

# COLUSA UNIFIED SCHOOL DISTRICT

745 Tenth Street  
Colusa, CA 95932  
(530) 458-7791 FAX (530) 458-4030

## AGENDA

### Board of Trustees Regular Meeting DISTRICT OFFICE CONFERENCE ROOM

June 17, 2019

**5:15 p.m. Open Session with Closed Session to Follow**

#### **PUBLIC COPY OF BOARD PACKET IS AVAILABLE FOR INSPECTION AT THE CUSD DISTRICT OFFICE LOCATED AT 745 TENTH ST., COLUSA**

All meetings of the Governing Board are open to the general public, with the exception of the Closed Sessions, which are held to consider those items specifically exempt under the Ralph M. Brown Act. Anyone planning to attend a meeting who has a disability and needs special assistance should call the Superintendent's Office, 458-7791, at least 3 days in advance to make special arrangements.

Spanish translation is available at Regular Session Board Meetings. To arrange for translation services, please call the Superintendent's Office, 458-7791, at least 3 days in advance. [Se ofrece traducción en Español para la junta regular de la mesa directiva. Para solicitar servicios de traducción al español, por favor llame a la Oficina del Superintendente, al 458-7791, con 3 días de anticipación por lo menos.

#### **5:15 P.M. OPEN SESSION**

- A. Call to Order/Establish Quorum
- B. Pledge of Allegiance
- C. Recognitions & Celebrations
- D. Ordering of Agenda

#### E. Hearing of Public for items on the Agenda

*The Board encourages public comment concerning any item of importance and will recognize requests to speak before the item is discussed or voted upon. To assure your right to address any action item, please notify the Superintendent's Office of your desire to speak by noon of the day prior to the Board Meeting. Those requesting to address the Board in advance will be granted up to five minutes to speak. Others will be limited to a total of three minutes.*

#### F. Hearing of Public for items not on the Agenda

*The Board encourages public comment concerning any item of importance and will recognize requests to speak on items not appearing on the Agenda. Speakers should be aware that the board may not be prepared to comment on the issues they raise, but may request those items to be properly agendaized for inclusion in the discussions at a future meeting. Those requesting to address the Board in advance will be granted up to five minutes to speak. Others will be limited to a total of three minutes.*

#### G. Board of Trustee Time (*This is the time for individual Trustees to report on their Committee's activities and to specify any items they would like to see on the agenda for the next meeting*)

- 1. Colusa RedHawk Athletic Foundation
- 2. Friends of Music
- 3. Friends of Agriculture
- 4. Special Education Local Plan Area
- 5. District English Language Advisory Committee
- 6. Monthly Activities Reports

#### H. Public Hearing

- 1. 2019-20 Local Control Accountability Plan
- 2. 2019-20 Budget

#### I. Information/Discussion/Possible Action Items:

- 1. Discussion – 2019-20 Local Control Accountability Plan
- 2. Discussion – 2019-20 Local Control Accountability Plan Federal Addendum
- 3. Discussion – 2019-20 Budget
- 4. Action – National Geographic California Middle School Social Studies Program
- 5. Action - 2019-20 Declaration of Need for Fully Qualified Educators

6. Action – Purchase of New Point of Sale and Student Management Program for Nutrition Services
7. Action – 2019-20 School Plan for Student Achievement, Burchfield Primary
8. Action – 2019-20 School Plan for Student Achievement, Egling Middle School
9. Action – 2019-20 School Plan for Student Achievement, Colusa High School
10. Action – 2019-20 School Plan for Student Achievement, Colusa Alternative Home School
11. Action – 2019-20 School Plan for Student Achievement, Colusa Alternative High School
12. Action – Memorandum of Understanding between Colusa County Office of Education and Colusa Unified for Services of the Education Program at S. William Abel Community School
13. Discussion – McGraw Hill Education – California Inspire Science Curriculum (Grades 4 – 8)
14. Action - Board Policies and Administrative Regulations *(When Applicable, Bolded Items Require Discussion and/or Decision)*:
  - a. First Reading of BP 1312.1 & AR 1312.1 – Complaints Concerning District Employees
  - b. First Reading of BP 3540 – Transportation
  - c. First Reading of BP 4119.22, 4219.22, 4319.22 – Dress & Grooming (All Personnel)
  - d. First Reading of BP 5131.2 & AR 5131.2 – Bullying
  - e. First Reading of BP 5132 & AR 5132 – Dress & Grooming (Students)
  - f. First Reading of BP 6142.1 & AR 6142.1 – Sexual Health & HIV/AIDS Prevention Instruction
  - g. First Reading of BP 6142.6 – Visual & Performing Arts Education

J. Motion to Approve Items on the Consent Action Agenda:

1. May 20, 2019 Board Meeting Minutes
2. Personnel Assignment Order
3. 2019-20 California Interscholastic Federation Representatives to League
4. 2019-20 Agricultural Career Technical Education Incentive Grant
5. Williams Uniform Complaint Procedure Quarterly Report
6. 2019-20 Consolidated Application for Funding
7. AB1200 Disclosure of Collective Bargaining Agreement with Administration, Classified Management, and Confidential Staff

K. Hearing of the Public for Matters on Closed Session Agenda

L. Adjourn to Closed Session to consider and/or take action upon any of the following items:

1. Negotiations Pursuant to Government Code 54957.6

Agency Designated Representatives: Dwayne Newman, Superintendent; Scott Lantsberger, Chief Business Official.

Employee Organizations: California Teachers Association, California State Employees Association, and Unrepresented Employees

a. Negotiations Update

*Instruction to District Negotiators (Executive Session of School Board and its designated representatives for the purpose of discussing its position regarding matters within the scope of representation and instructing its designated representatives)*

2. Personnel Matters Pursuant to Government Code 54957 (b) (1)

Administration Representatives: Dwayne Newman, Superintendent

a. Consider Approval of Appointment, Employment, Evaluation of Performance, Discipline, or Dismissal of a Public Employee (Certificated)

b. Consider Approval of Appointment, Employment, Evaluation of Performance, Discipline, or Dismissal of a Public Employee (Classified)

3. Student Matters Pursuant to Government Code 48918

Administrative Representatives: Dwayne Newman, Superintendent

a. Consider Approval of Expulsion Recommendation for EH #2018-19.08



- M. Reconvene Open Session
  - 1. Announce Possible Action Regarding Appointment, Employment, Evaluation of Performance, Discipline, or Dismissal of a Public Employee (Certificated)
  - 2. Announce Possible Action Regarding Appointment, Employment, Evaluation of Performance, Discipline, or Dismissal of a Public Employee (Classified)
  - 3. Announce Possible Action Regarding Expulsion Case #2018-19.08
- N. Adjournment of the Meeting

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

Developed by the California Department of Education, December 2018

## LCFF Budget Overview for Parents: Data Input

<b>Local Educational Agency (LEA) name:</b>	Colusa Unified School District
<b>CDS code:</b>	06.61598.0000000
<b>LEA contact information:</b>	Dwayne Newman, Superintendent
<b>Coming LCAP Year:</b>	2019.2020
<b>Current LCAP Year</b>	2018.2019

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

<b>Projected General Fund Revenue for the 2019.2020 LCAP Year</b>		<b>Amount</b>
Total LCFF funds	\$	15,349,343
LCFF supplemental & concentration grants	\$	2,944,426
All other state funds	\$	1,486,832
All local funds	\$	155,625
All federal funds	\$	346,205
<b>Total Projected Revenue</b>	<b>\$</b>	<b>17,338,005</b>

<b>Total Budgeted Expenditures for the 2019.2020 LCAP Year</b>		<b>Amount</b>
Total Budgeted General Fund Expenditures	\$	17,271,509
Total Budgeted Expenditures in LCAP	\$	3,227,111
Total Budgeted Expenditures for High Needs Students in LCAP	\$	2,967,111
<b>Expenditures not in the LCAP</b>	<b>\$</b>	<b>14,044,398</b>

<b>Expenditures for High Needs Students in the 2018.2019 LCAP Year</b>		<b>Amount</b>
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	2,773,633
Estimated Actual Expenditures for High Needs Students in LCAP	\$	2,773,633

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.	Expenditures not included in the LCAP are for the following: Teacher Salaries and Benefits as well as Classified Salaries and Benefits for: Base program, Title programs, routine repair and maintenance, transportation cost(s), administrative cost(s), equipment and computer purchases, building improvements, staff development, textbook purchases, and all other operational cost(s).
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]

# LCFF Budget Overview for Parents

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

CDS Code: 06.61598.00000000

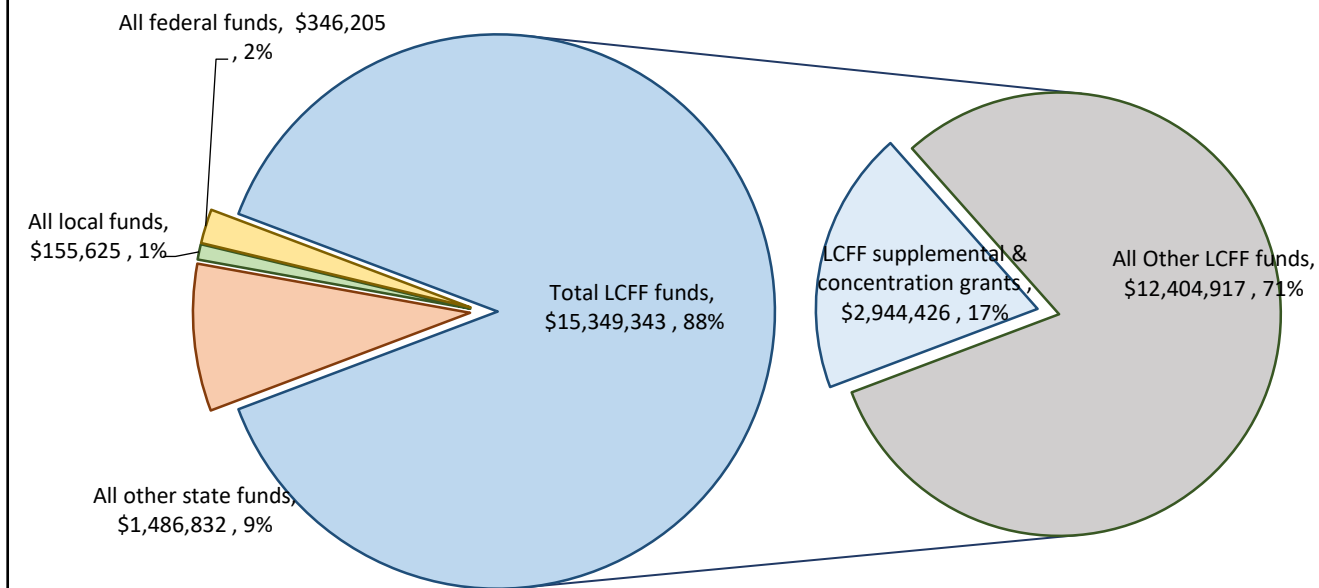
Local Control and Accountability Plan (LCAP) Year: 2019.2020

LEA contact information: Dwayne Newman, Superintendent

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2019.2020 LCAP Year

Projected Revenue by Fund Source

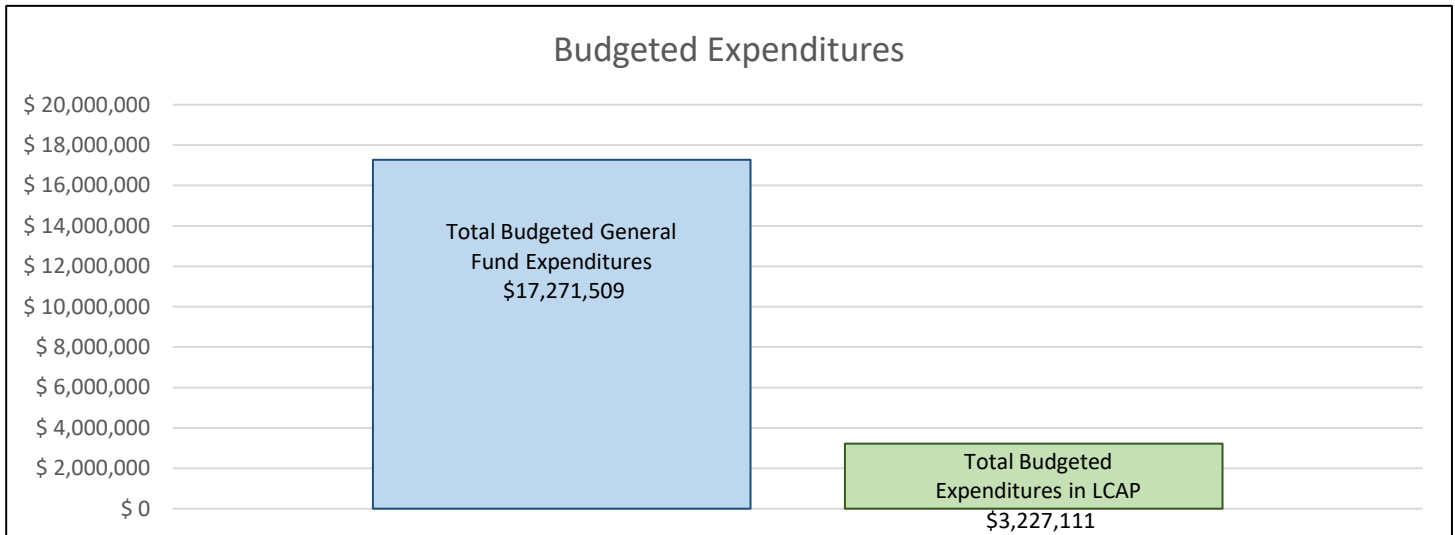


This chart shows the total general purpose revenue Colusa Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Colusa Unified School District is \$17,338,005.00, of which \$15,349,343.00 is Local Control Funding Formula (LCFF), \$1,486,832.00 is other state funds, \$155,625.00 is local funds, and \$346,205.00 is federal funds. Of the \$15,349,343.00 in LCFF Funds, \$2,944,426.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much Colusa Unified School District plans to spend for 2,019. It shows how much of the total is tied to planned actions and services in the LCAP.

Colusa Unified School District plans to spend \$17,271,509.00 for the 2,019 school year. Of that amount, \$3,227,111.00 is tied to actions/services in the LCAP and \$14,044,398.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

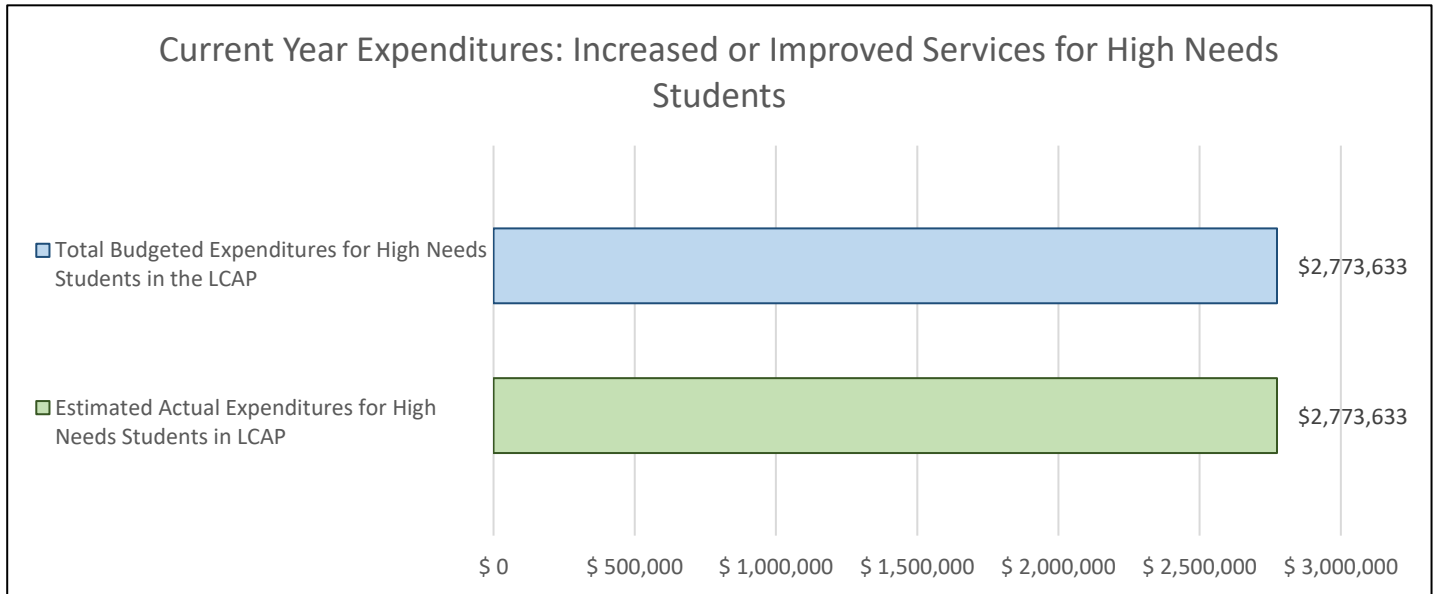
Expenditures not included in the LCAP are for the following: Teacher Salaries and Benefits as well as Classified Salaries and Benefits for: Base program, Title programs, routine repair and maintenance, transportation cost(s), administrative cost(s), equipment and computer purchases, building improvements, staff development, textbook purchases, and all other operational cost(s).

## Increased or Improved Services for High Needs Students in 2019.2020

In 2,019, Colusa Unified School District is projecting it will receive \$2,944,426.00 based on the enrollment of foster youth, English learner, and low-income students. Colusa Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Colusa Unified School District plans to spend \$2,967,111.00 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018.2019



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

In 2018.2019, Colusa Unified School District's LCAP budgeted \$2,773,633.00 for planned actions to increase or improve services for high needs students. Colusa Unified School District estimates that it will actually spend \$2,773,633.00 for actions to increase or improve services for high needs students in 2018.2019.

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Contact Name and Title

Email and Phone

Colusa Unified School District

Dwayne Newman,  
Superintendent[dnewman@colusa.k12.ca.us](mailto:dnewman@colusa.k12.ca.us)  
(530) 458 – 7791

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# 2017-20 Plan Summary

## The Story

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

### **The Community of Colusa, CA**

Colusa County is home to nearly 21,000 people. Situated along the Sacramento River, the town of Colusa has almost 6,000 residents. The majority, about 90%, of students who attend Colusa Unified live within city limits. About 4% of the students reside in the Cachil DeHe Band of Wintun Indians Colusa Indian Community a few miles North of town. The remaining students live outside of town on the many farms or ranches, which comprise the majority of lands within the District's boundaries.

Colusa has one of the highest unemployment rates in the nation. In March 2019, the Bureau of Labor Statistics listed Colusa unemployment at 20.6% while the national average was near 4%, and the California rate was 4.6%. The Colusa economy is farm based. Almost thirty-five percent of workers are employed directly by farming operations. Colusa Unified is one of the largest employers in the community. Most of the other local industry works in support of agriculture. As in many small towns, schools are a social focal point, and many local groups use school facilities. Past CUSD graduates often return to live in the community because of the slower pace and low crime rates. The schools benefit from financial donations from a strong Alumni Association, and a dynamic Athletic Foundation.

### **District Schools**

Colusa Unified School District serves approximately 1,450 students from Transitional Kindergarten (TK) thru grade 12. Burchfield Primary houses TK – 3, Egling Middle School grades 4 – 8, and Colusa High serves grades 9 – 12. Colusa Alternative High School serves students in grades 9 – 12 who seek a different path to completion. Colusa Alternative Home School serves grades K – 12 using an independent study based program. Alt. High School typically enrolls 15 – 30 students, while the Alt. Home School enrollment is nearly 70 students.

### **Demographics**

The student body mirrors the makeup of our community. About 69% are Hispanic/Latino, 25% are White, and 4% are Native American students. Almost 32% of the students come from homes where English is not the primary spoken language, and are therefore classified as English Language Learner (ELL) students. Of the ELL population, 98% speak Spanish. Other ELL students speak Arabic, Punjabi, or Filipino. Each year about 8% of the ELL students are Reclassified as Fluent English Proficient (RFEP) through a process of testing, meeting grade requirements, and teacher recommendation criteria. In a typical year, the district also monitors an additional 100 students who were ELL, but have been reclassified as FEP within the prior two years. Nearly 73% of CUSD students qualify for Federally subsidized Free or Reduced Priced Meals. Approximately 14% of CUSD students qualify for Special Education services, which are supplied through the Colusa County Office of Education's Special Education Local Plan Authority.

### **Classes**

Class sizes are well below the state average with an average of about 22 students per teacher. Attendance throughout the district is excellent; nearly 96% of students are present on any given day.

The district emphasizes a well-rounded education for all students. Elementary teachers embed science and social studies within their language arts instruction. Art happens in TK – 6 classrooms

along with technology literacy & safety, health & wellness, bullying prevention, and pro-social behavior. The district recently adopted state approved Math and English Language Arts (ELA) curricula, and is currently examining Next Generation Science Standards (NGSS) and History / Social Science (HSS) curricula. K – 8 Physical Education is taught by three fully credentialed staff members who ensure students learn both life-long fitness and sports skills. Choir is offered K-8, and Band in grades 5 - 12

Secondary students (7-12) receive departmentalized instruction by fully credentialed single subject teachers. High school students are exposed to multiple career pathways to explore their allow them to pursue passions. Career Technical Education (CTE) classes offer hands-on experiences in Business and Agriculture. Over half of the high school students participate in Future Farmers of America. Colusa High hosts an Environmental Sciences Academy with about 40% of students electing to participate in the various science career activities and field trips. The academic and CTE courses prepare students for higher education and careers. Nearly 35% of students graduate meeting the state's College or Career Ready criteria. Many meet entrance requirements for University of California, California State University as soon as they matriculate. There is a strong program of co-curricular and extra-curricular activities. High school students participate at a very high rate in sports, FBLA, FFA, Drama, and a variety of clubs.

## LCAP Highlights

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

In this third year of the LCAP cycle, CUSD's efforts remain focused on improving student achievement, and closing achievement gaps. Teachers in all instructional areas need ongoing training and professional development in multiple areas. This LCAP provides the resources for meeting those needs. As with the prior year, training and preparation is planned for adoption of the upcoming Next Generation Science Standards, and the new state History – Social Studies Standards. Implementation of all the new curriculum and standards will continue to be supported by renewed efforts on the part of administration to give teachers frequent feedback.

The 2018/19 LCAP continues our focus on closing achievement gaps, particularly for our students from low socio-economic backgrounds, English Language Learners, and our Hispanic/Latino Students. Research clearly shows that interventions focused on developing language skills is key to closing gaps in all tested and non-tested subject areas. The LCAP includes sustained implementation and more teacher training for effective Designated English Language Development; an intervention for students who are struggling to meet learning goals.

The district will also continue efforts to train and support staff in using Infinite Campus software (which houses student grades, demographic data, and discipline information) and Illuminate software (which does achievement data analysis and acts as a gradebook for TK – 6 students). At the time of creation of this LCAP, staff is still evaluating the iReady assessment and intervention software. Pending recommendation from the evaluation committee, the plan is for full implementation in this LCAP year. iReady would replace a variety of on-line or computer based assessments currently in use. The local assessment results will give teachers guidance in modifying their planning to help fill the existing gaps, and prevent learning gaps in subsequent years. The 19/20 LCAP again includes activities related to facilitating trainings and supporting data analysis.

Finally, this LCAP continues the efforts focused on improving technology and facilities throughout the district. With the increase in technology, the District will be making additional efforts to facilitate

communication between schools and the community. There is a plan to reach a 1:1 ratio of devices to students, and the staff continue to adopt new technology and tech-based instruction

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## Greatest Progress

### **In the area of student learning and closing achievement gaps:**

#### California Assessment of Student Performance and Progress – CAASPP – results

See: <https://caaspp.cde.ca.gov/sb2018/ViewReport?ps=true&lstTestYear=2018&lstTestType=B&lstGroup=1&lstCounty=06&lstDistrict=61598-000&lstSchool=0000000>

According to the CA School Dashboard, the greatest progress for CUSD has been in the areas of reducing the suspension rates, and in English Learner progress. All grade cohorts have seen increases in the mean scale scores.

Additionally:

#### English Language Arts

3<sup>rd</sup> Grade scores increased by 5%. This is the fourth straight year of improvement.

4<sup>th</sup> Grade scores increased by 11%.

Overall scores increase by 2%, also a fourth year of improvement.

Cohort groups showed improvement at every level.

#### Math

5<sup>th</sup> Grade scores increased by 10%.

6<sup>th</sup> Grade scores increased by 4%.

Cohort groups showed improvement at two levels.

#### CUSD continues to close achievement gaps.

The gap between Free Lunch (FL) and Non Free Lunch (NFL) students in ELA scores is half the statewide average.

The gap between FL and NFL students in Math scores is one-third the statewide average.

The gap between Hispanic and White students in ELA scores is 4% below the statewide average.

#### Summative English Language Proficiency Assessment for California – ELPAC – results: (Students designated as English Language Learners take this assessment.)

Overall, 66% of the students tested scored in the 3 (moderately developed) or 4 (well developed) ranges.

75% of the students scored 3 or 4 in Oral Language skills.

56% of the students scored 3 or 4 in Written Language skills.

For a presentation on CUSD 2018 assessment results, see (begins on page 18):  
<https://colusausd-ca.schoolloop.com/file/1522740783858/1400653861073/4653328357288136187.pdf>

### **In the area of school atmosphere and communication to home:**

From the Spring 2019 Parent Survey (Average % who agree or strongly agree)

I feel welcomed and comfortable at my student's school = 93%

Discipline is fair and consistent = 72%

My student's school is safe = 90%

Communication from school is frequent and high quality = 86%

Suspension rates improved markedly with all but one sub-group falling in the green on the District's CA School Dashboard.

Chronic Absenteeism, while still higher than the state average, has decreased due to a collaborative effort by CUSD, the Colusa County Office of Education, and the Colusa County Sheriff's Office.

Overall student attendance remains very high, remaining at 96% again this year.

CUSD plans to maintain and build upon these successes by remaining focused on supporting teachers with training and feedback; being responsive to data about the atmosphere and communication in our schools; and allocating resources to ensure our students have access to technology and quality facilities.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

### **Greatest Needs**

See: <https://caschooldashboard.org/reports/06615980000000/2018>

<b>Indicator</b>	<b>Dashboard Color</b>
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Chronic Absenteeism	Orange
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**Improvement Steps:** CUSD will continue to cooperate with CCOE and CSO. Additionally, CUSD is working to engage the local Probation and Prosecutors offices to implement legal remedies for parents who refuse to bring their children to school

<b>Indicator</b>	<b>Dashboard Color</b>
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Graduation Rate	Orange
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**Improvement Steps:** Analysis of the data shows that this indicator is not an accurate picture of the outcomes for most CUSD students. While the Dashboard shows a relatively low cohort graduation rate, in reality, the vast majority of students either graduate or receive a certificate of completion. The district will continue to offer support and interventions for students all students, and encourage students to stay on graduation track.

<b>Indicator</b>	<b>Dashboard Color</b>
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College / Career Ready	Red
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**Improvement Steps:** Colusa High continues to add avenues by which students can meet the State's College and Career Readiness standards. This year CHS is working on an additional CTE Business pathway.

Indicator	Dashboard Color
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English Language Arts	Orange
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**Improvement Steps:** Through the action items outlined in this LCAP, CUSD will continue to emphasize improvement in ELA for all students.

Indicator	Dashboard Color
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Math	Orange
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**Improvement Steps:** Through the action items outlined in this LCAP, CUSD will continue to emphasize improvement in Math for all students.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

Indicator	Dashboard Color	Student Group	Dashboard Color
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Suspension Rate	Green	Foster Youth	Red
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**Improvement Steps:** Because of the relatively small number of Foster Youth in CUSD, a very few suspensions can change the percentages significantly. CUSD administrators evaluated the data for Foster Youth and concluded that the discipline was appropriate, and no process improvements necessary at this time.

## Improvement Steps: Through the Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

No schools within CUSD have been identified for CSI this year.

### Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

**Monitoring and Evaluating Effectiveness**

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

# Annual Update

LCAP Year Reviewed: 2019–20

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

### Improve student achievement and close achievement gaps.

State and/or Local Priorities addressed by this goal:

State Priorities: 2,4,7,8

Local Priorities: N/A

### Annual Measurable Outcomes

#### Expected

Scores on Smarter Balanced Assessment Consortium Tests in English Language Arts and Math will show 6% growth (Average per Cohort), and 8% growth (Average per Cohort) for Free and Reduced Priced Meals, minority students.

#### Overall Status Score:

ELA 50% Met & Exceeded Standard

Math 45% Met & Exceeded Standard

#### 3rd Grade Status Score:

Grade 3 ELA M&E 44%

Grade 3 Math M&E 58%

#### Cohort Growth and Status Goals:

Grade 4 Cohort ELA Growth 6%

Grade 4 ELA M & E 43%

#### Actual

#### Overall Status Score:

ELA 42% **Goal Not Met**

Math 30% **Goal Not Met**

#### 3rd Grade Status Score:

Grade 3 ELA M&E 45% **Goal Met**

Grade 3 Math M&E 45% **Goal Not Met**

#### Cohort Growth and Status Goals:

Grade 4 Cohort ELA Growth -4% **Goal Not Met**

Grade 4 ELA M & E 40% **Goal Not Met**



## Expected

## Actual

Grade 4 Cohort Math Growth 6%  
Grade 4 Math M & E 41%

Grade 5 Cohort ELA Growth 6%  
Grade 5 ELA M & E 44%  
Grade 5 Cohort Math Growth 6%  
Grade 5 Math M & E 32%

Grade 6 Cohort ELA Growth 6%  
Grade 6 ELA M & E 41%  
Grade 6 Cohort Math Growth 6%  
Grade 6 Math M & E 31%

Grade 7 Cohort ELA Growth 6%  
Grade 7 ELA M & E 54%  
Grade 7 Cohort Math Growth 6%  
Grade 7 Math M & E 43%

Grade 8 Cohort ELA Growth 6%  
Grade 8 ELA M & E 56%  
Grade 8 Cohort Math Growth 6%  
Grade 8 Math M & E 51%

Grade 4 Cohort Math Growth -19% **Goal Not Met**  
Grade 4 Math M & E 29% **Goal Not Met**

Grade 5 Cohort ELA Growth 14% **Goal Met**  
Grade 5 ELA M & E 39% **Goal Not Met**  
Grade 5 Cohort Math Growth -8% **Goal Not Met**  
Grade 5 Math M & E 30% **Goal Not Met**

Grade 6 Cohort ELA Growth 6% **Goal Met**  
Grade 6 ELA M & E 39% **Goal Not Met**  
Grade 6 Cohort Math Growth 4% **Goal Not Met**  
Grade 6 Math M & E 23% **Goal Not Met**

Grade 7 Cohort ELA Growth 3% **Goal Not Met**  
Grade 7 ELA M & E 40% **Goal Not Met**  
Grade 7 Cohort Math Growth 4% **Goal Not Met**  
Grade 7 Math M & E 23% **Goal Not Met**

Grade 8 Cohort ELA Growth 4% **Goal Not Met**  
Grade 8 ELA M & E 45% **Goal Not Met**  
Grade 8 Cohort Math Growth -4% **Goal Not Met**  
Grade 8 Math M & E 31% **Goal Not Met**

Students completing A-G requirements will increase by 3% from previous year with a goal of 40% by the end of this 3-year plan. **37%**

33% **Goal Not Met**

English Language Learners who show adequate growth will increase by 5%. **64%**

The switch to ELPAC from CELDT makes this goal invalid for the year. The two assessments are so dissimilar, it is impossible to set adequate growth targets using both.

AP pass rate (score of 3 or higher) will increase by 3% yearly and be above 40% on a running 3 year average. **39%**

36% of AP exams attempted were passed with 3+. **Goal Not Met**  
However, 64% of the students who attempted AP exams passed at least one with a 3+.

English Learner Reclassification Rate (No baseline because of switch from CELDT to ELPAC Test. **TBD based on initial ELPAC test results.**

Rate was 7% last year. Reclassification rate in 18-19 was 15.3%



## Expected

## Actual

All students, including unduplicated pupils and individuals with exceptional needs will have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220 **100% of students will have access to a broad course of study via the curriculum utilized for instruction.**

100% of students had access to a broad course of study via the curriculum utilized for instruction

Percentage of pupils who demonstrate college preparedness in the Early Assessment Program will increase by 5% from previous year **Grade 11 ELA M&E 68%; Math M&E 40%**

Grade 11 ELA M&E 52% **Goal Not Met**  
Grade 11 Math M&E 31% **Goal Not Met**

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1A – Curriculum Related Training /Action

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>Curriculum Related Training / Actions</b>  <b>Implement / Continue Training for:</b> <ol style="list-style-type: none"> <li>Benchmark Advance – English Language Arts Curriculum TK-6</li> <li>Springboard - English Language Arts Curriculum 7-8</li> <li>English in a Flash - English Language Development Curriculum (K-3)</li> <li>English 3-D - English Language Development Curriculum (4-8)</li> <li>Bridges – Math Curriculum</li> <li>Next Generation Science Standards               <ol style="list-style-type: none"> <li>K-3 – Awareness Training</li> <li>4-6 Unit Development</li> <li>7-8 Unit Development&amp; Assessment</li> <li>9-12 Unit Development&amp; Assessment</li> <li>Begin Process, using CDE toolkit, of evaluating K-8 curriculum materials.</li> <li>Send staff to training for toolkit use.</li> <li>Begin Lesson and Unit planning to embed Health and Anatomy standards</li> </ol> </li> </ol>	<b>Curriculum Related Training / Actions</b>  <b>Implement / Continue Training for:</b> <ol style="list-style-type: none"> <li>Trainings held during Pre-service, In-service and PLCs.</li> <li>Trainings held during Pre-service, In-service and PLCs.</li> <li>Trainings held during Pre-service, In-service and PLCs.</li> <li>Trainings held during Pre-service, In-service and PLCs.</li> <li>Trainings held during Pre-service, In-service and PLCs.</li> <li>Next Generation Science Standards               <ol style="list-style-type: none"> <li>K-3 – Awareness Trainings held during PLCs.</li> <li>4-6 Unit Development during PLCs.</li> <li>7-8 Unit Development&amp; Assessment during PLCs.</li> <li>9-12 Unit Development&amp; Assessment during PLCs.</li> <li>Began Process, using CDE toolkit, of evaluating K-8 curriculum materials.</li> <li>Sent staff to training for toolkit use.</li> </ol> </li> </ol>	<b>Curriculum Related Training / Actions</b> 1. – 7. \$6,000 Trainer Costs Budget Object Code 5800 \$11,000 Staff Compensation Budget Object Code 1100 8. <ol style="list-style-type: none"> <li>\$110,000</li> <li>\$25,000</li> <li>\$5,000</li> <li>No additional cost</li> <li>\$10,000</li> <li>\$78,000</li> <li>\$10,000</li> </ol> viii. Continue a. BPS – additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, bilingual office staff Budget Object Code 2400, Counselor Budget Object Code 1200 - \$790,495	<b>Curriculum Related Training / Actions</b> 1. – 7. \$5,500 Trainer Costs Budget Object Code 5800 \$9,350 Staff Compensation Budget Object Code 1100 8. <ol style="list-style-type: none"> <li>\$75,375</li> <li>\$26,655</li> <li>\$0</li> <li>No additional cost</li> <li>\$10,000</li> <li>\$78,000</li> <li>\$10,662</li> </ol> viii. Continue a. BPS – additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, bilingual office staff Budget Object Code 2400, Counselor Budget Object Code 1200 - \$690,363

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>7. Implement English Language Development training needed by non – English Language Arts teachers</p> <p>8. i. Recruit, and hire one additional TK – 8 Counselor ii. Recruit and hire bilingual paraprofessional at EMS if student numbers increase significantly iii. Assess the need for school to home transport for students enrolled in after-school tutoring sessions. iv. Implement an additional period of Designated English Language Development at CHS. v. Organize, plan and staff a Gifted and Talented program at the TK – 8 level. vi. Add funds to classroom budgets for teacher use in helping students meet standards. vii. Add EMS yard duty staff for safety viii. Continue to utilize Supplemental and Concentration Grant portions of LCFF to reduce class sizes, use Paraprofessionals as learning supports, utilize bilingual office support staff, supply counseling services, and offer more / different classes at secondary level.</p> <p>a. BPS – additional teachers, paraprofessionals, bilingual office staff, Counselor</p> <p>b. EMS additional teachers, paraprofessionals, Counselor</p> <p>c. CHS Additional Teachers and class offerings (Spanish, AP, etc.)</p> <p>d. District-Wide:</p> <p>i. School Nurse, ii. Bilingual Parent Liaison, iii. increased budgets for site supplies, iv. Staff retention through salary increases; v. Technology: staffing, software and hardware increases.</p>	<p>g. Began Lesson and Unit planning to embed Health and Anatomy standards</p> <p>7. Trainings held during Pre-service, In-service and PLCs.</p> <p>8. i. Hired one additional TK – 8 Counselor ii. Hired one bilingual paraprofessional at EMS iii. Assessment complete – no need for additional transportation. iv. An additional period of Designated English Language Development implemented at CHS. v. Gifted and Talented program implementation in progress. vi. Funds added using a Zero Based Budgeting approach. vii. Added EMS yard duty staff viii. Continued to utilize Supplemental and Concentration Grant portions of LCFF to reduce class sizes, used Paraprofessionals as learning supports, utilized bilingual office support staff, supplied counseling services, and offered more / different classes at secondary level.</p> <p>a. BPS – additional teachers, paraprofessionals, bilingual office staff, Counselor</p> <p>b. EMS additional teachers, paraprofessionals, Counselor</p> <p>c. CHS Additional Teachers and class offerings (Spanish, AP, etc.)</p> <p>d. District-Wide:</p> <p>i. School Nurse, ii. Bilingual Parent Liaison, iii. increased budgets for site supplies, iv. Staff retention through salary increases; v. Technology: staffing, software and hardware increases. vi. Facilities: staffing, transportation, and</p>	<p>b. EMS additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, Counselor Budget Object Code 1200- \$402,267</p> <p>c. CHS Additional Teachers Budget Object Code 1100 and class offerings (Spanish, AP, etc.) \$405,128</p> <p>d. District-Wide:</p> <p>i. School Nurse Budget Object Code 1200 , Bilingual Parent Liaison Budget Object Code 2400, increased budgets for site supplies Budget Object Code 4300, Staff retention through salary increases Budget Object Code 1100- 2999- \$320,174</p> <p>ii. Technology: staffing Budget Object Code 2200-2300, software and hardware increases Budget Object Code 4300-\$254,295</p> <p>iii. Facilities: staffing Budget Object Code 2200, transportation budget Object Code 2200, and additional routine maintenance allocations Budget Object Code 4300, 5600, 5800- \$333,310</p> <p>Federal Programs Supplement: add funds to cover Titles I,</p>	<p>b. EMS additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, Counselor Budget Object Code 1200- \$579,533</p> <p>c. CHS Additional Teachers Budget Object Code 1100 and class offerings (Spanish, AP, etc.) \$390,954</p> <p>d. District-Wide:</p> <p>i. School Nurse Budget Object Code 1200 , Bilingual Parent Liaison Budget Object Code 2400, increased budgets for site supplies Budget Object Code 4300, Staff retention through salary increases Budget Object Code 1100- 2999- \$217,720</p> <p>ii. Technology: staffing Budget Object Code 2200-2300, software and hardware increases Budget Object Code 4300- \$219,599</p> <p>iii. Facilities: staffing Budget Object Code 2200, transportation budget Object Code 2200, and additional routine maintenance allocations Budget Object Code 4300, 5600, 5800- \$166,992</p> <p>i. Federal Programs Supplement: add funds to</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
vi. Facilities: staffing, transportation, and additional routine maintenance allocations  vii. Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget	additional routine maintenance allocations  vii. Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget	III and ROP program encroachment on General fund budget Budget Object Code 8980 - \$355,796	cover Titles I, III and ROP program encroachment on General fund budget Budget Object Code 8980 - \$195,399

## Action 1B – Data Related Training/Actions

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>Data Related Training / Actions</b> <ol style="list-style-type: none"> <li>Continue Training for:               <ol style="list-style-type: none"> <li>Illuminate Data &amp; Assessment Software</li> <li>Infinite Campus Student Information System</li> </ol> </li> <li>Begin to utilize Illuminate software for all data warehousing.</li> <li>Implement selected 9-12 electronic Gradebook</li> <li>Continue process of converting all Cumulative Files to electronic format.</li> <li>Begin Training for any new district-wide assessments as needed.</li> <li>Continue to implement prescribed walk-thru protocols.</li> <li>Assess walk-thru data and recommend site level or systemic changes.</li> <li>Implement any changes to Teacher Evaluation Document</li> </ol>	<b>Data Related Training / Actions</b> <ol style="list-style-type: none"> <li>Trainings held during Pre-service, In-service and PLCs.</li> <li>Illuminate software data warehousing expanded.</li> <li>Electronic Gradebook – School Loop – in use.</li> <li>Historical Cumulative Files converted to electronic format, current file conversion in process.</li> <li>iReady pilot in progress.</li> <li>Prescribed walk-thru protocols in use.</li> <li>Walk-thru data evaluated. No identified need for significant changes.</li> <li>Teacher Evaluation document discussed with union. Any changes to be finalized in 19/20 SY.</li> </ol>	<b>Data Related Training / Actions</b> \$4,000	<b>Data Related Training / Actions</b> \$1,618

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

## Action 1C – Opportunities for Extension

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<b>Opportunities for Extension</b> <ol style="list-style-type: none"> <li>1. Implement additional Advanced Placement offerings as resources and staffing are available.</li> <li>2. Implement dual enrollment course offerings.</li> <li>3. Implement / Continue Training for assisting students who are exceeding standards in: <ol style="list-style-type: none"> <li>a. Benchmark Advance – English Language Arts Curriculum TK-6</li> <li>b. Springboard - English Language Arts Curriculum 7-8</li> <li>c. Bridges – Math Curriculum</li> </ol> </li> <li>4. Assess Gifted/Talented training needed by non – English Language Arts / Math teachers</li> <li>5. Implement (if approved) inclusion of StrengthsFinder in the freshman wheel.</li> </ol>	<b>Opportunities for Extension</b> <ol style="list-style-type: none"> <li>1. No additional AP offerings possible at this time.</li> <li>2. No additional Dual Enrollment offerings possible at this time.</li> <li>3. Trainings held during Pre-service, In-service and PLCs Assess Gifted/Talented training needed by non – English Language Arts / Math teachers</li> <li>4. Use of StrengthsFinder expanded at CHS.</li> </ol>	<b>Opportunities for Extension</b>  \$4,000 AP Training & Materials \$2,000 StrengthsFinders Fee	<b>Opportunities for Extension</b>  \$1,450 AP Training & Materials \$2,400 StrengthsFinders Fee

## Analysis

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, the District implemented the actions and services with fidelity to the LCAP. Again, this year, many teachers took advantage of professional development opportunities, and most were involved in the trainings noted above. Teachers attended both on-site formal PD with expert trainers and conference / trainings, as well as engaging in Professional Learning Community based discussions (Data Meetings, Student Study Teams, etc.). Trainings for NGSS were held and the discussion now is how best to implement those standards. Action 1B.8, implementation of a new teacher evaluation tool was not completed; an acceptable tool is still being negotiated with the Colusa Educators Association. Action 1C.1- teacher training for additional AP courses – was not requested this year.

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

The district did not meet its overall academic growth goals, however, positive gains continue in many areas. Grades Three, Four and Five made significant progress in English Language Arts on the State assessments this year. Since the first time reliable data has been available, every cohort measured made gains this year in ELA. In Math, only two of the five tested grade-level groups saw improvement over last year's scores. However, cohort groups in two of the five groups reversed downward trends; another first since implementation of the SBAC.

The district was unable to measure the number of English Learner students meeting targets this year because of the switch to a new state assessment. However, an 8% increase in the number of Reclassified Fluent English Proficient students did indicate progress in this area.

Students completing A-G requirements district-wide did not meet the goal, however, students at CHS did meet the goal.

College preparedness on the EAP exceeded the goal by a small margin (1%) for ELA, and missed the goal by a larger margin (9%) on the Math assessment.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1A.1-6 Cost overestimated;  
1A.7 cost overestimated;  
1A.8.i staff hired at lower cost;  
1A.8.ii staff hired at higher cost;  
1A.8.iii assessment was complete;  
1A.8.vii staff hired at higher cost;  
1A.8.a original budget not accurate;  
1A.8.b original budget not accurate;  
1A.8.c original budget not accurate;  
1A.8.d.i material cost overestimated;  
1A.8.d.ii material cost overestimated;  
1A.8.d.iii cost does not include RRM;  
1A.8.d.iv does not include Title 1 contribution.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes to the Expected Annual Measurable Outcomes, metrics or actions.

# Goal 2

Improve the atmosphere in our school and the communication between home & school.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 5, 6, 7

Local Priorities: N/A

## Annual Measurable Outcomes

Expected	Actual
All teachers will be appropriately credentialed and assigned. <b>100%</b>	100% of teachers appropriately credentialed and assigned. <b>Goal Met</b>
Students will be provided CCSS aligned instructional materials in sufficient quantities at all levels. <b>100%</b>	100% Students were provided CCSS aligned instructional materials in sufficient quantities at all levels. Teacher report sufficient materials and the district received no complaints. <b>Goal Met</b>
Parent involvement will increase at both site level and district level committees (Site Councils, ELAC's, Parent Clubs, DELAC including parents of unduplicated pupils and parents of pupils with exceptional needs.) <b>Attendance or participation at or above baseline.</b>	3.Parent involvement has increased at both site level and district level committees. Particularly of note are the increases in ELAC and DELAC involvement. <b>Goal Met</b>
School attendance rates will remain above 95% <b>95%+</b>	4. School attendance rates are above 96% at all sites. <b>Goal Met</b>
Number of students chronically absent will decrease by 10% from previous year. <b>52 Students</b>	5. Last year's actual number was 182 chronically absent students. . Number of students chronically absent in 17/18 was 179 a decrease of 2% from the prior year. However, it has been discovered that students who are on medical absences or students out on independent study count as chronically absent. The number of students chronically unexcused absent is below 1% of the overall student number. <b>Goal Not Met</b>
Middle school dropout rates will remain below 1% High School dropout rates will decrease by 3% from previous year: <b>Middle School rate &lt;1%, High School rate &lt;11.6%</b>	Most recent data available (16/17 SY) Middle School rate 0.003% <b>Goal Met</b> High School rate 1.1%
High School Graduation rate will increase by 5% from previous year. <b>95.6%</b>	Most recent data available (17/18 SY) <b>Goal Not Met</b> Overall High School Graduation rate 80.7% <b>Goal Not Met</b> Colusa High 91.1%

Expected	Actual
	Colusa Alternative High 84.6% Colusa Alternative Home 48.1%
<p>Pupil suspensions will decrease by 15% (from previous year) and expulsions will remain below 1% of the student population.</p> <p><b>Suspension Rate Goals:</b></p> <p>Burchfield Primary 0%</p> <p>0 Students</p> <p>Egling Middle 8.2%</p> <p>44 Students</p> <p>Colusa High 11.6%</p> <p>47 Students</p> <p>Expulsions rates</p> <p>Burchfield Primary &lt;1%</p> <p>Egling Middle &lt;1%</p> <p>Colusa High &lt;1%</p>	<p><b>Suspension Rate Goals:</b></p> <p>Burchfield Primary 0.6% <b>Goal Not Met</b></p> <p>3 Students <b>Goal Not Met</b></p> <p>Egling Middle 7.3% <b>Goal Met</b></p> <p>43 Students <b>Goal Met</b></p> <p>Colusa High <b>5.0%</b></p> <p>20 Students</p> <p><b>Expulsions rates</b></p> <p>Burchfield Primary 0% <b>Goal Met</b></p> <p>Egling Middle 0.34% <b>Goal Met</b></p> <p>Colusa High 0.24% <b>Goal Met</b></p>
Student, Staff, and Parent surveys will indicate positive and improving perceptions of school safety and atmosphere. <b>Overall positive perceptions at or above baseline.</b>	Student, Staff, and Parent surveys indicate positive and improving perceptions of school safety and atmosphere. <b>Goal Met</b>

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> <li>Implement Revised Discipline handbooks at each site.</li> <li>Gather discipline data and evaluate in March. Use data plan improvement.</li> <li>Implement student Gallop survey and utilize results to guide improvement.</li> <li>Continue to implement Celebrations of Reclassification for ELL.</li> <li>Plan and implement homework help training sessions for parents K-8</li> </ol>	<ol style="list-style-type: none"> <li>Discipline handbooks revised at each site.</li> <li>Discipline data evaluated and processes adjusted as needed.</li> <li>Conclusion of Administration Team was to use the Healthy Kids California survey to gather student perception data.</li> <li>Celebrations of Reclassification for ELL occurred in the fall of 2018 with 71 students earning recalsification.</li> <li>Homework help training sessions for parents K-8 occurred at BPS and EMS.</li> </ol>	<p><b>Opportunities for Extension</b></p> <p>#1-7 \$1,100 Supplies</p> <p>#8 \$14,000 for CAFE Training</p>	<p><b>Opportunities for Extension</b></p> <p>#1-7 \$1,000 Supplies</p> <p>#8 \$20,000 for CAFE Training</p>



Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6. Plan and present parent trainings on Illuminate and Infinte Campus 7. Implement a training plan for DELAC parents to increase involvement and understanding of CUSD's system.	6. Parent trainings on Illuminate and Infinte Campus occurred at BPS and EMS 7. 22 DELAC parents completed CAFE 2 Inspire Training.		

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation of the actions and services in this goal area were very consistent with the previous LCAP. Discipline data was reviewed and used to assess the efficacy of site Response to Intervention efforts. The Administration Team determined the Gallop Student survey did not yield any information that was substantially different from the information gained through the mandated California Healthy Kids survey, and therefore recommended discontinuing the Gallop. Celebration of student's achieving Reclassified Fluent English Proficient was a great success which packed the district's auditorium with family and friends. Multiple homework help sessions were held in both English and Spanish for parents at BPS and EMS, in conjunction with Illuminate and IC trainings. DELAC member participation in the Project to Inspire was extremely high, and immediately following the conclusion of that training, participants were requesting the Level 3 training.

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

The Actions and Services under Goal 2 all relate to creating a safe, welcoming, challenging and enjoyable atmosphere for the students and parents. Schools with consistent and logical discipline procedures see lower absenteeism and higher achievement. The ongoing focus on a clear discipline process yielded results, both in terms of lower behavior incidents, and higher scores on state tests. The decision to eliminate the Gallop survey did not have any effect, as similar data is available through the Healthy Kids California survey.

Similarly, giving RFEP students a positive experience when they achieve that status, leads to more school connectedness and better student learning outcomes.

Parent survey results indicate that the trainings for homework and technology were very well received. At all sites parents reported very high (75%+) levels of satisfaction with school to home communication.



Parent involvement, particularly efforts to gain increased participation by Hispanic parents, continues to be an area of success for the district. Of particular note was the success of Project – 2 – Inspire parent engagement program. P2I training, led by staff from the California Association for Bilingual Education, saw 22 members of ELAC or DELAC committees complete the entire program. Another indicator of success is the high level of attendance at ELAC and DELAC meetings. This year, average DELAC committee attendance set a record.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.7 – the cost of Project to Inspire was included in budget but not the cost of DELAC meetings.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In order to sustain the momentum of efforts to increase parent involvement, the District will fund the next level of P2I parent engagement program for ELAC and DELAC members. Changes may be found in the Action Items section of Goal 2 in the 2019-2020 CUSD LCAP

## Goal 3

**Improved access to, and use of, instructional technology and modern facilities.**

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 7

Local Priorities: N/A

## Annual Measurable Outcomes

Expected	Actual
Student access to computers will increase at all levels. <b>0.8/1 ratio</b>	Current ratio 0.87/1 <b>Goal Met</b>
Electronic communication between school and home will increase. <b>Baseline +10%</b>	Currently CUSD has about 900 separate households, and we send emails to 681 of those homes, an 11% increase from last year alone. <b>Goal Met</b>
Instructional technology use will increase at all levels. <b>Baseline +5%</b>	Anecdotal observations indicate instructional technology use continues to increase. Quantifying use based on walk-thru observations determined impossible by Administration Team as the walk-thru observations are not evenly distributed. <b>Goal Met</b>
General condition of facilities will improve as detailed in Facilities Master Plan <b>Successful Williams Act Inspections at each site. All facilities rated as Good or Fair.</b>	General condition of facilities improved as detailed in the Reports made to the Board of Trustees at monthly meetings. Williams FIT inspections at all three school sites ranked the facilities as Fair to Good. <b>Goal Met</b>

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ol style="list-style-type: none"> <li>Continue to expand purchase of devices until district wide ratio of students / devices reaches 1/1</li> <li>Implement incentives for parents to attend trainings on Social Media, Internet safety, etc.</li> <li>Continue to investigate system allowing student use of safe, filtered, monitored school devices.</li> <li>Continue to implement weekend technology/lab access.</li> <li>Increase electronic communication except for items mandated to be supplied in hard copy.</li> <li>Pursue one grant opportunity for technology.</li> <li>Hire one additional Maintenance staff worker to improve facility upkeep.</li> <li>Install updated phone system – safety concern.</li> </ol>	<ol style="list-style-type: none"> <li>CUSD purchased an additional 240 devices bringing the ratio up to 0.92:1</li> <li>Incentives such as snacks were implemented to little effect.</li> <li>CUSD will be using the Go Guardian system to filter student use of district supplied email.</li> <li>Weekend tech lab access was implemented three times with no success.</li> <li>All state-required notifications were supplied via electronic communication. Only a very few were requested in hard copy.</li> <li>CUSD applied for one tech equipment grant. It was not approved.</li> <li>One additional Maintenance staff worker hired.</li> </ol>	<ol style="list-style-type: none"> <li>\$130,000</li> <li>\$78,000</li> <li>\$80,000</li> </ol>	<ol style="list-style-type: none"> <li>\$126,829</li> <li>\$50,000</li> <li>\$65,046</li> </ol>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	8. Updated phone system installed.		

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions and services listed under Goal 3 have been substantially completed.

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

The District continues to make progress toward the goal of full access to technology. However, CUSD's approach to technology for students is switching. The notion of 1:1 is being replaced by a philosophy of, "Have a device available to every student who needs one, when they need it." This varies by grade level and by device type.

At this point the investigation is complete and the district decision has been made. Go Guardian will provide protection for students when using school devices from home or anywhere outside the district's network.

Incentives such as snacks and light meals being offered to parents attending site events saw little change in the overall participation. The sites will continue to explore ways to incentivize parents into coming to school events.

Opening access to a computer lab on weekends saw no participation. Students at Colusa High reported they have sufficient access to technology during, before and after school.

Increasingly, communication from school is distributed electronically, and to more parents. The District continues to make progress in going to paperless student and staff records.

A grant application focused on gaining iPads for use at the Kindergarten level was not funded.

Efforts to maintain and improve facilities continue to show success. Hiring additional MOT staff allows additional resources in terms of working on projects and maintenance. Preventative maintenance and facilities upgrades are planned and implemented in a logical and efficient manner. Williams Act compliance remains at 100%.

The updated phone system was installed and is fully operational. Sites all have a consistent method of numbering extensions, allowing parents to more easily reach the person they are trying to contact.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

- 1.1 Budget was based on quote; actual cost for PCs was less;
- 1.7 staff hired at lower than budgeted cost;
- 1.8 budget was based on estimate; actual cost of phone system was less.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The district will no longer offer weekend access to technology labs. No other changes to the Expected Annual Measurable Outcomes, metrics or actions.

## Stakeholder Engagement

LCAP Year: 2019–20

# Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

During the 2018-19 school year the District met with stakeholders throughout the year. Each school site has a School Site Council, English Learner Advisory Committee, Staff Committees, Staff Leadership Teams, Student Leadership classes and Parent groups. The District hosted Community meetings, Staff Collaboration meetings, Board of Trustee meetings, Student Leadership meetings, and **District English Language Advisory Committee** meetings. These groups were provided (as detailed below) with data and information including:

- Internal benchmark assessment results ( STAR reading/math scores; BPST scores; mid-term exams, etc.)
- State summative assessment results (ELPAC, SBAC, CST tests, etc.)
- Internally generated parent, staff and student surveys
- Externally generated staff and student surveys
- Quantitative information on atmosphere indicators (ex: student attendance, absenteeism, discipline)
- Anecdotal/observational information from staff, parents, students and community members.

## **District Meetings:**

Summary: At both the District and site levels, multiple stakeholder meetings engaged different sectors of the school community in discussions about improvement. Stakeholders were given data, supplied with context, and had multiple opportunities to offer both criticism and praise. In each case, the comments were recorded and shared with other groups, and the District leadership. As the process continued, the comments which were deemed to be most likely to yield impactful change, were transformed into actions or services for inclusion in the 19-20 LCAP.

See Appendix C: [Colusa Unified District Level Stakeholder Engagement](#)

Site Meetings:

See Appendix D: [Burchfield Primary School Stakeholder Engagement](#)

See Appendix E: [Egling Middle School Stakeholder Engagement](#)

See Appendix F: [Colusa High School, Alternative High, and Home School Stakeholder Engagement](#)

## **California School Employees Association (CSEA)**

Initial discussions held during monthly collaborative meetings (Dates vary by site)– attended by a majority of CSEA Leadership Team. Comments and suggestions were included in the LCAP creation process.

June 4, 2019

## **California Teachers Association (CTA)**

Initial discussions held during monthly collaborative meetings (Dates vary by site)– attended by a majority of CTA members and Leadership Team. Comments and suggestions were included in the LCAP creation process.

May 23, 2019

**Date Draft Posted:** 15 May 2019

**Date of Board Public Hearing:** 17 June 2019

**Submitted for board approval:** 18 June 2019

## Impact on LCAP and Annual Update

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

### **Board of Trustee Input:**

Again this year the Board adopted the previously identified Goals. After extensive discussion, the following changes and additions were included:

Goal 1:

Possibly add an additional 4<sup>th</sup> Grade teacher to keep class sizes below 28:1

Begin process of adding Career Tech Education Business Pathway, and utilize CTE Incentive Grant to remodel classroom and purchase equipment.

Goal 3:

Remodel CHS restrooms in conjunction with Career Tech Education Grant projects.

Add seating for outdoor field events.

Replace Kindergarten Building doors with more secure models.

**Leadership Team Input:**

Maintain emphasis on providing teachers and staff with as much training as possible.

Use grant and developer fees to make facility improvements needed at CHS.

Switch emphasis from 1:1 to an approach which insures devices are readily available when needed, but not sitting idle for a majority of the day.

**Administration Team Input:**

Continue planning for Next Generation Science Standards and History / Social Studies curriculum adoption: find an efficient and reasonable solution to the dilemma of short instructional time vs. the need to add these topics to K-3 curriculum.

Continue to focus on teacher training and support.

Expand on trainings offered to paraprofessionals. Be sure to include them in curriculum trainings as much as possible.

Expand on technology related staff training.

Implement approved Enrichment Program for High Achieving Students and revisit the concept next year as well.

**California School Employees Association:**

CSEA representatives reported being satisfied with maintaining the current direction and focus of the district. There were continued calls for additional training opportunities for classified staff, and discussions of contract language changes to entice staff to remain in the district's employ.

**California Teachers Association:**

CEA representatives funneled their suggestions for LCAP changes through site meetings. Overall, they report being pleased with the ongoing focus on training and supporting teacher's needs.

**Site Meetings:** Relayed comments from Staff, ELAC and Site Council meetings suggesting:

Continued training on Illuminate software – particularly in regards to report cards and progress reports.

Training needed for staff on Infinite Campus – student information system software.

Continue to refine interventions for chronically absent students.

Focus on adding CTE pathways at CHS.

**Student Input:**

Decided that there is sufficient access to computers during regular school days, and therefore weekend access no longer a need.

Discussed facility condition, and suggested specific upgrades.

Suggested tree removal and solar installed with a link for data use by Environmental Science Academy,  
and other specific classes (math, science).

New track and associated upgrades to stadium.

Gym floor and bleachers.

Tennis Courts.

Soccer field.

Worked to formulate a suggested Course Evaluation for distribution to teachers.

Bring back CHS App with push notifications.

Implement a signing ceremony to recognize student athletes playing at the college level.

Offer additional tutoring for ACT and SAT exams.

Continued to suggest changes to Senior Project requirements.

**District English Language Advisory Committee ( and ELAC committees from each school):**

Suggested additional support for ELL students as needed.

The Reclassification Ceremony held in the fall was very popular, and the desire is to continue with that event each year.

DELAC continues to want additional devices for students as quickly as possible.

Requested expanded use of the whisper system (simultaneous broadcast of Spanish translation).

The need for improved traffic flow and safety at BPS and EMS was frequent topic.

Committed to finding parents to enroll in the CA Assoc. for Bilingual Education's Project – 2 – Inspire Level 3 training (Need 25 parents for 12 sessions of 2-3 hours)

Voted to recommend approval at the meeting on May 29, 2019.

## 2019 – 2020 Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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



Unchanged Goal

## Goal 1

Improve Student Achievement and Close Achievement Gaps

### State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7, 8

### Identified Need:

#### State Priority 2:

Student learning will increase as the District refines focus to include curriculum materials aligned with the History Social Science and Next Generation Science Standards.

#### State Priority 4:

Student Achievement scores and other indicators of improved learning are below levels expected / desired by our community, staff and Board.

A significant achievement gap remains between student sub groups – specifically between Hispanic and White students, and between those students eligible for free and reduced priced meals and students not eligible for that program.

CUSD would like to see a higher percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board approved career technical education standards and frameworks

English learner reclassification rate is at an acceptable level, but it is our mission to see it increase even more.

#### State Priority 7:

CUSD intends to continue offering expanded programs and services developed and provided to unduplicated pupils.

Cooperatively, with the Special Education Local Plan Authority, CUSD will continue to provide high-quality programs and services developed and provided to individuals with exceptional needs

#### State Priority 8:

CUSD will continue to offer courses of student as prescribed by Education Codes 51210 and 51220.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Scores on Smarter Balanced Assessment Consortium Tests in English Language Arts and Math will show 6% growth (Average per Cohort), and 8% growth (Average per Cohort) for Free and Reduced Priced Meals, minority students.	<b>Overall Status Score:</b> ELA 38% Met & Exceeded Standard Math 33% Met & Exceeded Standard  <b>3rd Grade Status Score:</b> Grade 3 ELA M&E 32% Grade 3 Math M&E 46%  <b>Cohort Growth and Status Goals:</b> Grade 4 Cohort ELA Growth -1% Grade 4 ELA M & E 31% Grade 4 Cohort Math Growth -8% Grade 4 Math M & E 29%  Grade 5 Cohort ELA Growth 6% Grade 5 ELA M & E 32% Grade 5 Cohort Math Growth --11% Grade 5 Math M & E 20%  Grade 6 Cohort ELA Growth 4% Grade 6 ELA M & E 29% Grade 6 Cohort Math Growth 1% Grade 6 Math M & E 19%  Grade 7 Cohort ELA Growth 5% Grade 7 ELA M & E 42% Grade 7 Cohort Math Growth 13% Grade 7 Math M & E 31%  Grade 8 Cohort ELA Growth 7% Grade 8 ELA M & E 44% Grade 8 Cohort Math Growth 3%	<b>Overall Status Score:</b> ELA 44% Met & Exceeded Standard Math 39% Met & Exceeded Standard  <b>3rd Grade Status Score:</b> Grade 3 ELA M&E 38% Grade 3 Math M&E 52%  <b>Cohort Growth and Status Goals:</b> Grade 4 Cohort ELA Growth 6% Grade 4 ELA M & E 37% Grade 4 Cohort Math Growth 6% Grade 4 Math M & E 35%  Grade 5 Cohort ELA Growth 6% Grade 5 ELA M & E 38% Grade 5 Cohort Math Growth 6% Grade 5 Math M & E 26%  Grade 6 Cohort ELA Growth 6% Grade 6 ELA M & E 35% Grade 6 Cohort Math Growth 6% Grade 6 Math M & E 25%  Grade 7 Cohort ELA Growth 6% Grade 7 ELA M & E 48% Grade 7 Cohort Math Growth 6% Grade 7 Math M & E 37%	<b>Overall Status Score:</b> ELA 50% Met & Exceeded Standard Math 45% Met & Exceeded Standard  <b>3rd Grade Status Score:</b> Grade 3 ELA M&E 44% Grade 3 Math M&E 58%  <b>Cohort Growth and Status Goals:</b> Grade 4 Cohort ELA Growth 6% Grade 4 ELA M & E 43% Grade 4 Cohort Math Growth 6% Grade 4 Math M & E 41%  Grade 5 Cohort ELA Growth 6% Grade 5 ELA M & E 44% Grade 5 Cohort Math Growth 6% Grade 5 Math M & E 32%  Grade 6 Cohort ELA Growth 6% Grade 6 ELA M & E 41% Grade 6 Cohort Math Growth 6% Grade 6 Math M & E 31%  Grade 7 Cohort ELA Growth 6% Grade 7 ELA M & E 54% Grade 7 Cohort Math Growth 6% Grade 7 Math M & E 43%	<b>Overall Status Score:</b> ELA 56% Met & Exceeded Standard Math 51% Met & Exceeded Standard  <b>3rd Grade Status Score:</b> Grade 3 ELA M&E 50% Grade 3 Math M&E 64%  <b>Cohort Growth and Status Goals:</b> Grade 4 Cohort ELA Growth 6% Grade 4 ELA M & E 49% Grade 4 Cohort Math Growth 6% Grade 4 Math M & E 47%  Grade 5 Cohort ELA Growth 6% Grade 5 ELA M & E 50% Grade 5 Cohort Math Growth 6% Grade 5 Math M & E 38%  Grade 6 Cohort ELA Growth 6% Grade 6 ELA M & E 46% Grade 6 Cohort Math Growth 6% Grade 6 Math M & E 37%  Grade 7 Cohort ELA Growth 6% Grade 7 ELA M & E 60% Grade 7 Cohort Math Growth 6% Grade 7 Math M & E

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Grade 8 Math M & E 37%	Grade 8 Cohort ELA Growth 6% Grade 8 ELA M & E 50% Grade 8 Cohort Math Growth 6% Grade 8 Math M & E 45%	Grade 8 Cohort ELA Growth 6% Grade 8 ELA M & E 56% Grade 8 Cohort Math Growth 6% Grade 8 Math M & E 51%	
Students completing A-G requirements will increase by 3% from previous year with a goal of 40% by the end of this 3-year plan.	31 % in 14/15	34%	37%	40%
English Language Learners who show adequate growth will increase by 5%	54% in 14/15	59%	64%	69% Note: California Department of Education may not have data available using the new ELPAC test results.
AP pass rate (score of 3 or higher) will increase by 3% yearly and be above 40% on a running 3 year average.	2 year average from 13/14 and 14/15 is 33% scoring 3 or higher	36%	39%	40%
English Learner Reclassification Rate	6.2% in 15/16	No data available due to switch from CELDT to ELPAC	TBD based on initial ELPAC test results.	TBD based on initial ELPAC test results.
All students, including unduplicated pupils and individuals with exceptional needs will have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220	100% of CUSD's students have access to a broad course of study. Staff, Parent, and Student surveys indicating satisfaction with course offerings at 80%	100% of students will have access to a broad course of study via the curriculum utilized for instruction.	100% of students will have access to a broad course of study via the curriculum utilized for instruction.	100% of students will have access to a broad course of study via the curriculum utilized for instruction.
Percentage of pupils who demonstrate college preparedness in the Early Assessment Program will increase by 5% from previous year	<b>11th Grade Status Score:</b> Grade 11 ELA M&E 58% Grade 11 Math M&E 30%	Grade 11 ELA M&E 63% Grade 11 Math M&E 35%	Grade 11 ELA M&E 68% Grade 11 Math M&E 40%	Grade 11 ELA M&E 73% Grade 11 Math M&E 45%

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1A

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

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

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

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

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

**2017-18 Actions/Services****Curriculum Related Training / Actions**

Implement / Continue Training for:

**2018-19 Actions/Services****Curriculum Related Training / Actions**

Implement / Continue Training for:

1. Benchmark Advance – English Language Arts Curriculum TK-6

**2019-20 Actions/Services****Curriculum Related Training / Actions**

Implement / Continue Training for:

## 2017-18 Actions/Services

1. Benchmark Advance – English Language Arts Curriculum TK-6
  2. Springboard - English Language Arts Curriculum 7-8
  3. English in a Flash - English Language Development Curriculum (K-3)
  4. English 3-D - English Language Development Curriculum (4-8)
  5. Bridges – Math Curriculum
  6. Next Generation Science Standards
    - a. K-3 – Awareness Training
    - b. 4-6 Lesson Development
    - c. 7-8 Lesson and Unit Development
    - d. 9-12 Model Selection (Classic approach vs. Integrated Science approach)
    - e. Evaluate how to embed Health and Anatomy standards
- (Emphasize Academic Vocabulary . Norm/Expectation)
7. Assess English Language Development training needed by non – English Language Arts teachers.
  8. Continue to utilize Supplemental and Concentration Grant portions of LCFF to reduce class sizes, use Paraprofessionals as learning supports, utilize bilingual office support staff, supply counseling services, and offer more / different classes at secondary level.
    - a. BPS – additional teachers, paraprofessionals, bilingual office staff, Counselor
    - b. EMS additional teachers, paraprofessionals, Counselor
    - c. CHS Additional Teachers and class offerings (Spanish, AP, etc.)
    - d. District-Wide:
      - i. School Nurse,
      - ii. Bilingual Parent Liaison,

## 2018-19 Actions/Services

2. Springboard - English Language Arts Curriculum 7-8
3. English in a Flash - English Language Development Curriculum (K-3)
4. English 3-D - English Language Development Curriculum (4-8)
5. Bridges – Math Curriculum
6. Next Generation Science Standards
  - a. K-3 – Awareness Training
  - b. 4-6 Unit Development
  - c. 7-8 Unit Development& Assessment
  - d. 9-12 Unit Development& Assessment
  - e. Begin Process, using CDE toolkit, of evaluating K-8 curriculum materials.
  - f. Send staff to training for toolkit use.
  - g. Begin Lesson and Unit planning to embed Health and Anatomy standards
7. Implement English Language Development training needed by non – English Language Arts teachers
8.
  - i. Recruit, and hire one additional TK – 8 Counselor
  - ii. Recruit and hire bilingual paraprofessional at EMS if student numbers increase significantly
  - iii. Assess the need for school to home transport for students enrolled in after-school tutoring sessions.
  - iv. Implement an additional period of Designated English Language Development at CHS.
  - v. Organize, plan and staff a Gifted and Talented program at the TK – 8 level.
  - vi. Add funds to classroom budgets for teacher use in helping students meet standards.
  - vii. Add EMS yard duty staff for safety
  - viii. Continue to utilize Supplemental and Concentration Grant portions of LCFF to reduce class sizes, use Paraprofessionals as learning supports, utilize bilingual office support staff, supply counseling services, and offer more / different classes at secondary level.
    - a. BPS – additional teachers, paraprofessionals, bilingual office staff, Counselor
    - b. EMS additional teachers, paraprofessionals, Counselor

## 2019-20 Actions/Services

1. New Staff - Provide English Language Arts Curriculum / English Language Development Curriculum / Math Curriculum
2. Next Generation Science Standards
  - a. K-3 – Unit Development
  - b. 4-6 Implementation
  - c. 7-8 Implementation
  - d. 9-12 Implementation
  - e. Complete Lesson and Unit planning to embed Health and Anatomy standards
3. Evaluate available Science Curriculum for adoption in 20/21 – Pilot as needed.
4. Implement English Language Development training needed by non – English Language Arts teachers
5. Continue to utilize Supplemental and Concentration Grant portions of LCFF to reduce class sizes, use Paraprofessionals as learning supports, utilize bilingual office support staff, supply counseling services, and offer more / different classes at secondary level.
  - a. BPS – additional teachers, paraprofessionals, bilingual office staff, Counselor
  - b. EMS additional teachers, paraprofessionals, Counselor
  - c. CHS Additional Teachers and class offerings (Spanish, AP, etc.)
  - d. District-Wide:
    - i. School Nurse,
    - ii. Bilingual Parent Liaison,
    - iii. increased budgets for site supplies,
    - iv. Staff retention through salary increases;
    - v. Technology: staffing, software and hardware increases.
    - vi. Facilities: staffing, transportation, and additional routine maintenance allocations
- vii. Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget

## 2017-18 Actions/Services

- iii. Increased budgets for site supplies,
- iv. Staff retention through salary increases;
- v. Technology: staffing, software and hardware increases.
- vi. Facilities: staffing, transportation, and additional routine maintenance allocations
- vii. Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget

## 2018-19 Actions/Services

- c. CHS Additional Teachers and class offerings (Spanish, AP, etc.)
- d. District-Wide:
  - i. School Nurse,
  - ii. Bilingual Parent Liaison,
  - iii. increased budgets for site supplies,
  - iv. Staff retention through salary increases;
  - v. Technology: staffing, software and hardware increases.
  - vi. Facilities: staffing, transportation, and additional routine maintenance allocations
- vii. Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget

## 2019-20 Actions/Services

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## Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

\$14,000 Trainer Costs Budget Object Code 5800  
 \$22,000 Staff Compensation Budget Object Code 1100  
 \$230,000 Curriculum Budget Object Code 4100 & 4300  
 a. BPS - additional teachers Budget Object Code 1100, paraprofessionals, Budget Object Code 2100, bilingual office staff Budget Object Code 2400, Counselor Budget Object Code 1200- \$717,170  
 b. EMS - additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, Counselor Budget Object Code 1200- \$409,176  
 c. CHS - Additional Teachers and class offerings (Spanish, AP, etc.) Budget Object code 1100- \$374,010  
 d. District-Wide:

\$6,000 Trainer Costs Budget Object Code 5800  
 \$11,000 Staff Compensation Budget Object Code 1100  
 i. \$110,000  
 ii. \$25,000  
 iii. \$5,000  
 iv. No additional cost  
 v. \$10,000  
 vi. \$78,000  
 vii. 10,000  
 viii. Continue to utilize Supplemental and Concentration Grant portions of LCFF to reduce class sizes, use Paraprofessionals as learning supports, utilize bilingual office support staff, supply counseling services, and offer more / different classes at secondary level.  
 a. BPS – additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, bilingual office staff Budget Object Code

\$4,000 Trainer Costs Budget Object Code 5800  
 2. No budgeted cost(s)  
 3. No budgeted cost(s)  
 4. \$10,000 Trainer cost Object Code 5800  
 5.  
 a. BPS – additional teachers Object Code 1100, paraprofessionals Budget Object Code 2100, bilingual office staff Budget Object Code 2400, Counselor Budget Object Code 1200 - \$711,073,  
 b. EMS additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, Counselor Budget Object Code 1200- \$635,356  
 c. CHS Additional Teachers Budget Object Code 1100 and class offerings (Spanish, AP, etc.) \$402,682  
 d. District-Wide:

Year	2017-18	2018-19	2019-20
	<p>i. School Nurse Budget Object Code 1200, Bilingual Parent Liaison Budget Object Code 2400, increased budgets for site supplies Budget Object Code 3200, Staff retention through salary increases Budget Object Code 1100-2999- \$320,174</p> <p>ii. Technology: staffing Budget Object Code 2200-2300, software and hardware increases Budget Object Code 4300-.\$254,295</p> <p>iii. Facilities: staffing Budget Object Code 2200, transportation budget Object Code 2200, and additional routine maintenance allocations Budget Object Code 4300, 5600, 5800- \$333,310</p> <p>iv. Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget- Budget Object Code 8980- \$355,796</p>	<p>2400, Counselor Budget Object Code 1200 - \$790,495</p> <p>b. EMS additional teachers Budget Object Code 1100, paraprofessionals Budget Object Code 2100, Counselor Budget Object Code 1200- \$402,267</p> <p>c. CHS Additional Teachers Budget Object Code 1100 and class offerings (Spanish, AP, etc.) \$405,128</p> <p>d. District-Wide:</p> <p>i. School Nurse Budget Object Code 1200 , Bilingual Parent Liaison Budget Object Code 2400, increased budgets for site supplies Budget Object Code 4300, Staff retention through salary increases Budget Object Code 1100-2999- \$320,174</p> <p>ii. Technology: staffing Budget Object Code 2200-2300, software and hardware increases Budget Object Code 4300-\$254,295</p> <p>iii. Facilities: staffing Budget Object Code 2200, transportation budget Object Code 2200, and additional routine maintenance allocations Budget Object Code 4300, 5600, 5800- \$333,310</p> <p>Federal Programs Supplement: add funds to cover Titles I, III and ROP program encroachment on General fund budget Budget Object Code 8980 - \$355,796</p>	<p>i.School Nurse Budget Object Code 1200 , Bilingual Parent Liaison Budget Object Code 2400, increased budgets for site supplies Budget Object Code 4300, Staff retention, , Staff retention through salary increases Budget Object Code 1100-2999- \$434,251</p> <p>ii.Technology: staffing Budget Object Code 2200-2300, software and hardware increases Budget Object Code 4300- \$226,145,</p> <p>iii.Facilities: staffing, Budget Object Code 2200, transportation budget Object Code 2200, and additional routine maintenance allocations Budget Object Code 4300, 5600, 5800- \$172,001</p> <p>Federal Programs Supplement: add funds to cover ROP program encroachment on General fund budget – Budget Object Code 8980 \$201,199</p>
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	Each Item has CSAM Budget Object Code in the section above.	Each Item has CSAM Budget Object Code in the section above.	Each Item has CSAM Budget Object Code in the section above.



## Action 1B

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

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

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

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

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

### 2017-18 Actions/Services

#### Data Related Training / Actions

1. Implement / Continue Training for:
  - a. Illuminate Data & Assessment Software
  - b. Infinite Campus Student Information System.
  - c. Assess Infinite Campus Software as 9 - 12 Gradebook vs. School Loop
2. Begin Process of converting all Cumulative Files to electronic format.
3. Evaluate district-wide assessment practices.

### 2018-19 Actions/Services

#### Data Related Training / Actions

1. Continue Training for:
  - a. Illuminate Data & Assessment Software
  - b. Infinite Campus Student Information System
2. Begin to utilize Illuminate software for all data warehousing.
3. Implement selected 9-12 electronic Gradebook
4. Continue process of converting all Cumulative Files to electronic format.

### 2019-20 Actions/Services

#### Data Related Training / Actions

1. Schedule **New Staff** Training for:
  - a. Illuminate Data & Assessment Software
  - b. Infinite Campus Student Information System
2. Continue to utilize Illuminate software for all data warehousing.
3. Implement selected 9-12 electronic Gradebook
4. Continue process of converting all Cumulative Files to electronic format.



## 2017-18 Actions/Services

4. Examine options for new/changed benchmark assessments. Possibly pilot new assessment systems:
  - a. iReady.
  - b. NWEA=MAPs.
  - c. SBAC Interim Assessments.
  - d. Other
5. Determine whether new/modified system would be more beneficial to students.
6. Determine which existing systems, if any, need to be modified / dropped. (Board preference is for equal interval scale score test which tracks student progress over multiple years – preferably 1<sup>st</sup> – 11<sup>th</sup> Grades.)
7. Revise Walk Thru form (used for feedback to teachers on implementation of best instructional practices) and train administrators.
  - a. Include District – Wide and Site Specific items.
  - b. Ensure assessments provided in Curriculum are being utilized consistently.
8. Implement prescribed walk-thru protocols.
9. Assess walk-thru data and recommend site level or systemic changes.
10. Modify TK-8 Data Meeting content and schedules to correspond to new Curriculum and implement.
11. Examine Instructional Year Calendar changes to facilitate deeper / more effective collaboration.
  - a. Instructional minutes @ each site.
  - b. Length and frequency of collaboration.
  - c. Starting time (particularly at High School)

Assess Teacher Evaluation Document and present options for changes to all stakeholders

## 2018-19 Actions/Services

5. Begin Training for any new district-wide assessments as needed.
6. Continue to implement prescribed walk-thru protocols.
7. Assess walk-thru data and recommend site level or systemic changes.
8. Implement any changes to Teacher Evaluation Document

## 2019-20 Actions/Services

5. Continue training for any new district-wide assessments as needed.
6. Continue to implement prescribed walk-thru protocols.
7. Assess walk-thru data and recommend site level or systemic changes.
8. Continue discussion and agree upon changes to Teacher Evaluation Document
9. Implement iReady

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$56,720	\$4,000 Training	1.-7. \$5,000 8. \$2,000 Training

Year	2017-18	2018-19	2019-20
			9. \$60,000 iReady
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	CSAM Budget Object Code 5800	CSAM Budget Object Code 5800	CSAM Budget Object Code 5800

## Action 1C

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

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

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

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

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

## 2017-18 Actions/Services

### Opportunities for Extension

1. Train teachers additional Advanced Placement offerings as resources and staffing are available.
2. Investigate possibility of adding dual enrollment course offerings.
3. Implement / Continue Training for assisting students who are exceeding standards in:
  - a. Benchmark Advance – English Language Arts Curriculum TK-6
  - b. Springboard - English Language Arts Curriculum 7-8
  - c. Bridges – Math Curriculum
1. Asses Gifted/Talented training needed by non – English Language Arts / Math teachers
2. Investigated implementation of StrengthsFinder as a support for all students and staff. Possible inclusion in the freshman wheel.

Create a “Newcomer” Homework Help club for Immigrant students newly arrived.

## 2018-19 Actions/Services

### Opportunities for Extension

1. Implement additional Advanced Placement offerings as resources and staffing are available.
2. Implement dual enrollment course offerings.
3. Implement / Continue Training for assisting students who are exceeding standards in:
  - a. Benchmark Advance – English Language Arts Curriculum TK-6
  - b. Springboard - English Language Arts Curriculum 7-8
  - c. Bridges – Math Curriculum
4. Assess Gifted/Talented training needed by non – English Language Arts / Math teachers
5. Implement (if approved) inclusion of StrengthsFinder in the freshman wheel.

## 2019-20 Actions/Services

### Opportunities for Extension

1. Implement additional Advanced Placement offerings as resources and staffing are available.
2. Implement dual enrollment course offerings as resources and staffing are available.
3. Train **New Staff** for assisting students who are exceeding standards in:
  - a. Benchmark Advance – English Language Arts Curriculum TK-6
  - b. Springboard - English Language Arts Curriculum 7-8
  - c. Bridges – Math Curriculum
4. Assess Gifted/Talented training needed by non – English Language Arts / Math teachers
5. Continue inclusion of StrengthsFinder in the freshman wheel.
6. Add Career Tech Ed Business pathway.
7. Add Broadcasting Class at CHS

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,000 AP Training & Materials \$1,750 StrengthsFinders Fee	\$4,000 AP Training & Materials \$2,000 StrengthsFinders Fee	1.-4. \$4,000 AP Training & Materials 5. \$2,400 Strengths Finder 6. \$25,000 7. \$25,000
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	CSAM Budget Object Code 4300/5800	CSAM Budget Object Code 4300/5800	CSAM Budget Object Code 4300/5800

# Goals, Actions, & Services

Strategic Planning Details and Accountability  
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.  
(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 2

Improve the atmosphere in our schools and the communication between school and home.

### State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 5, 6, 7

### Identified Need:

- State Priority 1:  
Maintaining and improving the atmosphere in our schools is key to recruiting and retaining high quality, fully-credentialed teachers.
- State Priority 2:  
Increasing the frequency and quality of communication with parents of All student, but particularly ELL students, will enhance engagement for the students.
- State Priority 3:

Improving communication with parents is a key component of effective schools.

State Priority 5:

Increasing attendance is another key to increased student learning.

The district constantly works to decrease absenteeism, dropouts, suspension and expulsion rates.

