRAM W. JOHNSON HIGH SCHOOL	01	4,761.86
P16-04409	OFFICE DEPOT ACCT. #89574939	PORTABLE PA SYSTEMS	H.W. HARKNESS ELEMENTARY	01	507.41
P16-04410	OFFICE DEPOT ACCT. #89574939	TABLE FOR PARENT RESOURCE ROOM	H.W. HARKNESS ELEMENTARY	01	271.24
P16-04411	OFFICE DEPOT ACCT. #89574939	ROLLING BRIEFCASE FOR INTERVENTION MATERIALS	ROSA PARKS MIDDLE SCHOOL	01	520.77
P16-04412	OFFICE DEPOT ACCT. #89574939	HP TONER CARTRIDGES	SAM BRANNAN MIDDLE SCHOOL	01	1,619.82
P16-04413	OFFICE DEPOT ACCT. #89574939	COPY PAPER	SAM BRANNAN MIDDLE SCHOOL	01	768.18
P16-04414	OFFICE DEPOT ACCT. #89574939	OFFICE DESK	SAM BRANNAN MIDDLE SCHOOL	01	759.48
P16-04415	OFFICE DEPOT ACCT. #89574939	KRAFT PAPER ROLA RACK	SAM BRANNAN MIDDLE SCHOOL	01	922.24
P16-04416	OFFICE DEPOT ACCT. #89574939	STUDENT SKETCH BOOKS	SAM BRANNAN MIDDLE SCHOOL	01	1,511.13
P16-04417	OFFICE DEPOT ACCT. #89574939	COPY PAPER	SEQUOIA ELEMENTARY SCHOOL	01	1,350.00
P16-04418	OFFICE DEPOT ACCT. #89574939	CLASSROOM SUPPLIES	JOHN F. KENNEDY HIGH SCHOOL	01	727.54
P16-04419	OFFICE DEPOT ACCT. #89574939	JANSPORT BACKPACKS (PBIS)	JOHN F. KENNEDY HIGH SCHOOL	01	878.65
P16-04420	OFFICE DEPOT ACCT. #89574939	EPISON BLACK COLOR INK (A. THIBEDEAU)	JOHN F. KENNEDY HIGH SCHOOL	01	104.04
P16-04421	OFFICE DEPOT ACCT. #89574939	PAPER FOR THE CLASSROOM	JOHN F. KENNEDY HIGH SCHOOL	01	54.25
P16-04422	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	PLAYGROUND BALLS	ROSA PARKS MIDDLE SCHOOL	01	715.88
P16-04423	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	MATSUYAMA - FLAG FOR CSR CLASSROOMS	LEARNING SUPPORT UNIT B	01	72.91
P16-04424	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	GENEVIEVE DIDION - FLAG FOR CSR CLASSROOMS	LEARNING SUPPORT UNIT B	01	48.61
P16-04425	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	PHOEBE HEARST - FLAG FOR CSR CLASSROOMS	LEARNING SUPPORT UNIT B	01	72.91
P16-04426	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	PONY EXPRESS - FLAG FOR CSR CLASSROOMS	LEARNING SUPPORT UNIT B	01	72.91

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04427	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	SUTTERVILLE - FLAG FOR CSR CLASSROOMS	LEARNING SUPPORT UNIT B	01	27.66
P16-04428	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	WILLIAM LAND - FLAG FOR CSR CLASSROOMS	LEARNING SUPPORT UNIT B	01	48.61
P16-04429	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	CROCKER/RIVERSIDE - FLAG FOR CSR CLASSROOMS	LEARNING SUPPORT UNIT B	01	72.91
P16-04430	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	LEONARDO DA VINCI - FLAG FOR CSR CLASSROOMS	LEARNING SUPPORT UNIT B	01	97.22
P16-04431	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	ETHEL I BAKER - FLAG FOR CSR CLASSROOMS	LEARNING SUPPORT UNIT B	01	48.38
P16-04432	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	DAVID LUBIN - FLAG FOR CSR CLASSROOMS	LEARNING SUPPORT UNIT B	01	24.30
P16-04433	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	CALEB GREENWOOD - FLAG FOR CSR CLASSROOMS	LEARNING SUPPORT UNIT B	01	48.61
P16-04434	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	MOBILE TABLE FOR CLASSROOM	LUTHER BURBANK HIGH SCHOOL	01	6,740.40
P16-04435	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	PE BASKETBALLS & HOCKEY STICKS	ROSA PARKS MIDDLE SCHOOL	01	1,027.08
P16-04436	CURRICULUM ASSOCIATES LLC	I-READY SUBSCRIPTION	TAHOE ELEMENTARY SCHOOL	01	10,900.00
P16-04437	LAKESHORE LEARNING CORP ATTENTION: JON BELL	KINDERGARTEN CLASSROOM CARPET FOR 30 STUDENTS	PONY EXPRESS ELEMENTARY SCHOOL	01	519.72
P16-04438	CURRICULUM ASSOCIATES LLC	i-READY STUDENT SITE LICENSE 2016-17	PACIFIC ELEMENTARY SCHOOL	01	18,900.00
P16-04439	LAKESHORE LEARNING CORP ATTENTION: JON BELL	LINKING CUBES/COUNTERS	H.W. HARKNESS ELEMENTARY	01	222.19
P16-04440	CURRICULUM ASSOCIATES LLC	READY CCSS READING INSTRUCTION	GOLDEN EMPIRE ELEMENTARY	01	234.00
P16-04441	LAKESHORE LEARNING CORP ATTENTION: JON BELL	LITERACY CURRICULUM EL SUMMER SCHOOL	ELDER CREEK ELEMENTARY SCHOOL	01	448.11
P16-04442	LAKESHORE LEARNING CORP ATTENTION: JON BELL	LAKESHORE - MATH PRACTICE	FATHER K.B. KENNY	01	1,627.09
P16-04443	ENHANCED VISION	VISION MAGNIFIER/MONITOR	SP ED - TECHNOLOGIST	01	2,978.33
P16-04444	BARNES & NOBLE BOOKSTORE	SUPPLEMENTAL READING BOOKS-JOURNEY TO TOPAZ	GENEVIEVE DIDION ELEMENTARY	01	284.81
P16-04445	BARNES & NOBLE BOOKSTORE	LITERACY CURRICULUM EL SUMMER SCHOOL	ELDER CREEK ELEMENTARY SCHOOL	01	69.43

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04446	BARNES & NOBLE BOOKSTORE	READING & WRITING MATERIALS	ROSA PARKS MIDDLE SCHOOL	01	1,153.07
P16-04447	BARNES & NOBLE BOOKSELLERS	PLEASE RUSH! BOOKS FOR GATE PROGRAM	GIFTED AND TALENTED EDUCATION	01	11,100.64
P16-04448	BARNES & NOBLE BOOKSTORE	Classroom books	PHOEBE A HEARST BASIC ELEM.	01	212.28
P16-04449	WOLTERS KLUWER HEALTH	MA BOOKSTORE SALES	NEW SKILLS & BUSINESS ED. CTR	11	5,769.94
P16-04450	U S BANK/SCUSD	Chalk it Up Garden Purchase from Home Depot	HEALTH PROFESSIONS HIGH SCHOOL	01	483.79
P16-04451	U S BANK/SCUSD	GARDEN TOOLS FOR STUDENT GARDEN BOXES	JOHN D SLOAT BASIC ELEMENTARY	01	369.38
P16-04452	SCHOLASTIC INC SCHOLASTIC MAGAZINES	CLASSROOMS MAGAZINES INV. M5784376 5	ROSA PARKS MIDDLE SCHOOL	01	2,250.37
P16-04453	SCHOLASTIC, INC. ORDER DESK	LITERACY CURRICULUM FOR EL SUMMER SCHOOL	ELDER CREEK ELEMENTARY SCHOOL	01	733.11
P16-04454	SCHOLASTIC INC	CLASSROOM READING BOOKS	PHOEBE A HEARST BASIC ELEM.	01	626.97
P16-04455	SCHOLASTIC INC SCHOLASTIC MAGAZINES	CLASSROOM MAGAZINES	ROSA PARKS MIDDLE SCHOOL	01	111.48
P16-04456	NWN CORPORATION	PRINTER FOR OFFICE	MARTIN L. KING JR ELEMENTARY	01	630.39
P16-04457	PERMA-BOUND INC	LIBRARY BOOKS TO ENHANCE COMMON CORE	PONY EXPRESS ELEMENTARY SCHOOL	01	1,909.07
P16-04458	THE BOOKSOURCE	CLASSROOM NOVELS	SAM BRANNAN MIDDLE SCHOOL	01	1,118.75
P16-04459	SCHOOL DATEBOOKS, INC	STUDENT SUPPORT	CESAR CHAVEZ INTERMEDIATE	01	942.25
P16-04460	SCHOOL DATEBOOKS, INC	STUDENT PLANNERS	DAVID LUBIN ELEMENTARY SCHOOL	01	731.45
P16-04461	SCHOOL DATEBOOKS, INC	STUDENT AGENDAS	JOHN CABRILLO ELEMENTARY	01	755.54
P16-04462	DISCOVERY EDUCATION	CURRICULUM ON-LINE	HUBERT H BANCROFT ELEMENTARY	01	1,450.00
P16-04463	THE BOOKSOURCE	BOOKSOURCE	FATHER K.B. KENNY	01	20,557.99
P16-04464	THE BOOKSOURCE	BOOKSOURCE - STAFF DEV	FATHER K.B. KENNY	01	921.23
P16-04465	U S BANK/SCUSD	PATIO UMBRELLAS FOR LUNCH TABLES	FERN BACON MIDDLE SCHOOL	01	669.60
P16-04466	OLIVER & ANDY'S BOOK COMPANY	LIBRARY BOOKS TO ENHANCE COMMON CORE	PONY EXPRESS ELEMENTARY SCHOOL	01	922.96
P16-04467	NATIONAL AUTISM RESOURCES INC	SPECIAL ED CURRICULUM	JOHN D SLOAT BASIC ELEMENTARY	01	242.90
P16-04468	OFFICE DEPOT ACCT. #89574939	VGA CABLE	PARENT ENGAGEMENT	01	26.03
P16-04469	PERMA-BOUND INC	LIBRARY BOOKS TO SUPPORT COMMON CORE	PONY EXPRESS ELEMENTARY SCHOOL	01	1,060.28
P16-04470	RIVERSIDE PUBLISHING CO INC	COGAT GATE TESTING MATERIALS	GIFTED AND TALENTED EDUCATION	01	271.48
P16-04471	PREMIER AGENDAS INC NATIONAL SALES SUPPORT	STUDENT PLANNERS FOR INT & MS	GENEVIEVE DIDION ELEMENTARY	01	1,417.01

