# LAKESIDE UNION SCHOOL DISTRICT 

Office of the Superintendent
12335 Woodside Avenue
Lakeside, California 92040
(619) 390-2600

## District Administrative Center

June 20, 2019
Closed Session: 4:30 p.m.
Open Session: 5:00 p.m.

## NOTICE OF THE REGULAR MEETING OF THE BOARD OF TRUSTEES

Members of the public who require disability modification or accommodation in order to participate in the meeting should contact the Superintendent's Office at (619) 390-2606 or in writing, at least twenty-four (24) hours before the meeting. (Government Code section 54954.2).
A. CALL TO ORDER AND ROLL CALL
B. OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD ON ANY ITEM DESCRIBED IN THIS NOTICE (GOVERNMENT CODE SECTION 54954.3) - 4:30PM

During this time, citizens are invited to address the Board of Education. Request-to-speak cards should be submitted before the start of the meeting. The Board may not take action on any item presented. The Board has policy limiting any speaker to four minutes or 20 minutes on one subject.
C. CLOSED SESSION

1. Employee Discipline/Dismissal/Release pursuant to Government Code §54957; and
2. Conference with Chief Labor Negotiator, Stacy Coble, regarding the California School Employees' Association, Chapter 240 pursuant to Government Code §54957.6; and
3. Conference with Chief Labor Negotiator, Stacy Coble, regarding the Lakeside Teachers Association pursuant to Government Code §54957.6.
D. OPENING PROCEDURES
4. Reconvene
5. Welcome Visitors
6. Closed Session Report
7. The Pledge of Allegiance will be led by President Taylor.

## E. PRESENTATIONS

1. Robyn Bowman will share highlights from the preschool programs.
2. David Suter will present the 2017-18 annual report for the Citizens' Bond Oversight Committee.
3. Brooke Faigin, Principal of River Valley Charter School, will present an annual update.

## F. TRUSTEE REPORTS AND COMMENTS

Trustees will report and comment as desired.

Please Note: Board Agendas, Back-up Documentation, and Attachments are Available at the Lakeside Union School District Office (12335 Woodside Avenue, Lakeside, CA) in the Lobby or Upon Request or Can be Viewed at www.Isusd.net.

## G. SUPERINTENDENT'S REPORT

Dr. Andy Johnsen will present overall district updates.
H. PUBLIC HEARINGS

1. Dr. Kim Reed will present information on the LCAP prior to the public hearing.

PUBLIC HEARING - To hear comments from the public on the 2019-2020 Local Control and Accountability Plan (LCAP) prior to the final adoption on June 27, 2019, as required by Education Code Section 52062.
2. Erin Garcia will present information on the budget prior to the public hearing.

PUBLIC HEARING - To hear comments from the public on the proposed 2019-2020 Budget for the Lakeside Union School District prior to the final adoption on June 27, 2019, as required by Education Code Section 42103.
3. PUBLIC HEARING - Pursuant to Government Code Section 3547(a) regarding the Initial Proposal from the District to the Lakeside Teachers Association for the 2019-2020 year.
INFORMATION ONLY - To hear comments from the public to receive input regarding the Initial Proposal from the District to the Lakeside Teachers Association.
4. Adoption is requested of an Initial Proposal from the District to the Lakeside Teachers Association for a three-year agreement so negotiations may commence.

## I. ITEMS OF BUSINESS

1.1 Designate consent agenda items.

Note: Consent agenda items are generally routine items of business. The Board will designate those items to be approved as a whole, unless a member of the public requests consideration of an item on an individual basis. The Board will review and act on the remaining items of business.
1.2 Discussion/adoption of consent agenda items.

## SUPERINTENDENT

2.1 Adoption is requested of the regular board meeting minutes of May 9, 2019; and the special board meeting minutes of June 6, 2019.
2.2 Adoption is requested of a revised 2019-20 school calendar with the addition of a school site goal review and planning day (minimum day for students) on Friday, June 5, 2020.

## HUMAN RESOURCES

3.1 Adoption is requested of Personnel Assignment Order No. 2019-11.

Lakeside Union School District

Board of Trustees Agenda
June 20, 2019

## I. HUMAN RESOURCES (CONTINUED)

3.2 Adoption is requested of Resolution No. 2019-27, designating the Assistant Superintendent Erin Garcia, to be the Chief Negotiator and designated representative in negotiations with the California School Employees Association, Lakeside Chapter 240 for the 2019-2020 school year.
3.3 Adoption is requested of Resolution No. 2019-28, designating the Director of Human Resources Stacy Coble, to be the Chief Negotiator and designated representative in negotiations with the Lakeside Teachers Association for the 2019-2020 school year.

## BUSINESS SERVICES

4.1 Approval is requested of the following monthly business items: A) Commercial Warrants; B) Revolving Cash; C) Purchase Orders and Change Orders; and D) Purchase Card Expenditures.
4.2 Adoption is requested of Resolution No. 2019-26, designating Use of Education Protection Account Funds for 2019-20.
4.3 Adoption is requested of the 2019-2020 Interim Salary Schedules: A) Teacher; B) Special Ed Infant Teacher; C) Preschool Teacher; D) Classified; E) Confidential; F) Management; and G) Superintendents.
4.4 Authorization is requested to award a contract to P\&R Paper, the lowest, responsive and responsible bidder, for paper products for the 2019-20 school year in the approximate amount of \$35,602.50.
4.5 Authorization is requested to award a contract to Gold Star Foods, the lowest, responsive and responsible bidder, for dry goods, frozen purchased foods, dry/frozen, and commodity $\mathrm{NOI} /$ rebate frozen foods for the 2019-20 school year in the amount of $\$ 184,165.06$.
4.6 Approval is requested of a Master 4-year Lease Agreement with Apple for new iPads, Mosyle Manager for iOS, and Logitech cases for the iPads. The total cost is $\$ 551,776.41,1.99 \%$ interest rate, paid at $\$ 142,047.68$ annually for 4 years.
4.7 Approval/Ratification is requested of the following contracts for the 2019-20 school year: A) ABA Education Foundation (Spec Ed, NPS); B) Achieve 3000 (Multiple Sites); C) Alliance for African Assistance (Multiple Sites); D) American Fidelity Admin Services (Business Services); E) Artic Containers (Food Service); F) Aseltine School (Spec Ed, NPS); G) Brenda Wilson (Spec Ed); H) California School Boards Association (Board, Manual Maintenance); I) California School Boards Association (Board, Gamut Online); J) California School Boards Association (Board, Annual Membership); K) Cary Trivanovich (LMS, School Assembly); L) Chemsearch (Food Service); M) Coast Music Therapy (Spec Ed, Music Therapy); N) Community School of San Diego (Spec Ed, NPS); O) Dannis Woliver Kelley (Supt, Legal Services); P) Document Tracking Services (Business Services); Q) East County SELPA/Fred Fox (Spec Ed, Program Specialist); R) Edudance - Classrooms in Motion (LF, Dance Enrichment); S) EL Education, Inc. (Ed Services, PD); T) Exceptional Family Resource Center (Spec Ed, Infant Referrals); U) Godfrey Educational Consulting Group (Supt, Alternative Ed Program); V) Leader Services (Spec Ed, Medi-Cal Reimbursements); W) Lexia (LC, Core5 Reading); X) Mail Finance (Supt, Postage Machine Lease); Y) Main Street Optometry - Dr. Lisa Weiss (Spec

## I. BUSINESS SERVICES (CONTINUED)

4.7 CONTINUED: Ed, Vision Therapy); Z) Math Transformations (LF/Spec Ed, PD); AA) Mr. \& Mrs. James Wild (Spec FF) Ed, Transportation); BB) Nancy von Langen-Scott/NvLS Professional Services (Business Services, Erate Consultant); CC) New Haven Youth \& Family Services, Inc. (Spec Ed, NPS); DD) Nutri-Link Technologies (Food Service, Free/Reduce App Processing); EE) Nutrislice (Food Service, Software); Orange County Supt of Schools (Business Services, SMAA Participation); GG) Pear Deck (District, PD); HH) Rady Children's Hospital (Pupil Services, IEP Services/Screenings); II) Regents of UCSD School of Medicine, Dept of Pediatrics (Pupil Services); JJ) SD County Office Supt of Schools (Ed Services, Science Outreach); KK) SD County Office Supt of Schools (Ed Services, Librarian of Record); LL) SD County Office Supt of Schools (Ed Services, Outdoor Camp); MM) SD County Office Supt of Schools (Ed Services, Data Sharing); NN) Satellite Sports Group/Perf on Wheels (ESS, Performance); OO) School Services of California (Business Services); PP) SeaWorld/Aquatica (ESS, Field Trip); QQ) Silvia Taraz (Spec Ed, Bilingual Speech and Lang Assessments); RR) Specialized Therapy Services (Spec Ed, NPS); SS) Villa Santa Maria (Spec Ed, NPS); TT) Vista Hill Learning Assistance Center (Spec Ed, NPS); UU) Wilkinson Hadley King and Co. (Bond, Auditor); and VV) Wilkinson Hadley King and Co. (Business Services, Auditor) (Emphasis Goal \#1, Academic Achievement and Emphasis Goal \#2, Social-Emotional)
4.8 Acceptance is requested of the following donations to the District: A) Holly Ferrante Farmers Insurance donated $\$ 99.15$ worth of dry erase markers and pencils to Lindo Park; $\$ 95.66$ in lanyards and ID badges to Lakeside Middle School; and \$100 to Mrs. Sanford's classroom at Lemon Crest through donorschoose.org; B) El Capitan Stadium Association donated $\$ 500$ to the Ag Program at Lakeside Middle; C) Optimists donated $\$ 1,000$ to the FFA program at Lakeside Middle; D) The San Diego Foundation donated $\$ 500$ to the FFA program at Lakeside Middle; E) Online donations of $\$ 325$ to the Robotics club at Lakeside Middle; F) Online donations of $\$ 240$ to the Orchestra program at Lakeside Middle; G) John Butz donated \$100 to Daneal Damon's classroom for the safety program at Tierra del Sol; H) Dr. Patricia Fernandez donated a bookcase and two office chairs to LUSD; I) M\&M Custom Fishing Rods donated 288 turkey hot dogs, 1 pack of condiments and 120 snack portions of Rice Krispies treats (approximate value, \$81) and a balloon arch for promotion ( $\$ 80$ value) at Tierra del Sol; J) Sol Pacific Pool Plastering donated a 4pack of Padres tickets and memorabilia (valued at $\$ 300$ ) to Eucalyptus Hills; K) Tim Mathews of Ace Hardware of Alpine donated garden supplies (valued at $\$ 600$ ) to Eucalyptus Hills; and L) Barona Band of Mission Indians donated a restaurant gift card for a raffle to Eucalyptus Hills.