State Priority 7:

CUSD intends to continue offering expanded programs and services to all students.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All teachers will be appropriately credentialed and assigned.	95% in 2016/17	100%	100%	100%
Students will be provided CCSS aligned instructional materials in sufficient quantities at all levels.	100%	100%	100%	100%
Parent involvement will increase at both site level and district level committees (Site Councils, ELAC's, Parent Clubs, DELAC including parents of unduplicated pupils and parents of pupils with exceptional needs.)	Anecdotal/observations from staff regarding attendance at events Sign in sheets from meetings held during 16/17 School Year	Attendance or participation at or above baseline. DELAC participation up 19% from previous year.	Attendance or participation at or above baseline.	Anecdotal/observations from staff regarding attendance at events Attendance or participation at or above baseline.
School attendance rates will remain above 95%	96%	95%+	95%+	95%+
Number of students chronically absent will decrease by 10% from previous year	64 Students in 14/15	58 Students	52 Students	46 Students
Middle school dropout rates will remain below 1%	Middle School rate <1% High School rate 17.6% in 15/16	Middle School rate <1% High School rate <14.6%	Middle School rate <1% High School rate <11.6%	Middle School rate <1% High School rate <8.6%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
High School dropout rates will decrease by 3% from previous year				
High School Graduation rate will increase by 5% from previous year.	2016 85.6%	90.6%	95.6%	100%
Pupil suspensions will decrease by 15% (from previous year) and expulsions will remain below 1% of the student population.	2014/15 Suspension rates Burchfield Primary 0.4% 2 Students Egling Middle 11.4% 61 Students Colusa High 16.5% 67 Students 2014/15 Expulsions rate baseline Burchfield Primary <1% Egling Middle <1% Colusa High <1%	Suspension rates Burchfield Primary 0% 0 Students Egling Middle 9.7% 52 Students Colusa High 14.0% 57 Students Expulsions rates Burchfield Primary <1% Egling Middle <1% Colusa High <1%	Suspension rates Burchfield Primary 0% 0 Students Egling Middle 8.2% 44 Students Colusa High 11.6% 47 Students Expulsions rates Burchfield Primary <1% Egling Middle <1% Colusa High <1%	Suspension rates Burchfield Primary 0% 0 Students Egling Middle 6.9% 37 Students Colusa High 9.9% 40 Students Expulsions rates Burchfield Primary <1% Egling Middle <1% Colusa High <1%
Student, Staff, and Parent surveys will indicate positive and improving perceptions of school safety and atmosphere.	Healthy Kids California Student, Staff and Parent surveys completed in Spring 2017 will be baseline	Overall positive perceptions at or above baseline. Anecdotal observation only. HKCS will be administered again in the 18/19 SY.	Overall positive perceptions at or above baseline.	Overall positive perceptions at or above baseline – Fall 2019 results compared to Spring 2017 results.

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

### Location(s):

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

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

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

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

### 2017-18 Actions/Services

1. Re-write Discipline handbooks at each site to include required revisions with new laws and practices.
2. Ensure attendance, tobacco and other district wide policies are consistent.
3. Implement site-wide discipline vocabulary consistency.
4. Gather discipline data and evaluate in March.

### 2018-19 Actions/Services

1. Implement Revised Discipline handbooks at each site.
2. Gather discipline data and evaluate in March. Use data plan improvement.
3. Implement student Gallop survey and utilize results to guide improvement.

### 2019-20 Actions/Services

1. Implement Revised Discipline handbooks at each site.
2. Gather discipline data and evaluate in March. Use data plan improvement.
3. Continue to implement Celebrations of Reclassification for ELL.

### 2017-18 Actions/Services

5. Modify IC software so that there is admin approval before any level of discipline report goes home.
6. Implement student Gallop survey.
7. Investigate takeover of community calendar creation – city printing. Include a community survey in the bill.
8. Celebration of Reclassification for English Language Learners.
9. Change Job Description of TK-8 counselor to focus more on behavioral health.
10. Plan and implement homework help training sessions for parents K-8
11. Plan and present parent trainings on Illuminate and Infinite Campus

### 2018-19 Actions/Services

4. Continue to implement Celebrations of Reclassification for ELL.
5. Plan and implement homework help training sessions for parents K-8
6. Plan and present parent trainings on Illuminate and Infinite Campus
7. Implement a training plan for DELAC parents to increase involvement and understanding of CUSD's system.

### 2019-20 Actions/Services

4. Plan and implement homework help training sessions for parents K-8
5. Plan and present parent trainings on Illuminate and Infinite Campus
6. Implement a training plan for DELAC parents to increase involvement and understanding of CUSD's system. Project – 2 – Inspire Level 3.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,100 Supplies	#1-7 \$1,100 Supplies #8 \$14,000 for CUBE Training	1. – 5. \$1,100 Supplies 6. \$20,000
Source	Base Budget	Base Budget	Base Budget
Budget Reference	CSAM/Budget Object Code 4300/5800	CSAM/Budget Object Code 4300/5800	CSAM/Budget Object Code 4300/5800

## Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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



Unchanged Goal

## Goal 3

Improve access to, and use of, instructional technology and modern facilities.

### State and/or Local Priorities addressed by this goal:

State Priorities: 1,7

### Identified Need:

State Priority: 1

Sufficient access to instructional materials implies access to on-line materials as well. Access to computers for students is not at the desired level. Technology-based instruction continues to be limited because access to devices is limited. As more instruction depends upon use of devices, the demand continues to grow. Additionally, more devices means less time necessary to complete state testing.

State Priority: 7

Facilities, while much improved after the Measure A Bond project, are dated and in need of modernization in many places.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student access to computers will increase at all levels.	Current ratio of devices 0.6/1	0.7/1 ratio	0.8/1 ratio	0.9/1
Electronic communication between school and home will increase.	Number of parents on email list in 17/18 will be baseline.	Baseline: 615 of 901 households have entered an email address	Baseline +10%	Baseline +20%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Instructional technology use will increase at all levels.	17/18 Walk-Thru Data will be baseline – frequency of device use will be metric	Baseline: TBD	Baseline +5%	Baseline +10%
General condition of facilities will improve as detailed in Facilities Master Plan	Successful Williams Act Inspections at each site. All facilities rated as Good or Fair.	Successful Williams Act Inspections at each site. All facilities rated as Good.	Successful Williams Act Inspections at each site. All facilities rated as Good or Fair.	Successful Williams Act Inspections at each site. All facilities rated as Good or Fair.

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

#### Location(s):

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

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

#### Location(s):

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

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

#### 2017-18 Actions/Services

1. Continue to expand purchase of devices until district wide ratio of students / devices reaches 1/1
2. Investigate incentives for parents to attend trainings on Social Media, Internet safety, etc.
3. Assess Bring your own device policy and possibly recommend adoption.
4. Assess and possibly implement weekend technology lab access.
5. Advise community that the district is going to all electronic communication

Pursue one grant opportunity for technology.

#### 2018-19 Actions/Services

1. Continue to expand purchase of devices until district wide ratio of students / devices reaches 1/1
2. Implement incentives for parents to attend trainings on Social Media, Internet safety, etc.
3. Continue to investigate system allowing student use of safe, filtered, monitored school devices.
4. Continue to implement weekend technology/lab access.
5. Increase electronic communication except for items mandated to be supplied in hard copy.
6. Pursue one grant opportunity for technology.
7. Hire one additional Maintenance staff worker to improve facility upkeep.
8. Install updated phone system – safety concern.

#### 2019-20 Actions/Services

1. Continue to expand purchase of devices until district wide ratio of students / devices reaches a level where students have a device readily available when they need access.
2. Implement incentives for parents to attend trainings on Social Media, Internet safety, etc.
3. Increase electronic communication except for items mandated to be supplied in hard copy.
4. Pursue one grant opportunity for technology.
5. Remodel CHS 500 Wing Restrooms to meet ADA requirements. This project will be the match for the Career Technical Education Incentive Grant which is being used to add a Business pathway at CHS
6. Purchase bleachers for soccer, tennis, baseball use.
7. Install new doors on Kindergarten building for safety.
8. Install additional security cameras at BPS and EMS.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	1. \$130,000 6. \$78,000 8. \$80,000	1. \$120,000 5. \$130,000 from Developer Fee Fund 6. \$15,000 from General Fund 7. \$5,000 from General Fund 8. \$16,000 from General Fund
Source	LCFF Funds	LCFF Funds	LCFF Funds
Budget Reference	CSAM Budget Object Code 4300	CSAM Budget Object Code 4300	CSAM Budget Object Code 4300



# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$2,901,288

23.61 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

CUSD is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, English Learners and foster youth district wide. Due to the high number of Free / Reduced Priced Meal eligible students, and English Learners in our District, LCFF supplemental funds are used school wide to increase or improve services for unduplicated pupils in the following manner:

In addition to the table below, additional training in the amount of \$27,400, DELAC and discipline are budgeted at \$21,000 and technology and facility enhancements are budgeted at \$136,000.

Use of supplemental and concentration funding by site:

**Burchfield Primary:** Teachers (Class size reduction) Instructional Paraprofessionals and a part-time Office Assistant (Bilingual) – Instructional Staff (Teachers, Paras) added for in depth smaller group instruction, smaller class sizes. Bilingual Office assistant added to communicate more effectively with EL students and parents about school events and services offered: \$711,074

**Egling Middle School:** Additional teachers, instructional paraprofessionals, Counselor – Counselor added for one on one counseling of needy students. Teachers and Paras added for in depth smaller group instruction and class sizes. \$635,357

**Colusa High/Alt. High/Home School:** Additional Teachers / class offerings-Additional teachers added to increase course offerings and small class sizes for more individualized instruction. Periods of Support are being offered where the teacher works with individual students on their specific needs in other classes (tutoring) \$402,683

**District – Wide Miscellaneous:** Short term additional administrator support – Additional administrative time to focus on planning professional development for improved instruction; School Nurse – District provides increased nursing/intervention services beyond the mandated nursing services, Bilingual Parent Liaison – works with Hispanic parents as a bridge to the schools and improved parent involvement, site purchasing budget increase – funds added to site budgets to purchase additional materials and added professional development trainings, staff retention focused salary increase-Improved compensation of staff is a recruiting tool and staff will remain in the District where they feel valued. \$434,252

**District – Wide Technology:** Additional staffing, software and hardware support, hardware-Staff, supplies, support to improve the technology delivery to students. Increased internet service, additional devices to student instruction and staff support to provide instruction on technology services to students. \$226,146

**District – Wide Facilities:** Additional staffing, transportation, and increase to routine maintenance – clean facilities, better lighting for better instruction, all facilities safe and support to staff to maintain a clean, effective learning environment. \$172,001

**District – Wide Federal Program Encroachment:** Title I, Title III, ROP – Cuts in funding to supplemental services could have led to cutting positions and services but the District chose to keep the supplemental services (Reading Specialists and Additional Paras) and fund them with LCFF funding. \$201,199

**TOTAL \$2,967,111**

The district determined these actions were the best use of funds based on numerous conversations with stakeholders, and through the recommendations from professional staff. The funding will assist unduplicated students by increasing the amount of individualized educational experiences; increasing parent involvement in CUSD schools; supplying students with current technology; and improving the physical environment of the schools. Additionally, the unduplicated students will have expanded Tier I and Tier II interventions to support them as they progress through the system. The specific actions and services for unduplicated students was determined on a site-by-site basis, and approved after discussions about whether those actions / services aligned with district goals and philosophy. The sites and district are driven by the latest research into effective educational practice as reported in publications authored by Marzano, DuFour, Stiggins, Tomlinson, and others.

These services qualitatively and quantitatively impact the targeted students by enriching the educational programs without identifying the unduplicated student to the rest of the class.

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ \$2,773,633

23.31 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Additional teacher added to 4-6 Grade Levels to reduce class sizes \$70,000. Adding Mentor teachers for Interns and Lead Illuminate/Infinite Campus Positions at each site \$20,000

Use of supplemental and concentration funding by site:

**Burchfield Primary:** Teachers (Class size reduction) Instructional Paraprofessionals and a part-time Office Assistant (Bilingual) – Instructional Staff (Teachers, Paras) added for in depth smaller group instruction, smaller class sizes. Bilingual Office assistant added to communicate more effectively with EL students and parents about school events and services offered: \$790,495

**Egling Middle School:** Additional teachers, instructional paraprofessionals, Counselor – Counselor added for one on one counseling of needy students. Teachers and Paras added for in depth smaller group instruction and class sizes. \$402,267

**Colusa High/Alt. High/Home School:** Additional Teachers / class offerings-Additional teachers added to increase course offerings and small class sizes for more individualized instruction. Periods of Support are being offered where the teacher works with individual students on their specific needs in other classes (tutoring) \$405,128

**District – Wide Miscellaneous:** Short term additional administrator support – Additional administrative time to focus on planning professional development for improved instruction; School Nurse – District provides increased nursing/intervention services beyond the mandated nursing services, Bilingual Parent Liaison – works with Hispanic parents as a bridge to the schools and improved parent involvement, site purchasing budget increase – funds added to site budgets to purchase additional materials and added professional

development trainings, staff retention focused salary increase-Improved compensation of staff is a recruiting tool and staff will remain in the District where they feel valued. \$320,174

**District – Wide Technology:** Additional staffing, software and hardware support, hardware-Staff, supplies, support to improve the technology delivery to students. Increased internet service, additional devices to student instruction and staff support to provide instruction on technology services to students. \$254,295

**District – Wide Facilities:** Additional staffing, transportation, and increase to routine maintenance – clean facilities, better lighting for better instruction, all facilities safe and support to staff to maintain a clean, effective learning environment. \$333,310

**District – Wide Federal Program Encroachment:** Title I, Title III, ROP – Cuts in funding to supplemental services could have led to cutting positions and services but the District chose to keep the supplemental services (Reading Specialists and Additional Paras) and fund them with LCFF funding. \$355,796

**TOTAL \$2,861,465**

The superintendent of CUSD consulted with its special education local plan area administrator to determine that specific actions for individuals with exceptional needs are embedded in the local control and accountability plan. The actions are consistent with strategies included in the annual assurances support plan for the education of individuals with exceptional needs.

The district determined these actions were the best use of funds based on numerous conversations with stakeholders, and through the recommendations from professional staff. The funding will assist unduplicated students by increasing the amount of individualized educational experiences; increasing parent involvement in CUSD schools; supplying students with current technology; and improving the physical environment of the schools. Additionally, the unduplicated students will have expanded Tier I and Tier II interventions to support them as they progress through the system. The specific actions and services for unduplicated students was determined on a site-by-site basis, and approved after discussions about whether those actions / services aligned with district goals and philosophy. The sites and district are driven by the latest research into effective educational practice as reported in publications authored by Marzano, DuFour, Stiggins, Tomlinson, and others.

These services qualitatively and quantitatively impact the targeted students by enriching the educational programs without identifying the unduplicated student to the rest of the class



# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017–18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$2,492,591

22.98%

Burchfield Primary	Teachers (Class size reduction) Instructional Paraprofessionals and a part-time Office Assistant (Bilingual) – Instructional Staff (Teachers, Paras) added for in depth smaller group instruction, smaller class sizes. Bilingual Office assistant added to communicate more effectively with EL students and parents about school events and services offered.	\$717,170
Egling Middle School	Additional teachers, instructional paraprofessionals, Counselor – Counselor added for one on one counseling of needy students. Teachers and Paras added for in depth smaller group instruction and class sizes.	\$409,176
Colusa High/Alt. High/Home School	Additional Teachers / class offerings-Additional teachers added to increase course offerings and small class sizes for more individualized instruction. Periods of Support are being offered where the teacher works with individual students on their specific needs in other classes (tutoring)	\$374,010
District – Wide Miscellaneous	Short term additional administrator support – Additional administrative time to focus on planning professional development for improved instruction; School Nurse – District provides increased nursing/intervention services beyond the mandated nursing services, Bilingual Parent Liaison – works with Hispanic parents as a bridge to the schools and improved parent involvement, site purchasing budget increase – funds added to site budgets to purchase additional materials and added professional development trainings, staff retention focused salary increase-Improved compensation of staff is a recruiting tool and staff will remain in the District where they feel valued.	\$320,174
District – Wide Technology	Additional staffing, software and hardware support, hardware-Staff, supplies, support to improve the technology delivery to students. Increased internet service, additional devices to student instruction and staff support to provide instruction on technology services to students.	\$254,295
District – Wide Facilities	Additional staffing; transportation, and increase to routine maintenance – clean facilities, better lighting for better instruction, all facilities safe and support to staff to maintain a clean, effective learning environment.	\$333,310
District – Wide Federal Program Encroachment	Title I, Title III, ROP – Cuts in funding to supplemental services could have led to cutting positions and services but the District chose to keep the supplemental services (Reading Specialists and Additional Paras) and fund them with LCFF funding.	\$355,796
	<b>TOTAL</b>	<b>\$2,728,929</b>

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# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

*For questions related to specific sections of the template, please see instructions below:*

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

## **Related State and/or Local Priorities**

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## **Identified Need**

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

## **Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## **Planned Actions/Services**

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### **Students to be Served**

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

#### **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

### **Students to be Served**

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

### **Scope of Service**

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

### **Location(s)**

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may



be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

**New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

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

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## **Demonstration of Increased or Improved Services for Unduplicated Students**

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

## Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

## Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 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;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
  - (A) enrolled less than 31 days
  - (B) enrolled at least 31 days but did not attend at least one day
  - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
    - (i) are enrolled in a Non-Public School
    - (ii) receive instruction through a home or hospital instructional setting
    - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
  - (i) a regular high school diploma
  - (ii) a High School Equivalency Certificate
  - (iii) an adult education diploma
  - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any 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 unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, January 2019*



## Appendix C:

### Colusa Unified Stakeholder Engagement

Date (double click cell)	Time	Stakeholders	Topic	Assessment	Data	State Priority	Notes
8/2/2018	0900-1100	Administrators	Closing Achievement Gaps	-	Discipline	School Facilities - Priority 1	Start of school meeting for leadership team.
		Leadership Team	Discipline			Implementation of Standards - Priority 2	
						Other Pupil Outcomes - Priority 8	
8/13/2018	0730-1200	All Staff	Safety		Community Survey	Attendance/Absenteeism - Priority 5	Back-to-School Meeting
		Board of Trustees	Student Achievement		Student Achievement	Parent Input - Priority 3	
		Community Organizations	Business Office Operations		Student Survey	School Facilities - Priority 1	
			Special Education Operations				
8/20/2018	1700-1900	Board of Trustees	Student Achievement		Student Achievement	Broad Course of Study - Priority 7	Regular Board Meeting
		Leadership Team	District Business			Implementation of Standards - Priority 2	
		Community				Parent Input - Priority 3	
8/22/2018	1300-1400	Certificated Staff	History Social Sciences Curriculum			Implementation of Standards - Priority 2	
		Administrators					
8/28/2018	1700-1900	Administrators	Discipline		Discipline	Suspension Rate - Priority 6	Special Board meeting on Bullying Prevention efforts in CUSD
		Board of Trustees			Expulsion Rate	Attendance/Absenteeism - Priority 5	
					Suspension Rate	Expulsion Rate - Priority 6	
9/6/2018	0900-1100	Leadership Team	Student Achievement	CAASPP	Community Survey	Attendance/Absenteeism - Priority 5	

			Pilot iReady		Other	Implementation of Standards - Priority 2	
			Closing Achievement Gaps			School Facilities - Priority 1	
			Facility Improvement				
9/10/2018	1730-1830	Community	Facility Improvement	None	Community Survey	School Facilities - Priority 1	Community meeting to discuss possible major facility projects
		Community Organizations			Other		
9/17/2018	1600-2000	Administrators	Continue to Implement Celebrations of Reclassification for ELL	ELPACS		Broad Course of Study - Priority 7	Regular Board meeting with Welcome Ceremony for new staff
		Board of Trustees	Closing Achievement Gaps			Implementation of Standards - Priority 2	
		Community	Implement Weekend Technology/Lab Access			English Learner Reclassification - Priority 4	
			Implement Inclusion of StrengthsFinder in the Freshman Wheel			Teachers Appropriately Credentialed - Priority 1	
9/26/2018	0830-0930	Certificated Staff	History Social Science Curriculum			Implementation of Standards - Priority 2	Adoption Committee Meeting.
		Administrators					
9/26/2018	1700-1800	DELAC	Continue to Implement Celebrations of Reclassification for ELL	ELPACS	Other	English Learner Progress - Priority 4	Reclassification Ceremony
		ELAC				English Learner Reclassification - Priority 4	
		Community				Implementation of Standards - Priority 2	
		All Staff				Parent Input for Unduplicated Pupils - Priority 3	

		Administrators					
10/4/2018	0900-1130	Leadership Team	Pilot iReady	ELPACS	Other	Broad Course of Study - Priority 7	Regular Leadership Team Meeting
			Student Achievement	CAASPP		Implementation of Standards - Priority 2	
			Closing Achievement Gaps			Parent Input - Priority 3	
						School Facilities - Priority 1	
10/8/2018	0830-0100	Administrators	Implement Weekend Technology/Lab Access			Attendance/Absenteeism - Priority 5	Regular Principal Team Meeting
			Discipline			Expulsion Rate - Priority 6	
			Negotiate Changes to Teacher Evaluation Document			Sufficient Instructional Materials - Priority 1	
			Pilot iReady			Teachers Appropriately Credentialed - Priority 1	
			Walk-Thru Protocols				
10/8/2018	1730-1830	Community	Facilities			School Facilities - Priority 1	2nd Community Meeting about Improving School Facilities
10/11/2018	All Day	Parents	Pond Day			Broad Course of Study - Priority 7	Student Engagement and Science focused experience
		Students					
10/15/2018	0830-1000	Administrators	Discipline			Attendance/Absenteeism - Priority 5	Also discussed retention and teacher evaluation
			Closing Achievement Gaps			Other Pupil Outcomes - Priority 8	
			NGSS			Sufficient Instructional Materials - Priority 1	
			Pilot iReady				
10/29/2018	0830-1100	Administrators	Closing Achievement Gaps	CAASPP	Student Achievement	Implementation of Standards - Priority 2	Regular Principal Team Meeting
			Student Achievement	CBA		Parent Input - Priority 3	

			Pilot iReady	ACC Math		Parent Input for Unduplicated Pupils - Priority 3	
				ACC Reading		Attendance/Absenteeism - Priority 5	
				BPST			
10/29/2018	1800-1900	DELAC	English 3D: ELD Curriculum 4-8			English Learner Progress - Priority 4	DELAC Meeting
			Expand Purchase of Student Devices				
			Student Achievement				
			Implement CABC Trainings				
11/1/2018	1500-1600	Certificated Staff	History Social Sciences Curriculum			Broad Course of Study - Priority 7	Adoption Committee Meeting
		Administrators				Implementation of Standards - Priority 2	
11/1/2018	0900-1100	Leadership Team	Discipline			Attendance/Absenteeism - Priority 5	Regular Leadership Team Meeting
			Illuminate Data & Assessment Software			Parent Input - Priority 3	
			Continue Process of Converting all Cumulative			School Facilities - Priority 1	
						Attendance/Absenteeism - Priority 5	
						-	
11/5/2018	1700-1800	Community	Facility Improvement			School Facilities - Priority 1	3rd Community Meeting regarding major changes to our facility plans
11/14/2018	1420-1500	All Staff	Closing Achievement Gaps	CAASPP		Implementation of Standards - Priority 2	Collaboration Meeting
			Student Achievement			Sufficient Instructional Materials - Priority 1	

						Other Pupil Outcomes - Priority 8	
11/26/2018	1715-2015	Board of Trustees	Expand Purchase of Student Devices				Regular Board Meeting
		Administrators	Closing Achievement Gaps		Student Achievement	Broad Course of Study - Priority 7	
		Community				Implementation of Standards - Priority 2	
						Programs for English Learners - Priority 2	
11/28/2018	1730-1900	DELAC	Closing Achievement Gaps			English Learner Progress - Priority 4	DELAC Meeting
			Homework Help Training			Parent Input for Unduplicated Pupils - Priority 3	
			Project to Inspire			Programs for English Learners - Priority 2	
12/3/2018	0830-1030	Administrators	Pilot iReady				Principals Team Meeting
			Closing Achievement Gaps	None	Student Achievement	Implementation of Standards - Priority 2	
						English Learner Progress - Priority 4	
12/6/2018	0900-1100	Leadership Team	Implement Weekend Technology/Lab Access			English Learner Progress - Priority 4	Leadership Team Meeting
			Closing Achievement Gaps			Implementation of Standards - Priority 2	
			Expand Purchase of Student Devices			School Facilities - Priority 1	
			Pilot iReady			Programs for English Learners - Priority 2	
12/6/2018	1800-1830	Parent Club	Grant Opportunity for Technology			School Facilities - Priority 1	BPS Parent Club - discussion of

							fundraising and electronic marquee
12/10/2018		Administrators	Closing Achievement Gaps		Student Achievement	Implementation of Standards - Priority 2	Principals Team Meeting
			Pilot iReady			Attendance/Absenteeism - Priority 5	
			Walk-Thru Protocols			Sufficient Instructional Materials - Priority 1	
			Negotiate Changes to Teacher Evaluation Document				
			Expand Purchase of Student Devices				
12/10/2018	1730-1830	Community	Facilities			School Facilities - Priority 1	Community Meeting
		Parents					
		All Staff					
12/17/2018	1715-2100	Board of Trustees	Review LCAP Goals			ALL	Board Meeting - Reviewed LCAP Goals, discussed whether modifications were necessary, and decided to maintain current focus.
		All Staff					
		Community					
1/10/2019	0900-1130	Leadership Team	Improvement Planning Process			ALL	Leadership Team Meeting
			ELPAC and CAASPP Testing Coordination				
1/10/2019	1400-1500	Students	Discuss their ideas for systemic improvement			Achievement	CHS Leadership Class meeting with Superintendent
						Technology	

					Facilities	
					Atmosphere	
1/14/2019	1715-2130	Board of Trustees	Continue Systemic Improvement Discussion		All LCAP Goal areas	Regular Monthly Board Meeting
		All Staff				
		Community				
1/23/2019	1730-1830	Parents	School Facilities and Sports Equipment needs		School Facilities - Priority 1	Colusa Athletic RedHawk Foundation regular Meeting
1/28/2019	0830-0930	Administrators	Pilot iReady		Broad Course of Study - Priority 7	Principals Team Meeting
			NGSS		Attendance/Absenteeism - Priority 5	
			Closing Achievement Gaps		Sufficient Instructional Materials - Priority 1	
1/30/2019	1345-1415	Certificated Staff	Closing Achievement Gaps		All	Meeting with BPS staff to discuss 19-20 LCAP improvement ideas.
			Pilot iReady			
			Student Achievement			
2/4/2019	1630-1800	Board of Trustees	Low Performing Student Block Grant		Other Pupil Outcomes - Priority 8	Approved plan to help students (other than ELL, FRPL, Homeless or Foster) improve achievement.
		Administrators				
2/11/2019	1715-2100	Board of Trustees	Continue discussions of LCAP ideas		All	Regular Board Meeting
		Administrators				
		All Staff				

		Community					
2/25/2019	08930-1000	Administrators	Continue discussions of LCAP ideas			All	Principals Team Meeting
2/20/2019	1800-1930	DELAC	Begin Discussion of LCAP Improvement ideas			English Learner Progress - Priority 4	Regular DELAC Meeting
						English Learner Reclassification - Priority 4	
						Broad Course of Study - Priority 7	
						Sufficient Instructional Materials - Priority 1	
3/7/2019	0900-1130	Leadership Team	Continue discussions of LCAP ideas			All	Leadership Team Meeting
3/13/2019	1415-1500	Certificated Staff	Continue discussions of LCAP ideas			All	Collaboration Meeting at EMS
3/18/2019	1715-2100	Board of Trustees	Continue discussions of LCAP ideas			All	Regular Board Meeting
		All Staff					
		Community					
3/25/2019	0900-1000	Administrators	Continue discussions of LCAP ideas			All	Principals Team Meeting



3/27/2019	1800-1930	DELAC	Continue discussions of LCAP ideas			All	DELAC Meeting
3/27/2019	1530-1630	Certificated Staff	Pilot iReady			Programs for English Learners - Priority 2	iReady outcomes discussion
						Other Pupil Outcomes - Priority 8	
3/28/2019	1500-1600	Certificated Staff	HSS Curriculum Adoption			Implementation of Standards - Priority 2	HSS Curriculum Committee Meeting
4/1/2019	0900-1030	Administrators	Continue discussion of LCAP ideas			All	Principals Team Meeting
4/1/2019	1430-1530	Certificated Staff	NGSS			Implementation of Standards - Priority 2	NGSS Committee Meeting
4/2/2019	1420-1510	Students	Continue discussion of LCAP ideas			All	CHS Leadership Class meeting with Superintendent
4/4/2019	0830-1030	Leadership Team	Continue discussion of LCAP ideas			All	Leadership Team Meeting

4/9/2019	0830-0930	Administrators	Continue discussion of LCAP ideas			All	Principals Team Meeting
4/15/2019	1600-2000	Board of Trustees	Continue discussion of LCAP ideas			All	Regular Board Meeting
		Community Parents					
		All Staff					
4/17/2019	1800-1930	DELAC	Continue discussion of LCAP ideas			All	DELAC Meeting

## Appendix D:

### Burchfield Primary School Stakeholder Engagement.

Date	Time	Stakeholders	Topic	Assessment	Data	State Priority	Notes
8/30/2018	6:00 p.m.-7 p.m.	Certificated Staff	Student Achievement	None	Student Achievement	Attendance/Absenteeism - Priority 5	Parents were informed on: Visible Learning-correlations between student academic achievement and parent expectations. Our counselor provided data on attendance and graduation/drop-out rates. Parents were informed about the DART process and the new Volunteer Form process.. Lupe reminded parents the purpose of DELAC and ELAC.
		Parent Club				Drop Out Rate - Priority 5	
		ELAC				Graduation Rate - Priority 5	
		Parents					
8/21/2018	5:15-7:05	All Staff	Benchmark Advance: ELA Curriculum	None	None	Attendance/Absenteeism - Priority 5	Back to School Night. Kinder had a special 35 min. session for Spanish speaking parents using our translator. The rest of the classes followed with their own classroom presentations.
		Parents	Bridges: Math Curriculum			Implementation of Standards - Priority 2	
			Closing Achievement Gaps				
			Discipline				
			Student Achievement				
8/5/2018 and 8/6/18	3:00 pm-10:00 pm and 8:00 a.m.-3:00 p.m.	Certificated Staff	Closing Achievement Gaps	CAASPP	Student Achievement	Implementation of Standards - Priority 2	Teachers collaborated with grade level and across grade levels to plan and prepare for new students. Counselor and Reading Specialist helped provide scheduling for small groups and interventions.
		Administrators	Student Achievement		Student Achievement	Implementation of Standards - Priority 2	
			Benchmark Advance: ELA Curriculum				
8/8/2018	11:00 am-1:00 pm	Certificated Staff	Smartboard PD	None	None	-	Classroom Interactive Technology
8/6/2018	8:00 a.m.-3:00 p.m	Certificated Staff	Student Achievement		Student Achievement	Implementation of Standards - Priority 2	Teachers collaborated with grade level and across grade levels to plan and prepare for new students. Counselor and Reading Specialist helped provide scheduling for small groups and interventions.
		Administrators	Closing Achievement Gaps	CAASPP	Student Achievement	Implementation of Standards - Priority 2	
			Benchmark Advance: ELA Curriculum		-		
8/7/2018	9:00 a.m.-11:00 a.m	Administrators	Benchmark Advance: ELA Curriculum	None	Other	Implementation of Standards - Priority 2	New students were introduced to the daily school and classroom schedule, and new parents were given expectations and goals for their children's educational success.
		Certificated Staff	Student Achievement			Other Pupil Outcomes - Priority 8	
		Classified Staff					
		Parents					
		Students					
8/8/2018	9:00 a.m.-11:00 a.m	Certificated Staff	Benchmark Advance: ELA Curriculum	None	Other	Implementation of Standards - Priority 2	New students were introduced to the daily school and classroom schedule, and new parents were given expectations and goals for their children's educational success.
		Classified Staff	Student Achievement			Other Pupil Outcomes - Priority 8	
		Parents			-		
		Students					
		Administrators					
8/9/2018	9:00 a.m.-11:00 a.m	Administrators	Benchmark Advance: ELA Curriculum	None	Other	Implementation of Standards - Priority 2	New students were introduced to the daily school and classroom schedule, and new parents were given expectations and goals for their children's educational success.
		Certificated Staff	Student Achievement			Other Pupil Outcomes - Priority 8	
		Classified Staff					
		Parents					
		Students					

8/22/2018	3:00 p.m.- 4:30 p.m.	Administrators	Bridges: Math Curriculum	None	None	Implementation of Standards - Priority 2	Webinar training on Reflex Math online software program for K-3. Focus on Math Facts.
		Certificated Staff					
9/6/2018	7:45 a.m.- 8:10 a.m.	Administrators	Benchmark Advance: ELA Curriculum	None	Student Achievement	English Learner Progress - Priority 4	BPS ELA team met to discuss EL Reclassification Requirements, BA pacing guide, and Unit Assessment dates.
		Certificated Staff	Continue to Implement Celebrations of Reclassification for ELL	STAR Reading		English Learner Reclassification - Priority 4	
						Implementation of Standards - Priority 2	
9/4/2018	2:30 p.m.- 3:15 p.m.	Administrators	Continue to Implement Celebrations of Reclassification for ELL	None	None	English Learner Progress - Priority 4	BPS Leadership team met to discuss SPED services, EL Reclassification Celebration, 9/11 Remembrance, Parent Club, Book Fair, NGSS presentation, Community Meetings and concerns (after school tutoring).
		Certificated Staff	NGSS			English Learner Reclassification - Priority 4	
			Student Achievement			Implementation of Standards - Priority 2	
						Parent Input - Priority 3	
9/11/2018	2:30 p.m.- 3:15 p.m.	Administrators	Bridges: Math Curriculum	None		Implementation of Standards - Priority 2	BPS Math Team discussed math pretest for after school intervention, Reflex Math online program focusing on math facts, and how to find math scores on Illuminate.
		Certificated Staff	Closing Achievement Gaps			Other Pupil Outcomes - Priority 8	
			Illuminate Data & Assessment Software		Other		
9/13/2018	6:00 p.m.- 7:00 p.m.	Administrators	Closing Achievement Gaps	None	None	English Learner Reclassification - Priority 4	BPS ELAC discussed ELCAP, Site Safety Plan, introduced new counselor, and election of new ELAC officials.
		ELAC	Student Achievement			Parent Input - Priority 3	
		Certificated Staff	Implement Weekend Technology/Lab Access			School Facilities - Priority 1	
9/12/2018	2:00 p.m.- 3:00 p.m.	Administrators	NGSS	None	None	Implementation of Standards - Priority 2	Erika Lemenager presented upcoming year of adoption for NGSS for K-3.
		All Staff				Sufficient Instructional Materials - Priority 1	
9/17/2018	8:30 a.m.- 9:00 a.m.	Administrators		None	None	Broad Course of Study - Priority 7	Constitution Day Assembly with special speaker.
		All Staff					
		Students					
9/25/2018	6:00 p.m.- 7:00 p.m.	Parent Club		None	None	Parent Input - Priority 3	With 18 parents in attendance, we discussed budget finances, upcoming fundraisers (including jog-a-thon and Fall Festival), and yearbook sales.
		Administrators				School Facilities - Priority 1	

9/26/2018	10:45-12:00	Administrators	Discipline	None	Discipline	Other Pupil Outcomes - Priority 8	Students from each class and grade level participated in a monthly Manners Matter Lunch Celebration in the cafeteria.
		Students					
		Classified Staff					
10/1/2018	2:30 p.m.-3:15 p.m.	Administrators	Illuminate Data & Assessment Software	BPST	None	English Learner Progress - Priority 4	Illuminate Team discussed standard progress report for parents generated through Illuminate, Kinder placing scores into a Gradebook in Illuminate.
		Certificated Staff		HFW		Other Pupil Outcomes - Priority 8	
						Implementation of Standards - Priority 2	
10/2/2018	6:00 p.m.-7:00 p.m.	Parent Club		None	None	Parent Input - Priority 3	Parents met to prepare for jog-a-thon on Friday including creating student bibs.
10/3/2018	2:00 p.m.-3:00 p.m.	All Staff	Benchmark Advance: ELA Curriculum	None	Other	English Learner Progress - Priority 4	Staff meeting discussing Evidence of Learning, Fluency, Positive Behavior Interventions and Supports (PBIS), Fall Festival, Jog-a-thon, and Autism Conference.
		Administrators	Closing Achievement Gaps			Implementation of Standards - Priority 2	
			Discipline			Other Pupil Outcomes - Priority 8	
			Student Achievement				
10/5/2018	9:00 a.m.-11:00	Students		None	None	Parent Input - Priority 3	Parent Club organized and supervised student Jog-a-thon.
		Parent Club					
		Parents					
		All Staff					
10/5/2018	2:30 p.m.-3:30 p.m.	Administrators	Discipline	None	None	Attendance/Absenteeism - Priority 5	BPS Leadership Team discussed: 1. PBIS PraiseNotes/Assemblies a. November 2 2. ELA/Illuminate Stipends 3. School Site Council a. Need a teacher to replace Mr. B b. Alesha Rush will be our new SPED teacher 4. Grade Level reports
		Certificated Staff				Other Pupil Outcomes - Priority 8	
10/9/2018	2:30 p.m.-3:00 p.m.	Administrators		None	Other	School Facilities - Priority 1	The Safety Team discussed the A.L.I.C.E training the principal attended during the summer. The principal shared data on school shootings and preparedness training.
		Certificated Staff					
10/9/2018	3:00 p.m.-4:00 p.m.	Administrators	Benchmark Advance: ELA Curriculum	None	Other	Parent Input - Priority 3	Principal established cabinet via votes and distributed: -BPS School Site Council Bylaws -SARC -LCAP -Comprehensive School Safety Plan
		Certificated Staff	Bridges: Math Curriculum			School Facilities - Priority 1	
		Classified Staff				Sufficient Instructional Materials - Priority 1	
		Parents					
10/25/2018	4:30 p.m.-8:30 p.m.	Administrators		None	None	Parent Input - Priority 3	BPS first annual Fall Festival for the community.
		All Staff					

		Parent Club					
		Community					
		Community Organizations					
10/26/2018	8:00 a.m.-3:00 p.m.	Administrators	Benchmark Advance: ELA Curriculum	None	Other	English Learner Progress - Priority 4	Benchmark Advance Training day for K-3.
		Certificated Staff				Implementation of Standards - Priority 2	
11/2/2018	8:15 a.m.-10:10 a.m.	Administrators	Discipline	None	Other	Attendance/Absenteeism - Priority 5	PBIS award assembly recognizing our four pillars of good behavior: 1. safety, 2. responsibility, 3. respect, 4. kindness. We also recognized perfect attendance.
		All Staff				Other Pupil Outcomes - Priority 8	
		Students					
11/6/2018	2:30 p.m.-3:00 p.m.	Administrators	Benchmark Advance: ELA Curriculum	None	Student Achievement	English Learner Progress - Priority 4	BPS ELA Team discussed: 1. Assessments
		Certificated Staff	Closing Achievement Gaps			Implementation of Standards - Priority 2	2. Spelling Sound Cards
			Student Achievement			Sufficient Instructional Materials - Priority 1	3. Report Cards
							4. Data Meetings
11/6/2018	3:00 p.m.-4:00 p.m.	School Site Council	Expand Purchase of Student Devices	None	Other	English Learner Progress - Priority 4	School Site Council discussed: Project to Inspire-Parent training, purchasing portable units, and one-to-one chromebooks district-wide.
		Administrators	Implement CAFE Trainings			Parent Input - Priority 3	
						Programs for English Learners - Priority 2	
						School Facilities - Priority 1	
11/6/2018	6:00 p.m.-7:00 p.m.	Parent Club		None	None	Parent Input - Priority 3	Parent club discussed success of Fall Festival and what things could be done better for next year. How can we use fundraised money to support teachers? Invite Superintendent to clear up questions on how to use finances.
		Administrators					
11/7/2018	2:00 p.m.-3:00 p.m.	Administrators	Bridges: Math Curriculum	None	Other	English Learner Progress - Priority 4	Staff meeting discussed the following: 1. How do we know students have learned? (5 min.) a. Formative Assessment i. Math writing journal 2. Shared Strategies a. Smith, Harmon, Fredrickson (10 min) b. Deanna Jarrett- Journal (10 min.) 3. PBIS-Positive Behavioral Interventions and Supports (15 min.) a. Praise Notes 4. Mr. Newman (20 min.) a. Social Studies Adoption
		Certificated Staff	Benchmark Advance: ELA Curriculum		Student Achievement	Implementation of Standards - Priority 2	
			Discipline			Other Pupil Outcomes - Priority 8	
11/8/2018	2:30 p.m.-3:30 p.m.	Administrators	Closing Achievement Gaps	None	Other	Attendance/Absenteeism - Priority 5	Leadership team discussed the following: 1. 5-Ways/Intervention 2. PBIS PraiseNotes/Assemblies 3. Operational Staff Meeting for Wednesday, November 14
		Certificated Staff	Discipline		Staff Survey	English Learner Progress - Priority 4	
						School Facilities - Priority 1	
11/8/2018	6:00 p.m.-7:00 p.m.	ELAC	-	None	None	Attendance/Absenteeism - Priority 5	ELAC meeting report on Project to Inspire, LCAP, Attendance.

		Administrators				Parent Input - Priority 3	
11/29/2018	2:30 p.m.- 3:15 p.m.	Administrators	Bridges: Math Curriculum	None	Other	English Learner Progress - Priority 4	Math Team discussed the following: 1. Third Grade Math Conference 2. Reflex Math 3. Vertical Articulation: Essential Standards
		Certificated Staff	Closing Achievement Gaps			Other Pupil Outcomes - Priority 8	
			Student Achievement				
12/3/2018	2:30-3:30	Administrators	Benchmark Advance: ELA Curriculum	None	Student Achievement	Attendance/Absenteeism - Priority 5	Leadership Team discussed the following: 1. One on one data meetings  2. Essential Standards Collaboration  3. Monthly Celebrations and Recognitions  4. When I am out of the office  5. Grade Level Updates
		Certificated Staff	Bridges: Math Curriculum			English Learner Progress - Priority 4	
			Discipline			Implementation of Standards - Priority 2	
			Student Achievement			Other Pupil Outcomes - Priority 8	
			Closing Achievement Gaps				
12/4/2018	2:30 p.m.- 3:30 p.m.	Administrators	Benchmark Advance: ELA Curriculum	None	Other	English Learner Progress - Priority 4	The Illuminate Team discussed the following: 1. Illuminate/Benchmark Advance a. Standard Weekly/Bi-Weekly/Monthly Progress Report b. Gradebooks-Report Cards? 2. Illuminate Conference a. January 31-Feb.1 3. Lisa Questions 4. Concerns?
		Certificated Staff	Illuminate Data & Assessment Software			Implementation of Standards - Priority 2	
2018-12-05	2:00 p.m.- 3:00 p.m.	Administrators	Bridges: Math Curriculum	None	Other	Implementation of Standards - Priority 2	Staff meeting discussions included: 1. Open House/Spring Program Date Discussion (5 minutes) 2. Essential Standards Collaboration (30 minutes) 3. Mr. Newman
		Certificated Staff	Benchmark Advance: ELA Curriculum				
			-				
11/14/2018	2:00 p.m.- 3:00 p.m.	Administrators	Benchmark Advance: ELA Curriculum	None	None	Attendance/Absenteeism - Priority 5	Operational Staff Meeting included discussion on: 1. LCAP a. Facilities-Portable b. Technology: 1-1 chromebook: What if students could take them home?  2. Report Cards  3. PBIS Assemblies  4. Data Meetings  5. Fall Festival  6. Yard Duty Referrals/Citations  7. Rainy Day Procedures  8. Schedule Calendar Dates a. Track and Field Day b. Open House  9. Thanksgiving- a. Camp Fire Donations?
		Certificated Staff	Discipline			School Facilities - Priority 1	
			Illuminate Data & Assessment Software				
			Expand Purchase of Student Devices				
12/12/2018	2:00 p.m.- 3:00 p.m.	Administrators	Closing Achievement Gaps	CAASPP	None	English Learner Progress - Priority 4	Operational Staff Meeting included: 1. Melissa Yerxa Ortiz 2. LCAP a. Improve student achievement and close
		Certificated Staff	Expand Purchase of Student Devices			English Learner Reclassification - Priority 4	
			Student Achievement			Parent Input - Priority 3	

						School Facilities - Priority 1	<p>achievement gaps</p> <p>i. Scores on SBAC ELA and math will show 5% growth (average per cohort), and 10% growth (average per cohort) for Free and Reduced Priced Meals, minority, and ELL students</p> <p>ii. EL's who show adequate growth will increase by 5%. ELL's who are reclassified will increase by 7% from previous year</p> <p>b. Improve the atmosphere in our schools and the communication between home and school.</p> <p>i. Parent involvement will increase at both site level and district level committees (Site Councils, ELAC's, Parent Clubs, DELAC including parents of unduplicated pupils and parents of pupils with exceptional needs).</p> <p>c. Improve access to, and use of, instructional technology and modern facilities</p> <p>i. Electronic communication between school and home will increase</p> <p>3. Office</p> <p>a. Please double-check attendance</p> <p>b. If a student comes into your class after you have taken attendance and has no tardy slip, it is your responsibility to either send him back to the office or change his attendance yourself</p> <p>4. Academic Awards Assemblies for the Trimesters</p> <p>5. Spring Program Coordinator</p> <p>a. Theme: Manners, Safety, Responsibility, Respect, Kindness</p> <p>Dates to remember:</p> <p>b. Manners Matter Tuesday, December 18</p> <p>c. Kinder Christmas Program on December 20</p> <p>d. Santa December 21st (early dismissal)</p> <p>e. Benchmark Advance Training on January 11th -ELD Resource</p>
12/6/2018	6:00 p.m.-7:00 p.m.	Parent Club	-	-	-	Parent Input - Priority 3	Parent Club discussed waiting for the new year to begin movie nights. Topic of discussion also included Marquee pricing and quotes.
12/11/2018	2:30 p.m.-3:30 p.m.	Administrators		None	Other	School Facilities - Priority 1	The Safety Team at BPS reviewed protocols for active shooters and practiced live A.L.I.C.E training under the supervision and guidance of the site principal.
		Certificated Staff					
12/13/2018	3:00 p.m.-4:00 p.m.	Administrators	Grant Opportunity for Technology	None	None	English Learner Progress - Priority 4	School Site Council discussed the following: 1. Project to Inspire Graduation, Agenda Item:
		School Site Council	Implement CAFE Trainings			Other Pupil Outcomes - Priority 8	1. Review Jesse's vision - how can we integrate that into goals?
			Programs for Students Exceeding Standards			Parent Input - Priority 3	Other items to include/add +
			Student Achievement			School Facilities - Priority 1	



							<p>Qs:</p> <p>Goal 1: Improving Student Achievement and close achievement gaps</p> <ul style="list-style-type: none"> <li>• Add: RTI - five way intervention</li> <li>• Add: Plans for GATE</li> <li>• Need descriptor or what will be included</li> <li>• Add: After school enrichment class (Mr. Rodriguez)</li> <li>• Q: Can Spanish-dominant speaking students take school standardized tests in their language? (Spanish)</li> <li>• Q: how can we get more para-educators in the classrooms?</li> <li>• Q: what grants or additional resources can we go after to improve funding for kids who are not improving?</li> </ul> <p>Goal 2: Improve the atmosphere in our school and the communication between home and school</p> <ul style="list-style-type: none"> <li>• Add: PBIS</li> <li>• Positive behavior initiative</li> <li>• Praise notes</li> <li>• PBIS assemblies</li> <li>• Add: Fall Festival</li> <li>• Fun event for students and parents to enjoy activities on campus for low cost (largely sponsored by Parent volunteers and community donors)</li> <li>• Parent Club</li> <li>• High levels of engagement for 2018/2019 parent club due to additional outreach by Mr. Rodriguez</li> <li>• Request Teacher rep at PC</li> <li>• Invite more parents - especially Spanish-speaking parents</li> <li>• Parent Communication</li> <li>• CAN WE START PARENT EMAIL SYSTEM?</li> <li>• New Counselor Parent classes? not sure when these start, but I saw a flyer come home to assess what Parents would be interested in attending.</li> </ul> <p>Goal 3: Improve access to, and use of, instructional technology and modern facilities.</p> <ul style="list-style-type: none"> <li>• Taking tests on chrome books for all 3rd grade</li> <li>• Chrome book ratio?</li> <li>• Tech club? Are there interested teachers and/or parents? Any funding for this?</li> </ul>
12/14/2018	8:30 a.m.-9:00 a.m. and 1:30 p.m.-2:00 p.m	All Staff	Discipline	None	Other	Attendance/Absenteeism - Priority 5	PBIS assembly recognizing students who received a praise note for demonstrating: safety, respect, responsibility, or kindness. Students with perfect attendance were also recognized.
		Administrators				Other Pupil Outcomes - Priority 8	
		Students					
12/18/2018	10:45 am.-12:00 p.m.	Administrators	Discipline	None	Other	Other Pupil Outcomes - Priority 8	Students from each class and grade level were selected by their teacher to participate in a lunch celebration of showing good manners in the classroom, on the playground, and in the cafeteria.
		Classified Staff					
		Students					
12/20/2018		Administrators	Student Achievement	None	None	Parent Input - Priority 3	Kinder Christmas Program

	12:30-2:00 p.m.	Certificated Staff				Other Pupil Outcomes - Priority 8	
		Community				English Learner Progress - Priority 4	
		Students					
		Parents					
1/7/2019	2:30 p.m.-3:30 p.m.	Administrators	Pilot iReady	None	None	Attendance/Absenteeism - Priority 5	The BPS Leadership team discussed the following: 1. Monthly Celebrations 2. Substitutes 3. iReady 4. Projectors 5. Grade Level Updates
		Certificated Staff	Discipline			English Learner Progress - Priority 4	
						Other Pupil Outcomes - Priority 8	
1/9/2019	2:00 p.m.-3:00 p.m.	Administrators	Implement ELD Training for Non-ELD Teachers	ELPACI	None	English Learner Progress - Priority 4	Instructional Meeting focused on: 1. Mrs. Kachan (10 minutes) a. Kudos Activity 2. Mrs. Slocum (30 minutes) a. ELPAC Training/Information 3. Mr. Newman
		Certificated Staff				English Learner Reclassification - Priority 4	
						Programs for English Learners - Priority 2	
1/10/2019	6:00 p.m.-7:00 / .m.	ELAC	Benchmark Advance: ELA Curriculum	None	None	Implementation of Standards - Priority 2	ELAC meeting-LCAP review goals > Comprehensive Safety Plan > Teacher Trainings: Benchmark Advance Illuminate Math Conference
		Administrators	Bridges: Math Curriculum			English Learner Progress - Priority 4	
			Student Achievement			Parent Input - Priority 3	
						School Facilities - Priority 1	
1/11/2019	8:00 a.m.-3:00 p.m.	Administrators	Benchmark Advance: ELA Curriculum	None	Student Achievement	English Learner Progress - Priority 4	Benchmark Advance Training for K-3.
		Certificated Staff				Other Pupil Outcomes - Priority 8	
						Sufficient Instructional Materials - Priority 1	
1/14/2019	2:30 p.m.-3:30 p.m.	Administrators	-	None	Other	School Facilities - Priority 1	Safety Team reviewed the following: 1. A.L.I.C.E Training 2. Comprehensive School Safety Plans (CSSP) -The TEAM completed another live run of an on campus shooter/lock down drill.
		Certificated Staff					
1/14/2019	9:00 a.m.-12:00 p.m.	Administrators	-	None	None		ESCAPE training for site principals and administrative assistant.
		Classified Staff					
1/15/2019	6:00 p.m.-7:00 p.m.	Parent Club	-				Call To Order  * Old Business  a) Pizza was delivered to classrooms (Mrs. Lay, Ms. Fredrickson, Mrs. Huff, Mrs. Hardwick) in December and took pictures and sent them to Carmen to put in yearbook for most money raised at Jog-A-Thon.  b) Staff breakfast was a success and teachers and staff loved it!!!

							<p>c) Two quotes for Marquee (Stewart Signs \$18,062.00 not including shipping fee or installation fee- We got our marquee from them) and (MaxxLite \$17,400.00 not including shipping fee or installation fee). Will meet with Jamie Lay tomorrow to get support with moving forward with this.</p> <p>* New Business</p> <p>a) E-ZUP Pop up quote \$2,164 (Jesse wanted to share with parent club- we need them for Jog-A-Thon, field day, fall festival, spring program, etc.)</p> <p>b) Support BPS office and school with:</p> <p>1) Manners Matter- Candy, Small Prizes, Pencil (63 goody bags each month)</p> <p>2) Perfect Attendance- 1000 Pencils saying BPS or Perfect Attendance</p> <p>3) Refill prizes for treasure chest in counselor's office and candy for reinforcements</p> <p>* Dwyane</p> <p>a) Clarifications on what parent club can purchase with fundraising monies.</p> <p>* New events or things to share</p> <p>* Next meeting February?</p> <p>* Adjournment</p>
1/15/2019	3:00 p.m.-4:00 p.m.	Administrators	Implement CABE Trainings	None	None	English Learner Progress - Priority 4	<p>The School Site Council discussed the following: ELAC Report: Facilities, Communication, &amp; CABE Site Visit in Feb/March LCAP report: 2019-2020 LCAP and Budget Development Timeline CUSD Engagement Survey-Make Your Voice Heard Safety (A.L.I.C.E) Training</p>
		School Site Council				Parent Input - Priority 3	
						School Facilities - Priority 1	
1/16/2019	2:00 p.m.-3:00 p.m.	Administrators	Benchmark Advance: ELA Curriculum	None	None	English Learner Progress - Priority 4	<p>Operational Staff meeting included: 1. LCAP</p> <p>a. Improve student achievement and close achievement gaps</p> <p>i. Scores on SBAC ELA and math will show 5% growth (average per cohort), and 10% growth (average per cohort) for Free and Reduced Priced Meals, minority, and ELL students</p> <p>ii. EL's who show adequate growth will increase by 5%. ELL's who are reclassified will increase by 7% from previous year</p> <p>b. Improve the atmosphere in our schools and the communication between home and school.</p> <p>i. Parent involvement will increase at both site level and district level committees (Site Councils, ELAC's, Parent Clubs,</p>
		Certificated Staff	Bridges: Math Curriculum			Implementation of Standards - Priority 2	
			Student Achievement			Other Pupil Outcomes - Priority 8	
						Parent Input - Priority 3	
						School Facilities - Priority 1	

							<p>DELAC including parents of unduplicated pupils and parents of pupils with exceptional needs).</p> <p>c. Improve access to, and use of, instructional technology and modern facilities</p> <p>i. Electronic communication between school and home will increase</p> <p>2. Academic Awards Assemblies for the Trimesters</p> <p>3. Spring Program T-shirts</p> <p>Dates to remember:</p> <p>a. January 17-Principal's Network Workshop</p> <p>b. January 18-3rd Grade Math Conference</p> <p>c. January 22-Magical Moonshine Assembly</p> <p>i. 8:30-K/1st</p> <p>ii. 9:30-2/3</p> <p>d. January 23-Board Member Visit/Staff CPR training 2-3 pm</p> <p>e. January 29, 30 &amp; Feb. 12-Kinder Registration</p> <p>f. January 30, 31 &amp; February 1-Illuminate Conference</p> <p>g. February 6, 7-Visible Learning Conference</p>
1/18/2019	8:00 a.m.-3:00 p.m.	Administrators	Bridges: Math Curriculum	None	Other	Broad Course of Study - Priority 7	3rd Grade Math Conference
		Certificated Staff				English Learner Progress - Priority 4	
						Implementation of Standards - Priority 2	
						Sufficient Instructional Materials - Priority 1	
1/22/2019	8:30 a.m.-11:00 a.m.	Administrators	Benchmark Advance: ELA Curriculum	None	None	English Learner Progress - Priority 4	Magical Moonshine Assembly-stories told through puppetry with bilingual emphasis on storytelling.
		All Staff				Other Pupil Outcomes - Priority 8	
		Students					
1/23/2019	2:00 a.m.-3:00 p.m.	Administrators	-	None	None		CPR training for staff.
		Certificated Staff					
1/30/2019	8:00a.m.-4:00 p.m.	Administrators	Closing Achievement Gaps				Attendee Illuminate Conference
			Illuminate Data & Assessment Software	None	Other	English Learner Progress - Priority 4	
						English Learner Reclassification - Priority 4	
						Other Pupil Outcomes - Priority 8	
1/31/2019	8:00 a.m.-4:00 p.m.	Administrators	Closing Achievement Gaps	None	Other	English Learner Progress - Priority 4	Attended Illuminate Conference
		Certificated Staff	Illuminate Data & Assessment Software			English Learner Reclassification - Priority 4	
						Other Pupil Outcomes - Priority 8	
2/1/2019	8:00 a.m.-4:00 p.m.	Administrators	Closing Achievement Gaps	None	Other	English Learner Progress - Priority 4	Attended Illuminate Conference
		Certificated Staff	Illuminate Data & Assessment Software			English Learner Reclassification - Priority 4	
						Other Pupil Outcomes - Priority 8	
2/1/2019	8:30 a.m.-10:00 a.m.	All Staff	Discipline	None	Other	Attendance/Absenteeism - Priority 5	PBIS celebration assembly where students were recognized for being respectful, responsible, safe, and kind.
		Students				Other Pupil Outcomes - Priority 8	
2/4/2019	2:30-3:30	Administrators	-	None	None	-	

		Certificated Staff					Leadership Team Meeting: 1. Function of Leadership Team: Collaboration/Input/Directions 2. Clarify Staff Meetings (Instructional/Operational) a. Use staff meetings with instructional once a trimester 3. ZBB's 4. Survey Focus 5. LCAP-Actions we could implement to address existing achievement issues
2/5/2019	6:00 p.m.- 7:00 p.m.	Parent Club	-	-	-	Parent Input - Priority 3	Call to order * Welcome * Old Business a) Marquee b) Yearbook c) Lunch for teachers on Valentine's Day? * April 18th is Field day- on BPS campus a) K-1 8:15am-11:00am and 2- 3rd 11:15am-2:00pm 1) We need volunteers to setup in morning and help with clean up 2) We can sell hotdogs and popsicles? 3) Ask leadership students from High School to help? * March is Dr. Seuss month a) Have teachers take students outside to read last 30 minutes of school on 3/1/19. b) Ask Laura Cervantes if she can have cat in the hat character on campus? c) Dr. Seuss dress up week February 25th- March 1st d) Sell popsicles? * New events and things to share * Next meeting: March 2019
9/11/2018	8:30 a.m.- 9:00 a.m.	All Staff	-	-	-	Parent Input - Priority 3	9/11 Moment of Remembrance live via Facebook
		Community					
		Parents					
		Students					
2/6/2019	8:00 am.- 4:00 p.m.	Administrators	Benchmark Advance: ELA Curriculum	BPST	Student Achievement	English Learner Progress - Priority 4	John Hattie Visible Learning Conference
		Certificated Staff	Bridges: Math Curriculum	HFW		Implementation of Standards - Priority 2	
			Closing Achievement Gaps				
			Illuminate Data & Assessment Software				
			Student Achievement				
2/6/2019	8:00 a.m.- 4:00 p.m.	Administrators	Benchmark Advance: ELA Curriculum	BPST	Student Achievement	English Learner Progress - Priority 4	John Hattie Visible Learning Conference
		Certificated Staff	Bridges: Math Curriculum	HFW		Implementation of Standards - Priority 2	
			Closing Achievement Gaps				
			Illuminate Data & Assessment Software				
			Student Achievement				
2/8/2019	8:30 a.m.- 3:30 p.m.	Certificated Staff	Discipline	-	-	Attendance/Absenteeism - Priority 5	Trauma Training @ The Village
						Drop Out Rate - Priority 5	
						Other Pupil Outcomes - Priority 8	
2/12/2019	8:00 a.m.- 3:00 p.m.	Certificated Staff	Benchmark Advance: ELA Curriculum		-	English Learner Progress - Priority 4	ELA team meeting-1. Assessments a. Benchmark Advance data comparison 2017-2018/2018- 2019 2. Report Cards
		Administrators	Illuminate Data & Assessment Software			Implementation of Standards - Priority 2	
		-				Other Pupil Outcomes - Priority 8	

							a. Transfer data to Illuminate 3. Data Meetings a. Tiles
2/15/2019	9:00-10:00	Administrators	Student Achievement	-	-	English Learner Progress - Priority 4	1st Grade Patriotic Performance @ CHS
		Certificated Staff				Other Pupil Outcomes - Priority 8	
		Classified Staff				Parent Input - Priority 3	
		Parents					
		Students					
3/4/2019	3:00-4:00	Administrators	Benchmark Advance: ELA Curriculum	BPST	Student Achievement	English Learner Progress - Priority 4	Leadership Team Meeting-1. Function of Leadership Team: Collaboration/Input/Directions 2. Clarify Staff Meetings (Instructional/Operational) a. Use staff meetings with instructional once a trimester b. 3. ZBB's 4. Survey Focus 5. Academic Awards Assembly a. Grade 1: ELA-Interim Assessment, Math Report Card average i. 1:00 p.m. b. Grade 2: ELA- i. 1:30 p.m. c. Grade 3: ELA- Proficient in LA in literary and informational text 2.5 and above AND Increase of score on STAR test from Tri. 1 to Tri., Math- Proficient in math 3 all the standards AND 50% of multiplication facts mastered on Reflex Math (ShowsGrowth) i. 9:15 a.m. d. Student Names to office by Friday March 15 @ 2:30 i. 6 awards-both proficient, ELA proficient, Math proficient, both growth, ELA growth, Math growth ii. Letter to place in report cards going home 6. Date? March 22, 2019 7. LCAP-Actions we could implement to address existing achievement issues 8. Grade Level Updates
		Certificated Staff	Bridges: Math Curriculum	HFW		Implementation of Standards - Priority 2	
			Closing Achievement Gaps	STAR Reading		Other Pupil Outcomes - Priority 8	
			Illuminate Data & Assessment Software				
			Student Achievement				
3/5/2019	2:30-3:00	Administrators	Benchmark Advance: ELA Curriculum	BPST	Student Achievement	English Learner Progress - Priority 4	ELA Team Meeting-1. Curriculum Purchase a. Inventory student workbooks for accurate 2019/2020 numbers  2. Report Cards a. Transfer data to Illuminate b. Academic Awards Assembly based on grade level consensus of academic proficiency measurement c. Student growth report on Benchmark Advance  3. Tiles a. Is data useful? b. What can we add/drop?
		Certificated Staff	Closing Achievement Gaps	HFW		Implementation of Standards - Priority 2	
			Illuminate Data & Assessment Software	STAR Reading		Other Pupil Outcomes - Priority 8	
			Student Achievement			Sufficient Instructional Materials - Priority 1	
3/5/2019	3:00-4:00	School Site Council	Closing Achievement Gaps	None	Community Survey	Implementation of Standards - Priority 2	School Site Council-ELAC Report: Site Visit Friday, March 8 @ 9:00 LCAP report: 2019-2020 LCAP and Budget Development Timeline Single Plan for Student Achievement (SPSA) budget review CUSD Engagement Survey-
			Student Achievement		Parent Survey	Other Pupil Outcomes - Priority 8	
						Parent Input - Priority 3	
						Programs for English Learners - Priority 2	
						School Facilities - Priority 1	

							Make Your Voice Heard results CUSD Parent Survey currently on school website
3/5/2019	6:00 pm- 7:00 pm	Parent Club	-	None	Other	Parent Input - Priority 3	Parent Club discussed presenting request to Board to help fund the purchase of a marquee at BPS and Egling. Also, discussed monthly recognition of BPS teachers and staff with breakfasts and lunches. Focus was on Teacher Appreciation week in May. Volunteers needed for Track and Field Day.
		Certificated Staff				School Facilities - Priority 1	
		Administrators					
3/6/2019	2:00-3:00	Administrators	-	-	Community Survey	-	Staff Meeting- CBO discussed Budget ZBB and answered questions on PO's and reimbursements. Mrs. Yerxa Ortiz and Mrs. Whitesell helped lead BPS survey action planning session.
		Certificated Staff					
		SPED Staff					
		Board of Trustees					
3/14/2019	2:30-3:15	Administrators	Bridges: Math Curriculum	None	None	Sufficient Instructional Materials - Priority 1	Math Team Meeting-1. ZBB Bridges Math Consumables a. Kinder Home Connection- \$720, Student Book: \$180, Number Corner: None i. HCV1-15, HCV2-15, SB-68, NC-126, SHCV1-5, SHCV2-5 b. 1st Grade Student Book: \$144, Home Connection: None, Number Corner: \$144 = \$288 i. SB-87, HCV1-131, HCV2-141, NC-83 c. 2nd Grade Student Book: \$396, Home Connection: \$756, Number Corner: \$342 = \$1494 i. SB-10, HCV1-13, HCV2-22, NC- 24 d. 3rd Grade Student Book: \$684, Home Connection: \$612, Number Corner: \$360 = \$1,656 i. SBV1-32, SBV2-40, HVC1-44, HVC2-61, NC-25 e. Grand Total=\$4158 2. Math School Site Focus: Math Facts a. Reflex Math Site License Annual cost breakdown: Cost for 1 year: \$3,295.00 3. LCAP a. Focus/Needs?
		Certificated Staff					
3/8/2019	9:00- 10:30	Administrators	Benchmark Advance: ELA Curriculum	CAASPP	Student Achievement	English Learner Progress - Priority 4	School Visit by ELAC representatives to BPS. Parents interviewed principal on curriculum/instruction, facilities, technology, closing achievement gap, and food services. Principal took team on a tour of the campus and classes. Highlights included observation of Smartboard technology in the classroom and consuming a cafeteria meal.
		ELAC	Bridges: Math Curriculum			Other Pupil Outcomes - Priority 8	
			Expand Purchase of Student Devices			Parent Input - Priority 3	
			Student Achievement			Parent Input for Students with IEP's - Priority 3	
			Closing Achievement Gaps			School Facilities - Priority 1	
3/14/2019	6:00-7:00 p.m	ELAC	-	-	-	Parent Input - Priority 3	ELAC meeting discussion included summary of representatives' visit to BPS, LCAP action items, and review of parent satisfaction with principal's 2nd year performance and communication.
						School Facilities - Priority 1	
						Sufficient Instructional Materials - Priority 1	
3/20/2019	8:30- 10:30	Certificated Staff	Student Achievement	None	None	Other Pupil Outcomes - Priority 8	Kinder teachers and Reading Specialist visited incoming preschool student classes.

3/22/2019	9:00-2:15	Administrators	Benchmark Advance: ELA Curriculum	BPST	Student Achievement	English Learner Progress - Priority 4	Academic awards assembly for 1st-3rd graders. Parents were notified and invited to celebrate student proficiency and growth in ELA and Math.
		Certificated Staff	Bridges: Math Curriculum	HFW		Implementation of Standards - Priority 2	
		Classified Staff	Closing Achievement Gaps	STAR Reading		Other Pupil Outcomes - Priority 8	
		SPED Staff	Student Achievement				
		Parents					
3/19/2019	2:30-3:30	Administrators	Benchmark Advance: ELA Curriculum	-	-	-	Smartboard/Notebook Software training for teachers piloting use of Smartboards.
		Certificated Staff					
3/25/2019	3:15-4:30	Administrators	Pilot iReady	-	None	English Learner Progress - Priority 4	iReady Committee meeting at the D.O.
		Certificated Staff				Other Pupil Outcomes - Priority 8	
3/26/2019		Certificated Staff	NGSS	-	-	Broad Course of Study - Priority 7	ESA Science Day at CHS
		Students				Programs for English Learners - Priority 2	
3/28/2019		Administrators	Student Achievement	-	Discipline	Other Pupil Outcomes - Priority 8	Manners Matter luncheon celebration for 64 students in grades TK-3.
		Students					
		Classified Staff					
		Certificated Staff					

## Appendix E:



# Egling Middle School Stakeholder Engagement

Date (double click cell)	Time	Stakeholders	Topic	Assessment	Data	State Priority
8/8/2018	8:00-3:00	4-6 Grade Staff	Benchmark Advance: ELA Curriculum	CAASPP	Student Achievement	English Learner Progress - Priority 4
		Administrators	Bridges: Math Curriculum	ELPACS		Implementation of Standards - Priority 2
			Discipline			Other Pupil Outcomes - Priority 8
			Closing Achievement Gaps			
8/10/2018	8:00-3:00	7-8 Grade Staff	Closing Achievement Gaps	CAASPP	Student Achievement	English Learner Progress - Priority 4
		Administrators	Discipline	ELPACS		Implementation of Standards - Priority 2
			English 3D: ELD Curriculum 4-8			Other Pupil Outcomes - Priority 8
			Springboard: ELA Curriculum 7-8			
9/5/2018	5:00-6:00	Parents	Safety	Participant Numbers		Safety
						Parent Input - Priority 3
9/12/2018	8:00-2:20	Certificated Staff	Closing Achievement Gaps	STAR Math	Student Achievement	Implementation of Standards - Priority 2
			CMP3 Math Curriculum	CAASPP		
			Closing Achievement Gaps	ACC Math		
9/13/2018	8:15-2:30	Certificated Staff	Student Achievement	STAR Reading	Student Achievement	English Learner Progress - Priority 4
			Implement ELD Training for Non-ELD Teachers	STAR Math		Implementation of Standards - Priority 2
			Benchmark Advance: ELA Curriculum	CAASPP		Other Pupil Outcomes - Priority 8
			Bridges: Math Curriculum	ACC Reading		
			Closing Achievement Gaps	ACC Math		
9/14/2018	8:15-12:00	Certificated Staff	Benchmark Advance: ELA Curriculum	ACC Reading	Student Achievement	Other Pupil Outcomes - Priority 8

			Implement ELD Training for Non-ELD Teachers	CAASPP		Implementation of Standards - Priority 2
			Closing Achievement Gaps	STAR Reading		English Learner Progress - Priority 4
9/14/2018	8:00-2:30	Certificated Staff	NGSS	Science	Student Achievement	Implementation of Standards - Priority 2
9/17/2018	8:00-2:30	Certificated Staff	Benchmark Advance: ELA Curriculum	CAASPP	Student Achievement	Implementation of Standards - Priority 2
			Closing Achievement Gaps			
9/18/2018	8:00-2:30	Certificated Staff	Programs for Students Exceeding Standards	CAASPP	Student Achievement	Implementation of Standards - Priority 2
			Closing Achievement Gaps			
9/18/2018-9/20/2018	8:00-2:30	Certificated Staff	Illuminate Data & Assessment Software	CAASPP	Student Achievement	English Learner Progress - Priority 4
			Closing Achievement Gaps	ELPACS		English Learner Reclassification - Priority 4
						Other Pupil Outcomes - Priority 8
9/21/2018	8:00-2:30	Certificated Staff	Student Achievement	all	Student Achievement	Other Pupil Outcomes - Priority 8
			Discipline			
9/21/2018	8:20-2:00	Certificated Staff	Safety	None	None	Safety
		Students	Bus Evacuation Drill	Teacher Observation	Teacher Observation	
		Community Organizations				

9/26/2018	8:00-3:00	Certificated Staff	Student Achievement	ACC Math	Student Achievement	Other Pupil Outcomes - Priority 8
			Programs for Students Exceeding Standards	STAR Reading		Implementation of Standards - Priority 2
			Closing Achievement Gaps	STAR Math		Programs for English Learners - Priority 2
			Bridges: Math Curriculum	CAASPP		
			Benchmark Advance: ELA Curriculum	ACC Reading		
9/26/2018	5:00-6:00	Community	Student Achievement	ELPACS	Student Achievement	English Learner Reclassification - Priority 4
		ELAC	Continue to Implement Celebrations of Reclassification for ELL			English Learner Progress - Priority 4
		DELAC Students				
10/9/2018	8:00-2:24	Certificated Staff	Student Achievement	STAR Reading	Student Achievement	Implementation of Standards - Priority 2
			Springboard: ELA Curriculum 7-8	CAASPP		
				ACC Reading		
10/9/2018	12:00-2:30	Certificated Staff	Student Achievement	Teacher Observation	Teacher Observation	Implementation of Standards - Priority 2
			Programs for Students Exceeding Standards			
10/9/2018 - 10/10/2018	8:00-2:30	Certificated Staff	NGSS	CAASPP	Student Achievement	Implementation of Standards - Priority 2
			Math			
			Student Achievement			
10/10/2018	8:00-2:30	Certificated Staff	Safety	Teacher Observation	Teacher Observation	Safety
		Students				
		Community				
10/26/2018	8:00-2:30	Certificated Staff	Benchmark Advance: ELA Curriculum	CAASPP	Student Achievement	Implementation of Standards - Priority 2

10/31/2018	8:30-9:30 and 2:30-3:15	Students	PAWS Assembly	None	Discipline	Expulsion Rate - Priority 6
			Discipline			
		Certificated Staff	Needs Assessment - State Priorities	LCAP	Staff Survey	All 8 Priorities
11/1/2018	3:00-4:00	Certificated Staff	Student Achievement	Social Studies		Implementation of Standards - Priority 2
			Testbook Adoption Review			
11/7/2018	2:20-4:00	Certificated Staff	CPR and First Aide			Student Safety
11/14/2019	8:15-3:15	Certificated Staff	CMP3 Math Curriculum	STAR Math	Student Achievement	Implementation of Standards - Priority 2
			Student Achievement	CAASPP		Student Achievement
			Closing Achievement Gaps	ACC Math		
			CAASPP			
11/16/2018	8:10-11:45	Certificated Staff	Benchmark Advance: ELA Curriculum	CAASPP	Student Achievement	English Learner Progress - Priority 4
						Sufficient Instructional Materials - Priority 1
						Implementation of Standards - Priority 2
11/19/2018	3:00-4:00	School Site Council	Needs Assessment - State Priorities	LCAP		All Priorities
		-				
		-				
11/20/2018	6:00-7:00	ELAC	Needs Assessment - State Priorities	LCAP		All Priorities

11/28/2018	8:00-3:15	Certificated Staff	Benchmark Advance: ELA Curriculum			English Learner Progress - Priority 4
			Bridges: Math Curriculum			Implementation of Standards - Priority 2
			Needs Assessment			All Priorities
			IC Messenger Training			Parent Communication
11/30/2018	8:00-2:30	Certificated Staff	Benchmark Advance: ELA Curriculum			English Learner Progress - Priority 4
			Bridges: Math Curriculum			Implementation of Standards - Priority 2
12/6/2019	8:00-2:30	Certificated Staff	Benchmark Advance: ELA Curriculum			English Learner Progress - Priority 4
						Implementation of Standards - Priority 2
12/17/2018	3:00-4:00	School Site Council	Needs Assessment		Parent Survey	All Priorities
			Goals		Parent Survey	
1/8/2019	3:00-4:30	Administrators	Pilot iReady		Student Achievement	English Learner Progress - Priority 4
		Certificated Staff				Implementation of Standards - Priority 2
						-
1/9/2019	8:00-3:30	Administrators	ELL Training Ed Village	ELPACS	Student Achievement	Programs for English Learners - Priority 2
		Administrators	SPED Articulation	CAASPP	Student Achievement	Implementation of Standards - Priority 2
		3-4, 5-6 Verticle Articulation	Closing Achievement Gaps	CAASPP	Student Achievement	Implementation of Standards - Priority 2
		7/8 Low Performing Students	Closing Achievement Gaps	CAASPP	Student Achievement	Implementation of Standards - Priority 2
1/10/2019	8:00-3:30	Certificated Staff	Benchmark Advance: ELA Curriculum	CAASPP	Student Achievement	English Learner Progress - Priority 4
				ELPACS		Implementation of Standards - Priority 2

1/14/2019	3:00-4:00	School Site Council	Student Achievement	ELPACS	Student Achievement	English Learner Progress - Priority 4
			Closing Achievement Gaps	CAASPP	Staff Survey	Implementation of Standards - Priority 2
			Site Goals		Parent Survey	Parent Input for Unduplicated Pupils - Priority 3
1/22/2019	6:00-7:00	ELAC	Student Achievement	ELPACS	Student Achievement	English Learner Progress - Priority 4
			Closing Achievement Gaps	CAASPP	Staff Survey	English Learner Reclassification - Priority 4
			Site Goals		Parent Survey	Implementation of Standards - Priority 2
		Certificated Staff	ELPAC Training			
2/4-3/22	Daily	Students	ELPAC Testing	ELPACS		English Learner Reclassification - Priority 4
						English Learner Progress - Priority 4
2/6/2019 and 2/8/19	8:00-3:00	Certificated Staff	Bridges: Math Curriculum	STAR Reading	Student Achievement	Programs for English Learners - Priority 2
			Benchmark Advance: ELA Curriculum	STAR Math		Implementation of Standards - Priority 2
				CAASPP		
				ACC Reading		
				ACC Math		
2/7/2019	8:00-3:00	Certificated Staff	Benchmark Advance: ELA Curriculum	ACC Math	Student Achievement	Programs for English Learners - Priority 2
			Bridges: Math Curriculum	ACC Math		Implementation of Standards - Priority 2
				STAR Reading		
				STAR Math		
2/11/2019	8:00-3:00	Certificated Staff	Springboard: ELA Curriculum 7-8	CAASPP	Student Achievement	Implementation of Standards - Priority 2
				STAR Reading		
2/13/2019	8:00-3:00	Certificated Staff	CMP3	ACC Math	Student Achievement	Implementation of Standards - Priority 2
				STAR Math		

				CAASPP		
3/12/2019	12:00-2:30	Parents	ELAC Parent visit			English Learner Progress - Priority 4
						English Learner Reclassification - Priority 4
						Implementation of Standards - Priority 2
4/12/2019	8:00-3:00	Students	8th Grade Latina Youth Conference			English Learner Reclassification - Priority 4
						English Learner Progress - Priority 4
4/15/2019	3:00-4:00	School Site Council	Site Plan		Staff Survey	Implementation of Standards - Priority 2
					Parent Survey	
					Needs Assessment	
5/21/2019	6:00-7:00	ELAC	Site Plan Goals 2019-2020		Site Plan	English Learner Progress - Priority 4
			Parent Site Visit		Parent Visit Notes	English Learner Reclassification - Priority 4
						Parent Input for Unduplicated Pupils - Priority 3
						Parent Input - Priority 3

# Appendix F:

## Colusa High School Stakeholder Engagement

Date	Time	Stakeholders	Topics	Assessment	Data	State Priority	Notes
10/2/2018	6:00 - 7:00pm	ELAC	Student Achievement	CAASPP	Student Achievement	Attendance/Absenteeism - Priority 5	
			Closing Achievement Gaps		Other	English Learner Progress - Priority 4	
			Discipline			English Learner Reclassification - Priority 4	
						School Facilities - Priority 1	
						Sufficient Instructional Materials - Priority 1	
11/6/2018	6:00 - 7:00pm	ELAC	Closing Achievement Gaps	CAASPP	Student Achievement	Other Pupil Outcomes - Priority 8	SARC included Curriculum Review
		Administrators	Illuminate Data & Assessment Software			Attendance/Absenteeism - Priority 5	
			Infinite Campus SIS			Parent Input - Priority 3	
			SARC				
			School Safety Plan Review			School Facilities - Priority 1	
1/8/2019	6:00 - 7:00pm	ELAC	Closing Achievement Gaps	CAASPP	Student Achievement	Attendance/Absenteeism - Priority 5	
		Administrators	Expand Purchase of Student Devices			English Learner Progress - Priority 4	
			Student Achievement			English Learner Reclassification - Priority 4	
			Back to School Night Info				
3/18/2019	9-11:30am	ELAC	Student Achievement	CAASPP	Parent Survey	Programs for English Learners - Priority 2	
		Administrators	Continue to Implement Celebrations of	ELPACI	Student Achievement	School Facilities - Priority 1	



			Reclassification for ELL				
		All Staff	Closing Achievement Gaps	ELPACS		English Learner Progress - Priority 4	
			ELAC Site Visit			Teachers Appropriately Credentialed - Priority 1	
						Broad Course of Study - Priority 7	
3/5/2019	6:00 - 7:00pm	ELAC	Continue to Implement Celebrations of Reclassification for ELL	CAASPP	Student Achievement	Programs for English Learners - Priority 2	
		Administrators	Student Achievement			Broad Course of Study - Priority 7	
			Review & Feedback: Site Visit				
4/5/2019	6:00 - 7:00pm	ELAC	Student Achievement	CAASPP	Student Achievement	Attendance/Absenteeism - Priority 5	
		Administrators	Infinite Campus SIS		Graduation Rate	UC/CSU Entrance Requirements - Priority 4	
			Discipline			School Facilities - Priority 1	
			Closing Achievement Gaps			Broad Course of Study - Priority 7	
			LCAP Improvement Plan Draft Review				
5/16/2019	6:00 - 7:00pm	ELAC	Infinite Campus SIS				
		Administrators	Student Achievement	CAASPP	Student Achievement	Programs for English Learners - Priority 2	
		Leadership Team	Single Plan for Student Achievement	ELPACS	Other	Graduation Rate - Priority 5	
				ELPACI		Broad Course of Study - Priority 7	
						AP Exam Pass Rate - Priority 4	
2018-06-19	8am - 3pm	Certificated Staff	Big Math Training	CAASPP	Student Achievement	Implementation of Standards - Priority 2	

						Sufficient Instructional Materials - Priority 1	
						Teachers Appropriately Credentialed - Priority 1	
8/3/2018	8am-10am	Administrators	Student Achievement	None	Student Achievement	Broad Course of Study - Priority 7	
		Leadership Team	Program Change & Transition				
8/13/2018	1pm-3pm	Administrators	NGSS	Science	Student Achievement	Teachers Appropriately Credentialed - Priority 1	
		Certificated Staff	Illuminate Data & Assessment Software	PE		Sufficient Instructional Materials - Priority 1	
			Student Achievement			Programs for English Learners - Priority 2	
						English Learner Progress - Priority 4	
8/14/2018	10am-12pm	Administrators	Closing Achievement Gaps	ELA, Math	Student Achievement	Teachers Appropriately Credentialed - Priority 1	
		Certificated Staff	Illuminate Data & Assessment Software	Social Studies		Sufficient Instructional Materials - Priority 1	
			Student Achievement			Programs for English Learners - Priority 2	
						English Learner Progress - Priority 4	
9/5/2018	9am-11am	Administrators	Discipline	None	None	Attendance/Absenteeism - Priority 5	Dangers of Technology School Assembly Partnered with Local Law Enforcement Agencies
		All Staff				Graduation Rate - Priority 5	
		Students					
		SPED Staff					
9/18/2018	2:15-4:15pm	Administrators	Career Technical Education	CAASPP	Other	School Facilities - Priority 1	CTE Program Review, Courses of Sequence

		Certificated Staff				Broad Course of Study - Priority 7	Monitoring in IC for Three Pathways
		Community Organizations				Teachers Appropriately Credentialed - Priority 1	
		Leadership Team					
9/24/2018	9am-10am	Administrators	Student Achievement	-	Student Achievement	Teachers Appropriately Credentialed - Priority 1	SELPA Director, CHS Administration and SPED Teacher Meeting to Establish Transition with Additional SPED Teacher and Classroom on Site
		Leadership Team				Broad Course of Study - Priority 7	
		SPED Staff				English Learner Progress - Priority 4	
9/24/2018	10am-11am	Administrators	Student Achievement	None	Student Achievement	Broad Course of Study - Priority 7	Board Member Meeting and Site Tour
		Board of Trustees	-		Other	School Facilities - Priority 1	
10/1/2018	8:30-11:30am	Administrators	Student Achievement	-	Student Achievement	Attendance/Absenteeism - Priority 5	CHS/CAHS Leadership Meeting
		Leadership Team	Walk-Thru Protocols		Discipline	Programs for English Learners - Priority 2	
			Infinite Campus SIS			School Facilities - Priority 1	
			Discipline			Broad Course of Study - Priority 7	
8/14/2018	8am-9:30am	Administrators	Closing Achievement Gaps	CAASPP	Student Achievement	Attendance/Absenteeism - Priority 5	Welcome Back Staff Meeting, Site Goals, Areas of Focus, Important Information on IC and Illuminate for SPED, EL and CAASPP, Course Pacing Guides, Benchmark Assessments, Department and Individual Goals
		All Staff	Student Achievement	ELPACS		Broad Course of Study - Priority 7	
			Expand Purchase of Student Devices	ELPACI		Programs for English Learners - Priority 2	
			Illuminate Data & Assessment Software			School Facilities - Priority 1	
			Infinite Campus SIS			Sufficient Instructional Materials - Priority 1	

8/15/2018	2:30-3:30pm	Administrators	Infinite Campus SIS	-	Student Achievement	Sufficient Instructional Materials - Priority 1	Update on Curriculum and/or Facilities Needs After First Day of Instruction
		All Staff	Student Achievement			School Facilities - Priority 1	
8/22/2018	2:30-3:30pm	Administrators	Walk-Thru Protocols	CAASPP	Student Achievement	School Facilities - Priority 1	Keenan Trainings, Review Comprehensive Safety Plan, Walk Through Protocol, Back to School Night Planning
		All Staff	Closing Achievement Gaps		Staff Survey	Sufficient Instructional Materials - Priority 1	
			Illuminate Data & Assessment Software			Teachers Appropriately Credentialed - Priority 1	
8/29/2018	2:30-3:30pm	Administrators	Student Achievement	CAASPP	Student Achievement	AP Exam Pass Rate - Priority 4	AP Result Data Analysis, Review of Curriculum
		All Staff	Closing Achievement Gaps			Sufficient Instructional Materials - Priority 1	
			Illuminate Data & Assessment Software			Teachers Appropriately Credentialed - Priority 1	
9/5/2018	2:30-3:30pm	Administrators	Student Achievement	CAASPP	Student Achievement	Sufficient Instructional Materials - Priority 1	CAASPP Result Review, Overall Site Scores, Ideas for Improvement, Communication with Students and Parents, Similar School Comparison and Curriculum Adoption Impact (Technology Support for Math Curriculum)
		All Staff	Closing Achievement Gaps			Attendance/Absenteeism - Priority 5	
			Illuminate Data & Assessment Software			Teachers Appropriately Credentialed - Priority 1	
9/12/2018	2:30-3:30pm	Administrators	Phone System Mandated Training	None	Parent Survey	Parent Input - Priority 3	Improve Increased Communication Between School and Home By Implementing New Phone
		All Staff			Community Survey		

							System Districtwide
9/19/2018	2:30-3:30pm	Administrators	Student Achievement	None	Staff Survey	Implementation of Standards - Priority 2	Department Meetings: Student Achievement, Student Growth, Curriculum and Pacing Guides, Staff Survey
		All Staff	Closing Achievement Gaps			English Learner Progress - Priority 4	
			Illuminate Data & Assessment Software			School Facilities - Priority 1	
			Infinite Campus SIS				
10/3/2018	2:30-3:30pm	Administrators	Programs for Students Exceeding Standards	CAASPP	Student Achievement	Sufficient Instructional Materials - Priority 1	Needs Assessment for Students Exceeding Standard, Program Review and Change of Program If Applicable
		All Staff	Student Achievement				
10/17/2018	2:30-3:30pm	Administrators	Student Achievement	1st Quarter Grades	Student Achievement	Broad Course of Study - Priority 7	Student Celebration Awards and Communication Between School and Home on Recognitions Followed by Department Meetings (Agenda and Minutes Emailed to Administration)
		All Staff			Parent Survey		
10/25/2018	8am-3:30pm	Students	Student Achievement	None	Student Survey	Broad Course of Study - Priority 7	Career Day & College Fair Including Survey for Improvements
		All Staff			Staff Survey		
		Community			Community Survey		
		Board of Trustees					
10/31/2018	2:30-3:30pm	Certificated Staff	Closing Achievement Gaps	CAASPP	Other	Other Pupil Outcomes - Priority 8	Improvement Planning for Students,

			Student Achievement				Modifications to Current Practices to Improve Educational Opportunity for All Students - Send Department Notes to Admin
11/7/2018	9-11:30am	Administrators	Student Achievement	-	Student Achievement	Attendance/Absenteeism - Priority 5	CHS/CAHS Leadership Meeting
		Leadership Team	Walk-Thru Protocols		Discipline	Programs for English Learners - Priority 2	
			Infinite Campus SIS			School Facilities - Priority 1	
			Discipline			Broad Course of Study - Priority 7	
11/8/2018	1:30-2:30pm	Administrators	Student Achievement		Student Achievement	School Facilities - Priority 1	CTEIG Meeting with MOT, CBO, Superintendent, CTE Teachers, CHS Administration
		Leadership Team					
11/14/2018	2:45-3:45pm	Administrators	Student Achievement	CAASPP	Student Achievement	Broad Course of Study - Priority 7	Incentive Program for ELA Students
		Leadership Team					
		Certificated Staff					
12/4/2018	8am-3pm	Students	Challenge Day	None	Student Survey	-	Mental, Emotional and Academic Support Opportunity
		Certificated Staff			Parent Survey		
		Classified Staff					
		Community					
12/19/2018	2:30-3:30pm	Administrators	Student Achievement	CAASPP	Staff Survey	Implementation of Standards - Priority 2	Collaboration with Board Member Focus Point Staff Survey
		All Staff	Closing Achievement Gaps			English Learner Progress - Priority 4	

		Board of Trustees				School Facilities - Priority 1	
1/23/2019	3-3:30pm	Administrators	Student Achievement	CAASPP	Student Achievement	Broad Course of Study - Priority 7	Review Board Member Staff Survey, Curriculum Development and Increase of Options, CAASPP Testing Organization & Practice Assessments
		Certificated Staff				Attendance/Absenteeism - Priority 5	
						Sufficient Instructional Materials - Priority 1	
1/15/2019	8:10-9am	Administrators	Student Achievement		Student Achievement	School Facilities - Priority 1	CTEIG Meeting with CBO, Superintendent, CTE Teachers, CHS Administration for CTEIG #2 Planning and Application
		Certificated Staff				Teachers Appropriately Credentialed - Priority 1	
1/15/2019	9-10am	Administrators	Programs for Students Exceeding Standards	CAASPP	Student Achievement	Sufficient Instructional Materials - Priority 1	Meeting with IT Director: Site Technology, Preparation for ELAC, CAASPP Testing with Site Coordinator, Camera and Safety Systems, Virtual Enterprise Expansion of Technology and Curriculum
		Leadership Team	Illuminate Data & Assessment Software			English Learner Progress - Priority 4	
			Infinite Campus SIS			Programs for English Learners - Priority 2	
1/24/2019	7:45-8:15am	Administrators	Environmental Science Academy	Science	Student Achievement	Broad Course of Study - Priority 7	ESA Program Review, Transition Support of New Lead Teachers
		Leadership Team					
		Certificated Staff					
1/29/2019	2:20-3pm	Administrators	Student Achievement		Student Achievement	School Facilities - Priority 1	CTEIG Meeting with CBO, CTE Teachers, CHS Administration for CTEIG #1
		Certificated Staff				Teachers Appropriately Credentialed - Priority 1	

							Purchases and Proper Coding
1/29/2019	9am-10am	Administrators	Student Achievement	CAASPP	Student Achievement	Teachers Appropriately Credentialed - Priority 1	CHS Administration and SPED Teacher Meeting for CAASPP Testing, ELPAC
		Leadership Team				Broad Course of Study - Priority 7	
		SPED Staff				English Learner Progress - Priority 4	
1/9/2019	2:30-3:30pm	Administrators	Student Achievement	CAASPP	Student Achievement	Attendance/Absenteeism - Priority 5	LCAP Goals, Site Goals, Needs Assessment, CAASPP Improvements for Student Demonstration of Growth
		All Staff		Math/ELA/Science		School Facilities - Priority 1	
1/23/2019	2:30-3:30pm	Administrators	Student Achievement	CAASPP	Student Achievement	Attendance/Absenteeism - Priority 5	LCAP Goals, Staff Survey, Needs Assessment, CUSD Budget
		All Staff				School Facilities - Priority 1	
9/27/2018	3:15-4pm	Administrators	Curriculum Council	CAASPP	Student Achievement	Broad Course of Study - Priority 7	Pathways Offered, Potential Expansion, WASC Update and SLO Transition
		Leadership Team				AP Exam Pass Rate - Priority 4	
		Certificated Staff				Graduation Rate - Priority 5	
						Sufficient Instructional Materials - Priority 1	
11/8/2018	3:15-4pm	Administrators	Curriculum Council	CAASPP	Student Achievement	Broad Course of Study - Priority 7	Pathways Offered, Stole Recognition, AP Expectations to Maintain Rigor, Relevance, Science Curriculum Review for Potential Approval
		Leadership Team				AP Exam Pass Rate - Priority 4	
		Certificated Staff				Graduation Rate - Priority 5	
						Sufficient Instructional Materials - Priority 1	
1/16/2019	3:15-4pm	Administrators	Curriculum Council	CAASPP	Student Achievement	Broad Course of Study - Priority 7	AP Review Dates, Business



		Leadership Team				AP Exam Pass Rate - Priority 4	Pathway Broadcast Expansion, Science Curriculum Approval
		Certificated Staff				Graduation Rate - Priority 5	
						Sufficient Instructional Materials - Priority 1	
10/15/2018	3:15-4pm	Administrators	School Site Council	CAASPP	Student Achievement	Attendance/Absenteeism - Priority 5	Compact, LCAP Goals, Comprehensive Safety Plan, Back to School Packets
		Leadership Team				Broad Course of Study - Priority 7	
		Certificated Staff					
		School Site Council					
1/14/2019	3:15-4pm	Administrators	School Site Council	CAASPP	Student Achievement	Attendance/Absenteeism - Priority 5	Achievement Data, Areas of Strength, Areas of Focus and Improvement, Similar School Comparison, Needs Assessment, Improvement Strategies, Site Goals, Attendance Report, WASC Review
		Leadership Team				Broad Course of Study - Priority 7	
		Certificated Staff					
		School Site Council					

End of Colusa Unified School District 2019 – 20 LCAP Document

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

**LEA name:**

Colusa Unified School District

**CDS code:**

06-61598-0000000

**Link to the LCAP:**

*(optional)*

[https://colusausd-ca.schoolloop.com/pf4/cms2/view\\_page?d=x&group\\_id=1522740783858&vdid=imn4b1u2z930b](https://colusausd-ca.schoolloop.com/pf4/cms2/view_page?d=x&group_id=1522740783858&vdid=imn4b1u2z930b)

**For which ESSA programs will your LEA apply?**

Choose from:

**TITLE I, PART A**

Improving Basic Programs Operated by  
State and Local Educational Agencies

**TITLE II, PART A**

Supporting Effective Instruction

**TITLE III, PART A**

Language Instruction for English Learners  
and Immigrant Students

**TITLE IV, PART A**

Student Support and Academic  
Enrichment Grants

*(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

Title I, Part A  
Title II, Part A  
Title III, Part A  
Title IV, Part A

*In the following pages, ONLY complete the sections for the corresponding programs.*

# Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

# Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Our main Goal, and primary focus, is to increase student learning, and decrease learning gaps. Supporting that goal, our other LCAP Goals, all revolve around creating the conditions necessary to support high levels of learning. To that end, CUSD uses Title funds to supplement activities focused on these areas. Those activities include additional instructional staff, additional instructional support staff, Instructional staff training, parent engagement activities, parent training, and some supplemental supplies. These activities occur during the regular school year, as well as during our summer session.