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04472	OFFICE DEPOT ACCT. #89574939	SUPPLIES FOR THE REGISTRAR/FRONT OFFICE	JOHN F. KENNEDY HIGH SCHOOL	01	113.40
P16-04473	OWLS HOUSE INC DBA CHINESE BOOKS FOR CHILDREN	LITERACY CURRICULUM FOR EL SUMMER SCHOOL	ELDER CREEK ELEMENTARY SCHOOL	01	1,329.13
P16-04474	PEARSON EDUCATION	CORE READY LESSON SETS FOR GRADES 6-8	ROSA PARKS MIDDLE SCHOOL	01	671.83
P16-04475	PEARSON CLINICAL ASSESSMENT OR DERING DEPARTMENT	NNAT2 TESTING MATERIALS FOR GATE	GIFTED AND TALENTED EDUCATION	01	305.97
P16-04476	PLANK ROAD PUBLISHING	MUSIC K-8 SUBSCRIPTION	GENEVIEVE DIDION ELEMENTARY	01	159.95
P16-04477	POSITIVE PROMOTIONS	STUDENT INCENTIVES - HONOR ROLL	WILL C. WOOD MIDDLE SCHOOL	01	485.81
P16-04478	Apple Inc Apple Financial Serv ices	MACBOOKS PRO 15-J. DAUENHAUER @HJHS	CAREER & TECHNICAL PREPARATION	01	11,517.08
P16-04479	Apple Inc Apple Financial Serv ices	IPAD FOR A JIMENEZ, SUPERVISOR	CHILD DEVELOPMENT PROGRAMS	12	1,476.32
P16-04480	Apple Inc Apple Financial Serv ices	IPAD - EHS HOME BASE - PATTI LEWKOWITZ	CHILD DEVELOPMENT PROGRAMS	12	1,668.10
P16-04481	Apple Inc Apple Financial Serv ices	IPADS FOR DEMO PURPOSES	INFORMATION SERVICES	01	2,980.54
P16-04482	CENGAGE LEARNING ATTN: ORDER F ULLFILLMENT	BUSINESS CUSTOMER SERVICE BOOKORDER	NEW SKILLS & BUSINESS ED. CTR	11	2,838.00
P16-04483	Apple Inc Apple Financial Serv ices	MAC AIRS FOR CLASSROOM USE	PONY EXPRESS ELEMENTARY SCHOOL	01	6,521.49
P16-04484	APPLE COMPUTER INC K-12 EDUCATION	APPLE ORDER FOR MACBOOK PRO'S	PACIFIC ELEMENTARY SCHOOL	01	3,998.54
P16-04485	Apple Inc Apple Financial Serv ices	MACBOOK PRO	JOHN D SLOAT BASIC ELEMENTARY	01	1,630.49
P16-04486	Apple Inc Apple Financial Serv ices	IPADS TO SUPPORT CLASSROOM INSTRUCTION	PONY EXPRESS ELEMENTARY SCHOOL	01	4,936.88
P16-04487	Apple Inc Apple Financial Serv ices	MACBOOKS	NICHOLAS ELEMENTARY SCHOOL	01	22,157.48
P16-04488	UNIVERSITY OF CALIFORNIA DAVIS	C-STEM ROBOPLAY CHALLENGE FOR YASMIN HENRY	SUTTER MIDDLE SCHOOL	01	340.00
P16-04489	NWN CORPORATION	PRINTER FOR THE ADMINISTRATIVE ASSISTANT PROGRAM	NEW SKILLS & BUSINESS ED. CTR	11	318.99
P16-04490	NWN CORPORATION	HVAC AND CISCO	NEW SKILLS & BUSINESS ED. CTR	11	39,419.90
P16-04491	NWN CORPORATION	PRINTERS	SAM BRANNAN MIDDLE SCHOOL	01	2,558.43
P16-04492	NWN CORPORATION	PRINTER	SAM BRANNAN MIDDLE SCHOOL	01	551.18
P16-04493	Granite Financial Solutions DB A Granite Data Solutions	EPSON LCD PROJECTOR; Saved \$260.40	SAM BRANNAN MIDDLE SCHOOL	01	4,244.52
P16-04494	NWN CORPORATION	HP COMPUTER FOR NEW PROJECT MANAGER	INFORMATION SERVICES	01	1,112.13

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04495	NWN CORPORATION	NWN COPRORATION/SNIDER/LBH S	CAREER & TECHNICAL PREPARATION	01	20,172.50
P16-04496	Granite Financial Solutions DB A Granite Data Solutions	EPSON POWERLITE PROJECTORS FOR CLASSROOMS	PONY EXPRESS ELEMENTARY SCHOOL	01	1,061.13
P16-04497	NWN CORPORATION	DESKTOP FOR RM G5, G9 & OFFICE	LUTHER BURBANK HIGH SCHOOL	01	2,588.13
P16-04498	NWN CORPORATION	COMPUTER FOR WORKSATATION	HUMAN RESOURCE SERVICES	01	2,487.57
P16-04499	TEACHERS DISCOVERY INC	CLASSROOM BOOKS/ DVD SETS	HIRAM W. JOHNSON HIGH SCHOOL	01	1,022.55
P16-04500	ROCHESTER 100, INC	ELEM STUDENTS HOMEWORK FOLDERS	ROSA PARKS MIDDLE SCHOOL	01	1,185.00
P16-04501	WAREHOUSE PAINT,INC.	FIELD PAINT	HIRAM W. JOHNSON HIGH SCHOOL	01	506.83
P16-04502	SCHOOL SPECIALTY EDUCATION DAN A MCADAMS TERRITORY MGR	CLASSROOM SUPPLIES	OAK RIDGE ELEMENTARY SCHOOL	01	1,368.27
P16-04503	U S BANK/SCUSD	SAC ZOO FIELD TRIP PAYMENT 15-16	EDWARD KEMBLE ELEMENTARY	01	785.00
P16-04504	SQUARE ONE	TABLE CLOTH	JOHN D SLOAT BASIC ELEMENTARY	01	335.07
P16-04505	Elements Food Inc.	5233 MUFFINS FOR SUMMER PROGRAMS 6/15/16	NUTRITION SERVICES DEPARTMENT	13	2,543.52
P16-04506	APPERSON INC	SCANTRONS	C. K. McCLATCHY HIGH SCHOOL	01	2,061.76
P16-04507	ABDO PUBLISHING COMPANY C/O SA RAH GROSS	LIBRARY BOOKS TO ENHANCE COMMON CORE	PONY EXPRESS ELEMENTARY SCHOOL	01	168.83
P16-04508	CDW-G C/O PAT HEIN	SAMSUNG GALAXY TAB CAREER TECH	CAREER & TECHNICAL PREPARATION	01	13,528.13
P16-04509	Granite Financial Solutions DB A Granite Data Solutions	EPSON PROJECTORS	CESAR CHAVEZ INTERMEDIATE	01	1,061.13
P16-04510	BSN SPORTS	CONFIRMING REQ - T-SHIRTS FOR P.E. CLASS	NEW TECH	09	437.14
P16-04511	KLINE MUSIC INC	Instructional materials for band class	JOHN H. STILL - K-8	01	219.43
P16-04512	CONTINENTAL BOOK COMPANY	CLASSROOM DVDS	HIRAM W. JOHNSON HIGH SCHOOL	01	138.89
P16-04513	FOLLETT SCHOOL SOLUTIONS	ELD SUPPL BOOKS	LUTHER BURBANK HIGH SCHOOL	01	779.57
P16-04515	HOUGHTON MIFFLIN HARCOURT	EL SUPP. READING MATERIALS & JOURNALS	LUTHER BURBANK HIGH SCHOOL	01	2,563.64
P16-04516	MIND RESEARCH INSTITUTE	STUDENT SUBSCRIPTION LICENSE-MATH	JOHN MORSE THERAPEUTIC	01	4,200.00
P16-04517	BIBLIOTHECA LLC	LIBRARY SECURITY SYSTEM SERVICE AGREEMENT US525558	ROSEMONT HIGH SCHOOL	01	1,421.70

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04518	GOPHER SPORT	P.E. EQUIPMENT	JOHN CABRILLO ELEMENTARY	01	198.45
P16-04519	CURRICULUM ASSOCIATES LLC	MATH CURRICULUM	JOHN D SLOAT BASIC ELEMENTARY	01	14,501.03
P16-04520	MATHALICIOUS LLC	ONLINE ACCESS TO MATHALICIOUS.COM	ROSA PARKS MIDDLE SCHOOL	01	1,003.63
P16-04521	FOLLETT SCHOOL SOLUTIONS	MATH BOOK - TEACHER COPY	SAM BRANNAN MIDDLE SCHOOL	01	18.46
P16-04522	FOSS	SCIENCE KITS	ELDER CREEK ELEMENTARY SCHOOL	01	2,664.93
P16-04523	KENDALL HUNT PUBLISHERS	STUDENT & TEACHERS GUIDES GRADE 5/6	GIFTED AND TALENTED EDUCATION	01	864.58
P16-04524	DISCOVERY EDUCATION	DISCOVERY STREAMING	MARTIN L. KING JR ELEMENTARY	01	4,595.00
P16-04525	JONES SCHOOL SUPPLY CO INC	JONES AWARD MEDALS/CMA-CST AWARDS ASSEMBLY	FATHER K.B. KENNY	01	980.88
P16-04526	Granite Financial Solutions DB A Granite Data Solutions	LAPTOP FOR TEACHER CLASSROOM PROGRAMS	GOLDEN EMPIRE ELEMENTARY	01	1,734.90
P16-04527	Granite Financial Solutions DB A Granite Data Solutions	PROJECTORS AND REPLACEMENT BUULBS FOR CLASSRRROM	GENEVIEVE DIDION ELEMENTARY	01	2,636.55
P16-04528	CDW-G C/O PAT HEIN	NEW POWERLITE 98H - ELPLP88 BULBS	NICHOLAS ELEMENTARY SCHOOL	01	395.23
P16-04529	CDW-G C/O PAT HEIN	CDW-G DOCUMENT READERS; SAVED \$96.02	PACIFIC ELEMENTARY SCHOOL	01	1,261.30
P16-04530	CDW-G C/O PAT HEIN	COMPUTER MONITORS FOR CLASSROOM USE	OAK RIDGE ELEMENTARY SCHOOL	01	1,210.66
P16-04531	CDW-G C/O PAT HEIN	CLASSROOM AUDIO VISUAL EQUIPMENT	INFORMATION SERVICES	01	5,920.56
P16-04532	CDW-G C/O PAT HEIN	MAKERBOT REPLICATOR 3D PRINTER	INFORMATION SERVICES	01	3,772.34
P16-04533	CDW-G C/O PAT HEIN	PROJECTOR BULBS	OAK RIDGE ELEMENTARY SCHOOL	01	794.11
P16-04534	SCUSD / CENTRAL PRINTING	After Close - Stores order 40-00386 2015-16 SY	PURCHASING SERVICES	01	3,302.88
P16-04535	MAKERBOT	3D PRINTER 5TH GENER./SUPPLIES-KENNET H DAVIS@SES	CAREER & TECHNICAL PREPARATION	01	13,553.17
P16-04536	SCHOLASTIC, INC. ORDER DESK	Scholastic Books	THE MET	09	340.69
P16-04537	ETA HAND2MIND	20 BEAD STUDENT FRAMES - 1ST GR	NICHOLAS ELEMENTARY SCHOOL	01	495.56
P16-04538	FOLLETT SCHOOL SOLUTIONS	Classroom Reading Books	PHOEBE A HEARST BASIC ELEM.	01	1,390.65
P16-04539	APPLE & EVE	5234 FRUIT JUICE 6/1/16	NUTRITION SERVICES DEPARTMENT	13	21,509.60
P16-04540	FOLLETT SCHOOL SOLUTIONS	SUPPLEMENTAL BOOK FOR GERMAN COURSE	C. K. McCLATCHY HIGH SCHOOL	01	7,227.19