## EDUCATIONAL SERVICES

5.1 Approval is requested of an out-of-county field trip for ESS to Medieval Times or Pirates Dinner Adventure on August 14, 2019.
5.2 Approval is requested of an out-of state conference for Lisa Farris (LMS Math teacher) to attend CPM Math Training in Salt Lake City, Utah from June 23-28, 2019.
5.3 Approval is requested of a Memorandum of Understanding with Pacific Oaks College to provide their students teaching experience through practice teaching.

## I. EDUCATIONAL SERVICES (CONTINUED)

5.4 Approval is requested of a quote with NWEA for Map Assessment pilot. Per the Differentiated Assistance and Program Implementation Review Process, the district is supporting the pilot implementation and administration of a universal screener as determined by District.

## PUPIL SERVICES

6.1 Adoption is requested of Resolution No. 2020-01, authorizing the District to enter into a contract with the California Department of Education for Child Development Services, and authorizing the Superintendent to sign contract documents for fiscal year 2019-2020.
6.2 Approval is requested of the contract with the California Department of Education for Child Development Services, and authorizing the Superintendent to sign contract documents for fiscal year 2019-2020.
6.3 Approval is requested of a Compromise and Release Agreement for tuition with NewBridge, a nonpublic school, for a district student. The total cost is not to exceed $\$ 12,000$ ( $\$ 10,000$ for school; \$2,000 for attorney fees). (Emphasis Goal \#1, Academic Achievement and Emphasis Goal \#2, Social-Emotional)
6.4 Approval is requested of a contract with the San Diego Center for Children and the East County Outpatient Counseling Program for mental health services to include individual collateral, family and group psychotherapy services, medication support and case management services under EPSDT. (Emphasis Goal \#2, Social-Emotional)

BOND
7.1 Ratification is requested of Bid No. 2019C-04, through the CUPCCAA informal bid process, for the clearing of vacant property at Lakeside Farms to create additional parking and authorize staff to enter into a contract with Anton's Services, Inc. at a cost of $\$ 62,500$.
7.2 Approval is requested of the 2017-2018 Annual Report of the Citizen's Bond Oversight Committee.
J. INFORMATIONAL ITEMS

Enrollment Reports for Month 9, ending May 3, 2019 , and Month 10, ending May 31, 2019.
K. DISCUSSION

1. Review of Board Core Value \#5: Effective Governance.
2. Review of Administrative Regulation 3350, Travel Expenses.
3. First Reading of Board Policy and Administrative Regulation 5141.52, Suicide Prevention.
4. Second Reading of Board Policy and Administrative Regulation 0420.42, Charter School Renewal.
5. Second Reading of Board Policy 5144, Discipline.
L. REPORTS TO THE BOARD
6. Union Representatives:
A. Cathy Sprecco, Lakeside Teachers Association President
B. Lisa Ford, California School Employees Association President
7. District Superintendents:
A. Erin Garcia will present business and operations updates.
B. Dr. Kim Reed will present educational services updates.
C. Dr. Andy Johnsen will present closing comments.
M. CLOSED SESSION

Public Employee Performance Evaluation, Superintendent, pursuant to Government Code §54957.
N. CLOSED SESSION REPORT
O. ADJOURNMENT


## Public Notice for the Local Control and Accountability Plan (LCAP)

At the regular meeting of June 20, 2019, the Lakeside Union School District Board of Trustees will conduct a public hearing regarding the Local Control and Accountability Plan (LCAP), prior to Final Adoption as required by Education Code 42103 and 52062.

The public is cordially invited to attend this meeting beginning at 6:00 p.m. The proposed LCAP will be on file and available for public inspection should members of the public wish to view the LCAP prior to the public hearing. The plan will be available for review in the Administration Center of Lakeside Union School District, 12335 Woodside Avenue, Lakeside, CA 92040, from June 17, 2019 to June 20, 2019 during the hours of 8:00 a.m. to 3:00 p.m.

June 10, 2019
Andrew S. Johnsen, Ed.D.
Secretary to the Board

## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lakeside Union School District
CDS Code: 37-68189
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Kim Reed, Ed.D., Assistant 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 2019-20 LCAP Year



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

The total revenue projected for Lakeside Union School District is $\$ 56,543,145$, of which $\$ 44,694,281$ is Local Control Funding Formula (LCFF), \$4,485,803 is other state funds, $\$ 4,771,967$ is local funds, and $\$ 2,591,094$ is federal funds. Of the $\$ 44,694,281$ in LCFF Funds, $\$ 3,592,018$ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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.


This chart provides a quick summary of how much Lakeside Union School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Lakeside Union School District plans to spend $\$ 59,097,607$ for the 2019-20 school year. Of that amount, $\$ 10,473,913$ is tied to actions/services in the LCAP and $\$ 48,623,694$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Over $86 \%$ of the District's General Fund expenditures are dedicated to the salaries and benefits of our employees. While some salaries (counselors, teachers on special assignment, etc.) that relate to specific action items are included in the LCAP, the majority of these salaries and benefits are not specifically listed. Salaries for teachers and administrators (certificated staff), salaries for support staff such as custodians, bus drivers, clerical support (classified staff), and related statutory and health benefits for these employees that are not specifically included in the LCAP, total $\$ 46.9$ million. Basic supplies and operating expenses such as utilities (water, gas, electricity, etc.) as well as required consultant services for auditing, actuarial, and legal items are also not listed in the LCAP and total approximately $\$ 3.4$ million. Additional expenditures (other than salaries) to support the Special Education program such as specialized equipment, non-public school placement and other required consultant services are not included in the LCAP and total approximately $\$ 2.4$ million. It should be noted that there are $\$ 4.0$ million of expenditures in the LCAP (in Goal 4) that are accounted for separately in the Bond Fund, and are not part of the overall General Fund expenditures described above.

## Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Lakeside Union School District is projecting it will receive $\$ 3,592,018$ based on the enrollment of foster youth, English learner, and low-income students. Lakeside Union 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, Lakeside Union School District plans to spend \$3,170,511 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:
In the 2019-2020 school year, LUSD intends to continue to provide the supports mentioned from the 2018-2019 school year. We partnered with San Diego County Office of Education to look carefully our systems to better understand the root cause of some of the gaps in our district. Using that information, we expanded our universal screener pilot and added lesson planning professional development that plans for students' differences from the start instead of planning to remediate afterward. We also added a Technology Committee to work on the vision for the use of technology in our district to focus and guide the professional development that we offer. We intend to leverage the work that started in the 2018-2019 school year to continue to build systems of academic and behavioral supports for students all students, students who need an extra hand, and for students whose needs are more substantial.

## LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19


This chart compares what Lakeside Union 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 Lakeside Union 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 2018-19, Lakeside Union School District's LCAP budgeted $\$ 2,866,813$ for planned actions to increase or improve services for high needs students. Lakeside Union School District estimates that it will actually spend $\$ 2,819,582$ for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-47,231 had the following impact on Lakeside Union School District's ability to increase or improve services for high needs students: LUSD is supplementing the core instruction by providing additional staffing to increase access to grade level curriculum and improved outcomes, both socio-emotional and academic, for our high needs students. Our Coordinator of Ed Services assists in providing timely data regarding students academic and behavioral baselines and growth. Our Director of Pupil Services, Counselors, Multi Tiered Systems of Support Teachers, Behavior Specialists and Behavior Aides and Assistant Principals work with Foster and Homeless students, provide direct services to students to help them learn to replace problematic behaviors with more appropriate responses, and assist the schools in building systems to support all students' socio-behavioral needs. Other supplemental staff, including our instructional coaches help our teachers to build capacity with instructional practices that provide equal access to on-level curriculum to each of our students. We provide our students with mobile digital devices to deepen the instructional experience and connect them with their world. This initiative is supported with rich professional development for teachers to learn how to use the devices as a tool to level the playing field for our students. Although we spent less than budgeted, the discrepancy was negligible.

# 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<br>Lakeside Union School District

Contact Name and Title
Kim Reed, Ed.D.
Assistant Superintendent

Email and Phone
kreed@lsusd.net
(619) 390-2600

## 2017-20 Plan Summary <br> The Story

Describe the students and community and how the LEA serves them.
The Lakeside Union School District encompasses the unincorporated area east of El Cajon. Lakeside Union is a kindergarten through eighth-grade school system that includes 9 schools with a student population of approximately 5,200 students. There are seven K-5 elementary schools, two middle schools with grades 6-8, and two charter schools; River Valley Charter High (a hybrid independent study high school) and Barona Indian Charter School (a tribal K-8 school), There are two State preschool classes, five tuition-based preschool classes, five special education preschool classes and three infant classes. The district also serves 65 preschool age students in wrap-around care beginning at 6:30 a.m. and ending at 6:00 p.m. Lakeside Union offers instruction in Mandarin and Spanish in immersive environments and Spanish in a dual language environment.

The ethnicities of the students are 57\% White, 31\% Hispanic, 5\% Black, 2\% Asian, 2\% Filipino, 2\% American Indian/Alaskan Native, 1\% Pacific-Islander and .5\% Two or More Races. English is not the dominant language of $10 \%$ of our students, with Spanish being the primary language. Socioeconomic level is a key factor when providing an overview of this district. Approximately 38\% of our students are designated as socio-economically disadvantaged based on the number of students receiving lunch at free or reduced rates. Approximately $17 \%$ of the enrollment is students with disabilities.

In 2018 we reported that our students made marginal gains in the SBAC exam from 2016 to 2017 following considerable gains the previous year. Overall student achievement still lagged behind state averages, and our African American and Special Ed student groups scored low on the California school dashboard. Particular focus was given to increasing student achievement of all Lakeside students, and these two student groups in particular. Currently, our students continued to show gains on the SBAC, as indicated on the CA Dashboard. Our English Language Arts Dashboard scores increased from 2017 to 2018 and were 2.5 points above the standard, beating the state
score, which was 6 points below standard. Our students' Mathematics scores also increased by 5.2 points, to 24 point below the standard, outscoring the state by 12.4 points. Our African American and Students with Disabilities student groups continue to demonstrate learning gaps compared to their peers. We are working with partners such as San Diego County Office of Education to better understand the root cause of the issues and develop and plan that we can implement that can be monitored for effectiveness.