A plethora of research exists to confirm that the largest factor in student learning is the quality of the teacher. The efforts documented in the CUSD LCAP focus mainly on providing additional training and learning opportunities for teachers. Additionally, the individualized attention and increased time on task supported by paraprofessionals is another factor known to produce marked achievement improvements. The research of John Hattie shows increasing parental involvement has an effect size of 0.51; more impactful than many other improvement efforts.

# Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Our mission, is to provide a safe, student-centered, high quality education to ALL students. The federal funds are used to enhance our efforts to ensure we provide these things to students every day. The federal monies add a "next level" of support, intervention, and resources for all our students. Alignment is achieved by seamlessly integrating the federally funded activities into the overall improvement efforts of the districts. Being a small community, stakeholders take great interest in the schools, and participation in decision making is very high. That also means that our small community has high expectations for accountability. The parents, community members, staff, students, and Board all work, in a cycle of continuous improvement, toward very well defined, clearly stated Goals.

# ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 <i>(as applicable)</i>

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

# ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. [(N/A if your LEA is a charter school or COE, or your district's educator equity data does not demonstrate disparities)]

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Being a small district, educator equity is not an issue for our students. ALL students attend one of the comprehensive TK-3, 4-8, and 9-12 schools. A very few parents elect to enroll their students in our Independent Study / Home School program, and even fewer enroll in our Alternative (continuation) High School programs. If the district experiences a shortage of qualified, experienced teachers, there is no difference in the impacts felt by low-income or minority students as compared to students not in these groups.

The Title program funds a full-time Reading Specialist position which provides supplemental direct reading instruction to qualified students. It also funds four part-time Instructional Paraprofessionals. Those positions, under the direction of a credentialed teacher, provide instruction support for both reading and math to qualifying students.

### Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.



## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

A close community is a central part of our educational program. Families, immediate and extended, are welcome and encouraged to participate in our school. Students have multiple, well-developed avenues to voice their opinions. Many of our staff members are also parents or relatives of our students. Staff work in a close-knit and collegial atmosphere where continuous improvement is a core value of the organization, and communication with parents is a key component of that effort. The district has formed lasting relationships with many of the major employers in the community as well; again broadening our effective reach in terms of engaging parents and families. All those stakeholders have a voice as the district formulates and implements improvement plans.

- The Parent and family engagement policy was developed by the Board of Trustees with the input of parent representatives. It is disseminated to ALL families via direct contact (email, etc) and published on the web site each year.
- Parents and guardians are informed about State standards, State and local assessments, ways to monitor their child's progress, and ways to work with their children to improve achievement in the following ways: written information that accompanies annual State testing results sent to each child who was assessed, face-to-face communication in conjunction with twice yearly parent conferences, written information with three-times-yearly progress reports, periodic weekly newsletter information, and Student Success Team (SST) meetings with families as needed.
- Parents have access to, and are trained to use portals to access student attendance, grades, behavior and achievement data. We offer in-person help with new families to access this communication platform, and paper versions of communication if they are unable to access this information by e-mail, text or app.
- Parental involvement programs and activities are coordinated by administrators and staff on site. Sites have Parent Clubs in addition to Site Councils. English Learner Advisory Councils voice suggestions and concerns from our minority parents. Community programs that support parents (like parenting classes, family counseling, and support groups) are regularly referred to families that might find them useful.
- The district's approach has always been to support inclusive activities. No students are excluded from activities based on their ability to pay. Parents are informed and given information on how to access this support in ways which maintain confidentiality and dignity.
- CUSD seeks feedback from parents and students via a school climate surveys – both locally created, and the CA Healthy Kids Survey (a modified version of which is periodically offered to parents) . The data is reviewed by the Site Council, teachers, administration, and Board and is incorporated into improvement planning efforts.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted

assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Eligible students are identified through the enrollment process, or through some version of a Student Study Team process. Expelled students are placed at the Community School operated by Colusa County Office of Education. Those students are served by a combination of on-line, individualized and small group direct instruction approaches. They get additional support on an as-needed basis from other professionals (counselors, therapists, etc.). Parents may elect to place their student in this environment after consultation with the SST. Expelled students wishing to enroll in CUSD may be immediately placed in the Community school on a case-by-case basis.

## **Homeless Children and Youth Services**

### **ESSA SECTION 1112(b)(6)**

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Eligible students are identified through the enrollment process. A District Homeless Liaison ensures that the student is immediately enrolled and offers assistance to provide for their needs. The DHL follows McKinney Vento Act requirements to ensure that homeless students have full and equal opportunity to enroll and succeed in CUSD.

## **Student Transitions**

### **ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)**

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Students transitioning from middle school to high school are supported in a number of ways. Typically, those activities include parent and student information nights, site visits for students and

parents, informational flyers explaining the upcoming changes, publishing information on web sites, and events designed to welcome and engage both the transitioning student and their parents. Open house events, festivals, field days and back-to-school nights are some examples of the districts efforts in these areas.

Local business support and partner with CUSD in multiple ways. Besides offering financial resources, they allow students to do work-study programs, donate employee time to act as student mentors, and participate in many school functions.

Students receive extensive counseling in college and career opportunities. The district employs a College and Career Tech specifically tasked with helping students explore their interests and follow their selected path. School staff facilitate completion of FAFSA and assist with competing college and scholarship applications. In preparation for their post-secondary plans, students are offered activities which build awareness and allow exploration. Some students do job-shadowing, and others may participate in Career – Technical – Education classes and pathways. All students graduating from Colusa Unified must complete a Senior Project; part of which is a requirement for some experiential learning activity.

The district constantly seeks opportunities to expand course offerings. Our ability to offer additional dual-enrollment courses is limited by our location, and a lack of qualified and available instructors in this region.

## **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

We serve all students under a whole school coordinated model. We do not have a dedicated gifted and talented program. Students who are at or above grade level in reading and math receive interventions that challenge them to go beyond and enrich them academically.

All students develop digital literacy skills in the context of their regular classroom or homeschool settings. The district provides direct instruction on digital literacy, as well as internet safety and cyber-bullying protection. At least once yearly, parents are invited to attend an entire presentation about cyber safety issues.

## **TITLE II, PART A**

## **Professional Growth and Improvement**

### **ESSA SECTION 2102(b)(2)(B)**

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Title II funds are dedicated towards training teachers on intervention programs, curricula, and/or data collection or towards implementing a multi-tiered system of support for all students and induction programs.

New teachers are enrolled in the Tri-County Induction Program which supports the growth and development of general education, Multiple Subject or Single Subject preliminary credentialed teachers through a mentor model while simultaneously fulfilling Commission on Teacher Credentialing (CTC) guidelines for obtaining a clear credential. New principals enroll in a State approved administrator mentoring program. Mentors provide individualized support that is aligned with current District goals leading towards accelerating new professional practice. The District provides professional development and instructional coaching as well as staff collaboration time to increase student learning outcomes and support instruction, assessment, and curriculum aligned to California State Standards and Next Generation Science Standards (NGSS). The staff will continue to develop the curriculum, alignment, and mapping process to include development of pacing guides, lesson design, formative and summative assessments. The District will train staff on systems for the use of data systems of formative, interim, & summative assessments.

## **Prioritizing Funding**

### **ESSA SECTION 2102(b)(2)(C)**

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our priority for these funds is to research the effectiveness and obtain professional development and training in assessments and curricula that support our intervention program. We work closely with the county to refine and improve our program by identifying new research-based curricula, assessments, or strategies and training staff on those tools.

## **Data and Ongoing Consultation to Support Continuous Improvement**

### **ESSA SECTION 2102(b)(2)(D)**

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Our teachers and Site Councils review student academic growth data and teacher surveys annually to ensure that the professional development teachers are receiving translates into student academic success.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Effective professional development begins with gathering accurate and timely data. The district utilizes a variety of qualitative and quantitative data sources to identify areas of strength, and areas which need improvement. Areas of concern are then evaluated as to whether the root cause is something which would most effectively be addressed through adding resources, changing processes, or training staff. If professional development is indicated, the team discusses which type of training would likely be most beneficial. The administration then allocates resources and makes the logistical arrangements for the event. Typically, after the professional development is over, some mechanism is in place (determined at the time PD is scheduled) to measure the efficacy of the training. The measurement mechanism also ensures accountability by measuring whether staff is utilizing the training as designed.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Immigrant students may experience enhanced instructional opportunities through:

- Additional personalized instruction in the classroom.
- Additional personalized small-group instruction in a pull out setting.
- Additional access to on-line academic support in the form of tutorials, learning games, etc.
- Additional instructional time after school in with a credentialed teacher tutor.
- Older students may be given additional opportunities for college and career exploration.

- Older students may also be given extra support in applying to college or employers.

### **Title III Programs and Activities**

#### **ESSA SECTIONS 3116(b)(1)**

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

All English learners are assisted in their efforts to meet academic standards by:

1. Participating in the district's English Immersion approach to language development.
2. Being given quality instruction by fully credentialed teachers appropriately assigned, who utilize Specifically Designed Academic Instruction in English (SADAIE) strategies.
3. Having both integrated English Language Development during their core instructional time, and by having designated ELD as a Tier 2 support.
4. Staff utilizing student performance data to assess whether additional supports are needed.
5. Being offered after-school tutoring for more one-on-one instructional time.
6. Utilizing software supplied by the district which is proven to accelerate language acquisition.
7. Receiving instructional support from Bilingual Paraprofessionals under the direction of a fully credentialed teacher.

### **English Proficiency and Academic Achievement**

#### **ESSA SECTIONS 3116(b)(2)(A-B)**

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

In addition the activities listed above, the District ensures progress towards English proficiency and meeting standards by ensuring that all instruction is standards based.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

#### **ESSA SECTION 4106(e)(1)**

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Title IV funds are used to support our intervention programs and summer learning program. The program objectives and outcomes are described above in the Strategy section. We evaluate the effectiveness of our intervention program and summer learning program by monitoring the academic progress of our at-risk students as compared to their non-qualifying peers, and ensuring that they are making academic growth. If not, a Student Study Team is formed to formulate a plan to either change the intervention strategy, add additional supports, or assess for special education. The Site Council, Administrator, and special education director jointly participate in these efforts.



## **Approve the 2019.2020 Colusa Unified School District Budget with a Positive Certification (Business Services).**

### **Recommended Motion:**

The Administration respectfully requests the Board of Education approve the 2019-2020 Colusa Unified School District budget with a positive certification.

### **Rationale:**

On or before July 1, the Board of Education, must adopt the school district's budget and certify that the adopted budget is designed to meet the District's financial obligations in the current and two subsequent years. If the conditions of this requirement are met under AB 1200, the Board can approve the budget with a "positive certification" and forward the Budget to the Colusa County Office of Education for that agency's approval. The budget must be prepared using specific software and in a format provided by the California Department of Education (CDE). This is an extensive document that covers all of the District's funds, which includes the Estimated Actual Financial Report for the current fiscal year, the Proposed Budget for the next fiscal year, and an extensive technical review checklist which is applied based on a document titled Criteria and Standards Review. This creates one major document that includes all funds in both the restricted and unrestricted portions of the budget.

Since the budget is an evolving and changing document that reflects "through-a-period-of-time" revenues expected to be received and expenses expected to be paid, districts are required to prepare and present to the public financial statements four times per year. These presentations provide the Board of Education (BOE) a detailed view of the district's financial status. These presentations are: 1) Proposed Budget with estimated prior year actual expenditures, 2) First Interim, which reflects revenues and expenses from July 1 through October 31 based on the adopted budget, and prior year unaudited actual expenditures; 3) Second Interim reflecting 1st Interim data plus revenues and expenses from November 1 through January 31; 4) The independent audit report describing the financial picture of the district and the legal financial procedures and protocols we use.

### **Proposed Budget**

District budgets must be built, and in some cases adopted, before the State of California has determined what revenues they will give or subtract from schools. As a result, district staff must build a budget based on specific financial assumptions anticipating what the state of the economy might reflect. It is these assumptions that school boards should know and understand in order to make informed decisions when adopting the budget. These assumptions can then be used to assist in accountability. The assumptions, identified in the beginning pages of the budget document, are based on the Governor's May Revise, the Local Control Funding Formula, and are aligned with the expected adoption of the Local Control Accountability Plan.

### **Estimated Actuals**

An analysis attached that individually compares the Unrestricted and Restricted Estimated Actual expenditures to the proposed budget. For the unrestricted general fund activity, there is a variance in the ending fund balance year-over-year of \$46,496. Additionally, the restricted ending fund balance shows a variance of \$0.00; assumes all new restricted revenue will be spent in fiscal 2019.2020. Once fiscal 2018.2019 is completed, carryover of restricted funds are accounted for which is expected to change the restricted variance.

The Administration will make a presentation to the Board of Education on the 2019.2020 Budget that will provide additional detail on the composition of the budget.

### **Financial Impact:**

Details of the financial impact are found in the annual budget document.





**COLUSA UNIFIED  
SCHOOL DISTRICT  
  
ADOPTED BUDGET  
  
FISCAL YEAR  
2019.2020**

**COLUSA UNIFIED SCHOOL DISTRICT**  
**BUDGET ASSUMPTIONS 2019.2020**  
**WITH NARRATIVE SUMMARY**

*The Colusa Unified School District (CUSD) budget is developed using a zero-based budget model approach. In addition, a portion of the budget is developed to compliment the Local Control and Accountability Plan, which identifies how the District will support the most at risk students that it serves.*

**INTRODUCTION**

As the Board of Education (BOE) considers a positive certification of the proposed budget for 2019.2020, it must recognize that the budget that is being presented is based on Governor Newsom's May Revision; which was presented on May 9, 2019. Should the Legislature approve a budget that is materially different, a revised budget will be presented to the BOE at the appropriate time.

**MAY REVISION**

Governor Newsom's May Revision budget confirms that General Fund revenues increased by \$3.2 billion since the release of the Governor's January budget. The administration attributes these gains primarily to short-term personal income gains stemming from a strong stock market and initial public offerings of stock of large California-based companies, as well as corporate tax revenue from shifting of income in 2017 and 2018 and other one-time revenues from repatriation of foreign earnings associated with the federal tax changes. The revenues are increased short-term from 2017-18 through 2019-20 in the budget forecast, but lower for years beyond the forecast window.

The May Revision maintains full funding of the Local Control Funding Formula (LCFF), contributions to the Rainy Day Budget Reserve (Prop. 2, 2014), and a first-time deposit to the Public School System Stabilization Account (PSSSA). Relative to the January Governor's Budget, Prop. 98 funding at the May Revision is up by \$78.4 million in 2017-18, \$278 million in 2018-19, and \$389.3 million in 2019-20. The Governor maintains the same education priorities with some funding adjustments, but with the entire \$389.3 million of new Prop. 98 funding going into the PSSSA. The large funding priorities as of May:

- ✓ \$2 billion in Prop. 98 funding dedicated to the statutory COLA of 3.26%;
- ✓ \$3.15 billion non-Prop. 98 funds toward debt payments to the CalSTRS liability for school employers;
- ✓ \$696.2 million ongoing for Prop. 98 special education; and
- ✓ \$1.5 billion in state bonds to allow agencies greater access to funds for facilities projects.

Significant Changes since the January Budget proposal are;

- ✓ Statutory COLA *reduced* to 3.26%
- ✓ An additional \$150 million to the January proposal of one-time non-Prop. 98 appropriation (\$500 million total) to further reduce the 2019-20 CalSTRS employer contribution rate to 16.7%.
- ✓ A proposal of \$696.2 million in non-AB 602 funding for supplemental services for students with disabilities, an increase of \$119.2 million from the Governor's January Proposal, all of which would now be ongoing.

- ✓ Several new investments to increase access to subsidized childcare for low-income families.

The May Revise, as noted above, is the basis for overall budget development for fiscal year 2019.2020. Revenue under the LCFF increased in fiscal 2019.2020 by 3.46%. The Unrestricted General Fund, Fund 01 is balanced with a surplus of \$46,496. This financial position allows the Board of Education the opportunity to continue to improve programs and services through the LCAP while balancing with other expenses such as the unfunded retirement liability of the CalSTRS and CalPERS retirement systems and employee salary and benefit enhancements. The major assumptions for the fiscal year 2019.2020 Budget are:

## **GENERAL FUND – FUND 01**

### **UNRESTRICTED REVENUE ASSUMPTIONS**

**LOCAL CONTROL FUNDING FORMULA (LCFF) OVERVIEW** The LCFF is intended to provide a funding mechanism that is simple and transparent while allowing local educational agencies (LEAs) maximum flexibility in allocating resources to meet local needs. While the formula itself is relatively straightforward, the transition from revenue limit funding to the LCFF has been very complex. The primary cause for this complexity is the state's commitment to ensuring all LEAs are funded at no less than they received in 2012-2013 and that it was expected to take eight years to fully fund the LCFF. This is simple in concept but complex in application. With the proposed funding level in the May Revise, the LCFF remains full funded at 100%.

The following describes the basic components of the formula and transition into the LCFF. The most distinct difference between the former revenue model and the LCFF relates to the role and impact of COLA during the transition years. Under the former model, COLAs (and their deficits) played the central role in determining increases in year-over-year funding. Under the LCFF, COLAs are one step in the formula's calculation which has four driving factors which are: (1) the Average Daily Attendance (ADA); (2) Unduplicated Count of students that qualify for free or reduced lunch, are an English language learner, or are foster youth or homeless; (3) Percentage of Gap Funding; and (4) COLA.

In addition, there are several other factors that are included in the calculation of funding for each school district in the state. For the Colusa Unified School District, some of the factors are calculated but do not apply. For those factors that apply, the most significant are noted in the following paragraphs.

**K-3 Grade Span Adjustment (GSA)** The base grant for the K-3 grade span increases by an add-on of 10.4%. The intent of this adjustment is to cover the costs associated with smaller class sizes in grades K-3, including transitional kindergarten, to an average by school site of no more than 24:1 (or a locally bargained alternative ratio) at full implementation of the LCFF.

During implementation of the LCFF, and as a condition of receipt of this adjustment, districts are required to either: 1) Have a class size ratio of 24:1 or less at each school site in 2013-2014 and maintain that ratio in the future; 2) Collectively bargain an alternative class size ratio for this grade span, or; 3) Show adequate progress toward meeting the goal of 24:1 each year until full implementation of the LCFF.

For the Colusa Unified School District, the current collective bargaining agreement does not define class size less than the required 24:1. However, actual class size(s) are in the area of approximately 23:1. The target funding associated with this adjustment for the 2019.2020 fiscal

year is estimated at \$448,368.

**Supplemental and Concentration Grants** Education Code Section 42238.02 increases the LCFF base grant by a supplemental grant and a concentration grant. These are determined by the district's or charter school's unduplicated count of pupils who are eligible for free and reduced-price meals, or who are classified as English learners or as foster youth or homeless. The use of these funds is subject to the regulations adopted by the State Board of Education at its January 14, 2014 meeting.

The supplemental grant is equal to 20% of the grade span base grant as increased by the grade-span adjustments of 10.4% in K-3 and 2.6% in 9-12, multiplied by the unduplicated pupil count percentage calculated above.

If the District's unduplicated pupil count percentage exceeds 55% then the district or charter school will receive a concentration grant. The concentration grant is equal to 50% of the grade span base grant for each applicable grade level, after being increased by the additional adjustments for the K-3 and 9-12 grade span adjustments. For the Colusa Unified School District, its 73.52% unduplicated percentage is expected to generate a concentration grant of 18.52% of its ADA.

The following charts are a result from the LCFF Calculator 2019.2020 Budget Development funding model. The three charts providing data for the variables of target funding, entitlement funding, and minimum proportional percentage.

Chart #1 shows the target calculation of the LCFF including the GSA and Supplemental and Concentration grant funding targets.

Colusa Unified (61598) - 2019.20 Budget Adoption						
LOCAL CONTROL FUNDING FORMULA						2019-20
CALCULATE LCFF TARGET						
Unduplicated as % of Enrollment 3 yr average			COLA & Augmentation		3.260%	
			73.52%	73.52%	<b>2019-20</b>	
	ADA	Base	Gr Span	Supp	Concen	TARGET
Grades TK-3	423.96	7,702	801	1,250	787	4,468,818
Grades 4-6	345.33	7,818		1,150	724	3,346,768
Grades 7-8	210.85	8,050		1,184	745	2,104,094
Grades 9-12	447.64	9,329	243	1,407	886	5,311,622
Subtract NSS	-	-	-			-
NSS Allowance		-				-
<b>TOTAL BASE</b>	<b>1,427.78</b>	<b>11,838,507</b>	<b>448,368</b>	<b>1,806,661</b>	<b>1,137,765</b>	<b>15,231,301</b>
Targeted Instructional Improvement Block Grant						72,847
Home-to-School Transportation						45,195
Small School District Bus Replacement Program						-
<b>LOCAL CONTROL FUNDING FORMULA (LCFF) TARGET</b>						<b>15,349,343</b>
Funded Based on Target Formula (based on prior year P-2 certification)						<b>TRUE</b>

Chart #1 – LCFF Target

In Chart #2, the LCFF Entitlement Calculation, shows an increase in funding of \$539,267, or a 3.64% increase. The increase is a result of State funding being a COLA only increase; no additional LCFF funds appropriated.

CALCULATE LCFF PHASE-IN ENTITLEMENT			
			<b>2019-20</b>
LOCAL CONTROL FUNDING FORMULA TARGET			15,349,343
LOCAL CONTROL FUNDING FORMULA FLOOR			14,810,820
LCFF Need (LCFF Target less LCFF Floor, if positive)			-
Current Year Gap Funding	100.00%		-
ECONOMIC RECOVERY PAYMENT			-
Miscellaneous Adjustments			-
<b>LCFF Entitlement before Minimum State Aid provision</b>			<b>15,349,343</b>
LCFF Phase-In			15,349,343
CHANGE OVER PRIOR YEAR	3.64%	539,267	
LCFF Entitlement PER ADA			10,750
PER ADA CHANGE OVER PRIOR YEAR	3.63%	377	
BASIC AID STATUS (school districts only)			Non-Basic Aid

Chart #2 – LCFF Entitlement

Chart #3 identifies the minimum proportional percentage (MPP) for the budget year and two future years. Note that the funding levels include prior year funding for the EIA program and other funding spent on the targeted populations. As such, the proportionality increase is based on the difference. For fiscal 2019.2020, the MPP amount is \$2,944,426 or 23.96%.

SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & PERCENTAGE TO INCREASE OR IMPROVE SERVICES				
	2019-20	2020-21	2021-22	
Current year estimated supplemental and concentration grant funding in the LCAP year	\$ 2,944,426	\$ 3,007,990	\$ 3,092,137	
Current year Percentage to Increase or Improve Services	23.96%	23.77%	23.77%	

Chart #3 – Minimum Proportionality Percentage (MPP)

**Routine Restricted Maintenance:** LEAs no longer have the flexibility to reduce the contribution to the Routine Restricted Maintenance account. Effective with the 2019.2020 fiscal year, the 3% contribution requirement returns. For the Colusa Unified School District, the dollar amount to fund RRM is at a 2% rate, or \$346K, as it has not participated in the Leroy F. Greene Facility Act.

**Enrollment Assumption** For the 2019.2020 fiscal year, enrollment is anticipated to be flat for budgeting purposes. For the 2019 CBEDS cycle, enrollment that had an increase of 39 students, but the average daily attendance declined which result in flat funding. As such, the budget model assumes a similar pattern with flat funding. The enrollment to average daily attendance (ADA) is 95.89% which results in the assumption on the following page in Chart #4 – ADA Assumptions.

	2017-18	2018-19	2019-20	2020-21
<b>Funded LCFF ADA</b>				
<b>Subtotal</b>	1,417.56	1,420.20	1,420.20	1,420.20

Chart #4 – ADA Assumptions

## **RESTRICTED REVENUE ASSUMPTIONS**

**Special Education:** The May Revision includes the statutory COLA of 3.26% (\$17.59 per ADA) and a 2019-20 Statewide Target Rate of \$557.27 per ADA. The official 2018-19 Statewide Target Rate is \$539.68 and reflects the 2.71% COLA. The 2018-19 statewide target was calculated after removal of the 2017-18 regionalized services/program specialist funding from the AB 602 calculation, which occurred in the 2018-19 State Budget. The official statewide average program specialist/regionalized services rate for 2018-19 is \$15.97 and is estimated to be \$16.49 for 2019-20 based on the 3.26% COLA.

The May Revision also includes a proposal of \$696.2 million in non-AB 602 funding for supplemental services for students with disabilities, an increase of \$119.2 million from the Governor's January Proposal, all of which would now be ongoing. The Special Education Concentration Grant would be allocated to school districts, county offices of education, and charter schools that have an unduplicated pupil percentage above 55% and an identified percentage of students with disabilities that exceeds the three-year (budget year and two prior years) statewide average. These funds would be allocated to qualifying LEAs based on the number of students with disabilities in excess of the statewide average.

In each year, commencing with the 2020-21 fiscal year, COLA would adjust the ongoing concentration grant funding provided in the State Budget. This grant is intended to supplement special education services and supports beyond those required by individualized education programs.

*However, neither the Assembly nor the Senate support this proposal and have, alternatively, crafted language of their own. In both cases, the funding increase would not go directly to Districts, but would increase the overall funding level of AB602 dollars. Because of the uncertainty of this proposal, no additional revenue has been added to the CUSD 2019.20 budget at this time.*

**Federal Revenues** The current model assumes flat projections; \$346,205 for all programs combined. With the continued challenges the Trump Administration and Congress have, it is too early to determine what funding levels beginning in October 2019 will look like. As the federal program develops, the District will update its budget assumptions and present revised federal funding and expenditures at the First Interim report.

## **UNRESTRICTED AND RESTRICTED EXPENDITURE ASSUMPTIONS**

The Administration is well versed in the task of projecting known costs including personnel costs like step and column movement associated with existing bargaining agreements, and other well-established costs and associated inflation trends such as utilities, insurance premiums, consumable materials, existing contracts for services, non-voter approved debt service, etc. The challenge comes in trying to estimate changes in expenditures that are likely and yet not known with certainty, and to build in flexibility for contingencies.

The most significant is the potential future cost(s) that could be associated with the implementation of the LCAP. These cost(s) will be associated with the requirement to provide increased or improved services associated with the minimum proportional percentage (MPP) requirement. In addition, the District will be responsible for funding previous categorically funded programs such as instructional materials, career technical education, deferred maintenance, and professional development just to name a few.

**Local Control Accountability Plan** The Local Control and Accountability Plan (LCAP) represents a fundamental shift in how the District will plan for as well as be held accountable for LCFF funding for all pupils. Accordingly, the District is expected to and has developed a budget and accountability plan for fiscal 2019.2020 reflecting LCFF funding and structures. The State Board of Education's (SBE) approved spending regulations which have been incorporated into the District's LCAP which has locally defined goals and actions for all students, with particular emphasis on English learner, low income and foster youth pupils. Further, the LCAP will demonstrate how services are provided to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.

Prior to being adopted, the LCAP must be presented at a public hearing held by the District's governing board to solicit recommendations and comments from the public. The LCAP and budget public hearings must be held at the same meeting. The public hearing must take place in advance of, and at a meeting separate from, the board meeting to adopt the LCAP and the District's annual budget (EC 42127 and 52062). The LCAP and fiscal 2019.2020 Budget public hearing is being held on June 17, 2019 and the adoption of both plans is scheduled for June 18, 2019.

As a summary statement, the LCAP is intended to address the needs of all students by clearly defining the investments the District will make and the actions it will take to support student success. The District's LCAP process engaged stakeholders, supports transparency and promotes accountability at the local level. This process will assist the District in preparing a performance-based plan that addresses the local needs, aligned with local approaches and local conversations. The result is a local story that emphasizes a progression of continuously improving services to promote student success over the three years covered by the LCAP.

**Enrollment Assumptions** District enrollment projections are: Grades TK-3 – 353; Grades 4-8 – 467; Grades 9-12 – 468 for a total enrollment of 1,489. In comparison to the 2019 CBEDS report, enrollment is expected to grow by 39 students. However, with the prior year decline in enrollment to average-daily-attendance (97.8% to 95.89%), enrollment and ADA are being budgeted flat as noted in the Revenue section above.

**Salaries and Benefits** The cost of salaries and benefits in the fiscal 2019.2020 Budget are based on actual staffing costs reflective of staff identified in position control. In addition, salary cost increases are budgeted to reflect step and column movements equal to an increase of approximately 1.5%. Substitute, extra pay and professional growth increments are budgeted based on an analysis of 2018.2019 year-to-date data.

In addition to salary, estimated employee benefits will be budgeted as follows:

<i><b>Certificated Employees</b></i>		<i><b>Classified Employees</b></i>	
STRS	18.130%	PERS	20.733%
Medicare	1.450%	Social Security	6.200%
UI	0.05%	Medicare	1.450%
Workers Comp	2.55%	UI	0.05%
<b>Total Statutory Benefits</b>	<b>22.180%</b>	Workers Comp	2.55%
Health & Welfare (annual)	\$10504.80	<b>Total Statutory Benefits</b>	<b>30.983%</b>
		Health & Welfare (annual)	\$10,504.80

**Retirement Systems** The Colusa Unified School District will also be expected to bear some of the cost associated with the unfunded liability in both the CalPERS and the CalSTRS retirement systems. Both systems are anticipating increase in rates as shown in the tables below:

**CalSTRS Actual and Proposed Rates**

	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Projected	2020-21 Projected
<b>Employer</b>	8.25%	8.88%	10.73%	12.58%	14.43%	16.28%	20.733%	23.60%
<b>State</b>	3.04%	3.45%	4.89%	6.33%	6.33%	6.33%	6.33%	6.33%
<b>Member (2% at 60)</b>	8.00%	8.15%	9.20%	10.25%	10.25%	10.25%	10.25%	10.25%
<b>Member (2% at 62)</b>	8.00%	8.08%	8.56%	9.21%	9.21%	9.21%	9.21%	9.21%

**CalPERS Actual and Projected Employer Rates**

2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Actual	2019-20 Projected	2020-21 Projected
11.442%	11.771%	11.847%	13.888%	15.50%	18.062%	20.733%	23.30%

The impact to the budget year for the Colusa Unified School District is significant. For CalPERS, the rate increase will cost the District as an employer an estimated additional \$74,625 in fiscal 2019.2020. The rate increase in the CalSTRS system will cost the District as an employer an estimated additional \$86,488 in fiscal 2019.2020.

**Multiyear Projections** Districts are required by law to project revenues and expenditures for the budget year and the two subsequent fiscal years. To make multiyear projections, Districts rely on a variety of assumptions and sources of information available at the time the projection is created. This projection is known as a multi-year projection (MYP).

The further into the future a projection is made, the greater the likelihood the variables used to create the projection will deviate from assumed values. Subsequent year projections are predicated on trying to forecast variables that are entirely outside the control of the District, including the actions of current and future elected officials and the direction of the global, national and state economy. The implementation of the LCFF has in some ways increased the uncertainty for the District because it is new and unfamiliar, and it has a varying impact from district to district.

The increases associated with LCFF gap funding, although in past year have been significant, are beginning to taper-off and slow down. For the District, estimated increases in 2020.21 and 2021.22 are \$534K and \$432K respectively as shown below in Chart #5 – 2019.2020 Budget MYP LCFF Entitlement Calculation.

CALCULATE LCFF PHASE-IN ENTITLEMENT					
		<b>2019-20</b>			<b>2020-21</b>
LOCAL CONTROL FUNDING FORMULA TARGET		15,349,343			15,781,667
LOCAL CONTROL FUNDING FORMULA FLOOR		14,810,820			14,810,820
LCFF Need (LCFF Target less LCFF Floor, if positive)		-			-
Current Year Gap Funding	100.00%	-		100.00%	-
ECONOMIC RECOVERY PAYMENT		-			-
Miscellaneous Adjustments		-			-
<b>LCFF Entitlement before Minimum State Aid provision</b>		<b>15,349,343</b>			<b>15,781,667</b>
LCFF Phase-In Entitlement		15,349,343			15,781,667
CHANGE OVER PRIOR YEAR	3.64%	539,267		2.82%	432,324
LCFF Entitlement PER ADA		10,750			11,053
PER ADA CHANGE OVER PRIOR YEAR	3.63%	377		2.82%	303
BASIC AID STATUS (school districts only)		Non-Basic Aid			Non-Basic Aid

CHART #5 – 2019.2020 BUDGET MYP LCFF ENTITLEMENT CALCULATION



As noted, the level of funding is projected to slow as the LCFF is fully implemented. While years past have seen funding increases as high as 5% to 7%, future increase are likely to be tied to the cost-of-living which rises in the 2% to 3% range while expenses are projected to rise by as much as 4%.

The Board of Education's budget philosophy has been more conservative in nature and the MYP in prior years has been calculated to illustrate more of a "middle of the road" or "worst-case scenario" so that risk(s) can be highlighted. The MYP for the Budget Report assume a *best* case scenario and does not include future salary enhancements. The MYP is shown on the chart below: Chart #6 – 2019.2020 Budget MYP.

	<i>Est. Funded Increase @ 3.26%</i>		<i>Est. Funded Increase @ 3.00%</i>		<i>Est. Funded Increase @ 2.80%</i>	
	<u>2019/2020</u>		<u>2020/2021</u>		<u>2021/22</u>	
	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted
Total Revenues	\$15,769,836	\$ 1,568,169	\$16,210,402	\$ 1,604,532	\$16,656,508	\$ 1,639,488
Total Expenditures / Uses / Sources	15,723,340	1,568,169	16,068,529	1,595,017	16,321,900	1,612,560
Net Increase/Decrease	\$ 46,496	\$ -	\$ 141,873	\$ 9,515	\$ 334,608	\$ 26,928
Beginning Fund Balance	1,830,728	12,060	1,877,224	12,060	2,019,097	21,575
Ending Fund Balance	<u>\$ 1,877,224</u>	<u>\$ 12,060</u>	<u>\$ 2,019,097</u>	<u>\$ 21,575</u>	<u>\$ 2,353,705</u>	<u>\$ 48,503</u>

CHART #6 – 2019.2020 BUDGET MYP

**STATEMENT OF EXCESS RESERVES** The annual requirement for a Statement of Excess Reserves can be found as Exhibit A attached to this narrative. The reserve identifies any assigned or unassigned/unappropriated balances. For fiscal 2019.2020, the amount in excess of the 3% reserve level is that amount that increases the reserve to match BP3461 which is a 5.0% reserve.

### **GENERAL FUND CONCLUSION**

Overall the District's fiscal position remains. With the influx of revenues in prior years that the Local Control Funding Formula has brought, the District's recovery continued through fiscal 2018.2019. However, it should be recognized that the Governor's May Revise is an indication that the belief of the next recession is not a question of if, but when; with a belief that it will be sooner than later as the State has experienced its second longest recovery in history. The boost from the maintenance factor is gone and the past years trend to have started with low revenue forecasts that got significantly better also appears to be gone. One-time monies do not exist in this year's budget, but there is the potential for relief in retirement contribution rates and additional special education funding.

In addition, volatility is a significant problem in education funding in California. Reliance on the volatile income tax instead of the more stable property tax amplifies year-to-year swings in funding. Even during periods of tremendously high job growth, overreliance on the top 1% of earners ensures additional volatility.

The best education plans have always shared the characteristics of good reserves, conservative budgeting, and rigorous setting of priorities. That will continue to be true over the next few years under as the pendulum appears to be swinging in a fiscally negative direction. The District must not only continue to be prudent in the deployment of its Strategic Plan and the Local Control

Accountability Plan, it must recognize the economic slowdown and plan to mitigate a future reduction in funding.

## **ALL OTHER FUNDS**

### **CAFETERIA – FUND 13**

#### **REVENUE ASSUMPTIONS**

Federal revenue was budgeted based on historical participation data. State and Local Revenues were adjusted based on historical participation as well as third party vending services that the Cafeteria fund provides; i.e. summer food programs, etc. Revenues are expected to be down by 12.9.8% for total revenues of \$799K.

#### **EXPENDITURE ASSUMPTIONS**

Expenditures were projected based on historical participation. Expenses were adjusted to compensate for fluctuation in revenues and services being provided. Expenditures are expected to be down by 13.3% leaving the fund balance with an increase of \$37K.

### **CAPITAL FACILITIES – FUND 25**

The payment of developer fees are accumulated in Fund 25. The district uses these funds to pay for new facility needs as well as the modernization of existing facilities. The fund has a beginning fund balance of \$455,069. Currently, there are no long-term debt obligations made from this fund.

#### **REVENUE ASSUMPTIONS**

The budgeted revenue for developer fees to be collected this year is \$65,000.

Interest earnings are estimated at \$5,000.00

#### **EXPENDITURE ASSUMPTIONS**

Renovation of bathrooms at Colusa High is to be funded from Fund 25. The estimated cost of the project is \$130,000.

The projected ending fund balance for Fund 25 is \$385,069.

## **END –BUDGET ASSUMPTIONS – CUSD – 2019.2020**

# Exhibit A

District: Colusa Unified School District  
CDS #: 06-61598

Adopted Budget  
2019-20 Budget Attachment

## Balances in Excess of Minimum Reserve Requirements

### Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

Combined Assigned and Unassigned/unappropriated Fund Balances		
Form	Fund	2019.20 Budget
01	General Fund/County School Service Fund	\$848,611.00
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$0.00
Total Assigned and Unassigned Ending Fund Balances		\$1,800,378.00
District Standard Reserve Level		3%
Less District Minimum Reserve for Economic Uncertainties		\$500,686.41
Remaining Balance to Substantiate Need		\$1,299,691.59

Form 01 - Objects 9780/9789/9790

Form 17 - Objects 9780/9789/9790

Form 01CS Line 10B-4

Form 01CS Line 10B-7

### Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties

Form	Fund	2019.20 Budget	Description of Need
01	General Fund/County School Service Fund	\$951,767.00	Vehicle Replacement/Technology/Textbook Reserve
01	General Fund/County School Service Fund	\$347,924.59	Board Fund Balance Policy requiring available reserves of at least 5% of total general fund expenditures. This amount is the amount over the 3% to make the Reserve 5%
Total of Substantiated Needs		\$1,299,691.59	

Remaining Unsubstantiated Balance

\$0.00

Balance should be Zero

Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.

2019.2020 General Fund - Revenue Limit Summary Fund 01 - Estimated Actual 2018.2019			
	Unrestricted	Restricted	Total
<b>A. Revenues</b>			
1. Revenue Limit Sources	14,845,870.00	-	14,845,870.00
2. Federal Revenues	10,000.00	331,257.00	341,257.00
3. Other State Revenue	536,482.00	1,236,724.00	1,773,206.00
4. Other Local Revenue	127,100.00	9,875.00	136,975.00
5. Total Revenues	15,519,452.00	1,577,856.00	17,097,308.00
<b>B. Expenditures</b>			
1. Certificated Salaries	6,415,588.00	163,500.00	6,579,088.00
2. Classified Salaries	1,936,342.00	536,100.00	2,472,442.00
3.Employee Benefits	3,033,740.00	672,738.00	3,706,478.00
4. Books and Supplies	817,126.00	258,735.00	1,075,861.00
5. Services and Other Operating Expenses	1,183,345.00	356,238.00	1,539,583.00
6. Capital Outlay	122,000.00	230,174.00	352,174.00
7. Other Outgo (Including Transfers of Indirect	75,045.00	1,171,555.00	1,246,600.00
8. Other Outgo - Transfers of Indirect Costs	(47,459.00)	27,459.00	(20,000.00)
9. Total Expenditures	13,535,727.00	3,416,499.00	16,952,226.00
<b>C. Excess (Deficiency) of Revenues over Ex</b>	1,983,725.00	(1,838,643.00)	145,082.00
<b>D. Other Financing Sources / Uses</b>			
1. Interfund Transfers			
a. Transfer In	-	-	-
b. Transfer Out	20,000.00	-	20,000.00
2. Other Sources / Uses			
a. Sources	-	-	-
b. Uses	-	-	-
3. Contributions	1,801,828.00	(1,801,828.00)	-
4. Total, Other Financing Sources / Uses	1,821,828.00	(1,801,828.00)	20,000.00
<b>E. Net Increase (Decrease) in Fund Balance</b>	161,897.00	(36,815.00)	125,082.00
<b>F. Fund Balance / Reserves</b>			
1. Beginning Fund Balance			
a. As of July 1 - Unaudited	1,668,831.00	48,875.00	1,717,706.00
b. Audit Adjustments	-	-	-
c. As of July 1 - Audited	1,668,831.00	48,875.00	1,717,706.00
d. Other Restatements	-	-	-
e. Adjusted Beginning Fund Balance	1,668,831.00	48,875.00	1,717,706.00
2. Ending Balance	1,830,728.00	12,060.00	1,842,788.00
Components of Ending Fund Balance			
a. Nonspendable			
Reserves for Revolving Cash	30,350.00	-	30,350.00
Stores	-	-	-
Prepaid Expenses	-	-	-
All Others	-	-	-
b. Restricted	-	12,060.00	12,060.00
c. Committed			
Stabilization Agreements	-	-	-
Other Commitments	-	-	-
d. Assigned			
Set Aside for Technology	483,022.00	-	483,022.00
Set Aside for Vehicles	231,755.00	-	231,755.00
Set Aside for Curriculum	236,990.00	-	236,990.00
e. Unassigned/Unappropriated			
Reserve for Economic Uncertainty	848,611.00	-	848,611.00
Unassigned/Unappropriated	-	-	-
	1,830,728.00	12,060.00	

2019.2020 General Fund - Revenue Limit Summary Fund 01 - Budget Adoption 2019.2020			
Description	Unrestricted	Restricted	Total
<b>A. Revenues</b>			
1. Revenue Limit Sources	15,349,343.00	-	15,349,343.00
2. Federal Revenues	-	346,205.00	346,205.00
3. Other State Revenue	274,743.00	1,212,089.00	1,486,832.00
4. Other Local Revenue	145,750.00	9,875.00	155,625.00
5. Total Revenues	15,769,836.00	1,568,169.00	17,338,005.00
<b>B. Expenditures</b>			
1. Certificated Salaries	6,757,262.00	125,949.00	6,883,211.00
2. Classified Salaries	1,917,946.00	526,807.00	2,444,753.00
3.Employee Benefits	3,293,575.00	693,612.00	3,987,187.00
4. Books and Supplies	645,085.00	255,275.00	900,360.00
5. Services and Other Operating Expenses	1,137,598.00	158,034.00	1,295,632.00
6. Capital Outlay	154,000.00	252,076.00	406,076.00
7. Other Outgo (Including Transfers of Indirect Costs)	-	1,354,290.00	1,354,290.00
8. Other Outgo - Transfers of Indirect Costs	(102,612.00)	102,612.00	-
9. Total Expenditures	13,802,854.00	3,468,655.00	17,271,509.00
<b>C. Excess (Deficiency) of Revenues over Expenditures</b>	1,966,982.00	(1,900,486.00)	66,496.00
<b>D. Other Financing Sources / Uses</b>			
1. Interfund Transfers			
a. Transfer In	-	-	-
b. Transfer Out	20,000.00	-	20,000.00
2. Other Sources / Uses			
a. Sources	-	-	-
b. Uses	-	-	-
3. Contributions	(1,900,486.00)	1,900,486.00	-
4. Total, Other Financing Sources / Uses	(1,920,486.00)	1,900,486.00	(20,000.00)
<b>E. Net Increase (Decrease) in Fund Balance</b>	46,496.00	-	46,496.00
<b>F. Fund Balance / Reserves</b>			
1. Beginning Fund Balance			
a. As of July 1 - Unaudited	1,830,728.00	12,060.00	1,842,788.00
b. Audit Adjustments	-	-	-
c. As of July 1 - Audited	1,830,728.00	12,060.00	1,842,788.00
d. Other Restatements	-	-	-
e. Adjusted Beginning Fund Balance	1,830,728.00	12,060.00	1,842,788.00
2. Ending Balance	1,877,224.00	12,060.00	1,889,284.00
Components of Ending Fund Balance			
a. Nonspendable			
Reserves for Revolving Cash	30,350.00	-	30,350.00
Stores	-	-	-
Prepaid Expenses	-	-	-
All Others	-	-	-
b. Restricted	-	12,060.00	12,060.00
c. Committed			
Stabilization Agreements	-	-	-
Other Commitments	-	-	-
d. Assigned			
Set Aside for Technology	498,517.00	-	498,517.00
Set Aside for Vehicles	239,190.00	-	239,190.00
Set Aside for Curriculum	244,592.00	-	244,592.00
e. Unassigned/Unappropriated			
Reserve for Economic Uncertainty	864,575.00	-	864,575.00
Unassigned/Unappropriated	-	-	-
	1,877,224.00	12,060.00	

2019.2020 General Fund - Revenue Limit Summary Fund 01 - Variance Analysis					
Description	Unrestricted	%	Restricted	%	Total
<b>A. Revenues</b>					
1. Revenue Limit Sources	(503,473.00)	-3.28%	-	#DIV/0!	(503,473.00)
2. Federal Revenues	10,000.00	0.00%	(14,948.00)	-4.32%	(4,948.00)
3. Other State Revenue	261,739.00	95.27%	24,635.00	2.03%	286,374.00
4. Other Local Revenue	(18,650.00)	-12.80%	-	0.00%	(18,650.00)
5. Total Revenues	(250,384.00)	-1.59%	9,687.00	0.62%	(240,697.00)
<b>B. Expenditures</b>					
1. Certificated Salaries	(341,674.00)	-5.06%	37,551.00	29.81%	(304,123.05)
2. Classified Salaries	18,396.00	0.96%	9,293.00	1.76%	27,689.01
3.Employee Benefits	(259,835.00)	-7.89%	(20,874.00)	-3.01%	(280,709.08)
4. Books and Supplies	172,041.00	26.67%	3,460.00	1.36%	175,501.27
5. Services and Other Operating Expenses	45,747.00	4.02%	198,204.00	125.42%	243,951.04
6. Capital Outlay	(32,000.00)	-20.78%	(21,902.00)	0.00%	(53,902.21)
7. Other Outgo (Including Transfers of Indirect Costs)	75,045.00	0.00%	(182,735.00)	-13.49%	(107,690.00)
8. Other Outgo - Transfers of Indirect Costs	55,153.00	-53.75%	(75,153.00)	-73.24%	(20,000.54)
9. Total Expenditures	(267,127.00)	-1.94%	(52,156.00)	-1.50%	(319,283.56)
<b>C. Excess (Deficiency) of Revenues over Expenditures</b>	16,743.00	0.85%	61,843.00	-3.25%	78,586.56
<b>D. Other Financing Sources / Uses</b>					
1. Interfund Transfers					
a. Transfer In	-	0.00%	-	0.00%	-
b. Transfer Out	-	0.00%	-	0.00%	-
2. Other Sources / Uses					
a. Sources	-	0.00%	-	0.00%	-
b. Uses	-	0.00%	-	0.00%	-
3. Contributions	(98,658.00)	5.19%	98,658.00	5.19%	0.05
4. Total, Other Financing Sources / Uses	(98,658.00)	5.14%	98,658.00	5.19%	0.05
<b>E. Net Increase (Decrease) in Fund Balance</b>	(81,915.00)	-176.18%	160,501.00	#DIV/0!	78,586.61

# GENERAL FUND

			2018-19 Estimated Actuals			2019-20 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	14,845,870.00	0.00	14,845,870.00	15,349,343.00	0.00	15,349,343.00	3.4%
2) Federal Revenue		8100-8299	10,000.00	331,257.00	341,257.00	0.00	346,205.00	346,205.00	1.4%
3) Other State Revenue		8300-8599	536,482.00	1,236,724.00	1,773,206.00	274,743.00	1,212,089.00	1,486,832.00	-16.2%
4) Other Local Revenue		8600-8799	127,100.00	9,875.00	136,975.00	145,750.00	9,875.00	155,625.00	13.6%
5) TOTAL, REVENUES			15,519,452.00	1,577,856.00	17,097,308.00	15,769,836.00	1,568,169.00	17,338,005.00	1.4%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	6,415,588.00	163,500.00	6,579,088.00	6,757,262.00	125,949.00	6,883,211.00	4.6%
2) Classified Salaries		2000-2999	1,936,342.00	536,100.00	2,472,442.00	1,917,946.00	526,807.00	2,444,753.00	-1.1%
3) Employee Benefits		3000-3999	3,033,740.00	672,738.00	3,706,478.00	3,293,575.00	693,612.00	3,987,187.00	7.6%
4) Books and Supplies		4000-4999	817,126.00	258,735.00	1,075,861.00	645,085.00	255,275.00	900,360.00	-16.3%
5) Services and Other Operating Expenditures		5000-5999	1,183,345.00	356,238.00	1,539,583.00	1,137,598.00	158,034.00	1,295,632.00	-15.8%
6) Capital Outlay		6000-6999	122,000.00	230,174.00	352,174.00	154,000.00	252,076.00	406,076.00	15.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	75,045.00	1,171,555.00	1,246,600.00	0.00	1,354,290.00	1,354,290.00	8.6%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(47,459.00)	27,459.00	(20,000.00)	(102,612.00)	102,612.00	0.00	-100.0%
9) TOTAL, EXPENDITURES			13,535,727.00	3,416,499.00	16,952,226.00	13,802,854.00	3,468,655.00	17,271,509.00	1.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,983,725.00	(1,838,643.00)	145,082.00	1,966,982.00	(1,900,486.00)	66,496.00	-54.2%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(1,801,828.00)	1,801,828.00	0.00	(1,900,486.00)	1,900,486.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,821,828.00)	1,801,828.00	(20,000.00)	(1,920,486.00)	1,900,486.00	(20,000.00)	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			161,897.00	(36,815.00)	125,082.00	46,496.00	0.00	46,496.00	-62.8%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	1,668,831.00	48,875.00	1,717,706.00	1,830,728.00	12,060.00	1,842,788.00	7.3%
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)			1,668,831.00	48,875.00	1,717,706.00	1,830,728.00	12,060.00	1,842,788.00	7.3%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,668,831.00	48,875.00	1,717,706.00	1,830,728.00	12,060.00	1,842,788.00	7.3%
2) Ending Balance, June 30 (E + F1e)			1,830,728.00	12,060.00	1,842,788.00	1,877,224.00	12,060.00	1,889,284.00	2.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	30,350.00	0.00	30,350.00	30,350.00	0.00	30,350.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	12,060.00	12,060.00	0.00	12,060.00	12,060.00	0.0%
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	951,767.00	0.00	951,767.00	982,299.00	0.00	982,299.00	3.2%
Set Aside for Technology	0000	9780				498,517.00		498,517.00	
Set Aside for Vehicles	0000	9780				239,190.00		239,190.00	
Set Aside for Curriculum	0000	9780				244,592.00		244,592.00	
Set Aside for Technology	0000	9780	483,022.00		483,022.00				
Set Aside for Vehicles	0000	9780	231,755.00		231,755.00				
Set Aside for Curriculum	0000	9780	236,990.00		236,990.00				
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	848,611.00	0.00	848,611.00	864,575.00	0.00	864,575.00	1.9%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>G. ASSETS</b>									
1) Cash									
a) in County Treasury		9110	3,323,220.84	(1,443,806.53)	1,879,414.31				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	30,350.00	0.00	30,350.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.90	0.90				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			3,353,570.84	(1,443,805.63)	1,909,765.21				
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
<b>I. LIABILITIES</b>									
1) Accounts Payable		9500	661,592.14	36,625.54	698,217.68				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			661,592.14	36,625.54	698,217.68				
<b>J. DEFERRED INFLOWS OF RESOURCES</b>									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
<b>K. FUND EQUITY</b>									
Ending Fund Balance, June 30									



			2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
(G9 + H2) - (I6 + J2)			2,691,978.70	(1,480,431.17)	1,211,547.53				

			2018-19 Estimated Actuals			2019-20 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Description	Resource Codes	Object Codes							
LCFF SOURCES									
Principal Apportionment State Aid - Current Year		8011	8,947,074.00	0.00	8,947,074.00	9,406,201.00	0.00	9,406,201.00	5.1%
Education Protection Account State Aid - Current Year		8012	2,248,152.00	0.00	2,248,152.00	2,292,498.00	0.00	2,292,498.00	2.0%
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	0.00	0.00	0.00	0.00	0.00	0.00	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	3,298,270.00	0.00	3,298,270.00	3,298,270.00	0.00	3,298,270.00	0.0%
Unsecured Roll Taxes		8042	296,763.00	0.00	296,763.00	296,763.00	0.00	296,763.00	0.0%
Prior Years' Taxes		8043	6,915.00	0.00	6,915.00	6,915.00	0.00	6,915.00	0.0%
Supplemental Taxes		8044	54,561.00	0.00	54,561.00	54,561.00	0.00	54,561.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	(28,672.00)	0.00	(28,672.00)	(28,672.00)	0.00	(28,672.00)	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604) Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	22,807.00	0.00	22,807.00	22,807.00	0.00	22,807.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			14,845,870.00	0.00	14,845,870.00	15,349,343.00	0.00	15,349,343.00	3.4%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			14,845,870.00	0.00	14,845,870.00	15,349,343.00	0.00	15,349,343.00	3.4%
<b>FEDERAL REVENUE</b>									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		214,985.00	214,985.00		215,000.00	215,000.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		33,477.00	33,477.00		33,500.00	33,500.00	0.1%
Title III, Part A, Immigrant Student Program	4201	8290		2,586.00	2,586.00		2,580.00	2,580.00	-0.2%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Title III, Part A, English Learner Program	4203	8290		54,676.00	54,676.00		54,675.00	54,675.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3183, 3185, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630	8290		16,956.00	16,956.00		31,950.00	31,950.00	88.4%
Other NCLB / Every Student Succeeds Act									
Career and Technical Education	3500-3599	8290		8,577.00	8,577.00		8,500.00	8,500.00	-0.9%
All Other Federal Revenue	All Other	8290	10,000.00	0.00	10,000.00	0.00	0.00	0.00	-100.0%
TOTAL, FEDERAL REVENUE			10,000.00	331,257.00	341,257.00	0.00	346,205.00	346,205.00	1.4%
<b>OTHER STATE REVENUE</b>									
Other State Apportionments									
ROC/P Entitlement Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	318,362.00	0.00	318,362.00	59,266.00	0.00	59,266.00	-81.4%
Lottery - Unrestricted and Instructional Materials		8560	213,120.00	76,880.00	290,000.00	215,477.00	75,631.00	291,108.00	0.4%
Tax Relief Subventions Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		273,225.00	273,225.00		273,225.00	273,225.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		285,234.00	285,234.00		344,837.00	344,837.00	20.9%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	5,000.00	601,385.00	606,385.00	0.00	518,396.00	518,396.00	-14.5%
TOTAL, OTHER STATE REVENUE			536,482.00	1,236,724.00	1,773,206.00	274,743.00	1,212,089.00	1,486,832.00	-16.2%

			2018-19 Estimated Actuals			2019-20 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Description	Resource Codes	Object Codes							
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	9,000.00	0.00	9,000.00	5,000.00	0.00	5,000.00	-44.4%
Interest		8660	5,000.00	0.00	5,000.00	25,000.00	0.00	25,000.00	400.0%
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	9,875.00	19,875.00	0.00	9,875.00	9,875.00	-50.3%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue Plus: Misc Funds Non-LCFF									

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	103,100.00	0.00	103,100.00	115,750.00	0.00	115,750.00	12.3%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		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			127,100.00	9,875.00	136,975.00	145,750.00	9,875.00	155,625.00	13.6%
TOTAL, REVENUES			15,519,452.00	1,577,856.00	17,097,308.00	15,769,836.00	1,568,169.00	17,338,005.00	1.4%

			2018-19 Estimated Actuals			2019-20 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	5,405,988.00	163,500.00	5,569,488.00	5,675,212.00	125,949.00	5,801,161.00	4.2%
Certificated Pupil Support Salaries		1200	272,900.00	0.00	272,900.00	281,143.00	0.00	281,143.00	3.0%
Certificated Supervisors' and Administrators' Salaries		1300	691,700.00	0.00	691,700.00	727,199.00	0.00	727,199.00	5.1%
Other Certificated Salaries		1900	45,000.00	0.00	45,000.00	73,708.00	0.00	73,708.00	63.8%
TOTAL, CERTIFICATED SALARIES			6,415,588.00	163,500.00	6,579,088.00	6,757,262.00	125,949.00	6,883,211.00	4.6%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	209,042.00	260,500.00	469,542.00	269,338.00	271,975.00	541,313.00	15.3%
Classified Support Salaries		2200	799,200.00	152,400.00	951,600.00	730,302.00	138,133.00	868,435.00	-8.7%
Classified Supervisors' and Administrators' Salaries		2300	211,000.00	123,200.00	334,200.00	220,951.00	116,699.00	337,650.00	1.0%
Clerical, Technical and Office Salaries		2400	535,200.00	0.00	535,200.00	557,666.00	0.00	557,666.00	4.2%
Other Classified Salaries		2900	181,900.00	0.00	181,900.00	139,689.00	0.00	139,689.00	-23.2%
TOTAL, CLASSIFIED SALARIES			1,936,342.00	536,100.00	2,472,442.00	1,917,946.00	526,807.00	2,444,753.00	-1.1%
EMPLOYEE BENEFITS									
STRS		3101-3102	1,001,828.00	427,300.00	1,429,128.00	1,264,084.00	445,678.00	1,709,762.00	19.6%
PERS		3201-3202	288,682.00	93,414.00	382,096.00	340,598.00	94,646.00	435,244.00	13.9%
OASDI/Medicare/Alternative		3301-3302	232,104.00	44,961.00	277,065.00	219,567.00	39,853.00	259,420.00	-6.4%
Health and Welfare Benefits		3401-3402	1,186,460.00	74,600.00	1,261,060.00	1,148,372.00	97,404.00	1,245,776.00	-1.2%
Unemployment Insurance		3501-3502	4,159.00	361.00	4,520.00	3,947.00	303.00	4,250.00	-6.0%
Workers' Compensation		3601-3602	220,507.00	32,102.00	252,609.00	195,791.00	14,449.00	210,240.00	-16.8%
OPEB, Allocated		3701-3702	100,000.00	0.00	100,000.00	100,000.00	0.00	100,000.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	21,216.00	1,279.00	22,495.00	New
TOTAL, EMPLOYEE BENEFITS			3,033,740.00	672,738.00	3,706,478.00	3,293,575.00	693,612.00	3,987,187.00	7.6%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	117,894.00	500.00	118,394.00	105,335.00	0.00	105,335.00	-11.0%
Books and Other Reference Materials		4200	40,175.00	0.00	40,175.00	30,139.00	0.00	30,139.00	-25.0%
Materials and Supplies		4300	410,731.00	246,419.00	657,150.00	326,671.00	255,275.00	581,946.00	-11.4%



Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Noncapitalized Equipment		4400	248,326.00	11,816.00	260,142.00	182,940.00	0.00	182,940.00	-29.7%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			817,126.00	258,735.00	1,075,861.00	645,085.00	255,275.00	900,360.00	-16.3%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	77,365.00	20,617.00	97,982.00	91,024.00	34,925.00	125,949.00	28.5%
Dues and Memberships		5300	15,148.00	0.00	15,148.00	0.00	0.00	0.00	-100.0%
Insurance		5400 - 5450	175,846.00	0.00	175,846.00	208,000.00	0.00	208,000.00	18.3%
Operations and Housekeeping Services		5500	406,000.00	0.00	406,000.00	486,500.00	0.00	486,500.00	19.8%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	119,970.00	79,400.00	199,370.00	62,500.00	0.00	62,500.00	-68.7%
Transfers of Direct Costs		5710	(109,257.00)	109,257.00	0.00	(103,676.00)	103,676.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(40,000.00)	0.00	(40,000.00)	0.00	0.00	0.00	-100.0%
Professional/Consulting Services and Operating Expenditures		5800	438,273.00	146,964.00	585,237.00	333,650.00	19,433.00	353,083.00	-39.7%
Communications		5900	100,000.00	0.00	100,000.00	59,600.00	0.00	59,600.00	-40.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,183,345.00	356,238.00	1,539,583.00	1,137,598.00	158,034.00	1,295,632.00	-15.8%

			2018-19 Estimated Actuals			2019-20 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Description	Resource Codes	Object Codes							
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	11,000.00	172,174.00	183,174.00	0.00	220,000.00	220,000.00	20.1%
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	111,000.00	58,000.00	169,000.00	154,000.00	32,076.00	186,076.00	10.1%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			122,000.00	230,174.00	352,174.00	154,000.00	252,076.00	406,076.00	15.3%
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	20,000.00	1,171,555.00	1,191,555.00	0.00	1,354,290.00	1,354,290.00	13.7%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
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	55,045.00	0.00	55,045.00	0.00	0.00	0.00	-100.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			75,045.00	1,171,555.00	1,246,600.00	0.00	1,354,290.00	1,354,290.00	8.6%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>									
Transfers of Indirect Costs		7310	(27,459.00)	27,459.00	0.00	(102,612.00)	102,612.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(20,000.00)	0.00	(20,000.00)	0.00	0.00	0.00	-100.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(47,459.00)	27,459.00	(20,000.00)	(102,612.00)	102,612.00	0.00	-100.0%
TOTAL, EXPENDITURES			13,535,727.00	3,416,499.00	16,952,226.00	13,802,854.00	3,468,655.00	17,271,509.00	1.9%

			2018-19 Estimated Actuals			2019-20 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Description	Resource Codes	Object Codes							
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>									
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%
<b>CONTRIBUTIONS</b>									
Contributions from Unrestricted Revenues		8980	(1,801,828.00)	1,801,828.00	0.00	(1,900,486.00)	1,900,486.00	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			(1,801,828.00)	1,801,828.00	0.00	(1,900,486.00)	1,900,486.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			(1,821,828.00)	1,801,828.00	(20,000.00)	(1,920,486.00)	1,900,486.00	(20,000.00)	0.0%

			2018-19 Estimated Actuals			2019-20 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Description	Function Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	14,845,870.00	0.00	14,845,870.00	15,349,343.00	0.00	15,349,343.00	3.4%
2) Federal Revenue		8100-8299	10,000.00	331,257.00	341,257.00	0.00	346,205.00	346,205.00	1.4%
3) Other State Revenue		8300-8599	536,482.00	1,236,724.00	1,773,206.00	274,743.00	1,212,089.00	1,486,832.00	-16.2%
4) Other Local Revenue		8600-8799	127,100.00	9,875.00	136,975.00	145,750.00	9,875.00	155,625.00	13.6%
5) TOTAL, REVENUES			15,519,452.00	1,577,856.00	17,097,308.00	15,769,836.00	1,568,169.00	17,338,005.00	1.4%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600-7699	8,373,760.00	1,298,085.00	9,671,845.00	8,770,399.00	1,275,372.00	10,045,771.00	3.9%
2) Instruction - Related Services	2000-2999		1,073,103.00	180,231.00	1,253,334.00	1,067,268.00	88,321.00	1,155,589.00	-7.8%
3) Pupil Services	3000-3999		770,025.00	36,903.00	806,928.00	911,518.00	0.00	911,518.00	13.0%
4) Ancillary Services	4000-4999		222,109.00	0.00	222,109.00	216,539.00	0.00	216,539.00	-2.5%
5) Community Services	5000-5999		2,200.00	0.00	2,200.00	0.00	0.00	0.00	-100.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		1,720,250.00	54,851.00	1,775,101.00	1,508,506.00	118,459.00	1,626,965.00	-8.3%
8) Plant Services	8000-8999		1,299,235.00	674,874.00	1,974,109.00	1,328,624.00	632,213.00	1,960,837.00	-0.7%
9) Other Outgo	9000-9999		75,045.00	1,171,555.00	1,246,600.00	0.00	1,354,290.00	1,354,290.00	8.6%
10) TOTAL, EXPENDITURES			13,535,727.00	3,416,499.00	16,952,226.00	13,802,854.00	3,468,655.00	17,271,509.00	1.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,983,725.00	(1,838,643.00)	145,082.00	1,966,982.00	(1,900,486.00)	66,496.00	-54.2%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers		8900-8929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
a) Transfers In									
b) Transfers Out		7600-7629	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(1,801,828.00)	1,801,828.00	0.00	(1,900,486.00)	1,900,486.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,821,828.00)	1,801,828.00	(20,000.00)	(1,920,486.00)	1,900,486.00	(20,000.00)	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			161,897.00	(36,815.00)	125,082.00	46,496.00	0.00	46,496.00	-62.8%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	1,668,831.00	48,875.00	1,717,706.00	1,830,728.00	12,060.00	1,842,788.00	7.3%
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)			1,668,831.00	48,875.00	1,717,706.00	1,830,728.00	12,060.00	1,842,788.00	7.3%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,668,831.00	48,875.00	1,717,706.00	1,830,728.00	12,060.00	1,842,788.00	7.3%
2) Ending Balance, June 30 (E + F1e)			1,830,728.00	12,060.00	1,842,788.00	1,877,224.00	12,060.00	1,889,284.00	2.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	30,350.00	0.00	30,350.00	30,350.00	0.00	30,350.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	12,060.00	12,060.00	0.00	12,060.00	12,060.00	0.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	951,767.00	0.00	951,767.00	982,299.00	0.00	982,299.00	3.2%
Set Aside for Technology	0000	9780				498,517.00		498,517.00	
Set Aside for Vehicles	0000	9780				239,190.00		239,190.00	
Set Aside for Curriculum	0000	9780				244,592.00		244,592.00	
Set Aside for Technology	0000	9780	483,022.00		483,022.00				
Set Aside for Vehicles	0000	9780	231,755.00		231,755.00				
Set Aside for Curriculum	0000	9780	236,990.00		236,990.00				
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	848,611.00	0.00	848,611.00	864,575.00	0.00	864,575.00	1.9%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

<b>Resource</b>	<b>Description</b>	<b>2018-19 Estimated Actuals</b>	<b>2019-20 Budget</b>
3010	ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	87.00	87.00
6300	Lottery: Instructional Materials	11,972.00	11,972.00
7338	College Readiness Block Grant	1.00	1.00
Total, Restricted Balance		12,060.00	12,060.00



# OTHER FUNDS

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	630,000.00	630,000.00	0.0%
3) Other State Revenue		8300-8599	73,000.00	73,000.00	0.0%
4) Other Local Revenue		8600-8799	214,700.00	96,000.00	-55.3%
5) TOTAL, REVENUES			917,700.00	799,000.00	-12.9%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	322,071.00	286,123.00	-11.2%
3) Employee Benefits		3000-3999	164,421.00	140,716.00	-14.4%
4) Books and Supplies		4000-4999	341,500.00	334,472.00	-2.1%
5) Services and Other Operating Expenditures		5000-5999	53,500.00	20,317.00	-62.0%
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	20,000.00	0.00	-100.0%
9) TOTAL, EXPENDITURES			901,492.00	781,628.00	-13.3%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			16,208.00	17,372.00	7.2%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	20,000.00	20,000.00	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			20,000.00	20,000.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			36,208.00	37,372.00	3.2%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	40,245.00	76,453.00	90.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			40,245.00	76,453.00	90.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			40,245.00	76,453.00	90.0%
2) Ending Balance, June 30 (E + F1e)			76,453.00	113,825.00	48.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	16,711.67	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	59,741.33	113,825.00	90.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	81,420.58		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	16,711.67		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			98,132.25		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	27,994.82		
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			27,994.82		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			70,137.43		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
Child Nutrition Programs		8220	630,000.00	630,000.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			630,000.00	630,000.00	0.0%
<b>OTHER STATE REVENUE</b>					
Child Nutrition Programs		8520	73,000.00	73,000.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			73,000.00	73,000.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	1,500.00	New
Food Service Sales		8634	214,000.00	94,000.00	-56.1%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	700.00	500.00	-28.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			214,700.00	96,000.00	-55.3%
TOTAL, REVENUES			917,700.00	799,000.00	-12.9%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>CERTIFICATED SALARIES</b>					
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%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	241,230.00	213,663.00	-11.4%
Classified Supervisors' and Administrators' Salaries		2300	80,841.00	72,460.00	-10.4%
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			322,071.00	286,123.00	-11.2%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	57,992.00	52,469.00	-9.5%
OASDI/Medicare/Alternative		3301-3302	24,562.00	20,106.00	-18.1%
Health and Welfare Benefits		3401-3402	74,000.00	60,954.00	-17.6%
Unemployment Insurance		3501-3502	161.00	132.00	-18.0%
Workers' Compensation		3601-3602	7,706.00	6,581.00	-14.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	474.00	New
TOTAL, EMPLOYEE BENEFITS			164,421.00	140,716.00	-14.4%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	20,000.00	22,825.00	14.1%
Noncapitalized Equipment		4400	1,500.00	13,390.00	792.7%
Food		4700	320,000.00	298,257.00	-6.8%
TOTAL, BOOKS AND SUPPLIES			341,500.00	334,472.00	-2.1%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,500.00	2,000.00	33.3%
Dues and Memberships		5300	1,000.00	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	5,000.00	9,650.00	93.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	40,000.00	0.00	-100.0%
Professional/Consulting Services and Operating Expenditures		5800	6,000.00	8,667.00	44.5%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			53,500.00	20,317.00	-62.0%
<b>CAPITAL OUTLAY</b>					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
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%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	20,000.00	0.00	-100.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			20,000.00	0.00	-100.0%
TOTAL, EXPENDITURES			901,492.00	781,628.00	-13.3%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund		8916	20,000.00	20,000.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			20,000.00	20,000.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
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%
<b>USES</b>					
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%
<b>CONTRIBUTIONS</b>					
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%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			20,000.00	20,000.00	0.0%



Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	630,000.00	630,000.00	0.0%
3) Other State Revenue		8300-8599	73,000.00	73,000.00	0.0%
4) Other Local Revenue		8600-8799	214,700.00	96,000.00	-55.3%
5) TOTAL, REVENUES			917,700.00	799,000.00	-12.9%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
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		841,492.00	781,628.00	-7.1%
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		20,000.00	0.00	-100.0%
8) Plant Services	8000-8999		40,000.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			901,492.00	781,628.00	-13.3%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			16,208.00	17,372.00	7.2%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	20,000.00	20,000.00	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			20,000.00	20,000.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			36,208.00	37,372.00	3.2%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	40,245.00	76,453.00	90.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			40,245.00	76,453.00	90.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			40,245.00	76,453.00	90.0%
2) Ending Balance, June 30 (E + F1e)			76,453.00	113,825.00	48.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	16,711.67	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	59,741.33	113,825.00	90.5%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2018-19	2019-20
		Estimated Actuals	Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School I	59,741.33	113,825.00
Total, Restricted Balance		59,741.33	113,825.00

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
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>B. EXPENDITURES</b>					
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%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
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 Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	(24.64)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			(24.64)		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
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		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			(24.64)		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
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%
<b>OTHER STATE REVENUE</b>					
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%
<b>OTHER LOCAL REVENUE</b>					
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	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>CLASSIFIED SALARIES</b>					
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%
<b>EMPLOYEE BENEFITS</b>					
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%
<b>BOOKS AND SUPPLIES</b>					
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%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
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	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
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%
<b>CAPITAL OUTLAY</b>					
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%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
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			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
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%
<b>CONTRIBUTIONS</b>					
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%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
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>B. EXPENDITURES (Objects 1000-7999)</b>					
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%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00	0.0%
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 Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2018-19	2019-20
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
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	103,000.00	70,000.00	-32.0%
5) TOTAL, REVENUES			103,000.00	70,000.00	-32.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	13,000.00	0.00	-100.0%
6) Capital Outlay		6000-6999	90,000.00	130,000.00	44.4%
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			103,000.00	130,000.00	26.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	(60,000.00)	New
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	(60,000.00)	New
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	445,069.00	445,069.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			445,069.00	445,069.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			445,069.00	445,069.00	0.0%
2) Ending Balance, June 30 (E + F1e)			445,069.00	385,069.00	-13.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	445,069.00	385,069.00	-13.5%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%



Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	504,963.02		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			504,963.02		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
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		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			504,963.02		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>OTHER STATE REVENUE</b>					
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%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	5,000.00	5,000.00	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	98,000.00	65,000.00	-33.7%
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			103,000.00	70,000.00	-32.0%
TOTAL, REVENUES			103,000.00	70,000.00	-32.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>CERTIFICATED SALARIES</b>					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
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%
<b>EMPLOYEE BENEFITS</b>					
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%
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
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	1,000.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	12,000.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			13,000.00	0.00	-100.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	90,000.00	130,000.00	44.4%
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			90,000.00	130,000.00	44.4%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			103,000.00	130,000.00	26.2%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
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%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
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%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
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	103,000.00	70,000.00	-32.0%
5) TOTAL, REVENUES			103,000.00	70,000.00	-32.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
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		1,000.00	0.00	-100.0%
8) Plant Services	8000-8999		102,000.00	130,000.00	27.5%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			103,000.00	130,000.00	26.2%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			0.00	(60,000.00)	New
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	(60,000.00)	New
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	445,069.00	445,069.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			445,069.00	445,069.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			445,069.00	445,069.00	0.0%
2) Ending Balance, June 30 (E + F1e)			445,069.00	385,069.00	-13.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	445,069.00	385,069.00	-13.5%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2018-19	2019-20
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00



Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
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	3,500.00	3,500.00	0.0%
4) Other Local Revenue		8600-8799	406,500.00	406,500.00	0.0%
5) TOTAL, REVENUES			410,000.00	410,000.00	0.0%
<b>B. EXPENDITURES</b>					
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	410,000.00	410,000.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			410,000.00	410,000.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	449,491.00	449,491.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			449,491.00	449,491.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			449,491.00	449,491.00	0.0%
2) Ending Balance, June 30 (E + F1e)			449,491.00	449,491.00	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 Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	449,491.00	449,491.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	605,907.17		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			605,907.17		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
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		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			605,907.17		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	3,000.00	3,000.00	0.0%
Other Subventions/In-Lieu Taxes		8572	500.00	500.00	0.0%
TOTAL, OTHER STATE REVENUE			3,500.00	3,500.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue County and District Taxes Voted Indebtedness Levies Secured Roll		8611	403,000.00	403,000.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	500.00	500.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	3,000.00	3,000.00	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			406,500.00	406,500.00	0.0%
TOTAL, REVENUES			410,000.00	410,000.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Bond Redemptions		7433	410,000.00	410,000.00	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)			410,000.00	410,000.00	0.0%
TOTAL, EXPENDITURES			410,000.00	410,000.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
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%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
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%
<b>USES</b>					
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%
<b>CONTRIBUTIONS</b>					
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%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>A. REVENUES</b>					
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	3,500.00	3,500.00	0.0%
4) Other Local Revenue		8600-8799	406,500.00	406,500.00	0.0%
5) TOTAL, REVENUES			410,000.00	410,000.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
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	410,000.00	410,000.00	0.0%
10) TOTAL, EXPENDITURES			410,000.00	410,000.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	449,491.00	449,491.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			449,491.00	449,491.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			449,491.00	449,491.00	0.0%
2) Ending Balance, June 30 (E + F1e)			449,491.00	449,491.00	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 Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	449,491.00	449,491.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%



Resource	Description	2018-19	2019-20
		Estimated Actuals	Budget
Total, Restricted Balance		0.00	0.00

# SUPPLEMENTAL SCHEDULES

**ANNUAL BUDGET REPORT:**  
July 1, 2019 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: CUSD District Office

Date: June 10, 2019

Place: CUSD District Office

Date: June 17, 2019

Time: 05:15 PM

Adoption Date: June 18, 2019

Signed: \_\_\_\_\_

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

Contact person for additional information on the budget reports:

Name: Scott A. Lantsberger

Telephone: 530.458.7791 x4002

Title: Chief Business Official

E-mail: slantsberger@cUSD.k12.ca.us

### Criteria and Standards Review Summary

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

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

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

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

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?	X	
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2018-19) annual payment?	n/a	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?		X
		• If yes, are benefits funded by pay-as-you-go?	X	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)	X	
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)	n/a	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year?		X
		• Approval date for adoption of the LCAP or approval of an update to the LCAP:	Jun 18, 2019	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services, and Expenditures?		X

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

<b>ADDITIONAL FISCAL INDICATORS (continued)</b>			<b>No</b>	<b>Yes</b>
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	<b>X</b>	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	<b>X</b>	
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).	<b>X</b>	
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?		<b>X</b>

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

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

To the County Superintendent of Schools:

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

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

( ☐ ) 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 18, 2019

For additional information on this certification, please contact:

Name: Scott A. Lantsberger

Title: Chief Business Official

Telephone: 530.458.7791 x4002

E-mail: slantsberger@cusd.k12.ca.us

Description	2018-19 Estimated Actuals			2019-20 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b> 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)	1,421.14	1,421.14	1,421.14	1,421.14	1,421.14	1,421.14
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> 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)	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> 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)	0.00	0.00	0.00	0.00	0.00	0.00
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	1,421.14	1,421.14	1,421.14	1,421.14	1,421.14	1,421.14
<b>5. District Funded County Program ADA</b>						
a. County Community Schools	2.37	2.37	2.37	2.37	2.37	2.37
b. Special Education-Special Day Class	4.20	4.20	4.20	4.20	4.20	4.20
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0.00
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0.00
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0.00
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0.00
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	6.57	6.57	6.57	6.57	6.57	6.57
<b>6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	1,427.71	1,427.71	1,427.71	1,427.71	1,427.71	1,427.71
<b>7. Adults in Correctional Facilities</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						



Description	2018-19 Estimated Actuals			2019-20 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>B. COUNTY OFFICE OF EDUCATION</b>						
<b>1. County Program Alternative Education ADA</b>						
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)]						
<b>d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>2. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>4. Adults in Correctional Facilities</b>						
<b>5. County Operations Grant ADA</b>						
<b>6. Charter School ADA</b> (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2018-19 Estimated Actuals			2019-20 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>C. CHARTER SCHOOL ADA</b>						
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.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
<b>1. Total Charter School Regular ADA</b>						
<b>2. Charter School County Program Alternative Education ADA</b>						
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)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>3. Charter School Funded County Program ADA</b>						
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						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
<b>5. Total Charter School Regular ADA</b>						
<b>6. Charter School County Program Alternative Education ADA</b>						
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)]						
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>7. Charter School Funded County Program ADA</b>						
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						
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)</b>	0.00	0.00	0.00	0.00	0.00	0.00
<b>9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)</b>	0.00	0.00	0.00	0.00	0.00	0.00

Colusa Unified (61598) - 2019.20 Budget Adoption						
LOCAL CONTROL FUNDING FORMULA						2019-20
CALCULATE LCFF TARGET						
Unduplicated as % of Enrollment	3 yr average			COLA & Augmentation		3.260%
				73.52%	73.52%	2019-20
	ADA	Base	Gr Span	Supp	Concen	TARGET
Grades TK-3	423.96	7,702	801	1,250	787	4,468,818
Grades 4-6	345.33	7,818		1,150	724	3,346,768
Grades 7-8	210.85	8,050		1,184	745	2,104,094
Grades 9-12	447.64	9,329	243	1,407	886	5,311,622
Subtract NSS	-	-	-			-
NSS Allowance	-	-				-
TOTAL BASE	1,427.78	11,838,507	448,368	1,806,661	1,137,765	15,231,301
Targeted Instructional Improvement Block Grant						72,847
Home-to-School Transportation						45,195
Small School District Bus Replacement Program						-
LOCAL CONTROL FUNDING FORMULA (LCFF) TARGET						15,349,343
Funded Based on Target Formula (based on prior year P-2 certification)						TRUE
ECONOMIC RECOVERY TARGET PAYMENT						100% -
CALCULATE LCFF FLOOR						
				12-13 Rate	19-20 ADA	
Current year Funded ADA times Base per ADA				5,573.96	1,427.78	7,958,389
Current year Funded ADA times Other RL per ADA				47.53	1,427.78	67,862
Necessary Small School Allowance at 12-13 rates						-
2012-13 Categoryals						1,491,489
Floor Adjustments						-
2012-13 Categorical Program Entitlement Rate per ADA * cy ADA				-	-	-
Less Fair Share Reduction						-
Non-CDE certified New Charter: District PY rate * CY ADA				-	-	-
Beginning in 2014-15, prior year LCFF gap funding per ADA * cy ADA				\$ 3,707.21	1,427.78	5,293,080
LOCAL CONTROL FUNDING FORMULA (LCFF) FLOOR						14,810,820
CALCULATE LCFF PHASE-IN ENTITLEMENT						2019-20
LOCAL CONTROL FUNDING FORMULA TARGET						15,349,343
LOCAL CONTROL FUNDING FORMULA FLOOR						14,810,820
LCFF Need (LCFF Target less LCFF Floor, if positive)						-
Current Year Gap Funding					100.00%	-
ECONOMIC RECOVERY PAYMENT						-
Miscellaneous Adjustments						-
LCFF Entitlement before Minimum State Aid provision						15,349,343
CALCULATE STATE AID						
Transition Entitlement						15,349,343
Local Revenue (including RDA)						(3,650,644)
Gross State Aid						11,698,699
CALCULATE MINIMUM STATE AID						
			12-13 Rate	19-20 ADA		N/A
2012-13 RL/Charter Gen BG adjusted for ADA			5,621.49	1,427.78		8,026,251
2012-13 NSS Allowance (deficit)						-
Minimum State Aid Adjustments						-
Less Current Year Property Taxes/In Lieu						(3,650,644)
Subtotal State Aid for Historical RL/Charter General BG						4,375,607
Categorical funding from 2012-13						1,491,489
Charter Categorical Block Grant adjusted for ADA						-
Minimum State Aid Guarantee						5,867,096
CHARTER SCHOOL MINIMUM STATE AID OFFSET						
Local Control Funding Formula Floor plus Funded Gap						-
Minimum State Aid plus Property Taxes including RDA						-
Offset						-
Minimum State Aid Prior to Offset						-
Total Minimum State Aid with Offset						-
TOTAL STATE AID						11,698,699
Additional State Aid (Additional SA)						-
LCFF Phase-In Entitlement						
(before COE transfer, Choice & Charter Supplemental)						15,349,343
CHANGE OVER PRIOR YEAR		3.64%	539,267			
LCFF Entitlement PER ADA						10,750
PER ADA CHANGE OVER PRIOR YEAR		3.63%	377			
BASIC AID STATUS (school districts only)						Non-Basic Aid
LCFF SOURCES INCLUDING EXCESS TAXES						
			Increase			2019-20
State Aid	4.83%		539,267			11,698,699
Property Taxes net of in-lieu	0.00%		-			3,650,644
Charter in-Lieu Taxes	0.00%		-			-
LCFF pre COE, Choice, Supp	3.64%		539,267			15,349,343

Colusa Unified School District  
Multiyear Projection Assumptions Summary  
2019.2020 Budget Adoption  
July 17, 2019

Fiscal 2019.2020

Revenues: Overall revenues for fiscal 2019.2020 increase by 1.39% to \$17,338,005. The increase is less than COLA due to the elimination of one-time funding in this year's State budget. The revenue projection assumes 100% of projected ADA (which is flat) will materialize.