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04541	RENAISSANCE LEARNING, INC	AR & STAR READING 6/16-5/31/17	PACIFIC ELEMENTARY SCHOOL	01	5,790.00
P16-04542	MOBYMAX LLC	K-8 ONLINE CURRICULLUM UNLIMITED SCHOOL LICENSE	ROSA PARKS MIDDLE SCHOOL	01	699.00
P16-04543	OFFICE DEPOT ACCT. #89574939	STUDENT GRAPHING CALCULATORS	SAM BRANNAN MIDDLE SCHOOL	01	7,716.69
P16-04544	BARNES & NOBLE BOOKSTORE	BOOKS	ALBERT EINSTEIN MIDDLE SCHOOL	01	7,223.39
P16-04545	RISO PRODUCTS OF SACRAMENTO	RISO PRODUCTS	SEQUOIA ELEMENTARY SCHOOL	01	1,053.00
P16-04546	RISO PRODUCTS OF SACRAMENTO	RISO COLLATOR STAPLES	CAMELLIA BASIC ELEMENTARY	01	134.54
P16-04547	RISO PRODUCTS OF SACRAMENTO	RISO INK AND MASTERS-SUPPLEMENTAL MATERIALS	FERN BACON MIDDLE SCHOOL	01	2,478.60
P16-04548	RISO PRODUCTS OF SACRAMENTO	PURCHASE NEW RISO MACHING- RISO DUPLICATOR EZ-221	GENEVIEVE DIDION ELEMENTARY	01	1,947.58
P16-04549	RISO PRODUCTS OF SACRAMENTO	RISO INK AND MASTERS	SAM BRANNAN MIDDLE SCHOOL	01	477.40
P16-04550	RISO PRODUCTS OF SACRAMENTO	RISO	LUTHER BURBANK HIGH SCHOOL	01	1,947.58
P16-04551	RISO PRODUCTS OF SACRAMENTO	INK FOR RISO COPIER	THEODORE JUDAH ELEMENTARY	01	81.38
P16-04552	RISO PRODUCTS OF SACRAMENTO	INK AND MASTER	JOHN D SLOAT BASIC ELEMENTARY	01	3,819.20
P16-04553	RISO PRODUCTS OF SACRAMENTO	TRADING IN THE NEW RISO MACHINE	MARTIN L. KING JR ELEMENTARY	01	1,947.58
P16-04554	RISO PRODUCTS OF SACRAMENTO	RISO COPIER	HUBERT H BANCROFT ELEMENTARY	01	1,947.58
P16-04555	RISO PRODUCTS OF SACRAMENTO	INK AND MASTERS FOR COPIERS	JOHN F. KENNEDY HIGH SCHOOL	01	844.13
P16-04556	RISO PRODUCTS OF SACRAMENTO	RISOMAINTENANCE AGREEMENT GR1750	ETHEL I. BAKER ELEMENTARY	01	425.00
P16-04557	RISO PRODUCTS OF SACRAMENTO	RISO MAINTENANCE AGREEMENT INVOICE NO 153505	CAMELLIA BASIC ELEMENTARY	01	225.00
P16-04558	RISO PRODUCTS OF SACRAMENTO	RISO RN2000 MAINTENANCE AGREEMENT	LUTHER BURBANK HIGH SCHOOL	01	245.00
P16-04559	RISO PRODUCTS OF SACRAMENTO	RISO MAINTENANCE AGREEMENT RZ220	ETHEL I. BAKER ELEMENTARY	01	976.00
P16-04560	RISO PRODUCTS OF SACRAMENTO	RISO CONTRACTS FOR GR2710 2016-17	PACIFIC ELEMENTARY SCHOOL	01	425.00
P16-04561	RISO PRODUCTS OF SACRAMENTO	RISO CONTRACTS FOR EZ220 for 2016-17	PACIFIC ELEMENTARY SCHOOL	01	171.00
P16-04562	U S BANK/SCUSD	DRIVE KIT W/MOTOR CONTROLLER- ENGINEERING PROGRAM	CAREER & TECHNICAL PREPARATION	01	981.45

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PO Number	Vendor Name	Description	Location	Fund	Account Amount
P16-04563	BARNES & NOBLE BOOKSTORE	NUMBER TALKS BOOKS	NICHOLAS ELEMENTARY SCHOOL	01	1,864.12
P16-04564	U S BANK/SCUSD	TEACHER FONTS	PACIFIC ELEMENTARY SCHOOL	01	150.98
P16-04566	U S BANK/SCUSD	FRENCH SUPPLEMENTAL SUPPLIES	C. K. McCLATCHY HIGH SCHOOL	01	116.82
P16-04567	U S BANK/SCUSD	Spanish Class Instructional Supplies - Amazon.com	THE MET	09	232.88
P16-04568	A-1 EMBROIDERY	T SHIRTS FOR PROJECT GREEN	JOHN D SLOAT BASIC ELEMENTARY	01	130.20
P16-04569	A-1 EMBROIDERY	HEALTH & MEDICAL SERVICES SHIRTS	HIRAM W. JOHNSON HIGH SCHOOL	01	1,621.97
P16-04570	AP EXAMINATIONS	2016 COLLEGE BOARD AP TEST FEES	HIRAM W. JOHNSON HIGH SCHOOL	01	9,903.00
P16-04571	U S BANK/SCUSD	BOOKS AND BOARD GAMES	JOHN D SLOAT BASIC ELEMENTARY	01	911.07
P16-04572	ALL WEST COACHLINES INC	ALL WEST COACHLINES	FATHER K.B. KENNY	01	1,043.69
P16-04573	ADORAMA INC	INK FOR MEDIA CLASS PRINTERS	ROSEMONT HIGH SCHOOL	01	389.40
P16-04574	ARROW RENTALS	CHAIR RENTAL FOR STUDENTS PROMOTION	SAM BRANNAN MIDDLE SCHOOL	01	610.00
P16-04575	JONES SCHOOL SUPPLY CO INC	STUDENT RECOGNATION - AWARDS	JOHN CABRILLO ELEMENTARY	01	425.25
TB16-00046	BENCHMARK EDUCATION COMPANY	BENCHMARK ED/CURRICULUM 2017	BG CHACON ACADEMY	09	75,678.75
TB16-00047	TEXTBOOK WAREHOUSE LLC	Textbooks/Consumables	CURRICULUM & PROF DEVELOP	01	66,848.48
TB16-00048	FOLLETT SCHOOL SOLUTIONS	Secondary Textbooks	CURRICULUM & PROF DEVELOP	01	44,427.16
TB16-00049	MCGRAW HILL COMPANIES	K-6 Science-History Workbooks	CURRICULUM & PROF DEVELOP	01	170,409.89
TB16-00050	PEARSON EDUCATION INC	EnVision Math K-6 Additional Materials	CURRICULUM & PROF DEVELOP	01	25,675.44
TB16-00051	J&C BOOKS	Secondary Workbooks	CURRICULUM & PROF DEVELOP	01	20,739.78
TB16-00052	WALCH PUBLISHER	Math I Adoption-Additional Student Textbooks	CURRICULUM & PROF DEVELOP	01	10,634.78
TB16-00053	SUPERIOR TEXT LLC	Secondary AP History & Science Textbooks	CURRICULUM & PROF DEVELOP	01	16,120.93
TB16-00054	APPLE TEXTBOOKS	Secondary Textbooks	CURRICULUM & PROF DEVELOP	01	13,827.83
TB16-00055	FOLLETT SCHOOL SOLUTIONS	Elementary Waldorf Books	CURRICULUM & PROF DEVELOP	01	19,364.14
TB16-00056	HOUGHTON MIFFLIN HARCOURT	Course 2/Course 3 Math Textbooks	CURRICULUM & PROF DEVELOP	01	34,611.50
TB16-00057	KENDALL HUNT PUBLISHERS	Ethnic Studies Books & Workbooks	ACADEMIC OFFICE	01	23,104.77
Total Number of POs			870	Total	5,118,958.14

*** See the last page for criteria limiting the report detail.

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ESCAPE ONLINE

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Includes Purchase Orders dated 04/15/2016 - 05/14/2016 ***

Fund Recap

Fund	Description	PO Count	Amount
01	General Fund	724	4,017,773.75
09	Charter School	41	119,747.20
11	Adult Education	28	152,075.80
12	Child Development	19	13,115.47
13	Cafeteria	18	273,873.58
14	Deferred Maintenance	23	205,111.03
21	Building Fund	16	297,425.00
49	Capital Proj for Blended Compo	1	39,836.31
		Total	5,118,958.14

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Includes Purchase Orders dated 04/15/2016 - 05/14/2016 ***