Our Governing Board has set the following goals
The Lakeside Union School District Board of Trustees affirms its continuing commitment to academic excellence, a rich and varied curriculum, the use of data to evaluate outcomes, and focus on best practices for teaching and learning. Accordingly, the Board of Trustees renews its commitment to innovation and initiative to meet the individual concerns of each student. The Board of Trustees affirms a set of adopted core beliefs and expectations to support meeting our student achievement goals. The Board honors the LCAP process and pledges the support and focus of district resources to the following goals:

- Academic Achievement: All students will make academic growth in order to reach mastery of grade level standards and individual goals.
- Arts and Sciences: Provide opportunities and access for students to excel in the arts and sciences before, during, and after school.
- Digital Literacy: Integrate technology and digital citizenship into instruction to empower students to excel in a technology-driven world.
- Multilingualism: Support and maintain multilingual opportunities in our schools.
- Communications and Engagement: Increase outreach, communication, partnership and education for parents, staff and community members.
- Fiscal Responsibility: Engage stakeholders in maintaining fiscal responsibility while providing quality educational programs throughout the State budget redesign.

The Board focused district efforts around 3 areas: Academic achievement, improved socioemotional outcomes, and physical environments conducive to learning.

LUSD developed a new vision statement, "Igniting Passion in Today's Students for Tomorrow's Opportunities" and a Student Profile that will define the skills and dispositions we expect our students to leave our system with. We are in the process of develop the learning experiences necessary to accomplish these goals. This vision and Student Profile is setting a new standard for our work and the focus of next 3 -year LCAP.

Each site worked collaboratively to analyze student academic and socio-emotional data and set goals with action plans to ensure that all student needs were being met. The district then set department goals to assist sites to meet their goals.

## LUSD Vision

"Igniting Passion in Today's Students for Tomorrow's Opportunities"

## Student Profile

The community of Lakeside has worked collaboratively to describe the skills and dispositions our children will need to navigate and lead our ever changing world. The Lakeside Union School District is collectively committed to providing learning experiences that develop these competencies in every LUSD student.

Think Critically
Students ask questions, use evidence, and reflect on ideas. They seek out complex problems and are flexible and innovative in designing solutions.

## I

Learn Continuously
Students are passionate to continually learn and grow. They embrace new opportunities that allow them to achieve their goals and dreams.

## Collaborate Constructively

Students contribute purposefully in teams. They assume various roles and responsibilities with a commitment to shared success.

## Communicate Effectively

Students listen and read for meaning. They speak and write with clarity and purpose, adapt to diverse audiences, and when appropriate, incorporate media to enhance ideas.

Persevere Relentlessly
Students are resilient in the face of obstacles and setbacks. They are determined to achieve success with short term challenges and long-term goals.

Care Deeply
Students are kind to others and empowered to make a difference. They listen with empathy and understanding.

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.
Highlights in this year's LCAP include:

- The continuation and refinement of on-site coaching models to deepen professional learning.
- The continuation of direct support of students and teachers to build Multi-Tiered Systems of Support.
- Continuation of our successful Positive Intervention Behavior Supports (PBIS) initiative to improve climate at our school sites and continue reductions of suspensions.
- Continued efforts to personalize learning for students through our one-to-one device initiative and use of hot spots to provide internet access to students who do not have access at home.
- Purposeful continuous cycles of improvement for CSI school
- Collaborative continuous cycle of improvement through the Differentiated Assistance process to reduce suspensions across the district
- Collaborative continuous cycle of improvement through the Program Implementation Review process to improve outcomes for Students with Disabilities in our district.


## 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

We are very proud of progress in the following areas:
LUSD has come together as a district around a vision and a Student Profile identifying the skills and dispositions that we want our students to leave our district with. We have collectively committed to equitable learning experiences for every student in our district and are building the capacity to do that. We have a committee working on building the learning targets and success criteria for each aspect of the profile.

## ACADEMICS

Our academic achievement continues to grow. Our English Arts scores are above level 3 for the first time since the SBAC was introduced. English Language Learners and Socioeconomically Disadvantaged students' Mathematics scores grew 8.4 points and 7.7 points, respectively. Both English Arts and Mathematics scores beat state scores by a considerable margin and continue to improve. We plan to continue our work with Math Transformations, releasing some responsibility to our instructional coaches and expanding direct support to our Special Education teachers. Instructional coaches will be instrumental in spreading and scaling best practices. CULTURE
Our Chronic Absenteeism was low and decreased again this year. Our Hispanic student group continues to improve and are Green on the Ca Dashboard. We plan to use our Coordinator of Student Supports to continue building relationships with families, as she has been able to do with our Hispanic community.
CONDITIONS AND CLIMATE

LUSD has taken an innovative and proactive approach to students socio-emotional wellbeing by elevating its priority through a Board focus goal. We have built in supports for our students rarely seen in districts with limited funds such as ours. We have hired MTSS TOSAs, additional Behavior Intervention Specialists and Behavior Aides who work with students and staff to build systems of support at Tiers I, II and III.
CONTINUOUS IMPROVEMENT CYCLES: LUSD has partnered with SDCOE through Differentiated Assistance and Program Implementation Review and used their continuous improvement cycle model to help improve outcomes for our school in CSI, our Students with Disabilities and for all students in our district.

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

## ACADEMICS:

While LUSD overall scored Green in ELA, several student groups scored Red (Students with Disabilities) and Orange (African Americans, English Learners, Hispanic). In Math, also Green overall, student groups scoring Red include Students with Disabilities and Orange, African Americans.
Each site will analyze data, set goals and develop and monitor action plans to improve academic outcomes for each student group. Facilitators at each site will co-plan, co-teach, conduct sample lessons, and/or facilitate lesson studies to assist the site in meeting their goals.
ACADEMIC ENGAGEMENT:
While the District overall scores Yellow on the Ca Dashboard in Chronic Absenteeism, several student groups scored Red (American Indian, Foster Youth, Homeless) and Orange (African Americans, English Learners, Socioeconomically Disadvantaged).
LUSD will continue the services of the Coordinator of Pupil Services to work with Chronically Absent students, improve the early warning notifications for sites, and work with counselors to facilitate timely outreach to support families or chronically absent students.
CLIMATE AND CONDITIONS
Our overall suspension rates were "Low" and "Maintained", reflecting as Green on our Ca
Dashboard in the previous year. This year, there were significant increases in suspensions, creating an Orange score. All of our student groups except Asian and Filipino were in the Red or Orange. LUSD has focused the Differentiated Assistance efforts in this particular problem. We have developed a plan to pilot and adopt a universal screening in order to take a proactive approach to students' socio-emotional needs in order to reduce the need for later suspension.

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

Academics:
English Language Arts-African American, English Learner and Hispanic student groups, all Orange as well as the Students with Disabilities student group, which were Red performed two or more levels below our All Student group, which scored Green.
Mathematics-African American (Orange) and Students with Disabilities (Red) performed two or more levels below our All Student group, which was Green.
Suspensions: No student groups scores 2 or more levels below the All Students group. However, it is worth reporting that all of LUSD student groups except Filipino scored Red or Orange.
In an effort to remediate these gaps:
The LUSD community has collectively committed to the success of every student through our new vision and student profile.
A team from LUSD is participating in a SUMS funded effort to built a district-wide Multi-Tiered System of Supports. The initial focus in on Socio-emotional supports. Academic supports will follow. The district is piloting a universal screener for both academics and socio-emotional for early identification and support
The district has participated in the Differentiated Assistance process through our county office of education to understand the root cause of the high suspension rates and develop a plan of action, which includes universal screeners and systems to monitor data.
The district is participating with our county office of ed in a Program Implementation Review to understand the root cause of the academic, absenteeism and suspension gaps with our Students with Disabilities and develop a plan of action, which includes a universal screener and a professional development plan that includes Universal Design for Learning (UDL).

Chronic Absenteeism-Foster Youth, Homeless and American Indian or Alaska Native student groups scored Red, two or more levels below All Students, which was Yellow.
In an effort to remediate these gaps:
LUSD plans to use existing school counselors to provide outreach and follow up to students who are chronically absent or at risk of becoming chronically absent. We have added additional parent letters and reporting features to our attendance service, AIA in order to facilitate timely notification of parents and school administration.

## 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.
Lemon Crest Elementary School (All red and orange indicators)

## 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.
CSI principal met with Assistant Superintendent of Ed Services to review information shared at SDCOE ESSA trainings. Assistant Supt. led principal in professional learning to analyze of Ca Dashboard data, CAASPP and ELPAC data. Coordinator of Ed Services further disaggregated
behavior data, reviewed with the site principal and assisted in developing a plan to monitor progress. CSI principal and Assistant Supt collaborated around evidence based strategies being considered for district-wide support and how those efforts could be aligned and deepened at the CSI school. Based on Ca Dashboard results, local discipline referral data and CAASPP scores, those strategies included culturally responsive classroom environments, engaging and supportive learning environments and Guided Language Acquisition Design (GLAD). Superintendent assisted the site in selecting a vendor (Orenda) who could assist with a district-wide needs analysis as well as a similar needs analysis at the CSI site. The district will co-conduct with Orenda the needs analysis for the site, conducting focus group interviews with staff and shadowing students from qualifying subgroups. The district and Orenda will share the data collected with the site's CSI Advisory Committee and facilitate a conversation to develop goals and lead measures. Assistant Supt of Ed Services and Coordinator of Ed Services will assist the site's CSI Advisory Committee in unearthing resource inequities by comparing the results of the needs analysis to the budget developed by the site and documented in the SPSA. The district will monitor the effectiveness of the site's plan by monitoring the site's lead measures, checking for changes in the number of discipline referrals, improvements on interim assessments administered 3 times per year and anecdotally through Superintendent and Assistant Superintendent walk throughs. Other supports provided by the district include sending site principal to county trainings on CSI.

## 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.
Responsive Classroom: School goal is to decrease physical and verbal aggression occur in common areas as measured by incident reports, referrals, and suspension data. LEA will support CPI site with data management tool and training to collect this data.
GLAD Training: Superintendent and Assistant Superintendent will provide feedback to CPI principal on GLAD strategies observed during monthly site visits.

The district will monitor the effectiveness of the site's plan by monitoring the site's lead measures, checking for changes in the number of discipline referrals, improvements on interim assessments administered 3 times per year and anecdotally through Superintendent and Assistant Superintendent walk throughs.
The district will review baseline measurement in each SPSA prior to the close of the 2018-2019 school year. The SPSA includes both school goals annual expected measurable outcomes. Upon the start of the 2019-2020 school year, site leadership will review formative data at School Site Council meetings. The district will monitor SSC minutes in December, February, and April, and will coach the site in its review of the verifiable state data provided by the California School Dashboard in December 2019.