Expenditures: Overall expenditures are projected to increase by \$319,283 or 1.85%. The expenditure increase is attributable primarily to the compensation increase of 2018.2019 (2%) and 2019.2020 (1%). This salary increase was partially offset by a decrease in non-personnel cost(s) across the board.

Fiscal 2020.2021

Revenues: State revenues projected at 100% of the LCFF with a projected COLA of 3.0%. This results in a projected increase in revenue of \$432,324. Other state revenue received COLA for a net increase in revenue of \$476,929. Enrollment projections will remain conservative and continue to assume no growth in enrollment or attendance until the spring of 2020. Federal revenues are assumed flat.

Expenditures: Salaries and statutory benefits will increase by step and column of approximately 1.5%2% for both unrestricted and restricted expenditures. Contributions to CalSTRS and CalPERS increase by \$161,114. All other expenses assume an inflationary factor of 2.0% with the exception of Capital Outlay (0% growth).

Fiscal 2021.2022

Revenues: State revenues projected +at 100% of the LCFF projected COLA, or 2.80%. This results in a projected increase in funding of \$438,182. Overall revenue is projected to increase by \$481,062. Enrollment projections remain conservative and continue to assume no growth in enrollment or attendance. Federal revenues are assumed flat.

Expenditures: Salaries and statutory benefits will increase by step and column of approximately 1.5% for both unrestricted and restricted expenditures plus an increase to CalSTRS and CalPERS of \$56,468. All other expenses assume an inflationary factor of 2.0% with the exception of Capital Outlay (0% growth).

Colusa Unified School District  
2019.20 Budget - Multi Year Projection

	Projected Variables		Adopted Budget 2019.20			Year 1 - Projected 2020.21			Year 2 - Projected 2021.22		
			Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
A. REVENUES	Revenue - Cola %										
LCFF Sources	3.00%	2.80%	15,349,343	-	15,349,343	15,781,667	-	15,781,667	16,219,849	-	16,219,849
Federal Revenues	0.00%	0.00%	-	346,205	346,205	-	346,205	346,205	-	346,205	346,205
Other State Revenues	3.00%	2.80%	274,743	1,212,089	1,486,832	282,985	1,248,452	1,531,437	290,909	1,283,408	1,574,317
Other Local Revenues	0.00%	0.00%	145,750	9,875	155,625	145,750	9,875	155,625	145,750	9,875	155,625
Other Sources	0.00%	0.00%	-	-	-	-	-	-	-	-	-
TOTAL REVENUES			15,769,836	1,568,169	17,338,005	16,210,402	1,604,532	17,814,934	16,656,508	1,639,488	18,295,996
B. EXPENDITURES	Expenses %										
Certificated Salaries											
Base Salaries			6,757,262	125,949	6,883,211	6,757,262	125,949	6,883,211	6,858,621	127,838	6,986,459
Step and Column	1.50%	1.50%				101,359	1,889	103,248	102,879	1,918	104,797
Cost of Living	0.00%	0.00%				-	-	-	-	-	-
Other Adjustments (STRS)					Not included in total	84,905	1,583	86,488	19,650	366	20,016
Total Certificated Salaries			6,757,262	125,949	6,883,211	6,858,621	127,838	6,986,459	6,961,500	129,756	7,091,256
Classified Salaries											
Base Salaries			1,917,946	526,807	2,444,753	1,917,946	526,807	2,444,753	1,946,714	534,708	2,481,422
Step and Column	1.50%	1.50%				28,768	7,901	36,669	29,201	8,021	37,222
Cost of Living	0.00%	0.00%				-	-	-	-	-	-
Other Adjustments (PERS)					Not included in total	58,545	16,081	74,626	28,597	7,855	36,452
Total Classified Salaries			1,917,946	526,807	2,444,753	1,946,714	534,708	2,481,422	1,975,915	542,729	2,518,644
Employee Benefits			3,293,575	693,612	3,987,187	3,437,025	711,275	4,148,300	3,485,272	719,496	4,204,769
Books and Supplies	2.00%	2.00%	645,085	255,275	900,360	657,987	260,381	918,368	671,147	265,589	936,736
Services, Other Operating Exp	2.00%	2.00%	1,137,598	158,034	1,295,632	1,160,350	161,195	1,321,545	1,183,557	164,419	1,347,976
Capital Outlay	0.00%	0.00%	154,000	252,076	406,076	154,000	252,076	406,076	154,000	252,076	406,076
Other Outgo	2.00%	2.00%	-	1,354,290	1,354,290	-	1,381,376	1,381,376	-	1,409,004	1,409,004
Direct Support / Indirect Cost	2.00%	2.00%	(102,612)	102,612	-	(104,664)	104,664	-	(106,757)	106,757	-
Other Financing Uses	0.00%	2.00%	-	-	-	-	-	-	-	-	-
Transfers Out	0.00%	0.00%	20,000	-	20,000	20,000	-	20,000	20,000	-	20,000
Future TFs / Shifts / Deducts	0.00%	0.00%	-	-	-	-	-	-	-	-	-
Contributions	2.00%	2.00%	1,900,486	(1,900,486)	-	1,938,496	(1,938,496)	-	1,977,266	(1,977,266)	-
TOTAL EXPENDITURES			15,723,340	1,568,169	17,291,509	16,068,529	1,595,017	17,663,546	16,321,900	1,612,560	17,934,461
C. NET INCREASE (DECREASE) IN FUND BALANCE			46,496	-	46,496	141,873	9,515	151,388	334,608	26,928	361,536
E. FUND BALANCE, RESERVES											
Beginning Balance			1,830,728	12,060	1,842,788	1,877,224	12,060	1,889,284	2,019,097	21,575	2,040,672
Estimated Ending Balance			1,877,224	12,060	1,889,284	2,019,097	21,575	2,040,672	2,353,705	48,503	2,402,208
F. COMPONENTS OF ENDING FUND BALANCE											
a) Nonspendable											
Revolving Cash			30,350	-	-	30,350	-	-	30,350	-	-
Stores			-	-	-	-	-	-	-	-	-
b) Restricted			-	12,060	-	-	21,575	-	-	48,503	-
c) Committed											
d) Assigned			982,299	-	-	1,105,570	-	-	1,426,632	-	-
e) Unassigned/Unappropriated											
Reserve for Economic Uncertainties (5%)	0.00%	0.00%	864,575	-	-	883,177	-	-	896,723	-	-
Unassigned/Unappropriated Amount			-	-	-	-	-	-	-	-	-

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	15,349,343.00	2.82%	15,781,667.00	2.78%	16,219,849.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	274,743.00	3.00%	282,985.00	2.80%	290,909.00
4. Other Local Revenues	8600-8799	145,750.00	0.00%	145,750.00	0.00%	145,750.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(1,900,486.00)	2.00%	(1,938,496.00)	2.00%	(1,977,266.00)
6. Total (Sum lines A1 thru A5c)		13,869,350.00	2.90%	14,271,906.00	2.85%	14,679,242.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				6,757,262.00		6,858,621.00
b. Step & Column Adjustment				101,359.00		102,879.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	6,757,262.00	1.50%	6,858,621.00	1.50%	6,961,500.00
2. Classified Salaries						
a. Base Salaries				1,917,946.00		1,946,714.00
b. Step & Column Adjustment				28,768.00		29,201.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	1,917,946.00	1.50%	1,946,714.00	1.50%	1,975,915.00
3. Employee Benefits	3000-3999	3,293,575.00	4.36%	3,437,025.00	1.40%	3,485,272.00
4. Books and Supplies	4000-4999	645,085.00	2.00%	657,987.00	2.00%	671,147.00
5. Services and Other Operating Expenditures	5000-5999	1,137,598.00	2.00%	1,160,350.00	2.00%	1,183,557.00
6. Capital Outlay	6000-6999	154,000.00	0.00%	154,000.00	0.00%	154,000.00
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	(102,612.00)	2.00%	(104,664.00)	2.00%	(106,757.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	20,000.00	0.00%	20,000.00	0.00%	20,000.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)				0.00		
11. Total (Sum lines B1 thru B10)		13,822,854.00	2.22%	14,130,033.00	1.52%	14,344,634.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		46,496.00		141,873.00		334,608.00
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		1,830,728.00		1,877,224.00		2,019,097.00
2. Ending Fund Balance (Sum lines C and D1)		1,877,224.00		2,019,097.00		2,353,705.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	30,350.00		30,350.00		30,350.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	982,299.00		1,105,570.00		1,426,632.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	864,575.00		883,177.00		896,723.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		1,877,224.00		2,019,097.00		2,353,705.00

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	864,575.00		883,177.00		896,723.00
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)		864,575.00		883,177.00		896,723.00
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	346,205.00	0.00%	346,205.00	0.00%	346,205.00
3. Other State Revenues	8300-8599	1,212,089.00	3.00%	1,248,452.00	2.80%	1,283,408.00
4. Other Local Revenues	8600-8799	9,875.00	0.00%	9,875.00	0.00%	9,875.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	1,900,486.00	2.00%	1,938,496.00	2.00%	1,977,266.00
6. Total (Sum lines A1 thru A5c)		3,468,655.00	2.14%	3,543,028.00	2.08%	3,616,754.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				125,949.00		127,838.00
b. Step & Column Adjustment				1,889.00		1,918.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	125,949.00	1.50%	127,838.00	1.50%	129,756.00
2. Classified Salaries						
a. Base Salaries				526,807.00		534,708.00
b. Step & Column Adjustment				7,901.00		8,021.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	526,807.00	1.50%	534,708.00	1.50%	542,729.00
3. Employee Benefits	3000-3999	693,612.00	2.55%	711,275.00	1.16%	719,496.00
4. Books and Supplies	4000-4999	255,275.00	2.00%	260,381.00	2.00%	265,589.00
5. Services and Other Operating Expenditures	5000-5999	158,034.00	2.00%	161,195.00	2.00%	164,419.00
6. Capital Outlay	6000-6999	252,076.00	0.00%	252,076.00	0.00%	252,076.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,354,290.00	2.00%	1,381,376.00	2.00%	1,409,004.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	102,612.00	2.00%	104,664.00	2.00%	106,757.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		3,468,655.00	1.87%	3,533,513.00	1.59%	3,589,826.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b> (Line A6 minus line B11)						
		0.00		9,515.00		26,928.00
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		12,060.00		12,060.00		21,575.00
2. Ending Fund Balance (Sum lines C and D1)		12,060.00		21,575.00		48,503.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	12,060.00		21,575.00		48,503.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		12,060.00		21,575.00		48,503.00



Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
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)						
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	15,349,343.00	2.82%	15,781,667.00	2.78%	16,219,849.00
2. Federal Revenues	8100-8299	346,205.00	0.00%	346,205.00	0.00%	346,205.00
3. Other State Revenues	8300-8599	1,486,832.00	3.00%	1,531,437.00	2.80%	1,574,317.00
4. Other Local Revenues	8600-8799	155,625.00	0.00%	155,625.00	0.00%	155,625.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		17,338,005.00	2.75%	17,814,934.00	2.70%	18,295,996.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				6,883,211.00		6,986,459.00
b. Step & Column Adjustment				103,248.00		104,797.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	6,883,211.00	1.50%	6,986,459.00	1.50%	7,091,256.00
2. Classified Salaries						
a. Base Salaries				2,444,753.00		2,481,422.00
b. Step & Column Adjustment				36,669.00		37,222.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,444,753.00	1.50%	2,481,422.00	1.50%	2,518,644.00
3. Employee Benefits	3000-3999	3,987,187.00	4.04%	4,148,300.00	1.36%	4,204,768.00
4. Books and Supplies	4000-4999	900,360.00	2.00%	918,368.00	2.00%	936,736.00
5. Services and Other Operating Expenditures	5000-5999	1,295,632.00	2.00%	1,321,545.00	2.00%	1,347,976.00
6. Capital Outlay	6000-6999	406,076.00	0.00%	406,076.00	0.00%	406,076.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,354,290.00	2.00%	1,381,376.00	2.00%	1,409,004.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	20,000.00	0.00%	20,000.00	0.00%	20,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		17,291,509.00	2.15%	17,663,546.00	1.53%	17,934,460.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)		46,496.00		151,388.00		361,536.00
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		1,842,788.00		1,889,284.00		2,040,672.00
2. Ending Fund Balance (Sum lines C and D1)		1,889,284.00		2,040,672.00		2,402,208.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	30,350.00		30,350.00		30,350.00
b. Restricted	9740	12,060.00		21,575.00		48,503.00
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	982,299.00		1,105,570.00		1,426,632.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	864,575.00		883,177.00		896,723.00
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance		1,889,284.00		2,040,672.00		2,402,208.00
(Line D3f must agree with line D2)						

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	864,575.00		883,177.00		896,723.00
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)		864,575.00		883,177.00		896,723.00
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		5.00%		5.00%		5.00%
<b>F. RECOMMENDED RESERVES</b>						
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, Lines A4 and C4; enter projections)		1,421.14		1,421.14		1,421.14
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		17,291,509.00		17,663,546.00		17,934,460.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		17,291,509.00		17,663,546.00		17,934,460.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		518,745.27		529,906.38		538,033.80
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)		518,745.27		529,906.38		538,033.80
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

July 1 Budget  
2018-19 Estimated Actuals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

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	(40,000.00)	0.00	(20,000.00)				
Other Sources/Uses Detail					0.00	20,000.00	0.00	0.00
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	40,000.00	0.00	20,000.00	0.00				
Other Sources/Uses Detail					20,000.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00

July 1 Budget  
2018-19 Estimated Actuals  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

Description	Direct Costs - Transfers In 5750	Interfund Transfers Out 5750	Indirect Costs - Transfers In 7350	Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail							0.00	0.00
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	40,000.00	(40,000.00)	20,000.00	(20,000.00)	20,000.00	20,000.00	0.00	0.00

July 1 Budget  
2019-20 Budget  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

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	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	20,000.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					20,000.00	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								

July 1 Budget  
2019-20 Budget  
SUMMARY OF INTERFUND ACTIVITIES  
FOR ALL FUNDS

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund	Interfund	Due From	Due To
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350	Transfers In 8900-8929	Transfers Out 7600-7629	Other Funds 9310	Other Funds 9610
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	0.00	0.00	20,000.00	20,000.00		

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

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2016-17)				
District Regular		1,402		
Charter School				
<b>Total ADA</b>	<b>0</b>	<b>1,402</b>	<b>0.0%</b>	<b>Met</b>
Second Prior Year (2017-18)				
District Regular		1,420		
Charter School				
<b>Total ADA</b>	<b>0</b>	<b>1,420</b>	<b>0.0%</b>	<b>Met</b>
First Prior Year (2018-19)				
District Regular		1,421		
Charter School		0		
<b>Total ADA</b>	<b>0</b>	<b>1,421</b>	<b>0.0%</b>	<b>Met</b>
Budget Year (2019-20)				
District Regular	1,421			
Charter School	0			
<b>Total ADA</b>	<b>1,421</b>			

### 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 all fiscal years.

Fiscal Year	Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2016-17)				
District Regular		1,479		
Charter School				
<b>Total Enrollment</b>	<b>0</b>	<b>1,479</b>	<b>0.0%</b>	<b>Met</b>
Second Prior Year (2017-18)				
District Regular		1,450		
Charter School				
<b>Total Enrollment</b>	<b>0</b>	<b>1,450</b>	<b>0.0%</b>	<b>Met</b>
First Prior Year (2018-19)				
District Regular				
Charter School				
<b>Total Enrollment</b>	<b>0</b>	<b>0</b>	<b>0.0%</b>	<b>Met</b>
Budget Year (2019-20)				
District Regular				
Charter School				
<b>Total Enrollment</b>	<b>0</b>			

**2B. Comparison of District Enrollment to the Standard**

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

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

Explanation:  
(required if NOT met)

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

Explanation:  
(required if NOT met)

**3. CRITERION: ADA to Enrollment**

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

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

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

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2016-17)			
District Regular	1,402	1,479	
Charter School		0	
<b>Total ADA/Enrollment</b>	<b>1,402</b>	<b>1,479</b>	<b>94.8%</b>
Second Prior Year (2017-18)			
District Regular	1,419	1,450	
Charter School			
<b>Total ADA/Enrollment</b>	<b>1,419</b>	<b>1,450</b>	<b>97.9%</b>
First Prior Year (2018-19)			
District Regular	1,421		
Charter School	0		
<b>Total ADA/Enrollment</b>	<b>1,421</b>	<b>0</b>	<b>0.0%</b>
Historical Average Ratio:			64.2%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			64.7%

**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 (2019-20)				
District Regular	1,421			
Charter School	0			
<b>Total ADA/Enrollment</b>	<b>1,421</b>	<b>0</b>	<b>0.0%</b>	<b>Met</b>
1st Subsequent Year (2020-21)				
District Regular				
Charter School				
<b>Total ADA/Enrollment</b>	<b>0</b>	<b>0</b>	<b>0.0%</b>	<b>Met</b>
2nd Subsequent Year (2021-22)				
District Regular				
Charter School				
<b>Total ADA/Enrollment</b>	<b>0</b>	<b>0</b>	<b>0.0%</b>	<b>Met</b>

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

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

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

Explanation:  
(required if NOT met)

**4. CRITERION: LCFF Revenue**

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

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

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

**4A. District's LCFF Revenue Standard**

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

**4A1. Calculating the District's LCFF Revenue Standard**

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

**Note:** Enter data for the Economic Recovery Target Funding (current year increment), Step 2c, for the current year only (not applicable in the two subsequent fiscal years).

**Projected LCFF Revenue**

	Prior Year (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	1,427.71	1,427.71	1,427.71	1,427.71
b. Prior Year ADA (Funded)		1,427.71	1,427.71	1,427.71
c. Difference (Step 1a minus Step 1b)		0.00	0.00	0.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		0.00%	0.00%	0.00%
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding				
b1. COLA percentage				
b2. COLA amount (proxy for purposes of this criterion)	0.00	0.00	0.00	0.00
c. Economic Recovery Target Funding (current year increment)		N/A	N/A	
d. Total (Lines 2b2 plus Line 2c)	0.00	0.00	0.00	0.00
e. Percent Change Due to Funding Level (Step 2d divided by Step 2a)	0.00%	0.00%	0.00%	0.00%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2e)				
	0.00%	0.00%	0.00%	0.00%
<b>LCFF Revenue Standard (Step 3, plus/minus 1%):</b>	<b>-1.00% to 1.00%</b>	<b>-1.00% to 1.00%</b>	<b>-1.00% to 1.00%</b>	<b>-1.00% to 1.00%</b>

**4A2. Alternate LCFF Revenue Standard - Basic Aid**

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

**Basic Aid District Projected LCFF Revenue**

	Prior Year (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	3,650,644.00	3,650,644.00		
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

**4A3. Alternate LCFF Revenue Standard - Necessary Small School**

DATA ENTRY: All data are extracted or calculated.

**Necessary Small School District Projected LCFF Revenue**

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Necessary Small School Standard			
(COLA plus Economic Recovery Target Payment, Step 2e, plus/minus 1%):	N/A	N/A	N/A

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

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

	Prior Year (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	14,845,870.00	15,349,343.00	15,781,667.00	16,219,849.00
District's Projected Change in LCFF Revenue:		3.39%	2.82%	2.78%
LCFF Revenue Standard:		-1.00% to 1.00%	-1.00% to 1.00%	-1.00% to 1.00%
Status:		Not Met	Not Met	Not Met

**4C. Comparison of District LCFF Revenue to the Standard**

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

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

**Explanation:**  
(required if NOT met)

Increase in LCFF funding is based on current year COLA and projected COLA in subsequent years.

**5. CRITERION: Salaries and Benefits**

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

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

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		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 (2016-17)	10,360,958.51	12,227,735.27	84.7%
Second Prior Year (2017-18)	10,912,336.00	12,919,952.27	84.5%
First Prior Year (2018-19)	11,385,670.00	13,535,727.00	84.1%
	Historical Average Ratio:		84.4%

District's Reserve Standard Percentage (Criterion 10B, Line 4): <b>District's Salaries and Benefits Standard</b> (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
	3.0%	3.0%	3.0%
	<b>81.4% to 87.4%</b>	<b>81.4% to 87.4%</b>	<b>81.4% to 87.4%</b>

**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 (2019-20)	11,968,783.00	13,802,854.00	86.7%	Met
1st Subsequent Year (2020-21)	12,242,360.00	14,110,033.00	86.8%	Met
2nd Subsequent Year (2021-22)	12,422,687.00	14,324,634.00	86.7%	Met

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

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

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

**Explanation:**  
(required if NOT met)

**6. CRITERION: Other Revenues and Expenditures**

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

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

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

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	0.00%	0.00%	0.00%
<b>2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):</b>	<b>-10.00% to 10.00%</b>	<b>-10.00% to 10.00%</b>	<b>-10.00% to 10.00%</b>
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-5.00% to 5.00%	-5.00% to 5.00%	-5.00% to 5.00%

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

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

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

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
<b>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)</b>			
First Prior Year (2018-19)	341,257.00		
Budget Year (2019-20)	346,205.00	1.45%	No
1st Subsequent Year (2020-21)	346,205.00	0.00%	No
2nd Subsequent Year (2021-22)	346,205.00	0.00%	No

**Explanation:**  
(required if Yes)

**Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)**

First Prior Year (2018-19)	1,773,206.00		
Budget Year (2019-20)	1,486,832.00	-16.15%	Yes
1st Subsequent Year (2020-21)	1,531,437.00	3.00%	No
2nd Subsequent Year (2021-22)	1,574,317.00	2.80%	No

**Explanation:**  
(required if Yes)

Decrease in budget year revenue due to elimination of one-time funding.

**Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)**

First Prior Year (2018-19)	136,975.00		
Budget Year (2019-20)	155,625.00	13.62%	Yes
1st Subsequent Year (2020-21)	155,625.00	0.00%	No
2nd Subsequent Year (2021-22)	155,625.00	0.00%	No

**Explanation:**  
(required if Yes)

Interest has beat expectations four-fold. Increase of \$20K is from interest earnings.

**Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)**

First Prior Year (2018-19)	1,075,861.00		
Budget Year (2019-20)	900,360.00	-16.31%	Yes
1st Subsequent Year (2020-21)	918,368.00	2.00%	No
2nd Subsequent Year (2021-22)	936,736.00	2.00%	No

**Explanation:**  
(required if Yes)

Reduction in one-time expense supported by one-time revenue.

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

First Prior Year (2018-19)	1,539,583.00		
Budget Year (2019-20)	1,295,632.00	-15.85%	Yes
1st Subsequent Year (2020-21)	1,321,545.00	2.00%	No
2nd Subsequent Year (2021-22)	1,347,976.00	2.00%	No

**Explanation:**  
(required if Yes)

Reduction in one-time expenses supported by one-time revenue.

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

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
----------------------------	--------	--------------------------------------	--------

**Total Federal, Other State, and Other Local Revenue (Criterion 6B)**

First Prior Year (2018-19)	2,251,438.00		
Budget Year (2019-20)	1,988,662.00	-11.67%	Not Met
1st Subsequent Year (2020-21)	2,033,267.00	2.24%	Met
2nd Subsequent Year (2021-22)	2,076,147.00	2.11%	Met

**Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)**

First Prior Year (2018-19)	2,615,444.00		
Budget Year (2019-20)	2,195,992.00	-16.04%	Not Met
1st Subsequent Year (2020-21)	2,239,913.00	2.00%	Met
2nd Subsequent Year (2021-22)	2,284,712.00	2.00%	Met

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

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

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

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

Decrease in budget year revenue due to elimination of one-time funding.

Interest has beat expectations four-fold. Increase of \$20K is from interest earnings.

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

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

Reduction in one-time expense supported by one-time revenue.

Reduction in one-time expenses supported by one-time revenue.

**7. CRITERION: Facilities Maintenance**

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

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

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

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

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

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)

17,291,509.00

- b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)

0.00

3% Required  
Minimum Contribution  
(Line 2c times 3%)

Budgeted Contribution'  
to the Ongoing and Major  
Maintenance Account

Status

- c. Net Budgeted Expenditures and Other Financing Uses

17,291,509.00

518,745.27

0.00

Not Met

<sup>1</sup> 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:

X

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)

CUSD is part of the Leory Greene funding program and provides a 2% contribution reported in Resource 8100.



**8. CRITERION: Deficit Spending**

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

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

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2016-17)	Second Prior Year (2017-18)	First Prior Year (2018-19)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	466,881.00	808,292.00	848,611.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	448,513.68	0.00
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	466,881.00	1,256,805.68	848,611.00
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	15,562,675.60	16,165,831.73	16,972,226.00
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	15,562,675.60	16,165,831.73	16,972,226.00
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	3.0%	7.8%	5.0%
<b>District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):</b>	<b>1.0%</b>	<b>2.6%</b>	<b>1.7%</b>

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

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

**8B. Calculating the District's Deficit Spending Percentages**

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2016-17)	478,627.87	12,245,148.57	N/A	Met
Second Prior Year (2017-18)	(57,096.14)	12,947,665.41	0.4%	Met
First Prior Year (2018-19)	161,897.00	13,555,727.00	N/A	Met
Budget Year (2019-20) (Information only)	46,496.00	13,822,854.00		

**8C. Comparison of District Deficit Spending to the Standard**

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

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

**Explanation:**  
(required if NOT met)

**9. CRITERION: Fund Balance**

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

Percentage Level <sup>1</sup>	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

<sup>1</sup> 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 <sup>2</sup> (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 (2016-17)	1,688,330.00	1,247,315.95	26.1%	Not Met
Second Prior Year (2017-18)	1,371,206.00	1,725,943.82	N/A	Met
First Prior Year (2018-19)	1,238,653.00	1,668,831.00	N/A	Met
Budget Year (2019-20) (Information only)	1,830,728.00			

<sup>2</sup> Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

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

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

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

Explanation:  
(required if NOT met)

**10. CRITERION: Reserves**

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

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

Percentage Level	District ADA		
5% or \$69,000 (greater of)	0	to	300
4% or \$69,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

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

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

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

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	1,421	1,421	1,421
<b>District's Reserve Standard Percentage Level:</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>

**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):

No

- b. Special Education Pass-through Funds  
(Fund 10, resources 3300-3499 and 6500-6540,  
objects 7211-7213 and 7221-7223)

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
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 (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	17,291,509.00	17,663,546.00	17,934,460.00
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)	17,291,509.00	17,663,546.00	17,934,460.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	518,745.27	529,906.38	538,033.80
6. Reserve Standard - by Amount (\$69,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7. <b>District's Reserve Standard (Greater of Line B5 or Line B6)</b>	<b>518,745.27</b>	<b>529,906.38</b>	<b>538,033.80</b>

**10C. Calculating the District's Budgeted Reserve Amount**

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

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	864,575.00	883,177.00	896,723.00
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)	864,575.00	883,177.00	896,723.00
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	5.00%	5.00%	5.00%
<b>District's Reserve Standard (Section 10B, Line 7):</b>	<b>518,745.27</b>	<b>529,906.38</b>	<b>538,033.80</b>
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)

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**SUPPLEMENTAL INFORMATION**

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

**S1. Contingent Liabilities**

- 1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

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

**S2. Use of One-time Revenues for Ongoing Expenditures**

- 1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

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

**S3. Use of Ongoing Revenues for One-time Expenditures**

- 1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

- 1b. If Yes, identify the expenditures:

**S4. Contingent Revenues**

- 1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

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

**S5. Contributions**

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

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

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

District's Contributions and Transfers Standard:

-10.0% to +10.0%  
or -\$20,000 to +\$20,000

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

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year will be extracted. For Transfers In and Transfers Out, enter data in the First Prior Year. If Form MYP exists, the data will be extracted for the Budget Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Budget Year, 1st and 2nd subsequent Years. Click the appropriate button for item 1d; all other data will be calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
<b>1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)</b>				
First Prior Year (2018-19)	(1,801,828.00)			
Budget Year (2019-20)	(1,900,486.00)	98,658.00	5.5%	Met
1st Subsequent Year (2020-21)	(1,938,496.00)	38,010.00	2.0%	Met
2nd Subsequent Year (2021-22)	(1,977,266.00)	38,770.00	2.0%	Met
<b>1b. Transfers In, General Fund *</b>				
First Prior Year (2018-19)	0.00			
Budget Year (2019-20)	0.00	0.00	0.0%	Met
1st Subsequent Year (2020-21)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2021-22)	0.00	0.00	0.0%	Met
<b>1c. Transfers Out, General Fund *</b>				
First Prior Year (2018-19)	20,000.00			
Budget Year (2019-20)	20,000.00	0.00	0.0%	Met
1st Subsequent Year (2020-21)	20,000.00	0.00	0.0%	Met
2nd Subsequent Year (2021-22)	20,000.00	0.00	0.0%	Met

**1d. Impact of Capital Projects**

Do you have any capital projects that may impact the general fund operational budget?

No

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

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

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

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

Explanation:  
(required if NOT met)

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

Explanation:  
(required if NOT met)

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

**Explanation:**  
(required if NOT met)

--

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

**Project Information:**  
(required if YES)


**S6. Long-term Commitments**

Identify all existing and new multiyear commitments<sup>1</sup> 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.

<sup>1</sup> 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, 2019
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases				
Certificates of Participation				
General Obligation Bonds	36	Property Tax Levy	Property Tax Levy	5,700,000
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	1	Unrestricted General Fund	Unrestricted General Fund	60,000

Other Long-term Commitments (do not include OPEB):

TOTAL:				5,760,000

Type of Commitment (continued)	Prior Year (2018-19) Annual Payment (P & I)	Budget Year (2019-20) Annual Payment (P & I)	1st Subsequent Year (2020-21) Annual Payment (P & I)	2nd Subsequent Year (2021-22) Annual Payment (P & I)
Capital Leases	27,000	0	0	0
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program	31,000	29,000	29,000	29,000
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (continued):

Total Annual Payments:	58,000	29,000	29,000	29,000
Has total annual payment increased over prior year (2018-19)?	No	No	No	No



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

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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)

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

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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?

n/a
-----

- 2.

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

**Explanation:**  
(required if Yes)

--

**S7. Unfunded Liabilities**

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

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

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

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

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

Yes

2. For the district's OPEB:  
a. Are they lifetime benefits?

No

- b. Do benefits continue past age 65?

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:

District offers a maximum of \$50,000 not to exceed \$10,000 per year.

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

Actuarial

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

Self-Insurance Fund

Governmental Fund

0

0

4. OPEB Liabilities

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

1,324,934.00

0.00

1,324,934.00

Actuarial

Jun 30, 2018

5. OPEB Contributions

- a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method  
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)  
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)  
d. Number of retirees receiving OPEB benefits

Budget Year  
(2019-20)1st Subsequent Year  
(2020-21)2nd Subsequent Year  
(2021-22)

100,000.00	115,000.00	136,264.00
100,000.00	115,000.00	136,264.00
100,000.00	115,000.00	136,264.00
8	10	12

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

---

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

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

No
----

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

--

3. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs  
b. Unfunded liability for self-insurance programs


4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs  
b. Amount contributed (funded) for self-insurance programs

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)

S8. Status of Labor Agreements

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

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

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

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

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

	Prior Year (2nd Interim) (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Number of certificated (non-management) full-time-equivalent (FTE) positions	74.0	74.0	74.0	74.0

Certificated (Non-management) Salary and Benefit Negotiations

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

Yes

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

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

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

Negotiations Settled

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

May 20, 2019

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

Yes

If Yes, date of Superintendent and CBO certification:

May 20, 2019

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

No

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year  
(2019-20)

1st Subsequent Year  
(2020-21)

2nd Subsequent Year  
(2021-22)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

--	--	--

One Year Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year  
or

Multiyear Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year  
(may enter text, such as "Reopener")

--	--	--

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

**Negotiations Not Settled**

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

--

7. Amount included for any tentative salary schedule increases

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)

**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 (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
934,780	934,780	934,780
100.0%	100.0%	100.0%
0.0%	0.0%	0.0%

**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 (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
100,000	103,248	104,797
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 (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
No	No	No
Yes	Yes	Yes

**Certificated (Non-management) - Other**

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


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

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

	Prior Year (2nd Interim) (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Number of classified (non-management) FTE positions	73.0	73.0	73.0	73.0

**Classified (Non-management) Salary and Benefit Negotiations**

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

No

If Yes, and the corresponding public disclosure documents  
have been filed with the COE, complete questions 2 and 3.If Yes, and the corresponding public disclosure documents  
have not been filed with the COE, complete questions 2-5.

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

Negotiations are still underway for 2018.19 and 2019.20

**Negotiations Settled**

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

- 2b. Per Government Code Section 3547.5(b), was the agreement certified
- 
- by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted
- 
- to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year  
(2019-20)1st Subsequent Year  
(2020-21)2nd Subsequent Year  
(2021-22)Is the cost of salary settlement included in the budget and multiyear  
projections (MYPs)?**One Year Agreement**

Total cost of salary settlement

% change in salary schedule from prior year

or

**Multiyear Agreement**

Total cost of salary settlement

% change in salary schedule from prior year  
(may enter text, such as "Reopener")

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

**Negotiations Not Settled**

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

23,480

7. Amount included for any tentative salary schedule increases

Budget Year  
(2019-20)1st Subsequent Year  
(2020-21)2nd Subsequent Year  
(2021-22)

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 (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
46,780	46,780	46,780
100.0%	100.0%	100.0%
0.0%	0.0%	0.0%

**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		
0	0	0

--

**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 (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
35,500	36,669	37,222
1.5%	1.5%	1.5%

**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 (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
No	No	No
Yes	Yes	Yes

**Classified (Non-management) - Other**

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


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

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

	Prior Year (2nd Interim) (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Number of management, supervisor, and confidential FTE positions	13.0	13.0	13.0	13.0

**Management/Supervisor/Confidential  
Salary and Benefit Negotiations**

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

n/a

If Yes, complete question 2.

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

--

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

**Negotiations Settled**

2. Salary settlement:

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 (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)

**Negotiations Not Settled**

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

--

4. Amount included for any tentative salary schedule increases

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)

**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 (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)

**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 (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)

**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 (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)



**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 18, 2019

**S10. LCAP Expenditures**

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

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services and Expenditures?

Yes

## ADDITIONAL FISCAL INDICATORS

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

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

**A1.** Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?

No

**A2.** Is the system of personnel position control independent from the payroll system?

Yes

**A3.** Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)

No

**A4.** Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?

No

**A5.** Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?

No

**A6.** Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?

No

**A7.** Is the district's financial system independent of the county office system?

No

**A8.** Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)

No

**A9.** Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

Yes

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



State of California  
Commission on Teacher Credentialing  
Certification Division  
1900 Capitol Avenue  
Sacramento, CA 95811-4213

Email: [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov)  
Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2019-2020

Revised Declaration of Need for year: \_\_\_\_\_

### FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Colusa Unified School District District CDS Code: 06-61598

Name of County: Colusa County CDS Code: 06-10060

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 06 / 17 / 2019 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, 2020.

Submitted by (Superintendent, Board Secretary, or Designee):

Dwayne Newman

Name

Dwayne K Newman

Signature

Superintendent

Title

530-458-4030

Fax Number

530-458-7791

Telephone Number

6/5/2019

Date

745 Tenth Street, Colusa, CA 95932

Mailing Address

dnewman@colusa.k12.ca.us

Email Address

### 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		
_____ E-Mail 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 must 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)	6
Bilingual Authorization (applicant already holds teaching credential)	3
List target language(s) for bilingual authorization: Spanish	
Resource Specialist	
Teacher Librarian Services	

**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	5
Single Subject	7
Special Education	
TOTAL	12

#### **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](http://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 internship 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. Utilize college/university internship programs

Does your agency participate in a Commission-approved college or university internship program? Yes ☒ No ☐

If yes, how many interns do you expect to have this year? Unknown

If yes, list each college or university with which you participate in an internship program.

Chico State University, Chapman, National, Brandman University, CalTeach, and  
Sacramento State University

If no, explain why you do not participate in an internship program.

## **Purchase of New Point-of-Sale and Student Management Program – (Nutrition Services)**

### **Recommended Motion:**

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The Administration respectfully requests the Board of Education approve a new point-of-sale and student management program.

### **Rationale:**

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The Nutrition Services Department has determined it in the District's best interest to upgrade the point-of-sales system from NUTRIkids to Titan School Solutions.

For background, NUTRIkids is housed on a CUSD server, must be installed on each computer, and is not "real time" (updates every 24 hours). Each of the Nutritional Services Department computers need to be updated to Windows 10 in order to continue running NUTRIkids. However, the computers are not compatible with Windows 10. This left us considering purchasing four new computers to replace the current ones at around \$2,000 each (\$8,000 total). In addition, our current online meal application company was splitting into two companies and we needed to determine which firm to possibly retain. With these two dilemmas, as well as a few others, the Nutrition Services and IT Department decided to look at other options from point-of-sales software companies.

After discussing with staff the deficiencies in the current system, the Nutrition Services Department solicited three quotes for a point-of-sale system. The quotes were to be focused on the requirements of processing meals, linking students into households (important for Direct Certification Extension), web based/hosted, online payment and meal applications, and the computer platform the software required. Three quotes were received:

- ✓ Mosaic (NUTRIkids' sister company that is web based)
- ✓ eTrition
- ✓ Titan School Solutions

Only one vendor, Titan School Solutions, was able to provide a robust software that met the needs of the staff and program objectives.

Changing point-of-sale system vendors will also provide the opportunity to become more efficient and cost effective. Currently, NUTRIkids is used to track and process student meals only. A second program, MySchoolBucks, is used for parents/guardians to make meal payments online. A third program, HeartlandApps is used to process online meal applications. Titan School Solutions offers all of these in one program. In addition, they offer menu planning and analysis, production records, voice notifications and more options that we can choose to expand upon at the appropriate time. The software is web based and we are able to use Chromebooks to run the program; another financial savings.

Nutrition Services Department's vision is for every student to have access to the best tasting and nutritious meals with the highest level of service we possibly can. With Titan School Solutions, we are able to take another step forward in support of our vision.

### **Financial Impact:**

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The initial start-up cost will be \$8,967.20 with an Annual Subscription Fee of \$5,045.20 each year. Voice Notifications are priced per student enrollment and at the time of annual renewal will affect cost accordingly.

## INDEPENDENT CONTRACTING AGREEMENT

This Independent Consulting Agreement (hereinafter referred to as "Agreement") is made and entered into by and between TITAN SCHOOL SOLUTIONS, (hereinafter referred to as "Contractor") and the COLUSA UNIFIED SCHOOL DISTRICT (hereinafter referred to as "District Office").

### WITNESSETH

WHEREAS, District Office wishes to obtain advice and guidance with regard to student management, point of service system, menu planning and nutritional analysis, production records, parent portal services of online applications and online payment system, support, and program implantation; and

WHEREAS, Contractor is knowledgeable in contracted services of student management, point of service system, menu planning and nutritional analysis, production records, parent portal services of online applications and online payment system, support, and program implantation; and is in the business of providing service in such areas; and

WHEREAS, Contractor and District Office wish to enter into a mutually beneficial business relationship;

NOW, THEREFORE, in consideration of the mutual covenants and promises contained herein, it is hereby agreed by and between the parties as follows:

### I TERM

Section 1.1 Unless it is terminated as specified in Paragraph 1.2 below, the term of this Agreement is from July 1<sup>st</sup>, 2019 to June 30<sup>th</sup>, 2020.

Section 1.2 The District Office may terminate this Agreement or suspend its performance hereunder, without prior notice, in the event the District Office's facilities are damaged or destroyed or the District Office's performance hereunder is prevented or hindered by labor disturbances (including, but not limited to, strikes and picketing), acts of God, the elements, order of governmental, civil and military authority or any other cause (whether similar or dissimilar to the above mentioned), not within the reasonable control of the District Office.

District Office may, by written notice to Contractor, suspend for a specified period, in whole or in part, either payments to Contractor or Contractor's obligation to continue to provide services under the Agreement if, in the District Office's sole discretion and business judgment, any condition arises which interferes, or threatens to interfere with, the successful performance of Contractor's services or the accomplishment of the purposes thereof, or if Contractor fails, in whole or in part, to perform any part of the terms and conditions of this Agreement.

Notice of suspension hereunder to Contractor shall be sufficient if sent by Registered or Certified Mail to Contractor at the address of Contractor set forth below or if hand-delivered to Contractor.



## II SERVICES/PAYMENT

- Section 2.1 Contractor agrees to furnish services, information and/or advice to District Office based on the District Office's Scope of Work and preliminary schedule issued July 1<sup>st</sup>, 2019. See attached:
- Attachment A: Titan School Solutions Master Subscription Agreement
- Section 2.2 Contractor shall be available to provide the services specified in Section 2.1 of this Agreement as requested by District Office from July 1<sup>st</sup>, 2019 to June 30<sup>th</sup>, 2020.
- Section 2.3 Contractor's professional fee for services described in Section 2.1 of this Agreement shall be EIGHT THOUSAND NINE HUNDRED SIXTY-SEVEN AND TWENTY CENTS (\$8,967.20). District Office shall pay amounts invoiced within 30 days of receipt of Contractor's valid and complete invoice for services rendered.
- Section 2.4 District Office and Contractor agree that District Office has contracted for the performance of Contractor's unique professional services and that, with the exception of Contractor's right to employ such persons as Contractor deems necessary to perform the contract, neither District Office nor Contractor may assign this Agreement or delegate any duties hereunder without the prior written consent of the other party.

## III INDEPENDENT CONTRACTOR

- Section 3.1 District Office and Contractor understand and agree that Contractor is an independent contractor and not an employee, agent, joint venturer or partner of District Office for any purpose whatsoever. District Office and Contractor further understand and agree that District Office does not have the right to, and shall not control the manner or prescribe the means or method by which Contractor accomplishes the services described in Section 2.1. Contractor shall exercise Contractor's independent discretion as to the manner and the method and the details of performance of the services contracted for herein.
- Section 3.2 District Office and Contractor agree that Contractor is free to and does perform services for other entities and that District Office does not have any right to the exclusive performance of services by Contractor.
- Section 3.3 District Office and Contractor agree that Contractor is responsible for the provision and maintenance of Contractor's own tools, equipment, facilities and instrumentalities and that District Office shall not provide any tools, equipment, facilities, or instrumentalities for Contractor's use in Contractor's performance of services.



Section 3.4 District Office and Contractor agree that District Office shall not promulgate any written or unwritten rules with respect to Contractor's performance of services, including disciplinary or reporting rules, and Contractor shall not be bound by any such rules except such rules as are required pursuant to applicable federal, state or local laws. District Office shall neither possess nor exercise disciplinary authority or control over Contractor, Contractor's employees, agents or any other person or entity providing services for or on behalf of Contractor. District Office shall have no authority to supervise or direct Contractor's employees, agents or any other person or entity providing services for or on behalf of Contractor in the performance of said person's services for Contractor. Further, District Office shall have no authority to select, approve, hire, discharge, or discipline any of Contractor's employees, agents or other persons or entities providing services for or on behalf of Contractor or to require Contractor to pay specified wages or to provide specified benefits to said persons, except where such are required pursuant to applicable federal, state or local laws.

#### IV CONTRACTOR'S OBLIGATIONS

- Section 4.1 Contractor provides and maintains independent office premises and no office or personnel support services will be provided to Contractor by District Office.
- Section 4.2 Contractor will be responsible for all expenses other than those set forth in section 2.3 incurred by him in the performance of the services specified in Section 2.1 of this Agreement and District Office shall have no obligations to reimburse Contractor for any other expenditure by Contractor.
- Section 4.3 Contractor will obtain, provide, pay for and be solely responsible for workers' compensation, business liability, public liability, comprehensive insurance and requisite federal, state and local income taxes, employee benefit contributions, including but not limited to, FICA, SDI, workers' compensation, and unemployment insurance for Contractor and Contractor's employees, agents, and all other persons or entities providing services for or on behalf of Contractor, if any. District Office and Contractor understand and agree that District Office has neither responsibility for nor the right to control Contractor with respect to any of the foregoing described obligations. The Contractor must also provide a current certificate of policy evidencing its comprehensive and general liability insurance coverage in a sum not less than \$2,000,000 aggregate and \$1,000,000 per occurrence.
- Section 4.4 Contractor shall hire, pay and exclusively control Contractor's employees, agents or any other persons or entities providing services for or on behalf of Contractor.
- Section 4.5 Contractor shall maintain Contractor's own books and accounts.
- Section 4.6 Contractor shall be responsible for the acquisition of any licenses, permits and the like required in performing the services specified in this Agreement and, further, Contractor shall be responsible for the payment of any license fees, all taxes,

expenses of incorporation, if any, and permit fees required to perform the services specified in this Agreement.

Section 4.7 During the term of this Agreement, Contractor may have access to and become familiar with private, confidential and/or sensitive information belonging to District Office. Contractor acknowledges and agrees that such confidential information is owned and shall continue to be owned solely by District Office. During the term of this Agreement and thereafter, Contractor agrees not to use either directly or indirectly such information for any purpose or to divulge such information to any person, entity or corporation other than to District Office or to persons, entities or corporations to whom District Office has given its written consent, unless such information becomes publicly available by lawful means or unless Contractor is compelled to disclose such information by governmental process.

Section 4.8 Insofar as permitted by law, District Office shall assume the defense and hold harmless Contractor and/or any of its officers, agents or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys' fees, which may arise by reason of the sole fault or negligence of District Office, its officers, agents or employees.

Insofar as permitted by law, Contractor shall assume the defense and hold harmless District Office and/or any of its officers, agents or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys' fees, which may arise by reason of any harm to person(s) or property received or suffered by reason of the sole fault or negligence of Contractor, its officers, agents or employees.

It is the intent of the District Office and Contractor that where negligence or responsibility for any harm to person(s) or property is determined to have been shared, the principles of comparative negligence shall be followed and each party shall bear the proportionate cost of any liability, damages, costs, or expenses attributable to that party.

District Office and Contractor agree to notify the other party of any claims, administrative actions, or civil actions determined to be within the scope of this Agreement within ten (10) calendar days of such determination. District Office and Contractor further agree to cooperate in the defense of any such actions. Nothing in this Agreement shall establish a standard of care for or create any legal right for any person not a party to this Agreement.

Section 4.9 Contractor agrees to comply with all provisions of Education Code section 45125.1. It will conduct criminal background checks of all employees assigned to the District's project, and will certify that no employees who have been convicted of serious or violent felonies, as specified in sections 667.5 and 1192.7 of the Penal Code, will have contact with pupils pursuant to this Agreement. Contractor will provide the District with a list of all employees providing services pursuant to this Agreement, and designate to which sites they will be assigned. Failure to comply with this contractual obligation prior to commencing work on the site(s)

may, at the District's sole discretion, be deemed to constitute termination of this Agreement.

V  
GOVERNING LAW

- Section 5.1 This Agreement shall be construed in all respects in accordance with and governed by the laws and decisions of the State of California.
- Section 5.2 If any part, term or provision of this Agreement shall be held void, illegal, unenforceable, or in conflict with any law of a federal, state, or local government having jurisdiction over this Agreement, the validity of the remaining portions or provisions thereof shall not be affected thereby.
- Section 5.3 This Agreement contains all of the understandings and agreements between the parties and any waiver or modification of this Agreement must be in expressly made and agreed to by District Office and Contractor in writing.
- Section 5.4 Should any section or subsection of this agreement conflict with any section or subsection of Attachment A: Titan School Solutions Master Subscription Agreement referenced in Section 2.1 the section or subsection of this agreement supersedes and is the section the two parties are bound.

VI  
NOTICES

- Section 6.1 Any notice required to be given by the terms of this Agreement shall be deemed to have been given when the same is personally delivered or sent by first class mail, postage prepaid, addressed to the respective parties as follows:

To CUSD: Chief Business Official  
Colusa Unified School District  
745 Tenth Street  
Colusa, CA 95932

To TITAN SCHOOL SOLUTIONS: Mike Gorden  
19900 MacArthur Blvd., Suite 1000  
Irvine, CA 92612

EXECUTED on this eleventh day of June, 2019 at Colusa, California.

TITAN SCHOOL SOLUTIONS

Date: \_\_\_\_\_

\_\_\_\_\_  
CONTRACTOR Signature

\_\_\_\_\_  
Printed Name and Title

COLUSA UNIFIED SCHOOL DISTRICT

Date: \_\_\_\_\_

\_\_\_\_\_  
MANAGER Signature

\_\_\_\_\_  
Printed Name and Title

Date: \_\_\_\_\_

\_\_\_\_\_  
Chief Business Official

## Master Subscription Agreement

PLEASE READ THIS MASTER SUBSCRIPTION AGREEMENT CAREFULLY BEFORE ACCEPTING THE TERMS AND CONDITIONS OF THIS MASTER SUBSCRIPTION AGREEMENT, ANY ADDITIONAL TERMS AND ANY ORDER FORMS ENTERED INTO BY YOU AND TITAN SCHOOL SOLUTIONS INC. ("TITAN") ARE COLLECTIVELY REFERRED TO AS THE "AGREEMENT." UNLESS OTHERWISE DEFINED HEREIN, CAPITALIZED TERMS SHALL HAVE THE MEANINGS SET FORTH IN SECTION 11 BELOW.

BY ACCEPTING, YOU ARE AGREEING ON BEHALF OF THE ENTITY ORDERING THE TITAN PRODUCT ("YOU") THAT YOU WILL BE BOUND BY AND BECOME A PARTY TO THE AGREEMENT. IF YOU DO NOT AGREE TO ALL OF THE TERMS OF THE AGREEMENT OR DO NOT HAVE THE AUTHORITY TO BIND THIS AGREEMENT, DO NOT SIGN (EITHER MANUALLY OR ELECTRONICALLY) THE ORDER FORM ISSUED TO YOU BY TITAN.

### 1. **Subscription.**

#### 1. Use of the TITAN Product.

1. Terms of Use. The parties acknowledge and agree that the terms and conditions contained in this Agreement and the terms of use, which are attached in Exhibit A, will govern Your use of the TITAN Product for the Subscription Term, unless explicitly stated otherwise in a written agreement between the parties.
2. TITAN Product Features and Components. TITAN reserves the right to make modifications to the TITAN Product or particular features or components of the TITAN Product, from time to time, at its sole discretion. TITAN will exercise reasonable commercial efforts to notify You of any such material modifications to the TITAN Product, provided however, that TITAN will not have any liability for failure to provide such notice.
2. Support. During the Subscription Term, and at no additional charge to you, TITAN shall provide you technical assistance by telephone on use of the Software, the identification of Software problems, and the reporting of Errors. TITAN will respond to phone calls from Support Contacts, identified by You, pursuant to the terms, which are attached in Exhibit B (the "**Support Services**"). You shall designate in writing to TITAN no more than three (3) technical contacts to request and receive telephone support services from TITAN.
3. Professional Services. If purchased by you and set forth on an Invoice, TITAN will provide services which will enable attendees to use the Software which are periodically held at TITAN's facilities or at other locations as TITAN and you may agree ("Professional Services"). In consideration of payment of the fees associated with the Professional Services set forth on an Invoice, you are entitled to receive the number of hours of Professional Services as indicated on the Invoice. You shall be solely responsible for all transportation, lodging, meals or any other expenses incurred by TITAN or your Users attending such Services. If you purchased hardware from TITAN, Professional Services may include installation of hardware as well. In the event You cancel or postpone scheduled Professional Services within 14 days of the agreed upon date, You are responsible for all expenses incurred by TITAN and fifty-percent (50%) of the scheduled Professional Services fee. All quoted installation dates, including dates related to terms such as "installation," "completion of training" and "live," if any, are estimates only.
4. Your Responsibilities. You shall: (a) be responsible for all Your Users' compliance with the terms and conditions of this Agreement, (b) be solely responsible for the accuracy, integrity, and legality of Your Data and the means by which it acquires and uses such Your Data, (c) use the TITAN Product only in accordance

with the applicable online user guide and applicable laws, rules, regulations (including, without limitation, export, data protection and privacy laws, rules and regulations) and any TITAN Product documentation, (d) use commercially reasonable efforts to prevent unauthorized access to or use of the TITAN Product, and (e) notify TITAN in writing immediately of (i) any unauthorized use of, or access to, the TITAN Product or any User account or password thereof or (ii) any notice or charge of noncompliance with any applicable law, rule or regulation asserted or filed against You in connection with Your Data. For the avoidance of doubt, User accounts and passwords are specific to individual Users, and under no circumstances may User accounts or passwords be shared among or by different Users; provided, however, that Your administrator(s) may reassign a User account during the Subscription Term, if a former User no longer requires a User account.

5. Restrictions. You shall not, directly or indirectly: (a) sublicense, resell, rent, lease, distribute, market, commercialize or otherwise transfer rights or usage to the TITAN Product or any modified version or derivative work of the TITAN Product created by or for You, (b) provide the TITAN Product, or any modified version or derivative work of the TITAN Product created by or for You, on a timesharing, service bureau or other similar basis, (c) remove or alter any copyright, trademark or proprietary notice in the TITAN Product, (d) copy any features, functions or graphics of the TITAN Product for any purpose other than what is expressly authorized in this Agreement, (e) modify, remove or disable any portion of the Titan Product, (f) send, store, or authorize a third party to send or store spam, unlawful, infringing, obscene or libelous material, or Malicious Code, (g) attempt to gain unauthorized access to, or disrupt the integrity or performance of, the TITAN Product or Your Data contained therein, (h) reverse engineer, disassemble or decompile all or any portion of, or attempt to discover or recreate the source code for, the TITAN Product, (i) use any Intellectual Property Rights protected by applicable laws and contained in or accessible through the TITAN Product for the purpose of building a competitive product or service or copying its features or user interface, or (j) use the TITAN Product, or permit it to be used, for purposes of product evaluation, benchmarking or other comparative analysis intended for publication without TITAN's prior written consent.
6. Third Parties. You may use third party contractors to assist with the installation, use and modification of the TITAN Product for Your own internal business use, including creation of Modifications on Your behalf. You agree not to disclose any Confidential Information of TITAN to any contractor or allow any subcontractor to create Modifications unless and until the contractor has agreed in writing to (a) protect the confidentiality of such Confidential Information in the manner required by Section 6 and then only to the extent necessary for the contractor to perform those services subcontracted to it, and (b) assign all such contractor's rights, title and interests (including all Intellectual Property Rights) in such Modifications to You to ensure You can comply with Section 3.1.1. You will be solely responsible for all payments to its contractors and will remain responsible for compliance by its contractors with the terms and conditions of this Agreement.

## **2. Third-Party Software; Third-Party Modules.**

1. Third-Party Software. The TITAN Product utilizes or includes certain Third Party Software. Your use of the TITAN Product, including all Third Party Software accessible via APIs, is governed by the applicable Third-Party Software terms and conditions. If a Third Party Software provider requires TITAN to remove such software from the TITAN Product due to violation of applicable law or third-party rights, You agree to cooperate with TITAN to ensure its removal from the TITAN Product and Your systems.

2. Third-Party Modules. You may use Third-Party Modules to add functionality to the TITAN Product, provided that such use is limited to internal use by You in a manner that does not violate any provisions of Section 1.6. Any use by You of Third-Party Modules and any exchange of Your Data between You and the Third-Party Module provider are solely between You and the Third-Party Module provider. TITAN does not warrant or support Third-Party Modules.
3. Third-Party Privacy Policies. You understands and agrees that any of Your Data exchanged with Third-Party Software or Third-Party Module is governed by that provider's respective privacy policy.
4. Third Party APIs. Features that interoperate with third party services (such as Google) depend on the continuing availability of the API and program for use with the TITAN Product. If a third party ceases to make the API or program available on reasonable terms to TITAN, TITAN may cease providing such third party features without entitling You to any refund, credit, or other compensation.

### 3. **Proprietary Rights and Data Protection.**

#### 1. Ownership.

1. Ownership of TITAN Product and Modifications. TITAN owns all right, title and interest, including all Intellectual Property Rights, in and to the TITAN Product, any and all Modifications (collectively, the "TITAN Property"). You hereby assign and agree to assign to TITAN all right, title and interest worldwide in the Intellectual Property Rights embodied in any and all Modifications. To the extent any of the rights, title and interest are not assignable by You to TITAN, You grant and agree to grant to TITAN an exclusive, royalty-free, transferable, irrevocable, worldwide, fully paid-up license (with rights to sublicense through multiple tiers of sublicensees) under Your Intellectual Property Rights to use, disclose, reproduce, license, sell, offer for sale, distribute, import and otherwise exploit the Modifications in its discretion, without restriction or obligation of any kind or nature. Except as expressly stated otherwise in this Agreement, TITAN retains all of its right, title and ownership interest in and to the TITAN Property, and no other Intellectual Property Rights or license rights are granted by TITAN to You under this Agreement, either expressly or by implication, estoppel or otherwise, including, but not limited to, any rights under any of TITAN'S or its Affiliates patents.
2. Trademarks. TITAN's name, logo, trade names and trademarks are owned by TITAN, and no right is granted to You to use any of the foregoing except as expressly permitted herein or by written consent of TITAN.
3. Freedom to Operate and Innovate. Nothing in this Section 3 shall inhibit, hamper, encumber or otherwise impede TITAN'S freedom to create Modifications or improve, extend and/or modify any and all TITAN Products.
4. Suggestions. You or your Users may, from time to time, provide suggestions, enhancement or feature requests or other feedback to TITAN with respect to the TITAN Property or other TITAN products, services or related documentation (whether or not such is disclosed or delivered by TITAN to You under this Agreement) (collectively, "Feedback"). You agrees that all Feedback is and shall be given by You is entirely voluntarily. TITAN shall be free to use, disclose, reproduce, license or otherwise distribute and exploit the Feedback in its discretion, without restriction or obligation of any kind or nature. Feedback, even if designated as confidential by You, shall not create any obligation of confidentiality for TITAN, unless TITAN expressly agrees so in writing.

2. Your Data/Your Information.

1. Ownership of Your Data. You own and retain all Intellectual Property Rights in and to Your Data.
2. Data Processing. You grant TITAN the right to use, access and process Your Data solely to the extent necessary for TITAN to provide the TITAN Product and services to You, including, without limitation to address service or technical problems, or at Your request, in connection with providing Support Services to You. TITAN agrees not to use, access, disclose or process any of Your Data, except (a) to perform the obligations under this Agreement, (b) comply with applicable laws, and (c) in accordance with the Terms of Use in Exhibit A, attached hereto.
3. Non-Modification and Non-Disclosure. TITAN shall not (a) modify Your Data, or (b) disclose Your Data except as compelled by law in accordance with Section 6.1, as expressly set forth in this Agreement or as otherwise permitted in writing by You.
4. Business Information. You agree to allow TITAN and its Affiliates to store and use Your business contact information, including names, business phone numbers, and business e-mail addresses, anywhere it does business. Such information will be processed and used in connection with TITAN'S business relationship, and may be provided to contractors acting on TITAN'S behalf, TITAN'S business partners who promote, market and support certain TITAN products and services, and assignees of TITAN and its subsidiaries for uses consistent with TITAN'S business relationship.

3. Data Protection.

1. Relationship of the Parties. To the extent that Your Data contains personal data about any living individual ("**Data**"), TITAN will process that Data only as a Data Processor acting on behalf of You (as the Data Controller) and in accordance with the requirements of this Agreement.
2. Your Compliance with Privacy Laws. You will at all times comply in full with the requirements of any applicable privacy and data protection laws.
3. Purpose Limitation. TITAN will process the Data in accordance with Your instructions under Applicable Privacy Law(s) and will not: (a) assume any responsibility for determining the purposes for which and the manner in which the Data is processed, or (b) process the Data for its own purposes.
4. Usage Data.

(a). In the course of providing You with the services described in the Agreement, TITAN may also collect, use, process and store diagnostic and usage related content from the computer, mobile phone or other devices Your Users use to access the TITAN Product or Service. This may include, but is not limited to, IP addresses and other information like internet service, location, the type of browser and modules that are used and/or accessed (the "**Usage Data**"). Usage Data does not, however, include Your Data.
5. Aggregated Data Use. Notwithstanding Sections 3.3.3 or 3.3.4, You agree that TITAN may process the Data and Usage Data to create and compile anonymized, aggregated datasets and/or statistics about the TITAN products or services in order to: (a) maintain and improve the performance and integrity of TITAN products or services, (b) understand which TITAN products or services are most commonly deployed and preferred by customers and how customers interact with TITAN products



or services, (c) identify the types of TITAN services that may require additional maintenance or support, and (d) comply with all regulatory, legislative and/or contractual requirements, provided in each case that such aggregated datasets and statistics will not enable You or any living individual to be identified.

6. Security. TITAN will have in place and will maintain throughout the Term, appropriate technical and organizational measures against accidental or unauthorized destruction, loss, alteration or disclosure of the Data, and adequate security programs and procedures to ensure that unauthorized persons will not have access to any equipment used to process the Data.
7. Subprocessing. You authorize TITAN to subcontract processing of Data under this Agreement to a third party provided that: (a) TITAN flows down its obligations under this Section 3.3, to protect the Data in full, to any subcontractor it appoints, such that the data processing terms of the subcontract are no less onerous than the data processing terms set out in this Section 3.3, and (b) TITAN will remain fully liable to You for the acts, errors and omissions of any subcontractor it appoints to process the Data.
8. Adequacy. TITAN will at all times provide an adequate level of protection for Data that it processes on behalf of You.
9. HIPAA and PHI in Relation to TITAN Products. You understand and acknowledges that neither the Service nor the TITAN Products or systems are configured to receive and store personal health information (“**PHI**”), as that term is defined under the Health Insurance Portability and Accountability Act (“**HIPAA**”) and that TITAN is neither a “Covered Entity” nor a “Business Associate,” as those terms are defined in HIPAA. As such, You agree, on behalf of itself and its Users, not to use the TITAN Products or provide access to or submit any PHI to TITAN when requesting technical and or Support Services, in either case, to, directly or indirectly, submit, store or include any PHI as part of the Your Data. You agree that TITAN may terminate this Agreement immediately, if You are found to be in violation of this Section.
10. Family Educational Rights and Privacy Act (FERPA). TITAN shall comply in all respects with the Family Educational Rights and Privacy Act (FERPA) and all other state and federal laws applicable to the security and confidentiality of pupil records. TITAN will designate and train responsible individuals on ensuring the security and confidentiality of pupil records and TITAN will establish and validate that security protocols that are in use at their facilities or leased facilities meet or exceed the stated and expected security surrounding FERPA which include firewalls, intrusion detection, web based security and authentication protocols. In addition, TITAN will provide such information reasonably requested by You in order for You to verify TITAN’s compliance with FERPA and such other state and federal laws applicable to the security and confidentiality of pupil records.
11. Security Breach. In the event of a security breach, TITAN will notify You and those affected by such breach regarding the extent of the breach, time of the breach, and steps taken to ensure their security and privacy. TITAN will use commercially reasonable efforts to notify those affected within 48 hours. TITAN will notify the Child Nutrition Director via telephone & email; parents will be notified via email.
12. Privacy Policy. You acknowledge that TITAN’s privacy policy (which may be viewed at <https://www.titank12.com/assets/Titan%20Privacy%20Policy.pdf> shall apply to any Personal Data received or collected by TITAN from the Users.

#### 4. **Payment.**

1. **Fees and Payment.** You agree to pay all fees specified in the relevant Order Form. Except as otherwise provided, fees set forth in each Order Form hereunder will be: (a) fixed during the Subscription Term set forth in such Order Form, (b) quoted and payable in United States dollars, and (c) non-cancelable and non-refundable. Fees are due thirty (30) days from the invoice date, unless otherwise noted in an Order Form. You agree to provide TITAN with complete and accurate billing and contact information and to notify TITAN of any changes to such information.
2. **Additional Licenses.** Additional User licenses may be added during any given month at the then-current Subscription fee. You understand and agree that You will be charged a pro-rata fee for the initial month in which licenses are added and for each of the monthly periods remaining in the then-current Subscription Term. The Subscription Term for the additional licenses will terminate on the same date as the pre-existing Subscriptions. You will be responsible for submitting a new Order Form to TITAN to request the additional licenses during the Subscription Term. You also understand and agree that the number of Subscription licenses purchased under a specific Order Form cannot be decreased during the relevant Subscription Term set forth on such Order Form.
3. **Renewal.** All fees required for renewal of a Subscription Term will be reflected in a quotation issued by TITAN in advance of the expiration of the current Subscription Term (each a “**Renewal Quote**”), and any pricing or changes in the number of Licenses for such renewal Subscription Term will be reflected in the Renewal Quote. Fees for any subsequent renewals shall be set at the then-current TITAN pricing, unless otherwise stated on the Order Form, Renewal Quote or otherwise agreed to in writing by the parties.
4. **Overdue Charges.** Overdue amounts are subject to interest at a rate of one percent (1.0%) per month, or the maximum rate permitted by law, whichever is lower. If any charge owing by You to TITAN is thirty (30) days or more overdue, TITAN may, without limiting its other right and remedies, suspend services until such amounts are paid in full.
5. **Taxes.** Unless otherwise provided, fees specified in quotes or Order Forms, do not include any Taxes, and You are responsible for payment and reimbursement of all Taxes associated with its purchases hereunder.

#### 5. **Term and Termination.**

1. **Term.** This Agreement commences on the Effective Date and continues for a period set forth in the Order Form (the “**Term**”).
2. **Termination by You or TITAN.** Either party may terminate this Agreement and any then-current Order Forms prior to the end of a Subscription Term if the other party: (i) materially breaches its obligations hereunder and, where such breach is curable, such breach remains uncured for thirty (30) days following written notice of the breach or (ii) becomes the subject of a petition in bankruptcy or any other proceeding relating to insolvency, receivership, liquidation, or assignment for the benefit of creditors.
3. **Effect of Termination.** No refund of payments will be made, unless termination of this Agreement and any then-current Order Forms is a result of a breach by TITAN under Section 5.2, in which case You will be entitled to a refund of the pro rata portion of fees associated with the remainder of the Subscription Term. You understand and agree that upon expiration of the Subscription Term or termination of this Agreement, whichever occurs first, the rights granted under this Agreement and, in connection with any then-current Order Forms, will be immediately revoked and TITAN may immediately deactivate Your account. At TITAN’s

request, you agree to return any hardware provided to You as part of the TITAN Product. You acknowledge and agree that TITAN may keep copies of Your Data solely to the extent necessary for the performance of its obligations under this Agreement. In no event shall any termination relieve You of the obligation to pay any fees payable to TITAN for the period prior to the effective date of termination, unless otherwise stated in this Agreement.

4. Surviving Provisions. Sections 1.5, 3.1, 3.3.4(a), 3.3.4(b), 3.3.5, 4, 5.4, 6, 7.3, 8, 9, and 10 shall survive termination or expiration of this Agreement.

## 6. Confidentiality.

1. Confidentiality. The parties acknowledge that in the course of performing their obligations under this Agreement, each may receive Confidential Information. Each party covenants and agrees that neither it nor its agents, employees, officers, directors or representatives will disclose or cause to be disclosed any Confidential Information of the Disclosing Party, except (a) to those employees, representatives, or contractors of the Receiving Party who require access to the Confidential Information to exercise its rights under this Agreement and who are bound by written agreement, with terms at least as restrictive as these, not to disclose third-party confidential or proprietary information disclosed to such party, or (b) as such disclosure may be required by law or governmental regulation, subject to the Receiving Party providing to the Disclosing Party written notice to allow the Disclosing Party to seek a protective order or otherwise prevent the disclosure. Nothing in this Agreement will prohibit or limit the Receiving Party's use of information: (i) previously known to it without obligation of confidence, (ii) independently developed by or for it without use of or access to the Disclosing Party's Confidential Information, (iii) acquired by it from a third party that is not under an obligation of confidence with respect to such information, or (iv) that is or becomes publicly available through no breach of this Agreement. The Receiving Party acknowledges the irreparable harm that improper disclosure of Confidential Information may cause; therefore, the injured party is entitled to seek equitable relief, including temporary restraining order(s) or preliminary or permanent injunction, in addition to all other remedies, for any violation or threatened violation of this Section. The terms of this Agreement, Original Code and the structure, sequence and organization of the TITAN Product are Confidential Information of TITAN or its licensors.
2. Destruction. Within five (5) days after a Disclosing Party's request, the Receiving Party shall return or destroy the Disclosing Party's Confidential Information; provided, however, that the Receiving Party shall be entitled to retain archival copies of the Confidential Information of the Disclosing Party solely for legal, regulatory or compliance purposes unless otherwise prohibited by law.

## 7. Warranties, Exclusive Remedies and Disclaimers.

1. TITAN Warranties. TITAN warrants that (a) it has the legal power to, and hereby does, enter into this Agreement, (b) the TITAN Product shall perform materially in accordance with the online user guide for the applicable TITAN Product or the user manual accompanying the TITAN Product, and (c) TITAN will use commercially reasonable measures to detect whether the TITAN Product contains any Malicious Code. If the TITAN Product does not conform to the warranty specified in Section 7.1(b) above, You must notify TITAN within thirty (30) days of the breach of warranty, and TITAN agrees to use commercially reasonable efforts to cure the non-conforming portions of the TITAN Product before You pursue any other remedies. TITAN is not responsible for any non-compliance with this warranty resulting from or caused by any (i) Malicious Code present in the Your Data made available to TITAN by You, or (ii) Modifications made by anyone other than TITAN, including by way of example, Modifications made by You or any Authorized

Partners. Your sole and exclusive remedy for a breach of any of warranties contained in this Section 7.1 shall be to terminate the Agreement pursuant to Section 5.2 and, notwithstanding anything to the contrary in Section 4.1, have TITAN refund to You the pro rata unused portion of any pre-paid Subscription fees.

2. Your Warranties. You warrant that (a) You have the legal power to, and hereby do, enter into this Agreement, (b) You have all rights in and to Your Data necessary to permit TITAN to exercise its rights to access and use Your Data as permitted by this Agreement, and (c) Your Data or the media on which the Your Data resides does not contain any Malicious Code.
3. Disclaimer of Warranties. EXCEPT AS EXPRESSLY STATED IN SECTION 7.1 AND AS PERMITTED BY APPLICABLE LAW, THE TITAN PRODUCT IS PROVIDED TO YOU STRICTLY ON AN "AS IS" BASIS. ALL CONDITIONS, REPRESENTATIONS AND WARRANTIES, WHETHER EXPRESS, IMPLIED, STATUTORY OR OTHERWISE, INCLUDING, WITHOUT LIMITATION, ANY IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE OR NON-INFRINGEMENT OF THIRD PARTY RIGHTS, ARE HEREBY DISCLAIMED TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW. TITAN'S PRODUCT OR SERVICE MAY BE SUBJECT TO LIMITATIONS OR ISSUES INHERENT IN THE USE OF THE INTERNET AND TITAN IS NOT RESPONSIBLE FOR ANY PROBLEMS OR OTHER DAMAGE RESULTING FROM SUCH LIMITATIONS OR ISSUES.

#### 8. **Limitation of Liability.**

1. Limitation on All Damages. EXCEPT FOR A BREACH OF SECTIONS 1.2, 1.3, 1.4, 1.5 or 1.6, IN NO EVENT SHALL EITHER PARTY'S LIABILITY ARISING OUT OF OR RELATED TO THIS AGREEMENT WHETHER IN CONTRACT, TORTS, OR UNDER ANY OTHER THEORY OF LIABILITY, EXCEED IN THE AGGREGATE, THE LESSOR OF THE TOTAL AMOUNT PAYABLE TO TITAN UNDER THIS AGREEMENT DURING THE TWELVE (12) MONTHS IMMEDIATELY PRECEDING THE ACT OR GIVING RISE TO THE LIABILITY OR TWENTY FIVE THOUSAND DOLLARS (\$25,000). THE FOREGOING SHALL NOT LIMIT YOUR PAYMENT OBLIGATIONS UNDER SECTION 4.
2. Disclaimer of Consequential Damages. EXCEPT FOR A BREACH OF SECTIONS 1.2, 1.3, 1.4, 1.5 or 1.6, IN NO EVENT SHALL EITHER PARTY BE LIABLE FOR ANY LOST PROFITS OR REVENUE OR FOR ANY INDIRECT, SPECIAL, COVER, PUNITIVE, INCIDENTAL OR CONSEQUENTIAL DAMAGES, ARISING UNDER THIS AGREEMENT AND WHETHER OR NOT THE PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. THE FOREGOING DISCLAIMER SHALL NOT APPLY TO THE EXTENT PROHIBITED BY APPLICABLE LAW.
3. Scope of Limitations on Liability. THE LIMITATIONS SET FORTH IN THIS SECTION 8 SHALL APPLY NOTWITHSTANDING THE FAILURE OF THE ESSENTIAL PURPOSE OF ANY LIMITED REMEDY AND REGARDLESS OF THE LEGAL OR EQUITABLE THEORY ON WHICH CLAIMS ARE BROUGHT (CONTRACT, TORT, INCLUDING NEGLIGENCE OR OTHERWISE).

#### 9. **General.**

1. Publicity. TITAN may include Your name, logos and trademarks in TITAN's customer presentations, website, brochures and other marketing materials and display areas at TITAN's events to represent that You are a TITAN customer.
2. Assignment. Neither party may assign any of its rights or obligations hereunder, whether by operation of law or otherwise, without the prior written consent of the other party (not to be unreasonably withheld). Notwithstanding the foregoing, either party may assign this Agreement in its entirety (including all Order Forms), without the consent of the other party, to its Affiliates or in connection with a merger, acquisition, corporate reorganization, or sale of all or substantially all of its assets. Subject to the foregoing, this

Agreement shall bind and inure to the benefit of the parties, their respective successors and permitted assigns. Any attempted assignment in breach of this Section 11.3 shall be void.