PO Changes

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
B16-00012	20,000.00	01-5832	General Fund/Transportation-Field Trips	10,000.00
B16-00022	37,700.00	01-5690	General Fund/Other Contracts, Rents, Leases	10,000.00
B16-00055	623.47	13-4710	Cafeteria/Food	1,376.53-
B16-00072	3,000.00	13-4710	Cafeteria/Food	5,000.00-
B16-00074	1,300.00	13-4710	Cafeteria/Food	1,200.00-
B16-00111	1,023.39	11-4320	Adult Education/Non-Instructional Materials/Su	76.58-
B16-00185	.00	11-4310	Adult Education/Instructional Materials/Suppli	1,000.00-
B16-00189	.00	11-4310	Adult Education/Instructional Materials/Suppli	500.00-
B16-00191	4,600.00	11-4310	Adult Education/Instructional Materials/Suppli	400.00
B16-00196	2,800.00	11-4310	Adult Education/Instructional Materials/Suppli	800.00
B16-00197	2,700.00	11-4310	Adult Education/Instructional Materials/Suppli	500.00-
B16-00198	10,000.00	11-4310	Adult Education/Instructional Materials/Suppli	5,000.00-
B16-00199	.00	11-5800	Adult Education/Other Contractual Expenses	2,000.00-
B16-00200	10,000.00	11-4310	Adult Education/Instructional Materials/Suppli	7,000.00
B16-00221	5,100.00	11-4310	Adult Education/Instructional Materials/Suppli	300.00
B16-00228	21,692.00	11-5610	Adult Education/Equipment Rental	8,000.00-
B16-00237	500.00	01-5610	General Fund/Equipment Rental	1,000.00-
B16-00243	3,700.00	01-4320	General Fund/Non-Instructional Materials/Su	200.00
B16-00244	7,293.72	01-4320	General Fund/Non-Instructional Materials/Su	2,000.00
B16-00246	1,457.00	01-4320	General Fund/Non-Instructional Materials/Su	200.00
B16-00257	1,247.00	01-4320	General Fund/Non-Instructional Materials/Su	247.00
B16-00274	543.00	01-4320	General Fund/Non-Instructional Materials/Su	43.00
B16-00281	2,000.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00
B16-00295	2,700.00	01-4320	General Fund/Non-Instructional Materials/Su	200.00
B16-00300	4,000.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00
B16-00301	150.00	01-4320	General Fund/Non-Instructional Materials/Su	850.00-
B16-00306	335.16	01-4320	General Fund/Non-Instructional Materials/Su	664.84-
B16-00312	9,000.00	01-4320	General Fund/Non-Instructional Materials/Su	2,000.00
B16-00335	8,600.00	01-4320	General Fund/Non-Instructional Materials/Su	4,100.00
B16-00337	900.00	01-4320	General Fund/Non-Instructional Materials/Su	4,100.00-
B16-00338	9,000.00	11-4310	Adult Education/Instructional Materials/Suppli	2,000.00-
B16-00339	10,323.82	11-4310	Adult Education/Instructional Materials/Suppli	7,676.18-
B16-00341	3,900.00	11-4310	Adult Education/Instructional Materials/Suppli	1,000.00
B16-00342	605.00	11-4310	Adult Education/Instructional Materials/Suppli	395.00-
B16-00344	155.12	01-4320	General Fund/Non-Instructional Materials/Su	156.00
B16-00347	2,059.94	01-4310	General Fund/Instructional Materials/Suppli	60.00
B16-00349	295.22	01-4310	General Fund/Instructional Materials/Suppli	50.00
B16-00351	14,200.00	11-4310	Adult Education/Instructional Materials/Suppli	2,000.00

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ESCAPE ONLINE

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Includes Purchase Orders dated 04/15/2016 - 05/14/2016 ***

PO Changes (continued)

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
B16-00429	11,000.00	11-4310	Adult Education/Instructional Materials/Suppli	416.92
		11-5690	Adult Education/Other Contracts, Rents, Leases	583.08
			Total PO B16-00429	1,000.00
B16-00461	8,000.00	01-4320	General Fund/Non-Instructional Materials/Su	32,000.00-
B16-00476	.00	11-5540	Adult Education/Waste Removal	1,449.00-
B16-00478	9,000.00	11-5810	Adult Education/Tickets/Fees/Regis.for Parents	2,000.00
B16-00480	.00	11-5800	Adult Education/Other Contractual Expenses	1,089.60-
B16-00487	.00	01-5831	General Fund/Transportation-Parent Contract	325.00-
B16-00489	35.42	01-5831	General Fund/Transportation-Parent Contract	1,164.58-
B16-00506	3,925.00	01-5831	General Fund/Transportation-Parent Contract	725.00
B16-00510	4,050.00	01-5831	General Fund/Transportation-Parent Contract	850.00
B16-00532	740.00	12-5690	Child Development/Other Contracts, Rents, Leases	240.00
B16-00543	2,000.00	01-5690	General Fund/Other Contracts, Rents, Leases	3,000.00-
B16-00585	10,938.48	01-5832	General Fund/Transportation-Field Trips	90.00
B16-00599	210,000.00	01-5800	General Fund/Other Contractual Expenses	50,000.00
B16-00607	4,000.00	01-4310	General Fund/Instructional Materials/Suppli	2,000.00
B16-00609	1,600.00	01-4310	General Fund/Instructional Materials/Suppli	1,000.00
B16-00610	722,000.00	01-5930	General Fund/Telephones/Cell Phones	280,000.00
B16-00611	2,600.00	01-4310	General Fund/Instructional Materials/Suppli	1,600.00
B16-00614	3,800.00	01-4310	General Fund/Instructional Materials/Suppli	800.00
B16-00620	6,918.20	01-4310	General Fund/Instructional Materials/Suppli	292.20
B16-00626	39,364.95	13-4710	Cafeteria/Food	5,635.05-
B16-00654	1,391.46	01-4310	General Fund/Instructional Materials/Suppli	750.00
B16-00667	21,980.00	13-4710	Cafeteria/Food	218.00
B16-00678	3,500.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00
B16-00698	22,873.75	13-4710	Cafeteria/Food	7,126.25-
B16-00721	43,884.96	13-4710	Cafeteria/Food	13,884.96
B16-00760	6,000.00	09-4310	Charter School/Instructional Materials/Suppli	4,000.00
CHB16-00006	7,500.00	09-4310	Charter School/Instructional Materials/Suppli	2,000.00
CHB16-00014	6,250.00	01-4310	General Fund/Instructional Materials/Suppli	1,250.00
CHB16-00019	1,900.00	01-4320	General Fund/Non-Instructional Materials/Su	400.00
CHB16-00027	20,000.00	12-4310	Child Development/Instructional Materials/Suppli	15,000.00
CHB16-00030	6,000.00	12-4320	Child Development/Non-Instructional Materials/Su	2,000.00
CHB16-00037	280.00	12-4320	Child Development/Non-Instructional Materials/Su	100.00
CHB16-00038	1,920.00	12-4310	Child Development/Instructional Materials/Suppli	500.00
CHB16-00039	1,000.00	12-4310	Child Development/Instructional Materials/Suppli	300.00
		12-4320	Child Development/Non-Instructional Materials/Su	100.00
			Total PO CHB16-00039	400.00

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Includes Purchase Orders dated 04/15/2016 - 05/14/2016 ***

PO Changes (continued)

	New PO Amount	Fund/ Object	Description	Change Amount
CHB16-00040	3,600.00	12-4310	Child Development/Instructional Materials/Suppli	300.00
		12-4320	Child Development/Non-Instructional Materials/Su	300.00
			Total PO CHB16-00040	600.00
CHB16-00043	2,550.00	12-4320	Child Development/Non-Instructional Materials/Su	300.00
CHB16-00047	5,065.00	01-4320	General Fund/Non-Instructional Materials/Su	65.00
CHB16-00048	27,500.00	12-4320	Child Development/Non-Instructional Materials/Su	6,000.00
CHB16-00049	10,000.00	12-4320	Child Development/Non-Instructional Materials/Su	5,000.00
CHB16-00050	9,998.00	12-4320	Child Development/Non-Instructional Materials/Su	4,998.00
CHB16-00058	53,375.00	12-4320	Child Development/Non-Instructional Materials/Su	15,000.00
CHB16-00059	14,000.00	12-4320	Child Development/Non-Instructional Materials/Su	4,000.00
CHB16-00070	11,000.00	01-4310	General Fund/Instructional Materials/Suppli	2,000.00-
CHB16-00071	2,200.00	01-4310	General Fund/Instructional Materials/Suppli	100.00
CHB16-00072	64,500.00	01-4310	General Fund/Instructional Materials/Suppli	10,000.00
CHB16-00073	50,000.00	01-4310	General Fund/Instructional Materials/Suppli	17,000.00
CHB16-00075	1,768.31	01-4320	General Fund/Non-Instructional Materials/Su	168.31
CHB16-00104	7,500.00	11-4320	Adult Education/Non-Instructional Materials/Su	1,000.00
CHB16-00105	6,300.00	12-4320	Child Development/Non-Instructional Materials/Su	1,500.00
CHB16-00108	34,000.00	01-4310	General Fund/Instructional Materials/Suppli	4,000.00
CHB16-00109	35,000.00	01-4310	General Fund/Instructional Materials/Suppli	5,000.00
CHB16-00123	8,500.00	09-4320	Charter School/Non-Instructional Materials/Su	2,000.00
CHB16-00128	22,300.00	01-4320	General Fund/Non-Instructional Materials/Su	15.11
		01-5230	General Fund/Travel/Conference	8,932.62
		01-5310	General Fund/Dues and Memberships	2.27
			Total PO CHB16-00128	8,950.00
CHB16-00142	34,000.00	01-4310	General Fund/Instructional Materials/Suppli	4,000.00
CHB16-00145	6,500.00	01-4310	General Fund/Instructional Materials/Suppli	2,000.00
CHB16-00146	2,145.18	01-4310	General Fund/Instructional Materials/Suppli	854.82-
CHB16-00151	5,000.00	01-4310	General Fund/Instructional Materials/Suppli	2,000.00
CHB16-00153	8,000.00	01-4310	General Fund/Instructional Materials/Suppli	2,500.00
CHB16-00157	7,259.10	01-4310	General Fund/Instructional Materials/Suppli	259.10
CHB16-00158	13,450.00	01-4310	General Fund/Instructional Materials/Suppli	2,000.00
CHB16-00186	7,000.00	11-5690	Adult Education/Other Contracts, Rents, Leases	1,000.00
CHB16-00228	9,564.00	01-4310	General Fund/Instructional Materials/Suppli	937.00
CHB16-00231	44,600.00	01-4310	General Fund/Instructional Materials/Suppli	8,600.00
CHB16-00239	21,000.00	01-4310	General Fund/Instructional Materials/Suppli	3,000.00
CHB16-00252	10,100.00	01-4310	General Fund/Instructional Materials/Suppli	5,000.00
CHB16-00254	19,500.00	01-4320	General Fund/Non-Instructional Materials/Su	2,500.00
CHB16-00261	12,955.21	01-4310	General Fund/Instructional Materials/Suppli	455.21
CHB16-00262	45,000.00	01-4310	General Fund/Instructional Materials/Suppli	30,000.00