## Annual Update

## LCAP Year Reviewed: 2018-19

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

LUSD will accelerate academic achievement for all students in all subjects

```
State and/or Local Priorities addressed by this goal:
State Priorities: Priority 1: Basic (Conditions of Learning)
    Priority 2: State Standards (Conditions of Learning)
    Priority 4: Pupil Achievement (Pupil Outcomes)
    Priority 7: Course Access (Conditions of Learning)
    Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:
```


## Annual Measurable Outcomes

## Expected

## Metric/Indicator

1. Districtwide 2017-18 SBAC scores will increase $10 \%$ in all subject areas
2. SITE: $100 \%$ of students will make fundamental growth to meet mastery as measured by alternative assessments / IEP

- Skills Assessments (TK-K)
- DIBELS
- Running Records/Informal Reading Inventory
- EDL2 (Spanish Immersion)

3. $100 \%$ of students will have access to CCSS standards-aligned instructional materials in ELA and Math, as measured by annual Board resolution regarding instructional materials sufficiency
4. $100 \%$ of students will have access to supplemental instructional material and supplies in Science during the transition to NGSS implementation.
5. All teachers will implement content and performance standards for all students, including ELD, as evidenced by site administrator classroom walkthroughs.
6. API: No longer calculated
7. $100 \%$ of students will be provided access to a broad course of study as measured by elementary daily schedules and middle school master schedules, including for unduplicated pupils and pupils with exceptional needs.
8. EL Progress toward English Proficiency: English Language Learners will maintain current status level of ... (CELDT?)
9. $100 \%$ of teachers will be appropriately assigned and credentialed.
10. All teachers will receive professional development in ELD standards as evidenced by sign-in sheets.
11. The percentage of students mastering 6 out of 6 of the fitness standards will increase by $15 \%$ (as measured on the PFT.
12. English Learners will maintain or improve reclassification rate of $11 \%$.

## Actual

1. Preliminary scores for the CAASPP 2018-2019 school year are as follows: ELA: 53\% of students met or exceeded standards, a 0\% change from 20172018. 72\% goal was not met.

Math: $41 \%$ of students met or exceeded standards, a $1 \%$ decrease from 2017-2018. 58\% goal was not met.

Additionally, the new California Dashboard was released this year, and scores are reported as follows:
ELA: In 2017-2018, 53\% of students met or exceeded standards on the CAASPP, a $0 \%$ change from $53 \%$ in 2016-2017. Although the AMO goal of $72 \%$ of students met/exceeded standards in ELA was not met, according to the new CA Dashboard, the "all students" category received a green indicator at 2.5 points above standard, with a 3.1 point increase from the previous year.
Math: In 2017-2018, 42\% of students met or exceeded standards on the CAASPP, a $1 \%$ increase from $41 \%$ in 2016-2017. Although the AMO goal of $58 \%$ of students met/exceed standards in MATH was not met, according to the new CA dashboard, the the "all students" category received a green indicator at 24 points below standard, with a 5.1 point increase from the previous year.
2. Growth scores are as follows*:

ESGI:
At Trimester 1, 36\% Below Grade Level, 35\% Approaching Grade Level and 29\% At Grade Level
At Trimester 2, 23\% Below Grade Level, 46\% Approaching Grade Level and 31\% At Grade Level
DIBELS:
Kinder Composite
Tri 1: 84\% At or Above Benchmark
Tri 2: 63\% At or Above Benchmark
Grade 1 Composite
Tri 1: 72\% At or Above Benchmark
Tri 2: 56\% At or Above Benchmark Grade 2 Composite
Tri 1: 76\% At or Above Benchmark
Tri 2: 73\% At or Above Benchmark
RUNNING RECORDS
Grade 1
Tri 1: 47.76\% At or Above Grade Level
Tri 2: 49.79\% At or Above Benchmark
Grade 2
Tri 1: 42.85\% At or Above Grade Level

## Expected

## 18-19

1. SBAC

ELA: 72\% Met/Exceeded Standards
Math: 58\% Met/Exceeded Standards.
2. SITE: $100 \%$ of students will make fundamental growth to meet mastery as measured by alternative assessments / IEP

- Skills Assessments (TK-K)
- DIBELS
- Running Records/Informal Reading Inventory
- EDL2 (Spanish Immersion)

3. $100 \%$ of students will have access to CCSS standards-aligned instructional materials in ELA and Math, as measured by annual Board resolution regarding instructional materials sufficiency
4. $100 \%$ of students will have access to supplemental instructional material and supplies in Science during the transition to NGSS implementation.
5. All teachers will implement content and performance standards for all students, including ELD, as evidenced by site administrator classroom walkthroughs.
6. API: No longer calculated
7. $100 \%$ of students will be provided access to a broad course of study as measured by elementary daily schedules and middle school master schedules, including for unduplicated pupils and pupils with exceptional needs.
8. EL Progress toward English Proficiency: Dependent on ELPAC Results. SBAC ELA will increase by $10 \%$
9. $100 \%$ of teachers will be appropriately assigned and credentialed.
10. All teachers will receive professional development in ELD standards, as evidenced by sign-in sheets.
11. Percent of students mastering 6 out of 6 Fitness Standards will increase to

Grade 5: 41.9\%
Grade 7: 55.9\%

## Actual

Tri 2: 56.67\% At or Above Benchmark
IRI
Grade 3
Tri 1: 64\% At or Above Benchmark Tri 2: 74\% At or Above Benchmark Grade 4
Tri 1: 64\% At or Above Benchmark Tri 2: 74\% At or Above Benchmark Grade 5
Tri 1: 53\% At or Above Benchmark
Tri 2: 65\% At or Above Benchmark
EDL2 (DRA)
Grade 1
Tri 1: 56\% At or Above Benchmark Tri 2: 71\% At or Above Benchmark Grade 2
Tri 1: 55\% At or Above Benchmark Tri 2: 65\% At or Above Benchmark Grade 3
Tri 1: 63\% At or Above Benchmark Tri 2: 65\% At or Above Benchmark Grade 4
Tri 1: 47\% At or Above Benchmark Tri 2: 72\% At or Above Benchmark Grade 5
Tri 1: 71\% At or Above Benchmark
Tri 2: 53\% At or Above Benchmark
*It is important to note that Lakeside Farms was engaged in the pilot of a new student assessment this year. As such, they did not participate in the above assessments, and those scores are not included.
3. 100\% of students had access to CCSS standards-aligned instructional materials in ELA and Math, per board resolution regarding instructional materials sufficiency dated 10-12-17.
4. Supplemental NGSS instructional materials and supplies were provided to $100 \%$ of the students.
5.Site administrators report that teachers have implemented content and performance standards for all students, including ELD.
6. API no longer calculated.
7. $100 \%$ of students have access to a broad course of study as defined in

California Ed Code sections 51210 \& 51220 (a)-(i). LUSD tracks progress in
14 c meeting this goal by undertaking a qualitative and quantitative review of course offerings, class schedules, and school schedules to assess the extent

## 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

1.0 Provide training, support, and resources to increase teacher capacity to deliver quality 1 st teaching
1.1 Continue to provide math PD with Math Transformations - with emphasis on training district math leaders at each site. Add Math Lead at each site and provide training and release days to build math capacity at sites. Expand Math Transformations training to include Special Education teachers.
1.2 Provide release days for teacher leaders NGSS early implementers
1.3 Provide stipends for NGSS teacher leaders to sustain NGSS work
1.4 Support NGSS Project Director beyond grant commitment 1.5 Continue PD for all teachers and administrators to support implementation and administration of district assessment plan as determined by District instructional committees. Pilot math assessment.
1.6 Provide deepened PD for all teachers and administrators to support implementation of NGSS,

## Actual Actions/Services

1.0 Professional development trainings were offered in August 2018 and January 2019 specifically in areas to increase teacher capacity to deliver quality 1st teaching.
1.1 Math Transformation trainings were provided to increase teacher capacity to deliver quality 1 st teaching. The trainings were provided to each site's math facilitators on $8 / 14 / 18,8 / 15 / 18$, 10/11/19, 1/10/19, 2/28/19, $3 / 28 / 19$, and they provided support and resources for facilitators to guide, coach, plan and provide feedback on lessons to increase student mastery. Trainings were also provided to Special Education teachers on 8/13/18 and 3/19/19 and these trainings helped teachers plan for and support the needs of diverse learners with the mathematics content.
1.2 Release days were provided to

NGSS early implementers for planning, student work analysis and preparation for district wide professional learning. Each teacher experienced a minimum of

Budgeted

Expenditures
1.1) 1000-3999/5000-5999

Supplemental \$142,152
1.2) 1000-3999 Base $\$ 83,293$
1.3) 1000-3999 Base $\$ 63,898$
1.4) 1000-3999 Base $\$ 85,272$
1.5) 1000-3999/5000-5999 Base \$33,897
1.6) 1000-3999/5000-5999 Base \$5,000
1.7) Title I - $\$ 86,604$,

Supplemental - \$86,604 10003999 Title I \$173,208
1.8) Costs included in base program, described in Budget Summary section \$0
1.9) 4000-4999 Lottery $\$ 45,000$
1.10) \$0
1.11) SPED 1000-3999/5000-

5999 Other \$10,000

## Estimated Actual <br> Expenditures

1.1) Supplemental-\$118,577, Base-\$29,049, Title l-\$70,917, Title II \$23,977 1000-3999/50005999 Supplemental \$242,520
1.2) 1000-3999 Base $\$ 79,193$
1.3) 1000-3999 Base $\$ 13,510$
1.4) 1000-3999 Base $\$ 88,269$
1.5) 5800 Base $\$ 15,029$
1.6) 1000-3999/5000-5999 Base \$1,770
1.7) Title I - $\$ 57,082$, Supplemental - \$82,076 10003999 Title I \$139,158
1.8) Costs included in base program described in Budget Overview for Parents \$0
1.9) 4000-4999 Lottery $\$ 6,993$
1.10) \$0
1.11) 1000-3999/5000-5999
including curriculum adoption if necessary.
1.7 Sustain Coordinator of

Curriculum, Data \& Assessment to develop and support of high quality district-wide systems for ELA instruction and professional development, assessment and monitoring of student achievement data, and meeting and maintaining all compliance objectives for state and federally funded programs 1.8 Maintain class size TK-3 at 24, or in accordance with state guidelines
1.9 Ensure access for all sites/grade levels to supplemental science resources (Instructional Materials and Supplies) to support the implementation of the Next Generation Science Standards, or pilot curriculum, as needed.
1.10 Continue to recruit and retain high-quality teachers
1.11 Deepen PD for General Ed and Special Education staff in meeting the academic needs of special education students in special ed and general ed settings
two lesson study professional development days.
1.3 NGSS teachers' stipends were provided. Budget was based on 40 teachers participating, but only 22 actually received stipends, per WestEd grant. There was also less core leadership teachers and principal participants than originally planned.
1.4 Supporting the NGSS Project

Director beyond the grant
commitment was provided.
1.5 Piloted Fastbridge Assessment at LMS, TdS and LF.