3. Relationship of the Parties. TITAN and You are independent contractors, and nothing in this Agreement or any attachment hereto will create any partnership, joint venture, agency, franchise, sales representative, or employment relationship between the parties.
4. No Third-Party Beneficiaries. There are no third party beneficiaries to this Agreement.
5. Choice of Law and Jurisdiction. This Agreement will be governed by and construed in accordance with the laws of the State of California and the federal U.S. laws applicable therein, excluding its conflicts of law provisions.
6. Attorney's Fees. In any action related to this Agreement, if any party is successful in obtaining some or all of the relief it is seeking or in defending against the action, the other party shall pay, on demand, the prevailing party's reasonable attorneys' fees and reasonable costs.
7. Manner of Giving Notice. Notices regarding this Agreement shall be in writing and addressed to You at the address You provide, or, in the case of TITAN, when addressed to TITAN School Solutions Inc., Attn. General Counsel, 3017 Douglas Blvd, STE 300, Roseville, CA 95661 USA. Notices regarding the TITAN Product in general may be given by electronic mail to Your e-mail address on record with TITAN.
8. Force Majeure. Neither party shall be liable to the other for any delay or failure to perform hereunder (excluding payment obligations) due to circumstances beyond such party's reasonable control, including acts of God, acts of government, flood, fire, earthquakes, civil unrest, acts of terror, strikes or other labor problems (excluding those involving such party's employees), service disruptions involving hardware, software or power systems not within such party's reasonable control, and denial of service attacks.
9. Entire Agreement. This Agreement and any Order Forms or exhibits attached hereto or referenced herein represent the entire agreement of the parties and supersede all prior discussions, emails, and/or agreements including requests for proposals ("RFP"), between the parties and is intended to be the final expression of their Agreement. To the extent there is a conflict between this Agreement and any additional or inconsistent terms, including any pre-printed terms on Your purchase order, the terms of this Agreement shall prevail, unless expressly stated otherwise. Notwithstanding any language to the contrary therein, and except as set forth in Section 4.1, no terms stated in a purchase order or in any other order document (other than an Order Form expressly incorporated herein) shall be incorporated into this Agreement, and all such terms shall be void. No failure or delay in exercising any right hereunder shall constitute a waiver of such right. The Agreement and all exhibits hereto, including any related Order Forms may not be modified or altered except by written instrument, and no amendment or waiver of any provision of this Agreement shall be effective unless in writing and signed (either manually or electronically) by an authorized representative of You and TITAN. All rights not expressly granted to You are reserved by TITAN and its licensors.
10. Equitable Relief. Except as otherwise provided, remedies specified herein are in addition to, and not exclusive of, any other remedies of a party at law or in equity.
11. Severability. If any provision of this Agreement is held by a court of competent jurisdiction to be contrary to law, such provision shall be modified by the court and interpreted so as best to accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions shall remain in effect.

## 10. Definitions.

1. **"API"** means application programming interfaces provided by TITAN as part of the TITAN Product, which set forth rules and specifications that Third Party Modules may utilize to access Your Data in accordance with this Agreement.
2. **"Authorized Partner"** means a TITAN Product partner that is in good standing with TITAN under a fully-executed TITAN agreement and is associated with an Order Form under this Agreement.
3. **"Your Data"** means any data, information or material submitted by You, or stored by You in the TITAN Product.
4. **"Your Software"** means online, Web-based applications and offline software products that are developed by or for You, the use of which software is governed by the applicable terms and conditions specified by such software.
5. **"Confidential Information"** means information that one party (the "Disclosing Party") provides to the other party ("Receiving Party") during the term of this Agreement that is identified in writing at the time of disclosure as confidential or that reasonably should be understood to be confidential given the nature of the information and the circumstances of disclosure.
6. **"Intellectual Property Rights"** means any patents and applications thereto, copyrights, trademarks, service marks, trade names, domain name rights, trade secret rights, and all other intellectual property and proprietary rights.
7. **"Malicious Code"** means viruses, worms, time bombs, Trojan horses and other harmful or malicious code, files, scripts, agents, or programs.
8. **"Modifications"** means any work based on or incorporating all or any portion of the TITAN Product, including, without limitation, modifications, enhancements and customizations to the TITAN Product developed by TITAN, You, a third party on either such party's behalf or any combination of such parties.
9. **"Order Form"** means a document for purchases of Subscriptions hereunder, including purchase orders, order notifications and order confirmation documents (either in writing or via the Web), that are agreed to by TITAN, or entered into between TITAN and You from time to time. Order Forms are deemed incorporated herein by reference.
10. **"Original Code"** means TITAN Product source code.
11. **"Personal Data"** means any information relating to an identified or identifiable natural person ("data subject"); an identifiable person is one who can be identified, directly or indirectly, in particular by reference to an identification number or to one or more factors specific to his physical, physiological, mental, economic, cultural or social identity.
12. **"Software Releases"** has the meaning ascribed to it in Exhibit A of this Agreement.
13. **"Subscription"** means Your right to use the TITAN Product for the Subscription Term, per the terms of the Agreement and the related Order Form(s).
14. **"Subscription Term"** means the period of time which You may access the applicable TITAN Product as set forth in an Order Form.

15. **"TITAN Product"** means any software or hardware that TITAN supplies, licenses or sells to You from time to time during the Term, as set forth in the Order Form, including any software that is downloadable from a third party app store and Modifications.
16. **"Support Services"** shall have the meaning defined in Section 1.3.
17. **"Taxes"** means any direct or indirect local, state, federal or foreign taxes, levies, duties or similar governmental assessments of any nature.
18. **"Third-Party Modules"** means software developed by a third party that You may use to add functionality to the TITAN Product, the use of which software is governed by the applicable terms and conditions specified by such third party.
19. **"Third-Party Software"** means online, Web-based applications and offline software products that are developed by third parties, and may interoperate with the TITAN Product, the use of which software is governed by the applicable terms and conditions specified by such third party.
20. **"User"** means an individual user that You authorize to use the TITAN Product and on whose behalf You pay the licensee fees; provided, that the number of Users shall not exceed the number of licenses that You purchase.
21. **"You or you"** means the hospital, college, university, school district, corporation, or other entity or individual who has been invoiced.

## Exhibit A

### Terms of Use

1. Service. Subject to the Terms of Use and the terms of the Agreement, You shall have the right to access, use and modify the TITAN Product during the Subscription Term solely for Your own internal business purposes. The TITAN Product may be accessed through a web browser and/or mobile web client.
2. Software Releases. During the Subscription Term, if You have paid the applicable fees and are in compliance with the terms and conditions of the Agreement, TITAN may provide automatic updates to the TITAN Product with Software Releases. “**Software Releases**” may be comprised of Maintenance Releases and/or Feature Releases (as defined below).
  1. “**Maintenance Releases**” means an update to the TITAN Product which includes fixes to known defects and does not intentionally introduce any new or modified application behavior.
  2. “**Feature Releases**” means a software update which includes both fixes to known defects and introduces new or modified application behavior or changes the available features or functionality of the TITAN Product.
3. Third Party Analytics Tools. You acknowledge that TITAN may use third party web analytics tools (such as Google Analytics) that serve cookies or similar tracking technologies through the TITAN products and services, on end user devices, to collect Usage Data for the purposes described in Section 3.3.5. You will take such measures as are necessary to inform Your end users about TITAN’s use of such web analytics tools in connection with the TITAN Products and related services. You hereby provide Your consent to TITAN to use cookies or tracking technologies served by those web analytics tools, in a manner that is consistent with industry practice.
4. Development. You agree that You will not, directly or indirectly, conduct any activity that will degrade performance beyond an acceptable level, including but not limited to: (a) conducting automated functionality tests or load tests on the TITAN Product, (b) creating Internet links to the TITAN Product, and/or (c) deploying custom modifications that adversely impact the TITAN infrastructure due to incompatible code, inefficient code or architecture practices. If You do any of the foregoing, TITAN shall have the right to terminate or suspend Your account and access to the Service without any refund or credit until You correct such violation to TITAN’s reasonable satisfaction.
5. Handling of Your Data Post Termination. Upon written request by You made within ninety (90) days of the effective date of expiration or termination of the Agreement (the “**Post-Term Period**”), TITAN agrees to make available to You, a copy of Your production environment. Further, during the Post-Term Period and upon Your request, TITAN shall grant the You limited access to the Service for the sole purpose of permitting You to retrieve Your Data, provided that You have paid in full all good faith undisputed amounts owed to TITAN. Upon expiration of the Post-Term Period, TITAN will have no further obligation to maintain for or provide to You any of Your Data and may thereafter, unless legally prohibited, delete all of Your Data in its systems or otherwise in its possession or under its control.



## Exhibit B

### Service Level Specifications

TITAN's required response times and resolution will vary based on the severity of the problem faced by You and the time of day in which Your problem occurs. TITAN's hours of operation are Monday through Friday 7:00AM to 6:00PM Pacific Standard Time.

Priority Code	Your Impact	Initial Contact with Support Contact	Resolution Time for Errors
Level 1	Business Halted/ Critical	These are worked immediately as they come in with a maximum of two hour initial response time	Provide a temporary work around by the start of the client's next business day or 72 hours after initial report time, whichever is sooner. Diligently pursue Error Correction and provide within no later than 90 days after initial report time.
Level 2	Business Impacted/High	Within 4 hours initial response time	Provide a temporary work around within 10 business days after the initial report time. Make commercially reasonable efforts to pursue Error Correction and provide no later than next release or 120 days after reporting of the Error, whichever is longer.
Level 3	Non-Critical Request/Low	Within 1 business day initial response time	Provide Error Correction on a mutually agreed upon date. Provided that the date will be no earlier than the next release or 180 days after reporting of the Error, whichever is longer.

#### Explanation of Priority Codes:

Level 1: Business Halted: a problem with the Software that prevents your ability to complete critical business functions. In these cases, troubleshooting is done over the phone with a Support Contact. If an on-site visit is deemed necessary, the client will be responsible for all travel, lodging and related expenses.

#### Examples:

Software system is down, Hardware is not responding, or Error message(s) which reflect an error that will halt the client's or its customer's business

Level 2: Business Impacted: non-critical issues or questions that affect a person or group at your Site. A work-around has been identified so the person or group can use the system to perform their job. Troubleshooting is done over the phone.

#### Examples:

Reports get error message

Level 3: Non-Critical/Request: issues or questions that need a response, but are not time critical. Support Contacts requesting information/action that is not urgent.



# Quote

**Titan School Solutions**  
19900 MacArthur Blvd.  
Suite 1000  
Irvine, CA 92612

**Fax**  
1 949 238 6980

**Telephone**  
1 844 467 4700

**Email**  
sales@titank12.com

Colusa Unified School District  
**Callie Barber**  
Attn: Child Nutrition Dept.  
745 10th Street  
Colusa, CA 95932

cbarber@colusa.k12.ca.us  
(530) 458-7791 x 4040

Quote number 1.4\_CUSD  
Quote date 06/06/2019  
**Valid until 08/06/2019**

Quantity	Product	Each	Price
5	<b>Student Management (TSTU100-75)</b> Annual Subscription Fee, Each School (Qty. 1-75)  <i>Note: Order of 3 Student Management licenses already submitted under Contract 1.2_CUSD</i>	\$450.00	<b>\$2,250.00</b>
5	<b>Point of Service (TPOS100-75)</b> Annual Subscription Fee, Each Terminal (Qty. 1-75)  <i>Note: Order already submitted under Contract 1.2_CUSD</i>	\$200.00	<b>\$1,000.00</b>
1	<b>Menu Planning &amp; Nutritional Analysis (TMP100)</b> Annual Subscription Fee	\$795.00	<b>\$795.00</b>
3	<b>Production Records (TPRO100-75)</b> Annual Subscription Fee, Each Cafeteria (Qty. 1-75)	\$175.00	<b>\$525.00</b>
1	<b>Parent Portal (Online Applications &amp; Online Payments)</b> - <b>Online Applications</b> are included with the Free and Reduced module – there is no additional cost to the district  - <b>Online Payment Processing Fee</b> is collected from the parent with each transaction.	\$0.00	<b>\$0.00</b>
1,485	<b>Voice Notification (TVN100)</b> Annual Subscription Fee, Each Enrolled Student  <i>Note: Order already submitted under Contract 1.2_CUSD</i>	\$.32	<b>\$475.20</b>

Annual Subscription Fee **\$5,045.20**

Quantity	Product	Each	Price
1	<b>Professional Services, Remote (SERV101)</b> Professional Services. Services will be performed remotely according to the agreed upon project plan, Fixed Price	\$2,200.00	<b>\$2,200.00</b>

One Time Services Fee **\$2,200.00**

Quantity	Product	Each	Price
5	<b>12 key Keypad (THW205L)</b> 12 Key programmable USB Keypad w/LED Readout (Left side), 1 Year Warranty  <i>Note: Order already submitted under Contract 1.2_CUSD</i>	\$246.00	<b>\$1,230.00</b>
2	<b>12 key Keypad (THW205R)</b> 12 Key programmable USB Keypad w/LED Readout (Right side), 1 Year Warranty	\$246.00	<b>\$492.00</b>

One Time Hardware Fee **\$1,722.00**

**Total (USD)** **\$8,967.20**

**Note:**

Please note our standard payment terms are Net 30 days. This quote excludes freight, state, local, and federal taxes. These are due by the Purchaser as applicable.

By accepting this Quote, you agree to Titan School Solutions Master Subscription Agreement.


**You can pay in two ways:**

1. Email your company purchase order to [orders@titank12.com](mailto:orders@titank12.com) including your quote number **1.4\_CUSD**
2. Print this quote, sign it, fax it to us at 1 949-238-6980, and we'll email you an invoice.



Signed:

Name (printed):

 **SCOTT LAMBERT**

Date:

**06.10.2019**

PO number:

**Quote Prepared by:**

**Contact:** Emmalie Castro

**Telephone:** (916) 467-4700 x 714

**Email:** [ecastro@titank12.com](mailto:ecastro@titank12.com)

**Senior Account Representative:** Mike Gorden, Vice President of Sales

**Telephone:** 559-392-1970

**Email:** [mgorden@titank12.com](mailto:mgorden@titank12.com)

## School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	James M. Burchfield Primary School
<b>Address</b>	400 Freemont St. Colusa, CA 95932
<b>County-District-School (CDS) Code</b>	06-61598-6003495
<b>Principal</b>	Jesse Rodriguez
<b>District Name</b>	Colusa Unified School District
<b>SPSA Revision Date</b>	4-9-19
<b>Schoolsite Council (SSC) Approval Date</b>	4-30-19
<b>Local Board Approval Date</b>	June 17, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

In conjunction with our district mission statement "to provide a safe, student-centered, high quality education for ALL students", we at Burchfield Primary School are continually striving to improve our programs and meet the challenging needs of our diverse population. Parents, teachers, and students work as a team to offer the best opportunity for success. We are dedicated to helping our students achieve academic excellence, learn respect for themselves, others, and develop a sense of integrity as we pursue building relationships to strengthen community that cross lines of culture and economics and provide opportunities for students to reach their full potential in body, mind, and spirit.

## School Profile

Colusa is a small, rural farming community approximately seventy miles north of Sacramento. Growth has been stable from the previous year. Burchfield Primary is a transitional kindergarten through third grade school. Burchfield Primary School is the only public elementary school in the town. There are 446 students. According to CBEDS, 75% of our students are on free or reduced breakfast or lunch. Burchfield Primary School is a school wide Title 1 site. There are two major languages spoken: English and Spanish. The ethnicity levels are: 76% Hispanic, 19% White, and 5% Other.

Burchfield Primary School staff is composed of one principal, twenty-one full time equivalent classroom teachers, a Physical Education teacher, a reading specialist, a counselor, a part-time music teacher, a special education teacher, a speech therapist, a part-time school psychologist, a part time RSP teacher, a part-time nurse, ten part-time paraeducators, one full time bilingual paraeducator, one administrative assistant, 2 part-time attendance clerks, and a part-time librarian. Staff members are committed to providing a warm, safe and caring environment in which all students can learn. Students are recognized for academic growth and social interaction at the end of each trimester.

All students gain from the opportunity to build a strong literacy base, enabling them to succeed in the core curriculum. Teachers use ongoing assessments to show progress throughout the grade levels. Other programs include psychological services, adaptive physical education, cross-age tutors, a Chico State University Ag Extension nutrition program, "reading buddies," a Student Study Team, intervention meetings, teacher data meetings, a school wide intervention program, after school tutoring, Kinder Camp, PeaceBuilders, Love and Logic, PBIS, Manners Matter, and Colusa County Behavioral Health counseling services on site.

Grade level teachers meet regularly to plan collaboratively, review data, and discuss student progress. Students are released early on Wednesday for school wide collaboration and staff development. TK and Kindergarten students attend school 212 minutes a day through November 2018 and 289 minutes for the remainder of the 2018-2019 school year and first through third grade students attend school 289 minutes a day. All teachers and paraeducators are NCLB compliant and highly qualified.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The School Site Council was involved in monthly meetings discussing plans that focus on an after school intervention program that partners or is an extension of ASES, the vision at BPS, and utilizing parent support for teachers and classrooms. Monthly staff meetings and weekly PLC's were used to collaborate with staff about the focus of school goals as they line up with the district goals: academics, technology, community, and facilities. Monthly ELAC meetings were used to discuss how to direct funds in each of the three LPAC goals for the district. Monthly Committee meetings were used to address concerns with Math, ELA, Illuminate (technology), and Safety.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	3.7%	2.24%		17	9
African American	%	%	1.00%			4
Asian	%	1.1%	1.00%		5	4
Filipino	%	%	%			
Hispanic/Latino	%	75.8%	75.12%		345	302
Pacific Islander	%	0.2%	%		1	
White	%	17.4%	19.15%		79	77
Multiple/No Response	%	0.2%	1.24%		1	5
Total Enrollment					455	402

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		123	86
Grade 1		105	111
Grade 2		102	105
Grade3		125	100
Total Enrollment		455	402

### Conclusions based on this data:

1. The 2017-2018 data is off by approximately 40 students.
2. It appears the two Transitional Kindergarten classes were not included.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	250	222	169	50.3%	48.8%	42.0%
Fluent English Proficient (FEP)	25	30	14	5.0%	6.6%	3.5%
Reclassified Fluent English Proficient (RFEP)	20	24		8.3%	9.6%	0

### Conclusions based on this data:

1. The Reclassified Fluent English Proficient (RFEP) for 2017-18 should read 24 students. Therefore the percentage of students would not read 0.
2. The number of English Learners are decreasing while the number of Reclassified (RFEP) over the past three years is averaging 22.6 students.
3. The process of reclassification and interventions are showing positive results in developing the English language in our English Learner population.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	128	129	99	126	126	98	125	126	97	98.4	97.7	99
All Grades	128	129	99	126	126	98	125	126	97	98.4	97.7	99

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2389.	2403.	2410.	8	12.70	16.49	23	26.19	28.87	26	32.54	25.77	43	28.57	28.87
All Grades	N/A	N/A	N/A	8	12.70	16.49	23	26.19	28.87	26	32.54	25.77	43	28.57	28.87

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	11.11	18.56	38	53.17	54.64	51	35.71	26.80
All Grades	10	11.11	18.56	38	53.17	54.64	51	35.71	26.80

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	10	15.87	15.05	50	54.76	51.61	40	29.37	33.33
All Grades	10	15.87	15.05	50	54.76	51.61	40	29.37	33.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	6	12.70	14.43	70	62.70	70.10	24	24.60	15.46
All Grades	6	12.70	14.43	70	62.70	70.10	24	24.60	15.46

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	13	21.43	21.65	53	50.79	51.55	34	27.78	26.80
All Grades	13	21.43	21.65	53	50.79	51.55	34	27.78	26.80

**Conclusions based on this data:**

1. Overall achievement in ELA for all students has shown growth over the past three years.
2. Writing showed a slight decline.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	128	129	99	126	126	97	126	126	97	98.4	97.7	98
All Grades	128	129	99	126	126	97	126	126	97	98.4	97.7	98

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2407.	2418.	2430.	12	12.70	14.43	33	34.92	30.93	21	24.60	31.96	35	27.78	22.68
All Grades	N/A	N/A	N/A	12	12.70	14.43	33	34.92	30.93	21	24.60	31.96	35	27.78	22.68

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	25	24.80	31.96	32	40.80	36.08	44	34.40	31.96
All Grades	25	24.80	31.96	32	40.80	36.08	44	34.40	31.96

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	20.80	22.68	46	52.00	54.64	37	27.20	22.68
All Grades	17	20.80	22.68	46	52.00	54.64	37	27.20	22.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	23.20	26.80	57	59.20	53.61	26	17.60	19.59
All Grades	17	23.20	26.80	57	59.20	53.61	26	17.60	19.59

### Conclusions based on this data:

- Overall Achievement in Math for students slightly dropped from 2016-17 to 2017-18.
- The area of focus: Communicating Reasoning (due to the increase in % Below Standard in 17-18)

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1431.1	1441.4	1407.0	58
Grade 1	1474.1	1479.6	1468.1	58
Grade 2	1505.9	1507.2	1504.0	45
Grade 3	1504.1	1500.0	1507.6	32
All Grades				193

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	25	43.10	*	*	15	25.86	12	20.69	58
Grade 1	23	39.66	25	43.10	*	*	*	*	58
Grade 2	30	66.67	11	24.44	*	*			45
Grade 3	*	*	15	46.88	*	*	*	*	32
All Grades	82	42.49	57	29.53	35	18.13	19	9.84	193

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	27	46.55	13	22.41	12	20.69	*	*	58
Grade 1	33	56.90	19	32.76	*	*	*	*	58
Grade 2	34	75.56	*	*	*	*			45
Grade 3	13	40.63	*	*	*	*	*	*	32
All Grades	107	55.44	49	25.39	28	14.51	*	*	193

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	14	24.14	11	18.97	20	34.48	13	22.41	58
Grade 1	22	37.93	15	25.86	13	22.41	*	*	58
Grade 2	25	55.56	15	33.33	*	*	*	*	45
Grade 3	*	*	11	34.38	12	37.50	*	*	32
All Grades	63	32.64	52	26.94	48	24.87	30	15.54	193

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	35	60.34	20	34.48	*	*	58
Grade 1	41	70.69	14	24.14	*	*	58
Grade 2	35	77.78	*	*	*	*	45
Grade 3	*	*	17	53.13	*	*	32
All Grades	120	62.18	59	30.57	14	7.25	193

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	23	39.66	23	39.66	12	20.69	58
Grade 1	29	50.00	26	44.83	*	*	58
Grade 2	34	75.56	11	24.44			45
Grade 3	23	71.88	*	*	*	*	32
All Grades	109	56.48	66	34.20	18	9.33	193

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	13	22.41	33	56.90	12	20.69	58
Grade 1	25	43.10	20	34.48	13	22.41	58
Grade 2	26	57.78	17	37.78	*	*	45
Grade 3	*	*	18	56.25	12	37.50	32
All Grades	66	34.20	88	45.60	39	20.21	193

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	20	34.48	26	44.83	12	20.69	58
Grade 1	21	36.21	33	56.90	*	*	58
Grade 2	22	48.89	21	46.67	*	*	45
Grade 3	*	*	20	62.50	*	*	32
All Grades	73	37.82	100	51.81	20	10.36	193

**Conclusions based on this data:**

1. Large percentage of Second Graders scoring 4's in each Domain.
2. Written Language and Writing Domain show the lowest percentages.

3. Students write how they speak. As the speaking improves, the writing is influenced. Together, with direct instruction, there is an expectation of predicted growth.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
402	83.1%	42.0%	1.0%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	169	42.0%
Foster Youth	4	1.0%
Homeless	5	1.2%
Socioeconomically Disadvantaged	334	83.1%
Students with Disabilities	12	3.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.0%
American Indian	9	2.2%
Asian	4	1.0%
Hispanic	302	75.1%
Two or More Races	1	0.2%
White	77	19.2%






### Conclusions based on this data:

1. High EL and Socioeconomically disadvantaged population



# School and Student Performance Data

## Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Yellow</div>	<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

**Conclusions based on this data:**

1. Academic Performance, Engagement, and Conditions and Climate show adequate growth/performance.

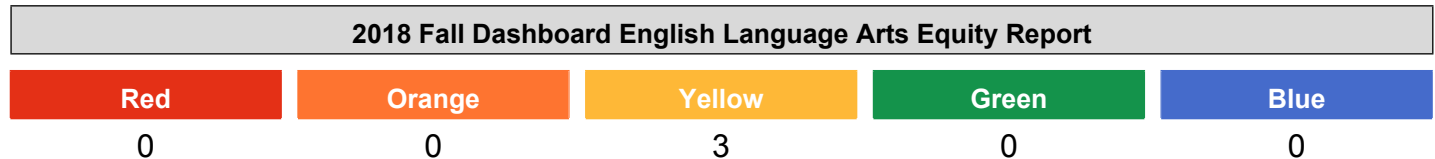
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group				
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
<div></div> <div>Yellow</div> <div>24 points below standard</div> <div>Increased 3.4 points</div> <div>96 students</div>	<div></div> <div>Yellow</div> <div>17.6 points below standard</div> <div>Increased 24.6 points</div> <div>46 students</div>	<div></div> <div>No Performance Color</div> <div>Less than 11 Students - Data Not Displayed for Privacy</div> <div>1 students</div>	<div></div> <div>No Performance Color</div> <div>0 Students</div>	<div></div> <div>Yellow</div> <div>29.5 points below standard</div> <div>Increased 4.1 points</div> <div>85 students</div>
Students with Disabilities				
<div></div> <div>No Performance Color</div> <div>109.7 points below standard</div> <div>12 students</div>				

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Yellow 16.4 points below standard Increased 18.1 points 72 students	<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 41.3 points below standard Declined -69.6 points 21 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 32.4 points below standard Increased 27 points 36 students	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 10 students	<b>English Only</b> 26.8 points below standard Declined -19.2 points 47 students
--	---	---

#### Conclusions based on this data:

1. While we fell below standard in each highlighted area, BPS is making significant growth in each area to reach the standard.
2. English only Students show a decline in ELA assessment results compared to the significant increase with the EL population.

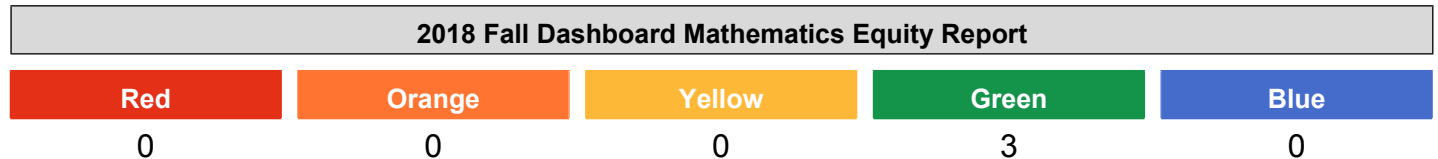
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 3.7 points below standard Increased 11.9 points 95 students	<b>English Learners</b>  Green 7.9 points below standard Increased 20 points 46 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  Green 9.5 points below standard Increased 11.5 points 84 students	<b>Students with Disabilities</b>  No Performance Color 71.8 points below standard 12 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Green 6.8 points below standard Increased 19.6 points 72 students	<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 6.4 points above standard Declined -34.9 points 21 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 22.9 points below standard Increased 17.3 points 36 students	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 10 students	<b>English Only</b> 1.5 points below standard Maintained -2.3 points 47 students
---	---	---

#### Conclusions based on this data:

- Many of the student groups, though still below standard, show a substantial increase in Math performance.
- While the White student group showed a decline of -34.9 points, it remains above standard.
- EL students made significant gains while English Only students maintained their performance.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
193	42.5%	29.5%	18.1%	9.8%

### Conclusions based on this data:

1. 72% of English Learners are moderately to well developed.
2. Approximately 28% of English Learners are Beginning to Somewhat developed.

# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

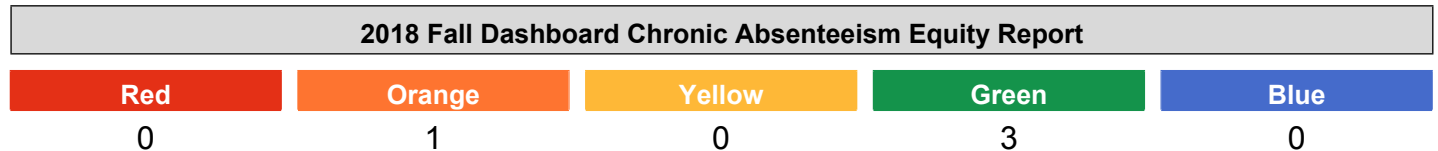
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Green 10% chronically absent Declined 2.2% 451 students	<b>English Learners</b>  Green 6% chronically absent Declined 2.9% 217 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>Socioeconomically Disadvantaged</b>  Green 10% chronically absent Declined 3.6% 370 students	<b>Students with Disabilities</b>  No Performance Color 17.4% chronically absent Maintained 0% 46 students



## 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
<b>Hispanic</b>  Green 8% chronically absent Declined 3.1% 339 students	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>White</b>  Orange 11.8% chronically absent Increased 0.5% 85 students

### Conclusions based on this data:

1. Chronic Absenteeism in all subgroups declined with the exception of Students with Disabilities and White.
2. The White group increased by 0.5%.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2018 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

### 2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2018 Fall Dashboard Graduation Rate by Year

2017

2018

Conclusions based on this data:

1.

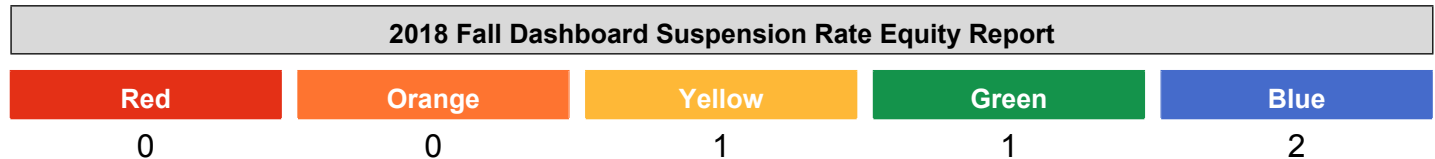
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green 0.6% suspended at least once Declined -0.6% 464 students	<b>English Learners</b>  Blue 0.5% suspended at least once Declined -0.4% 217 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 6 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 5 students	<b>Socioeconomically Disadvantaged</b>  Green 0.8% suspended at least once Declined -0.5% 380 students	<b>Students with Disabilities</b>  No Performance Color 2.2% suspended at least once Declined -2.2% 46 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 5 students	<b>American Indian</b>  No Performance Color 0% suspended at least once Maintained 0% 12 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data 4 students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Blue 0% suspended at least once Declined -0.6% 344 students	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data 10 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 1 students	<b>White</b>  Yellow 3.4% suspended at least once Declined -1.1% 88 students

This section provides a view of the percentage of students who were suspended.

### 2018 Fall Dashboard Suspension Rate by Year

<b>2016</b>	<b>2017</b>	<b>2018</b>
2.1% suspended at least once	1.2% suspended at least once	0.6% suspended at least once

#### Conclusions based on this data:

1. All group suspensions have declined.
2. There has been a steady decline in suspensions over 3 years.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

ELA/Math - Pupil Outcomes

### Goal Statement

Improve student achievement and close achievement gaps.

### LCAP Goal

Improve student achievement and close the achievement gaps

### Basis for this Goal

California Assessment of Student Performance and Progress (CAASPP)  
Benchmark Advance (ELA) Assessments  
Common Formative Assessments  
ELPAC Data  
iReady Data  
Classroom Walk-Through Monitoring

### Expected Annual Measurable Outcomes

**Metric/Indicator**

**Baseline**

**Expected Outcome**

### Planned Strategies/Activities

#### Strategy/Activity 1

Alignment of instruction to Common Core State Standards:

- -Detailed Pacing Guide
- - Language Arts and Math grade level teams
- - Weekly collaboration opportunities via scheduled common prep periods
- - Full implementation of CA Benchmark Advance/ Bridges Math Curriculum
- - Alignment of CCSS to curriculum
- - Professional Development to align the CCSS to Benchmark Advance/Bridges Math Curriculum
- -PLC Grade Level Groups

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

August 2019-June 2020

#### Person(s) Responsible

Teachers, Reading Specialist, Principal, Paraprofessionals

### Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	Title I Part A: Allocation
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will meet in PLC groups to analyze assessments and plan instruction.

### Strategy/Activity 2

Assessment:

- -Students will be monitored weekly by their classroom teacher on progress toward benchmark goals in ELA
- -End of unit assessments, Interim Assessments, and Weekly Assessments for ELA and Math
- - ELA Intervention groups
- - Differentiated instruction ELA/Math
- - Flexible grouping
- -weekly Progress Reports
- -iReady Diagnostic

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2019-June 2020

### Person(s) Responsible

Teachers, Reading Specialist, Principal, Paraprofessionals

### Proposed Expenditures for this Strategy/Activity

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will provide instruction and assess student performance to monitor instruction and student growth.

### Strategy/Activity 3

Improvement of instructional strategies and materials:

- -Implement Footsteps2Brilliance in Kindergarten
- -Implement AR Reading and LEXIA in Kindergarten and First Grades
- -Language Arts/Math Leadership Team
- - Weekly collaboration opportunities
- - Grade level data meetings
- - Alignment of CCSS to CA Benchmark Advance/Bridges Math curriculum professional development
- -Implementation of district wide learning goals/strategies (use of complete sentences, think/pair share, multiple ways to respond, and random calling)
- -Active Participation strategies
- -Student engagement strategies for lesson delivery
- - Targeted intervention program
- -Conduct SST before retentions take place
- Implement clear and specific RTI procedures

- iReady access

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2019-June 2020

### Person(s) Responsible

Teachers, Reading Specialist, Principal, Paraprofessionals

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	4,000
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teachers will have collaboration opportunities to analyze data and plan instruction to meet the needs of the identified students who may be academically at risk. The District Wide Learning Goals will be discussed and practiced.

### Strategy/Activity 4

Extended learning time:

- - After school target tutoring
- -Kindergarten day from 210 1st trimester to 295 minutes for trimester 2 and 3 2019
- - Summer School
- - After School Education & Safety Program

### Students to be Served by this Strategy/Activity

All Kindergarten, 1-3 graders identified as needing intervention

### Timeline

August 2019-June 2020  
After school  
Summer

### Person(s) Responsible

Teachers, Reading Specialist, Principal, Paraprofessional, ASES Coordinator, ASES Paraprofessionals

### Proposed Expenditures for this Strategy/Activity

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Teachers can volunteer to provide after school intervention for students who are not meeting the benchmarks.
<b>Amount</b>	25,000
<b>Source</b>	After School and Education Safety (ASES)

<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	ASES Personnel provide homework support to students.

## Strategy/Activity 5

Increased educational opportunity:

- - ELD/ELA targeted intervention program for all ELPAC levels and targeted intervention/enrichment during ELA small groups.

### Students to be Served by this Strategy/Activity

EL students and students not meeting standards according to common school assessments

### Timeline

August 2019-June 2020

### Person(s) Responsible

Teachers, Reading Specialist, Principal, Paraprofessionals

### Proposed Expenditures for this Strategy/Activity

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	During the collaboration meetings, teachers are encouraged to analyze data and provide target interventions for those students who require additional support during class and intervention. Paraeducators support teacher interventions in the classroom. Reading Specialist provides Tier 2 & 3 Reading support.
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries

## Strategy/Activity 6

Learning opportunities for high achieving students

- -Differentiated enrichment instruction for ELA and math in the classroom
- -Differentiated targeted instruction
- Summer School GATE
- -After School Math Enrichment Class

### Students to be Served by this Strategy/Activity

Students exceeding standards on SBAC

### Timeline

August 2019-June 2020

### Person(s) Responsible

Teachers, Reading Specialist, Principal, Paraprofessionals

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries



**Description**

Provide educational opportunities to high-achieving students.

**Strategy/Activity 7**

Professional development and collaboration:

- - Site committees
- -Common Core aligned Standard Based report cards
- -ELA/ELD/Illuminate/iReady consultants
- - Wednesday collaboration opportunities
- - Buy Back/Pre-service days; training on timely data analysis
- - Classified trainings
- -Standards and measures used to support learning and continuous improvement
- -Professional development systematic and ongoing
- -Data-driven decision making linked to learning
- -School systems evaluated
- -Practices of Quality Professional Learning Standards
- Illuminate Training/Conference
- Teacher Summer Work Day

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

August 2019-June 2020

**Person(s) Responsible**

Teachers, Reading Specialist, Principal, Paraprofessionals

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	5,000
<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Opportunities for both certificated and classified personnel to collaborate and obtain professional development.

**Strategy/Activity 8**

Involvement of staff, parents and community: (including interpretation of student assessment results to parents)

- - ELAC, DELAC, SSC, Parent Conferences

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

August 2019-June 2020

**Person(s) Responsible**

Teachers, Principal, Parents

## Proposed Expenditures for this Strategy/Activity

### Description

Parent involvement is critical to the success of students. Transparency with parents in the various committees is critical in obtaining feedback on how to improve our academic goals.

## Strategy/Activity 9

Auxiliary services for students and parents: (Including transition from preschool, elementary and middle school)

- - Back to School Night/Open House
- - Summer School
- -Kinder Camp
- - Pre-school, Kindergarten and 4th grade Orientations
- -Coordinate state standards for Head Start and State preschools with TK/K common core standards working towards Kindergarten readiness
- -Transitional Preschool/Kindergarten meetings

## Students to be Served by this Strategy/Activity

All students

## Timeline

August 2019-June 2020

## Person(s) Responsible

Teachers, Reading Specialist, Principal, Paraprofessionals, Librarian, Summer Administrator, Middle School personnel, Preschool Directors

## Proposed Expenditures for this Strategy/Activity

### Amount

2,000

### Source

General Fund

### Budget Reference

1000-1999: Certificated Personnel Salaries

### Description

Transition between schools can assist in achieving a positive start in a new school and likely engage the students so they may experience academic and social success.

## Strategy/Activity 10

Supplies:

- -Teachers will have necessary materials and supplies

## Students to be Served by this Strategy/Activity

All Students

## Timeline

August 2019-June 2020

## Person(s) Responsible

Principal, admin. asst.

### Proposed Expenditures for this Strategy/Activity

Amount	20,000
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Principal and admin. asst. will provide students and teachers with adequate instructional materials throughout the academic school year.

### Strategy/Activity 11

Reprographics:

- -Contract with District Reprographics
- -Students will be provided

copies of instructional material to support learning

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2019-June 2020

### Person(s) Responsible

Principal and District Office

### Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Allocate funds to be able to provide extra support supplementary pages to reinforce learning at home.

### Strategy/Activity 12

Technology:

- - Purchase Technology Equipment to support student learning in all grade levels.
- -Purchase math Explore Learning program (Reflex Math)

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2019-June 2020

### Person(s) Responsible

Principal and IT Dept.

### Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Provide teachers and students with functional technology to assist with the delivery of instructional content to students

### Strategy/Activity 13

#### Students to be Served by this Strategy/Activity

#### Timeline

#### Person(s) Responsible

### Proposed Expenditures for this Strategy/Activity

Description	.
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# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Atmosphere and communication

### Goal Statement

Improve the atmosphere in our schools, and the communication between home & school.

### LCAP Goal

Improve the atmosphere in our schools, and the communication between home & school.

### Basis for this Goal

District Satisfaction Surveys  
Walk- Throughs  
SSC Meeting Minutes  
ELAC Meeting Minutes

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Ongoing Communication:

- -Teachers will meet with parents at Back To School Night and parent conferences to relay exact information on how to increase student achievement in the areas of sight word reading, math facts, comprehension, and fluency reading.
- -Suggestions and materials will be offered to parents so that they will be able to directly effect their student's ability to meet their benchmark goals.
- -Parent/Teacher Conferences
- -Bilingual Monthly Newsletter
- -Bilingual Classroom Newsletters
- -Bilingual School Website
- -Bilingual Parent Handbook
- -Timely phone calls to parents
- -Correspondence between school and families
- -Use of text and email for school notifications to parents

#### Students to be Served by this Strategy/Activity

All Students

## Timeline

August 2019 - June 2020

## Person(s) Responsible

Teachers, Reading Specialist, Principal, Classified Personne

## Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	School will mail bilingual correspondences related to students attendance, progress, testing, meetings, etc. Teachers will meet with parents during fall conferences and through the year to inform families of their student's academic progress.

## Strategy/Activity 2

Parental Input/Involvement:

- -Efforts to seek parent input in decision making
- -Retention of Students via SST
- -Promotion of parent participation in programs for unduplicated pupils and special need subgroups
- -School Site Council
- -English Learner Advisory Council
- -Parent Club
- -Parent Education Evenings
- -Volunteers
- -Flexible Meetings
- -Child Care for Meetings
- -Interpreters
- -Information sent in home language

## Students to be Served by this Strategy/Activity

All Students

## Timeline

August 2019 - June 2020

## Person(s) Responsible

All Personnel

## Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Unrestricted
Budget Reference	0000: Unrestricted
Description	Hold monthly meetings for SSC, ELAC, and Parent Club to inform parents on student achievement, funding, and general school business.

### Strategy/Activity 3

#### Community Events:

- -Back to School Night
- -Halloween Parade
- -December Kindergarten Performance
- -January First Grade Performance
- -Spring Performance
- -Family Movie Nights
- -Fall and spring Book Fairs
- -Jog-a-Thon
- -Civic Assembly
- -911 Remembrance
- -Recognition Assemblies:Academic-3 trimesters
- -Open House
- -Track and Field Day
- Donuts with Dad
- Muffins with Mom
- Fall Festival

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2019 - June 2020

### Person(s) Responsible

All Personnel

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Provide parents with an opportunity to socialize with other parents, get to know the student's teacher, reinforce positive teacher-parents relationships, and observe school resources. Principal to welcome families. Classified personnel to assist in locating classrooms and interpreting.
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Budget Reference</b>	4000-4999: Books And Supplies

### Strategy/Activity 4

#### Support Parents in Helping their Children at Home:

- -Encourage parents to read to their children daily
- -Offer Bilingual books
- -Assign homework in a way that encourages parents to be actively involved with their child's homework and study time.
- -Assign realistic amounts of homework.
- -Parent Education Nights
- Footsteps2Brilliance Parent training

- Provide parents with electronic access codes for online student use with curriculum programs and other software including: Reflex Math, iReady, Benchmark Advance, and Footsteps2Brilliance.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2019 - June 2020

### Person(s) Responsible

Teachers, counselor, Principal, reading specialist

### Proposed Expenditures for this Strategy/Activity

<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Provide parents information on our academic programs and homework support at home.
<b>Budget Reference</b>	4000-4999: Books And Supplies

### Strategy/Activity 5

Increase School Climate:

- -Decrease Pupil suspension rates
- - Parent surveys on the sense of student achievement, safety, and school connectedness
- -School Nurse Support
- -Praise Notes with three positively stated behavioral expectations: safety, respectful, responsible, kindness
- -Manners Matter: Principal visits each class and instructs on the importance of using good manners and distinguishing between good and poor manners.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2019 - June 2020

### Person(s) Responsible

All Personnel

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000
<b>Source</b>	Unrestricted
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Teach students the core values of Burchfield Primary School and the Peace Builders Pledge. Maintain open communication between home/school. Promote PBIS program and Manners Matter with banners, praise notes, and incentives.

### Strategy/Activity 6

Physical:



- -School/District Safety Plan: clearly communicated rules
- - Safety Committee
- -All staff lockdown training

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2019 - June 2020

### Person(s) Responsible

All Personnel

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	Title I Part A: Allocation
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Practice safety drills on an ongoing monthly basis to ensure student/personnel safety. Train staff in current protocol for lockdowns.

### Strategy/Activity 7

Social — Emotional:

- - Peace Builders
- -Recognition Assemblies
- -Incentives for positive behavior (PBIS)
- -Manners Matter
- -Rules and norms clearly communicated
- -Clear and consistent response for violations;
- -Timely responses to verbal and emotional bullying;
- - Conflict resolution taught in school (Counselor)
- -ASES Program
- Friendship groups (Counselor)

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2019 - June 2020

### Person(s) Responsible

All Personnel

### Proposed Expenditures for this Strategy/Activity

<b>Description</b>	Teach students the Peace Builders Pledge. Students are recognized in the Recognition Assemblies based on their positive behavior and academics. Students are recognized during lunch for their Manners Matter.
<b>Amount</b>	2000

<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Purchase incentives to encourage positive school climate.

### Strategy/Activity 8

Quality of Instruction:	
<ul style="list-style-type: none"> <li>-High expectations for student achievement</li> <li>-Increased rigor in instruction</li> <li>-All learning styles honored</li> <li>-Assistance provided when needed</li> <li>-Learning linked to "real life"</li> <li>-Engaging materials</li> <li>- Students are engaged learners</li> <li>-Use of Active Participation strategies</li> <li>-Use of praise/reward</li> <li>-Opportunities for participation by all students</li> <li>-Use of objective language when describing student abilities</li> <li>-Staff are enthusiastic about their work</li> <li>-Students connected to one or more adults --Students/staff have a sense of community</li> </ul>	

### Students to be Served by this Strategy/Activity

All Students
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### Timeline

August 2019 - June 2020
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### Person(s) Responsible

Principal, Reading Specialist, Teachers
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### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000
<b>Budget Reference</b>	0000: Unrestricted
<b>Description</b>	Teachers implement high expectations for students and provide rigorous and engaging instruction to build self-esteem, increase confidence, and improve academics. Teachers practice Professional Teaching Standards. Teachers observe other classrooms.

### Strategy/Activity 9

Environmental Adequacy:	
<ul style="list-style-type: none"> <li>-Cleanliness and order of facilities; --Adequate space, materials, and time.</li> </ul>	

### Students to be Served by this Strategy/Activity

All Students
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### Timeline

August 2019 - June 2020
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**Person(s) Responsible**

Maintenance Personnel

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1200
<b>Budget Reference</b>	0000: Unrestricted
<b>Description</b>	Provide necessary materials for custodial staff to accomplish daily duties including: paint, replacement locks and clocks. etc.

**Strategy/Activity 10**

Provide General First Aid for students

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

August 2018 - June 2019

**Person(s) Responsible**

Nurse, teachers, yard duty staff, office staff, counselor, principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	500
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	All will provide basic first aid to students for minor scrapes and bumps. School will supply bandages and ice.

**Strategy/Activity 11**

Parent Involvement Opportunities

- -ELAC
- -DELAC
- -SSC
- -Parent Club: additional outreach by principal
- -Parent Evenings for: ELA, math, HW information

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

August 2018 - June 2019

**Person(s) Responsible**

Teachers, Principal, Counselor, Nurse, Parents

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	500
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Will provide learning opportunities for parents in a variety of areas

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Technology and Facilities

### Goal Statement

Improved access to, and use of, instructional technology and modern facilities.

### LCAP Goal

Improve access of technology and modern facilities of our schools.

### Basis for this Goal

District Surveys  
SSC Meeting Minutes  
ELAC Meeting Minutes

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Increase Chromebooks in grades K-1:

- make software programs available to students/parents at home
- Footsteps2Brilliance
- Reflex Math
- Typing Program
- iReady

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

August 2019-June 2020

#### Person(s) Responsible

IT Department

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	40,000
<b>Source</b>	LCFF - Base
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Tech Department to distribute chromebooks adequately and equitably

## Strategy/Activity 2

Indoor Facility upgrades

- Kinder building sliding glass doors
- furniture

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2019-June 2020

### Person(s) Responsible

Maintenance Personnel

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	10,000
<b>Source</b>	LCFF
<b>Budget Reference</b>	5000-5999: Services And Other Operating Expenditures
<b>Description</b>	Upgrade office and classroom furniture. Remove and upgrade Kindergarten sliding glass doors.

## Strategy/Activity 3

Allow access to facilities:

- Parent Movie Nights
- Footsteps2Brilliance Parent training
- Donuts with Dad
- Muffins with Mom

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2019-June 2020

### Person(s) Responsible

Principal, Administrative Assistant, Parent Club

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	250
<b>Budget Reference</b>	0000: Unrestricted
<b>Description</b>	Use Cafeteria as a training facility for teachers and parents, a venue for family entertainment, and parent social events.

# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 1

Improve student achievement and close achievement gaps.

## Annual Measurable Outcomes

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Alignment of instruction to Common Core State Standards:</p> <ul style="list-style-type: none"> <li>-Detailed Pacing Guide</li> <li>- Language Arts and Math grade level teams</li> <li>- Weekly collaboration opportunities</li> <li>- Full implementation of CA Benchmark Advance/ Bridges Math Curriculum</li> <li>- Alignment of CCSS to curriculum</li> <li>- Professional Development to align the CCSS to Benchmark Advance/Bridges Math Curriculum</li> <li>-PLC Grade Level Groups</li> </ul>	<p>Alignment of instruction to Common Core State Standards:</p> <ul style="list-style-type: none"> <li>-Detailed Pacing Guide</li> <li>- Language Arts and Math grade level teams</li> <li>- Weekly collaboration opportunities</li> <li>- Full implementation of CA Benchmark Advance/ Bridges Math Curriculum</li> <li>- Alignment of CCSS to curriculum</li> <li>- Professional Development to align the CCSS to Benchmark Advance/Bridges Math Curriculum</li> <li>-PLC Grade Level Groups</li> </ul>	<p>Teachers will meet in PLC groups to analyze assessments and plan instruction. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 5,000</p>	<p>Teachers will meet in PLC groups to analyze assessments and plan instruction. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0</p>
<p>Assessment:</p> <ul style="list-style-type: none"> <li>-Students will be monitored bi-weekly by their classroom</li> </ul>	<p>Assessment:</p> <ul style="list-style-type: none"> <li>-Students monitored weekly by their classroom</li> </ul>	<p>Teachers will provide instruction and assess student performance to monitor instruction and</p>	<p>Teachers will provide instruction and assess student performance to monitor instruction and</p>



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>teacher on progress toward benchmark goals in ELA</p> <ul style="list-style-type: none"> <li>• -End of unit assessments for ELA and Math</li> <li>• - ELA Intervention groups</li> <li>• - Differentiated instruction ELA/Math</li> <li>• - Flexible grouping</li> <li>• -bi-weekly Progress Reports</li> </ul>	<p>teacher on progress toward benchmark goals in ELA</p> <ul style="list-style-type: none"> <li>• -End of unit assessments for ELA and Math</li> <li>• - ELA Intervention groups</li> <li>• - Differentiated instruction ELA/Math</li> <li>• - Flexible grouping</li> <li>• -weekly Progress Reports</li> </ul>	<p>student growth. 1000-1999: Certificated Personnel Salaries</p>	<p>student growth. 1000-1999: Certificated Personnel Salaries</p>
<p>Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> <li>• -Implement Footsteps2Brilliance in Kindergarten</li> <li>• -Implement AR Reading and LEXIA in Kindergarten and First Grades</li> <li>• -Language Arts/Math Leadership Team</li> <li>• - Weekly collaboration opportunities</li> <li>• - Grade level data meetings</li> <li>• - Alignment of CCSS to CA Benchmark Advance/Bridges Math curriculum professional development</li> <li>• -Implementation of district wide learning goals/strategies</li> </ul>	<p>Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> <li>• -Implement Footsteps2Brilliance in Kindergarten</li> <li>• -Implement AR Reading and LEXIA in Kindergarten and First Grades</li> <li>• -Language Arts/Math Leadership Team</li> <li>• - Weekly collaboration opportunities</li> <li>• - Alignment of CCSS to CA Benchmark Advance/Bridges Math curriculum professional development</li> <li>• -Implementation of district wide learning goals/strategies (use of complete</li> </ul>	<p>Teachers will have collaboration opportunities to analyze data and plan instruction to meet the needs of the identified students who may be academically at risk. The District Wide Learning Goals will be discussed and practiced. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 4,000</p>	<p>Teachers will have collaboration opportunities to analyze data and plan instruction to meet the needs of the identified students who may be academically at risk. The District Wide Learning Goals will be discussed and practiced. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
(use of complete sentences, think/pair share, multiple ways to respond, and random calling) <ul style="list-style-type: none"> <li>-Active Participation strategies</li> <li>-Student engagement strategies for lesson delivery</li> <li>-Grade level lesson studies</li> <li>- Targeted intervention program</li> <li>-Conduct SST before retentions take place</li> </ul>	sentences, think/pair share, multiple ways to respond, and random calling) <ul style="list-style-type: none"> <li>-Active Participation strategies</li> <li>-Student engagement strategies for lesson delivery</li> <li>- Targeted intervention program</li> <li>-Conduct SST before retentions take place</li> </ul>		
Extended learning time: <ul style="list-style-type: none"> <li>- Before and after school target tutoring</li> <li>-Kindergarten day from 210 1st trimester to 295 minutes for trimester 2 and 3 2018</li> <li>- Summer School</li> <li>- After School Education &amp; Safety Program</li> </ul>	Extended learning time: <ul style="list-style-type: none"> <li>- after school target tutoring</li> <li>-Kindergarten day from 210 1st trimester to 295 minutes for trimester 2 and 3 2018</li> <li>- Summer School</li> <li>- After School Education &amp; Safety Program</li> </ul>	Teachers can volunteer to provide before/ after school intervention for students who are not meeting the benchmarks. 1000-1999: Certificated Personnel Salaries	Teachers can volunteer to provide before/ after school intervention for students who are not meeting the benchmarks. 1000-1999: Certificated Personnel Salaries
Increased educational opportunity: <ul style="list-style-type: none"> <li>- ELD/ELA targeted intervention program for all ELPAC levels and targeted intervention/enrichment time</li> </ul>	Increased educational opportunity: <ul style="list-style-type: none"> <li>- ELD/ELA targeted intervention program for all ELPAC levels and targeted intervention/enrichment time</li> </ul>	During the collaboration meetings, teachers are encouraged to analyze data and provide target interventions for those students who require additional support during class and intervention. 1000-1999: Certificated Personnel Salaries	During the collaboration meetings, teachers are encouraged to analyze data and provide target interventions for those students who require additional support during class and intervention. 1000-1999: Certificated Personnel Salaries

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
chment during UA time			
<p>Learning opportunities for high achieving students</p> <ul style="list-style-type: none"> <li>-Differentiated enrichment instruction for ELA and math in the classroom</li> <li>-Differentiated targeted instruction during our pull out time</li> </ul>	<p>Learning opportunities for high achieving students</p> <ul style="list-style-type: none"> <li>-Differentiated enrichment instruction for ELA and math in the classroom</li> <li>-Differentiated targeted instruction during our pull out time</li> </ul>	<p>Provide educational opportunities to high-achieving students. 1000-1999: Certificated Personnel Salaries LCFF - Base</p>	<p>Provide educational opportunities to high-achieving students. 1000-1999: Certificated Personnel Salaries LCFF - Base</p>
<p>Professional development and collaboration:</p> <ul style="list-style-type: none"> <li>- Site committees</li> <li>-Common Core aligned Standard Based report cards</li> <li>-ELA/ELD/Math consultants</li> <li>- Wednesday collaboration opportunities</li> <li>- Buy Back/Pre-service days; training on timely data analysis</li> <li>- Classified trainings</li> <li>-Standards and measures used to support learning and continuous improvement</li> <li>-Professional development systematic and ongoing</li> <li>-Data-driven decision making linked to learning</li> <li>-School systems evaluated</li> </ul>	<p>Professional development and collaboration:</p> <ul style="list-style-type: none"> <li>- Site committees</li> <li>-Common Core aligned Standard Based report cards</li> <li>-ELA/ELD/Math consultants</li> <li>- Wednesday collaboration opportunities</li> <li>- Buy Back/Pre-service days; training on timely data analysis</li> <li>- Classified trainings</li> <li>-Standards and measures used to support learning and continuous improvement</li> <li>-Professional development systematic and ongoing</li> <li>-Data-driven decision making linked to learning</li> <li>-School systems evaluated</li> </ul>	<p>Opportunities for both certificated and classified personnel to collaborate and obtain professional development. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 5,000</p>	<p>Opportunities for both certificated and classified personnel to collaborate and obtain professional development. 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 13,000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>-Practices of Quality Professional Learning Standards</li> <li>- Love and Logic Training</li> <li>-Staff collegiality</li> <li>Essential 55</li> </ul>	<ul style="list-style-type: none"> <li>-Practices of Quality Professional Learning Standards</li> <li>-Staff collegiality</li> </ul>		
<p>Involvement of staff, parents and community: (including interpretation of student assessment results to parents)</p> <ul style="list-style-type: none"> <li>- ELAC, DELAC, SSC</li> </ul>	<p>Involvement of staff, parents and community: (including interpretation of student assessment results to parents)</p> <ul style="list-style-type: none"> <li>- ELAC, DELAC, SSC</li> </ul>	<p>Parent involvement is critical to the success of students. Transparency with parents in the various committees is critical in obtaining feedback on how to improve our academic goals.</p>	<p>Parent involvement is critical to the success of students. Transparency with parents in the various committees is critical in obtaining feedback on how to improve our academic goals.</p>
<p>Auxiliary services for students and parents: (Including transition from preschool, elementary and middle school)</p> <ul style="list-style-type: none"> <li>- Back to School Night/Open House</li> <li>- Summer School</li> <li>- Pre-school, Kindergarten and 4th grade Orientations</li> <li>-Coordinate state standards for Head Start and State preschools with TK/K common core standards working towards Kindergarten readiness</li> </ul>	<p>Auxiliary services for students and parents: (Including transition from preschool, elementary and middle school)</p> <ul style="list-style-type: none"> <li>- Back to School Night/Open House</li> <li>- Summer School</li> <li>- Pre-school, Kindergarten and 4th grade Orientations</li> <li>-Coordinate state standards for Head Start and State preschools with TK/K common core standards working towards Kindergarten readiness</li> </ul>	<p>Transition between schools can assist in achieving a positive start in a new school and likely engage the students so they may experience academic and social success. 1000-1999: Certificated Personnel Salaries General Fund 2,000</p>	<p>Transition between schools can assist in achieving a positive start in a new school and likely engage the students so they may experience academic and social success. 1000-1999: Certificated Personnel Salaries General Fund 1000</p>
<p>Supplies:</p> <ul style="list-style-type: none"> <li>-Teachers will have necessary materials and supplies</li> </ul>	<p>Supplies:</p> <ul style="list-style-type: none"> <li>-Teachers will have necessary materials and supplies</li> </ul>	<p>Principal and admin. asst. will provide students and teachers with adequate instructional materials throughout the academic school year. 4000-4999:</p>	<p>Principal and admin. asst. will provide students and teachers with adequate instructional materials throughout the academic school year. 4000-4999:</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Books And Supplies LCFF - Base 20,000	Books And Supplies LCFF - Base 20,000
Reprographics: <ul style="list-style-type: none"> <li>-Contract with District Reprographics -</li> <li>-Students will be provided</li> </ul> copies of instructional material to support learning	Reprographics: <ul style="list-style-type: none"> <li>-Contract with District Reprographics -</li> <li>-Students will be provided</li> </ul> copies of instructional material to support learning	Allocate funds to be able to provide homework packets to reinforce learning at home. 4000-4999: Books And Supplies LCFF - Base 5,000	Allocate funds to be able to provide supplementary material to reinforce learning at home. 4000-4999: Books And Supplies LCFF - Base 5,000
Technology: <ul style="list-style-type: none"> <li>- Purchase Technology Equipment to support student learning in all grade levels.</li> <li>-Purchase computer literacy program</li> </ul>	Technology: <ul style="list-style-type: none"> <li>- Purchase Technology Equipment to support student learning in all grade levels.</li> <li>-Purchase computer literacy program</li> </ul>	Provide teachers and students with functional technology to assist with the delivery of instructional content to students 4000-4999: Books And Supplies LCFF - Base 40,000	Provide teachers and students with functional technology to assist with the delivery of instructional content to students 4000-4999: Books And Supplies LCFF - Base 3,000

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Teachers were funded to provide after school intervention in Math and ELA for 2nd and 3rd graders, teachers' daily work schedules were rearranged to provide common prep periods for the purpose of providing more collaboration time, RTI process was streamlined to provide timely and effective communication with teachers, counselor, parents, SPED services, and administration for the purpose of intervention. Transitional Kindergarten and 4th grade meetings were held for students with IEPs. Kinder teachers visited the preschool to observe incoming students and all new incoming students from the preschools visited the BPS Kinder classes and campus. Each grade level team had representatives attend professional development conferences/trainings in math, ELA, Illuminate, or SPED: Student Trauma.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall effectiveness is positive. Interventions, along with our second year of administering the Benchmark Advance curriculum, have shown a 5% growth in ELA Unit assessments compared to last year. The site has an effective means of tracking students' interventions, monitoring student growth, and providing teachers with the support, collaboration time, professional development, and materials needed to help improve student achievement and communication with parents.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

In the past, substitutes were used to cover full day classes so teachers could attend data meetings. This year, no substitutes were used and data meetings became one on one meetings with the Reading Specialist during the common prep periods and in grade level PLC meetings. Therefore, the allotted money for data meetings was not used.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Next year, we will allocate money to provide substitutes for Kinder teachers as they visit preschool classes as part of the transitional process.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 2

Improve the atmosphere in our schools, and the communication between home & school.

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Ongoing Communication: <ul style="list-style-type: none"><li>-Teachers will meet with parents at Back To School Night and parent conferences to relay exact information on how to increase student achievement in the areas of sight word reading, math facts, comprehension, and fluency reading.</li><li>-Suggestions and materials will be offered to parents so that they will be able to directly effect their student's ability to meet their benchmark goals.</li><li>-Parent/Teacher Conferences</li><li>-Bilingual Monthly Newsletter</li></ul>	Ongoing Communication: <ul style="list-style-type: none"><li>-Teachers will meet with parents at Back To School Night and parent conferences to relay exact information on how to increase student achievement in the areas of sight word reading, math facts, comprehension, and fluency reading.</li><li>-Suggestions and materials will be offered to parents so that they will be able to directly effect their student's ability to meet their benchmark goals.</li><li>-Parent/Teacher Conferences</li><li>-Bilingual Monthly Newsletter</li></ul>	School will mail bilingual correspondences related to students attendance, progress, testing, meetings, etc. Teachers will meet with parents during fall conferences and though the year to inform families of their student's academic progress. 4000-4999: Books And Supplies LCFF - Base 1000	School will mail bilingual correspondences related to students attendance, progress, testing, meetings, etc. Teachers will meet with parents during fall conferences and though the year to inform families of their student's academic progress. 4000-4999: Books And Supplies LCFF - Base 1,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• -Bilingual Classroom Newsletters</li> <li>• -Bilingual School Website</li> <li>• -Bilingual Parent Handbook</li> <li>• -Timely phone calls to parents</li> <li>• - Correspondence between school and families</li> </ul>	<ul style="list-style-type: none"> <li>• -Bilingual Classroom Newsletters</li> <li>• -Bilingual School Website</li> <li>• -Bilingual Parent Handbook</li> <li>• -Timely phone calls to parents</li> <li>• - Correspondence between school and families</li> </ul>		
Parental Input/Involvement: <ul style="list-style-type: none"> <li>• -Efforts to seek parent input in decision making</li> <li>• -Retention of Students via SST</li> <li>• -Promotion of parent participation in programs for unduplicated pupils and special need subgroups</li> <li>• -School Site Council</li> <li>• -English Learner Advisory Council</li> <li>• -Parent Club</li> <li>• -Parent Education Evenings</li> <li>• -Volunteers</li> <li>• -Flexible Meetings</li> <li>• -Child Care for Meetings</li> <li>• -Principal Home Visits</li> <li>• -Interpreters</li> <li>• -Information sent in home language</li> </ul>	Parental Input/Involvement: <ul style="list-style-type: none"> <li>• -Efforts to seek parent input in decision making</li> <li>• -Retention of Students via SST</li> <li>• -Promotion of parent participation in programs for unduplicated pupils and special need subgroups</li> <li>• -School Site Council</li> <li>• -English Learner Advisory Council</li> <li>• -Parent Club</li> <li>• -Parent Education Evenings</li> <li>• -Volunteers</li> <li>• -Flexible Meetings</li> <li>• -Child Care for Meetings</li> <li>• -Interpreters</li> <li>• -Information sent in home language</li> </ul>	Hold monthly meetings for SSC, ELAC, and Parent Club to inform parents on student achievement, funding, and general school business. 250	Hold monthly meetings for SSC, ELAC, and Parent Club to inform parents on student achievement, funding, and general school business. 250



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Community Events:</p> <ul style="list-style-type: none"> <li>-Back to School Night</li> <li>-Halloween Parade</li> <li>-December Kindergarten Performance</li> <li>-January First Grade Performance</li> <li>-Spring Performance</li> <li>-Family Movie Nights</li> <li>-Fall and spring Book Fairs</li> <li>-Jog-a-Thon</li> <li>-Civic Assembly</li> <li>-Recognition Assemblies</li> <li>-Open House</li> <li>-Track and Field Day</li> <li>Donuts with Dad</li> <li>Muffins with Mom</li> </ul>	<p>Community Events:</p> <ul style="list-style-type: none"> <li>-Back to School Night</li> <li>-Halloween Parade</li> <li>-December Kindergarten Performance</li> <li>-January First Grade Performance</li> <li>-Spring Performance</li> <li>-Family Movie Nights</li> <li>-Fall and spring Book Fairs</li> <li>-Jog-a-Thon</li> <li>-Civic Assembly</li> <li>-Recognition Assemblies</li> <li>-Open House</li> <li>-Track and Field Day</li> <li>Donuts with Dad</li> <li>Muffins with Mom</li> </ul>	<p>Provide parents with an opportunity to socialize with other parents, get to know the student's teacher, reinforce positive teacher-parents relationships, and observe school resources. Principal to welcome families. Classified personnel to assist in locating classrooms and interpreting. 1000-1999: Certificated Personnel Salaries LCFF - Base 1000</p>	<p>Provide parents with an opportunity to socialize with other parents, get to know the student's teacher, reinforce positive teacher-parents relationships, and observe school resources. Principal to welcome families. Classified personnel to assist in locating classrooms and interpreting. 1000-1999: Certificated Personnel Salaries LCFF - Base 1,000</p>
<p>Support Parents in Helping their Children at Home:</p> <ul style="list-style-type: none"> <li>-Encourage parents to read to their children daily</li> <li>-Offer Bilingual books</li> <li>-Assign homework in a way that</li> </ul> <p>encourages parents to be actively involved</p> <p>with their child's homework and study time.</p> <ul style="list-style-type: none"> <li>-Assign realistic amounts of homework.</li> </ul>	<p>Support Parents in Helping their Children at Home:</p> <ul style="list-style-type: none"> <li>-Encourage parents to read to their children daily</li> <li>-Offer Bilingual books</li> <li>-Assign homework in a way that</li> </ul> <p>encourages parents to be actively involved</p> <p>with their child's homework and study time.</p> <ul style="list-style-type: none"> <li>-Assign realistic amounts of homework.</li> </ul>	<p>Provide parents information on our academic programs and homework support at home. Parenting sessions with Love and Logic trainers 1000-1999: Certificated Personnel Salaries</p>	<p>Provide parents information on our academic programs and homework support at home. Parenting sessions with Love and Logic trainers 1000-1999: Certificated Personnel Salaries</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>-Parent Education Nights</li> <li>• Footsteps2Brilliance Parent training</li> </ul>	<ul style="list-style-type: none"> <li>-Parent Education Nights</li> <li>• Footsteps2Brilliance Parent training</li> </ul>		
Increase School Climate: <ul style="list-style-type: none"> <li>• -Decrease Pupil suspension rates</li> <li>• - Parent surveys on the sense of student achievement, safety, and school connectedness</li> <li>• -School Nurse Support</li> </ul>	Increase School Climate: <ul style="list-style-type: none"> <li>• -Decrease Pupil suspension rates</li> <li>• - Parent surveys on the sense of student achievement, safety, and school connectedness</li> <li>• -School Nurse Support</li> </ul>	Teach students the core values of Burfield Primary School and the Peace Builders Pledge. Maintain open communication between home/school.	Teach students the core values of Burfield Primary School and the Peace Builders Pledge. Maintain open communication between home/school.
Physical: <ul style="list-style-type: none"> <li>• -School/District Safety Plan: clearly communicated rules</li> <li>• - Safety Committee</li> </ul>	Physical: <ul style="list-style-type: none"> <li>• -School/District Safety Plan: clearly communicated rules</li> <li>• - Safety Committee</li> </ul>	Practice safety drills on an ongoing monthly basis to ensure student/personnel safety 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation	Practice safety drills on an ongoing monthly basis to ensure student/personnel safety 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation
Social — Emotional: <ul style="list-style-type: none"> <li>• - Peace Builders</li> <li>• -Recognition Assemblies</li> <li>• -Incentives for positive behavior</li> <li>• -Manners Matter</li> <li>• -Rules and norms clearly communicated</li> <li>• -Clear and consistent response for violations;</li> <li>• -Timely responses to verbal and emotional bullying;</li> </ul>	Social — Emotional: <ul style="list-style-type: none"> <li>• - Peace Builders</li> <li>• -Incentives for positive behavior</li> <li>• -Manners Matter</li> <li>• -Rules and norms clearly communicated</li> <li>• -Clear and consistent response for violations;</li> <li>• -Timely responses to verbal and emotional bullying;</li> <li>• - Conflict resolution taught in school</li> </ul>	Teach students the Peace Builders Pledge. Students are recognized in the Recognition Assemblies based on their positive behavior and academics. 0000: Unrestricted Title I Part A: Allocation 2,000	Teach students the Peace Builders Pledge. Students are recognized in the Recognition Assemblies based on their positive behavior and academics. 0000: Unrestricted Title I Part A: Allocation 2,000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>- Conflict resolution taught in school</li> <li>-Love and Logic</li> <li>-ASES Program</li> </ul>	<ul style="list-style-type: none"> <li>-ASES Program</li> </ul>		
<p>Quality of Instruction:</p> <ul style="list-style-type: none"> <li>-High expectations for student achievement</li> <li>-Increased rigor in instruction</li> <li>-All learning styles honored</li> <li>-Assistance provided when needed</li> <li>-Learning linked to "real life"</li> <li>-Engaging materials</li> <li>- Students are engaged learners</li> <li>-Use of Active Participation strategies</li> <li>-Use of praise/reward</li> <li>-Opportunities for participation by all students</li> <li>-Use of objective language when describing student abilities</li> <li>-Staff are enthusiastic about their work</li> <li>-Students connected to one or more adults -- Students/staff have a sense of community</li> </ul>	<p>Quality of Instruction:</p> <ul style="list-style-type: none"> <li>-High expectations for student achievement</li> <li>-Increased rigor in instruction</li> <li>-All learning styles honored</li> <li>-Assistance provided when needed</li> <li>-Learning linked to "real life"</li> <li>-Engaging materials</li> <li>- Students are engaged learners</li> <li>-Use of Active Participation strategies</li> <li>-Use of praise/reward</li> <li>-Opportunities for participation by all students</li> <li>-Use of objective language when describing student abilities</li> <li>-Staff are enthusiastic about their work</li> <li>-Students connected to one or more adults -- Students/staff have a sense of community</li> </ul>	<p>Teachers implement high expectations for students and provide rigorous and engaging instruction to build self-esteem, increase confidence, and improve academics. Teachers practice Professional Teaching Standards. Teachers observe other classrooms</p>	<p>Teachers implement high expectations for students and provide rigorous and engaging instruction to build self-esteem, increase confidence, and improve academics. Teachers practice Professional Teaching Standards. Teachers observe other classrooms</p>
<p>Environmental Adequacy:</p> <ul style="list-style-type: none"> <li>-Cleanliness and order of</li> </ul>	<p>Environmental Adequacy:</p> <ul style="list-style-type: none"> <li>-Cleanliness and order of</li> </ul>	<p>Provide necessary materials for custodial staff to accomplish daily duties including: paint,</p>	<p>Provide necessary materials for custodial staff to accomplish daily duties including: paint,</p>

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
facilities; -- Adequate space, materials, and time.	facilities; -- Adequate space, materials, and time.	replacement locks and clocks, etc.	replacement locks and clocks, etc.
Provide General First Aide for students	Provide General First Aide for students	All will provide basic first aid to students for minor scrapes and bumps. School will supply bandages and ice. 4000- 4999: Books And Supplies LCFF - Base 500	All will provide basic first aid to students for minor scrapes and bumps. School will supply bandages and ice. 4000- 4999: Books And Supplies LCFF - Base 500
Parent Involvement Opportunities <ul style="list-style-type: none"> <li>• -ELAC</li> <li>• -DELAC</li> <li>• -SSC</li> <li>• -Parent Club</li> <li>• -Parent Evenings for: ELA, math, HW information</li> </ul>	Parent Involvement Opportunities <ul style="list-style-type: none"> <li>• -ELAC</li> <li>• -DELAC</li> <li>• -SSC</li> <li>• -Parent Club</li> <li>• -Parent Evenings for: math, HW information</li> </ul>	Will provide learning opportunities for parents in a variety of areas 1000-1999: Certificated Personnel Salaries 250	Will provide learning opportunities for parents in a variety of areas 1000-1999: Certificated Personnel Salaries 250

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Emphasis has been on building relationships with students, parents, and staff that strengthen community and cross lines of culture and economics that help provide opportunities for students to grow in body, mind, and spirit. Community events such as our first annual Fall Festival, our second annual Track and Field Day, Academic Awards Recognition, Donuts with Dad, and Muffins with Mom, and Manners Matter Luncheons are examples of opportunities created to improve our atmosphere at BPS as well as communication. We also successfully held monthly meetings for ELAC, School Site Council, and Parent Club.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategy to focus on building our parent club was successful. Parent club grew from 2 to 19 parents. These parents helped make our Fall Festival possible by organizing and running the event. The parent club also began providing breakfast and lunch to the teaching staff on a monthly basis to show their appreciation to teachers. We continued to promote community by having the high school leadership team volunteer to help facilitate our Track and Field Day. We had over 500 attendees for Donuts with Dad and over 500 attendees for Muffins with Mom. We had monthly Manners Matter Luncheon for students recognized as exercising good manners in the classroom. We also had weekly PBIS recognitions for students receiving Praise Notes that showed they displayed kindness, responsibility, respect, or safety. Our Academic Awards Recognition Assembly was delivered in English and Spanish by the principal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Since this was a first year implementing PBIS, the school site spent more than the \$2,000 allocated for student recognition.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Allocate more money to Student Recognition and celebrations.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 3

Improved access to, and use of, instructional technology and modern facilities.

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Increase Chromebooks in grades K-1: <ul style="list-style-type: none"> <li>make software programs available to students/parents at home</li> <li>Footsteps2Brilliance</li> <li>Reflex Math</li> <li>Lexia</li> </ul>	<ul style="list-style-type: none"> <li>make software programs available to students/parents at home</li> <li>Footsteps2Brilliance</li> <li>Reflex Math</li> <li>Lexia</li> </ul>	Tech Department to distribute chromebooks adequately and equitably 4000-4999: Books And Supplies LCFF - Base 40,000	Tech Department to distribute chromebooks adequately and equitably 4000-4999: Books And Supplies LCFF - Base 2,000
Indoor Facility upgrades <ul style="list-style-type: none"> <li>carpet</li> <li>furniture</li> </ul>	Indoor Facility upgrades <ul style="list-style-type: none"> <li>furniture, library carpet</li> </ul>	Replace library carpet and upgrade office and classroom furniture. 5000-5999: Services And Other Operating Expenditures LCFF 19,000	Replace library carpet and upgrade office and classroom furniture. 5000-5999: Services And Other Operating Expenditures LCFF 19,000
Allow access to facilities: <ul style="list-style-type: none"> <li>Parent Movie Nights</li> <li>Footsteps2Brilliance Parent training</li> <li>Donuts with Dad</li> <li>Muffins with Mom</li> </ul>	Allow access to facilities: <ul style="list-style-type: none"> <li>Parent Movie Nights</li> <li>Footsteps2Brilliance Parent training</li> <li>Donuts with Dad</li> <li>Muffins with Mom</li> </ul>	Use Cafeteria as a training facility for teachers and parents, a venue for family entertainment, and parent social events.	Use Cafeteria as a training facility for teachers and parents, a venue for family entertainment, and parent social events.

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

50% of the articulated goal was achieved.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The library carpet was replaced. However, the technology money allocated for grade level one-to-one chrome books was redirected to the other two district school sites.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The \$40,000 tech money allocated for our site to provide classroom chrome books was not spent on our site.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Provide an allocation of money to provide one-to-one chrome books at the Kinder and 1st grade levels.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	129,250.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	120,000	106,000.00
Title II Part A: Improving Teacher Quality	72,000	72,000.00
Title III	15,158	15,158.00
After School and Education Safety (ASES)	112,500	87,500.00
LCFF - Supplemental	109,590	109,590.00
Lottery: Instructional Materials	15,000	15,000.00



## Expenditures by Funding Source

Funding Source	Amount
	250.00
After School and Education Safety (ASES)	25,000.00
General Fund	2,000.00
LCFF	10,000.00
LCFF - Base	75,500.00
Title I Part A: Allocation	14,000.00
Unrestricted	2,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	750.00
1000-1999: Certificated Personnel Salaries	18,000.00
2000-2999: Classified Personnel Salaries	25,000.00
4000-4999: Books And Supplies	75,500.00
5000-5999: Services And Other Operating Expenditures	10,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted		250.00
2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	25,000.00
1000-1999: Certificated Personnel Salaries	General Fund	2,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	10,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	2,000.00
4000-4999: Books And Supplies	LCFF - Base	73,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	14,000.00
0000: Unrestricted	Unrestricted	500.00
4000-4999: Books And Supplies	Unrestricted	2,000.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Jesse Rodriguez	Principal
Melissa Slocum	Classroom Teacher
Bobbi Weiglein	Classroom Teacher
Karen Benning	Classroom Teacher
Ann Amsden	Other School Staff Parent or Community Member
Marissa Dragoo	Parent or Community Member
Erin Steidlmayer	Parent or Community Member
Laura Cervantes	Parent or Community Member
Carmen Guzman Lopez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	District/School Liaison Team for schools in Program Improvement

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4-30-19.

Attested:

Principal, Jesse Rodriguez on 4-30-19
SSC Chairperson, Marissa Dragoo on 4-30-19

# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

## **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

## **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.



# **Appendix A: Plan Requirements for Schools Funded Through the ConApp**

## **Basic Plan Requirements**

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

# School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	George T. Egling Middle School
<b>Address</b>	813 Webster Street Colusa, CA 95932
<b>County-District-School (CDS) Code</b>	06-61598-6057152
<b>Principal</b>	Jody Johnston
<b>District Name</b>	Colusa Unified School District
<b>SPSA Revision Date</b>	April 15, 2019
<b>Schoolsite Council (SSC) Approval Date</b>	March 18, 2019
<b>Local Board Approval Date</b>	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

Egling Middle School is a professional learning community dedicated to the success of all students. A professional and caring staff along with responsible and respectful students are essential components of our success.

Mission- Egling Middle School is a place where the school empowers students to develop their skills and talents to become contributing and successful participants in the changing world of education, work and life.

Guiding Principles - High Expectations: are set for all students to maximize their potential. All students have the ability to learn. Students who need help in achieving the standards receive support from the entire school community.

Positive and Caring School Community: The school environment is safe, positive and caring. It supports the uniqueness of upper-elementary and middle school students. Students are respected and valued by the school community.

Quality Curriculum: Egling Middle School has implemented California Common Core Standards. All students are engaged in a rigorous curriculum. This year we are refining our implementation of our new English Language Arts programs that were adopted in Colusa Unified School District. In Kindergarten through grade 6 we have adopted Benchmark Advance published by Benchmark Advance Company LLC. For 7th and 8th grade Language Arts classes SpringBoard published by College Board was adopted. In 4th and 5th math classes we are continuing to use the Bridges curriculum published by the Math Learning Center and in 6th through 8th grades we are using Connected Mathematics by Pearson. We also offer an advance mathematics course to our 8th grade students which utilizes Big Ideas Math - Integrated Mathematics I published by Cengage. In all subject areas, students are expected to support their learning by referencing textual evidence. Strong exploratory and enrichment activities help students learn to make informed decisions.

Meeting Diverse Abilities and Cultural Needs: Instruction is differentiated to meet the learning needs of students with a wide-range of abilities, allowing them to build upon their personal strengths. The school community understands and appreciates the diversity of our students in their talents, personal characteristics, language backgrounds, ethnic or racial heritage and cultural traditions. Students are exposed to weekly character education topics and quotes. Our counselor teachers age appropriate life skills to selected groups of our 4th - 6th grade students and to 7th and 8th grade students during their Wednesday study skills classes.

## School Profile

Colusa Community - Situated along the Sacramento River, Colusa is a quiet and serene community. Colusa County is one of the original 27 California counties created in 1850. Located along the Pacific Flyway, this city is 120 miles north of San Francisco, and 69 miles northwest of Sacramento. The city benefits from an excellent location, with Interstate 5, the major northwest transportation quarter for the West Coast, passing within nine miles of the city. Much of the land area around the city is devoted to agriculture, the primary economic activity and major source of commerce and employment.

Colusa Unified School District--The district consists of three comprehensive schools: Colusa High School, Egling Middle School and Burchfield Primary School. Additionally, to meet the needs of those who wish an alternative to these schools the district offers the Colusa Alternative Home School which assists families with the desire to educate children at home and Colusa Alternative High School which assists students in completing deficient credits. The Burchfield Primary School's mascot is the BraveHawks, the Egling Middle School's mascot is the RiverHawks and Colusa High School's is the RedHawks.

Egling Middle School serves 550 students in grades 4th-8th. Egling Middle School has a number of special programs offered to students, including a 4th-8th grade English Language Development classes, an After-School Program, band, and choir. In 7th and 8th grade leadership, journalism, and enrichment classes are offered. In 6th grade students participate in environmental education at Shady Creek Outdoor School. All students receive computer instruction both in a lab setting and in the classroom on Chromebooks. A variety of sports are offered at 7th and 8th grade students including girls and boys basketball, girls volleyball, girls' and boys' soccer. 7th and 8th grade students may hold Associated Student Body Offices. California Junior Scholarship Federation (CJSF) and Club Live are also offered.

Egling Middle School Staff--Credentialed staff includes 32 full-time teachers including 4 special education teachers, 1 principal, 1 vice principal, 1 reading specialist, 1 counselor, 1 speech teacher, and 1 part time school psychologist. Classified staff includes 1 administrative secretary, 1 attendance clerk, 1 office assistant, 1 after school program director, 3.5 bilingual instructional assistants, 3 instructional assistants, 7 special education instructional assistants, 1 library aide, 4 duty supervisors, 5 cafeteria staff members and 3.5 custodial staff members.

The Egling Middle School community works cooperatively and continuously to fulfill our mission. High expectations are set for all students to maximize their potential. Students needing help in achieving the Common Core State Standards receive support from the entire community. The school environment is safe, positive and caring. New character education topics are taught weekly. The environment supports the uniqueness of upper elementary and middle school students. Students are respected and valued by the school community. All students are engaged in a rigorous, Common Core State Standards based curriculum. Strong exploratory and enrichment activities help students learn to make informed decisions. Instruction is differentiated to meet the learning needs of students with a wide range of abilities, allowing them to build upon their personal strengths. The school community understands and appreciates the diversity of our students in their talents, personal characteristics, language backgrounds, ethnic or racial heritage and cultural traditions.

**Graduation Requirements** -- Egling Middle School has a trimester grading system. Students receive grade reports at 6 week, 9 week and 12 week periods. Parents may access students' grades and assignments online through our grade reporting system, Illuminate (4th-6th grades) and Infinite Campus (7th and 8th grades). Parent conferences are held in October for our 4th - 6th grade students as well as on an as-needed basis. 7th and 8th grade students and parents at Egling Middle School meet with administrators and teachers as needed throughout the year. 7th and 8th grade students must not receive more than three F grades within the year. They also may not receive two F grades in the same subject within the year. A tutoring and grade make up session is offered through our Credit Recovery and After School Program. A summer school program is also offered for students with academic concerns.