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Includes Purchase Orders dated 04/15/2016 - 05/14/2016 ***

PO Changes (continued)

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
CHB16-00266	8,943.75	01-4310	General Fund/Instructional Materials/Suppli	194.43
CHB16-00280	8,914.00	01-4310	General Fund/Instructional Materials/Suppli	1,443.00
CHB16-00281	22,467.45	01-4310	General Fund/Instructional Materials/Suppli	17,967.45
CHB16-00286	50,000.00	01-4310	General Fund/Instructional Materials/Suppli	25,000.00
CHB16-00290	1,275.00	01-4320	General Fund/Non-Instructional Materials/Su	1,000.00
CHB16-00291	1,550.00	01-4320	General Fund/Non-Instructional Materials/Su	900.00
CHB16-00306	11,000.00	09-4310	Charter School/Instructional Materials/Suppli	1,000.00
CHB16-00309	7,000.00	01-4320	General Fund/Non-Instructional Materials/Su	5,000.00
CHB16-00326	4,533.40	01-4310	General Fund/Instructional Materials/Suppli	2,333.40
CHB16-00340	3,137.15	01-4310	General Fund/Instructional Materials/Suppli	137.15
CHB16-00342	978.70	01-4320	General Fund/Non-Instructional Materials/Su	167.30-
CS15-00073	379,104.00	21-6490	Building Fund/Equipment over \$5,000	27,634.00
CS16-00316	14,027.68	21-6170	Building Fund/Land Improvement	1,637.68
CS16-00462	105,000.00	01-5100	General Fund/Subagreements for Services abo	5,000.00
CS16-00469	130,000.00	01-5100	General Fund/Subagreements for Services abo	30,000.00
CS16-00523	37,294.00	21-6210	Building Fund/Architect/Engineering Fees	1,000.00
N16-00002	2,000,000.00	01-5100	General Fund/Subagreements for Services abo	500,000.00
N16-00007	1,000,000.00	01-5100	General Fund/Subagreements for Services abo	250,000.00
N16-00019	480,000.00	01-5100	General Fund/Subagreements for Services abo	80,000.00
N16-00036	3,500,000.00	01-5100	General Fund/Subagreements for Services abo	1,000,000.00
P16-01874	68.34	01-4320	General Fund/Non-Instructional Materials/Su	68.35-
P16-03446	1,004.52	01-4310	General Fund/Instructional Materials/Suppli	18.58
P16-03646	149.58	01-4210	General Fund/Other Books-General	17.78-
P16-03679	552.61	01-4310	General Fund/Instructional Materials/Suppli	552.61-
P16-03772	164.23	01-4310	General Fund/Instructional Materials/Suppli	116.51
P16-03789	525.00	01-5810	General Fund/Tickets/Fees/Regis.for Parents	1,050.00-
Total PO Changes				2,427,331.51

Information is further limited to: (Minimum Amount = (999,999.99))

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 12.2

Meeting Date: June 16, 2016

Subject: Head Start/Early Head Start/Early Head Start Expansion Reports

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Academic Office/Child Development

Recommendation: None

Background/Rationale: The Office of Head Start, under the auspices of the U.S. Department of Health and Human Services/Administration for Children and Families, mandates that all Head Start/Early Head Start governing entities receive specified reports related to the operational and fiduciary status of the program. These reports must include information and/or a status update in the followings areas: budget, credit card usage, USDA meals/snacks, enrollment, and program updates or summaries, if applicable. Attached, are essential monthly reports for Board members' review.

Financial Considerations: N/A

LCAP Goal(s): College and Career Ready; Family and Community Engagement

Documents Attached:

1. Attachment 1: Head Start/Early Head Start Monthly Report Summary – May
2. Attachment 2: Child Development April 2016 Fiscal Report - Head Start Basic
3. Attachment 3: Child Development April 2016 Fiscal Report - Head Start Training & Technical Assistance
4. Attachment 4: Child Development April 2016 Fiscal Report - Early Head Start Basic
5. Attachment 5: Child Development April 2016 Fiscal Report - Early Head Start Training & Technical Assistance
6. Attachment 6: Child Development April 2016 Fiscal Report – Early Head Start CCP Basic
7. Attachment 7: Child Development April 2016 Fiscal Report – Early Head Start CCP Training & Technical Assistance
8. Attachment 8: Child Development April 2016 Fiscal Report – Early Head Start CCP Start Up
9. Attachment 9: Child Development May 2016 Fiscal Report - Head Start Basic

10. Attachment 10: Child Development May 2016 Fiscal Report - Head Start Training & Technical Assistance
11. Attachment 11: Child Development May 2016 Fiscal Report - Early Head Start Basic
12. Attachment 12: Child Development May 2016 Fiscal Report - Early Head Start Training & Technical Assistance
13. Attachment 13: Child Development May 2016 Fiscal Report – Early Head Start CCP Basic
14. Attachment 14: Child Development May 2016 Fiscal Report – Early Head Start CCP Training & Technical Assistance
15. Attachment 15: Child Development May 2016 Fiscal Report – Early Head Start CCP Start Up

<p>Estimated Time of Presentation: N/A</p> <p>Submitted by: Jacqualynn Bonini, Interim Director, Child Development</p> <p>Approved by: José L. Banda, Superintendent</p>

**Attachment 1
Head Start / Early Head Start
Monthly Report Summary
June 2016**

Budget Reports

HS, EHS, CCP April 2016 Reports
HS, EHS, CCP May 2016 Reports

USDA Meals and Snacks for March 2016

	<i>Breakfast</i>	<i>Lunch</i>	<i>Snack am</i>	<i>Snack pm</i>
Early Head Start	679	810	NA	454
Head Start Part-day	4313	1052	4320	1055
Head Start Wrap	7318	6406	NA	5740
Full-day Collaboration	3647	4048	NA	2469

USDA Meals and Snacks for April 2016

	<i>Breakfast</i>	<i>Lunch</i>	<i>Snack am</i>	<i>Snack pm</i>
Early Head Start	701	780	NA	451
Head Start Part-day	4659	1105	4686	1159
Head Start Wrap	8530	6946	NA	6295
Full-day Collaboration	4118	4519	NA	2928

Credit Card Statements

May 2016: \$156.13 – Diapers for Early Head Start

Enrollment Report for April 2016

Head Start Enrollment	
Funded Enrollment	1211
Actual Enrollment	1200
Percentage of Actual Attendance	86%

Early Head Start Enrollment	
Funded Enrollment	144
Actual Enrollment	150
Percentage of Actual Attendance	86%

Early Head Start Expansion Enrollment	
Funded Enrollment	40
Actual Enrollment	41
Percentage of Actual Attendance	81%

Disabilities Report for May 2016

Head Start	155
Early Head Start	20
EHS Expansion	4

Comments/Program Up-dates

There are no program updates at this time.

Attachment 2

SETA MONTHLY FISCAL REPORT

925 Del Paso Blvd., Suite 100, Sacramento, CA 95815

R5210

Month: April 1 - April 30, 2016

Delegate: SCUSD - Child Development Department

Remit to address General Accounting Department - 802A

5735 47th Avenue

SACRAMENTO, CA 95824

Agreement No.: 09CH0012-005

Program: PA 22 HS BASIC R5210

PA 20 BASIC T/TA

PA 25 EHS

PA 26 EHS T/TA

OTHER

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance
	Current Period & Adjustments	Cumulative To Date		
I. Personnel	14,725.71	94,250.65	324,782.00	230,531.35
Fringe Benefits	5,694.92	43,445.66	200,814.00	157,368.34
Travel	0.00	0.00	0.00	0.00
Equipment	0.00	0.00	0.00	0.00
A Supplies	(5.31)	2,661.99	20,000.00	17,338.01
D Contractual	0.00	0.00	0.00	0.00
M Construction	0.00	0.00	0.00	0.00
I Other	35.27	522.56	1,200.00	677.44
N Indirect Costs 3.91%	30,269.46	246,535.10	324,203.00	77,667.90
I. TOTAL ADMINISTRATION	\$50,720.05	\$387,415.96	\$870,999.00	\$483,583.04
Non-Federal Administration				
Total Fed. And Non-Fed. Administration	\$50,720.05	\$387,415.96	\$870,999.00	\$483,583.04
II. Personnel	454,087.48	3,760,455.72	4,000,388.00	239,932.28
Fringe Benefits	279,185.44	2,293,409.10	3,211,013.00	917,603.90
P Travel	0.00	1,125.00	0.00	(1,125.00)
R Equipment	0.00	0.00	0.00	0.00
O Supplies	2,866.11	38,697.56	275,059.00	236,361.44
G Contractual	0.00	0.00	0.00	0.00
R Construction	0.00	0.00	0.00	0.00
A Other	17,565.24	70,676.92	258,373.00	187,696.08
M				
II. TOTAL PROGRAM	\$753,704.27	\$6,164,364.30	\$7,744,833.00	1,580,468.70
NON-FEDERAL PROGRAM Basic & T/TA March				
	\$230,141.39	\$1,733,607.23	\$2,158,958.00	425,350.77
TOTAL SETA COSTS (I + II)	\$804,424.32	\$6,551,780.26	\$8,615,832.00	2,064,051.74

Gerardo Castillo 	5/11/2016	Shelagh Ferguson	916.643.7878
Chief Business Officer - Authorized Signature	Date	Prepared By	Phone