All teaches received PD to support implementation and administration of district assessment. Three sites (Lakeside Farms, Lakeside Middle, and Tierra del Sol) piloted a new math assessment. The district assessment adoption committee has decided to pilot an alternate assessment for comparison.
1.6 Led by NGSS lead teachers, deepened PD was provided for all teachers and administrators to support implementation of NGSS via professional development and lesson study. An NGSS curriculum adoption committee was formed for the purpose of piloting a state approved science curriculum in 1920.
1.7 A Coordinator of Curriculum

Data \& Assessment was sustained
and the position was retitled Coordinator of Educational Services. High quality professional development for ELA instruction was provided. The monitoring of data for student achievement and maintaining compliance objectives of all state and federally funded programs occurred.
1.8 Maintained class size TK-3 at 24 , or in accordance with state guidelines
1.9 All sites/grade levels received access to supplemental science resources to support the implementation of NGSS.
1.10 LUSD continued to recruit and retain high-quality teachers. Additionally, LUSD began to grow its student-teacher pipeline as part of its recruiting effort. LUSD is also using social media for supplemental recruitment efforts.
1.11 Professional Development opportunities for General
Education and Special Education staff to meet the academic needs of students with special needs in both the general education and special education settings were provided in August, 2018, and January, 2019 and throughout the year.

## Action 2

Planned Actions/Services

2.0 TECHNOLOGY: Continue to provide training, support, and resources for Common Core and Digital Framework
2.1 Continue one Instructional Coach (TOSA) to support the integration of technology, common core, and 21st Century Learning Skills. Add a Tech Lead at sites to provide on-site coaching and professional development 2.2 Continue Professional Development for Instructional Coach and Tech Leads.
2.3 Continue to support app and Mobile Device Management resources
2.4 Continue 3 -year lease of iPads to provide a sustainable refresh cycle for $1: 1$ iPad program at significant cost savings over purchasing outright.
2.5 Refresh TK-EAK-K classroom iPads using iPad Airs currently in the $1: 1$ iPad program that are being replaced in the lease cycle. 2.6 Continue and monitor effectiveness of hot spot devices for students to access internet at home

## Actual <br> Actions/Services

2.0 Training, support, and resources for Common Core and Digital Framework were provided.
2.1 One Instructional Coach (TOSA) was continued to support the integration of technology, common core, and 21st Century Learning Skills. A 21st Century facilitator was provided at each site.
2.2 Professional development was provided for instructional coach and 21st Century facilitators. Each facilitator received professional development around Forward Coaching on September 17-18 and October 18, 2018. The 21st Century Facilitators provided onsite coaching and professional development throughout the year.
2.3. Provided app and Mobile Device Management through the Apple lease in Action 2.4. A new Mobile Device Manager was contracted this year.
2.4 A 3-year lease of iPads to provide a sustainable refresh cycle for 1:1 iPad program was continued at a cost savings to the district over purchasing outright.
2.5 Grades TK-EAK-K classroom iPads are in the process of a refresh cycle and will continue to

## Budgeted

 Expenditures| 2.1) 1000-3999 Supplemental \$203,355 | 2.1) Supplemental-\$144,871, <br> Lottery-\$203, Title I-\$2,504, Title IV-\$14,386 1000-3999 Supplemental \$161,964 |
| :---: | :---: |
| 2.2) 1000-3999 Supplemental \$8,624 | 2.2) 1000-5999 Supplemental \$10,882 |
| 2.3) Included in lease, G1 2.4 \$0 | 2..3) 5800 Base \$14,300 |
| 2.4) 5000-5999 Supplemental \$270,000 | 2.4) 5000-5999 Supplemental \$264,840 |
| 2.5) Included in iPad lease, G1, $2.4 \$ 0$ | 2.5) Included in iPad lease, G1, $2.4 \$ 0$ |
| 2.6) 5800 Supplemental $\$ 25,000$ | 2.6) 5800 Supplemental $\$ 24,717$ |

be replaced as needed in the lease
cycle.
2.6 Students are continuing to request and use hotspots to access the internet at home.

## Action 3


3.5 The language assessments provided were STAMP and APPL

## Action 4

## Planned Actions/Services

### 4.0 ENGLISH LEARNERS:

Continue to provide ELD Support and professional development on implementation of ELD standards and strategies for all staff
4.1 Deepen professional development on integration of ELD standards and effective instructional strategies to all teachers, administrators and EL aides
4.2 Continue EL Assistant support at LF/LV/LC/LP, and Middle

## Schools

4.3 Implement EL aide support to RV/WG if feasible 4.4 Purchase additional supplemental resources for English 4.3. EL Assistant positions were Language Development (ELD) as maintained and support was needed

## Actual Actions/Services

4.0 With assistance from SDCOE, every teacher received targeted and sustained training in ELD standards, Integrated and Designated ELD.
4.1 Professional development focused on oracy in the classroom as a foundation for English language proficiency. Sites have begun EL student shadowing to collect data and monitor progress towards increased oracy.
4.2 EL Assistant support at LF/LV/LC/LP and the middle schools TDS/LMS were continued. expanded to RV/WG.
4.4 Supplemental resources for English Language Development (ELD) have been purchased, We re-purposed and distributed surplus materials in the district warehouse, which is why the amount spent was less than budgeted.

Budgeted

Expenditures
4.1) 1000-3999/5000-5999

Supplemental \$10,000
4.2) Supplemental-\$89,066, Title

III - \$52,686 2000-3999
Supplemental \$141,752
4.3) Included in G1, $4.2 \$ 0$
4.4) 4000-4999 Supplemental \$2,500

Estimated Actual
Expenditures
4.1) 5800 Title I \$6,000
4.2)Supplemental - \$125,769, Title III - \$21,424 2000-3999 Supplemental \$147,193
4.3) Included in G1, $4.2 \$ 0$
4.4) 4000-4999 Supplemental \$412

## Action 5

Planned<br>Actions/Services

5.0 Explore strategies to improve achievement of all underperforming student groups 5.1 Develop plan for staff examination of possible cultural biases
5.2 Explore and identify academic and social-emotional needs/supports for all underperforming student groups, with particular emphasis on students not meeting grade level standards

## Actual Actions/Services

5.0 Strategies to improve achievement of all underperforming student groups were explored. See below.
5.1 Through the Differentiated Assistance process, the district is exploring cultural biases through root cause analyses that address disparities in the Ca Dashboard.
5.2 Academic and social-emotional needs/supports for all underperforming student groups not meeting grade level standards, were identified and a Continuous Improvement Science model is being implemented at 1 elementary school and 1 middle school. Participating schools are being supported by the Continuous Improvement Institute, sponsored through the San Diego County Office of Education. The district is participating in the SUMS (Scaling Up Multi-tiered Systems of Support) grant through SDCOE to develop a cohesive system of tiered supports in Academics and social-emotional learning.

Budgeted Expenditures
5.1) 1000-3999 Title I \$500
5.2) Included in G1, A5.1 above \$0

## Estimated Actual Expenditures

5.1) 1000-3999 Title I \$264
5.2) Included in G1, 5.1 above
\$0

## Action 6

## Planned

Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual
Expenditures
6.0 Provide training, support, and resources to increase teacher capacity to deliver quality 1st teaching and provide training, support, and resources for multilingual instruction
6.1 Deepen and refine PLC collaborative process through planning and data analysis with professional development. 6.2 Continue one Instructional Coach to provide support for language programs, elementary and middle school 6.3 Sustain Coordinator of Curriculum, Data \& Assessment to develop and support of high quality district-wide systems for ELA instruction and professional development, assessment and monitoring of student achievement data, and meeting and maintaining all compliance objectives for state and federally funded programs
6.0 Provide training, support, and resources to increase teacher capacity to deliver quality 1 st teaching and
provide training, support, and resources for multilingual instruction
6.1 Data analysis and goal setting release days were added for staff in September and June.
6.2 Language TOSA has facilitated teacher planning, professional development, monthly immersion meetings, materials purchases, assessment, parent communication, and strategic planning for our immersion programs.
6.3 Coordinator of Curriculum, Data, \& Assessment title changed to Coordinator of Educational Services. Position sustained and supports systems for ELA/ELD instruction, professional development, charter school oversight, data and assessment, and monitoring compliance of state and federally funded programs.

## Action 7

## Planned

 Actions/Services7.0 TECHNOLOGY: Continue to provide training, support, and

| 6.1) \$0 | 6.1) \$0 |
| :---: | :---: |
| 6.2) 1000-3999 Supplemental \$113,551 | 6.2) 1000-3999 Supplemental \$117,688 |
| 6.3) Included in G1, 1.7 \$0 | 6.3) Included in G1, 1.7 \$0 |

## Budgeted Expenditures

## Estimated Actual Expenditures

7.1) Included in G1, 2.2 \$0
resources for Common Core and Digital Framework
7.1 Continue professional development for integration of technology with Common Core 7.2 Continue with Haiku or Google classroom, depending on results of assessment in 2017-18
resources for Common Core and Digital Framework
7.1 Professional development for the integration of technology was continued through site-based Facilitators.
7.2 Google classroom and Haiku were continued and supported.

## 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 of our planned actions and services were fully implemented. We continue to make great strides in our instructional program, particularly in enhancing the delivery of math and science instruction. We continue to focus on our student groups, especially students in special education and English learners. We continue to utilize technology to support overall student achievement across the curriculum. Our language programs continue to draw students from across our district and neighboring districts. Tools and protocols were developed in conjunction with stakeholder groups and committees to measure effectiveness of implementation.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
The instructional coaching model has shown to be effective in meeting the goals of our district. In a locally developed survey, principals reported that the instructional coaches were instrumental in meeting their site goals, which are a direct reflection of the district's goals. Teachers reported improvements in instructional delivery and improved student outcomes on curriculum imbedded assessments.
The goal setting release days provided an opportunity for sites to collaboratively examine and analyze student outcomes and develop lead measures to ensure achievement of their stated goals. This translated into tighter and better defined SPSAs goals and action plans. Final analysis of effectiveness will take place with all staff on June 7.
Our district's participation in the SUMS grant to plan our district-wide MTSS has proven to be foundational to addressing student group academic gaps and while this year, we've chosen to focus on the socio-emotional aspect, we have a framework to build our academic work in. Going forward, we will continue to focus on our English Learners. Significantly more English Learners were reclassified this year, and we are awaiting CAASPP data for the 2018-2019 school year to see ELA scores for this group.

## Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1.1 - Actual expenditures were higher than planned because school sites used site funds to provide additional math professional development for teachers beyond what the district was providing because the training was highly effective. Action 1.3The number of participants receiving NGSS stipends per the grant was less than originally budgeted. Action 1.5 - The Fastbridget pilot cost less than planned because it was limited to only three school sites. Action 1.9-Science materials purchased at the end or the prior school year, 2017/18, were able to be utilized in the current year, so that less materials were purchased than originally planned. Action 2.1 - The 21st Century coaches took less release time than planned because it was too difficult to be away from their own classrooms so often. Action 2.3 - Expenses were higher than planned because the existing mobile device management (MDM) stopped working at the beginning of the year and we had to switch to purchase an alternate MDM to get students access to working iPads as quickly as possible.

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.
Goal 1, Action 1.1 Continue to provide math PD with Math Transformations - with emphasis on Special Education teachers. Continue to support a Math Lead (instructional coach) at each site.
As described in our Greatest Progress, Math Transformations has improved outcomes for some but not all student groups. We will continue and build the work for all students through the instructional coaches and expand into our group in Red, SWD. We expect to see improvements in CAASPP scores and local interim assessment scores.

Goal 1, 1.5 Pilot NWEA MAP. Per our DA and PIR processes, we've determined that our first steps are to develop a universal screener and a tool to progress monitor. We expect to have a collaborative decision regarding a district-wide assessment by the end of the year.

Goal 1, Action 1.12 Increase hours for Library Techs to ensure constant access to students' mobile digital devices.

## Annual Update

## LCAP Year Reviewed: 2018-19

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 2

LUSD will coordinate outreach, communication, partnerships, and education for parents, staff and community members

State and/or Local Priorities addressed by this goal:

| State Priorities: | Priority 3: Parental Involvement (Engagement) |
| :--- | :--- |
|  | Priority 6: School Climate (Engagement) |

## Annual Measurable Outcomes

## Expected

## Metric/Indicator

1. Maintain or improve parent satisfaction using the California School Parent Survey.
2. Maintain or increase number of School Smart participants.
3. Maintain the number of volunteer hours at 26,000 or higher as measured by volunteer logs.
4. Maintain the percent of staff at satisfied or happy with communication on staff satisfaction survey at $74 \%$ or higher.
5. Maintain or increase number of parents participating in DAC and DELAC meetings to more than $50 \%$ as measured by sign in sheets.
6. 100\% of school sites use multiple means of promoting parental participation in programs for all students, including unduplicated pupils and pupils with exceptional needs.

## Actual

1. This year, LUSD utilized the California School Parent Survey instead of a district created survey to measure parent satisfaction. As such, the indicator shown in the baseline data that highlighted the percent of parents feeling "very satisfied with my child's learning experience" is no longer comparable. Our new data is as follows. According to the CSPS,
$49 \%$ of parents report feeling welcome to participate at their child's school. $47 \%$ of parents feel their child's school has adults that really care about students.
$43 \%$ of parents report their child's school promotes academic success for all students.

Maintain or improve parent satisfaction using the California School Parent Survey based on previous results.
Academic Orientation
School Promotes Academic Success for All Students: 90\% (goal of 93\% was not met)
Learning Environment is Supportive and Inviting: 90\% (goal of 94\% was not met)
School Provides High Quality Instruction: 88\% (goal of 95\% was not met) School Motivates Students to Learn: $90 \%$ (goal of $94 \%$ was not met)

## Expected

## 18-19

1. Maintain or improve parent satisfaction using the California School Parent Survey based on previous results.
Academic Orientation
School Promotes Academic Success for All Students: 93\%
Learning Environment is Supportive and Inviting: 94\%
School Provides High Quality Instruction: 95\%
School Motivates Students to Learn: 94\%
School Encourages Students of All Races to Enroll in Challenging CoursesMiddle School: 70\%
2. Maintain or increase number of School Smart participants based on previous year's data.
3. Maintain the number of volunteer hours at 26,000 or higher.
4. Maintain the percent of staff at satisfied or happy with communication on staff satisfaction survey at $74 \%$ or higher.
5. Maintain or increase number of parents participating and giving input in

DAC and DELAC meetings to more than $50 \%$.
6. Maintain 100\% of school sites using multiple means of promoting parental participation in programs for all students, including unduplicated pupils and pupils with exceptional needs.

School Encourages Students of All Races to Enroll in Challenging CoursesMiddle School: $63 \%$ (goal of $70 \%$ was not met)
2. School Smarts was not offered this year due to an agreement to shift School Smarts offerings at Lindo Park and Lakeside Farms in the fall of 2019.
3. Total volunteer hours across the district increased from 26,545 in 2017 to 39,075 in 2018 for a net increase of 12,530 hours.
4.A survey of classified staff satisfaction with communication was not conducted.
5. Parents participating in DAC increased from $60 \%$ with 10 parents in 2017 to 10 parents ( $100 \%$ of sites represented) in 2018-2019 with a quorum at $100 \%$ of meetings. Parents participating in DELAC has decreased from 58\% in 20179 parents to 7 parents ( $70 \%$ of sites represented) with a quorum at $75 \%$ of meetings. The goal of maintaining or increasing the number of parents participating and giving input in DAC and DELAC meetings to more than $50 \%$ was met.
6. $100 \%$ of school sites maintained using multiple means of promoting parental participation in programs for all students, including unduplicated pupils and pupils with exceptional needs.

## Baseline

1. $91.5 \%$ of parents reported being "Very satisfied with my child's learning experiences" in school on district created survey.
2. School Smarts participation is down this year. Actual numbers of participants will be reported when classes begin at Lemon Crest this spring.
3. Total volunteer hours across the district rose from 19,301 in 2016 to

26,545 in 2017 for a net increase of 7244 hours.
4. $74 \%$ of classified employees reported being satisfied with district communication.
5. Parents participating in DAC rose from 20\% in 2016 to 60\% in 2017.

Parents participating in DELAC rose from 20\% in 2016 to 58\% in 2017.
6. Maintain $100 \%$ of school sites using multiple means of promoting parental participation in programs for all students, including unduplicated pupils and pupils with exceptional needs.

## 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

1.0 Continue to provide increased opportunities for parents and community members to participate on school campuses.
1.1 Continue support of all "School SMARTS" Programs and expand to other school sites as there is need/interest
1.2 Continue to support meetings for parents with child care and translation, as needed

## Actual Actions/Services

1.0 Continued to provide increased opportunities for parents and community members to participate on school campuses.
1.1 Per the previous LCAP's proposal to offer School Smarts every other year, Lakeside Farms and Lindo park did not offer School Smarts this year due to an agreement to shift School Smarts

## Budgeted

Expenditures
1.1) 5800 Title I \$11,700
1.2) 2000-3999 Title I \$2,000
1.3) Site Base Funds 4000-4999

Base \$2,000

Estimated Actual
Expenditures
1.1) 5800 Title I \$11,700
1.2) $\$ 0$
1.3) $\$ 0$
1.3 Expand parent information nights for common core math, NGSS, and other curricular areas as requested by parents
offerings at Lindo Park and
Lakeside Farms in the fall of 2019.
1.2 Childcare has been provided for all district-sponsored parent events (e.g. DAC/DELAC)
1.3 Parent nights were held at the school sites according to the needs of each campus. District did not offer opportunities.

## Action 2

## Planned

 Actions/Services2.0 Promote parent participation of unduplicated and exceptional needs student groups
2.1 Maintain and expand appropriate translation for educational opportunities and all communication in substantive languages in a timely manner 2.2 Continue to support meetings for parents with child care and translation, as needed 2.3 Continue to support EL Assistants, including time for parent engagement/liaison work 2.4 Continue Adult ESL classes, expand as needed/requested

## Actual <br> Actions/Services

2.0 Promoted parent participation of unduplicated and exceptional needs student groups.
2.1 All materials sent home from the District Office, Lindo Park, and Lemon Crest are translated into Spanish.
2.2. Interpretation and childcare is provided for DAC, DELAC, Adult ESL Classes and Parent Nights.
2.3 EL Assistants continue to support English Language Learners and are continuing to support parents with liaison services.
2.4 Adult ESL classes take place at Lemon Crest Elementary School. Child care is provided.

| Budgeted Expenditures | Estimated Actual Expenditures |
| :---: | :---: |
| 2.1 ) 2000-3999 Supplemental \$5,000 | 2.1) 2000-3999 Supplemental \$273 |
| 2.2) Included in G2,1.2 \$0 | 2.2) 2000-3999 Supplemental \$423 |
| 2.3) Included in G1, 4.2 \$0 | 2.3) Included in G1, 4.2 \$0 |
| 2.4) 1000-5999 Supplemental \$3,000 | 2.4) 1000-3999/4000-4999 Supplemental \$3,409 |

## Action 3

## Planned Actions/Services

3.0 Expand parent and community member communication

### 3.1Continue to support

 parent/community mass notification system (Blackboard Connect), phone, mailing to community.3.2 Monitor effectiveness of social media outreach and communication to parents and community - refine/expand as needed
3.3 Market schools and programs to community to ensure continued enrollment

## Actual Actions/Services

3.0 Expanded parent and community member communication
3.1 Blackboard Connect was continued this year for mass notification to all district parents and community. The District also funds postage, internet, and phone system communication.
3.2 LUSD has a facebook and instagram page for additional outreach.
3.3 LUSD used Target River, a marketing firm, to market to the community using print and digital ads. The local news also covered important events.

## Budgeted

Expenditures
3.1) 5000-5999 Base $\$ 250,000$
3.2) $\$ 0$
3.3) $4300 / 5800$ Base $\$ 20,000$
3.2) $\$ 0$
3.3) 5800 Base $\$ 31,980$

## Action 4



| partnership opportunities, district <br> vision, highlights and updates | Lakeside Historical Society, <br> Lakeside Chamber of Commerce, |
| :--- | :--- |
|  | and the Lakeside Stadium |
|  | Association on a monthly basis to |
|  | highlight district successes. |

## Action 5



## 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 were fully implemented with the exception of those that were purposefully discontinued or postponed based on staff feedback in the previous year. Although our goals in AMO \#1 were not met, we continue to work on our efforts to promote partnerships with parents and community stakeholders. School Smarts is going to be offered again in the Fall of 2019, due to an agreement to shift from spring to fall. A shift in meeting time was made this year to support the request of parents involved in the DAC and DELAC committee. The district office has continued to communicate regularly with staff through the weekly Friday connect.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
The actions and services outlined in goal 2 have been effective in maintaining high rates of satisfaction amongst parents regarding communication and in significantly increasing volunteer hours. The families of our students gave high marks with regard to academic orientation data, as measured by the California Healthy Parents Survey. The shift in meeting times for the DAC and DELAC committees this year have had mixes success- while it has increased parent attendance at the DAC meetings, we have had difficulty with parent participation in DELAC this year. We may consider different meeting times next year to better facilitate meeting with this group. We have also utilized social media this year to communicate with families. We believe that this created an awareness of opportunities for parents to volunteer at the school sites and engage with students, resulting in an increase of parent participation hours.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Less translation services were needed this school year than originally planned (Action 2.1). Communication costs were less than budgeted due to E-rate credits for phone and internet costs being higher than expected (Action 3.1). Marketing efforts were expanded due to an unexpected decline in enrollment of approximately 100 students in 2018-19, so the contract expenditures for marketing were increased (Action 3.3).