**Academic Achievement** -- 99% of the Egling Middle School 8th grade class of 2018 graduated.

**Daily Schedule:** School begins at 8:13. 4th - 6th grades' day ends at 2:30. 7th and 8th grades' day ends at 2:45. 7th and 8th graders have a Block Schedule with an alternating 8 period schedule. Odd numbered classes are offered on Monday, Thursday. Even numbered classes are offered on Tuesday and Friday. All classes are offered on Wednesday. 7th and 8th graders rotate through enrichment classes taught by teachers during 9th period. The state required instructional minutes are met in all grade levels.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Egling Middle School conducts a comprehensive needs assessment annually. Individual meetings are held to review the eight state priority areas and to identify areas that we are doing well in and areas that need attention. The stakeholder groups that provide input are our teachers, office staff, MOT, paraprofessionals, special education staff, after school program staff, the English language acquisition committee, and the parent club. All of the positive areas are shared out with the entire school community. The areas of need are reviewed and categorized into issues that can be immediately addressed, training opportunities, purchases, staffing and other ideas. The goals for the following year are generated by staff from the needs assessment and the data generated from a variety of assessments. The goals are reviewed by stakeholder groups and approved by our site council.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	2.9%	3.7%	4.97%	15	20	28
African American	0.2%	%	0.71%	1		4
Asian	1.2%	1.3%	1.42%	6	7	8
Filipino	%	%	%			
Hispanic/Latino	69.6%	69.7%	70.34%	360	379	396
Pacific Islander	0.2%	0.2%	0.36%	1	1	2
White	25.1%	24.1%	21.31%	130	131	120
Multiple/No Response	0.8%	%	%	4		
Total Enrollment				517	544	563

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 4	101	126	126
Grade 5	88	108	125
Grade 6	106	88	107
Grade 7	107	119	101
Grade 8	115	103	104
Total Enrollment	517	544	563

### Conclusions based on this data:

1. The population of students that identify with "white" is decreasing slightly and the number of "Hispanic/ Latino" is increasing slightly.
2. There are two large classes going through the school and currently at 5th and 6th grades. This affects the number of classes and teachers needed at each grade level.
3. The number of students at Egling has been increasing over time.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	160	174	205	30.9%	32.0%	36.4%
Fluent English Proficient (FEP)	115	108	88	22.2%	19.9%	15.6%
Reclassified Fluent English Proficient (RFEP)	3	8	1	2.1%	5.0%	0.6%

### Conclusions based on this data:

1. The percentage of English Learners s increasing.
2. the number of FEP students are decreasing.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	104	126	127	104	121	124	104	121	124	100	96	97.6
Grade 5	88	112	125	85	109	124	85	109	124	96.6	97.3	99.2
Grade 6	104	96	101	101	94	98	101	94	98	97.1	97.9	97
Grade 7	102	117	96	100	108	93	100	108	93	98	92.3	96.9
Grade 8	117	103	98	116	99	97	116	99	97	99.1	96.1	99
All Grades	515	554	547	506	531	536	506	531	536	98.3	95.8	98

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	2422.	2427.	2440.	11	10.74	16.13	20	14.05	20.16	21	31.40	25.00	48	43.80	38.71
Grade 5	2461.	2453.	2471.	5	11.01	13.71	27	22.02	25.81	28	17.43	25.81	40	49.54	34.68
Grade 6	2481.	2493.	2484.	5	4.26	7.14	28	32.98	31.63	28	30.85	23.47	40	31.91	37.76
Grade 7	2532.	2514.	2514.	13	4.63	11.83	29	36.11	27.96	29	23.15	26.88	29	36.11	33.33
Grade 8	2548.	2556.	2545.	9	9.09	6.19	35	40.40	39.18	34	27.27	29.90	22	23.23	24.74
All Grades	N/A	N/A	N/A	8	8.10	11.38	28	28.44	28.36	28	25.99	26.12	35	37.48	34.14

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	14	12.40	16.94	34	50.41	56.45	52	37.19	26.61
Grade 5	5	13.76	16.13	55	40.37	46.77	40	45.87	37.10
Grade 6	14	11.70	17.35	44	58.51	39.80	43	29.79	42.86
Grade 7	21	16.67	17.20	42	45.37	43.01	37	37.96	39.78
Grade 8	21	18.18	18.56	47	49.49	45.36	32	32.32	36.08
All Grades	15	14.50	17.16	44	48.59	46.83	41	36.91	36.01

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	13	11.57	12.90	48	47.11	46.77	38	41.32	40.32
Grade 5	12	19.27	23.39	45	36.70	41.94	44	44.04	34.68
Grade 6	6	11.83	9.18	50	56.99	44.90	45	31.18	45.92
Grade 7	21	21.30	22.58	53	39.81	48.39	26	38.89	29.03
Grade 8	18	25.25	16.49	50	55.56	55.67	32	19.19	27.84
All Grades	14	17.74	16.98	49	46.79	47.20	37	35.47	35.82

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	12	4.13	12.90	62	57.85	66.13	27	38.02	20.97
Grade 5	6	11.93	11.29	65	58.72	59.68	29	29.36	29.03
Grade 6	12	3.19	11.22	62	73.40	63.27	26	23.40	25.51
Grade 7	11	8.33	6.45	64	61.11	64.52	25	30.56	29.03
Grade 8	14	11.11	11.34	71	66.67	72.16	16	22.22	16.49
All Grades	11	7.72	10.82	65	63.09	64.93	24	29.19	24.25

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	12	10.74	12.90	50	56.20	55.65	38	33.06	31.45
Grade 5	11	13.76	13.71	67	40.37	54.84	22	45.87	31.45
Grade 6	16	10.64	20.41	57	60.64	48.98	27	28.72	30.61
Grade 7	20	18.52	19.35	59	52.78	51.61	21	28.70	29.03
Grade 8	24	26.26	29.90	53	53.54	46.39	22	20.20	23.71
All Grades	17	15.82	18.66	57	52.54	51.87	26	31.64	29.48

#### Conclusions based on this data:

1. Reading is an area of concern. Listening is an area of strength.
2. 5th grade has made significant progress over time with students who are above standard in writing.
3. Nearly half of or students in each grade are at or near standard in Reading, Writing and Research skills.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	104	126	127	104	120	124	104	120	124	100	95.2	97.6
Grade 5	88	112	125	85	108	125	85	108	125	96.6	96.4	100
Grade 6	104	96	101	100	94	100	100	94	100	96.2	97.9	99
Grade 7	102	117	96	100	108	95	100	108	95	98	92.3	99
Grade 8	115	103	98	114	99	97	114	99	97	99.1	96.1	99
All Grades	513	554	547	503	529	541	503	529	541	98.1	95.5	98.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	2443.	2460.	2451.	7	10.00	5.65	22	27.50	23.39	40	37.50	44.35	31	25.00	26.61
Grade 5	2461.	2451.	2469.	6	6.48	8.00	14	12.96	21.60	29	25.00	24.00	51	55.56	46.40
Grade 6	2471.	2470.	2474.	4	4.26	6.00	15	14.89	17.00	34	28.72	36.00	47	52.13	41.00
Grade 7	2511.	2506.	2485.	15	9.26	11.58	16	25.93	11.58	34	22.22	25.26	35	42.59	51.58
Grade 8	2547.	2532.	2535.	23	17.17	16.49	14	15.15	14.43	20	26.26	30.93	43	41.41	38.14
All Grades	N/A	N/A	N/A	11	9.45	9.24	16	19.66	18.11	31	28.17	32.35	41	42.72	40.30

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	15	25.00	15.32	42	35.83	37.90	42	39.17	46.77
Grade 5	11	8.33	14.40	29	28.70	31.20	60	62.96	54.40
Grade 6	12	9.57	10.00	25	29.79	36.00	63	60.64	54.00
Grade 7	19	17.59	12.63	31	32.41	25.26	50	50.00	62.11
Grade 8	31	23.23	21.65	20	25.25	34.02	49	51.52	44.33
All Grades	18	17.01	14.79	29	30.62	33.09	52	52.36	52.13

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	13	10.83	10.48	49	52.50	51.61	38	36.67	37.90
Grade 5	7	11.11	6.40	36	33.33	50.40	56	55.56	43.20
Grade 6	4	5.32	10.00	47	42.55	43.00	49	52.13	47.00
Grade 7	18	18.52	13.68	50	44.44	40.00	32	37.04	46.32
Grade 8	19	21.21	18.56	46	32.32	51.55	34	46.46	29.90
All Grades	13	13.42	11.46	46	41.40	47.69	41	45.18	40.85

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	13	11.67	11.29	41	51.67	50.00	45	36.67	38.71
Grade 5	5	6.48	8.80	51	44.44	49.60	45	49.07	41.60
Grade 6	5	6.38	9.00	58	46.81	43.00	37	46.81	48.00
Grade 7	17	13.89	9.47	48	52.78	48.42	35	33.33	42.11
Grade 8	19	13.13	15.46	59	50.51	58.76	22	36.36	25.77
All Grades	12	10.40	10.72	51	49.34	49.91	36	40.26	39.37

**Conclusions based on this data:**

1. Concepts and Procedures had the highest percentage above standard and the highest percentage below standard. Our participation goal was met.
2. There is a large percentage of students above standard in 8th grade. 5th grade over time is increasing the number of student in the above standards category.
3. There is a significant number of students across the grade levels not meeting standards in math.

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 4	1502.3	1485.5	1518.7	55
Grade 5	1509.9	1477.4	1541.8	35
Grade 6	1516.4	1503.8	1528.4	34
Grade 7	1553.4	1538.3	1567.9	27
Grade 8	1519.9	1497.3	1541.9	39
All Grades				190

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 4	*	*	32	58.18	14	25.45	*	*	55
Grade 5	*	*	15	42.86	*	*	*	*	35
Grade 6	*	*	12	35.29	*	*	*	*	34
Grade 7	16	59.26	*	*			*	*	27
Grade 8	18	46.15	*	*	*	*	*	*	39
All Grades	57	30.00	73	38.42	33	17.37	27	14.21	190

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 4	*	*	32	58.18	*	*	*	*	55
Grade 5	*	*	16	45.71	*	*	*	*	35
Grade 6	*	*	16	47.06	*	*	*	*	34
Grade 7	18	66.67	*	*	*	*	*	*	27
Grade 8	17	43.59	12	30.77	*	*	*	*	39
All Grades	60	31.58	81	42.63	26	13.68	23	12.11	190

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 4	*	*	23	41.82	15	27.27	*	*	55
Grade 5	14	40.00	12	34.29	*	*	*	*	35
Grade 6	*	*	*	*	*	*	14	41.18	34
Grade 7	14	51.85	*	*	*	*	*	*	27
Grade 8	19	48.72	*	*	*	*	14	35.90	39
All Grades	59	31.05	57	30.00	26	13.68	48	25.26	190

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 4	27	49.09	26	47.27	*	*	55
Grade 5	15	42.86	17	48.57	*	*	35
Grade 6	*	*	19	55.88	*	*	34
Grade 7	14	51.85	12	44.44	*	*	27
Grade 8	15	38.46	18	46.15	*	*	39
All Grades	79	41.58	92	48.42	19	10.00	190

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 4	*	*	39	70.91	*	*	55
Grade 5	*	*	14	40.00	12	34.29	35
Grade 6	18	52.94	12	35.29	*	*	34
Grade 7	22	81.48	*	*	*	*	27
Grade 8	17	43.59	17	43.59	*	*	39
All Grades	73	38.42	85	44.74	32	16.84	190

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 4	*	*	30	54.55	17	30.91	55
Grade 5	14	40.00	14	40.00	*	*	35
Grade 6	*	*	*	*	20	58.82	34
Grade 7	12	44.44	11	40.74	*	*	27
Grade 8	20	51.28	*	*	17	43.59	39
All Grades	59	31.05	66	34.74	65	34.21	190



Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 4	20	36.36	32	58.18	*	*	55
Grade 5	21	60.00	*	*	*	*	35
Grade 6	*	*	23	67.65	*	*	34
Grade 7	*	*	15	55.56	*	*	27
Grade 8	*	*	24	61.54	*	*	39
All Grades	66	34.74	104	54.74	20	10.53	190

**Conclusions based on this data:**

1. Listen and Speaking skills are a strength.
2. Reading and writing are areas
3. As students remain in our school the number of ELs decrease over time.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
563	74.4%	36.4%	0.2%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	205	36.4%
Foster Youth	1	0.2%
Homeless	2	0.4%
Socioeconomically Disadvantaged	419	74.4%
Students with Disabilities	53	9.4%






Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.7%
American Indian	28	5.0%
Asian	8	1.4%
Hispanic	396	70.3%
Two or More Races	5	0.9%
Pacific Islander	2	0.4%
White	120	21.3%

### Conclusions based on this data:

1. The student population at Egling includes a high number of students coming from socioeconomically disadvantaged families.
2. One Third of our students are English learners.
3. Hispanic families represent our largest ethnic group.

# School and Student Performance Data

## Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Orange</div>	<div>Chronic Absenteeism</div> <div></div> <div>Red</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Orange</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

**Conclusions based on this data:**

1. English language arts and math continue to be a major focus.
2. Chronic absenteeism needs to be an area of focus.
3. Our suspension rate has improved due to alternate measures.

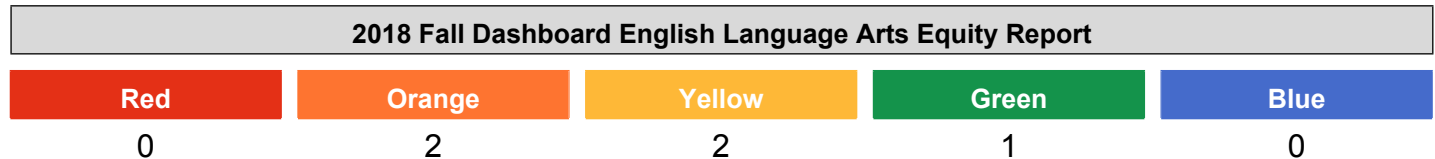
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Orange 33.4 points below standard Maintained 2 points 517 students	<b>English Learners</b>  Yellow 51 points below standard Increased 10.6 points 247 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>Socioeconomically Disadvantaged</b>  Yellow 45.1 points below standard Increased 3.9 points 377 students	<b>Students with Disabilities</b>  Orange 125.8 points below standard Increased 7.4 points 86 students

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>American Indian</b>  No Performance Color 54.5 points below standard Declined -14.4 points 22 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Orange 44.7 points below standard Maintained 1.3 points 371 students	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>White</b>  Green 7.3 points above standard Increased 8.1 points 107 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 73.4 points below standard Increased 16.9 points 193 students	<b>Reclassified English Learners</b> 28.9 points above standard Increased 17.6 points 54 students	<b>English Only</b> 20.2 points below standard Maintained 0.5 points 240 students
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#### Conclusions based on this data:

1. Our reclassified English learners increase in English language arts and average above standard.
2. In the area of English language arts EL, SED, students with disabilities and our hispanic student groups increase their scores but need to continue to be focus groups.
3. Our English learners increased the English language arts scores but are still significantly below standard.

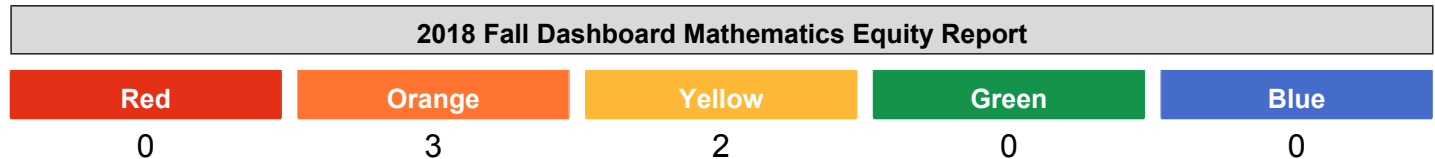
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 58 points below standard Maintained -1.4 points 517 students	<b>English Learners</b>  Yellow 77.2 points below standard Increased 4.7 points 247 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>Socioeconomically Disadvantaged</b>  Orange 75.6 points below standard Maintained -2.8 points 377 students	<b>Students with Disabilities</b>  Orange 153.7 points below standard Increased 10.9 points 86 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>American Indian</b>  No Performance Color 69.3 points below standard Declined -19.8 points 22 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Orange 71.6 points below standard Maintained -0.1 points 371 students	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>White</b>  Yellow 8.7 points below standard Maintained -0.8 points 107 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 97.1 points below standard Increased 12.7 points 193 students	<b>Reclassified English Learners</b> 6 points below standard Increased 4.8 points 54 students	<b>English Only</b> 44.8 points below standard Declined -4.7 points 240 students
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#### Conclusions based on this data:

1. Our reclassified English learners increased their math scores and are near standard.
2. English learners and students with disabilities slightly increased their math scores.
3. All student groups remain significantly below standard in math.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
190	30%	38.4%	17.4%	14.2%

### Conclusions based on this data:

1. English Learner progress has increased significantly.
2. One third of our English language learners are at a level 4 with well developed skills.
3. Over one third of our English language learners are at a level 3 with moderately developed skills.



# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

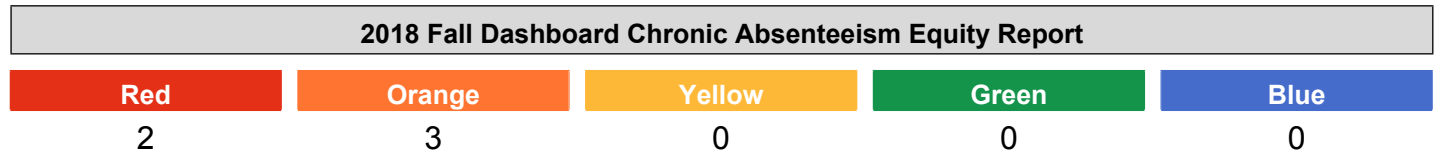
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Red 13.9% chronically absent Increased 4.6% 581 students	<b>English Learners</b>  Orange 8.2% chronically absent Increased 1.4% 208 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>Socioeconomically Disadvantaged</b>  Red 14.6% chronically absent Increased 4.9% 432 students	<b>Students with Disabilities</b>  Orange 19.6% chronically absent Increased 6.7% 97 students

## 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>American Indian</b>  No Performance Color 51.9% chronically absent Increased 18.5% 27 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
<b>Hispanic</b>  Red 11.2% chronically absent Increased 4% 411 students	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>White</b>  Orange 14.6% chronically absent Increased 4.3% 123 students

### Conclusions based on this data:

1. Chronically absent students is a significant challenge within all student groups.
2. Increased absenteeism is noted in all students groups.
3. One student group show a significantly higher percentage of chronic absenteeism.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2018 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

### 2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2018 Fall Dashboard Graduation Rate by Year

2017

2018

Conclusions based on this data:

1.

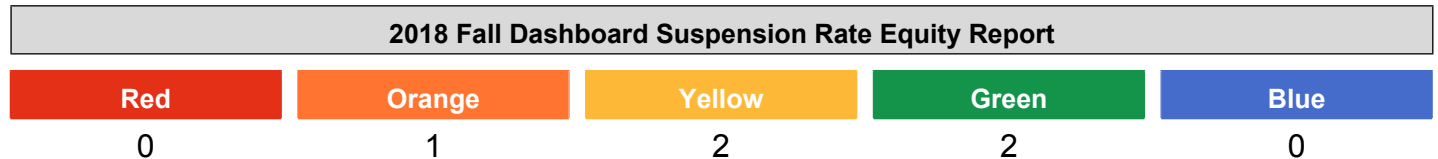
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green 7.3% suspended at least once Declined -1.5% 590 students	<b>English Learners</b>  Green 5.7% suspended at least once Declined -5.3% 210 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 7 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 2 students	<b>Socioeconomically Disadvantaged</b>  Yellow 8.9% suspended at least once Declined -1.6% 438 students	<b>Students with Disabilities</b>  Orange 16.5% suspended at least once Declined -0.4% 97 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color 3.6% suspended at least once Declined -1.2% 28 students	 No Performance Color Less than 11 Students - Data 8 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.2% suspended at least once Declined -1.9% 416 students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color Less than 11 Students - Data 2 students	 Green 4.8% suspended at least once Declined -2.5% 126 students

This section provides a view of the percentage of students who were suspended.

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
7.3% suspended at least once	8.8% suspended at least once	7.3% suspended at least once

#### Conclusions based on this data:

1. There have been significant increases in the number of suspensions SES students students with disabilities.
2. There have been a decrease in the number of suspensions for our Native American students.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Arts and Writing

### Goal Statement

After review of available data it has been determined that there is a need to increase student achievement in Language Arts and Writing for all students. Implementation of CCSS aligned ELA/ELD curriculum is essential. Newly adopted curriculum Benchmark Advance (Kindergarten - 6th grade) and Spring Board (7th and 8th grades) need to be fully implemented. Teachers need to be fully trained and a trainer of trainers model needs to be utilized.

### LCAP Goal

Improve student achievement and close the achievement gap in ELA.

### Basis for this Goal

Data from a variety of sources is used for on going assessment to improve student achievement. Data from the English Language Proficiency Assessments for California (EL PAC), the California Assessment for Student Performance and Progress (CAASPP), and grade level and subject area benchmark tests are accessible on the data warehousing system Illuminate and our student information data system Infinite Campus. Computerized assessments in reading and math are utilized to assess growth multiple times during our year. Writing assessments are also administered at the end of ELA units. The data from these assessments is used to inform instruction.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
STAR Assessments	Grade equivalency for students	One year growth
Student at or above grade level for CAASPP Scores	40%	43%

### Planned Strategies/Activities

#### Strategy/Activity 1

Continue implementation of Benchmark Advance 4-6 Grades, Spring Board 7-8 Grades,

Fully train teachers in both Benchmark Advance and Spring Board curriculum.

Implement a Trainer of Trainers model

Utilize vertical PLC teams

3rd - 4th

4th - 6th

6th-8th

7th-12th

### Students to be Served by this Strategy/Activity

All

### Timeline

2019-2020

### Person(s) Responsible

Principal, Teachers, Reading Specialist

### Proposed Expenditures for this Strategy/Activity

Amount	35000
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Spring Board Textbooks, workbooks, teacher materials for the 7 year adoption.
Amount	15000
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Benchmark Advance

### Strategy/Activity 2

Staff Development and professional collaboration is used to discuss instructional strategies, data, curriculum and intervention.

### Students to be Served by this Strategy/Activity

All

### Timeline

2019-2020

### Person(s) Responsible

Principal, teacher - Each Wednesday All Year

### Proposed Expenditures for this Strategy/Activity

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Included in Teachers' Salaries

### Strategy/Activity 3

Data Meetings are utilized to analyze data and plan instruction. Data meeting are scheduled at six week intervals or at the end of a unit.  
Writing assessments are consistent 4th-8th grades.



**Students to be Served by this Strategy/Activity**

All

**Timeline**

6 week intervals

**Person(s) Responsible**

Principal, Teachers, Reading Specialist

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	6600
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Substitute Teachers

**Strategy/Activity 4**

Training for improvement and implementation of new teaching strategies within the classroom.

**Students to be Served by this Strategy/Activity**

All

**Timeline**

2019-2020

**Person(s) Responsible**

District

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	1500
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Substitute Teachers
<b>Amount</b>	900
<b>Source</b>	Title I
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures
<b>Description</b>	Substitute Teachers
<b>Amount</b>	10000
<b>Source</b>	Title I Part A: Professional Development (PI Schools)
<b>Budget Reference</b>	5800: Professional/Consulting Services And Operating Expenditures

**Description**

Professional Trainers

**Strategy/Activity 5**

1.75 -Title I teacher

Reading Specialist - CCSS -ELA implementation modules, data meetings, assists teachers in reading instruction, small group instruction, ELD

**Students to be Served by this Strategy/Activity**

ELD and Low Performing students

**Timeline**

2019-2020

**Person(s) Responsible**

Principal, Reading Specialist

**Proposed Expenditures for this Strategy/Activity****Amount**

60,000

**Source**

Title I

**Budget Reference**

2000-2999: Classified Personnel Salaries

**Description**

Reading Specialist, teacher

**Strategy/Activity 6**

Implement Accelerated Reader Enterprise Program and STAR Reading Assessment

**Students to be Served by this Strategy/Activity**

All

**Timeline**

2019-2020

**Person(s) Responsible**

Principal, Teachers

**Proposed Expenditures for this Strategy/Activity****Amount**

5800

**Source**

School Wide Program (SWP)

**Budget Reference**

5000-5999: Services And Other Operating Expenditures

**Description**

Accelerated Reading Program

**Strategy/Activity 7**

Supplementary Materials

Intensive Intervention

ELD materials - English 3D

Benchmark ELD materials

### Students to be Served by this Strategy/Activity

All students

### Timeline

2019-2020

### Person(s) Responsible

Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	6000
Source	School and Library Improvement Program Block
Budget Reference	4000-4999: Books And Supplies
Description	Materials

### Strategy/Activity 8

3- Title III paraprofessionals

### Students to be Served by this Strategy/Activity

All

### Timeline

2019-2020

### Person(s) Responsible

Principal, Reading Specialist

### Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional Salaries

### Strategy/Activity 9

Computer Lab -  
Dedicated Para professional  
To help with computer skills, word processing, research.

2 students labs

7 Chrome Book Carts

Both the labs and Chrome Books provide expanded access to technology and improve the ability to teach research and writing skills.

Replacement Chromebooks  
Replacement Projectors

### Students to be Served by this Strategy/Activity

All

### Timeline

2019-2020

### Person(s) Responsible

Librarian

### Proposed Expenditures for this Strategy/Activity

Amount	30000
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Included in Paraprofessional Salaries
Amount	7500
Source	LCFF - Base
Budget Reference	0000: Unrestricted
Description	Technology

### Strategy/Activity 10

7th and 8th Credit Recovery Program  
Plato Learning

### Students to be Served by this Strategy/Activity

Low Performing Students

### Timeline

2019-2020

### Person(s) Responsible

Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I Part A: Allocation
Budget Reference	7000-7439: Other Outgo
Description	Included in Salaries

<b>Amount</b>	3500
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	0001-0999: Unrestricted: Locally Defined
<b>Description</b>	Plato Learning

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

English Language Learners

### Goal Statement

After review of available data it has been determined that there is a need to increase student achievement for students who scored a level 1, 2 or 3 on the CELDT assessment and/or students who scored a 1 or a 2 on the EL PAC assessment and scored in the Standards Not Met band on the CAASPP assessment. CELDT level scores need to be disseminated to classroom teachers. All teachers need to be trained / review ELD strategies. Continue to implement English 3D in 5th - 8th grades. Continue with an additional section for designated ELD instruction in the 7th and 8th grade schedule for the 2018-2019 school year.

### LCAP Goal

The LEA goal is to improve student achievement and close the achievement gap.

### Basis for this Goal

Data from a variety of sources is used for on going assessment to improve student achievement. Data from the California English Language Development Test (CELDT), the English Language Proficiency Assessment for California (EL PAC), the California Assessment for Student Performance and Progress (CAASPP), and grade level and subject area benchmark tests are accessible on the data warehousing system Illuminate and our student information data system Infinite Campus. Computerized assessments in reading and math are utilized to assess growth multiple times during our year. Writing assessments are also administered at the end of ELA units. The data from these assessments are used to inform instruction.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Dashboard Indicator	68.4% at level 3 and 4	70% at level 3 and 4

### Planned Strategies/Activities

#### Strategy/Activity 1

4th-6th grade using the ELD component of Benchmark Advance  
5th - 8th grades using English 3D  
7-8th grade Springboard ELD Component

#### Students to be Served by this Strategy/Activity

ELD

#### Timeline

2019-2020

#### Person(s) Responsible

Reading Specialist  
Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	General Fund
Budget Reference	4000-4999: Books And Supplies
Description	Benchmark Advance and Springboard
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers
Amount	60,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Reading Specialist
Amount	3500
Source	General Fund
Budget Reference	4000-4999: Books And Supplies
Description	English 3 D

### Strategy/Activity 2

4th graders - ELD Instruction 10:15-10:55  
5th graders - ELD Instruction 8:15-9:00  
6th graders - ELD instruction 1:45-2:30  
7th and 8th graders - 2:00-2:45

### Students to be Served by this Strategy/Activity

All

### Timeline

2019-2020

### Person(s) Responsible

Teachers  
Reading Specialist

### Proposed Expenditures for this Strategy/Activity

Amount	5000
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<b>Source</b>	General Fund
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	English 3 D curriculum
<b>Source</b>	General Fund
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Benchmark Advance
<b>Source</b>	Lottery: Instructional Materials
<b>Budget Reference</b>	None Specified

### Strategy/Activity 3

Alignment of instruction with content standards: ELD standards utilized by teachers during ELD instructional periods and utilizing sheltered instruction

#### Students to be Served by this Strategy/Activity

ELD

#### Timeline

2019-2020

#### Person(s) Responsible

Teachers  
Reading Specialist

#### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	General Fund
<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
<b>Description</b>	Collaboration Time

### Strategy/Activity 4

Review ELD Instructional Strategies and Program Implementation

#### Students to be Served by this Strategy/Activity

All

#### Timeline

2019-2020

#### Person(s) Responsible

Teachers  
Reading Specialist



### Proposed Expenditures for this Strategy/Activity

Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Collaboration Time

### Strategy/Activity 5

7th and 8th grade standardized procedure for writing.

### Students to be Served by this Strategy/Activity

#### Timeline

2019-2020

#### Person(s) Responsible

Teachers  
Reading Specialist

### Proposed Expenditures for this Strategy/Activity

Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Collaboration Time

### Strategy/Activity 6

Extended Learning Time through ASES

### Students to be Served by this Strategy/Activity

ASES students

#### Timeline

2019-2020

#### Person(s) Responsible

ASES Director / Staff

### Proposed Expenditures for this Strategy/Activity

Amount	137700
Source	After School and Education Safety (ASES)
Budget Reference	7000-7439: Other Outgo
Description	ASES Tutor/ Homework Time

### Strategy/Activity 7

Migrant Liaison - Academic counseling

**Students to be Served by this Strategy/Activity**

Migrant Education Qualified Students

**Timeline**

2019-2020

**Person(s) Responsible**

Migrant Education

**Proposed Expenditures for this Strategy/Activity****Budget Reference**

None Specified

**Description**

Migrant Tutor

**Strategy/Activity 8**

Involvement of staff, parents and community:  
Regular update of SITE Plan

Monthly District English Language Advisory Committee meetings

Continue a site English Language Advisory Committee

**Students to be Served by this Strategy/Activity**

ELD

**Timeline**

2019-2020

**Person(s) Responsible**

Principal  
Site Council  
Superintendent

**Proposed Expenditures for this Strategy/Activity****Budget Reference**

None Specified

**Description**

Parent Meetings

**Strategy/Activity 9**

2.5 Bi -Lingual Para Educators  
Newcomers receive small group instruction from Para-professionals.  
Extended day homework assistance.

**Students to be Served by this Strategy/Activity****Timeline**

2019-2020

**Person(s) Responsible**

Reading Specialist

**Proposed Expenditures for this Strategy/Activity**

Amount	35,000
Source	Title III
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bi-Lingual Para Educator

**Strategy/Activity 10**

Teacher attendance to CABE Conference

**Students to be Served by this Strategy/Activity**

ELD

**Timeline**

2019-2020

**Person(s) Responsible**

Principal, Teacher

**Proposed Expenditures for this Strategy/Activity**

Amount	1000
Source	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Math

### Goal Statement

After review of available data it has been determined that there is a need to increase student achievement in Math for all students.

### LCAP Goal

The LEA goal is to improve achievement and close achievement gap in math.

### Basis for this Goal

Data from a variety of sources is used for on going assessment to improve student achievement. Data from the California Assessment of Student Performance and Progress (CAASPP) and grade level and subject area benchmark tests are accessible on the data warehousing system online assessment and reporting system Illuminate and Infinite Campus student information data system. Computerized assessments in math are utilized to assess growth multiple times during our year. The data from these assessments are used to inform instruction.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Data	27% at Met or exceeded standard	30% at met or exceeded standard

### Planned Strategies/Activities

#### Strategy/Activity 1

Advanced Course - Integrated I

#### Students to be Served by this Strategy/Activity

High Performing students

#### Timeline

2019-2020

#### Person(s) Responsible

Teacher and Administrator

### Proposed Expenditures for this Strategy/Activity

#### Amount

1000

#### Source

LCFF - Base

<b>Budget Reference</b>	4000-4999: Books And Supplies
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<b>Description</b>	Continue with Integrated I
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## Strategy/Activity 2

7th and 8th grade Math support classes. 4th grade St. Stephens math tutoring, Small group intervention

### Students to be Served by this Strategy/Activity

Low Performing Student in Math

### Timeline

2019-2020

### Person(s) Responsible

Teachers, Administration

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	After School and Education Safety (ASES)
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<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
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<b>Description</b>	Math Intervention
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<b>Source</b>	Lottery: Instructional Materials
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<b>Budget Reference</b>	4000-4999: Books And Supplies
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<b>Source</b>	General Fund
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<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
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## Strategy/Activity 3

Staff will engage in PLC time, developing SMART Goals to identify and develop benchmark assessments and instructional strategies.

### Students to be Served by this Strategy/Activity

All

### Timeline

2019-2020

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	General Fund
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<b>Budget Reference</b>	1000-1999: Certificated Personnel Salaries
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<b>Description</b>	Collaboration Time
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## Strategy/Activity 4

Continue to refine Implementation of math curriculum:grades K-5  
Bridges in Mathematics, The Math Learning Center  
Grades 6-8 Connected Mathematics 3, Pearson  
Grade 8 Big Idea Math, Cengage Learning

### Students to be Served by this Strategy/Activity

#### Timeline

2019-2020

#### Person(s) Responsible

Teachers and Administration

### Proposed Expenditures for this Strategy/Activity

Amount	18000
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Bridges
Amount	5000
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	CMP3
Amount	2500
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Integrated I

## Strategy/Activity 5

Accelerated Math utilized to enhance instruction of grade level standards

Math Facts in a Flash

STAR Math Assessment

### Students to be Served by this Strategy/Activity

All

#### Timeline

2019-2020

#### Person(s) Responsible

Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5000
<b>Source</b>	General Fund
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	AM
<b>Amount</b>	2500
<b>Source</b>	General Fund
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Math Facts
<b>Amount</b>	2500
<b>Source</b>	General Fund
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	STAR Math

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Technology

### Goal Statement

Access to technology will help prepare all students gain access to curriculum, jobs and higher education. Technology instruction needs to include increasing complexity in lessons as students move from grade level to grade level. Technology standards will guide these lessons. Additional Chromebooks on carts will increase that availability of technology in the classroom. Training for teachers, students and parents is needed for Illuminate, Infinite Campus and Google Classroom to help all stakeholders access grades, student data, and reports.

### LCAP Goal

Improve access to use of instructional technology in order to aide in closing the achievement gap and increase in overall student achievement.

### Basis for this Goal

Data from local sources and CAASPP assessments

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Build standards aligned grade level appropriate lessons for technology.

#### Students to be Served by this Strategy/Activity

All

#### Timeline

2019-2020

#### Person(s) Responsible

Teachers, Administrators, IT department

#### Proposed Expenditures for this Strategy/Activity

Source

General Fund

Budget Reference

None Specified

Description

Collaboration - Teachers review standards



**Source**

None Specified

**Strategy/Activity 2**

Training on Google Classroom

**Students to be Served by this Strategy/Activity**

All

**Timeline**

2019-2020

**Person(s) Responsible**

IT Department

**Proposed Expenditures for this Strategy/Activity****Budget Reference**

None Specified

**Description**

Wednesday collaboration

**Strategy/Activity 3**

Add Additional COWs on a rotational basis.

**Students to be Served by this Strategy/Activity**

All

**Timeline**

2019-2020

**Person(s) Responsible**

Administrator and IT

**Proposed Expenditures for this Strategy/Activity****Amount**

12000

**Source**

General Fund

**Budget Reference**

0001-0999: Unrestricted: Locally Defined

**Description**

IT

**Strategy/Activity 4**

Training for Illuminate for grading, data gathering and report generating.

**Students to be Served by this Strategy/Activity**

All

**Timeline**

2019-2020

**Person(s) Responsible**

IT Department

**Proposed Expenditures for this Strategy/Activity**

**Amount**

2000

**Source**

General Fund

**Budget Reference**

5800: Professional/Consulting Services And Operating Expenditures

**Description**

IT Training during collaboration

**Strategy/Activity 5**

Parent Education Nights

**Students to be Served by this Strategy/Activity**

All

**Timeline**

2019-2020

**Person(s) Responsible**

IT Department, Administration

**Proposed Expenditures for this Strategy/Activity**

**Amount**

2000

**Budget Reference**

5800: Professional/Consulting Services And Operating Expenditures

**Description**

Presenters for Parent Nights

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Improve atmosphere in our school and improve communication between home and school.

### Goal Statement

Improve atmosphere in our school and improve communication between home and school. Parents need to have training to access student grades, data and attendance information on school data warehousing systems Illuminate and Infinite campus. Regular parent communication needs to continue and different avenues for this communication needs to be explored. A site based committee will generate ideas for school wide procedures relating to positive behavior, character building and student responsibility.

### LCAP Goal

Improve atmosphere in our school and improve communication between home and school.

### Basis for this Goal

Both parent and teacher surveys were examined.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Engagement Survey	3.8	

### Planned Strategies/Activities

#### Strategy/Activity 1

Continue to send out Friday Eblast that includes pertinent weekly information.

#### Students to be Served by this Strategy/Activity

All

#### Timeline

2019-2020

#### Person(s) Responsible

VP

#### Proposed Expenditures for this Strategy/Activity

Amount	0.00
Description	eblast with pertinent information will sent weekly.

## Strategy/Activity 2

English Language Advisory Committee

### Students to be Served by this Strategy/Activity

ELD

### Timeline

Monthly

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

Amount

0

## Strategy/Activity 3

Pertinent information posted on the school website.

### Students to be Served by this Strategy/Activity

All

### Timeline

Monthly

### Person(s) Responsible

Principal/ webmaster

### Proposed Expenditures for this Strategy/Activity

## Strategy/Activity 4

Evening Parent Education  
Math Night  
BTSN  
Open House  
Shady Creek Parent Night  
Infinite Campus Training  
Illuminate Training  
Internet Safety  
Parent Club  
Academic Achievement Nights

### Students to be Served by this Strategy/Activity

All

### Timeline

2019-2020

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

**Amount** 1500

**Source** LCFF - Base

**Budget Reference** 5800: Professional/Consulting Services And Operating Expenditures

**Description** Math Night

**Amount** 500

**Source** Lottery: Instructional Materials

**Budget Reference** 4000-4999: Books And Supplies

**Description** Parent information

### Strategy/Activity 5

A site based committee will generate ideas for school wide procedures relating to positive behavior, character building and student responsibility.

### Students to be Served by this Strategy/Activity

All

### Timeline

2019-2020

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 6

Continue current programs  
School wide expectations SOAR  
Word of the week  
4th grade SWAT program  
5th grade DARE program  
6th grade GREAT program  
Club Live  
Girls' Circle  
Boys' Council  
Shady Creek  
Egling Buck Store

### Students to be Served by this Strategy/Activity

All

### Timeline

2019-2020

**Person(s) Responsible**

Administration

**Proposed Expenditures for this Strategy/Activity**

Description	
	Community, Parent and County generated funds

# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 1

After review of available data it has been determined that there is a need to increase student achievement in Language Arts and Writing for all students. Implementation of CCSS aligned ELA/ELD curriculum is essential. Newly adopted curriculum Benchmark Advance (Kindergarten - 6th grade) and Spring Board (7th and 8th grades) need to be fully implemented. Teachers need to be fully trained and a trainer of trainers model needs to be utilized.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP scores in the ELA assessments	Students will increase overall scores on the CAASPP in ELA	Data shows and increase in scores.

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue implementation of Benchmark Advance 4-6 Grades, Spring Board 7-8 Grades,  Fully train teachers in both Benchmark Advance and Spring Board curriculum.  Implement a Trainer of Trainers model  Utilize vertical PLC teams 3rd - 4th 4th - 6th 6th-8th 7th-12th	Continue implementation of Benchmark Advance 4-6 Grades, Spring Board 7-8 Grades,  Fully train teachers in both Benchmark Advance and Spring Board curriculum.  Implement a Trainer of Trainers model Utilize vertical PLC teams 3rd - 4th 4th - 6th 6th-8th 7th-12th	Spring Board Textbooks, workbooks, teacher materials for the 7 year adoption. 4000-4999: Books And Supplies District Funded 10000	
Staff Development and professional collaboration is used to discuss instructional strategies, data, curriculum and intervention.	Staff Development and professional collaboration is used to discuss instructional strategies, data, curriculum and intervention.	Included in Teachers' Salaries 1000-1999: Certificated Personnel Salaries	
Data Meetings are utilized to analyze data and plan instruction. Data meeting are scheduled at six week	Data Meetings are utilized to analyze data and plan instruction. Data meeting are scheduled at six week	Substitute Teachers 5800: Professional/Consulting	

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
intervals or at the end of a unit. Writing assessments are consistent 4th-8th grades.	intervals or at the end of a unit. Writing assessments are consistent 4th-8th grades	Services And Operating Expenditures Title I 6600	
Training for Benchmark Advance Spring Board English 3D	Training for Benchmark Advance Spring Board English 3D	Substitute Teachers 5800: Professional/Consulting Services And Operating Expenditures Title I 1500	
1.75 -Title I teacher Reading Specialist - CCSS -ELA implementation modules, data meetings, assists teachers in reading instruction, small group instruction, ELD	1.75 -Title I teacher Reading Specialist - CCSS -ELA implementation modules, data meetings, assists teachers in reading instruction, small group instruction, ELD	Reading Specialist, teacher 2000-2999: Classified Personnel Salaries Title I 60,000	
Implement Accelerated Reader Program and STAR Reading Assessment	Implement Accelerated Reader Program and STAR Reading Assessment	Accelerated Reading Program 5000-5999: Services And Other Operating Expenditures School Wide Program (SWP) 5800	
Supplementary Materials Intensive Intervention ELD materials - English 3D	Supplementary Materials Intensive Intervention ELD materials - English 3D	Materials 4000-4999: Books And Supplies School and Library Improvement Program Block 6000	
3- Title III paraprofessionals	3- Title III paraprofessionals	Paraprofessional Salaries 2000-2999: Classified Personnel Salaries Title I	
Computer Lab - Dedicated Para professional To help with computer skills, word processing, research.  2 students labs  Increase Chrome Book Carts to 1 per classroom	Computer Lab - Dedicated Para professional To help with computer skills, word processing, research.  2 students labs  Increase Chrome Book Carts Nearly 1 per classroom	Included in Paraprofessional Salaries 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 30000	



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Both the labs and Chrome Books provide expanded access to technology and improve the ability to teach research and writing skills.  Replacement Chromebooks Replacement Projectors	Both the labs and Chrome Books provide expanded access to technology and improve the ability to teach research and writing skills.  Replacement Chromebooks Replacement Projectors		
Retention / Promotion 7th and 8th Credit Recovery Program Plato Learning	Retention / Promotion 7th and 8th Credit Recovery Program Plato Learning	Included in Salaries 7000-7439: Other Outgo Title I Part A: Allocation 5000	

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Test data shows there is a slow increase in ELA scores. The longer a students is at Egling the more the scores increase. There approximately 40% of the students still scoring below grade level.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Teachers continue to implement Benchmark Advance and Spring Board. Training continued for Benchmark Advance. Assessments seem to be a struggle with some in inaccuracies noted within the assessments. Teachers hand score student assessments to fairly assess students. Spring Board training has occurred at inopportune times. Teachers need additional training to fully implement and refine the delivery of the Spring Board curriculum.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Chrome Book carts have been added. We need 2 additional carts to have one cart per classroom. Some teachers would benefit by additional training on utilizing technology in the classroom.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Increase Chrome Books. Continue program as noted in Goal 1.

# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 2

After review of available data it has been determined that there is a need to increase student achievement for students who scored a level 1, 2 or 3 on the CELDT assessment and/or students who scored a 1 or a 2 on the EL PAC assessment and scored in the Standards Not Met band on the CAASPP assessment. CELDT level scores need to be disseminated to classroom teachers. All teachers need to be trained / review ELD strategies. Continue to implement English 3D in 5th - 8th grades. Continue with an additional section for designated ELD instruction in the 7th and 8th grade schedule for the 2018-2019 school year.

## Annual Measurable Outcomes

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
4th grade using the ELD component of Benchmark Advance 5th - 8th grades using English 3D	4th grade using the ELD component of Benchmark Advance 5th - 8th grades using English 3D	Benchmark Advance 4000-4999: Books And Supplies General Fund	
4th graders - ELD Instruction 10:15-10:55 5th graders - ELD Instruction 8:15-9:00 6th graders - ELD instruction 1:45-2:30 7th and 8th graders - 2:00-2:45	4th graders - ELD Instruction 10:15-10:55 5th graders - ELD Instruction 8:15-9:00 6th graders - ELD instruction 1:45-2:30 7th and 8th graders - 2:00-2:45	English 3 D curriculum 4000-4999: Books And Supplies General Fund 5000	
Alignment of instruction with content standards: ELD standards utilized by teachers during ELD instructional periods and utilizing sheltered instruction	Alignment of instruction with content standards: ELD standards utilized by teachers during ELD instructional periods and utilizing sheltered instruction	Collaboration Time 1000-1999: Certificated Personnel Salaries General Fund	
Review ELD Instructional Strategies	Review ELD Instructional Strategies	Collaboration Time 1000-1999: Certificated Personnel Salaries Site Formula Funds	
7th and 8th grade standardized rubric for writing.	7th and 8th grade standardized rubric for writing.	Collaboration Time 1000-1999: Certificated	

<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	<b>Proposed Expenditures</b>	<b>Estimated Actual Expenditures</b>
		Personnel Salaries Site Formula Funds	
Extended Learning Time through ASES	Extended Learning Time through ASES	ASES Tutor/ Homework Time 7000-7439: Other Outgo After School and Education Safety (ASES) 137700	
Migrant Liaison - Academic counseling	Limited Migrant liaison time	Migrant Tutor None Specified	
Staff development and professional collaboration: ELD program discussed at collaboration	Staff development and professional collaboration: ELD program discussed at collaboration	Collaboration Time 1000-1999: Certificated Personnel Salaries General Fund	
Involvement of staff, parents and community: Regular update of SITE Plan	Involvement of staff, parents and community: Regular update of SITE Plan	Parent Meetings None Specified	
Monthly District English Language Advisory Committee meetings	Monthly District English Language Advisory Committee meetings		
Continue a site English Language Advisory Committee	Continue a site English Language Advisory Committee		
2.5 Bi -Lingual Para Educators Newcomers receive small group instruction from Para-professionals. Extended day homework assistance.	3.5 Bi -Lingual Para Educators Newcomers receive small group instruction from Para-professionals. Extended day homework assistance.	Bi-Lingual Para Educator 2000-2999: Classified Personnel Salaries Title III 35,000	
Computer Lab - Dedicated Para professional To help with computer skills, word processing, research.  2 students labs  7 Chrome Book Carts  Both the labs and Chrome Books provide expanded access to technology and	Computer Lab - Dedicated Para professional To help with computer skills, word processing, research.  2 students labs  7 Chrome Book Carts  Both the labs and Chrome Books provide expanded access to technology and	Para assigned to the computer labs 2000- 2999: Classified Personnel Salaries General Fund 30,000	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
improve the ability teach research and writing skills.	improve the ability teach research and writing skills.		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

English Language Development classes were taught and English 3D was implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

A large number of students were reclassified.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

An additional section of English Language Development was added to each grade level due to students numbers and need. 4-6 grade teachers received Benchmark Advance training on the English Language Development component that is woven into the curricula. The Benchmark Advance materials were utilized along with the English 3D materials to pre-teach and re-teach English Language Arts concepts.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

7th and 8th grades implemented Spring Board English Language Development materials within the English Language Development classes.

# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 3

After review of available data it has been determined that there is a need to increase student achievement in Math for all students.

## Annual Measurable Outcomes

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Advanced Course - Integrated I	Advanced Course - Integrated I Big Idea Math was piloted in Integrated I. This text aligns with the text taught at the high school.	Continue with Integrated I 4000-4999: Books And Supplies LCFF - Base 1000	
7th and 8th grade Math support classes.  4th grade St. Stephens math tutoring	7th and 8th grade Math support classes.  4th grade St. Stephens math tutoring	Math Intervention 2000-2999: Classified Personnel Salaries After School and Education Safety (ASES)	
Professional Development 6th - 8th grades with consultant Pam Hutchison, Director of UC Davis Math Project. The focus will be on benchmark assessments and instructional strategies.	Professional Development 6th - 8th grades with consultant Pam Hutchison, Director of UC Davis Math Project. The focus will be on benchmark assessments and instructional strategies.	Consultant Fee 5800: Professional/Consulting Services And Operating Expenditures Title I 8,500	
Continue to refine Implementation of math curriculum:grades K-5 Bridges in Mathematics, the Math Learning Center Grades 6-8 Connected Mathematics 3, Pearson Grade 8 Integrated Math, Carnegie Learning	Continue to refine Implementation of math curriculum:grades K-5 Bridges in Mathematics, the Math Learning Center Grades 6-8 Connected Mathematics 3, Pearson  Big Idea Math was piloted in Integrated I. This text	Bridges 4000-4999: Books And Supplies Lottery: Instructional Materials 18000	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	aligns with the text taught at the high school.		
Accelerated Math utilized to enhance instruction of grade level standards IXL Math Math Facts in a Flash Prodigy STAR Math Assessment	Accelerated Math utilized to enhance instruction of grade level standards  Other computerized programs were piloted to see if a change would be beneficial.  Math Facts in a Flash  STAR Math Assessment	AM 4000-4999: Books And Supplies General Fund 5000	
4th and 5th grade Bridges math curriculum- Professional Development with consultant Professionals from The Math Learning Center. The focus will be on benchmark assessments and instructional strategies.	Teachers met regularly to refine the pacing guide and discuss strategy presentation for the 4th and 5th grade Bridges program	Bridges Professional Development 5800: Professional/Consulting Services And Operating Expenditures General Fund 5000	

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The strategies were implemented with the addition of some pilot programs. In Integrated 1 the Big Ideas Math was piloted to align with the high school curriculum. Technology programs were also piloted.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Student data shows that problem solving and communicating reasoning is a relative strength overall. Students increase scores over time at Egling but scores continue to be lower than expected.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In Integrated 1 the Big Ideas Math was adopted. A 4-6 grade math intervention teacher will be available for struggling students.

# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 4

Access to technology will help prepare all students gain access to curriculum, jobs and higher education. Technology instruction needs to include increasing complexity in lessons as students move from grade level to grade level. Technology standards will guide these lessons. Additional Chromebooks on carts will increase that availability of technology in the classroom. Training for teachers including Microsoft products like Google Classroom as needed. Training for teachers, students and parents is needed for Illuminate and Infinite Campus to help all stakeholders access grades, student data, and reports.

## Annual Measurable Outcomes

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Build standards aligned grade level appropriate lessons for technology.	Build standards aligned grade level appropriate lessons for technology.	Collaboration - Teachers review standards None Specified General Fund	
Training on Google Classroom	Isolated teacher got Training on Google Classroom	Wednesday collaboration None Specified	
Add Additional COWs on a rotational basis.	Add Additional COWs on a rotational basis.	IT 0001-0999: Unrestricted: Locally Defined General Fund 5000	
Training for Illuminate for grading and data gathering	Minimal Training for Illuminate for grading and data gathering. Report cards became an Issue.	IT Training during collaboration	
Training for Infinite Campus for grading and data gathering	Training for Infinite Campus for grading and data gathering		
Typing program utilized in the study skills class and computer lab time.	Typing program utilized in the study skills class and computer lab time.	Free online curriculum	
Parent Education Nights	Parent Education Nights	Presenters for Parent Nights 5800: Professional/Consulting Services And Operating Expenditures 2000	

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Activities were implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students are utilizing technology daily. Teachers have more access to Chrome books with the purchase of the additional carts. 4-6 grades are having difficulties with the accuracy of the standards based grades being reported due to a technology alignment. Additional time and training for teachers needed to be implemented to improve report card accuracy.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Few teachers expressed interest in Google Classroom training.

A teacher technology trainer was added by the technology department to help with site technology needs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional Chrome Books will be added to service all classrooms. With a Chrome Cart in classroom Egling will down size by eliminating the 7/8 computer lab.



# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 5

Improve atmosphere in our school and improve communication between home and school. Parents need to have training to access student grades, data and attendance information on school data warehousing systems Illuminate and Infinite campus. Regular parent communication needs to continue and different avenues for this communication needs to be explored. A site based committee will generate ideas for school wide procedures relating to positive behavior, character building and student responsibility.

## Annual Measurable Outcomes

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue to send out Friday Eblast that includes pertinent weekly information.	Continue to send out Friday Eblast that includes pertinent weekly information.	eblast with pertinent information will sent weekly. 0.00	
English Language Advisory Committee	English Language Advisory Committee		
Pertinent information posted on the school website.	Pertinent information posted on the school website		
Evening Parent Education Math Night BTSN Open House Shady Creek Parent Night Infinite Campus Training Illuminate Training Internet Safety Parent Club	Evening Parent Education BTSN Open House Shady Creek Parent Night Infinite Campus Training  Internet Safety Parent Club	Math Night 5800: Professional/Consulting Services And Operating Expenditures LCFF - Base 1500	
A site based committee will generate ideas for school wide procedures relating to positive behavior, character building and student responsibility.	site based committee will generate ideas for school wide procedures relating to positive behavior, character building and student responsibility.		
Continue current programs School wide expectations SOAR Word of the week 4th grade SWAT program	Continue current programs School wide expectations SOAR Word of the week 4th grade SWAT program		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
5th grade DARE program 6th grade GREAT program Club Live Girls' Circle Boys' Council Shady Creek	5th grade DARE program 6th grade GREAT program Club Live Girls' Circle Boys' Council Shady Creek		
Student Store - Student recognition	Student recognition	Parent Club sponsored	
Pursue Character Education Program	Pursue Character Education Program	On going student presentations 0001- 0999: Unrestricted: Locally Defined LCFF - Base 5000	

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Most strategies were implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parent communication continued with the weekly eblasts and updates of the website. Student recognition and the SOAR program positively affected the school climate.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Adding a full time counselor impacted the overall budget but the benefits that were gained far out weighs the cost. We were able to implement personal and group counseling sessions and weekly social emotional lessons for our older students. Adding a counselor also gave parents another adult resource at Egling.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	486,500.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	137,251	102,251.00
LCFF-EL	91,105	91,105.00
After School and Education Safety (ASES)	137,700	0.00
Lottery: Instructional Materials	15,000	-11,000.00
Title III	17,494	-18,506.00

## Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	137,700.00
District Funded	50,000.00
General Fund	37,500.00
LCFF - Base	10,000.00
LCFF - Supplemental	3,500.00
Lottery: Instructional Materials	26,000.00
School and Library Improvement Program Block	6,000.00
School Wide Program (SWP)	5,800.00
Title I	129,000.00
Title I Part A: Allocation	35,000.00
Title I Part A: Professional Development (PI Schools)	10,000.00
Title III	36,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	7,500.00
0001-0999: Unrestricted: Locally Defined	15,500.00
1000-1999: Certificated Personnel Salaries	60,000.00
2000-2999: Classified Personnel Salaries	125,000.00
4000-4999: Books And Supplies	106,500.00
5000-5999: Services And Other Operating Expenditures	5,800.00
5800: Professional/Consulting Services And Operating Expenditures	23,500.00
7000-7439: Other Outgo	142,700.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
7000-7439: Other Outgo	After School and Education Safety (ASES)	137,700.00
4000-4999: Books And Supplies	District Funded	50,000.00
0001-0999: Unrestricted: Locally Defined	General Fund	12,000.00
4000-4999: Books And Supplies	General Fund	23,500.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	2,000.00
0000: Unrestricted	LCFF - Base	7,500.00
4000-4999: Books And Supplies	LCFF - Base	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	1,500.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	3,500.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	26,000.00
4000-4999: Books And Supplies	School and Library Improvement Program Block	6,000.00
5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP)	5,800.00
1000-1999: Certificated Personnel Salaries	Title I	60,000.00
2000-2999: Classified Personnel Salaries	Title I	60,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	9,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	30,000.00
7000-7439: Other Outgo	Title I Part A: Allocation	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	10,000.00
2000-2999: Classified Personnel Salaries	Title III	35,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	1,000.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Jody Johnston	Principal
Stephanie Archibald	Classroom Teacher
Lara Kelleher	Other School Staff
Kari Vlahos	Classroom Teacher
Blanca Avina	Parent or Community Member
Anahi Garcia	Parent or Community Member
Craig Dunn	Parent or Community Member
Cindy Cerney	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

## Signature

## Committee or Advisory Group Name

English Learner Advisory Committee

Other: Parent Representatives

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on June 2019.

Attested:

Principal, Jody Johnston on April 19, 2019

SSC Chairperson, Stephanie Archibald on April 19, 2019



# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

## **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

## **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

## School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Colusa High School
<b>Address</b>	901 Colus Avenue Colusa, CA. 95932
<b>County-District-School (CDS) Code</b>	06-61598-0631259
<b>Principal</b>	Rebecca Changus
<b>District Name</b>	Colusa Unified School District
<b>SPSA Revision Date</b>	March 5, 2019
<b>Schoolsite Council (SSC) Approval Date</b>	March 18, 2019
<b>Local Board Approval Date</b>	June 17, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

Colusa High School is committed to the idea that all students can learn and should have the opportunity to achieve academic and co-curricular success. Colusa High School holds high academic expectations for all students. We believe that high expectations for behavior and attendance lead to higher achievement academically. We value cultural diversity and welcome community involvement in all school programs.

## School Profile

**Colusa Community** - Situated along the Sacramento River, Colusa is a quiet and serene community. Colusa County is one of the original 27 California counties created in 1850. Located along the Pacific Flyway, this city is 120 miles north of San Francisco, and 69 miles northwest of Sacramento. The city benefits from an excellent location, with Interstate 5, the major northwest transportation quarter for the West Coast, passing within nine miles of the city. Much of the land area around the city is devoted to agriculture-the primary economic activity and major source of commerce and employment.

**Colusa Unified School District** - The district consists of three comprehensive schools: Colusa High School, Egling Middle School and Burchfield Primary School. Additionally, to meet the needs of those who wish an alternative to these schools the district offers the Colusa Alternative Home School which assists families with the desire to educate children at home and Colusa Alternative High school which assists students in completing deficient credits. The Burchfield Primary School's mascot is the Braves, the Egling Middle School's mascot is the Red and Colusa High School's is the RedHawks.

**CHS School Staff**--Credentialed staff includes 22 full-time teachers, 2 administrators and 1 counselor. Classified staff includes 2 Administrative Secretaries, 1 Attendance Clerk, 1 Career Technician, 5 Cafeteria and Custodial staff. Through ongoing staff development and curriculum leadership, we have continued to improve our programs, student relations and parent communications.

**Colusa High School** - The Colusa school community works cooperatively and continuously to fulfill our mission: Colusa High School is committed to the idea that all students can learn and should have the opportunity to achieve academic and co-curricular success. Colusa High School holds high academic expectations for all students. We believe that high expectations for behavior and attendance lead to higher achievement. We value cultural diversity and welcome community involvement in all school programs.

Located in the rural, agricultural city of Colusa on the Sacramento River, CHS serves 398 students in grades 9-12. Colusa High School is a four-year, two semester comprehensive high school accredited by the Western Association of Schools and Colleges, having been awarded a six year term of accreditation with a three year review. Colusa High School has a number of special programs offered to students, including English Language Development, Sheltered classes, and the Environmental Science Academy to name a few. CHS also participates in an early outreach program, Upward Bound, with California State University, Chico.

**Graduation Requirements** - All students at Colusa High School must complete 250 credits for graduation. These credit requirements include 40 credits in Language Arts, 30 in Social Science, 10 in Vocational Education, 10 in Fine Arts/Foreign Language, 30 in Math, 30 in Physical Education, 20 in Science (10 in Physical and 10 in Life), 10 in Introduction to Business/Computer Literacy, 10 in Vocational Education (Career Technical Education), 10 in Personal Finance, 5 credits of Senior Project and 55 Electives.

**Academic Honors and AP Courses** - Advanced and Honors courses are offered in Language Arts, Math, Spanish and Social Sciences.

**Grading System** - Colusa High School uses both weighted (5.0) and un-weighted grade point averages. A = 90 – 100, B = 80-89, C = 70-79, D = 60-69

**Academic Achievement** - 83% of the Colusa High School Class of 2018 enrolled in college the year following graduation. 13% entered the Military and Trade Schools. Approximately 34% entered a four-year college or university.

**Daily Schedule:** Traditional Schedule with a 7 period day.

**Extra Curricular Activities Offered**

**Sports:** Football, basketball, tennis, cheerleading, golf, soccer, softball, baseball, volleyball, track and cross country.

Clubs: Associated Student Body Offices and Commissions, Associated Student Body, Student Council, Art Club, Band, California Scholarship Federation (CSF), Class Officer Positions, Future Business Leaders of America, Future Farmers of America, Friday Night Live, Spanish Club, Colusa County Ducks Shooting Club, Student Representatives to Colusa High Site Council and Student Representatives to the Colusa Unified School District Board of Trustees.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The various components of the Colusa High School SPSA are reviewed by CHS staff, CHS leadership team, CHS curriculum council, School Site Council and our English Language Acquisition Committee members. It is critical to gain feedback and insight from all of the above groups in order to best serve our students, so the process is highly valued in all focus group settings.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	3.3%	2.50%		13	10
African American	%	0.3%	0.25%		1	1
Asian	%	1.0%	0.75%		4	3
Filipino	%	%	%			
Hispanic/Latino	%	63.0%	65.50%		252	262
Pacific Islander	%	%	0.25%			1
White	%	32.5%	30.75%		130	123
Multiple/No Response	%	%	%			
Total Enrollment					400	400

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 9		117	112
Grade 10		102	114
Grade 11		89	91
Grade 12		92	83
Total Enrollment		400	400

### Conclusions based on this data:

1. CHS enrollment numbers have remained steady.
2. Some students find greater success in one of our two alternative programs by their junior or senior year.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	55	68	73	14.8%	17.0%	18.3%
Fluent English Proficient (FEP)	128	133	131	34.5%	33.3%	32.8%
Reclassified Fluent English Proficient (RFEP)	7	2	13	13.5%	3.6%	17.8%

### Conclusions based on this data:

1. Our EL numbers have steadily increased.
2. Adjustments were made to our master schedule to increase EL course offerings.
3. Implementation of Reclassification Ceremony have increased student effort, knowledge and awareness.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	88	89	88	85	82	86	85	82	86	96.6	92.1	97.7
All Grades	88	89	88	85	82	86	85	82	86	96.6	92.1	97.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2592.	2598.	2579.	9	14.63	19.77	51	53.66	34.88	22	21.95	24.42	18	9.76	20.93
All Grades	N/A	N/A	N/A	9	14.63	19.77	51	53.66	34.88	22	21.95	24.42	18	9.76	20.93

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	25	29.27	33.72	54	54.88	44.19	21	15.85	22.09
All Grades	25	29.27	33.72	54	54.88	44.19	21	15.85	22.09

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	29	24.69	22.09	54	59.26	43.02	16	16.05	34.88
All Grades	29	24.69	22.09	54	59.26	43.02	16	16.05	34.88

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	13	23.17	23.26	79	64.63	56.98	8	12.20	19.77
All Grades	13	23.17	23.26	79	64.63	56.98	8	12.20	19.77

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	26	25.61	24.42	60	56.10	51.16	14	18.29	24.42
All Grades	26	25.61	24.42	60	56.10	51.16	14	18.29	24.42

**Conclusions based on this data:**

1. The rigor, relevance and instruction provided at Colusa High School is set at a very high level.
2. Curriculum and pacing guides assist in preparing students for CAASPP testing.
3. Assessments given as midterms provide teachers with adequate guidance to continue preparing students and gauging their growth.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	88	89	88	87	82	87	86	82	87	98.9	92.1	98.9
All Grades	88	89	88	87	82	87	86	82	87	98.9	92.1	98.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2572.	2574.	2563.	9	8.54	9.20	22	26.83	22.99	28	25.61	25.29	41	39.02	42.53
All Grades	N/A	N/A	N/A	9	8.54	9.20	22	26.83	22.99	28	25.61	25.29	41	39.02	42.53

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	12	17.07	17.24	40	39.02	28.74	49	43.90	54.02
All Grades	12	17.07	17.24	40	39.02	28.74	49	43.90	54.02

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	13	18.29	16.09	60	48.78	45.98	27	32.93	37.93
All Grades	13	18.29	16.09	60	48.78	45.98	27	32.93	37.93

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	13	17.07	12.64	64	58.54	63.22	23	24.39	24.14
All Grades	13	17.07	12.64	64	58.54	63.22	23	24.39	24.14

### Conclusions based on this data:

1. The rigor, relevance and instruction provided at Colusa High School is set at a very high level, and math continues to be an area of focused improvement.
2. Curriculum evaluation resulted in the implementation of new curriculum in the 2017 - 2018 school year.



3. Assessments given as midterms provide teachers with adequate guidance to continue preparing students and gauging their growth.

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	1540.0	1524.2	1555.4	25
Grade 10	1517.6	1501.6	1533.1	16
Grade 11	1498.6	1496.4	1500.7	11
Grade 12	*	*	*	*
All Grades				60

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	11	44.00	*	*	*	*	25
Grade 10	*	*	*	*	*	*	*	*	16
Grade 11	*	*	*	*	*	*	*	*	11
Grade 12	*	*					*	*	*
All Grades	*	*	18	30.00	14	23.33	18	30.00	60

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	25
Grade 10	*	*	*	*	*	*	*	*	16
Grade 11	*	*	*	*	*	*	*	*	11
Grade 12	*	*			*	*	*	*	*
All Grades	16	26.67	20	33.33	18	30.00	*	*	60

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*	*	*	*	*	*	*	25
Grade 10	*	*	*	*	*	*	*	*	16
Grade 11			*	*	*	*	*	*	11
Grade 12	*	*	*	*			*	*	*
All Grades	*	*	13	21.67	16	26.67	23	38.33	60

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	13	52.00	*	*	*	*	25
Grade 10	*	*	11	68.75	*	*	16
Grade 11	*	*	*	*	*	*	11
Grade 12	*	*	*	*	*	*	*
All Grades	20	33.33	23	38.33	17	28.33	60

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	13	52.00	*	*	25
Grade 10	*	*	11	68.75	*	*	16
Grade 11	*	*	*	*	*	*	11
Grade 12	*	*	*	*	*	*	*
All Grades	24	40.00	31	51.67	*	*	60

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	*	*	13	52.00	25
Grade 10	*	*	*	*	*	*	16
Grade 11			*	*	*	*	11
Grade 12	*	*	*	*	*	*	*
All Grades	*	*	18	30.00	32	53.33	60

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*	18	72.00	*	*	25
Grade 10	*	*	*	*	*	*	16
Grade 11	*	*	*	*	*	*	11
Grade 12	*	*	*	*	*	*	*
All Grades	*	*	38	63.33	13	21.67	60

**Conclusions based on this data:**

1. Increased staffing to properly prepare students has proven to be a positive factor.
2. Our bilingual liaison also provides strong communication between school and home.

3. The test is stronger than the older version, so the transition has been positively received by students.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
400	63.3%	18.3%	0.5%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	73	18.3%
Foster Youth	2	0.5%
Homeless	1	0.3%
Socioeconomically Disadvantaged	253	63.3%
Students with Disabilities	20	5.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3%
American Indian	10	2.5%
Asian	3	0.8%
Hispanic	262	65.5%
Pacific Islander	1	0.3%
White	123	30.8%







### Conclusions based on this data:

1. Our areas of focus are centered around our current population to serve our students and families at the highest level.
2. Increased EL courses are noted in our master schedule.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Graduation Rate</b>  Yellow	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  No Performance Color		
<b>College/Career</b>  Orange		

#### Conclusions based on this data:

1. Our transition to Infinite Campus is geared to improving accuracy of our CALPADS numbers.
2. We expect our graduation rate and college/career ready categories to improve once data accuracy improves.

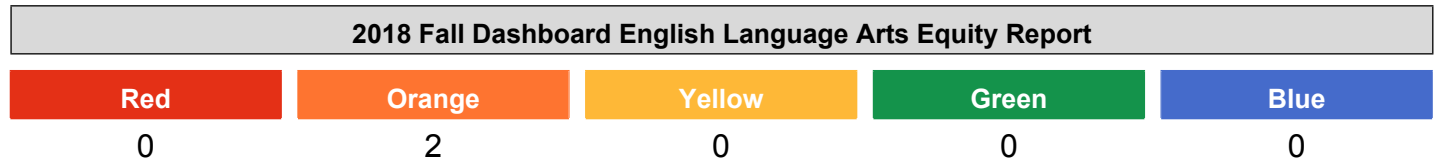
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Yellow 0.7 points above standard Declined -14.6 points 84 students	<b>English Learners</b>  No Performance Color 98.3 points below standard Declined -23.6 points 14 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  Orange 23.8 points below standard Declined -19.9 points 51 students	<b>Students with Disabilities</b>  No Performance Color 152.3 points below standard 12 students

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Orange 24.5 points below standard Declined -22.6 points 58 students	<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 61.3 points above standard Increased 27.7 points 24 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> Less than 11 Students - Data Not Displayed for Privacy 10 students	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 4 students	<b>English Only</b> 30.7 points above standard Maintained 2.1 points 39 students
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#### Conclusions based on this data:

1. Ongoing monitoring of data entry to verify accuracy is a focus point for our district.
2. Training for Infinite Campus has continued for increased improvement.
3. Stakeholders review dashboard data at necessary meetings and provide improvement plans to constantly improve and provide the best educational opportunity for our students.



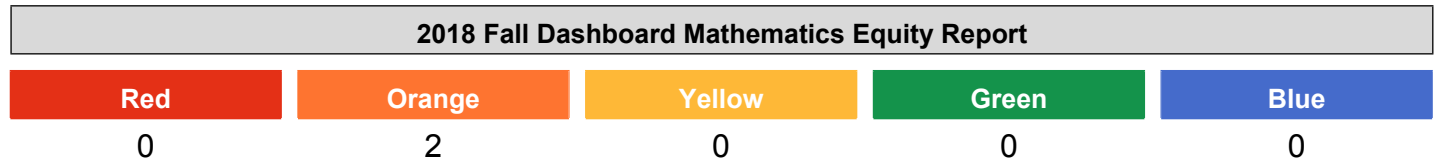
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 59.3 points below standard Declined -8.4 points 85 students	<b>English Learners</b>  No Performance Color 157.7 points below standard Maintained 1.6 points 15 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  Orange 89.4 points below standard Declined -28.1 points 52 students	<b>Students with Disabilities</b>  No Performance Color 201.2 points below standard 13 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Orange 86.5 points below standard Declined -17.1 points 59 students	<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 10.9 points above standard Increased 15.2 points 24 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 204.6 points below standard 11 students	<b>Reclassified English Learners</b> Less than 11 Students - Data Not Displayed for Privacy 4 students	<b>English Only</b> 19.4 points below standard Increased 16.7 points 39 students
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#### Conclusions based on this data:

1. Ongoing monitoring of data entry to verify accuracy is a focus point for our district.
2. Training for Infinite Campus has continued for increased improvement.
3. Stakeholders review dashboard data at necessary meetings and provide improvement plans to constantly improve and provide the best educational opportunity for our students.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
60	16.7%	30%	23.3%	30%

### Conclusions based on this data:

1. Our EL numbers have steadily increased.
2. Adjustments were made to our master schedule to increase EL course offerings.
3. Implementation of Reclassification Ceremony have increased student effort, knowledge and awareness.

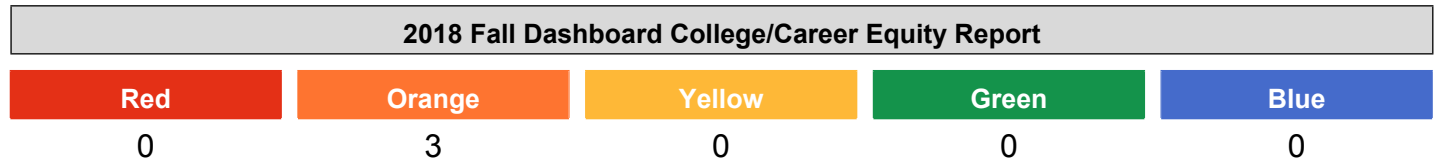
# School and Student Performance Data

## Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
<b>All Students</b>  Orange 48.1% prepared Declined -43% 79 students	<b>English Learners</b>  No Performance Color 23.1% prepared Declined -61.5% 13 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Socioeconomically Disadvantaged</b>  Orange 38.5% prepared Declined -49% 52 students	<b>Students with Disabilities</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students

### 2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 39.5% prepared Declined -49.6% 43 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 Orange 56.3% prepared Declined -37.3% 32 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

### 2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
46.9% <b>Prepared</b>	91.1 <b>Prepared</b>	48.1 <b>Prepared</b>
39.5% <b>Approaching Prepared</b>	3.3 <b>Approaching Prepared</b>	19 <b>Approaching Prepared</b>
13.6% <b>Not Prepared</b>	5.6 <b>Not Prepared</b>	32.9 <b>Not Prepared</b>

#### Conclusions based on this data:

1. Our transition to Infinite Campus is geared to improving accuracy of our CALPADS numbers.
2. We expect our graduation rate and college/career ready categories to improve once data accuracy improves.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2018 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

### 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

### Conclusions based on this data:

1. Data Lacking - N/A

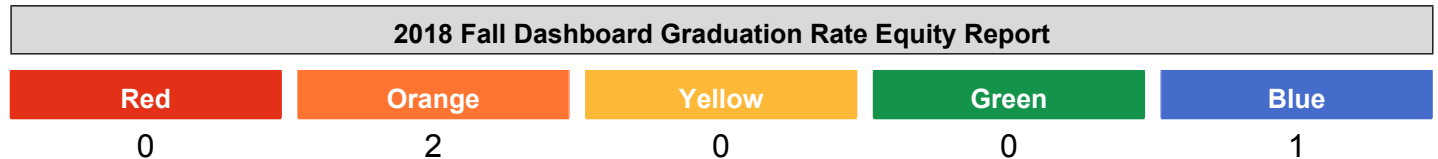
# School and Student Performance Data

## Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>  Yellow 91.1% graduated Declined -5.5% 79 students	<b>English Learners</b>  No Performance Color 61.5% graduated Declined -23.1% 13 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Socioeconomically Disadvantaged</b>  Orange 86.5% graduated Declined -8.1% 52 students	<b>Students with Disabilities</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students

### 2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 83.7% graduated Declined -12.6% 43 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 Blue 100% graduated Increased +3.2% 32 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2018 Fall Dashboard Graduation Rate by Year

2017	2018
96.7% graduated	91.1% graduated

#### Conclusions based on this data:

1. Our transition to Infinite Campus is geared to improving accuracy of our CALPADS numbers.
2. We expect our graduation rate and college/career ready categories to improve once data accuracy improves.



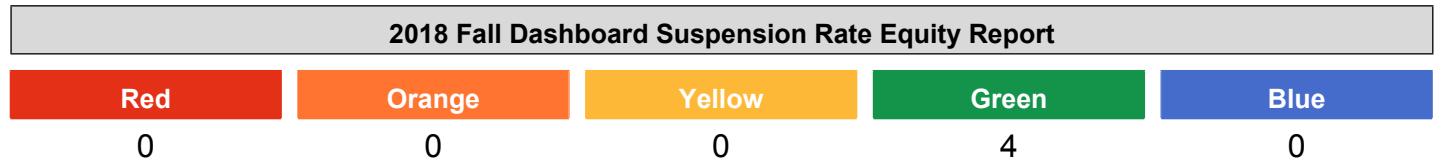
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green 1.7% suspended at least once Declined -9.4% 410 students	<b>English Learners</b>  Green 4.1% suspended at least once Declined -9.6% 73 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 3 students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not 1 students	<b>Socioeconomically Disadvantaged</b>  Green 1.9% suspended at least once Declined -11.1% 259 students	<b>Students with Disabilities</b>  No Performance Color 0% suspended at least once Declined -15.4% 46 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 1 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 10 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data 3 students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Green 2.2% suspended at least once Declined -11% 267 students	<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 1 students	<b>White</b>  Green 0.8% suspended at least once Declined -6.8% 128 students

This section provides a view of the percentage of students who were suspended.

### 2018 Fall Dashboard Suspension Rate by Year

<b>2016</b>	<b>2017</b>	<b>2018</b>
6.6% suspended at least once	11.1% suspended at least once	1.7% suspended at least once

#### Conclusions based on this data:

1. Our transition to Infinite Campus is improving our accuracy of CALPADS numbers regarding suspensions.
2. Intervention strategies have proven successful.
3. Students understand our high expectations in regards to behavior.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Math and ELA

### Goal Statement

After determining the needs of our school through the Action Team and School Site Council it has been determined that there continues to be a need to improve attendance at the high school. Attendance will improve from 97.53% in 2017-2018 to 98% in the 2018-2019 school year. The goal is to improve overall attendance to over 98% by the end of the 2019/2020 school year. Attendance for seniors will be 98%.

### LCAP Goal

Improve student achievement and close the achievement gap.

### Basis for this Goal

Data from a variety of sources is used for ongoing assessment to improve student achievement. Data from Illuminate benchmark grade level and subject area test and California Assessment for Student Performance and Progress (CAASPP) are available in our Illuminate data assessment system. Math proficiency proves to increase with regular attendance to master the various standards. The data from these assessments are used to guide instructional practices.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism	Monthly Attendance Reports & DART	Increased Attendance Rate
CAASPP Scores - Met and Exceeded	Math Scores to Increase by 5%	Improvement as Transition and Gap from CST to CAASPP Lessens

### Planned Strategies/Activities

#### Strategy/Activity 1

The attendance clerk will meet with the assistant principal and principal monthly to evaluate the students struggling with attendance.

#### Students to be Served by this Strategy/Activity

#### Timeline

Beginning August 2019 to June 2020

#### Person(s) Responsible

Attendance Clerk, Assistant Principal, Principal

#### Proposed Expenditures for this Strategy/Activity

Amount

0

## Strategy/Activity 2

The VP will meet with students and parents who miss a significant amount of days from school.

### Students to be Served by this Strategy/Activity

#### Timeline

Beginning August 2019 to June 2020

#### Person(s) Responsible

Assistant Principal

### Proposed Expenditures for this Strategy/Activity

Amount

0

## Strategy/Activity 3

Attendance data sent by the district office each month will be evaluated by the principal and attendance clerk.

### Students to be Served by this Strategy/Activity

#### Timeline

Beginning August 2019 to June 2020

#### Person(s) Responsible

Attendance Clerk, Principal

### Proposed Expenditures for this Strategy/Activity

Amount

0

## Strategy/Activity 4

Surveys will be given to parents in the spring yearly.

### Students to be Served by this Strategy/Activity

#### Timeline

March/April 2019

#### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

Amount

0

## Strategy/Activity 5

Collaboration time will be provided to CHS departments in order to analyze and review data.

### Students to be Served by this Strategy/Activity

**Timeline**

September 2019/March 2020

**Person(s) Responsible**

Principal,  
Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
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# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Math

### Goal Statement

After reviewing the SBAC data from the previous two years, our second goal is to improve proficiency in mathematics by 5% in the upcoming SBAC test.

### LCAP Goal

Improve student achievement and close achievement gaps.

### Basis for this Goal

Bridging the achievement gap in math, proves to be a need statewide based on the SBAC results. CHS results on the math portion of the CAASPP have shown improvement, yet attention and ongoing focus to continue taking strides are important.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Scores	Previous Results and District Trends	Ongoing Improvement in Math Scores

### Planned Strategies/Activities

#### Strategy/Activity 1

Considerable collaboration time will be given to the math department to continue to discuss teaching strategies, students, and assessments.

#### Students to be Served by this Strategy/Activity

#### Timeline

August 2019 to June 2020

#### Person(s) Responsible

Administration  
Teachers

#### Proposed Expenditures for this Strategy/Activity

Amount

0

#### Strategy/Activity 2

3 year math requirement to graduate was approved by the CUSD board, and the requirement is now in effect starting with the Class of 2018. Monitoring the impact and effectiveness of the 3 year math requirement is necessary.

### Students to be Served by this Strategy/Activity

#### Timeline

September 2019

#### Person(s) Responsible

Administration  
Teachers

#### Proposed Expenditures for this Strategy/Activity

Amount	20,000
Source	District Funded
Budget Reference	4000-4999: Books And Supplies

### Strategy/Activity 3

Implementation of our new math curriculum aims to increase student achievement.

### Students to be Served by this Strategy/Activity

#### Timeline

August 2017 to June 2020

#### Person(s) Responsible

Math Department; Administration

#### Proposed Expenditures for this Strategy/Activity

Amount	0
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### Strategy/Activity 4

Articulation with middle school will be planned and implemented throughout the school year.

### Students to be Served by this Strategy/Activity

#### Timeline

August 2019 to June 2020

#### Person(s) Responsible

CHS and Egling Math Department Members;  
Site Administration

#### Proposed Expenditures for this Strategy/Activity

Amount	0
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**Strategy/Activity 5**

A survey will be given to students and parents at the end of the year.

**Students to be Served by this Strategy/Activity**

**Timeline**

January 2019 and June 2020

**Person(s) Responsible**

Administration  
Students  
Parents

**Proposed Expenditures for this Strategy/Activity**



# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Improve atmosphere in our school and improve communication between home and school.

### Goal Statement

Improve atmosphere in our school and improve communication between home and school. Parents need to have training to access student grades, data and testing results in Illuminate, and information in our student information systems, Infinite Campus. Parent communication in English and Spanish must consistently occur to keep our parents informed on the important information and events taking place at Colusa High School. Teacher will utilize the services of our bilingual liaison to translate course syllabus and other important documents.

### LCAP Goal

Improve atmosphere in our school and improve communication between home and school.

### Basis for this Goal

Survey results from parents as well as feedback from ELAC and DELAC meetings were examined and valued in establishing this goal.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Engagement	Survey Results and Communication Participation	Request Increases for Electronic Communication

### Planned Strategies/Activities

#### Strategy/Activity 1

The website will be updated daily to include important events for parents and the community. The website has a feature translating the entire site by clicking the desired language at the bottom of the homepage.

#### Students to be Served by this Strategy/Activity

#### Timeline

August 2019 to June 2020

#### Person(s) Responsible

Principal, Attendance Clerk, Teachers

#### Proposed Expenditures for this Strategy/Activity

Amount

0

#### Strategy/Activity 2

Increased translation of documents at Back to School Night, 8th Grade Parent Night, 11th Grade Parent Night and Course Rules and Expectations will be a focus of our site.

### **Students to be Served by this Strategy/Activity**

#### **Timeline**

August 2019 to June 2020

#### **Person(s) Responsible**

Principal, Staff and Teachers

#### **Proposed Expenditures for this Strategy/Activity**

Amount

0

### **Strategy/Activity 3**

Winterfest will continue to be planned to open the campus to parents and the community.

### **Students to be Served by this Strategy/Activity**

#### **Timeline**

August 2019 to December 2019

#### **Person(s) Responsible**

Principal; CHS Staff

#### **Proposed Expenditures for this Strategy/Activity**

Amount

0

### **Strategy/Activity 4**

The school Facebook page will be updated regularly to include positive student news at CHS.

### **Students to be Served by this Strategy/Activity**

#### **Timeline**

August 2019 to June 2020

#### **Person(s) Responsible**

Principal; CHS Leadership Team Members

#### **Proposed Expenditures for this Strategy/Activity**

Amount

0

### **Strategy/Activity 5**

The school marquee will be updated regularly to include events around the CHS campus.