Attachment 3

SETA MONTHLY FISCAL REPORT

925 Del Paso Blvd., Suite 100, Sacramento, CA 95815

R5212

Month: April 1 - April 30, 2016

Agreement No.: 09CH0012-005

Delegate: SCUSD - Child Development Department

Program: PA 22 HS BASIC

Remit to address General Accounting Department - 802A

PA 20 BASIC T/TA R5212

5735 47th Avenue

PA 25 EHS

SACRAMENTO, CA 95824

PA 26 EHS T/TA

OTHER

	Cost Item	Actual Expenses		* Current Budget	Unexpended Balance
		Current Period & Adjustments	Cumulative To Date		
I. A D M I N	Personnel				0.00
	Fringe Benefits				0.00
	Travel				0.00
	Equipment				0.00
	Supplies				0.00
	Contractual				0.00
	Construction				0.00
	Other				0.00
	Indirect 3.91%	152.49	546.83	753.00	206.17
	I. TOTAL ADMINISTRATION	\$152.49	\$546.83	\$753.00	\$206.17
Non-Federal Administration					
Total Fed. And Non-Fed. Administration	\$152.49	\$546.83	\$753.00	\$206.17	
II. P R O G R A M	Personnel	0.00	0.00	0.00	0.00
	Fringe Benefits	0.00	0.00	0.00	0.00
	Travel	0.00	247.70	0.00	(247.70)
	Equipment	0.00	0.00	0.00	0.00
	Supplies	0.00	1,037.50	1,000.00	(37.50)
	Contractual	0.00	0.00	0.00	0.00
	Construction	0.00	0.00	0.00	0.00
	Other	3,900.00	12,700.00	18,247.00	5,547.00
					0.00
	II. TOTAL PROGRAM	\$3,900.00	\$13,985.20	\$19,247.00	5,261.80
NON-FEDERAL PROGRAM Basic & T/TA August	\$0.00	\$0.00	\$0.00	0.00	
TOTAL SETA COSTS (I + II)	\$4,052.49	\$14,532.03	\$20,000.00	5,467.97	

Gerardo Castillo	5/11/2016	Shelagh Ferguson	916.643.7878
Chief Business Officer - Authorized Signature	Date	Prepared By	Phone

Attachment 4

SETA MONTHLY FISCAL REPORT

925 Del Paso Blvd., Suite 100, Sacramento, CA 95815

R5213

Month: April 1 - April 30, 2016

Delegate: SCUSD - Child Development Department

Remit to address General Accounting Department - 802A

5735 47th Avenue

SACRAMENTO, CA 95824

Agreement No.: 09CH0012-005

Program: PA 22 HS BASIC


PA 20 BASIC T/TA

PA 25 EHS R5213

PA 26 EHS T/TA

OTHER

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance	
	Current Period & Adjustments	Cumulative To Date			
I. A D M I N	Personnel	2,341.72	16,799.25	39,087.00	22,287.75
	Fringe Benefits	1,149.08	8,885.97	31,096.00	22,210.03
	Travel	0.00	0.00	0.00	0.00
	Equipment	0.00	0.00	0.00	0.00
	Supplies	0.00	1,209.82	1,500.00	290.18
	Contractual	0.00	0.00	0.00	0.00
	Construction	0.00	0.00	0.00	0.00
	Other	1.74	21.57	100.00	78.43
	Indirect Costs 3.91%	4,432.66	37,574.74	57,836.00	20,261.26
	I. TOTAL ADMINISTRATION	\$7,925.20	\$64,491.35	\$129,619.00	\$65,127.65
Non-Federal Administration					
Total Fed. And Non-Fed. Administration	\$7,925.20	\$64,491.35	\$129,619.00	\$65,127.65	
II. P R O G R A M	Personnel	67,078.75	563,312.28	748,070.00	184,757.72
	Fringe Benefits	38,188.13	355,167.19	623,367.00	268,199.81
	Travel	0.00	0.00	0.00	0.00
	Equipment	0.00	0.00	0.00	0.00
	Supplies	492.94	4,495.96	17,808.00	13,312.04
	Contractual	0.00	0.00	0.00	0.00
	Construction	0.00	0.00	0.00	0.00
	Other	4,114.96	11,098.82	18,178.00	7,079.18
	II. TOTAL PROGRAM	\$109,874.78	\$934,074.25	\$1,407,423.00	473,348.75
	NON-FEDERAL PROGRAM Basic & T/TA March & April	\$38,703.84	\$165,504.75	\$391,152.00	225,647.25
TOTAL SETA COSTS (I + II)	\$117,799.98	\$998,565.60	\$1,537,042.00	538,476.40	

Gerardo Castillo 	5/11/2016	Shelagh Ferguson	916.643.7878
Chief Business Officer - Authorized Signature	Date	Prepared By	Phone

Attachment 5

SETA MONTHLY FISCAL REPORT

925 Del Paso Blvd., Suite 100, Sacramento, CA 95815

R5216

Month: April 1 - April 30, 2016

Delegate: SCUSD - Child Development Department

Remit to address General Accounting Department - 802A

5735 47th Avenue

SACRAMENTO, CA 95824

Agreement No.: 09CH0012-005

Program: PA 22 HS BASIC

PA 20 BASIC T/TA

PA 25 EHS

PA 26 EHS T/TA R5216

OTHER

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance
	Current Period & Adjustments	Cumulative To Date		
I. Personnel				0.00
Fringe Benefits				0.00
Travel				0.00
Equipment				0.00
A Supplies				0.00
D Contractual				0.00
M Construction				0.00
I Other				0.00
N Indirect 3.91%	48.88	243.35	1,037.00	793.65
i. TOTAL ADMINISTRATION	\$48.88	\$243.35	\$1,037.00	\$793.65
Non-Federal Administration				
Total Fed. And Non-Fed. Administration	\$48.88	\$243.35	\$1,037.00	\$793.65
II. Personnel	0.00	0.00	0.00	0.00
Fringe Benefits	0.00	0.00	0.00	0.00
P Travel	0.00	435.00	0.00	(435.00)
R Equipment	0.00	0.00	0.00	0.00
O Supplies	0.00	1,338.74	2,725.00	1,386.26
G Contractual	0.00	0.00	0.00	0.00
R Construction	0.00	0.00	0.00	0.00
A Other	1,250.00	4,450.01	23,802.00	19,351.99
M				0.00
II. TOTAL PROGRAM	\$1,250.00	\$6,223.75	\$26,527.00	20,303.25
NON-FEDERAL PROGRAM Basic & T/TA August				
	\$0.00	\$0.00	\$0.00	0.00
TOTAL SETA COSTS (I + II)	\$1,298.88	\$6,467.10	\$27,564.00	21,096.90

Gerardo Castillo



5/11/2016

Shelagh Ferguson

916.643.7878

Chief Business Officer - Authorized Signature

Date

Prepared By

Phone

**CHILD DEVELOPMENT DEPARTMENT
SETA MONTHLY FISCAL REPORT**

Attachment 6

R5211

Month: April 1 - April 30, 2016

Delegate: SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Remit to address: GENERAL ACCOUNTING DEPARTMENT - 802A
5735 47TH AVENUE
SACRAMENTO, CA 95824

Agreement No.: 15C5551S0(2)

Program: PA 3125 EHS-CCP BASIC R5211
 PA 3120 EHS-CCP T/TA R5221
 PA 3128 EHS-CCP START UP R5243

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance
	Current Period & Adjustments	Cumulative To Date		
I. Personnel	0.00	0.00	0.00	0.00
Fringe Benefits	0.00	0.00	0.00	0.00
A. Occupancy	0.00	0.00	0.00	0.00
D. Staff Travel	0.00	0.00	0.00	0.00
M. Supplies	0.00	0.00	0.00	0.00
E. Other	0.00	0.00	0.00	0.00
N. Indirect Costs 4.51% & 3.91%	1,921.91	19,665.70	42,420.00	22,754.30
I. TOTAL ADMINISTRATION	\$1,921.91	\$19,665.70	\$42,420.00	\$22,754.30
NON-FEDERAL ADMINISTRATION *				
TOTAL FED & NON-FED ADMIN	\$1,921.91	\$19,665.70	\$42,420.00	\$22,754.30
II. a. Personnel**	26,658.92	279,444.46	473,475.00	194,030.54
b. Fringe Benefits**	19,016.59	177,707.99	336,276.00	158,568.01
P. c. Travel	0.00	0.00	0.00	0.00
R. d. Equipment	0.00	0.00	150,000.00	150,000.00
O. e. Supplies	2,809.50	37,190.23	37,637.00	446.77
G. f. Contractual	0.00	0.00	0.00	0.00
R. g. Construction	0.00	0.00	0.00	0.00
A. h. Other	668.69	7,120.55	10,192.00	3,071.45
M. II. TOTAL PROGRAM	\$49,153.70	\$501,463.23	\$1,007,580.00	506,116.77
NON-FEDERAL PROGRAM Basic & T/TA March & April	\$33,149.68	\$138,784.23	\$179,375.00	40,590.77
TOTAL SETA COSTS (I+ II)	\$51,075.61	\$521,128.93	\$1,050,000.00	528,871.07

Gerardo Castillo		5/9/2016	Shelagh Ferguson	916.643.7878
Chief Business Officer - Authorized Signature		Date	Prepared By	Phone

SUBSIDIZED SLOTS

How many subsidized slots are you contractually obligated to retain? 8

How many subsidized slots do you currently have? 8
100%

If the number of current subsidized slots is less than the contractual obligation, then you must submit the "Subsidy Loss Reimbursement Claim Form" to receive a reimbursement for the lost subsidy.

**CHILD DEVELOPMENT DEPARTMENT
SETA MONTHLY FISCAL REPORT**

Attachment 7

R5221

Month: April 1 - April 30, 2016

Delegate: SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Remit to address: GENERAL ACCOUNTING DEPARTMENT - 802A
5735 47TH AVENUE
SACRAMENTO, CA 95824

Agreement No.: 15C5551S0(2)

Program: PA 3125 EHS-CCP BASIC R5211
 PA 3120 EHS-CCP T/TA R5221
 PA 3128 EHS-CCP START UP R5243

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance	
	Current Period & Adjustments	Cumulative To Date			
I A D M I N	Personnel	0.00	0.00	0.00	
	Fringe Benefits	0.00	0.00	0.00	
	Occupancy	0.00	0.00	0.00	
	Staff Travel	0.00	0.00	0.00	
	Supplies	0.00	0.00	0.00	
	Other	0.00	0.00	0.00	
	Indirect Costs 4.51% & 3.91%	44.97	385.47	1,184.00	798.53
	I. TOTAL ADMINISTRATION	\$44.97	\$385.47	\$1,184.00	\$798.53
NON-FEDERAL ADMINISTRATION *					
TOTAL FED & NON-FED ADMIN	\$44.97	\$385.47	\$1,184.00	\$798.53	
II P R O G R A M	a. Personnel**	0.00	1,398.51	2,000.00	601.49
	b. Fringe Benefits**	0.00	265.66	1,000.00	734.34
	c. Travel	0.00	2,159.20	8,293.00	6,133.80
	d. Equipment	0.00	0.00	0.00	0.00
	e. Supplies	0.00	2,194.79	500.00	(1,694.79)
	f. Contractual	0.00	0.00	0.00	0.00
	g. Construction	0.00	0.00	0.00	0.00
	h. Other	1,150.00	3,713.85	25,664.00	21,950.15
	II. TOTAL PROGRAM	\$1,150.00	\$9,732.01	\$37,457.00	27,724.99
	NON-FEDERAL PROGRAM				
TOTAL SETA COSTS (I + II)	\$1,194.97	\$10,117.48	\$38,641.00	28,523.52	

Gerardo Castillo 	5/9/2016	Shelagh Ferguson	916.643.7878
Chief Business Officer	Date	Prepared By	Phone

SUBSIDIZED SLOTS

How many subsidized slots are you contractually obligated to retain? 8

How many subsidized slots do you currently have? 8
100%

If the number of current subsidized slots is less than the contractual obligation, then you must submit the "Subsidy Loss Reimbursement Claim Form" to receive a reimbursement for the lost subsidy.