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 planned,

## Annual Update

## LCAP Year Reviewed: 2018-19

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 3

LUSD will provide a comprehensive system of academic and behavioral supports/interventions

State and/or Local Priorities addressed by this goal:
State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Local Priorities:

## Annual Measurable Outcomes

## Expected

## Metric/Indicator

1. Decrease district-wide chronic absenteeism by $1 \%$
2. Increase attendance rate by $1 \%$
3. Maintain school suspension rates at Green or Blue Performance Levels for all students except Students with Disabilities, Pacific Islanders and Two or More Races.
Reduce Suspension Rates for Students with Disabilities by 2.4\% Reduce Suspension Rates for Pacific Islanders by $2.9 \%$ or lower Reduce Suspension Rates for Two or More Races by 2\%
4. Maintain MS dropout rates $0 \%$
5. Maintain expulsion rate at $0 \%$
6. Increase School Climate Key Indicators on the California Healthy Kids Survey for Elementary and Middle schools by 10\%.
7. Maintain or improve parent satisfaction using the California School Parent Survey, depending on results from new baseline.

## Actual

1. District-wide chronic absenteeism increased from 5.2\%, in January of 2017 to $6.51 \%$ in January 2018, a net increase of $1.3 \%$.
2. Attendance rate increase/decrease by school:

District Unweighted Average: In 2018-2019, the district unweighted attendance average was $95.812 \%$, an increase of .099\% from $95.713 \%$ in 2017-2018; The goal to increase the attendance rate by $1 \%$ to $96.2 \%$ or higher was not met.
Eucalyptus Hills: In 2018-2019, the school unweighted attendance average was $93.734 \%$, a decrease from 93.859\% in 2017-2018.
Lakeview: In 2018-2019, the school unweighted attendance average was $96.167 \%$, an increase from $96.028 \%$ in 2017-2018.
Lakeside Farms: In 2018-2019, the school unweighted attendance average was $96.107 \%$, an increase from $95.988 \%$ in 2017-2018.
Lemon Crest: In 2018-2019, the school unweighted attendance average was $94.215 \%$, a decrease from 94.524\% in 2017-2018.
Lindo Park: In 2018-2019, the school unweighted attendance average was $94.824 \%$, an increase from $94.342 \%$ in 2017-2018.
Riverview: In 2018-2019, the school unweighted attendance average was $96.762 \%$, an increase from $96.519 \%$ in 2017-2018.
Winter Gardens: In 2018-2019, the school unweighted attendance average was $96.301 \%$, an increase from 96.083\% in 2017-2018.
Lakeside Middle School: In 2018-2019, the school unweighted attendance average was $96.157 \%$, a decrease from $96.448 \%$ in 2017-2018.
Tierra del Sol: In 2018-2019, the school unweighted attendance average was $95.983 \%$, an increase from $95.695 \%$ in 2017-2018.
3.School Suspension Rates:

The goals to reduce suspension rates were not met this year. LUSD received an overall California dashboard indicator of an orange performance level for all students, with $3.3 \%$ suspended at least once, an increase of $1.9 \%$ from the previous year.
With regard to student groups:
Only Filipino students received a green performance level.
Asian students received a yellow indicator, with $1.1 \%$ suspended at least once, an increase of 1.1\%
American Indian students received an orange indicator, with $4.2 \%$ suspended at least once, an increase of 1.3\%
Hispanic students received an orange indicator, with $3.2 \%$ suspended at least once, an increase of $1.6 \%$.
White students received an orange indicator, with $3.2 \%$ suspended at least once, an increase of $1.9 \%$.

## Expected

## 18-19

1. Decrease district-wide chronic absenteeism.
2. Increase attendance rate to $96.2 \%$ or higher
3. Maintain school suspension rates at Green or Blue Performance Levels for all students except Students with Disabilities, Pacific Islanders and Two or More Races.
Reduce Suspension Rates for Students with Disabilities by 1\%
Reduce Suspension Rates for Pacific Islanders by 1\% or lower
Reduce Suspension Rates for Two or More Races by 1\%

## 4. Maintain MS dropout rates 0\%

5. Maintain expulsion rate at 0\%
6. Increase School Climate Key Indicators on the California Healthy Kids Survey for Elementary and Middle schools.
CHKS School Climate Key Indicators: Elementary Schools
School Engagement and Supports
School connectedness (high) 72\%
Academic motivation (high) 56\%
Caring adult relationships (high) 65\%
High expectations (high) $75 \%$
Meaningful participation (high) 30\%
CHS School Climate Key Indicators: Middle Schools
School connectedness (high) 74\%
Academic motivation (high) 50\%
Truant more than a few times 2
Caring adult relationships (high) 48\%
High expectations (high) 59\%
Meaningful participation (high) 25\%
7. Reported in Goal 2-1

Actual
African American students received a red indicator, with $5.1 \%$ suspended at least once, an increase of $4.5 \%$.
English Learner students received a red indicator, with $3.5 \%$ suspended at least once, an increase of $3.3 \%$.
Foster Youth students received a red indicator, with $12.5 \%$ suspended at least once, an increase of 6\%.
Homeless students received a red indicator, with $7.4 \%$ suspended at least once, an increase of 7.4\%.
Students of Two or More Races received a red indicator, with 4.3\% suspended at least once, an increase of $2.2 \%$.
Socioeconomically disadvantaged students received a red indicator, with $4.7 \%$ suspended at least once, an increase of $2.6 \%$.
Students with disabilities received a red indicator, with $5.4 \%$ suspended at least once, an increase of 2.8\%.
4. The middle school drop out rate was $0 \%$.
5. The expulsion rate was $0 \%$.
6. California Healthy Kids Survey Indicators are as follows: CHKS School Climate Key Indicators: Elementary Schools School Engagement and Supports
School connectedness: 72\% (decreased by 5\% from 77\% previous year); goal not met
Academic motivation $87 \%$ (unchanged from $87 \%$ previous year);
Caring adult relationships $71 \%$ (decreased from $74 \%$ by $3 \%$ from previous year); goal not met
High expectations $86 \%$ (unchanged from $86 \%$ previous year); Meaningful participation $40 \%$ (decreased from $41 \%$ by $1 \%$ from previous year); goal not met

CHKS School Climate Key Indicators: Middle Schools
School connectedness 62\% (decreased from $66 \%$ by $4 \%$ from previous year); goal not met
Academic motivation 75\% (decreased from 76\% by 1\% from previous year); goal not met
Truant more than a few times 2\% (increased from 1\% by 1\% from previous year); goal not met
Caring adult relationships $64 \%$ (decreased from $65 \%$ by $1 \%$ from previous year); goal not met
High expectations $76 \%$ (decreased from $78 \%$ by $2 \%$ from previous year); goal not met

## Expected

Actual
Baseline

1. District-wide chronic absenteeism decreased from $9.6 \%$ in January of

2016 to $5.2 \%$ in January of 2017, a net decrease of 4.4\%.
2. Attendance rate increase/decrease by school: District Unweighted

Average: 95.4\%
Eucalyptus Hills: -.62\%
Lakeview: +.28\%
Lakeside Farms: +2.19
Lemon Crest: +2.20\%
Lindo Park: +. 76
Riverview: -1.00\%
Winter Gardens: +.61\%
Lakeside Middle School: +1.03\%
Tierra del Sol: +. 93
3. School Suspension Rates:

All student groups except Students with Disabilities, Pacific Islanders and
Two or More Races: Green or Blue Performance Levels
Students with Disabilities: $4.4 \%$ (Yellow)
Pacific Islanders: 2.9\% (Orange)
Two or More Races: 3.2\% (Red)
4. MS Drop Out Rates: . $07 \%$
5. Expulsion Rate: . $10 \%$
6. New Tool for School Climate- Student

Baseline:
CHKS School Climate Key Indicators: Elementary Schools
School Engagement and Supports
School connectedness (high) 65\%
Academic motivation (high) 49\%
Caring adult relationships (high) 58\%
High expectations (high) 68\%
Meaningful participation (high) 23\%
CHS School Climate Key Indicators: Middle Schools
School connectedness (high) 67\%
Academic motivation (high) 43\%
Truant more than a few times 2
Caring adult relationships (high) $41 \%$
High expectations (high) 59\%
Meaningful participation (high) 18\%
7. Parent Ranking: $91.5 \%$ of parents reported being "Very satisfied with my child's learning experiences" in school on district created survey. Need to

Meaningful participation 30\% (decreased from 34\% by 4\% from previous year); 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 1

Planned Actual Actions/Services
1.0 Continue implementation of attendance improvement program
1.1 Expand successful practices to all sites
1.2 Continue to train staff (new and continuing) to use attendance reporting system.
1.3 Continue to support SIA attendance support contract 1.4 Continue to provide full time probation officer at middle schools 1.5 Provide transportation to and from school to increase/ensure attendance of low income students and foster youth.
1.6 Assistant Principals at Middle schools will assist with improved student attendance.

## Actions/Services

1.0 Continued implementation of attendance improvement program.
1.1 Successful practices were expanded to all sites.
1.2 All staff were trained in how to effectively use the A2A reporting system.
1.3 SIA attendance contract was maintained.
1.4 Full time probation officer at middle schools was maintained.
1.5 LUSD provides direct support to parents to make a plan for school attendance. This may include arranging transportation to school for the student, helping parents overcome barriers for transportation, providing bus passes or working with other districts to share transportation and related costs.
1.6 Assistant Principals at Middle schools assisted with improved student attendance.