### **Students to be Served by this Strategy/Activity**

#### **Timeline**

August 2019 to June 2020

**Person(s) Responsible**

Administrative Assistant

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
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# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

School Culture and Positive Atmosphere

### Goal Statement

Increased communication to celebrate student achievement will be communicated with parents and students. Our ELAC and School Site Council committees will generate ideas for school wide procedures relating to positive behavior, character building and student responsibility. Parent feedback indicates gratitude at the increased efforts including mailing home certificates of achievement. Ongoing efforts to continue improving are discussed throughout the year. In the 2018-2019 school year, teachers participated in a "Be Great" activity with our broadcasting students. The activity resulted in increased positive connections between students and teachers.

### LCAP Goal

Improvement in communication between home and school.

### Basis for this Goal

Parent, student and teacher surveys were reviewed in establishing this goal.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Engagement Surveys & Feedback	ELAC and SSC Needs Assessment	Increased Attendance & Email Communication

### Planned Strategies/Activities

#### Strategy/Activity 1

CHS will mail home awards and announce awards in rallies or assemblies. CHS will organize an academic assembly once a year to honor students. CHS will also facilitate a motivational rally once a year in preparation for CAASPP, and incentives will be highlighted to students.

#### Students to be Served by this Strategy/Activity

9th Grade Orientation  
Back to School Night  
Winterfest  
Infinite Campus Training  
Illuminate Training  
Dangers of Technology Assembly and Parent Night  
Academic Achievement Assemblies and Senior Awards Night  
8th and 11th Grade Parent Nights

### Timeline

Spring 2020

**Person(s) Responsible**

CHS Staff

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
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# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Improve atmosphere in our school and increase communication between home and school.

### Goal Statement

CHS will utilize the whisper system at parent nights for Spanish speaking parents to strengthen communication.

### LCAP Goal

Improve atmosphere in our school and increase communication between home and school.

### Basis for this Goal

Student, parent and staff surveys were evaluated.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Engagement Surveys & Parent Feedback	ELAC & School Site Council	Increased Attendance at Parent Nights

### Planned Strategies/Activities

#### Strategy/Activity 1

The whisper system will be updated in order to use efficiently by staff. Staff will be trained on the system in order to assist parents properly.

#### Students to be Served by this Strategy/Activity

Advanced Spanish will assist with translation at other CUSD functions as a component of their community service.

#### Timeline

Ongoing

#### Person(s) Responsible

CHS Staff & Bilingual Liaison

#### Proposed Expenditures for this Strategy/Activity

Amount

0

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 1

After determining the needs of our school through the Action Team and School Site Council it has been determined that there continues to be a need to improve attendance at the high school. Attendance will improve from 97.53% in 2017-2018 to 98% in the 2018-2019 school year. The goal is to improve overall attendance to over 98% by the end of the 2019/2020 school year. Attendance for seniors will be 98%.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism	Consistent Data System of Evaluation	Increased Daily Attendance of Students

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The attendance clerk will meet with the assistant principal and principal monthly to evaluate the students struggling with attendance.	The attendance clerk met with the assistant principal and principal monthly to evaluate the students struggling with attendance.		
The assistant principal will meet with students and parents who miss a significant amount of days from school.	The assistant principal met with students and parents who miss a significant amount of days from school.		
Attendance data sent by the district office each month will be evaluated by the principal and attendance clerk.	Attendance data sent by the district office each month is evaluated by the principal and attendance clerk.		
Surveys will be given to parents in the spring yearly.	Surveys is given to parents in the spring yearly.		
Collaboration time will be provided to CHS departments in order to analyze and review data.	Collaboration time is provided to CHS departments in order to analyze and review data.		

### Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Attendance is understood to be of high importance. Our DART process provides a consistent district wide system of accuracy. Parents strongly communicate with our administrative assistant indicating understanding and value of attendance.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our positive school culture is a key factor in our high attendance rate. Our policies are clearly communicated in our handbook and parent nights. The parent survey results are reviewed by staff at collaboration as we strive for constant and ongoing improvement as a school site.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The only change to our attendance goal would be our monthly attendance report data collection process. It is now completed at the site level rather than the district level. This year serves as our base year for data collection.



# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 2

After reviewing the SBAC data from the previous two years, our second goal is to improve proficiency in mathematics by 5% in the upcoming SBAC test.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Dashboard Indicator	32.19% at level 3 and 4	37% at level 3 and 4

### Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Considerable collaboration time will be given to the math department to continue to discuss teaching strategies, students and assessments.	Considerable collaboration time is given to the math department to continue to discuss teaching strategies, students and assessments.		
3 year math requirement to graduate was approved by the CUSD board, and the requirement is now in effect starting with the Class of 2018. Monitoring the impact and effectiveness of the 3 year math requirement is necessary. Increased accessibility to technology is a critical piece of effective implementation.	3 year math requirement to graduate was approved by the CUSD board, and the requirement is now in effect starting with the Class of 2018. Monitoring the impact and effectiveness of the 3 year math requirement is necessary. Increased computer carts (COWs) have been purchased as technology is a critical piece of effective implementation.	4000-4999: Books And Supplies District Funded 20,000.00	4000-4999: Books And Supplies District Funded 18629.00
Implementation of our new math curriculum aims to increase student achievement.	Implementation of our new math curriculum aims to increase student achievement. Math I, Math II and Math III have now all transitioned to the adopted math program in the 2019/2020		
Articulation with middle school will be planned and implemented	Articulation with middle school is be planned and		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
throughout the school year.	implemented throughout the school year.		
A survey will be given to students and parents at the end of the year.	A survey is given to students and parents at the end of the year.		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.
Test data shows there is a slow increase in ELA scores with a slight decrease in 2018. The implementation of the new math program including the computer based assessment component will provide students with more exposure to tests similar to the CAASPP.
Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
Implementing three years of math as a graduation requirement is being evaluated ongoing. Increased exposure to math during a student's junior year is likely to have a positive impact on scores.
Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.
The quote from the company was slightly adjusted upon finalizing the order.
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
A monitor system will be implemented in 2019/2020 to increase our online assessment system. We believe this will have a positive impact on student achievement.

# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 3

Improve atmosphere in our school and improve communication between home and school. Parents need to have training to access student grades, data and testing results in Illuminate, and information in our student information systems, Infinite Campus. Parent communication in English and Spanish must consistently occur to keep our parents informed on the important information and events taking place at Colusa High School. Teacher will utilize the services of our bilingual liaison to translate course syllabus and other important documents.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Engagement Surveys & Parent Feedback	Increased Attendance & Email Communication	Ongoing Increased Attendance & Email Communication

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The website will be updated daily to include important events for parents and the community. The website has a feature translating the entire site by clicking the desired language at the bottom of the homepage.	The website is updated daily to include important events for parents and the community. The website has a feature translating the entire site by clicking the desired language at the bottom of the homepage.		
Increased translation of documents at Back to School Night, 8th Grade Parent Night, 11th Grade Parent Night and Course Rules and Expectations will be an ongoing focus of our site.	Increased translation of documents at Back to School Night, 8th Grade Parent Night, 11th Grade Parent Night and Course Rules and Expectations is an ongoing focus of our site.		
Winterfest will continue to be planned to open the campus to parents and the community.	Winterfest continues to be planned to open the campus to parents and the community.		
The school Facebook page will be updated regularly to include positive student news at CHS.	The school Facebook page is updated regularly to include positive student news at CHS.		
The school marquee will be updated regularly to	The school marquee is updated regularly to		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
include events around the CHS campus.	include events around the CHS campus.		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Parents seem to appreciate the option of daily email correspondence (bulletin/scholarships/important information). CHS Leadership has placed increased attention on celebrating students from all programs on our CHS website and Facebook.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parents and students share positive comments about School Loop as a grading system. Our parent email list continues to grow displaying an increase in electronic communication.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Student are now able to utilize Illuminate to view their results of assessments in this program. The goal is for the parent portal to be fully implemented in the upcoming school year. The ability to complete this task will be easier the more email addresses parents provided. We are working collaboratively with our technology department on this item.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 4

Increased communication to celebrate student achievement will be communicated with parents and students.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Engagement Surveys & Parent Feedback	Increased Attendance & Email Communication	Ongoing Increased Attendance & Email Communication

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
CHS will mail home awards and announce awards in rallies or assemblies. CHS will organize an academic assembly once a year to honor students. CHS will also facilitate a motivational rally once a year in preparation for CAASPP testing, and incentives will be highlighted to students.	CHS mails home awards and announce awards in rallies or assemblies. CHS organizes an academic assembly once a year to honor students. CHS facilitates a motivational rally once a year in preparation for CAASPP testing, and incentives are highlighted to students.		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The increased recognition and celebration of our students has been wonderful and easy to increase.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students share positive feedback particularly on the honor roll assembly and the testing assembly.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue with our celebrations, and we will constantly explore new ways to celebrate the good work and efforts of our students.

# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 5

CHS will utilize the whisper system at parent nights for Spanish speaking parents to strengthen communication.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Engagement Surveys & Parent Feedback	Increased Attendance & Email Communication	Ongoing Increased Attendance & Email Communication

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The whisper system will be updated in order to use efficiently by staff. Staff has been trained on the system in order to assist parents properly.	The whisper system has been updated in order to use efficiently by staff. Our bilingual liaison is trained on the system in order to assist parents properly. We have utilized the system on multiple occasions.		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The system is shared by our school sites, and we communicate in advance. As a result, it has been extremely effective implementing the use of the whisper system at events.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parents are appreciative of the system, and stronger communication has been an instant result.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to utilize the system in order for parents to be thoroughly informed on relevant and important information.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	20,000.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	52,416.00	52,416.00
LCFF-EL	21,561.00	21,561.00
Agriculture Vocational Incentive	16,052.00	16,052.00
California Partnership Academies	74,970.00	74,970.00
Lottery: Instructional Materials	15,000.00	15,000.00



## Expenditures by Funding Source

Funding Source	Amount
District Funded	20,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	20,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	District Funded	20,000.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 3 Other School Staff
- 4 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Rebecca Changus	Principal
Colleen Wrynski	Parent or Community Member
Joe Williamson	Classroom Teacher
Eric Lay	Classroom Teacher
Lorie Meyers	Other School Staff
Jessica Hickel	Secondary Student
Christian Reyna	Secondary Student
Chantelle Townsend	Parent or Community Member
Lori Tanner	Other School Staff
Casey Johnson	Other School Staff
Lisa Koregelos	Parent or Community Member
Gretchen Carrere	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/20/2019.

Attested:

Principal, Rebecca Changus on

SSC Chairperson, Lorie Meyers on

# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

## **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

## **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.



# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

# School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Colusa Alternative Home School
<b>Address</b>	745 10th Street Colusa, CA. 95932
<b>County-District-School (CDS) Code</b>	06-61598-0630046
<b>Principal</b>	Rebecca Changus
<b>District Name</b>	Colusa Unified School District
<b>SPSA Revision Date</b>	March 5, 2019
<b>Schoolsite Council (SSC) Approval Date</b>	
<b>Local Board Approval Date</b>	June 17, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

Colusa Alternative Home School is committed to the idea that all students can learn and should have the opportunity to achieve academic and co-curricular success. Our home school program holds high academic expectations for all students. We believe that high expectations for behavior and attendance lead to higher achievement. We value cultural diversity and welcome community involvement in all school programs. Our mission is to provide a safe, student-centered, high quality education to ALL students.

## School Profile

Colusa Alternative Home School offers a variety of approaches to independent study and completion of work. Families may, in consultation with a highly qualified teacher, direct the sequence and content of their student's learning. The teacher acts as a facilitator of learning and offers guidance regarding the pace and depth of curriculum coverage. Students are expected to demonstrate mastery of content, and progress at a reasonable pace. Curriculum is aligned with Common Core Standards and delivered in a variety of modalities. Assessments are typically classroom based, with grades based on projects, homework, quizzes and tests. Students take assessments at the appropriate levels for their age and grade.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Our SPSA is reviewed with our staff to assure accuracy and transparency of our program. Additionally, our CHS/CAHS/CAHmS leadership team reviews the action plans and goals set forth by the staff.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	7.7%	10.14%		5	7
African American	%	%	%			
Asian	%	1.5%	%		1	
Filipino	%	%	%			
Hispanic/Latino	%	46.2%	49.28%		30	34
Pacific Islander	%	%	%			
White	%	44.6%	40.58%		29	28
Multiple/No Response	%	%	%			
Total Enrollment					65	69

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		3	1
Grade 2			1
Grade3		2	
Grade 4		1	1
Grade 5		3	1
Grade 6		2	3
Grade 7		4	4
Grade 8		3	5
Grade 9		6	6
Grade 10		9	13
Grade 11		18	15
Grade 12		14	19
Total Enrollment		65	69

### Conclusions based on this data:

1. Our elementary students find strong academic success when the teaching parent is highly involved in the learning process.



2. High school students have the opportunity to be concurrently enrolled in courses at CHS. Teenagers actively involved and driven to complete work excel in this program.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	12	11	8	20.3%	16.9%	11.6%
Fluent English Proficient (FEP)	9	8	12	15.3%	12.3%	17.4%
Reclassified Fluent English Proficient (RFEP)				0.0%	0.0%	0

### Conclusions based on this data:

1. The addition of our credentialed, bilingual teacher has increased the success of our EL population in our home school program.
2. EL students at CAHmS receive ELD instruction utilizing two various approaches to best service their learning style.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	1	*		1	*		1	*		100		
Grade 4	1	*	*	1	*	*	0	*	*	100		
Grade 5	2	*	*	0	*	*	0	*	*	0		
Grade 6	4	*	*	1	*	*	0	*	*	25		
Grade 7	3	*	*	1	*	*	0	*	*	33.3		
Grade 8	6	*	*	2	*	*	0	*	*	33.3		
Grade 11	15	*	*	9	*	*	0	*	*	60		
All Grades	32	*	*	15	*	*	1	*	*	46.9		

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*		*	*		*	*		*	*		*	*	
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	0	*	*	100	*	*	0	*	*	0	*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*		*	*		*	*	
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	*	*	100	*	*	0	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*		*	*		*	*	
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	*	*	100	*	*	0	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*		*	*		*	*	
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	0	*	*	100	*	*	0	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*		*	*		*	*	
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	100	*	*	0	*	*	0	*	*

#### Conclusions based on this data:

1. The low enrollment numbers of students in testing grades limited data from the state.
2. It was a goal and focal point to increase completion of state testing in the 2017-18 school year, and the goal will remain a focus in 2018-19 and 2019-20 school years.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	1	*		1	*		1	*		100		
Grade 4	1	*	*	0	*	*	0	*	*	0		
Grade 5	2	*	*	0	*	*	0	*	*	0		
Grade 6	4	*	*	1	*	*	0	*	*	25		
Grade 7	3	*	*	0	*	*	0	*	*	0		
Grade 8	6	*	*	2	*	*	0	*	*	33.3		
Grade 11	15	*	*	6	*	*	0	*	*	40		
All Grades	32	*	*	10	*	*	1	*	*	31.3		

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*		*	*		*	*		*	*		*	*	
Grade 4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*		*	*		*	*	
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*		*	*		*	*	
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*		*	*		*	*	
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

**Conclusions based on this data:**

1. The low enrollment numbers of students in testing grades limited data from the state.
2. It was a goal and focal point to increase completion of state testing in the 2017/18 school year, and the goal will remain a focus in 2018/19 and 2019/20 school years.

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

### Conclusions based on this data:

1. N/A - Insufficient Data

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
69	55.1%	11.6%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	8	11.6%
Socioeconomically Disadvantaged	38	55.1%
Students with Disabilities	2	2.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	7	10.1%
Hispanic	34	49.3%
White	28	40.6%

### Conclusions based on this data:

1. Students of all backgrounds and socioeconomic status have the opportunity and support networks available to find success in this program.



# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### College/Career



No Performance Color

#### Academic Engagement

##### Graduation Rate



No Performance Color

#### Conditions & Climate

##### Suspension Rate



Blue

##### Chronic Absenteeism



No Performance Color

#### Conclusions based on this data:

1. Dashboard data is not available due to small class sizes.

# School and Student Performance Data

## Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
-----------------------	-----	--------	--------	-------	------	------------------------

This section provides number of student groups in each color.

### 2018 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

### Conclusions based on this data:

1. Dashboard data is not available due to small class sizes.

# School and Student Performance Data

## Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2018 Fall Dashboard Mathematics Equity Report

Red

Orange

Yellow

Green

Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

### Conclusions based on this data:

1. Dashboard data is not available due to small class sizes.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage

Conclusions based on this data:

1. Dashboard data is not available due to small class sizes.

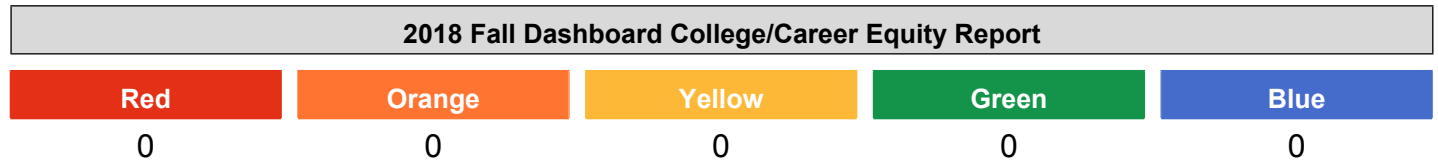
# School and Student Performance Data

## Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
<b>All Students</b>  No Performance Color <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">3.7% prepared</div> Increased 3.7%  27 students	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>Socioeconomically Disadvantaged</b>  No Performance Color <div style="background-color: #d9e1f2; padding: 2px; text-align: center;">0% prepared</div> 21 students	<b>Students with Disabilities</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

### 2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0% prepared 15 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

### 2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
5.6% Prepared	0 Prepared	3.7 Prepared
0% Approaching Prepared	8.3 Approaching Prepared	7.4 Approaching Prepared
94.4% Not Prepared	91.7 Not Prepared	88.9 Not Prepared

#### Conclusions based on this data:

1. The number of not prepared is declining due to the opportunity to take CHS classes as concurrently enrolled students particularly in core courses.
2. Dashboard data is not available due to small class sizes.

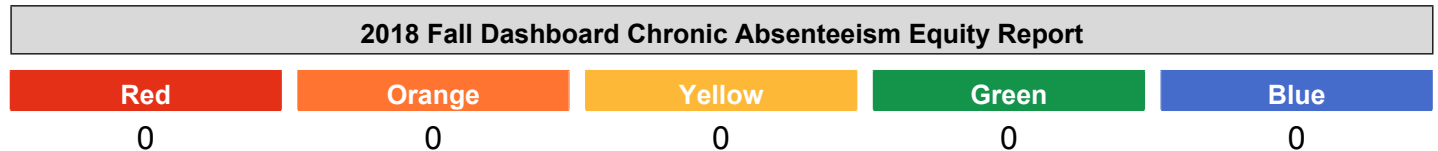
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  <p>No Performance Color</p> <p>15.4% chronically absent</p> <p>Declined 3.1%</p> <p>26 students</p>	<b>English Learners</b>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>	<b>Foster Youth</b>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>
<b>Homeless</b>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>	<b>Socioeconomically Disadvantaged</b>  <p>No Performance Color</p> <p>8.3% chronically absent</p> <p>Declined 9.8%</p> <p>12 students</p>	<b>Students with Disabilities</b>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>

## 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
<b>Hispanic</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>White</b>  No Performance Color 8.3% chronically absent Increased 8.3% 12 students

### Conclusions based on this data:

1. Regular attendance is critical in our Colusa Alternative Home School program.
2. Students struggling with attendance receive a warning letter in hopes of improving attendance prior to changing the educational placement.



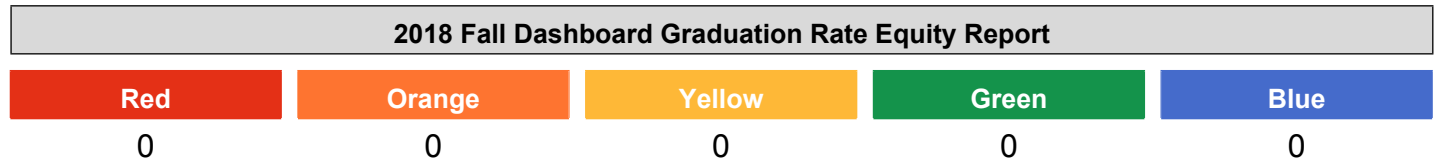
# School and Student Performance Data

## Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>  No Performance Color 48.1% graduated Declined -18.5% 27 students	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>Socioeconomically Disadvantaged</b>  No Performance Color 42.9% graduated 21 students	<b>Students with Disabilities</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

### 2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 40% graduated 15 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2018 Fall Dashboard Graduation Rate by Year

2017	2018
66.7% graduated	48.1% graduated

#### Conclusions based on this data:

1. Our program services particular families who desire an alternative educational approach.
2. Enrollment of our seniors fluctuates year to year. Students who desire to graduate from our Colusa Alternative Home School program find great success.
3. We work actively with our technology department in order for our dashboard to accurately reflect.

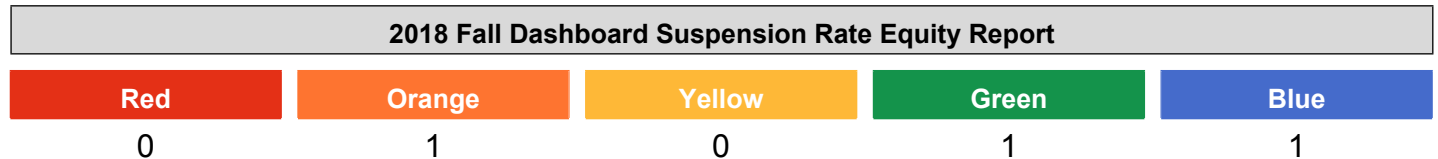
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Blue 1% suspended at least once Maintained 0% 97 students	<b>English Learners</b>  No Performance Color 0% suspended at least once Declined -5.6% 11 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 2 students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  Green 1.6% suspended at least once Maintained -0.2% 62 students	<b>Students with Disabilities</b>  No Performance Color Less than 11 Students - Data Not 2 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 1 students	<b>American Indian</b>  No Performance Color 0% suspended at least once 12 students	<b>Asian</b>  No Performance Color 0 Students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Blue 0% suspended at least once Declined -2% 50 students	<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Orange 2.9% suspended at least once Increased 2.9% 34 students

This section provides a view of the percentage of students who were suspended.

### 2018 Fall Dashboard Suspension Rate by Year

<b>2016</b>	<b>2017</b>	<b>2018</b>
0% suspended at least once	1% suspended at least once	1% suspended at least once

#### Conclusions based on this data:

1. Incidents resulting in suspension are extremely rare in our home school program.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Improve atmosphere in our school and improve communication between home and school.

### Goal Statement

Improve atmosphere in our school and improve communication between home and school. Parents need to have training to access student grades, data and testing results in Illuminate, and information in our student information systems, Infinite Campus. Parent communication in English and Spanish must consistently occur to keep our parents informed on the important information and events taking place at Colusa Alternative Home School. Teacher will utilize the services of our bilingual liaison to translate course syllabus and other important documents.

### LCAP Goal

Improve atmosphere in our school and improve communication between home and school.

### Basis for this Goal

After getting input from several parents and students about the program, it has been determined that bi-yearly surveys will be distributed to parents and students in order to further address the needs of our students and program.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Engagement Surveys & Parent Feedback	Increased Attendance & Email Communication	Ongoing Increased Attendance & Email Communication

### Planned Strategies/Activities

#### Strategy/Activity 1

The home school teachers will give the surveys to all students.

#### Students to be Served by this Strategy/Activity

#### Timeline

Beginning September 2019 to May 2020

#### Person(s) Responsible

Teachers

#### Proposed Expenditures for this Strategy/Activity

Amount

0

#### Strategy/Activity 2

The home school principal will send surveys to all parents.

### **Students to be Served by this Strategy/Activity**

#### **Timeline**

Beginning September 2019 to May 2020

#### **Person(s) Responsible**

Principal

### **Proposed Expenditures for this Strategy/Activity**

**Amount**

0

### **Strategy/Activity 3**

The teachers and principal will evaluate data received from surveys.

### **Students to be Served by this Strategy/Activity**

#### **Timeline**

Fall and Spring

#### **Person(s) Responsible**

Principal and Teachers

### **Proposed Expenditures for this Strategy/Activity**

**Amount**

0

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Improve atmosphere in our school and improve communication between home and school.

### Goal Statement

All home school students from 9-12 grade will meet multiple times with the high school counselor in order to give the students more information and knowledge when it comes to after school options.

### LCAP Goal

Improve atmosphere in our school and improve communication between home and school.

### Basis for this Goal

Transcripts and Credit Updates

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Engagement Surveys & Parent Feedback	Increased Attendance & Email Communication	Ongoing Increased Attendance & Email Communication

### Planned Strategies/Activities

#### Strategy/Activity 1

The counselor will meet multiple times with each home school student in grades 9-12. Increased counseling services for grades k-8 with the hiring of our middle school (full time) counselor.

#### Students to be Served by this Strategy/Activity

#### Timeline

August 2019 to May 2020

#### Person(s) Responsible

Counselor

#### Proposed Expenditures for this Strategy/Activity

Amount

0

#### Strategy/Activity 2

A survey will be given and analyzed at the end of each school year to determine the success of meeting with high school counselor.

**Students to be Served by this Strategy/Activity**

**Timeline**

August 2019 to May 2020

**Person(s) Responsible**

Principal, Counselor

**Proposed Expenditures for this Strategy/Activity**

Amount	0
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# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Improve atmosphere in our school and improve communication between home and school.

### Goal Statement

Yearly updates of the home school handbook for consistent communication to staff, students and parents.

### LCAP Goal

Update the home school handbook for consistent communication to staff, students and parents.

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Engagement Surveys & Parent Feedback	Increased Attendance & Email Communication	Ongoing Increased Attendance & Email Communication

### Planned Strategies/Activities

#### Strategy/Activity 1

Teachers and the principal will review the current home school policies and revise the home school handbook.

#### Students to be Served by this Strategy/Activity

#### Timeline

August 2019 to May 2020

#### Person(s) Responsible

Teachers, Principal

#### Proposed Expenditures for this Strategy/Activity

Amount

0

#### Strategy/Activity 2

Teachers and the principal will review the current handbook and update it accordingly.

**Students to be Served by this Strategy/Activity**

**Timeline**

August 2018 to May 2019

**Person(s) Responsible**

Teachers, Principal

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
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# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 1

Improve atmosphere in our school and improve communication between home and school. Parents need to have training to access student grades, data and testing results in Illuminate, and information in our student information systems, Infinite Campus. Parent communication in English and Spanish must consistently occur to keep our parents informed on the important information and events taking place at Colusa Alternative Home School. Teacher will utilize the services of our bilingual liaison to translate course syllabus and other important documents.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Engagement Surveys & Parent Feedback	Increased Attendance & Email Communication	Ongoing Increased Attendance & Email Communication

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Home school teachers will give the surveys to all students.	Home school teachers give the surveys to all students.		
The home school principal will send surveys to all parents.	The home school principal sends surveys to all parents.		
The teachers and principal will evaluate data received from surveys.	The teachers and principal evaluate data received from surveys.		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Parent involvement in our Colusa Alternative Home School program is an integral element for student success. Establishing relationships with the students and the teaching parent is a requirement of the program.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parent communication and involvement is at the highest possible level in this program. The students who are successful in this alternative education program have strong parental support partnered with strong teacher advocacy, guidance and instruction.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The program is individualized for all students and families, so the structure might be slightly different from family to family. The goal in all settings is student success in academics and progress toward their educational goals.

# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 2

All home school students from 9-12 grade will meet multiple times with the high school counselor in order to give the students more information and knowledge when it comes to after school options. Increased counseling services to k-8 students.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Engagement Surveys & Parent Feedback	Increased Student Support Services	Increased Academic Success and Student Engagement

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The counselor will meet multiple times with each home school student in grades 9-12.	The counselor will meet multiple times with each home school student in grades 9-12.		
A survey will be given and analyzed at the end of each school year to determine the success of meeting with high school counselor.	A survey will be given and analyzed at the end of each school year to determine the success of meeting with high school counselor.		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The goal is to increased connections to Colusa High School, Egling Middle School and Burchfield Primary School and the various resources available to the sites.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The effect of stronger connections to resources and the sites has proven to be extremely helpful to the success of our home school program and the support of our CUSD students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Collaboration regarding curriculum has been set in motion for the future to increase instructional support to our teachers and students. It will result in offering a more expansive curriculum to fit student individualized needs.





# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 3

Yearly updating the home school handbook for consistent communication to staff, students and parents.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Engagement Surveys & Parent Feedback	Increased Awareness and Communication	Increased Attendance & Email Communication

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers and the principal will review the current home school policies and revise the home school handbook.	Teachers and the principal will review the current home school policies and revise the home school handbook.		
Teachers and the principal will review the current handbook and update it accordingly yearly.	Teachers and the principal will review the current handbook and update it accordingly yearly.		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The creation of the Colusa Alternative High School Handbook has provided a resource of information available to staff, students and parents. It immediately had a positive impact as it offered clear vision and communication to all students in the program as well as key information for individuals interested in the program.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parents and students feel informed on the program. They also have a clear picture of the program requirements, so our home school program is fair and effective.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Ongoing reviews and updates to continue improving communication and information will be done every year.



# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 4

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
------------------	-------------------	-----------------

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
-----------------------------	----------------------------	--------------------------	----------------------------------

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 5

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
------------------	-------------------	-----------------

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
-----------------------------	----------------------------	--------------------------	----------------------------------

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

## Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

## Allocations by Funding Source

## Expenditures by Funding Source

### Funding Source

Amount

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
------------------	----------------	--------



# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- School Principal
- Classroom Teachers

Name of Members	Role
-----------------	------

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Rebecca Changus on
SSC Chairperson, Roberta James on

# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

## **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

## **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program



# School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Colusa Alternative High School
<b>Address</b>	901 Colus Avenue Colusa, CA 95932
<b>County-District-School (CDS) Code</b>	06-61598-0630012
<b>Principal</b>	Rebecca Changus
<b>District Name</b>	Colusa Unified School District
<b>SPSA Revision Date</b>	March 5, 2019
<b>Schoolsite Council (SSC) Approval Date</b>	March 18, 2019
<b>Local Board Approval Date</b>	June 17, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

Our mission is to provide a safe, student-centered, high quality education to ALL students. Our vision is to provide, in cooperation with our families, an excellent, well balanced education where students gain skills necessary for success in our ever changing world.

## School Profile

Colusa Community - Situated along the Sacramento River, Colusa is a quiet and serene community. Colusa County is one of the original 27 California counties created in 1850. Located along the Pacific Flyway, this city is 120 miles north of San Francisco, and 69 miles northwest of Sacramento. The city benefits from an excellent location, with Interstate 5, the major northwest transportation quarter for the West Coast, passing within nine miles of the city. Much of the land area around the city is devoted to agriculture-the primary economic activity and major source of commerce and employment.

Colusa Unified School District - The district consists of three comprehensive schools: Colusa High School, Egling Middle School and Burchfield Primary School. Additionally, to meet the needs of those who wish an alternative to these schools the district offers the Colusa Alternative Home School and Colusa Alternative High School.

Colusa Alternative High School (CAHS) School Staff - Credentialed staff includes 3 teachers, 2 administrators and 1 counselor. Classified staff includes 2 Administrative Secretaries, 1 Attendance Clerk, 1 Career Technician, 5 Cafeteria and Custodial staff. Through ongoing staff development and curriculum leadership, we have continued to improve our programs, student relations and parent communications.

Colusa Alternative High School - The Colusa school community works cooperatively and continuously to fulfill our mission: Colusa Alternative High School is committed to the idea that all students can learn and should have the opportunity to achieve academic success. Colusa Alternative High School holds high academic expectations for all students. We believe that high expectations for behavior and attendance lead to higher achievement. We value cultural diversity and welcome community involvement in all school programs.

Located in the rural, agricultural city of Colusa on the Sacramento River, Colusa Alternative High School serves approximately 18 to 25 students in grades 9-12 throughout the year. Enrollment fluctuates due to the fact that it is an alternative program. Colusa Alternative High School is a two semester comprehensive high school accredited by the Western Association of Schools and Colleges, having been awarded a six year term of accreditation with a three year review. Colusa Alternative High School students often utilize the alternative schedule for work experience opportunities as well as enrolling in junior college courses. In our fall post-graduation report, 50% of graduates had enrolled in a junior college program.

Graduation Requirements - All students at Colusa Alternative High School must complete 220 credits for graduation. These credit requirements include 40 credits in Language Arts, 30 in Social Science, 10 in Vocational Education, 10 in Fine Arts/Foreign Language, 20 in Math, 20 in Physical Education, 20 in Science (10 in Physical and 10 in Life), 10 in Business Applications/Computer Literacy and 60 Electives.

- Colusa Alternative High School requires students to complete a Senior Project

Grading System – Colusa Alternative High School uses both weighted (5.0) and un-weighted grade point averages. A = 90 – 100, B = 80-89, C = 70-79, D = 60-69

Daily Schedule: Alternative Schedule with a 4 period day.

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Our CAHS in collaboration with our CHS staff review all items connected to our SPSA in order to best serve our students. The CHS/CAHS Leadership Team provides additional insight, reflection and ideas for improvement throughout the school year. Lastly, our School Site Council members review all elements, play an active part in goal setting and establishing our needs assessment.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	14.3%	6.25%		2	1
African American	%	%	%			
Asian	%	%	%			
Filipino	%	7.1%	%		1	
Hispanic/Latino	%	57.1%	81.25%		8	13
Pacific Islander	%	%	%			
White	%	21.4%	12.50%		3	2
Multiple/No Response	%	%	%			
Total Enrollment					14	16

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 10		2	3
Grade 11		9	6
Grade 12		3	7
Total Enrollment		14	16

### Conclusions based on this data:

1. The CAHS program is geared toward our juniors and seniors who need to recover credits in order to graduate from CAHS or return to CHS for graduation.
2. Our graduation rate for our seniors who wish to graduate from CAHS is extremely high due to the ongoing efforts of our teachers, counselor and administration.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	7	5	8	38.9%	35.7%	50.0%
Fluent English Proficient (FEP)	4	2	2	22.2%	14.3%	12.5%
Reclassified Fluent English Proficient (RFEP)				0.0%	0.0%	0

### Conclusions based on this data:

1. The EL population in our CAHS program receives strong support from a bilingual teacher on a daily basis.
2. EL students are able to attend an ELD class daily at CHS with our ELD instructor offering increased language development opportunities.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	6	*	*	6	*	*	4	*	*	100		
All Grades	6	*	*	6	*	*	4	*	*	100		

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*



**Conclusions based on this data:**

1. Due to the small class size in our Colusa Alternative High School, testing scores did not meet the participation rate for the state.
2. Participation in CAASPP is completed at a high rate due to the focus and efforts of our testing coordinator and teachers.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	6	*	*	6	*	*	6	*	*	100		
All Grades	6	*	*	6	*	*	6	*	*	100		

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	*	*	*	*	*	*	*	*	*	*	*	*

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

### Conclusions based on this data:

- Due to the small class size in our Colusa Alternative High School, testing scores did not meet the participation rate for the state.
- CAHS students have two credentialed math teachers on a daily basis offering strong math support and instructional services to our alternative education program.

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 10	*	*	*	*
Grade 11	*	*	*	*
Grade 12	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10					*	*			*
Grade 11			*	*			*	*	*
Grade 12	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10			*	*	*	*			*
Grade 11	*	*					*	*	*
Grade 12	*	*	*	*	*	*			*
All Grades	*	*	*	*	*	*	*	*	*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 10			*	*			*	*	*
Grade 11					*	*	*	*	*
Grade 12					*	*	*	*	*
All Grades			*	*	*	*	*	*	*

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10			*	*			*
Grade 11	*	*			*	*	*
Grade 12	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10			*	*	*	*	*
Grade 11	*	*			*	*	*
Grade 12	*	*	*	*			*
All Grades	*	*	*	*	*	*	*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10			*	*	*	*	*
Grade 11					*	*	*
Grade 12			*	*	*	*	*
All Grades			*	*	*	*	*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 10	*	*	*	*			*
Grade 11			*	*			*
Grade 12			*	*	*	*	*
All Grades	*	*	*	*	*	*	*

**Conclusions based on this data:**

1. The small class size for our Colusa Alternative High School results in limited data in this regard.
2. EL students at CAHS receive ELD instruction utilizing two various approaches to best service their learning style.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
16	87.5%	50.0%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	8	50.0%
Socioeconomically Disadvantaged	14	87.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	1	6.3%
Hispanic	13	81.3%
White	2	12.5%







### Conclusions based on this data:

1. Our bilingual and EL support is critical to best servicing our student population.

# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  No Performance Color	<b>Graduation Rate</b>  No Performance Color	<b>Suspension Rate</b>  No Performance Color
<b>Mathematics</b>  No Performance Color		
<b>English Learner Progress</b>  No Performance Color		
<b>College/Career</b>  No Performance Color		

#### Conclusions based on this data:

1. Due to the small class size, performance indicators on the dashboard are not available.
2. In an alternative program, small class sizes are critical for student success and completion.

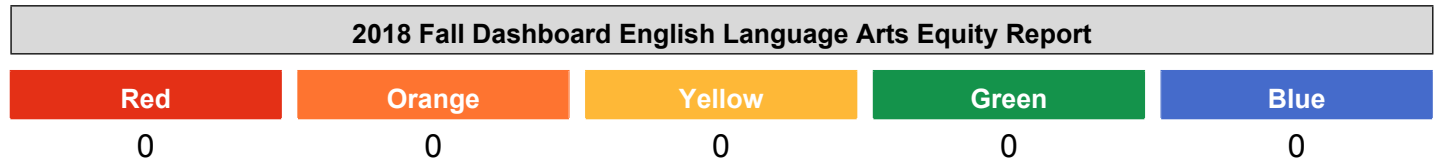
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	<b>English Learners</b>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>	<b>Foster Youth</b>  <p>No Performance Color</p> <p>0 Students</p>
<b>Homeless</b>  <p>No Performance Color</p> <p>0 Students</p>	<b>Socioeconomically Disadvantaged</b>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	<b>Students with Disabilities</b>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2 students	0 Students	Less than 11 Students - Data Not Displayed for Privacy 1 students

#### Conclusions based on this data:

1. Due to the small class size, performance indicators on the dashboard are not available.
2. In an alternative program, small class sizes are critical for student success and completion.



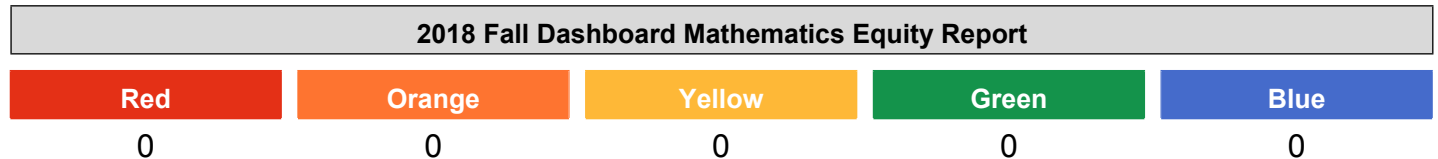
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	<b>English Learners</b>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>	<b>Foster Youth</b>  <p>No Performance Color</p> <p>0 Students</p>
<b>Homeless</b>  <p>No Performance Color</p> <p>0 Students</p>	<b>Socioeconomically Disadvantaged</b>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	<b>Students with Disabilities</b>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 0 Students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color 0 Students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> Less than 11 Students - Data Not Displayed for Privacy 2 students	<b>Reclassified English Learners</b> 0 Students	<b>English Only</b> Less than 11 Students - Data Not Displayed for Privacy 1 students
--	--	---

#### Conclusions based on this data:

1. Due to our small class size, data for the dashboard is not available.
2. In an alternative program, small class sizes are critical for student success and completion.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
	%	%		

### Conclusions based on this data:

1. The EL population in our CAHS program receives strong support from a bilingual teacher on a daily basis.
2. EL students are able to attend an ELD class daily at CHS with our ELD instructor offering increased language development opportunities.

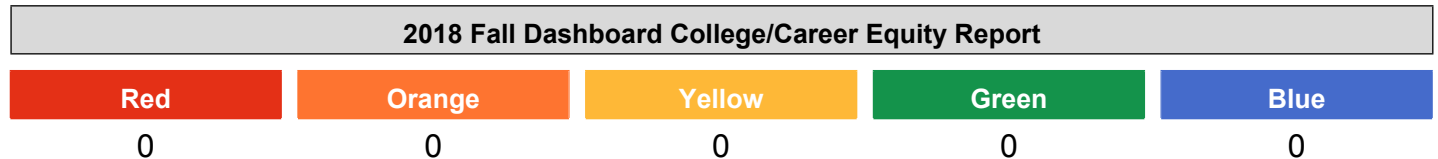
# School and Student Performance Data

## Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
<b>All Students</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<b>Students with Disabilities</b>  No Performance Color 0 Students

### 2018 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

### 2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

#### Conclusions based on this data:

1. Dashboard data is not available for this small class population.
2. In an alternative program, small class sizes are critical for student success and completion.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2018 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

### 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

### Conclusions based on this data:

1. The small class size for our Colusa Alternative High School results in limited data in this regard.
2. Our district reports indicate an increase in CAHS attendance over the last two years.

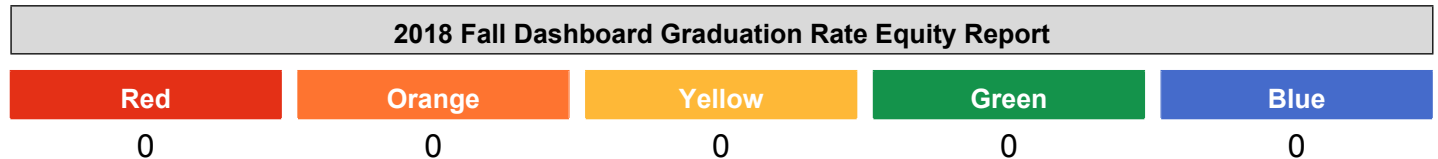
# School and Student Performance Data

## Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
<b>All Students</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	<b>Students with Disabilities</b>  No Performance Color 0 Students

### 2018 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2018 Fall Dashboard Graduation Rate by Year

2017	2018
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#### Conclusions based on this data:

1. Dashboard data is not available. Completion of CAHS requirements and graduation rate for this program is very high.



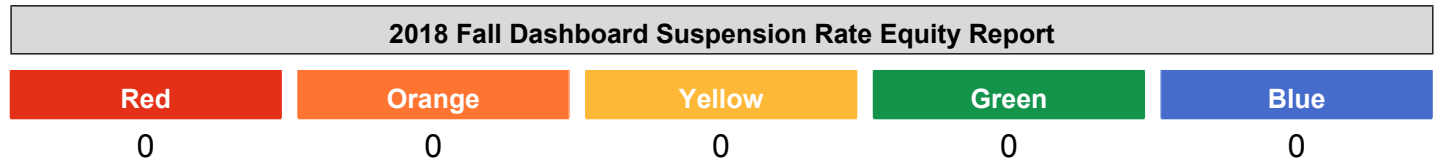
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  No Performance Color 0% suspended at least once Declined -36% 32 students	<b>English Learners</b>  No Performance Color 0% suspended at least once 13 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color 0% suspended at least once Declined -35% 27 students	<b>Students with Disabilities</b>  No Performance Color Less than 11 Students - Data Not 4 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0% suspended at least once Declined -46.7% 27 students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 4 students

This section provides a view of the percentage of students who were suspended.

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
	36% suspended at least once	0% suspended at least once

#### Conclusions based on this data:

1. The alternative programs is designed for credit recovery. Students understand the expectations academically and behaviorally.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Improve Credit Completion for Credit Recovery

### Goal Statement

After determining the needs of our school through the Action Team and School Site Council it has been determined that there continues to be a need to improve attendance at the alternative high school. Attendance will improve from 86.71% in 2017-2018 to 88% in the 2018-2019 school year. The goal is to improve overall attendance to over 90% by the end of the 2018/2019 school year and to maintain 90% or above in 2019/20 school year. Attendance directly reflects academic success and positive strides to earning a diploma in our alternative education program.

### LCAP Goal

Improve student achievement and close achievement gaps.

### Basis for this Goal

Monthly attendance reports are evaluated by our CAHS staff. Biweekly meetings with the counselor in order to create individualize learning plans for all students provide accurate credit breakdowns. Additionally, the students use the meetings as motivation for credit completion.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism	Monthly Attendance Reports & DART	Increased Attendance Rate

### Planned Strategies/Activities

#### Strategy/Activity 1

Counselor will meet with each student twice a month.

#### Students to be Served by this Strategy/Activity

All students participate in this process regularly. Seniors receive additional support and guidance for senior project and completion of all graduation requirements.

#### Timeline

August 2019 to May 2020

#### Person(s) Responsible

Counselor

#### Proposed Expenditures for this Strategy/Activity

Amount

0

## Strategy/Activity 2

Biweekly review of attendance and communication with parents/guardians will occur throughout the year. The DART process will be followed if/when necessary.

### Students to be Served by this Strategy/Activity

#### Timeline

August 2019 to May 2020

#### Person(s) Responsible

Attendance Clerk, Assistant Principal

### Proposed Expenditures for this Strategy/Activity

Amount

0

## Strategy/Activity 3

Two educational paths are offered and reviewed at the start of the school year. Students sign their chosen contract by the end of the first month of school. Goals to attaining the goals of their path are reviewed at biweekly meetings with the counselor.

### Students to be Served by this Strategy/Activity

#### Timeline

#### Person(s) Responsible

Counselor, Administration

### Proposed Expenditures for this Strategy/Activity

Amount

0

## Strategy/Activity 4

Exit interview to be completed at the end of the year.

### Students to be Served by this Strategy/Activity

#### Timeline

May 2020

#### Person(s) Responsible

Counselor, Principal

### Proposed Expenditures for this Strategy/Activity

Amount

0

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

English Language Arts & ELD

### Goal Statement

Increase ELD instruction and bilingual support to our EL students.

### LCAP Goal

Improve student achievement and close achievement gaps.

### Basis for this Goal

Data from CELDT/ELPAC and the California Assessment for Student Performance and Progress (CAASPP) are available in our Illuminate data assessment system.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Dashboard Indicators	Previous Scores on ELA CAASPP & ELPAC Assessments	Increased Results on ELA CAASPP & ELPAC Assessments

### Planned Strategies/Activities

#### Strategy/Activity 1

Monitor testing results when received from CAASPP and ELPAC testing.

#### Students to be Served by this Strategy/Activity

#### Timeline

September - CAASPP  
Fall and Spring - ELPAC

#### Person(s) Responsible

Counselor, Administration

#### Proposed Expenditures for this Strategy/Activity

Amount	0
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#### Strategy/Activity 2

Continue delivery of ELD instruction and supplemental services.

### **Students to be Served by this Strategy/Activity**

#### **Timeline**

August 2019 to June 2020

#### **Person(s) Responsible**

Teachers

### **Proposed Expenditures for this Strategy/Activity**

**Amount**

0

### **Strategy/Activity 3**

Include qualifying students in the district Reclassification Celebration.

### **Students to be Served by this Strategy/Activity**

#### **Timeline**

Fall 2019, Spring 2020

#### **Person(s) Responsible**

Counselor, Administration, Bilingual Liaison

### **Proposed Expenditures for this Strategy/Activity**

**Amount**

0

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Improve atmosphere in our school and improve communication between home and school.

### Goal Statement

Improve atmosphere in our school and improve communication between home and school. Parents of our alternative high school students receive increased parent meeting opportunities in order to communicate credits, requirements and academic focus areas. Parent communication in English and Spanish must consistently occur to keep our parents informed on the important information for our Colusa Alternative High School students. Teacher will utilize the services of our bilingual liaison to translate course syllabus and other important documents.

### LCAP Goal

Improve the atmosphere in our schools, and the communication between home and school.

### Basis for this Goal

Improve atmosphere in our school and improve communication between home and school. Parent communication in English and Spanish must consistently occur to keep our parents informed on the important information and events taking place at Colusa Alternative High School particularly regarding progress toward attaining credits. Teachers will utilize the services of our bilingual liaison to translate course syllabus and other important documents.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Engagement	Survey Results and Communication Participation	Request Increases for Electronic Communication

### Planned Strategies/Activities

#### Strategy/Activity 1

The website will be updated daily to include important events for parents and the community. The website has a feature translating the entire site by clicking the desired language on the homepage.

#### Students to be Served by this Strategy/Activity

#### Timeline

August 2019 to June 2020

#### Person(s) Responsible

Administration, Attendance Clerk, Teachers

#### Proposed Expenditures for this Strategy/Activity

Amount

0

**Strategy/Activity 2**

Increased parent communication regarding information shared with students at their biweekly meetings will take place in the form of documentations sent home, parent meetings and/or phone calls by CAHS staff or our bilingual liaison.

**Students to be Served by this Strategy/Activity**

**Timeline**

August 2019 to June 2020

**Person(s) Responsible**

Administration, Counselor, Teachers, Bilingual Liaison

**Proposed Expenditures for this Strategy/Activity**

Amount	0
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# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

### Goal Statement

### LCAP Goal

### Basis for this Goal

### Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

### Planned Strategies/Activities

#### Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

# Annual Review and Update

## SPSA Year Reviewed: 2017-18

### Goal 1

After determining the needs of our school through the Action Team and School Site Council it has been determined that there continues to be a need to improve attendance at the alternative high school. Attendance will improve from 86.71% in 2017-2018 to 88% in the 2018-2019 school year. The goal is to improve overall attendance to over 90% by the end of the 2018/2019 school year and to maintain 90% or above in the 2019/20 school year. Attendance directly reflects academic success and positive strides to earning a diploma in our alternative education program.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism	Monthly Attendance Reports & DART	Increased Attendance Rate

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Counselor will meet with each student twice a month.	Counselor meets with each student twice a month.		
Bimonthly review of attendance and communication with parents/guardians will occur throughout the year. The DART process will be followed if/when necessary.	Bimonthly review of attendance and communication with parents/guardians occur throughout the year. The DART process is be followed if/when necessary.		
Two educational paths are offered and reviewed at the start of the school year. Students sign their chosen contract by the end of the first month of school. Goals to attaining the goals of their path are reviewed at biweekly meetings with the counselor.	Two educational paths are offered and reviewed at the start of the school year. Students sign their chosen contract by the end of the first month of school. Goals to attaining the goals of their path are reviewed at biweekly meetings with the counselor.		
Exit interview to be completed at the end of the year.	Exit interview to be completed at the end of the year.		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The counselor reviews transcripts and credit needs at bimonthly meetings. The curriculum focus is communicated to the entire CAHS team for consistent communication and support of each student's individualized learning plan. Attendance is a direct correlation to a student's academic progress in our alternative program.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The process is very successful, because the students need additional monitoring of their growth. They recognize an immediate result of their work and credits applied to their official transcript more regularly offering increased motivation.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Students who are chronically absent or students struggling to meet the requirements are placed on a formal contract to increase efforts and parent communication. The terms of the contract are communicated to the student, parents and CAHS staff for increased support.

# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 2

Increase ELD instruction and bilingual support to our EL students.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Dashboard Indicators	Previous Scores on ELA CAASPP & ELPAC Assessments	Increased Results on ELA CAASPP & ELPAC Assessments

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Monitor testing results when received from CAASPP and ELPAC testing.	Monitor testing results when received from CAASPP and ELPAC testing.		
Continue delivery of ELD instruction and supplemental services including the opportunity to attend a structured ELD period at CHS daily.	Continue delivery of ELD instruction and supplemental services including the opportunity to attend a structured ELD period at CHS daily.		
Include qualifying students in the district Reclassification Celebration.	Qualifying students are include in the district Reclassification Celebration.		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

An increased variety of options for ELD instruction are offered to all qualifying Colusa Alternative High School students. Students are allowed to attend the appropriate, leveled class at CHS to increase student achievement and growth. ELPAC practice tests, informative meeting and testing protocol have been explained more thoroughly to students to give them more clarity and understanding.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students feel welcome and included in the Colusa High School ELD program, and the only results of this change have been positive. We will continue to offer this to our EL students. The Reclassification Ceremony has increased attention, efforts, understanding and pride in earning EL reclassification. We have seen a positive impact of this event at all sites.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Students will continue to be offered ELD instruction in a variety of ways to best fit their individualized needs and comply with state requirements. The CUSD Reclassification Ceremony will be a regular event, and the only change would possibly be starting the event at 6:00pm rather than 5:00pm.

# Annual Review and Update

**SPSA Year Reviewed: 2017-18**

## Goal 3

Improve atmosphere in our school and improve communication between home and school.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Engagement Surveys & Parent Feedback	Increased Attendance & Email Communication	Increased Attendance at Meetings

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
The website will be updated daily to include important events for parents and the community. The website has a feature translating the entire site by clicking the desired language on the homepage.	The website will be updated daily to include important events for parents and the community. The website has a feature translating the entire site by clicking the desired language on the homepage.		
Increased parent communication regarding information shared with students at their biweekly meetings will take place in the form of documentations sent home, parent meetings and/or phone calls by CAHS staff or our bilingual liaison.	Increased parent communication regarding information shared with students at their biweekly meetings will take place in the form of documentations sent home, parent meetings and/or phone calls by CAHS staff or our bilingual liaison.		

## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Improve atmosphere in our school and improve communication between home and school. Parents of our alternative high school students receive increased parent meeting opportunities in order to communicate credits, requirements and academic focus areas. Parent communication in English and Spanish must consistently occur to keep our parents informed on the important information for our Colusa Alternative High School students. Teacher will utilize the services of our bilingual liaison to translate course syllabus and other important documents.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.  
Parents will feel more confident to support their son or daughter's academic growth or progress toward completing their credits.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Parents will feel part of our team to support their child on their journey to completing the requirements of our alternative program.



# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 4

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Annual Review and Update

SPSA Year Reviewed: 2017-18

## Goal 5

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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## Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	0.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	8,545.00	8,545.00
LCFF-EL	11,561.00	11,561.00

Expenditures by Funding Source

Funding Source	Amount
	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 3 Other School Staff
- 4 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Rebecca Changus	Principal
Colleen Wrynski	Parent or Community Member
Joseph Williamson	Classroom Teacher
Eric Lay	Classroom Teacher
Lorie Meyers	Other School Staff
Jessica Hickel	Secondary Student
Christian Reyna	Secondary Student
Lori Tanner	Other School Staff
Casey Johnson	Other School Staff
Chantelle Townsend	Parent or Community Member
Gretchen Carrere	Parent or Community Member
Lisa Koregelos	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Rebecca Changus on

SSC Chairperson, Lorie Meyers on



# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

## **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

## **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# Appendix A: Plan Requirements for Schools Funded Through the ConApp

## Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
COLUSA COUNTY OFFICE OF EDUCATION (CCOE) and  
COLUSA UNIFIED SCHOOL DISTRICT (CUSD)  
FOR  
SERVICES OF THE EDUCATION PROGRAM AT  
S. WILLIAM ABEL COMMUNITY SCHOOL (SWACS)**

This Memorandum of Understanding (MOU) between the Colusa Unified School District and the Colusa County Office of Education is for the purpose of documenting that the parties agree to work collaboratively to implement the education program at the CCOE-S. William Abel Community School.

The parties acknowledge per Welfare and Institutions Code Section 889 and Education Code Section 48645.2 that *the County Superintendent of Schools and the County Board of Education are responsible for the administration and operation of public schools in SWACS.*

Section 48960 of the California Education Code requires *each County Superintendent of Schools, in conjunction with the superintendents of the school districts within the county, to develop a plan for providing educational services to all expelled pupils in that county.*

The mutually developed goals and objectives outlined below are to be reviewed annually.

**The Colusa County Office of Education (CCOE) will:**

- Provide 240 minutes of daily instructional time during the 8:00am-3:00pm school day.
- Provide instruction Monday-Friday excluding board approved holidays.
- Provide instruction by credentialed teachers based on the California Standards for the Teaching Profession.
- Ensure that substitute teachers have appropriate materials and instructions to conduct class in the absence of the regularly assigned teacher.
- Provide standards-based instructional materials and instructional technology. CCOE will ensure policies regarding instructional materials, including instructional films, software, video, are followed.
- Monitor student behavior and use appropriate measures in the classroom to ensure the safety and welfare of students and staff per agreement.
- Identify youth with special needs (special education, 504 Plans, and English Language Development) and provide appropriate services to such youth.
- Provide counseling services for students for social emotional issues twice weekly.
- Provide assistance for students in making a smooth transition back to their home school.
- Provide districts with progress reports, end of the year updates, and notification of a student's change in residence, termination from the program or completion of requirements for graduation.



- Provide the following services:
  - Multi-Tiered System of Support (MTSS)
  - Opportunity or Remediation/Tutoring during school hours
  - Individual Learning Plan (ILP) meetings
  - Public Transit Passes
  - Nutritious breakfast and lunch
  - Mental Health Services
  - Friday Night Live
  - Educational Fieldtrips
  - Career Technical Education (CTE)
  - Community College Concurrent Enrollment
  - Parent Contacts and Home Visits when necessary
  - Collaboration with Colusa Behavioral Health
  - Collaboration with Colusa County District Attorney
  - Independent Study Program option
  - Collaboration with Colusa County Probation Department
  - Collaboration with Colusa County Sheriff's Department

**The Colusa Unified School District will:**

- Contact CCOE when the student is disenrolling from their district and plans on attending SWACS.
- Maintain continuous communication with the parent and student until enrollment.
- Complete the referral process prior to sending students to the (CCOE) S. William Abel Community School. Which includes the following documents:
  - a. Completed county referral form
  - b. CSIS Number (California Statewide Student Identifier Number)
  - c. Expulsion Rehabilitation Plan (if applicable)
  - d. Attendance and discipline information
  - e. Current transcript
  - f. Most recent assessment data (SBAC, ELPAC, etc.)
  - g. IEP/504 Plan (if applicable)
  - h. Inter District Transfer Agreement
- Forward Student records to CCOE.
- Agree that revenue generated by the student ADA while in attendance at the S. William Abel Community School constitute the source of funding for the school.
- Agree to transfer Local Control Funding Formula dollars generated by attendance to CCOE.
- In the event the costs of operating programs that have been requested by the districts should exceed revenue generated by ADA and associated funds, excess may be billed back to the districts based on their share of program use and upon agreement between districts and county office.



**The Colusa County Office of Education and Colusa Unified School District will:**

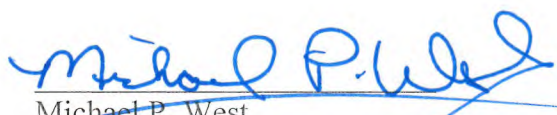
- Collaborate to ensure the safety and security of youth, staff, and outside providers of services.
- Collaborate to encourage and motivate parents and legal guardians to attend required Individual Education Plans (I.E.P.) meetings and other mandated education-related meetings.
- Collaborate to ensure students upon serving their expulsion orders return to their district schools.
- Ensure that I.E.P.s are conducted or completed by federal and state timelines.
- Have on-site staff participate in on-site meetings as needed to (a) identify and implement ways to deliver the instructional program in a comprehensive, coordinated and collaborative manner, (b) make more effective use of the school day, (c) discuss student performance and achievement, and (d) provide information relevant to the needs of the instructional and correctional staff.
- Maintain communication regarding the success of the student and transition plans for students to return to their district schools.
- Work collaboratively with the Colusa County Probation Department to ensure open communication when probation students transfer to SWACS.

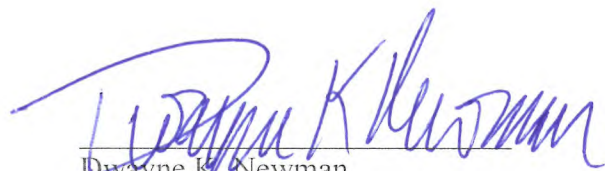
**Dispute Resolution:**

In the event of any dispute, claim, question, or disagreement arising from or relating to this agreement or the breach thereof, the parties hereto shall use their best efforts to settle the dispute, claim, question, or disagreement. To this effect, they shall consult and negotiate with each other in good faith and, recognizing their mutual interests, attempt to reach a just and equitable solution satisfactory to both parties. If they do not reach such solution within a period of 60 days, then, upon notice by either party to the other, all disputes, claims, questions, or differences shall be finally settled by an independent arbitrator.

**Agreement:**

This MOU shall remain in effect until June 30, 2019 or until such time as it is amended or terminated by mutual agreement of CCOE and Colusa Unified School District. These terms and conditions stated above are hereby agreed upon by the undersigned on the 26<sup>th</sup> day of February 2019.

  
Michael P. West  
Superintendent  
Colusa County Office of Education

  
Dwayne K. Newman  
District Superintendent  
Colusa Unified School District

# Board Policy

## Community Relations

BP 1312.1(a)

### COMPLAINTS CONCERNING DISTRICT EMPLOYEES

The Governing Board accepts responsibility for providing a means by which the public can hold employees accountable for their actions. The Board desires that complaints be resolved expeditiously without disrupting the educational process. **The Governing Board recognizes its accountability to the public for the quality of the district's educational program and the performance of district employees. The district shall provide a process by which a complaint submitted by any person regarding an employee can be resolved impartially, expeditiously, and with minimal disruption to district operations and the educational program.**

*(cf. 4119.21/4219.21/4319.21 - Professional Standards)*

**Note: In Baca v. Moreno Valley Unified School District, a federal district court found that a district policy barring criticism of employees at public board meetings violated the plaintiff's First Amendment rights by restricting the content of speech. The court further noted that the district could not legally prevent a person from speaking in open session, even if the speech was clearly defamatory. Thus, although the Governing Board may inform the speaker of appropriate district complaint procedures, it cannot prohibit public criticism of district employees. See BB 9323 - Meeting Conduct.**

**When a concern regarding an employee is presented during a Board meeting or to an individual Board member or employee outside of a Board meeting, the complainant shall be informed of the appropriate complaint procedure.**

*(cf. 9323 - Meeting Conduct)*

Any complaint regarding the Superintendent shall be initially filed in writing with the Board. **The Board shall consult with legal counsel or appoint an appropriate agent to conduct the investigation.**

~~The Superintendent or designee shall develop regulations which permit the public to submit complaints against district employees in an appropriate way. These regulations shall protect the rights of involved parties. The Board may serve as an appeals body if the complaint is not resolved.~~

~~*(cf. 1312.2 - Complaints Concerning Instructional Materials)*~~

~~*(cf. 1312.3 - Uniform Complaint Procedures)*~~

~~*(cf. 3515.2 - Disruptions)*~~

The Superintendent or designee shall determine whether a complaint against any other employee should be considered a complaint against the district and/or an individual employee, and whether it should be resolved by the district's process for complaints concerning personnel and/or other district procedures. Any complaint of child abuse or neglect alleged against a district employee shall be reported to the appropriate local agencies

in accordance with law, ~~Board policy, and administrative regulation~~ and BP 5141.4 - Child Abuse Prevention and Reporting. Any complaint alleging that an employee engaged in unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) in district programs and activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures. Any complaint by an employee, job applicant, volunteer, intern, or independent contractor alleging unlawful discrimination or harassment by an employee shall be filed in accordance with AR 4030 - Nondiscrimination in Employment.

*(cf. 1312.2 - Complaints Concerning Instructional Materials)*

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 3555 - Nutrition Program Compliance)*

*(cf. 4030 - Nondiscrimination in Employment)*

*(cf. 4144/4244/4344 - Complaints)*

*(cf. 5141.4 - Child Abuse Prevention and Reporting)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

**Any complaint subject to this policy and the accompanying administrative regulation shall be investigated by the principal, the employee's immediate supervisor, the Superintendent or designee, legal counsel, agent of the Board, and/or other appropriate person who is not the subject of the complaint or subordinate to the employee charged in the complaint. The complainant and the employee shall have an opportunity to present information relevant to the complaint.**

**A complaint that is filed anonymously may be investigated by the Superintendent or designee depending on the specificity and reliability of the information.**

**If a complainant requests confidentiality, the Superintendent or designee shall inform the complainant that the request may limit the district's ability to investigate the employee's conduct or take other necessary action. However, the Superintendent or designee shall take all reasonable steps to investigate and resolve the complaint without divulging the complainant's identity.**

The Board prohibits retaliation against complainants. ~~The Superintendent or designee at his/her discretion may keep a complainant's identity confidential, except to the extent necessary to investigate the complaint. The district will not investigate anonymous complaints unless it so desires.~~

## **Appeals**

**If either the complainant or the employee submits an appeal of the Superintendent's decision to the Board, the Board shall determine whether to uphold the Superintendent's decision without hearing the complaint, appoint an appeals committee to advise the Board, or hear the appeal itself.**

*(cf. 9130 - Board Committees)*

~~The Board may decide to uphold the Superintendent's decision without hearing the complaint.~~ **If the Board decides to hear the complaint, the matter shall be addressed in closed session in accordance with law Government Code 54957 unless the employee requests that it be heard in open session. The Board shall review the original complaint**

and additional information provided by the Superintendent or designee regarding the steps taken to resolve the issue.

(cf. 9321 - Closed Session Purposes and Agendas)  
(cf. 9323 - Meeting Conduct)

The Board's decision shall be final.

(cf. 4118 - Dismissal/Suspension/Disciplinary Action)  
(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Legal Reference:

EDUCATION CODE

33308.1 Guidelines on procedure for filing child abuse complaints

35146 Closed sessions

44031 Personnel file contents and inspection

44811 Disruption of public school activities

44932-44949 Resignation, dismissal and leaves of absence (rights of employee; procedures to follow)

48987 Child abuse guidelines

GOVERNMENT CODE

54957 Closed session; complaints re employees

54957.6 Closed session; salaries or fringe benefits

PENAL CODE

273 Cruelty or unjustifiable punishment of child

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

300 Minors subject to jurisdiction of juvenile court

COURT DECISIONS

Baca v. Moreno Valley Unified School District, (1996) 936 F. Supp. 719

Management Resources:

CDE LEGAL ADVISORIES

0910.93 Guidelines for parents to report suspected child abuse by school district employees or other persons against a pupil at school site (LO:4 93)

(6/93 6/94) 5/19

## Administrative Regulation

Community Relations

AR 1312.1(a)

### COMPLAINTS CONCERNING DISTRICT EMPLOYEES

The Superintendent or designee shall determine whether a complaint should be considered a complaint against the district and/or an individual employee, and whether it should be resolved by the district's process for complaints concerning personnel and/or other district procedures.

(cf. 1312.2 Complaints Concerning Instructional Materials)  
(cf. 1312.3 Uniform Complaint Procedures)  
(cf. 4144/4244/4344 Complaints)

Every effort should be made to resolve complaints regarding district employees at the earliest possible stage. Any person who complains about a district employee shall be

encouraged to resolve the matter informally through direct communication with the employee whenever possible.

If a complainant is unable or unwilling to resolve the complaint directly with the employee, ~~he/she~~ **the complainant** may submit ~~an oral or a~~ written complaint to the **principal or other** employee's immediate supervisor ~~of the employee or the principal~~. Complaints related to a principal or ~~central office~~ **district** administrator shall be initially filed in writing with the Superintendent or designee. ~~Complaints related to the Superintendent shall be initially filed in writing with the Board.~~ If the complainant is unable to prepare the complaint in writing, administrative staff shall ~~help him/her to do so~~ **provide assistance in the preparation of the complaint.**

A written complaint shall include the full name of ~~each~~ **the** employee involved, a brief but specific summary of the complaint and the facts surrounding it, and a description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter.

To promote prompt and fair resolution of the complaint, the following procedures shall govern the resolution of complaints against district employees:

- ~~1. Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant should communicate directly to the employee in order to resolve concerns.~~
- ~~2. If a complainant is unable or unwilling to resolve the complaint directly with the employee, he/she may submit an oral or written complaint to the employee's immediate supervisor or the principal.~~
- ~~3. All complaints related to district personnel other than administrators shall be submitted in writing to the principal or immediate supervisor. If the complainant is unable to prepare the complaint in writing, administrative staff shall help him/her to do so. Complaints related to a principal or central office administrator shall be initially filed in writing with the Superintendent or designee. Complaints related to the Superintendent shall be initially filed in writing with the Board.~~
- 4.1. When a written complaint is received, the employee **who is the subject of the complaint** shall be notified within five days or in accordance with **the** collective bargaining agreements.**
- ~~5. A written complaint shall include:~~
  - ~~a. The full name of each employee involved~~
  - ~~b. A brief but specific summary of the complaint and the facts surrounding it~~
  - ~~c. A specific description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter~~
- 6.2. Staff responsible for investigating complaints **The principal or other immediate supervisor of the employee** shall **investigate and** attempt to resolve the complaint to**

the satisfaction of the parties involved within 30 days. **A complaint against a school or district administrator shall be investigated by the Superintendent or designee. The investigation may include interviews of the employee, complainant, or witnesses as necessary and/or a review any documentation relevant to the complaint.**

**3. Both the complainant and employee shall be notified in writing of the final decision regarding the resolution of the complaint.**

**7.4. Both** ~~Either~~ the complainant ~~and or~~ the employee against whom the complaint was made may appeal ~~a the~~ decision. **A decision** by the principal or immediate supervisor **may be appealed** to the Superintendent or designee, who shall attempt to resolve the complaint to the satisfaction of the ~~person~~ **parties** involved within 30 days. ~~Parties should consider and accept the Superintendent or designee's decision as final. However,~~ **Either** the complainant, ~~or the employee, or the Superintendent or designee may ask to address~~ **appeal the Superintendent's decision to the Governing Board regarding the complaint.**

**8.5. Before any Board consideration of a complaint, If the decision is appealed to the Board,** the Superintendent or designee shall submit to the Board **the following information:** ~~a written report concerning the complaint, including but not limited to:~~

- a. The full name of each employee involved
- b. A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the parties as to the precise nature of the complaint and to allow the parties to prepare a response
- c. A copy of the signed original complaint
- d. A summary of the action taken by the Superintendent or designee, ~~together with his/her specific finding and the reasons~~ **that the problem has not been resolved and the reasons**

~~9. The Board may uphold the Superintendent's decision without hearing the complaint.~~

~~10. All parties to a complaint may be asked to attend a Board meeting in order to clarify the issue and present all available evidence.~~

<del>Note: Government Code 54957 authorizes the use of closed session for hearing complaints against employees; for detailed procedures see BB 9321 Closed Session Purposes and Agendas.</del>
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~~11. A closed session may be held to hear the complaint in accordance with law.~~

~~(cf. 9321 Closed Session Purposes and Agendas)  
(cf. 9323 Meeting Conduct)~~

~~12. The decision of the Board shall be final.~~



Note: Pursuant to the Child Abuse and Neglect Reporting Act (Penal Code 11164-11174.3), allegations of child abuse and neglect against district employees must be reported to and investigated by appropriate local agencies; see BP/AR 5141.4 – Child Abuse Prevention and Reporting.

Any complaint of child abuse or neglect alleged against a district employee shall be reported to the appropriate local agencies in accordance with law, Board policy and administrative regulation.

(cf. 5141.4 – Child Abuse Prevention and Reporting)

(6/94 3/01) 5/19

# Board Policy

## Business and Noninstructional Operations

BP 3540(a)

### TRANSPORTATION

Note: Pursuant to Education Code 39800, the **Governing** Board may provide transportation for students to and from school whenever such transportation is advisable and good reasons exist to provide these services. The following **optional** policy is for use by districts that choose to provide transportation services, either through their own transportation system, contracting out, or other methods, **and should be revised to reflect district practice.**

The Governing Board desires to provide for the safe and efficient transportation of students to and from school as necessary to ensure student access to the educational program, promote regular attendance, and reduce tardiness. **In determining t**The extent to which the district **will** provides for transportation services, **the Board shall weigh shall depend upon** student and community needs **and against the cost of providing such services a continuing assessment of financial resources.**

(cf. 3100 - Budget)

~~(cf. 3250 - Transportation Fees)~~

(cf. 3541 - Transportation Routes and Services)

(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 3541.2 - Transportation for Students with Disabilities)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict ~~Agreements~~ **Attendance**)

**(cf. 6178.2 - Regional Occupational Center/Program)**

The Superintendent or designee shall recommend to the Board **the most** economical, **environmentally sustainable**, and appropriate means of providing transportation services.

**(cf. 3510 - Green School Operations)**

~~To provide transportation services, the Governing~~ **The Board may purchase, rent, or lease vehicles; contract with a common carrier or municipally owned transit system; contract with responsible private parties including the parent/guardian of the student being transported; and/or contract with the County Superintendent of Schools. (Education Code 35330, 39800, 39801)**

**In contracting for transportation services, the district shall comply with all applicable laws related to bids and contracts. (Education Code 39802-39803)**

(cf. 3311 - Bids)

(cf. 3312 - Contracts)

**In lieu of providing transportation in whole or in part, the district may pay the student's parents/guardians either their actual and necessary expenses in transporting the student or the cost of the student's food and lodging at a place convenient to the school. In either case, the amount of the payment shall not exceed the cost that would be incurred by the district to**



provide for the transportation of the student to and from school. (Education Code 39806-39807)

**The Board may charge a transportation fee to parents/guardians of transported students in accordance with Education Code 39807.5 and BP/AR 3250 - Transportation Fees.**

*(cf. 3250 - Transportation Fees)*

No student shall be required to be transported for any reason without the written permission of the student's parent/guardian, except in emergency situations involving illness or injury to the student **pursuant to —(Education Code 35350) or the evacuation of students as necessary for their safety.**

*(cf. 3516 - Emergencies and Disaster Preparedness Plan)*

The Superintendent or designee shall develop procedures to promote safety for students traveling on school buses.

*(cf. 3543 - Transportation Safety and Emergencies)*  
*(cf. 5131.1 - Bus Conduct)*

**The district may install a global positioning system (GPS) on school buses and/or student activity buses in order to enhance student safety and provide real-time location data to district and school administrators and parents/guardians.**

The Superintendent or designee shall ensure the qualifications of bus drivers and related staff employed by the district, provide for the maintenance and operation of district-owned school buses and other equipment, and ensure adequate facilities for equipment storage and maintenance.

*(cf. 3542 - School Bus Drivers)*

*Legal Reference:*

**EDUCATION CODE**

35330 Excursions and field trips

35350 Authority to transport pupils

39800-39860 Transportation, especially:

39800 Powers of governing board to provide transportation for pupils to and from school; definition of "municipally owned transit system"

39801 Contract with County Superintendent of Schools to provide transportation

39802-39803 Bids and contracts for transportation services

39806 Payments to parents in lieu of transportation

39807 Food and lodging payments in lieu of transportation

39807.5 Transportation fees

39808 District transportation of private school students

41850-41854 Allowances for transportation

41860-41862 Supplemental allowances for transportation

45125.1 Criminal background checks for contractors

**52311 Regional occupational centers, transportation**

**GOVERNMENT CODE**

3540-3549.3 Educational Employment Relations Act

**PENAL CODE**

**637.7 Electronic tracking devices**

**VEHICLE CODE**

**2807 School bus inspection**

**CODE OF REGULATIONS, TITLE 5**

*14100-14103 Use of school buses and school pupil activity buses*

*15240-15343 Allowances for student transportation, especially:*

*15253-15272 District records related to transportation*

**VEHICLE CODE**

**2807 School bus inspection**

**CODE OF REGULATIONS, TITLE 13**

**2025 Retrofitting of diesel school buses**

**COURT DECISIONS**

*Arcadia Unified School District et. al. v. State Department of Education, 2 Cal. 4th 251 (1992)*

(6/92 10/97) 5/19

# Board Policy

All Personnel

BP 4119.22(a)

4219.22

**DRESS AND GROOMING**

4319.22

The Governing Board believes that appropriate dress and grooming by district employees contribute to a productive learning environment and model positive behavior. During school hours and at school activities, employees shall maintain professional standards of dress and grooming that demonstrate their high regard for education, present an image consistent with their job responsibilities and assignment, and do not endanger the health or safety of employees or students. All employees shall be held to the same standards unless their assignment provides for modified dress as approved by their supervisor.

**(cf. 0415 - Equity)**

*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*

**(cf. 4112.21/4212.21/4312.21 - Professional Standards)**

*(cf. 4119.25/4219.25/4319.25 - Political Activities of Employees)*

*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

~~*(cf. 5132 - Dress and Grooming)*~~

**The district shall allow employees to appear and dress in a manner consistent with their gender identity or gender expression. (Government Code 12949)**

**(cf. 0410 - Nondiscrimination in District Programs and Activities)**

**(cf. 4030 - Nondiscrimination in Employment)**

**(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)**

**In addition, the district shall not dismiss an employee, discriminate against an employee in compensation or in terms, conditions, or privileges of employment, or refuse to hire a job applicant on the basis of religious dress or grooming practices. (Government Code 12926, 12940)**

**This policy shall be presented to employees upon employment, through the employee handbook or other appropriate means, and may be periodically reviewed with all employees as necessary.**

*Legal Reference: (see next page)*

*Legal Reference:*

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

GOVERNMENT CODE

3543.2 Scope of representation

**12926 Definitions**

**12940 Unfair employment practices**

12949 Dress standards, consistency with gender identity

COURT DECISIONS

San Mateo City School District v. PERB (1983) 33 Cal. 3d 850

Domico v. Rapides Parish School Board (5th Cir. 1982) 675 F.2d 100

East Hartford Education Assn. v. Board of Education (2d Cir. 1977) 562 F. 2d 856

*Finot v. Pasadena Board of Education* (1967) 250 Cal.App.2d 189  
PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS  
*Santa Ana Unified School District* (1998) 22 PERC P29, 136  
*Inglewood Unified School District* (1985) 10 PERC P17, 000

*Management Resources:*

**CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS**  
**Transgender Rights in the Workplace**  
WEB SITES

**California Department of Fair Employment and Housing: <https://www.dfeh.ca.gov>**  
**Public Employment Relations Board: <http://www.perb.ca.gov>**

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# Board Policy

## Students

BP 5131.2(a)

### BULLYING

The Governing Board recognizes the harmful effects of bullying on student **well-being, student** learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. ~~District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.~~ No individual or group shall, through physical, written, verbal, **visual**, or other means, harass, sexually harass, threaten, intimidate, **retaliate**, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, **or retaliate against them for filing a complaint or participating in the complaint resolution process.**

*(cf. 5131 - Conduct)*

*(cf. 5136 - Gangs)*

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

*(cf. 5145.9 - Hate-Motivated Behavior)*

~~Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.~~

~~*(cf. 5145.2 - Freedom of Speech/Expression)*~~

~~*(cf. 6163.4 - Student Use of Technology)*~~

~~Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.~~

~~*(cf. 0420 - School Plans/Site Councils)*~~

~~*(cf. 0450 - Comprehensive Safety Plan)*~~

~~*(cf. 0460 - Local Control and Accountability Plan)*~~

~~*(cf. 1220 - Citizen Advisory Committees)*~~

~~*(cf. 6020 - Parent Involvement)*~~

**The Superintendent or designee shall develop s**Strategies for addressing bullying in district schools ~~shall be developed with the involvement of key stakeholders, including students, parents/guardians, and staff.~~ As appropriate, the Superintendent or designee may **also** collaborate with ~~law enforcement, courts,~~ social services, mental health services, **law enforcement, courts, and** other agencies, and community organizations in the development and implementation of **joint effective** strategies to promote safety in schools and the community ~~and to provide services for alleged victims and perpetrators of bullying.~~

~~*(cf. 1220 - Citizen Advisory Committees)*~~

~~*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*~~

*(cf. 6020 - Parent Involvement)*

## **Bullying Prevention**

**Such strategies shall** ~~may~~ be incorporated into the comprehensive safety plan **and, to the extent possible, into** the local control and accountability plan, and other applicable district and school plans.