Attachment 8
CHILD DEVELOPMENT DEPARTMENT
SETA MONTHLY FISCAL REPORT
R5243

Month: April 1 - April 30, 2016

Delegate: SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Remit to address: GENERAL ACCOUNTING DEPARTMENT - 802A
5735 47TH AVENUE
SACRAMENTO, CA 95824

Agreement No.: 15C5551S0(2)

Program: PA 3125 EHS-CCP BASIC R5211
 PA 3120 EHS-CCP T/TA R5221
 PA 3128 EHS-CCP START UP R5243

	Cost Item	Actual Expenses		* Current Budget	Unexpended Balance	
		Current Period & Adjustments	Cumulative To Date			
I A D M I N	Personnel	0.00	0.00	0.00	0.00	
	Fringe Benefits	0.00	0.00	0.00	0.00	
	Occupancy	0.00	0.00	0.00	0.00	
	Staff Travel	0.00	0.00	0.00	0.00	
	Supplies	0.00	0.00	0.00	0.00	
	Other	0.00	0.00	0.00	0.00	
	Indirect Costs 4.51% & 3.91%	0.00	0.00	0.00	0.00	
	I. TOTAL ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00	
NON-FEDERAL ADMINISTRATION *						
TOTAL FED & NON-FED ADMIN		\$0.00	\$0.00	\$0.00	\$0.00	
II P R O G R A M	a. Personnel**	0.00	0.00	0.00	0.00	
	b. Fringe Benefits**	0.00	0.00	0.00	0.00	
	c. Travel	0.00	0.00	0.00	0.00	
	d. Equipment	8.35	4,713.55	0.00	(4,713.55)	
	e. Supplies	0.00	1,205.31	15,785.00	14,579.69	
	f. Contractual	0.00	0.00	0.00	0.00	
	g. Construction	0.00	0.00	14,915.00	14,915.00	
	h. Other	0.00	525.00	0.00	(525.00)	
	II. TOTAL PROGRAM		\$8.35	\$6,443.86	\$30,700.00	24,256.14
	NON-FEDERAL PROGRAM		\$0.00	\$0.00	\$0.00	0.00
TOTAL SETA COSTS (I+II)		\$8.35	\$6,443.86	\$30,700.00	24,256.14	

Gerardo Castillo		5/9/2016	Shelagh Ferguson	916.643.7878
Chief Business Officer		Date	Prepared By	Phone

SUBSIDIZED SLOTS

How many subsidized slots are you contractually obligated to retain? 8

How many subsidized slots do you currently have? 8
100%

If the number of current subsidized slots is less than the contractual obligation, then you must submit the "Subsidy Loss Reimbursement Claim Form" to receive a reimbursement for the lost subsidy.

Attachment 9

SETA MONTHLY FISCAL REPORT 925 Del Paso Blvd., Suite 100, Sacramento, CA 95815 R5210

Month:	<u>May 1 - May 31, 2016</u>	Agreement No.:	<u>09CH0012-005</u>
Delegate:	<u>SCUSD - Child Development Department</u>	Program:	<input checked="" type="checkbox"/> PA 22 HS BASIC R5210 <input type="checkbox"/> PA 20 BASIC T/TA <input type="checkbox"/> PA 25 EHS <input type="checkbox"/> PA 26 EHS T/TA <input type="checkbox"/> OTHER
Remit to address	<u>General Accounting Department - 802A</u>		
	<u>5735 47th Avenue</u>		
	<u>SACRAMENTO, CA 95824</u>		

	Cost Item	Actual Expenses		* Current Budget	Unexpended Balance	
		Current Period & Adjustments	Cumulative To Date			
L A D M I N	Personnel	14,724.55	108,975.20	324,782.00	215,806.80	
	Fringe Benefits	5,743.78	49,189.44	200,814.00	151,624.56	
	Travel	0.00	0.00	0.00	0.00	
	Equipment	0.00	0.00	0.00	0.00	
	Supplies	86.13	2,748.12	20,000.00	17,251.88	
	Contractual	0.00	0.00	0.00	0.00	
	Construction	0.00	0.00	0.00	0.00	
	Other	60.88	583.44	1,200.00	616.56	
	Indirect Costs 3.91%	30,534.14	277,069.24	324,203.00	47,133.76	
	I. TOTAL ADMINISTRATION		\$51,149.48	\$438,565.44	\$870,999.00	\$432,433.56
Non-Federal Administration						
Total Fed. And Non-Fed. Administration		\$51,149.48	\$438,565.44	\$870,999.00	\$432,433.56	
P R O G R A M	Personnel	463,094.38	4,223,550.10	4,400,388.00	176,837.90	
	Fringe Benefits	281,748.42	2,575,157.52	2,811,013.00	235,855.48	
	Travel	151.25	1,276.25	3,000.00	1,723.75	
	Equipment	0.00	0.00	0.00	0.00	
	Supplies	2,463.49	41,161.05	272,059.00	230,897.95	
	Contractual	0.00	0.00	0.00	0.00	
	Construction	0.00	0.00	0.00	0.00	
	Other	12,851.31	83,528.23	258,373.00	174,844.77	
	II. TOTAL PROGRAM		\$760,308.85	\$6,924,673.15	\$7,744,833.00	820,159.85
	NON-FEDERAL PROGRAM Basic & T/TA Additional prior months & April		\$305,503.99	\$2,039,111.22	\$2,158,958.00	119,846.78
TOTAL SETA COSTS (I + II)		\$811,458.33	\$7,363,238.59	\$8,615,832.00	1,252,593.41	

Gerardo Castillo	6/3/2016	Shelagh Ferguson	916.643.7878
Chief Business Officer - Authorized Signature	Date	Prepared By	Phone

Attachment 10

SETA MONTHLY FISCAL REPORT 925 Del Paso Blvd., Suite 100, Sacramento, CA 95815 R5212

Month: May 1 - May 31, 2016 Agreement No.: 09CH0012-005

Delegate: SCUSD - Child Development Department Program: PA 22 HS BASIC

Remit to address General Accounting Department - 802A PA 20 BASIC T/TA R5212

5735 47th Avenue PA 25 EHS

SACRAMENTO, CA 95824 PA 26 EHS T/TA

OTHER

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance	
	Current Period & Adjustments	Cumulative To Date			
I. A D M I N	Personnel			0.00	
	Fringe Benefits			0.00	
	Travel			0.00	
	Equipment			0.00	
	Supplies			0.00	
	Contractual			0.00	
	Construction			0.00	
	Other			0.00	
	Indirect 3.91%	46.34	593.17	753.00	159.83
	I. TOTAL ADMINISTRATION	\$46.34	\$593.17	\$753.00	\$159.83
	Non-Federal Administration				
Total Fed. And Non-Fed. Administration	\$46.34	\$593.17	\$753.00	\$159.83	
II. P R O G R A M	Personnel	0.00	0.00	0.00	0.00
	Fringe Benefits	0.00	0.00	0.00	0.00
	Travel	85.17	332.87	900.00	567.13
	Equipment	0.00	0.00	0.00	0.00
	Supplies	0.00	1,037.50	1,100.00	62.50
	Contractual	0.00	0.00	0.00	0.00
	Construction	0.00	0.00	0.00	0.00
	Other	1,100.00	13,800.00	17,247.00	3,447.00
					0.00
	II. TOTAL PROGRAM	\$1,185.17	\$15,170.37	\$19,247.00	4,076.63
	NON-FEDERAL PROGRAM Basic & T/TA August	\$0.00	\$0.00	\$0.00	0.00
TOTAL SETA COSTS (I + II)	\$1,231.51	\$15,763.54	\$20,000.00	4,236.46	

Gerardo Castillo 	6/3/2016	Shelagh Ferguson	916.643.7878
Chief Business Officer - Authorized Signature	Date	Prepared By	Phone

Attachment 11

SETA MONTHLY FISCAL REPORT 925 Del Paso Blvd., Suite 100, Sacramento, CA 95815 R5213

Month: May 1 - May 31, 2016 Agreement No.: 09CH0012-005

Delegate: SCUSD - Child Development Department Program: PA 22 HS BASIC

Remit to address General Accounting Department - 802A PA 20 BASIC T/TA

5735 47th Avenue PA 25 EHS R5213

SACRAMENTO, CA 95824 PA 26 EHS T/TA

OTHER

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance	
	Current Period & Adjustments	Cumulative To Date			
I.	Personnel	2,341.72	19,140.97	39,087.00	19,946.03
	Fringe Benefits	1,149.08	10,035.05	31,096.00	21,060.95
	Travel	0.00	0.00	0.00	0.00
	Equipment	0.00	0.00	0.00	0.00
	Supplies	3.87	1,213.69	1,500.00	286.31
	Contractual	0.00	0.00	0.00	0.00
	Construction	0.00	0.00	0.00	0.00
	Other	19.26	40.83	100.00	59.17
	Indirect Costs 3.91%	4,987.31	42,562.05	57,836.00	15,273.95
	I. TOTAL ADMINISTRATION	\$8,501.24	\$72,992.59	\$129,619.00	\$56,626.41
Non-Federal Administration					
Total Fed. And Non-Fed. Administration	\$8,501.24	\$72,992.59	\$129,619.00	\$56,626.41	
II.	Personnel	70,420.89	633,733.17	748,070.00	114,336.83
	Fringe Benefits	52,445.04	407,612.23	623,367.00	215,754.77
	Travel	0.00	0.00	0.00	0.00
	Equipment	0.00	0.00	0.00	0.00
	Supplies	202.26	4,698.22	17,808.00	13,109.78
	Contractual	0.00	0.00	0.00	0.00
	Construction	0.00	0.00	0.00	0.00
	Other	970.66	12,069.48	18,178.00	6,108.52
	II. TOTAL PROGRAM	\$124,038.85	\$1,058,113.10	\$1,407,423.00	349,309.90
NON-FEDERAL PROGRAM Basic & T/TA Additional prior months & May	\$16,620.69	\$182,125.44	\$391,152.00	209,026.56	
TOTAL SETA COSTS (I + II)	\$132,540.09	\$1,131,105.69	\$1,537,042.00	405,936.31	

Gerardo Castillo 	6/3/2016	Shelagh Ferguson	916.643.7878
Chief Business Officer - Authorized Signature	Date	Prepared By	Phone

Attachment 12

SETA MONTHLY FISCAL REPORT
 925 Del Paso Blvd., Suite 100, Sacramento, CA 95815
R5216

Month: May 1 - May 31, 2016 Agreement No.: 09CH0012-005

Delegate: SCUSD - Child Development Department Program: PA 22 HS BASIC

Remit to address General Accounting Department - 802A PA 20 BASIC T/TA

5735 47th Avenue PA 25 EHS

SACRAMENTO, CA 95824 PA 26 EHS T/TA R5216

OTHER

Cost Item	Actual Expenses		# Current Budget	Unexpended Balance	
	Current Period & Adjustments	Cumulative To Date			
ADMINISTRATION	Personnel			0.00	
	Fringe Benefits			0.00	
	Travel			0.00	
	Equipment			0.00	
	Supplies			0.00	
	Contractual			0.00	
	Construction			0.00	
	Other			0.00	
	Indirect 3.91%	57.05	300.40	1,037.00	736.60
	I. TOTAL ADMINISTRATION	\$57.05	\$300.40	\$1,037.00	\$736.60
Non-Federal Administration					
Total Fed. And Non-Fed. Administration	\$57.05	\$300.40	\$1,037.00	\$736.60	
PROGRAM	Personnel	0.00	0.00	0.00	
	Fringe Benefits	0.00	0.00	0.00	
	Travel	709.15	1,144.15	2,000.00	855.85
	Equipment	0.00	0.00	0.00	0.00
	Supplies	0.00	1,338.74	2,725.00	1,386.26
	Contractual	0.00	0.00	0.00	0.00
	Construction	0.00	0.00	0.00	0.00
	Other	750.00	5,200.01	21,802.00	16,601.99
					0.00
	II. TOTAL PROGRAM	\$1,459.15	\$7,682.90	\$26,527.00	18,844.10
NON-FEDERAL PROGRAM Basic & T/TA August					
	\$0.00	\$0.00	\$0.00	0.00	
TOTAL SETA COSTS (I + II)	\$1,516.20	\$7,983.30	\$27,564.00	19,580.70	

Gerardo Castillo	6/3/2016	Shelagh Ferguson	916.643.7878
Chief Business Officer - Authorized Signature	Date	Prepared By	Phone

Attachment 13

**CHILD DEVELOPMENT DEPARTMENT
SETA MONTHLY FISCAL REPORT**

R5211

Month: May 1 - May 31, 2016

Agreement No.: 15C5551S0(2)

Delegate: SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Program: PA 3125 EHS-CCP BASIC R5211

Remit to address: GENERAL ACCOUNTING DEPARTMENT - 802A

PA 3120 EHS-CCP T/TA R5221

5735 47TH AVENUE

PA 3128 EHS-CCP START UP R5243

SACRAMENTO, CA 95824

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance
	Current Period & Adjustments	Cumulative To Date		
I Personnel	0.00	0.00	0.00	0.00
Fringe Benefits	0.00	0.00	0.00	0.00
A Occupancy	0.00	0.00	0.00	0.00
D Staff Travel	0.00	0.00	0.00	0.00
M Supplies	0.00	0.00	0.00	0.00
I Other	0.00	0.00	0.00	0.00
N Indirect Costs 4.51% & 3.91%	2,145.14	21,810.84	42,420.00	20,609.16
I. TOTAL ADMINISTRATION	\$2,145.14	\$21,810.84	\$42,420.00	\$20,609.16
NON-FEDERAL ADMINISTRATION *				
TOTAL FED & NON-FED ADMIN	\$2,145.14	\$21,810.84	\$42,420.00	\$20,609.16
II a. Personnel**	28,983.61	308,428.07	473,475.00	165,046.93
b. Fringe Benefits**	18,150.88	195,858.87	326,276.00	130,417.13
P c. Travel	0.00	0.00	0.00	0.00
R d. Equipment	11,518.28	11,518.28	150,000.00	138,481.72
O e. Supplies	6,886.42	44,076.65	47,637.00	3,560.35
G f. Contractual	0.00	0.00	0.00	0.00
R g. Construction	0.00	0.00	0.00	0.00
A h. Other	842.05	7,962.60	10,192.00	2,229.40
M				
II. TOTAL PROGRAM	\$66,381.24	\$567,844.47	\$1,007,580.00	439,735.53
NON-FEDERAL PROGRAM Basic & T/TA Additional January-April & May	\$22,673.44	\$161,457.67	\$179,375.00	17,917.33
TOTAL SETA COSTS (I + II)	\$68,526.38	\$589,655.31	\$1,050,000.00	460,344.69

Gerardo Castillo 	6/6/2016	Shelagh Ferguson	916.643.7878
Chief Business Officer - Authorized Signature	Date	Prepared By	Phone

SUBSIDIZED SLOTS

How many subsidized slots are you contractually obligated to retain? 8

How many subsidized slots do you currently have? 8
100%

If the number of current subsidized slots is less than the contractual obligation, then you must submit the "Subsidy Loss Reimbursement Claim Form" to receive a reimbursement for the lost subsidy.

Attachment 14
CHILD DEVELOPMENT DEPARTMENT
SETA MONTHLY FISCAL REPORT
R5221

Month: May 1 - May 31, 2016

Delegate: SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Remit to address: GENERAL ACCOUNTING DEPARTMENT - 802A
5735 47TH AVENUE
SACRAMENTO, CA 95824

Agreement No.: 15C5551S0(2)

Program: PA 3125 EHS-CCP BASIC R5211
 PA 3120 EHS-CCP T/TA R5221
 PA 3128 EHS-CCP START UP R5243

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance
	Current Period & Adjustments	Cumulative To Date		
I Personnel	0.00	0.00	0.00	0.00
Fringe Benefits	0.00	0.00	0.00	0.00
A Occupancy	0.00	0.00	0.00	0.00
D Staff Travel	0.00	0.00	0.00	0.00
M Supplies	0.00	0.00	0.00	0.00
I Other	0.00	0.00	0.00	0.00
N Indirect Costs 4.51% & 3.91%	195.24	580.71	1,184.00	603.29
I. TOTAL ADMINISTRATION	\$195.24	\$580.71	\$1,184.00	\$603.29
NON-FEDERAL ADMINISTRATION *				
TOTAL FED & NON-FED ADMIN	\$195.24	\$580.71	\$1,184.00	\$603.29
II a. Personnel**	0.00	1,398.51	2,000.00	601.49
b. Fringe Benefits**	0.00	265.66	1,000.00	734.34
P c. Travel	1,739.00	4,198.20	8,293.00	4,094.80
R d. Equipment	0.00	0.00	0.00	0.00
O e. Supplies	2,504.40	4,699.19	500.00	(4,199.19)
G f. Contractual	0.00	0.00	0.00	0.00
R g. Construction	0.00	0.00	0.00	0.00
A h. Other	750.00	4,163.85	25,664.00	21,500.15
M II. TOTAL PROGRAM	\$4,993.40	\$14,725.41	\$37,457.00	22,731.59
NON-FEDERAL PROGRAM				
	\$0.00	\$0.00	\$0.00	0.00
TOTAL SETA COSTS (I + II)	\$5,188.64	\$15,306.12	\$38,641.00	23,334.88

Gerardo Castillo 	6/6/2016	Shelagh Ferguson	916.643.7878
Chief Business Officer - Authorized signature	Date	Prepared By	Phone

SUBSIDIZED SLOTS

How many subsidized slots are you contractually obligated to retain? 8

How many subsidized slots do you currently have? 8
100%

If the number of current subsidized slots is less than the contractual obligation, then you must submit the "Subsidy Loss Reimbursement Claim Form" to receive a reimbursement for the lost subsidy.

Attachment 15
CHILD DEVELOPMENT DEPARTMENT
SETA MONTHLY FISCAL REPORT
R5243

Month: May 1 - May 31, 2016

Delegate: SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Remit to address: GENERAL ACCOUNTING DEPARTMENT - 802A
5735 47TH AVENUE
SACRAMENTO, CA 95824

Agreement No.: 15C5551S0(2)

Program: PA 3125 EHS-CCP BASIC R5211
 PA 3120 EHS-CCP T/TA R5221
 PA 3128 EHS-CCP START UP R5243

Cost Item	Actual Expenses		* Current Budget	Unexpended Balance
	Current Period & Adjustments	Cumulative To Date		
I Personnel	0.00	0.00	0.00	0.00
Fringe Benefits	0.00	0.00	0.00	0.00
A Occupancy	0.00	0.00	0.00	0.00
D Staff Travel	0.00	0.00	0.00	0.00
M Supplies	0.00	0.00	0.00	0.00
I Other	0.00	0.00	0.00	0.00
N Indirect Costs 4.51% & 3.91%	0.00	0.00	0.00	0.00
I. TOTAL ADMINISTRATION	\$0.00	\$0.00	\$0.00	\$0.00
NON-FEDERAL ADMINISTRATION *				
TOTAL FED & NON-FED ADMIN	\$0.00	\$0.00	\$0.00	\$0.00
II a. Personnel**	0.00	0.00	0.00	0.00
b. Fringe Benefits**	0.00	0.00	0.00	0.00
P c. Travel	0.00	0.00	0.00	0.00
R d. Equipment	12,977.76	17,691.31	28,915.00	11,223.69
O e. Supplies	0.00	1,205.31	1,785.00	579.69
G f. Contractual	0.00	0.00	0.00	0.00
R g. Construction	0.00	0.00	0.00	0.00
A h. Other	0.00	525.00	0.00	(525.00)
M				
II. TOTAL PROGRAM	\$12,977.76	\$19,421.62	\$30,700.00	11,278.38
NON-FEDERAL PROGRAM				
	\$0.00	\$0.00	\$0.00	0.00
TOTAL SETA COSTS (I+ II)	\$12,977.76	\$19,421.62	\$30,700.00	11,278.38

Gerardo Castillo	6/6/2016	Shelagh Ferguson	916.643.7878
Chief Business Officer - Authorized Signature	Date	Prepared By	Phone

SUBSIDIZED SLOTS

How many subsidized slots are you contractually obligated to retain? 8

How many subsidized slots do you currently have? 8
100%

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