*(cf. 0420 - School Plans/Site Councils)*

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 0460 - Local Control and Accountability Plan)*

~~To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.~~

*(cf. 5137 - Positive School Climate)*

~~As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.~~

*(cf. 6142.8 - Comprehensive Health Education)*

*(cf. 6142.94 - History Social Science Instruction)*

~~Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.~~

~~The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:~~

- ~~1. Discuss the diversity of the student body and school community, including their varying immigration experiences~~
- ~~2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims~~
- ~~3. Identify the signs of bullying or harassing behavior~~
- ~~4. Take immediate corrective action when bullying is observed~~
- ~~5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior~~

*(cf. 4131 - Staff Development)*

~~(cf. 4231—Staff Development)~~  
~~(cf. 4331—Staff Development)~~

~~Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.~~

## **Intervention**

~~Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.~~

~~Note: Although Education Code 234.1 requires the district to adopt a policy requiring school personnel who witness acts of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) against students based on the actual or perceived status of the student belonging to a protected class to take immediate steps to intervene when it is safe to do so, it is recommended that districts apply this policy equally to all students; also see AR 5145.3—Nondiscrimination/Harassment.~~

~~School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)~~

~~When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.~~

~~The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)~~

~~(cf. 6164.2—Guidance/Counseling Services)~~

## **Reporting and Filing of Complaints**

~~Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.~~

~~Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.~~

~~Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3—Uniform Complaint Procedures.~~

~~(cf. 1312.3—Uniform Complaint Procedures)~~

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

### **Investigation and Resolution of Complaints**

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

*(cf. 1312.3 - Uniform Complaint Procedures)*

### **Discipline**

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

*(cf. 5144 - Discipline)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*(cf. 6159.4 - Behavioral Interventions for Special Education Students)*

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

*(cf. 4118 - Dismissal/Suspension/Disciplinary Action)*

*(cf. 4119.21/4219.21/4319.21 - Professional Standards)*

*(cf. 4218 - Dismissal/Suspension/Disciplinary Action)*

#### *Legal Reference:*

##### EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 Comprehensive safety plan

32283.5 Bullying; online training

35181 Governing board policy on responsibilities of students



35291-35291.5 Rules  
 48900-48925 Suspension or expulsion  
 48985 Translation of notices  
 52060-52077 Local control and accountability plan  
PENAL CODE  
 422.55 Definition of hate crime  
 647 Use of camera or other instrument to invade person's privacy; misdemeanor  
 647.7 Use of camera or other instrument to invade person's privacy; punishment  
 653.2 Electronic communication devices, threats to safety  
CODE OF REGULATIONS, TITLE 5  
 4600-4670 Uniform complaint procedures  
UNITED STATES CODE, TITLE 47  
 254 Universal service discounts (e-rate)  
CODE OF FEDERAL REGULATIONS, TITLE 28  
 35.107 Nondiscrimination on basis of disability; complaints  
CODE OF FEDERAL REGULATIONS, TITLE 34  
 104.7 Designation of responsible employee for Section 504  
 106.8 Designation of responsible employee for Title IX  
 110.25 Notification of nondiscrimination on the basis of age  
COURT DECISIONS  
*Wynar v. Douglas County School District*, (2013) 728 F.3d 1062  
*J.C. v. Beverly Hills Unified School District*, (2010) 711 F.Supp.2d 1094  
*Lavine v. Blaine School District*, (2002) 279 F.3d 719

#### Management Resources:

##### CSBA PUBLICATIONS

*Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities*, Legal Guidance, March 2014  
*Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students*, Policy Brief, February 2014  
*Addressing the Conditions of Children: Focus on Bullying*, Governance Brief, December 2012  
*Safe Schools: Strategies for Governing Boards to Ensure Student Success*, 2011  
*Cyberbullying: Policy Considerations for Boards*, Policy Brief, **July 2007 rev. July 2010**  
*Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement*, 2009  
~~*Cyberbullying: Policy Considerations for Boards*, Policy Brief, July 2007~~

##### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

##### **Bullying Module**

*California's Social and Emotional Learning: Guiding Principles*, 2018  
***Social and Emotional Learning in California: A Guide to Resources*, 2018**  
*Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve*, 2008  
*Bullying at School*, 2003  
CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS  
*Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues*, April 2018  
U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS  
***Dear Colleague Letter: Responding to Bullying of Students with Disabilities***, October 2014  
*Guidance to **America's** Schools: Bullying of Students with Disabilities*, October 2014  
~~*Dear Colleague Letter: Bullying of Students with Disabilities*, August 2013~~  
*Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex; Race, Color and National Origin; and Disability*, October 26, 2010  
*Dear Colleague Letter: Harassment and Bullying*, October 2010

##### WEB SITES

CSBA: <http://www.csba.org>  
 California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lss>  
 California Office of the Attorney General: <http://oag.ca.gov>  
 Center on Great Teachers and Leaders: <https://gtlcenter.org>

Collaborative for Academic Social and Emotional Learning: <https://casel.org>  
Common Sense Media: <http://www.commonsensemedia.org>  
National School Safety Center: <http://www.schoolsafety.us>  
Partnership for Children and Youth: <https://www.partnerforchildren.org>  
U.S. Department of Education: <http://www.ed.gov>

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## Administrative Regulation

Students

AR 5131.2(a)

### BULLYING

#### Definitions

**Bullying is an unwanted, aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and involves repetition or potential repetition of a deliberate act.**

**Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account and or assuming that person's online identity in order to damage that person's reputation.**

*(cf. 5145.2 - Freedom of Speech/Expression)*

*(cf. 6163.4 - Student Use of Technology)*

**Examples of the types of conduct that may constitute bullying and are prohibited by the district include, but are not limited to:**

- 1. Physical bullying that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures**
- 2. Verbal bullying that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm**
- 3. Social/relational bullying that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public**

4. Cyberbullying, such as sending demeaning or hateful text messages or emails, sending rumors by email or by posting on social networking sites, or posting embarrassing photos, videos, web site, or fake profiles

### Measures to Prevent Bullying

The Superintendent or designee shall implement measures to prevent bullying in district schools, including, but not limited to, the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate

*(cf. 5131 - Conduct)*

*(cf. 5137 - Positive School Climate)*

2. Providing to students, through student handbooks and other age-appropriate means, information about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

### Staff Development

The Superintendent or designee shall make the California Department of Education's online training module on the dynamics of bullying and cyberbullying, which includes the identification of bullying and cyberbullying and the implementation of strategies to address bullying, available annually to all certificated staff and to other employees who have regular interaction with students. (Education Code 32283.5)

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

The Superintendent or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

### **Student Instruction**

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

*(cf. 6142.8 - Comprehensive Health Education)*

*(cf. 6142.94 - History-Social Science Instruction)*

The district shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

**Students should be taught the difference between appropriate and inappropriate behaviors, how to advocate for themselves, how to help another student who is being bullied, and when to seek assistance from a trusted adult. As role models for students, staff shall be expected to demonstrate effective problem-solving and anger management skills.**

**To discourage cyberbullying, teachers may advise students to be cautious about sharing passwords, personal data, or private photos online and to consider the consequences of making negative comments about others online.**

### **Reporting and Filing of Complaints**

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3 - **Uniform Complaint Procedures**. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

*(cf. 1312.3 - Uniform Complaint Procedures)*

Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report ~~his/her~~ **such** observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3 ~~—Uniform Complaint Procedures.~~

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

### **Discipline/Corrective Actions**

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

*(cf. 5144 - Discipline)*

*(cf. 5144.1 - Suspension and Expulsion/Due Process)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*

*(cf. 6159.4 - Behavioral Interventions for Special Education Students)*

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

*(cf. 6164.2 - Guidance/Counseling Services)*

**If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, the Superintendent or designee shall, as appropriate, implement district intervention protocols which may include, but are not limited to, referral to district or community mental health services, other health professionals, and/or law enforcement.**

*(cf. 5141.52 - Suicide Prevention)*

# Board Policy

Students

BP 5132(a)

## DRESS AND GROOMING

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students ~~to give proper attention to personal cleanliness and~~ to wear ~~clothes~~ **clothing** that ~~are~~ **is** suitable for the school activities in which they participate. ~~Students' clothing must not~~ **Students shall not wear clothing that presents a health or safety hazard or a distraction which would interfere with the educational process or is likely to cause a substantial disruption to the educational program.**

*(cf. 4119.22/4219.22/4319.22 - Dress and Grooming)*

*(cf. 5145.2 - Freedom of Speech/Expression)*

**District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.**

**Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.**

*(cf. 5145.3 - Nondiscrimination/Harassment)*

*(cf. 5145.7 - Sexual Harassment)*

**The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.**

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 0415 - Equity)*

*(cf. 5145.2 - Freedom of Speech/Expression)*

**School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.**

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

**When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.**

~~Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action. Repeated~~

**violations or refusal to comply with the district's dress code may result in disciplinary action.**

*(cf. 5144 - Discipline)*

### **Gang-Related Apparel**

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a **proposed** dress code ~~may be included as part of the school safety plan and must~~ **shall** be presented to the Board, ~~which for approval. The Board~~ shall approve the plan upon determining that it is necessary to protect the health and safety of the ~~school's students~~ **school environment**. The dress code policy may be included in the school's comprehensive safety plan. **(Education Code 35183)**

*(cf. 0450 - Comprehensive Safety Plan)*

*(cf. 5136 - Gangs)*

**When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.**

### **Uniforms**

**The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.**

~~In order to promote student safety and discourage theft, peer rivalry, and/or gang activity, the principal, staff, and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.~~

~~If a school's plan to require uniforms is adopted, the~~ **The** Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. **(Education Code 35183)**

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. **(Education Code 35183)**

*Legal Reference:*

**EDUCATION CODE**

**220 Nondiscrimination**

**32281 School safety plans**

35183 School dress codes; uniforms

35183.5 Sun-protective clothing

48907 Student exercise of free expression

49066 Grades; effect of physical education class apparel

**CODE OF REGULATIONS, TITLE 5**

**302 Pupils to be neat and clean on entering school**

**COURT DECISIONS**

***Jacobs v. Clark County School District*, (2008) 26 F. 3d 419**

***Harper v. Poway Unified School District*, (2006) 445 App. 3d 166**

*Marvin H. Jeglin et al v. San Jacinto Unified School District et al.* (C.D. Cal. 1993)

827 F.Supp. 1459

*Arcadia Unified School District v. California Department of Education*, (1992) 2 Cal. 4th 251

***Hazelwood School District v. Kuhlmeier*, (1988) 108 S. Ct. 562**

*Hartzell v. Connell*, (1984) 35 Cal. 3d 899

***Tinker v. Des Moines Independent Community School District*, (1969) 393 U.S. 503**

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## Administrative Regulation

Students

AR 5132(a)

### DRESS AND GROOMING

In cooperation with teachers, students, and parents/guardians, the principal or designee shall may establish school rules governing student dress and grooming which are consistent with law, Governing Board policy, and administrative regulations. These school dress codes shall be regularly reviewed.

(cf. 0420 - School Plans/Site Councils)

~~Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)~~

~~In addition,~~ The following guidelines shall apply to all regular school activities:

~~1. Shoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.~~

~~2.1. Clothing, jewelry, and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures, or any other insignia which are is crude, vulgar, lewd, obscene, profane, or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which or which promotes the use of alcohol, drugs, tobacco, or other illegal activity. advocate racial, ethnic or religious prejudice.~~

~~1.2. Appropriate sShoes must be worn at all times. Sandals must have heel straps. Thongs or backless shoes or sandals are not acceptable.~~



3. Hats, caps, and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off the shoulder or low cut tops, and bare abdomens, midriffs, and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed. Hair may not be sprayed by any coloring that would drip when wet.

The dress code shall be modified as appropriate to accommodate a student's religious or cultural observance, health condition, or other circumstance deemed necessary by the principal or designee. Coaches and teachers In addition, the principal or designee may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes special school activities, physical education classes, athletic activities, and other extracurricular and cocurricular activities.

(cf. 3260 - Fees and Charges)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code 49066)

(cf. 5121 - Grades/Evaluation of Student Achievement)

The principal, staff, students and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

Each school shall allow sStudents shall be allowed to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day. (Education Code 35183.5)

(cf. 5141.7 - Sun Safety)

### **Gang-Related Apparel**

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff, and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282)

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is

received. **As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.**

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**Policy Reference UPDATE Service**

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# Board Policy

## Instruction

BP 6142.1(a)

### SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION

The Governing Board desires to provide a well-planned, integrated sequence of medically accurate and inclusive instruction on comprehensive sexual health and human immunodeficiency virus (HIV) prevention. The district's educational program shall **address the goals of the California Healthy Youth Act pursuant to Education Code 51930-51939, including providing** ~~provide~~ students with the knowledge and skills necessary to protect them—from **risks presented by** sexually transmitted infections, **and** ~~and~~ unintended pregnancy, **sexual harassment, sexual assault, sexual abuse, and human trafficking** and to have healthy, positive, and safe relationships and behaviors. The district's educational program shall also promote **students'** understanding of sexuality as a normal part of human development and—**their** ~~the~~ development of healthy attitudes and behaviors concerning adolescent growth and development, body image, gender, **gender identity, gender expression,** sexual orientation, relationships, marriage, and family.

*(cf. 5030 - Student Wellness)*

*(cf. 5141.22 - Infectious Diseases)*

*(cf. 5141.25 - Availability of Condoms)*

*(cf. 5146 - Married/Pregnant/Parenting Students)*

*(cf. 6142.8 - Comprehensive Health Education)*

The district shall respect the rights of parents/guardians to supervise their children's education on these subjects and to impart values regarding human sexuality to their children.

Comprehensive sexual health education and HIV prevention education shall be offered to all students in grades 7-12, **including** at least once in junior high or middle school and at least once in high school. (Education Code 51934)

*(cf. 6143 - Courses of Study)*

~~The district's curriculum shall support the purposes of the California Healthy Youth Act as specified in Education Code 51930-51939, be unbiased and inclusive of all students in the classroom, and be aligned with the state's content standards. The district shall respect the rights of parents/guardians to supervise their children's education on these subjects and to impart values regarding human sexuality to their children.~~

~~*(cf. 5141.22 - Infectious Diseases)*~~

~~*(cf. 5141.25 - Availability of Condoms)*~~

~~*(cf. 5146 - Married/Pregnant/Parenting Students)*~~

~~*(cf. 6143 - Courses of Study)*~~

~~The Superintendent or designee may appoint a coordinator and/or an advisory committee regarding the district's comprehensive sexual health and HIV prevention curriculum. The advisory committee shall represent a divergence of viewpoints and may participate in planning, implementing, and evaluating the district's program.~~

~~(cf. 1220 – Citizen Advisory Committees)~~

#### **Parent/**

**Annually, At the beginning of each school year or at the time of a student's enrollment,** parents/guardians shall be notified, in the manner specified in the accompanying administrative regulation, that they may request in writing that their child be excused from participating in comprehensive sexual health and HIV prevention education. Students so excused by their parents/guardians shall be given an alternative educational activity. (Education Code 51240, 51938, 51939)

(cf. 5022 - Student and Family Privacy Rights)

A student shall not be subject to disciplinary action, academic penalty, or other sanction if the student's parent/guardian declines to permit the student to receive the instruction. (Education Code 51939)

#### *Legal Reference:*

##### EDUCATION CODE

220 Prohibition of discrimination

33544 Inclusion of sexual harassment and violence in health curriculum framework

48980 Notice at beginning of term

**49381 Human trafficking prevention resources**

51202 Instruction in personal and public health and safety

51210.8 Health education curriculum

51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation

51240 Excuse from instruction due to religious beliefs

51513 ~~Materials~~ **Test, questionnaire, survey, or examination** containing questions about beliefs or practices

51930-51939 California Healthy Youth Act

**51950 Abuse, sexual abuse, and human trafficking prevention education**

67386 Student safety; affirmative consent standard

##### HEALTH AND SAFETY CODE

1255.7 Parents surrendering physical custody of a baby

##### PENAL CODE

243.4 Sexual battery

261.5 Unlawful sexual intercourse

271.5 Parents voluntarily surrendering custody of a baby

##### UNITED STATES CODE, TITLE 20

1232h Protection of student rights

7906 Sex education **requirements and prohibited use of funds**

#### *Management Resources:*

##### CSBA PUBLICATIONS

Promoting Healthy Relationships for Adolescents: Board Policy Considerations, Governance Brief, August 2014

##### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade 12, 2008

Health Framework for California Public Schools: Kindergarten through Grade 12, 2003

##### **HUMAN RIGHTS CAMPAIGN FOUNDATION PUBLICATIONS**

**California LGBTQ Youth Report, January 2019**

##### WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Sex Education and HIV/**AIDS**/STD Instruction: <http://www.cde.ca.gov/ls/he/se>

California Department of Public Health: <http://www.cdph.ca.gov>  
California Healthy Kids Resource Center: <http://www.californiahealthykids.org>  
**California Partnership to End Domestic Violence: <http://www.cpedv.org>**  
California Safe Schools Coalition: <http://www.casafeschools.org>  
Centers for Disease Control and Prevention: <http://www.cdc.gov>  
**Human Rights Campaign: <https://www.hrc.org/hrc-story/hrc-foundation>**  
U.S. Food and Drug Administration: <http://www.fda.gov>

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## Administrative Regulation

### Instruction

AR 6142.1(a)

### SEXUAL HEALTH AND HIV/AIDS PREVENTION INSTRUCTION

#### Definitions

*Comprehensive sexual health education* means education regarding human development and sexuality, including education on pregnancy, contraception, and sexually transmitted infections. (Education Code 51931)

*HIV prevention education* means instruction on the nature of human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS), methods of transmission, strategies to reduce the risk of HIV infection, and social and public health issues related to HIV and AIDS. (Education Code 51931)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

*Age appropriate* refers to topics, messages, and teaching methods suitable to particular ages or age groups of children and adolescents, based on developing cognitive, emotional, and behavioral capacity typical for the age or age group. (Education Code 51931)

*Medically accurate* means verified or supported by research conducted in compliance with scientific methods and published in peer-reviewed journals, where appropriate, and recognized as accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the federal Centers for Disease Control and Prevention, the American Public Health Association, the American Academy of Pediatrics, and the American College of Obstetricians and Gynecologists. (Education Code 51931)

#### General Criteria for Instruction and Materials

The Superintendent or designee shall ensure that the district's comprehensive sexual health and HIV prevention instruction and materials: (Education Code 51933)

1. Are age appropriate
2. Are **factually and** medically accurate and objective

3. **Align** **Are aligned** with and support the following purposes as specified in Education Code 51930:
- a. To provide students with the knowledge and skills necessary to protect their sexual and reproductive health from HIV and other sexually transmitted infections and from unintended pregnancy
  - b. To provide students with the knowledge and skills they need to develop healthy attitudes concerning adolescent growth and development, body image, gender, sexual orientation, relationships, marriage, and family
  - c. To promote understanding of sexuality as a normal part of human development
  - d. To ensure students receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end
  - e. To provide students with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors
4. Are appropriate for use with **English learners, students with disabilities, and** students of all races, genders, sexual orientations, and ethnic and cultural backgrounds; **students with disabilities; and English learners**
- (cf. 0410 - Nondiscrimination in District Programs and Activities)*  
*(cf. 1312.3 - Uniform Complaint Procedures)*  
*(cf. 6174 - Education for English Learners)*
5. Are available on an equal basis to a student who is an English learner, consistent with the existing curriculum and alternative options for an English learner as otherwise provided in the Education Code
6. Are accessible to students with disabilities, including, but not limited to, the provision of a modified curriculum, materials, and instruction in alternative formats and auxiliary aids
- (cf. 6159 - Individualized Education Program)*
7. Do not reflect or promote bias against any person in protected categories of discrimination pursuant to Education Code 220
- (cf. 0410 - Nondiscrimination in District Programs and Activities)*  
*(cf. 1312.3 - Uniform Complaint Procedures)*
8. Affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships

9. Teach students about gender, gender expression, and gender identity, and explore the harm of negative gender stereotypes
10. Encourage students to communicate with their parents/guardians and other trusted adults about human sexuality and provide the knowledge and skills necessary to do so
11. Teach the value of and prepare students to have and maintain committed relationships such as marriage
12. Provide students with knowledge and skills they need to form healthy relationships that are based on mutual respect and affection and are free from violence, coercion, **harassment**, and intimidation

*(cf. 5145. 3 - Nondiscrimination/Harassment)*

13. Provide students with knowledge and skills for making and implementing healthy decisions about sexuality, including **communication** ~~negotiation~~ and refusal skills to assist students in overcoming peer pressure and using effective decision-making skills to avoid high-risk activities
14. Do not teach or promote religious doctrine

### **Components of Sexual Health and HIV Prevention Education**

The district's comprehensive sexual health education and HIV prevention education for students in grades 7-12, in addition to complying with the criteria listed above in the section "General Criteria for Instruction and Materials," shall include all of the following: (Education Code 51934)

1. Information on the nature of HIV and other sexually transmitted infections and their effects on the human body
2. Information on the manner in which HIV and other sexually transmitted infections are and are not transmitted, including information on the relative risk of infection according to specific behaviors, including sexual behaviors and injection drug use
3. Information that abstinence from sexual activity and injection drug use is the only certain way to prevent HIV and other sexually transmitted infections, and that abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy

The instruction shall provide information about the value of delaying sexual activity while also providing medically accurate information on other methods of preventing HIV and other sexually transmitted infections and pregnancy.

*(cf. 5141.25 - Availability of Condoms)*

*(cf. 5146 - Married/Pregnant/Parenting Students)*

4. Information about the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods that prevent or reduce the risk of

contracting HIV and other sexually transmitted infections, including use of antiretroviral medication, consistent with the Centers for Disease Control and Prevention

5. Information about the effectiveness and safety of reducing the risk of HIV transmission as a result of injection drug use by decreasing needle use and needle sharing
6. Information about the treatment of HIV and other sexually transmitted infections, including how antiretroviral therapy can dramatically prolong the lives of many people living with HIV and reduce the likelihood of transmitting HIV to others
7. Discussion about social views on HIV and AIDS, including addressing unfounded stereotypes and myths regarding HIV and AIDS and people living with HIV

This instruction shall emphasize that successfully treated HIV-positive individuals have a normal life expectancy, all people are at some risk of contracting HIV, and **that** testing is the only way to know if one is HIV-positive.

8. Information about local resources, how to access local resources, and students' legal rights to access local resources for sexual and reproductive health care such as testing and medical care for HIV and other sexually transmitted infections and pregnancy prevention and care, as well as local resources for assistance with sexual assault and intimate partner violence
9. Information about the effectiveness and safety of FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception. Instruction on pregnancy shall include an objective discussion of all legally available pregnancy outcomes, including, but not limited to:
  - a. Parenting, adoption, and abortion
  - b. Information on the law on surrendering physical custody of a minor child 72 hours of age or younger, pursuant to Health and Safety Code 1255.7 and Penal Code 271.5
  - c. The importance of prenatal care
10. Information about sexual harassment, sexual assault, **adolescent relationship abuse, intimate partner violence, sexual abuse, and sex human trafficking, including:**
  - a. **Information on the prevalence and nature of human trafficking, strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance if there is a suspicion of trafficking**
  - b. **Information on how social media and mobile device applications are used for human trafficking**



**11. Information about adolescent relationship abuse and intimate partner violence, including the early warning signs of each**

**The district's comprehensive sexual health education and HIV prevention education shall include instruction regarding the potential risks and consequences of creating and sharing suggestive or sexually explicit materials through cell phones, social networking web sites, computer networks, or other digital media. (Education Code 51934)**

**Professional Development**

The district's comprehensive sexual health education and HIV prevention education shall be provided by instructors trained in the appropriate courses who are knowledgeable of the most recent medically accurate research on human sexuality, healthy relationships, pregnancy, and HIV and other sexually transmitted infections. (Education Code 51931, ~~51933~~, 51934)

The Superintendent or designee shall cooperatively plan and conduct in-service training for all district personnel who provide HIV prevention education, through regional planning, joint powers agreements, or contract services. (Education Code 51935)

*(cf. 4131 - Staff Development)*

In developing and providing in-service training, the Superintendent or designee shall cooperate and collaborate with the teachers who provide HIV prevention education and with the California Department of Education (CDE). (Education Code 51935)

The district shall periodically conduct in-service training to enable district personnel to learn new developments in the scientific understanding of HIV. In-service training shall be voluntary for personnel who have demonstrated expertise or received in-service training from the CDE or Centers for Disease Control and Prevention. (Education Code 51935)

The Superintendent or designee may expand HIV in-service training to cover the topic of comprehensive sexual health education **in order** for district personnel teaching comprehensive sexual health education to learn new developments in the scientific understanding of sexual health. (Education Code 51935)

**The Superintendent or designee shall periodically provide continuing education that enables district personnel to learn about new developments in the understanding of abuse, including sexual abuse, and human trafficking and current prevention efforts and methods. Such education may include early identification of abuse, including sexual abuse, and human trafficking of students and minors. (Education Code 51950)**

**Use of Consultants or Guest Speakers**

The Superintendent or designee may contract with outside consultants or guest speakers, including those who have developed multilingual curricula or curricula accessible to persons with disabilities, to deliver comprehensive sexual health and HIV prevention education or to provide training for district personnel. All outside consultants and guest speakers shall have expertise in comprehensive sexual health education and HIV prevention education and knowledge of the most recent medically accurate research on the relevant topic(s) covered in the instruction. The Superintendent or designee shall ensure that any instruction provided by

an outside speaker or consultant complies with Board policy, administrative regulation, and Education Code 51930-51939. (Education Code 51933, 51934, 51936)

*(cf. 6145.8 - Assemblies and Special Events)*

### **Parent/Guardian Notification**

At the beginning of each school year or at the time of a student's enrollment, the Superintendent or designee shall notify parents/guardians about instruction in comprehensive sexual health education and HIV prevention education, as well as research on student health behaviors and risks, planned for the coming year. The notice shall advise parents/guardians: (Education Code 48980, 51938)

1. That written and audiovisual educational materials to be used in comprehensive sexual health and HIV prevention education are available for inspection
2. That parents/guardians have a right to excuse their child from comprehensive sexual health or HIV prevention education, or research on student health behaviors and risks, provided they submit their request in writing to the district
3. That parents/guardians have a right to request a copy of Education Code 51930-51939
4. Whether the comprehensive sexual health or HIV prevention education will be taught by district personnel or outside consultants **and, if the district chooses to use outside consultants or guest speakers for this purpose, the following information:**

~~If the district chooses to use outside consultants or to hold an assembly with guest speakers to deliver comprehensive sexual health or HIV prevention education, the notification shall include: (Education Code 51938)~~

- a. The date of the instruction
- b. The name of the organization or affiliation of each guest speaker
- c. Information stating the right of the parent/guardian to request a copy of Education Code 51933, 51934, and 51938

If the arrangements for instruction by outside consultants or guest speakers are made after the beginning of the school year, the Superintendent or designee shall notify parents/guardians by mail or another commonly used method of notification no fewer than 14 days before the instruction is given. **(Education Code 51938)**

*(cf. 5145.6 - Parental Notifications)*

### **Nonapplicability to Certain Instruction or Materials**

The requirements of Education Code 51930-51939 pertaining to instructional content, teacher training, and parental notification and consent shall not apply to the following: (Education Code 51932)

1. A description or illustration of human reproductive organs that may appear in a textbook, adopted pursuant to law, if the textbook does not include other elements of comprehensive sexual health education or HIV prevention education **as defined in Education Code 51931**

*(cf. 6142.93 - Science Instruction)*

2. Instruction, ~~or~~ materials, **presentations, or programming** that discusses gender, gender identity, gender expression, sexual orientation, discrimination, harassment, bullying, intimidation, relationships, or family and **does** not discuss human reproductive organs and their functions

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# Board Policy

## Instruction

BP 6142.6(a)

### VISUAL AND PERFORMING ARTS EDUCATION

The Governing Board believes that visual and performing arts are essential to a well-rounded educational program and should be an integral part of the course of study offered to students at all grade levels. The district's arts education program shall ~~provide opportunities for creation, performance, and appreciation of the arts~~ **be designed to foster students' artistic competencies, cultivate students' appreciation and understanding of the arts in ways that are enjoyable, fulfilling, and transferable to students' personal, academic, and professional endeavors, and support students to fully engage in lifelong arts learning.**

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

The Board shall adopt academic standards for dance, **media arts**, music, theatre, and visual arts that **lead to artistic literacy and promote access and equity in the arts. District standards shall** describe the skills, knowledge, and abilities that students ~~shall be~~ **are** expected to possess at each grade level ~~and. The district's standards~~ shall meet or exceed state standards ~~for each of these disciplines.~~

(cf. 0415 - Equity)

(cf. 6011 - Academic Standards)

The Superintendent or designee shall develop a sequential curriculum for dance, **media arts**, music, theatre, and visual arts which is consistent with the state curriculum framework and includes the ~~following strands~~ **following artistic processes**:

1. ~~Artistic perception: processing, analyzing, and responding to sensory information through the use of language and skills unique to each arts discipline~~
2. ~~Creative expression: composing, arranging, and performing a work and using a variety of means to communicate meaning and intent in one's own original works~~
3. ~~Historical and cultural context: understanding the historical contributions and cultural dimensions of an arts discipline~~
4. ~~Aesthetic valuing: analyzing and critically assessing works of dance, music, theatre, and visual arts~~
5. ~~Connections, relationships, and applications: connecting, comparing, and applying what is learned in one arts discipline to learning in the other arts, other subject areas, and careers~~

1. **Creating: conceiving and developing new artistic ideas and work**

**2. Performing/producing/presenting: realizing artistic ideas and work through interpretation and presentation**

**3. Responding: understanding and evaluating how the arts convey meaning**

**4. Connecting: relating artistic ideas and work with personal meaning and external content**

(cf. 6141 - Curriculum Development and Evaluation)

The Board shall adopt standards-based instructional materials for visual and performing arts ~~in accordance with applicable law, Board policy, and administrative regulation,~~ which may incorporate a variety of media and technologies.

(cf. ~~0400~~ **0440** - District Technology Plan)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6162.6 - Use of Copyrighted Materials)

(cf. 6163.1 - Library Media Centers)

As appropriate, the Superintendent or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of and ability to teach the arts and to implement ~~adopted instructional materials~~ **the district's arts education program.**

(cf. 4131 - Staff Development)

The Superintendent or designee shall encourage the integration of community arts resources into the educational program. Such resources may include opportunities for students to attend musical and theatrical performances, observe the works of accomplished artists, and work directly with artists-in-residence and volunteers. In addition, the Superintendent or designee may collaborate with community organizations to share resources and seek grant opportunities.

(cf. 1230 - School-Connected Organizations)

(cf. 1240 - Volunteer Assistance)

(cf. 1260 - Educational Foundation)

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 6020 - Parent Involvement)

(cf. 6153 - School-Sponsored Trips)

The Superintendent or designee shall regularly evaluate the implementation of **the district's arts education program** at each grade level and report to the Board regarding its effectiveness in enabling students to meet academic standards.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

*Legal Reference:*

EDUCATION CODE

8950-8957 California summer school ~~for~~ **of** the arts

32060-32066 Toxic art supplies

35330-35332 Field trips  
51210 Course of study, grades 1-6  
51220 Course of study, grades 7-12  
51225.3 Graduation requirements  
58800-58805 Specialized secondary programs  
60200-60210<sup>3</sup> Instructional materials, elementary schools  
60400-60411 Instructional materials, high schools  
99200-99206<sup>4</sup> Subject matter projects

*Management Resources:*

**CALIFORNIA ALLIANCE FOR ARTS EDUCATION PUBLICATIONS**  
***Parents' Guide to the Visual and Performing Arts in California Public Schools***  
**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**  
***California Arts Framework for Public Schools, Kindergarten through Grade Twelve***  
***California Arts Standards for Public Schools, Prekindergarten through Grade Twelve, January 2019***  
~~*Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve, 2004*~~  
~~*Visual and Performing Arts Content Standards, January 2001*~~  
~~*Arts Education Program Toolkit: A Visual and Performing Arts Program Assessment Process, 2001*~~  
**WEB SITES:**  
CSBA: <http://www.csba.org>  
Arts Education Partnership: <http://aep-arts.org>  
California Alliance for Arts Education: <http://www.artsed411.org>  
California Arts Council: <http://www.cac.ca.gov>  
California Art Education Association: <http://www.caea-arteducation.org>  
**California Association for Music Education: <http://www.actaonline.org/content/california-association-music-education>**  
California Dance Education Association: <http://www.cdeadance.org>  
California Department of Education, Visual and Performing Arts: <http://www.cde.ca.gov/ci/vp>  
California Educational Theatre Association: <http://www.cetoweb.org>  
California Music Educators Association: <http://www.calmusiced.com>  
The California Arts Project: <http://csmf.ucop.edu/tcap>

(11/07 12/13) 5/19

CALL TO ORDER	The meeting was called to order at 5:15 p.m. in the District Office Conference Room by Michael Phenicie who established a quorum was present. Attending were Chris Mcallister, Kathie Whitesell and Kelli Griffith-Garcia. Superintendent Dwayne Newman, members of Administration and various staff members were also present.
PLEDGE OF ALLEGIANCE	Pam Giuliano led the pledge of allegiance.
ACTION ITEM #1819128	<p>Motion was made by Kathie Whitesell, seconded by Chris Mcallister to approve Resolution #2018-19.12 – Jody Johnston Retirement.</p> <p>Ortiz – Absent  Griffith-Garcia – Aye  Mcallister - Aye  Phenicie – Aye  Whitesell –Aye</p> <p>(4 Ayes, 1 Absent)</p>
ACTION ITEM #1819129	<p>Motion was made by Kelli Griffith-Garcia, seconded by Kathie Whitesell to approve Resolution #2018-19.13 – Barbara Reece Retirement.</p> <p>Ortiz – Absent  Griffith-Garcia – Aye  Mcallister - Aye  Phenicie – Aye  Whitesell –Aye</p> <p>(4 Ayes, 1 Absent)</p>
ACTION ITEM #1819130	<p>Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve Resolution #2018-19.14 – Margie Elguez Retirement.</p> <p>Ortiz – Absent  Griffith-Garcia – Aye  Mcallister - Aye  Phenicie – Aye  Whitesell –Aye</p> <p>(4 Ayes, 1 Absent)</p>
RECOGNITION AND CELEBRATIONS	Bobbi Weiglein presented certificates of appreciation to each board member in recognition of their efforts with Teacher Appreciation Week.
HEARING OF THE PUBLIC FOR ITEMS ON THE AGENDA	No information presented.
HEARING OF THE PUBLIC FOR ITEMS NOT ON THE AGENDA	Roberta James recognized Jean Summerville and the Studio Arts students at Colusa High School for their work with the recent Art Show.

STUDENT REPORT

Chloe Ferriauolo introduced Pablo Barrera as the new ASB President for the 2019-20 school year. Mr. Barrera reported on various CHS activities.

PRESIDENT'S REPORT

Colusa Redhawk Athletic Foundation – Kathie Whitesell reported that there was a decline in sponsors for this year's recent Golf Tournament. Redhawk flags are currently on sale for \$30.

Friends of Music – Michael Phenicie has been helping to prepare students for the state solo festival. CUSD students earned four gold medals and five silver medals.

Friends of Agriculture – No information provided.

Special Education Local Plan Area – Superintendent Newman will be meeting with the Special Education Local Plan Area Director to discuss excess costs.

District English Language Advisory Committee – Chris Mcallister attended the DELAC meeting where a review of the updated Local Control Accountability Plan Draft occurred.

Future Business Leaders of America – No information provided.

**Monthly Activities Report**

Kathie Whitesell attended the BPS Track and Field Day, participated with the recent 4-H Scholarship interviews, and attended the FFA Banquet. Ms. Whitesell worked in collaboration with other board members to celebrate Teacher Appreciation Week at each site by decorating staff rooms and /or providing meals.

Michael Phenicie attended a Brown Act Training put on by Colusa County Office of Education and the Masters in Governance Trainings put on by the California School Board Association. Mr. Phenicie also attended various band events.

Kelli Griffith-Garcia assisted with Teacher Appreciation week, attended Burchfield's Open House, participated in Burchfield's Track and Field Day and attended Senior Night for the CHS Girls' Softball Team.

Chris Mcallister attended the BPS Spring Program, the CHS Teacher Appreciation lunch, and various sporting events.

Superintendent Newman attended the FFA Banquet, the TCIP ceremony, and various sporting events.

SUPERINTENDENT & CHIEF BUSINESS  
OFFICIAL REPORT

**Local Control Accountability Plan (LCAP) and Local Control Funding Formula Budget Update** – Superintendent Newman provided an overview on understanding the LCAP. An explanation of Supplemental and Concentration Grants occurred. The overview will be posted on the website.

Scott Lantsberger reviewed the budgetary component of the LCAP.

DISCUSSION ITEM ONLY

Career Technical Education Incentive Grant (CTEIG) Update – Superintendent Newman reminded the board that the funds from the CTEIG grant will be used to remodel the Business Classroom, the library at CHS and in the future, with district matched funds, remodeling the restrooms at CHS.

DISCUSSION ITEM ONLY

Public Inspection of National Geographic California Middle School Social Studies Program. – This item will be brought to the board for adoption at the June 17, 2019 Board Meeting.



ACTION ITEM #1819131

Motion was made by Kelli Griffith-Garcia, seconded by Kathie Whitesell to approve Travel to Australia for Edgar Garcia to Participate in the Pacific Honors Ensemble Program.

Ortiz – Absent  
Griffith-Garcia – Aye  
Mcallister - Aye  
Phenicie – Aye  
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819132

Motion was made by Kathie Whitesell, seconded by Kelli Griffith-Garcia to approve the Independent Consulting Agreement with PCR Consulting.

Ortiz – Absent  
Griffith-Garcia – Aye  
Mcallister - Aye  
Phenicie – Aye  
Whitesell –Aye

(4 Ayes, 1 Absent)

HEARING OF THE PUBLIC FOR MATTERS  
ON CLOSED SESSION AGENDA

None.

The board adjourned to closed session at 6:45 PM to discuss the following item:

1. Negotiations Pursuant to Government Code 54957.6  
Agency Designated Representatives: Dwayne Newman, Superintendent

Employee Organizations: California Teachers Association, California State Employees Association, and Unrepresented Employees.

a. Negotiations Update

*Instruction to District Negotiators (Executive Session of School Board and its designated representatives for the purpose of discussing its position regarding matters within the scope of representation and instructing its designated representatives).*

2. Personnel Matters Pursuant to Government Code 54957  
Administration Representatives: Dwayne Newman, Superintendent

3. Student Matters Pursuant to Government Code 48918  
Administrative Representatives: Dwayne Newman, Superintendent

- a. Consider Approval of Expulsion Recommendation for EH #2018-19.06
- b. Consider Approval of Expulsion Recommendation for EH #2018-19.07

RECONVENE OPEN SESSION  
ACTION ITEM #1819133

The board reconvened from closed session at 8:03 PM  
Motion was made by Kelli Griffith-Garcia, seconded by Kathie Whitesell to approve the Expulsion Recommendation for EH #2018-19.06.

Ortiz – Absent  
Griffith-Garcia – Aye  
Mcallister - Aye  
Phenicie – Aye  
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819134

Motion was made by Kelli Griffith-Garcia, seconded by Chris Mcallister to approve the Expulsion Recommendation for EH #2018-19.07.

Ortiz – Absent  
Griffith-Garcia – Aye  
Mcallister - Aye  
Phenicie – Aye  
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819135

Motion was made by Kelli Griffith Garcia, seconded by Kathie Whitesell to approve BP 1312.3 and AR 1312.3 – Uniform Complaint Procedures.

Ortiz – Absent  
Griffith-Garcia – Aye  
Mcallister - Aye  
Phenicie – Aye  
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819136

Motion was made by Kelli Griffith Garcia, seconded by Kathie Whitesell to approve AR 1312.4 and E(1)(2)(3) – Williams Uniform Complaint Procedures.

Ortiz – Absent  
Griffith-Garcia – Aye  
Mcallister - Aye  
Phenicie – Aye  
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819137

Motion was made by Kelli Griffith Garcia, seconded by Kathie Whitesell to approve AR 1340 – Access to District Records.

Ortiz – Absent  
Griffith-Garcia – Aye  
Mcallister - Aye  
Phenicie – Aye  
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819138                      Motion was made by Kelli Griffith-Garcia, seconded by Kathie Whitesell to approve BP 3100 and AR 3100 – Budget.

Ortiz – Absent  
Griffith-Garcia – Aye  
Mcallister - Aye  
Phenicie – Aye  
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM # 1819139                      Motion was made by Kelli Griffith-Garcia, seconded by Kathie Whitesell to approve BP 3260 and AR 3260 – Fees and Charges.

Ortiz – Absent  
Griffith-Garcia – Aye  
Mcallister - Aye  
Phenicie – Aye  
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819140                      Motion was made by Kelli Griffith-Garcia, seconded by Kathie Whitesell to approve BP 3515.4 and AR 3515.4 – Recovery of Property Loss or Damage. The Board opted for Option 1 as follows: The board authorizes the Superintendent to offer a reward in any amount appropriate, not to exceed \$2,500. A reward in excess of \$2,500 shall be authorized in advance by the Board.

Ortiz – Absent  
Griffith-Garcia – Aye  
Mcallister - Aye  
Phenicie – Aye  
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819141                      Motion was made by Kelli Griffith-Garcia, seconded by Kathie Whitesell to approve BP 4030 and AR 4030 – Nondiscrimination in Employment.

Ortiz – Absent  
Griffith-Garcia – Aye  
Mcallister - Aye  
Phenicie – Aye  
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM # 1819142                      Motion was made by Kelli Griffith-Garcia, seconded by Kathie Whitesell to approve AR 4161.1, 4361.1 – Personal Illness/Injury Leave (Certificated).

Ortiz – Absent  
Griffith-Garcia – Aye  
Mcallister - Aye

Phenicie – Aye  
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819143

Motion was made by Kelli Griffith-Garcia, seconded by Kathie Whitesell to approve AR 4261.1 – Personal Illness/Injury Leave (Classified).

Ortiz – Absent  
Griffith-Garcia – Aye  
McAllister - Aye  
Phenicie – Aye  
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819144

Motion was made by Kelli Griffith-Garcia, seconded by Kathie Whitesell to approve AR 5125.2 – Withholding Grades, Diploma or Transcripts.

Ortiz – Absent  
Griffith-Garcia – Aye  
McAllister - Aye  
Phenicie – Aye  
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819145

Motion was made by Kelli Griffith-Garcia, seconded by Kathie Whitesell to approve BP 5127 – Graduation Ceremonies and Activities.

Ortiz – Absent  
Griffith-Garcia – Aye  
McAllister - Aye  
Phenicie – Aye  
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819146

Motion was made by Kelli Griffith-Garcia, seconded by Kathie Whitesell to approve E 5145.6 – Parental Notifications.

Ortiz – Absent  
Griffith-Garcia – Aye  
McAllister - Aye  
Phenicie – Aye  
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819147

Motion was made by Kelli Griffith-Garcia, seconded by Kathie Whitesell to approve BB 9323.2, E (1)(2) – Actions by the Board.

Ortiz – Absent

Griffith-Garcia – Aye  
Mcallister - Aye  
Phenicie – Aye  
Whitesell –Aye

(4 Ayes, 1 Absent)

ACTION ITEM #1819148

Motion was made by Kelli Griffith-Garcia, seconded by Kathie Whitesell to approve the following Consent Action Agenda:

1. March 18, 2019 Board Meeting Minutes (Revised)
2. April 15, 2019 Board Meeting Minutes
3. May 9, 2019 Special Board Meeting Minutes
4. Personnel Assignment Order
5. Interquest Detection Canines Agreement
6. 2019-20 Memorandum of Understanding with Migrant Education
7. Surplus – Nutrition Services
8. 2019-20 Board Meeting Dates and Times
9. Accounts Payable and Payroll Warrants from 3/1/19 – 4/30/19
10. Purchase Order Warrants from 3/1/19 – 4/30/19
11. 2019-20 California Teachers Association Tentative Agreement
12. AB1200 Disclosure of Collective Bargaining Agreement with the Colusa Education Association

Ortiz – Absent  
Griffith-Garcia – Aye  
Mcallister - Aye  
Phenicie – Aye  
Whitesell –Aye

(4 Ayes, 1 Absent)

ADJOURNMENT

The meeting adjourned at 8:05 PM.

**Respectfully submitted by Zeba Hone,  
Executive Administrative Assistant**

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**APPROVED BY:**

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**Personnel Assignment Order  
Consent Agenda  
June 17, 2019**

**Employment – Resignations – Retirement – Leaves – Transfers – Terminations**

**CERTIFICATED**

<u>Name</u>	<u>Position</u>	<u>Status</u>	<u>Salary</u>	<u>Date</u>
<b><i>Employment Appointments</i></b>				
Rebecca Changus	CHS Summer School Principal		\$1,500.00	06/01/2019
Stephanie Archibald	TK-8 Summer School Principal		\$5,000.00	07/01/2019
Jamie Myers	Summer School TK Teacher		\$44.69/hr	07/01/2019
Cristina Rodriguez	Summer School K Teacher		\$44.69/hr	07/01/2019
Jennifer Barbee	Summer School 1 <sup>st</sup> Grade Teacher		\$44.69/hr	07/01/2019
Socorro Vargas	Summer School 2 <sup>nd</sup> Grade Teacher		\$44.69/hr	07/01/2019
Sandy Huff	Summer School 3 <sup>rd</sup> Grade Teacher		\$44.69/hr	07/01/2019
Patricia Farrell	Summer School 4th Grade Teacher		\$44.69/hr	07/01/2019
Ashley Bolstad	Summer School 5th Grade Teacher		\$44.69/hr	07/01/2019
Jennifer Porter	Summer School 6th Grade Teacher		\$44.69/hr	07/01/2019
Melissa Michalk	Summer School 7/8 Grade Teacher		\$44.69/hr	07/01/2019
Rachel Pastorino	8 <sup>th</sup> Grade Volleyball Coach		\$1,755.00	08/01/2019

***Resignations***

Vernon Badalucco	CHS Teacher – Business (Leadership)		\$51,703	5/31/2019
Andrea Uhlenkott	District Nurse (60%)		\$31,022	5/31/2019
Jennifer Jelavich	1 <sup>st</sup> Grade shared contract (20%)		\$11,397	5/31/2019

***Transfers/Reassignment***

***Leaves- Medical***

**CLASSIFIED**

<u>Name</u>	<u>Position</u>	<u>Status</u>	<u>Salary</u>	<u>Date</u>
<b><i>Employment Appointments</i></b>				
Lupe Espindola	Summer School Paraeducator		\$15.85/hr	07/01/2019
Carmen Altamirano	Summer School Paraeducator		\$15.85/hr	07/01/2019
Blanca Avina	Summer School Paraeducator		\$15.85/hr	07/01/2019
Elia Ocampo	Summer School Paraeducator		\$15.85/hr	07/01/2019
Rosemary Hicks	Summer School Office Assistant		\$18.47/hr	07/01/2019
Sally Loeza	EMS ASES – Paraeducator		\$17.11/hr	12/14/2019
Natalie Howard	Clerical Assistant (Summer Help)		\$12.00/hr	06/03/2019
Alex Hinely	Clerical Assistant (Summer Help)		\$12.00/hr	06/03/2019

***Resignations***

Katie Mobley	BPS ASES – Paraeducator		\$17.11/hr	05/31/2019
Alyssa Penhall	BPS Library Clerk		\$18.47/hr	05/31/2019
Cynthia O'Brien	BPS Yard Duty		\$15.25/hr	06/08/2019
Barbara Reece	Administrative Assistant – EMS		\$25.08/hr	06/14/2019

***Transfers/Reassignment***

***Leaves- Medical***

**2019-2020 Designation of CIF Representatives to League**

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE)** no later than **June 28, 2019**.

Colusa Unified School District/Governing Board at its June 17, 2019 meeting,  
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2019-2020 school year as the school's league representative:

**PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES**

NAME OF SCHOOL Colusa HS.  
NAME OF REPRESENTATIVE Eric Lay POSITION AD/Teacher  
ADDRESS 901 Colus Ave. CITY Colusa ZIP 95932  
PHONE 530-713-8460 FAX 530-458-5783 E-MAIL elay@colusa.k12.ca.us

\*\*\*\*\*

NAME OF SCHOOL Colusa HS.  
NAME OF REPRESENTATIVE Rebecca Changus POSITION Principal  
ADDRESS 901 Colus Ave CITY Colusa ZIP 95932  
PHONE 530-321-5163 FAX 530-458-5783 E-MAIL rchangus@colusa.k12.ca.us

\*\*\*\*\*

NAME OF SCHOOL \_\_\_\_\_  
NAME OF REPRESENTATIVE \_\_\_\_\_ POSITION \_\_\_\_\_  
ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_ ZIP \_\_\_\_\_  
PHONE \_\_\_\_\_ FAX \_\_\_\_\_ E-MAIL \_\_\_\_\_

\*\*\*\*\*

NAME OF SCHOOL \_\_\_\_\_  
NAME OF REPRESENTATIVE \_\_\_\_\_ POSITION \_\_\_\_\_  
ADDRESS \_\_\_\_\_ CITY \_\_\_\_\_ ZIP \_\_\_\_\_  
PHONE \_\_\_\_\_ FAX \_\_\_\_\_ E-MAIL \_\_\_\_\_

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Dwayne Newman Signature \_\_\_\_\_  
Address 745 10th St. City Colusa Zip 95932  
Phone 530-458-7791 Fax 530-458-4030

**PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.  
SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.**

California Department of Education  
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT  
2019-20 APPLICATION FOR FUNDING  
(Due Date: To be received in Regional Supervisor's Office by June 30, 2019)

Colusa High School

School Site

Colusa Unified School District

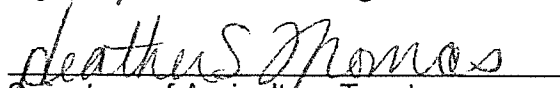
District

Please include the following items with your application:

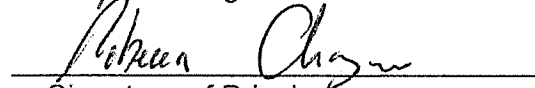
- ☒ Eligibility Determination Sheet
- ☐ Variance Request Form (if applicable)
- ☐ Quality Criterion 12 Form (if applicable)
- ☒ Award Estimator and Budget Sheet
- ☒ List of Agriculture Teachers

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

  
Signature of Authorized Agent

  
Signature of Agriculture Teacher  
Responsible for the Program

  
Authorized Agent Title

  
Signature of Principal

Contact Phone Number: (530) 458-2156

Date of Local Agency Board Approval: June 17, 2019



### Eligibility Determination Sheet

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

Please check each Quality Criteria you meet:

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

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

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

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

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

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

☐ Yes ☒ No

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

---

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

**STOP**

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

California Department of Education  
 AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT  
 2019-20 APPLICATION FOR FUNDING  
 (Due Date: To be received in Regional Supervisor's Office by June 30, 2019)

**Award Estimator**

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

**Applicant Information (please fill in the underlined fields)**

Number of Different Agriculture Teachers at Site (Please attach a separate list of Agriculture teachers' names):	<u>2</u>
Total Number of Students from the prior fiscal year R-2 Report:	<u>162</u>
Number of teachers meeting Criterion 10 (see instructions for more information):	<u>2</u>
Number of teachers meeting Criterion 11a (see instructions for more information):	<u>2</u>
Number of teachers meeting Criterion 11b (see instructions for more information):	<u>2</u>
Do you meet all criteria on the attached Quality Criterion 12 Form (Y/N)?	<u>N</u>

**Award Calculations**

Part 1: Based on your number of agriculture teachers at the site: (Please attach a separate list of Agriculture teachers' names):	<u>\$ 4,500.00</u>
Part 2: Based on \$8.00 per member listed on the R-2 Report:	<u>\$ 1,296.00</u>
Part 3a: Based on number of teachers meeting Criterion 10:	<u>\$ 4,000.00</u>
Part 3b: Based on number of teachers meeting Criterion 11a:	<u>\$ 4,000.00</u>
Part 3c: Based on number of teachers meeting Criterion 11b:	<u>\$ 4,000.00</u>
Part 4: Based on meeting all criteria on the Quality Criterion 12 Form:	<u>\$ 0.00</u>
<b>Total Estimated Award:</b>	<u><b>\$ 17,796.00</b></u>

California Department of Education  
 AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT  
 2019-20 APPLICATION FOR FUNDING  
 (Due Date: To be received in Regional Supervisor's Office by June 30, 2019)

**Budget Sheet**

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

**Amount left to Allocate:** \$ 0.00

**4000: Books & Supplies**

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Classroom/Lab Supplies	\$ 12,496.00	\$ 2,000.00
	<b>Subtotal for 4000</b>	<b>\$ 12,496.00</b>	<b>\$ 2,000.00</b>

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

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	GLC Conference	\$ 900.00	
2.	MFE/ALA Conferences	\$ 600.00	\$ 1,600.00
3.	State FFA Conference	\$ 3,000.00	\$ 5,000.00
4.	Section Contests Bus/Registration	\$ 800.00	
5.	Subs		\$ 4,000.00
6.	Summer CATA Conference		\$ 3,500.00
7.			
8.			
9.			
10.			
	<b>Subtotal for 5000</b>	<b>\$ 5,300.00</b>	<b>\$ 14,100.00</b>

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

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Shop Equipment		\$ 2,500.00
2.			
3.			
4.			
5.			
	<b>Subtotal for 6000</b>	<b>\$ 0.00</b>	<b>\$ 2,500.00</b>

**Total Allocated Funds:** \$ 17,796.00 \$ 18,600.00

California Department of Education  
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT  
2019–20 APPLICATION FOR FUNDING  
(Due Date: To be received in Regional Supervisor's Office by June 30, 2019)

**VARIANCE REQUEST FORM**

PLEASE NOTE: EACH CRITERION FOR WHICH A VARIANCE IS REQUESTED MUST BE COMPLETED ON A SEPARATE FORM

Variance Request for Funding Year:

Colusa High School

Colusa Unified School District

School Site

District

1. Standard and criterion for which variance is requested:  
  
Standard Number:  
Criterion Number:
2. Reasons why the criterion is not being met at this time (use additional pages if needed):
3. Steps to be taken in order to meet this criterion (use additional pages if needed):

\_\_\_\_\_  
Name of Agriculture Teacher  
Responsible for the Program

\_\_\_\_\_  
Signature of Agriculture  
Teacher Responsible for the Program

\_\_\_\_\_  
Name of Principal

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Name of Regional Supervisor

\_\_\_\_\_  
Signature of Regional Supervisor

### QUALITY CRITERION 12 FORM

Agricultural programs meeting all of the required Quality Criteria (Criteria 1 – 9) may qualify for an additional \$7,500 by also meeting Criterion 12.

Please check each qualifying condition you meet below.

This form, along with the appropriate verification, must be submitted with the Agricultural Career Technical Education Incentive Grant Application by the application deadline.

Number of Students on Previous Year's R-2 Report: \_\_\_\_\_

**12A: Leadership and Citizenship Development**

☐ Number of activities on the approved FFA Activity list in which the local chapter participated (Must participate in at least 80 percent of the activities)

**12B: Practical Application of Occupational Skills**

☐ Number of students who received the State FFA Degree  
(Must be at least 5 percent of the R2 number)

**12C: Qualified and Professional Activities**

☐ Number of teachers who attended a minimum of five professional in-service activities (Must attach approved In-service Activities Verification Page)

**12D: Community, Business, and Industry Involvement**

☐ Number of meetings held by the local Agriculture Advisory Committee (Must be at least three, with minutes attached)

Name of Agriculture Advisory Committee Chair: \_\_\_\_\_

Phone Number of Agriculture Advisory Committee Chair: \_\_\_\_\_

**12E: Retention**

☐ Number of students from the 2015 freshman cohort who completed 3 or 4 years of Agriculture Education courses. Must be at least 30% of the 2014 freshman cohort

**12F: Graduate Follow-Up**

☐ Number of program completers graduating last year

☐ Number of those who graduated who are employed in agriculture, in the military, or continuing their education (must be at least 75 percent of the program completers). Attach graduate follow-up report.

Colusa High School Ag Department 2019-20 Teachers

Heather Thomas – Ag Science & Ag Business

Tim Crabtree – Ag Mechanics

**WILLIAMS UNIFORM COMPLAINT PROCEDURE  
QUARTERLY REPORT  
COLUSA UNIFIED SCHOOL DISTRICT**

**April 1, 2019 TO June 30, 2019**

---

*Education Code 35186(d) requires that a district report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district.*

  x   No complaints have been received this quarter.

The following complaints have been received this quarter.

*Education Code 35186(e)(1) requires that districts investigate and resolve complaints when a complainant alleges that (a) students do not have standards-aligned instructional materials to use in class; or (b) for use at home or after school in order to complete required homework assignments; or (c) are in poor or unusable condition.*

       Complaints have been received regarding insufficient instructional materials.

District Resolutions:

*Education Code 36186(e)(1) requires that districts investigate and resolve complaints when a complainant alleges that (a) students do not have standards-aligned textbooks or state- or district-adopted textbooks required for use in class; or (b) for use at home or after school in order to complete required homework assignments; or (c) are in poor or unusable condition.*

       Complaints have been received regarding insufficient textbooks.

District Resolutions:

*Education Code 35186(e)(3) requires that districts investigate and resolve complaints when a complainant alleges that facilities have conditions that pose an emergency or urgent threat to the health or safety of students or staff.*

       Complaints have been received that facilities have emergency/urgent threat conditions.

District Resolutions:

*Education Code 35186(e)(2) requires that districts investigate and resolve complaints when a complainant alleges that (a) a qualified certificated teacher has not been assigned to a vacant position to a class for an entire year; (b) a teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner students in the class; or (c) a teacher is assigned to teach a class for which the teacher lacks subject matter competency.*

       Complaints have been received regarding unqualified teachers.

District Resolutions:

The district investigated and remedied any valid complaint within a reasonable time period not exceeding 30 working days from the date the complaint was received. EC 35186 (b)

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

## **Review and Approval of ConApp Application for Funding (Business Services).**

### **Recommended Motion:**

---

The Administration respectfully requests the approval of the ConApp Application for Funding for fiscal year 2019.2020.

### **Rationale:**

---

Annually, the Administration is to review and receive approval of their ConApp Application for Funding from their local governing board. For the 2019.2020 fiscal year, the District intends to apply for the following funding sources:

- Title I, Part A – Funding amount of \$214,985 (based on 2018.2019 application). Funds are used to primarily support classified and certificated support staff.
- Title II, Part A – Funding amount of \$33,497 (based on 2018.2019 application). Funds are used to support staff professional development.
- Title III, English Learner – Funding amount of \$54,676 (based on 2018.2019 application). Funds are used to provide instructional aides at Birchfield Elementary School and Egling Middle School.
- Title III, Immigrant – Funding amount of \$2,596 (based on 2018.2019 application). Funds are used to purchase supplies in support of the immigrant program.
- Title IV, Student Support – Funding amount of 16,956 (based on 2018.2019 application). o provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy of all students.

Final amounts will be determined once the Federal budget is finalized in October 2019.

### **Financial Impact:**

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Approval of the funding application will allow for the District to apply for \$322,710 worth of federal funding for fiscal 2019.2020





## CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

Colusa Unified (06 61598 0000000)

[Home](#)[Data Entry Forms](#)[Certification Preview](#)[Certify Data](#)[Reports](#)[Users](#)[Contacts](#)[FAQs](#)[Data Entry Instructions](#)

### 2019-20 Application for Funding

Required fields are denoted with an asterisk (\*).

#### Local Governing Board Approval

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

Date of approval by local governing board:  (ex. MM/DD/YYYY)

#### District English Learner Advisory Committee Review

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

DELAC representative's full name:  
(non-LEA employee)

DELAC review date:

Meeting minutes web address:  
Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.

DELAC comment:  
If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)



## Application for Categorical Programs

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

**\* Title I, Part A (Basic Grant):** ☐ No ☒ Yes  
ESSA Sec. 1111 et seq.  
SACS 3010

**\* Title II, Part A (Supporting Effective Instruction):** ☐ No ☒ Yes  
ESEA Sec. 2104  
SACS 4035

**\* Title III English Learner:** ☐ No ☒ Yes  
ESEA Sec. 3102  
SACS 4203

**\* Title III Immigrant:** ☐ No ☒ Yes  
ESEA Sec. 3102  
SACS 4201

**\* Title IV, Part A (Student Support):** ☐ No ☒ Yes  
ESSA Sec. 1112(b)  
SACS 4127

*Last Saved: Scott Lantsberger (slantsberger), 6/10/2019 10:00 AM, Draft*

Save

Return to List

Consolidated Application Support Desk, Education Data Office | [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov) | 916-319-0297  
General CARS Questions: Consolidated Application Support Desk | [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov) | 916-319-0297

California Department of Education  
1430 N Street  
Sacramento, CA 95814

[Web Policy](#)

## **Approval of the AB1200 Disclosure of Collective Bargaining Agreement with Administration, Classified Management, and Confidential Staff (Business Services).**

### **Recommended Motion:**

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The Administration requests for approval of the AB1200 Disclosures of Collective Bargaining Agreement with Administration, Classified Management, and Confidential Staff.

### **Rationale:**

---

Government Code Section 3547.5 requires that the financial impact of a tentative agreement between a school district and a collective bargaining unit be disclosed in a specified format. This disclosure has several elements that highlight the impact to the general fund in the current and future fiscal years. The disclosure also requires that the District Superintendent and Chief Business Officer certify that the agreement being disclosed can be afforded by the District. The disclosure is also submitted to the District's oversight authority for review.

The AB1200 Disclosure of Collective Bargaining Agreement with the Administration, Classified Management, and Confidential Staff being brought forth is for fiscal years 2018-2019 and 2019-2020. The disclosure identifies the cost of the agreement, notes any changes in contract language that have a significant cost impact, as well as identifies the impact the agreement has in the current year.

### **Financial Impact:**

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The initial financial impact to the District is estimated at \$54,012. The impact to funds other than the General Fund, Fund 01, if any, are noted in the attached disclosure.

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**COLUSA COUNTY**  
**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
in Accordance with AB 1200 (Chapter 1213/1991), AB 2756 (Statutes of 2004), GC 3547.5, and CCR, Title V, Section 15449

Name of School District: **Colusa Unified School District**

Name of Bargaining Unit: **Management / Confidential**

Certificated, Classified, Other: **Other**

The proposed agreement covers the period beginning: **July 1, 2018** and ending: **June 30, 2020**  
(date) (date)

The Governing Board will act upon this agreement at its meeting on: **18-Jun-19**  
(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**

Compensation	Annual Cost Prior to Proposed Agreement FY18-19	Fiscal Impact of Proposed Agreement		
		Year 1 Increase/(Decrease) FY 18-19	Year 2 Increase/(Decrease) FY 19-20	Year 3 Increase/(Decrease) FY 20-21
1 Salary Schedule Increase (Decrease)	\$ 1,027,735	\$ 20,555	\$ 10,483	\$ -
		2.0000%	1.0000%	0.0000%
2 Step and Column - Increase (Decrease)	\$ -	\$ -	\$ 15,724	\$ -
Due to movement plus any changes due to settlement		%	%	0.0000%
3 Other Compensation - Increase (Decrease) (Stipends, Bonuses, Longevity, overtime, etc.)	\$ -	\$ -	\$ -	\$ -
		%	%	%
Extra duty stipend schedule	\$ -	\$ -	\$ -	\$ -
4 Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicate etc.	\$ 240,066	\$ 4,801	\$ 2,449	\$ -
		2.0000%	1.0000%	0.0000%
5 Health/Welfare Plans: capped plan \$10,505 per employee	\$ 112,154	\$ -	\$ -	\$ -
		0.0000%	0.0000%	0.0000%
6 Total Compensation - Increase (Decrease) (Total Lines 1-5)	\$ 1,379,955.00	\$ 25,356	\$ 28,656	\$ -
7 Total Number of Represented Employees (Use FTEs if appropriate)	16.00			
8 Total Compensation Average Cost per Employee	\$ 86,247.19	1584.75125	1790.99375	0
		1.84%	2.04%	0.00%

9. Please provide summary of negotiated agreement. 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"?

**2.0% added to Salary Schedule Placement effective July 1, 2018 and an additional 1% added to the Salary Schedule Placement effective July 1, 2019.**

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

**N/A**

11. Does this bargaining unit have any recipients of life time benefits? If so, please indicate number of FTEs and health & welfare amounts.

**No**

12. A. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes ☒ No ☐  
If yes, please describe the cap amount.

**\$10,505 annually per employee negotiated many years ago with no changes**

- B. Describe any negotiated changes in non-compensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

1027735

**N/A**

- C. Are reductions to budget or program necessary to 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.)

**No**

- D. What contingency language is included in the proposed agreement? Include specific areas identified reopeners, applicable fiscal years, and specific contingency language.

None

- E. Will this agreement create, increase or decrease deficit spending in the current or subsequent year(s)? "Deficit Spending" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

**No. Current budget for salaries and benefits cover the cost of the increase.**

- F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

None

- G. Source of Funding for Proposed Agreement

1. Current Year

**General Fund / Food Services Fund (\$23,356 / \$2,000)**

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e. Revenue Limit COLA, staffing reductions, staffing ratio changes, one-time sources, etc.?)

N/A

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.)

**LCFF increases from COLA. Future budget years expected to be structurally balanced using a zero-based budgeting model.**

## H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

### Unrestricted General Fund

#### Bargaining Unit: Management / Confidential

	Column 1	Column 2	Column 3	Column 4
	Latest Board-Approved Budget Before Settlement (As of 12/12/17)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$ 14,845,870		\$ -	\$ 14,845,870
Remaining Revenues (8100-8799)	\$ 668,582	\$ -	\$ -	\$ 668,582
<b>TOTAL REVENUES</b>	\$ 15,514,452	\$ -	\$ -	\$ 15,514,452
<b>EXPENDITURES</b>				6/18/2019
Certificated Salaries (1000-1999)	\$ 6,415,588	\$ 11,469	\$ -	\$ 6,427,057
Classified Salaries (2000-2999)	\$ 1,936,342	\$ 7,647	\$ -	\$ 1,943,989
Employee Benefits (3000-3999)	\$ 3,033,736	\$ 4,464	\$ -	\$ 3,038,200
Books and Supplies (4000-4999)	\$ 809,712	\$ -	\$ -	\$ 809,712
Services, Other Operating Expenses (5000-5999)	\$ 1,234,650	\$ -	\$ (66,000)	\$ 1,168,650
Capital Outlay (6000-6599)	\$ 122,000	\$ -	\$ -	\$ 122,000
Other Outgo (7100-7299) (7400-7499)	\$ 75,045	\$ -	\$ -	\$ 75,045
Direct Support/Indirect Cost (7300-7399)	\$ (47,459)	\$ -	\$ -	\$ (47,459)
Other Adjustments				
<b>TOTAL EXPENDITURES</b>	\$ 13,579,613	\$ 23,580	\$ (66,000)	\$ 13,537,193
OPERATING SURPLUS (DEFICIT)	\$ 1,934,839	\$ (23,580)	\$ 66,000	\$ 1,977,259
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ -	\$ -	\$ -	\$ -
TRANSFERS OUT & OTHER USES (7610-7699)	\$ 20,000	\$ -	\$ -	\$ 20,000
CONTRIBUTIONS (8980-8999)	\$ 1,893,373		\$ (101,500)	\$ 1,791,873
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ 21,466	\$ (23,580)	\$ 167,500	\$ 165,386
BEGINNING BALANCE	\$ 1,668,830			
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			
CURRENT-YEAR ENDING BALANCE	\$ 1,690,295	\$ (23,580)	\$ 167,500	\$ 1,834,215
<b>COMPONENTS OF ENDING BALANCE:</b>				
Nonspendable (9711-9719)	\$ 30,350			\$ 30,350
Restricted (9730-9749)	\$ -			\$ -
Committed (9750-9769)	\$ -			\$ -
Stabilization Arrangements (9750)	\$ -			\$ -
Assigned (9770-9788)	\$ 805,490			\$ 979,760
Unassigned (9789-9790)	\$ 854,455			\$ 854,455

## H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

### Restricted General Fund

#### Bargaining Unit: Management / Confidential

	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 12/12/17)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>		Other		
Revenue Limit Sources (8010-8099)	\$ -	\$ -	\$ -	\$ -
Remaining Revenues (8100-8799)	\$ 1,596,201	\$ -	\$ -	\$ 1,596,201
<b>TOTAL REVENUES</b>	\$ 1,596,201	\$ -	\$ -	\$ 1,596,201
<b>EXPENDITURES</b>				6/18/2019
Certificated Salaries (1000-1999)	\$ 163,500	\$ -	\$ (63,500)	\$ 100,000
Classified Salaries (2000-2999)	\$ 536,100	\$ 1,439	\$ -	\$ 537,539
Employee Benefits (3000-3999)	\$ 672,736	\$ 337	\$ (38,494)	\$ 634,579
Books and Supplies (4000-4999)	\$ 237,840	\$ -	\$ (1,690)	\$ 236,150
Services, Other Operating Expenses (5000-5999)	\$ 358,576	\$ -	\$ -	\$ 358,576
Capital Outlay (6000-6599)	\$ 230,173	\$ -	\$ -	\$ 230,173
Other Outgo (7100-7299) (7400-7499)	\$ 1,263,100	\$ -	\$ -	\$ 1,263,100
Direct Support/Indirect Cost (7300-7399)	\$ 27,459	\$ -	\$ -	\$ 27,459
Other Adjustments				
<b>TOTAL EXPENDITURES</b>	\$ 3,489,485	\$ 1,776	\$ (103,684)	\$ 3,387,577
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ (1,893,284)	\$ (1,776)	\$ 103,684	\$ (1,791,376)
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ -	\$ -	\$ -	\$ -
TRANSFERS OUT & OTHER USES (7610-7699)	\$ -	\$ -	\$ -	\$ -
CONTRIBUTIONS (8980-8999)	\$ 1,893,373	\$ -	\$ (101,500)	\$ 1,791,873
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ 89	\$ (1,776)	\$ 2,184	\$ 497
<b>BEGINNING BALANCE</b>	\$ 48,874			
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 48,963	\$ (1,776)	\$ 2,184	\$ 49,371
<b>COMPONENTS OF ENDING BALANCE:</b>				
Nonspendable (9711-9719)	\$ -			\$ -
Restricted (9730-9749)	\$ 48,963			\$ 49,371
Committed (9750-9769)	\$ -			\$ -
Stabilization Arrangements (9750)	\$ -			\$ -
Assigned (9770-9788)	\$ -			\$ -
Unassigned (9789-9790)	\$ (0)			\$ (0)



## H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

### Combined General Fund

#### Bargaining Unit: Management / Confidential

	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 12/12/17)	Adjustments as a Result of Settlement	Other Revisions	Total Current Budget (Columns 1+2+3)
REVENUES		Other		
Revenue Limit Sources (8010-8099)	\$ 14,845,870	\$ -	\$ -	\$ 14,845,870
Remaining Revenues (8100-8799)	\$ 2,264,783	\$ -	\$ -	\$ 2,264,783
<b>TOTAL REVENUES</b>	\$ 17,110,653	\$ -	\$ -	\$ 17,110,653
EXPENDITURES				6/18/2019
Certificated Salaries (1000-1999)	\$ 6,579,088	\$ 11,469	\$ (63,500)	\$ 6,527,057
Classified Salaries (2000-2999)	\$ 2,472,442	\$ 9,086	\$ -	\$ 2,481,528
Employee Benefits (3000-3999)	\$ 3,706,472	\$ 4,801	\$ (38,494)	\$ 3,672,779
Books and Supplies (4000-4999)	\$ 1,047,552	\$ -	\$ (1,690)	\$ 1,045,862
Services, Other Operating Expenses (5000-5999)	\$ 1,593,226	\$ -	\$ (66,000)	\$ 1,527,226
Capital Outlay (6000-6599)	\$ 352,173	\$ -	\$ -	\$ 352,173
Other Outgo (7100-7299) (7400-7499)	\$ 1,338,145	\$ -	\$ -	\$ 1,338,145
Direct Support/Indirect Cost (7300-7399)	\$ (20,000)	\$ -	\$ -	\$ (20,000)
Other Adjustments				
<b>TOTAL EXPENDITURES</b>	\$ 17,069,099	\$ 1,027,735	\$ 20,555	\$ 10,483
OPERATING SURPLUS (DEFICIT)	\$ 41,554	\$ (25,356)	\$ 169,684	\$ 17,100,170
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ -	\$ -	\$ -	\$ -
TRANSFERS OUT & OTHER USES (7610-7699)	\$ 20,000	\$ -	\$ -	\$ 15,724
CONTRIBUTIONS (8980-8999)	\$ -	\$ -	\$ -	\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ 21,554	\$ * (25,356)	\$ 169,684	\$ 165,882
BEGINNING BALANCE	\$ 1,717,704			\$ -
Prior-Year Adjustments/Restatements (9793/9795)	\$ -	\$ 240,066	\$ 4,801	\$ 2,449
CURRENT-YEAR ENDING BALANCE	\$ 1,739,258		\$ 169,684	\$ 1,883,586
<b>COMPONENTS OF ENDING BALANCE:</b>				
Nonspendable (9711-9719)	\$ 30,350	\$ 112,154	\$ -	\$ 30,350
Restricted (9730-9749)	\$ 48,963	\$ -	\$ -	\$ 49,371
Committed (9750-9769)	\$ -	\$ -	\$ -	\$ -
Stabilization Arrangements (9750)	\$ -	\$ -	\$ -	\$ -
Assigned (9770-9788)	\$ 805,490	\$ -	\$ -	\$ 979,760
Unassigned (9789-9790)	\$ 854,455	\$ 16	\$ -	\$ 854,455

\* If the total amount of the Adjustment in Col. 2 does not agree with the amount of the Total Compensation Increase (Decrease) in Section A, Line 6, Page 1, explain the variance below: \_\_\_\_\_

## I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT FISCAL YEARS

### Multiyear Projection - Combined General Fund

Bargaining Unit: Management / Confidential

	FY 18-19	FY 19-20	FY 20-21
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
<b>REVENUES</b>		Other	
Revenue Limit Sources (8010-8099)	\$ 14,845,870	\$ 15,349,343	\$ 15,781,667
Remaining Revenues (8100-8799)	\$ 2,264,783	\$ 1,988,662	\$ 2,033,267
<b>TOTAL REVENUES</b>	\$ 17,110,653	\$ 17,338,005	\$ 17,814,934
<b>EXPENDITURES</b>			
Certificated Salaries (1000-1999)	\$ 6,527,057	\$ 6,883,211	\$ 6,986,459
Classified Salaries (2000-2999)	\$ 2,481,528	\$ 2,444,753	\$ 2,481,422
Employee Benefits (3000-3999)	\$ 3,672,779	\$ 3,987,187	\$ 4,148,300
Books and Supplies (4000-4999)	\$ 1,045,862	\$ 900,360	\$ 918,368
Services, Other Operating Expenses (5000-5999)	\$ 1,527,226	\$ 1,295,632	\$ 1,321,545
Capital Outlay (6000-6999)	\$ 352,173	\$ 406,076	\$ 406,076
Other Outgo (7100-7299) (7400-7499)	\$ 1,338,145	\$ 1,354,290	\$ 1,381,376
Direct Support/Indirect Cost (7300-7399)	\$ (20,000)	\$ 20,000	\$ 20,000
Other Adjustments		\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	\$ 16,924,771	\$ 17,291,509	\$ 17,663,546
OPERATING SURPLUS (DEFICIT)	\$ 17,100,170	\$ 46,496	\$ 151,388
TRANSFERS IN & OTHER SOURCES (8910-8979)	\$ -	\$ -	\$ -
TRANSFERS OUT & OTHER USES (7610-7699)	\$ 15,724	\$ -	\$ -
CONTRIBUTIONS (8980-8999)	\$ -	\$ -	\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	\$ 165,882	\$ 46,496	\$ 151,388
BEGINNING BALANCE	\$ -	\$ 1,883,586	\$ 1,930,082
CURRENT-YEAR ENDING BALANCE	\$ 1,883,586	\$ 1,930,082	\$ 2,081,470
<b>COMPONENTS OF ENDING BALANCE:</b>			
Nonspendable (9711-9719)	\$ 30,350	\$ 30,350	\$ 30,350
Restricted (9730-9749)	\$ 49,371	\$ 12,060	\$ 21,575
Committed (9750-9769)	\$ -	\$ -	\$ -
Stabilization Arrangements (9750)	\$ -	\$ -	\$ -
Assigned (9770-9788)	\$ 979,760	\$ 1,020,771	\$ 1,146,368
Unassigned (9789-9790)	\$ 824,105	\$ 866,901	\$ 883,177

## J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

### 1. State Reserve Standard

		FY 18-19	FY 19-20	FY 20-21
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 16,909,046	\$ 17,291,509	\$ 17,663,546
b.	State Standard Minimum Reserve Percentage for this District: <b>(enter percentage ):</b>	3.00%	3.00%	3.00%
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	\$ 507,271	\$ 518,745	\$ 529,906

### 2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund (Fund 01) Stabilization Arrangements, % Unassigned Fund Balance (includes Reserve for Economic Uncertainties)	\$ 824,105	\$ 866,901	\$ 883,177
b.	Special Reserve Fund (Fund 17) Unassigned Fund Balance	\$ -	\$ -	\$ -
c.	Total Available Reserves	\$ 824,105	\$ 866,901	\$ 883,177
d.	Reserve for Economic Uncertainties Percentage	4.87%	5.01%	5.00%

### 3. Do unrestricted reserves meet the state minimum reserve amount?

FY 18-19

Yes

☒

No

☐

FY 19-20

Yes

☒

No

☐

FY 20-21

Yes

☒

No

☐

### 4. If no, how do you plan to restore your reserves? Provide comments/explanations below:

**K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S 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 the Chief Business Officer of the Colusa Unified School District (District), hereby certify that the District can meet the cost(s) incurred under the Collective Bargaining Agreement between the District and the Certificated Bargaining Unit (CEA) and Superintendent during the term of the agreement from July 1, 2018 to June 30, 2021.

\_\_\_\_\_  
Dwayne Newman  
**District Superintendent**  
(Signature Over Printed Name)

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
Scott A. Lantsberger  
**Chief Business Officer**  
(Signature Over Printed Name)

\_\_\_\_\_  
**Date**

**L. CERTIFICATION NO. 2**

*(The disclosure document must be signed by the district Superintendent or designee and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.)*

**1027735**

**20554.7**

**10482.89**

The information provided in this document summarizes the financial implications of the proposed agreement and 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.

\_\_\_\_\_  
Dwayne Newman  
**District Superintendent**  
(Signature Over Printed Name)

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
Scott A. Lantsberger  
Contract Person

\_\_\_\_\_  
530.458.7791 4002  
Phone

\_\_\_\_\_  
**President or Clerk of the Governing Board**  
(Signature Over Printed Name)

\_\_\_\_\_  
**Date**

# COLUSA UNIFIED SCHOOL DISTRICT

745 10th Street  
Colusa, CA 95932  
(530) 458-7791

## 18-19 ADMINISTRATIVE SALARY SCHEDULE

Increase 2.0% Adopted XXXXXX, 2019. Retro to July 1, 2018 Base Salary Only.

STEPS	PRIMARY SCHOOL	MIDDLE SCHOOL		HIGH SCHOOL		9-12
	PRINCIPAL	PRINCIPAL	VICE-PRINCIPAL	PRINCIPAL Incl Home School*	VICE-PRINCIPAL	COUNSELOR
1	\$94,980	100,206	\$82,766	\$109,861	\$88,487	\$80,900
2	\$97,782	103,162	\$85,207	\$113,102	\$91,097	\$83,287
3	\$100,667	106,205	\$87,721	\$116,439	\$93,785	\$85,744
4	\$103,637	109,338	\$90,309	\$119,873	\$96,551	\$88,273
5	\$106,694	112,564	\$92,973	\$123,410	\$99,400	\$90,877
7	\$110,887	116,988	\$96,627	\$128,260	\$103,306	\$94,449
10	\$116,320	122,720	\$101,361	\$134,544	\$108,368	\$99,077
13	\$122,020	128,733	\$106,328	\$141,137	\$113,678	\$103,932
16	\$127,999	135,041	\$111,538	\$148,053	\$119,248	\$109,024
19	\$134,271	141,658	\$117,003	\$155,307	\$125,092	\$114,366
TOTAL DAYS	210	215	200	220	200	195

Master's Degree = \$800

Doctorate Degree = \$1,000

Health Benefit Cap \$876.98/monthly

\*\$2000 Added to High School Principal Step 1 for Home School Principal Responsibilities

Moved K-8 Counselor position to Certificated Salary Schedule 7/1/17

\*\*Adding back the 5 days to VP positions (5/2014)

\* Reduced days in VP positions from 200 days to 195 days

\* Supt contract

\* Added \$2000 to CHS Principal Step 1 for Home School responsibility which increases the column \$2100-\$2969 depending upon the step.

**Colusa Unified School District**

745 10th Street  
Colusa, CA 95932  
(530) 458-7791

**18-19 Classified Management Salary Schedule**

Increase 2% Adopted XXXX, 2019, Retro to July 1, 2018

Director of Maintenance, Operations & Transportation		
Director of Food Service		
Director of Technology		
Step	Annual	Hourly
1	\$61,551	\$29.45
2	\$64,623	\$30.92
3	\$67,862	\$32.47
4	\$71,248	\$34.09
5	\$74,801	\$35.79
6	\$78,542	\$37.58
7	\$82,451	\$39.45

12 Month employees exempt from Overtime  
Annual Salary is based upon 2090 hours per year  
Employees on this schedule receive 20 days vacation annually  
Health Benefit Cap \$876.98/monthly

**Colusa Unified School District**

745 10th Street  
Colusa, CA 95932  
(530) 458-7791

**18-19 Confidential/ASES Coordinator Salary Schedule**

Increase 2% Adopted xxxxxxx, 2019, Retro to July 1, 2018

<b>Executive Administrative Assistant      Business Services/Human Resources Technician II</b>		
Year	Annual	Hourly
1	\$45,416	\$21.73
2	\$47,694	\$22.82
3	\$50,076	\$23.96
4	\$52,564	\$25.15
5	\$55,197	\$26.41
6	\$57,956	\$27.73
7	\$60,840	\$29.11
11	\$63,891	\$30.57
14	\$67,089	\$32.10
17	\$70,433	\$33.70
20	\$73,965	\$35.39

Work Days 261.25  
Annual Based upon 8 hours/day

<b>Business Services /Human Resources Technician I</b>		
Year	Annual	Hourly
1	\$44,036	\$21.07
2	\$46,231	\$22.12
3	\$48,551	\$23.23
4	\$50,975	\$24.39
5	\$53,525	\$25.61
6	\$56,221	\$26.90
7	\$59,022	\$28.24
11	\$61,969	\$29.65
14	\$65,062	\$31.13
17	\$68,322	\$32.69
20	\$71,729	\$34.32

Work Days = 261.25  
Annual Based Upon 8 hours/day

Health Benefit Cap \$876.98  
Employee must work 6+ hours per day to qualify for Health Benefits

<b>After School Education Coordinator</b>		
Year	Annual	Hourly
1	\$24,594	\$21.07
2	\$25,820	\$22.12
3	\$27,115	\$23.23
4	\$28,469	\$24.39
5	\$29,893	\$25.61
6	\$31,399	\$26.90
7	\$32,963	\$28.24
11	\$34,609	\$29.65
14	\$36,336	\$31.13
17	\$38,157	\$32.69
20	\$40,060	\$34.32

Work Days 190 + 13 Holidays = 203  
Annual Based upon 5.75 hours/day

# COLUSA UNIFIED SCHOOL DISTRICT

745 10th Street  
Colusa, CA 95932  
(530) 458-7791

## 19-20 ADMINISTRATIVE SALARY SCHEDULE

Increase 1.0% Adopted XXXXXX, 2019.

STEPS	PRIMARY SCHOOL	MIDDLE SCHOOL		HIGH SCHOOL		9-12
	PRINCIPAL	PRINCIPAL	VICE-PRINCIPAL	PRINCIPAL Incl Home School*	VICE-PRINCIPAL	COUNSELOR
1	\$95,930	\$101,208	\$83,594	\$110,960	\$89,372	\$81,709
2	\$98,760	\$104,194	\$86,061	\$114,233	\$92,008	\$84,120
3	\$101,674	\$107,267	\$88,598	\$117,603	\$94,723	\$86,601
4	\$104,673	\$110,432	\$91,212	\$121,072	\$97,517	\$89,156
5	\$107,761	\$113,689	\$93,903	\$124,644	\$100,394	\$91,786
7	\$111,996	\$118,158	\$97,593	\$129,542	\$104,339	\$95,393
10	\$117,484	\$123,947	\$102,374	\$135,890	\$109,452	\$100,068
13	\$123,240	\$130,020	\$107,392	\$142,549	\$114,815	\$104,971
16	\$129,279	\$136,391	\$112,654	\$149,533	\$120,441	\$110,114
19	\$135,614	\$143,075	\$118,173	\$156,861	\$126,342	\$115,510
TOTAL DAYS	210	215	200	220	200	195

Master's Degree = \$800

Doctorate Degree = \$1,000

Health Benefit Cap \$876.98/monthly

\*\$2000 Added to High School Principal Step 1 for Home School Principal Responsibilities

Moved K-8 Counselor position to Certificated Salary Schedule 7/1/17

\*\*Adding back the 5 days to VP positions (5/2014)

\* Reduced days in VP positions from 200 days to 195 days

\* Supt contract

\* Added \$2000 to CHS Principal Step 1 for Home School responsibility which increases the column \$2100-\$2969 depending upon the step.



**Colusa Unified School District**

745 10th Street  
Colusa, CA 95932  
(530) 458-7791

**19.20 Classified Management Salary Schedule**

Increase 1% Adopted XXXX, 2019.

Director of Maintenance, Operations & Transportation		
Director of Food Service		
Director of Technology		
Step	Annual	Hourly
1	\$62,157	\$29.74
2	\$65,271	\$31.23
3	\$68,531	\$32.79
4	\$71,959	\$34.43
5	\$75,554	\$36.15
6	\$79,336	\$37.96
7	\$83,266	\$39.84

12 Month employees exempt from Overtime

Annual Salary is based upon 2090 hours per year

Employees on this schedule receive 20 days vacation annually

Health Benefit Cap \$876.98/monthly

**Colusa Unified School District**

745 10th Street  
Colusa, CA 95932  
(530) 458-7791

**19-20 Confidential/ASES Coordinator Salary Schedule**

Increase 1% Adopted xxxxxxxx, 2019.

<b>Executive Administrative Assistant Business Services/Human Resources Technician II</b>		
Year	Annual	Hourly
1	\$45,876	\$21.95
2	\$48,175	\$23.05
3	\$50,578	\$24.20
4	\$53,086	\$25.40
5	\$55,740	\$26.67
6	\$58,541	\$28.01
7	\$61,446	\$29.40
11	\$64,539	\$30.88
14	\$67,758	\$32.42
17	\$71,144	\$34.04
20	\$74,697	\$35.74

Work Days 261.25  
Annual Based upon 8 hours/day

<b>Business Services /Human Resources Technician I</b>		
Year	Annual	Hourly
1	\$44,475	\$21.28
2	\$46,691	\$22.34
3	\$49,031	\$23.46
4	\$51,477	\$24.63
5	\$54,068	\$25.87
6	\$56,785	\$27.17
7	\$59,607	\$28.52
11	\$62,596	\$29.95
14	\$65,710	\$31.44
17	\$69,012	\$33.02
20	\$72,439	\$34.66

Work Days = 261.25  
Annual Based Upon 8 hours/day

Health Benefit Cap \$876.98  
Employee must work 6+ hours per day to qualify for Health Benefits

<b>After School Education Coordinator</b>		
Year	Annual	Hourly
1	\$24,839	\$21.28
2	\$26,076	\$22.34
3	\$27,384	\$23.46
4	\$28,749	\$24.63
5	\$30,197	\$25.87
6	\$31,714	\$27.17
7	\$33,290	\$28.52
11	\$34,959	\$29.95
14	\$36,698	\$31.44
17	\$38,543	\$33.02
20	\$40,457	\$34.66

Work Days 190 + 13 Holidays = 203  
Annual Based upon 5.75 hours/day