## Budgeted

Expenditures
1.1-1.2) \$0 \$0
1.3) 5800 Supplemental $\$ 19,100$
1.4) 5800 Supplemental $\$ 58,230$
1.5) 2000-3999/4000-4999/5000-

5999 Supplemental \$291,000
1.6) 1000-3999 Supplemental \$282,030

Estimated Actual
Expenditures
1.1-1.2) \$0
1.3) 5800 Supplemental $\$ 19,100$
1.4) 5800 Supplemental $\$ 58,230$
1.5) 2000-3999/4000-4999/5000-

5999 Supplemental \$275,814
1.6) 1000-3999 Supplemental \$290,259

## Action 2

Planned Actions/Services
2.0 Continue to provide focused behavioral and academic interventions at all levels (including foster youth, low income pupils, reclassified students, English learners)
2.1 Continue to support middle school counselors
2.2 Continue to support elementary counselors
2.3 Site purchase of researchbased instructional or behavioral intervention resources, as needed.

Actual Actions/Services
2.0 Continued to provide focused behavioral and academic interventions at all level (including foster youth, low income pupils, reclassified students, English learners).
2.1 Middle school counselors were maintained.
2.2. Elementary school counselors were maintained.
2.3 Funds were distributed to school sites for inclusion in SPSAs. Intervention resources, such as PBIS, continued to be implemented at each site.

## Action 3

| Planned Actions/Services | Actual Actions/Services |
| :---: | :---: |
| 3.0 Continue to provide support for foster/homeless students | 3.0 Continue to provide support for foster/homeless students |
| 3.1 Provide annual foster procedures refresher training for all staff to understand foster placement and or educational rights holders as needed 3.2 Schedule semi-annual meetings with staff and foster liaison to discuss strategies for educational support | 3.1 Refresher support was provided to clerical staff on the foster system, supports, and how to list students in Illuminate on an as needed basis. This included specifics about Ed Right holders in relation to foster and general custody issues. These refreshers were held during the year on an as needed basis. Counselors were |

## Actions/Services

3.0 Continue to provide support for
3.1 Refresher support was provided to clerical staff on the foster system, supports, and how to lis students in muminate on an as needed basis. This included relation to foster and general
 needed basis. Counselors were

## Budgeted <br> Expenditures

2.1) 1000-3999 Supplemental \$263,552
2.2) 1000-3999 Supplemental \$474,900
2.3) $4300 / 5800$ Supplemental \$57,345

## Estimated Actual <br> Expenditures

2.1) 1000-3999 Supplemental \$253,404
2.2) 1000-3999 Supplemental \$475,910
2.3) 1000-5999 Supplemental \$41,499

| Budgeted <br> Expenditures | Estimated Actual <br> Expenditures <br> $3.1-3.2) \$ 0$ |
| :--- | :--- |
| 3.3$) 1000-5999$ Supplemental | $3.3) 1000-5999$ Supplemental $\$ 0$ <br> $\$ 143,663$ |
| 3.4$) \$ 0$ | $3.4) \$ 0$ |

3.3 Maintain Director of Student Support to coordinate student support for foster children and other students in need of support 3.4 Implement use of school counseling interns when available
provided with training on January 18th from SDCOE related to supporting foster students who have experienced trauma.
3.2 This year, the Coordinator of Student Support regularly attended regional meetings with the Department of Health and Human Services, San Diego County Office of Education to coordinate and stay current with student support services for foster children and other children in need.
3.3 Coordinator of Student Support maintained to support programs for foster children, families in crisis, and other students in need of support.
3.4 No counselor interns were used this year.

## Action 4

## Planned

 Actions/Services4.0 SST \& 504 procedures will be posted online learning platform for annual update
4.1 Provide staff training on SST \& 504 procedures for new staff members as needed.

## Actual <br> Actions/Services

4.0 SST \& 504 procedures will be posted online learning platform for annual update
4.1 During meetings held on

10/16/19 and 11/27/19, Paty Fernandez and/or Natalie Winspear trained all Principals, VPs, Counselors, School
Psychologists and SST/504 lead teachers on the SST and 504 procedures. ESS leads also came

## Budgeted <br> Expenditures

4.1) 1000-3999/5000-5999 Base \$12,000

## Estimated Actual <br> Expenditures

4.1) 1000-3999/5000-5999 Supplemental \$8,880
to 504 training. 504 leads were tasked to provide 504 training at their school sites.

## Action 5

| Planned Actions/Services | Actual Actions/Services |
| :---: | :---: |
| 5.0 Implement multi-tiered system of support for behavior and academics | 5.0 Implement multi-tiered system of support for behavior and academics |
| 5.1 Provide professional development on MTSS/RTI and universal Screening for ELA to new staff members <br> 5.2 Purchase/Continue to support resources for interventions, data gathering and analysis of behavioral and academic needs. 5.3 Continue professional development for PBIS refinement/solidifying (during work day) <br> 5.4 Monitor effectiveness of sitepurchased intervention programs 5.5 Provide and train 2 MTSS TOSAs, 1 Behavioral Specialist and 1 Behavioral Assistant | 5.1 Thirteen stakeholders from around the district participated in 8 days of SUMS Grant training on MTSS. 6 Counselors attended an SDCOE supported training entitled. The Understand the Counselor's Role in MTSS (3/25/19). <br> 5.2 Pupil Services and ed Services staff researched Educlimber through two presentations to determine if the program would meet the needs of the district. The program was determined to be a program that could meet our needs however funding to add this program has not yet been identified. <br> 5.3 On the August return to work day, sites provided 3 hours of training to include PBIS training for each site as determined by Principals and PBIS Leadership teams. Sites completed PBIS Self Assessments in Spring 2019 to |

Actions/Services
5.0 Implement multi-tiered system of support for behavior and ademics
5.1 Provide professional development on MTSS/RTI and staff members
5.2 Purchase/Continue to support resources for interventions, data gathering and analysis of
behavioral and academic needs. development for PBIS efinement/solidifying (during work day)

Monitor effeciveness of sitepurchased intervention programs Provide and train 2 MTSS TOSAs, 1 Behavioral Specialist and 1 Behavioral Assistant

## Actions/Services

5.0 Implement multi-tiered system of support for behavior and academics around the district participated in 8 days of SUMS Grant training on MTSS. 6 Counselors attended an DCOE supported training entitled. The Understand the (3/25/19)
5.2 Pupil Services and ed Services staff researched Educlimber through two presentations to determine if the program would meet the needs of the district. The program was determined to be a program that could meet our needs however funding to add this program has not yet been identified
5.3 On the August return to work day, sites provided 3 hours of training to include PBIS training for ermined by teams. Sites completed PBIS Self Assessments in Spring 2019 to

## Budgeted

 Expenditures5.1) Included in G3, 2.3 \& 2.4 \$0
5.2) Included in G3, 2.3 \& 2.4
$\$ 0$
5.3) $\$ 0$
5.4) \$0
5.5) 1000-3999/5000-5999

Supplemental \$303,141

## Estimated Actual <br> Expenditures

5.1) Included in G3, 2.3 \$0
5.2) Included in G3, 2.3 \$0
5.3) \$0
5.4) \$0
5.5) 1000-3999/5000-5999

Supplemental \$332,284
determine PD needs ongoing related to PBIS.
5.4 MTSS TOSAs supported implementation of site programs including Peaceful Playgrounds, Morning Meetings.
5.5 MTSS TOSA's participated in Conscious Classroom training and coaching, Forward Coaching Training, and 8 days of training with the SUMS Grant team. Two behavior intervention aides were hired and trained by our Board Certified Behavior Analyst (BCBA).

## 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.
While substantial progress was made toward the construction of a district-wide MTSS framework, specific district-wide intervention programs or strategies have yet to be determined. The process was purposely slowed to ensure stakeholder engagement. 3.4 No counselor interns were used this year as none were available. All other actions were implemented and are contributing toward achievement of the stated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
The additional staffing (MTSS TOSAs, Behavior Specialist and BIAs) to support our students socio-emotional needs has shown to improve our teachers sense of efficacy, as demonstrated on a locally developed survey. Teachers reported that they receive more timely support and have a better sense of self-efficacy in handling problematic student behaviors.

Attendance rates have been maintained for all students, and our district received a yellow indicator on the California Dashboard. We continue to utilize the A2A attendance system to track student attendance in real time so that we can proactively support students and families. Additionally, assistant principals and a full time probation officer are maintained at the middle school level to support student attendance, and this year, the middle schools experienced a slight decrease in chronic absenteeism.

Suspension rates have increased for all students, and our district received an orange indicator on the California Dashboard. As such, LUSD was identified for Differentiated Assistance, a process to empower us to explore the root cause of the increase in suspensions, and the support the development of a plan to use other means of correction to support students. We continue to utilize PBIS and strategies from Conscious Classroom to create a strong foundation for Tier 1 behavioral expectations and rewards, and are in the process of developing MTSS around tier 2 and tier 3 behavioral supports. MTSS facilitators, behavioral assistants, and counselors continue to work with students who need support beyond Tier 1.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Site purchases of intervention materials costs were approximately 30\% less than originally planned (Action 2.3). A new employee was hired into the Director of Student Support position this year and actual salary schedule step placement was higher than we budgeted for (Action 3.3). Both the MTSS TOSA's and Behavioral aides were new positions in our District this year. The actual employees hired cost more than estimated (Action 5.5).

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.
Goal 3, 5.6 Explore Universal Design for Learning using a PDSA cycle to develop potential scalable district practices.
Through our PIR processes, we developed the actions steps of piloting and adopting a universal screener for both socio-emotional and academics as well as initiating a PDSA cycle to explore and then scale Universal Design for Learning, which could potentially impact each student group in both the academic and socio-emotional realms. Success criteria would be for a team of participants to complete the root cause analysis and plan an intervention to implement the following year.

## Annual Update

## LCAP Year Reviewed: 2018-19

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 4

LUSD will provide safe and well-maintained facilities

State and/or Local Priorities addressed by this goal:
State Priorities: Priority 1: Basic (Conditions of Learning)
Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
| :--- | :--- |
| Metric/Indicator <br> 1. Maintain 100\% of schools will be at the "good" or better rating on the FIT <br> (Facilities Inspection Tool) | 1.100\% of schools scored "good" or better rating on the FIT (Facilities <br> Inspection Tool). |
| 2. Increase percentage of parents reporting being satisfied with the facilities | 2.93\% of parents reported feeling satisfied with the facilities at their child's <br> school, and increase of 7\% from the previous year. |

18-19

1. Maintain $100 \%$ of schools will be at the "good" or better rating on the FIT (Facilities Inspection Tool)
2. Increase percentage of parents reporting being satisfied with the facilities at their child's school to $89 \%$ or better on parent satisfaction survey

## Baseline

1. $100 \%$ of schools scored "Good" or better on the FIT.
2. $86 \%$ of parents reported being satisfied with the facilities at their child's school.

## 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

1.0 Provide routine restricted maintenance account in accordance with state requirements and optimal staffing configuration to expedite work order response time and maintain district facilities in good working order.

## Action 2

Planned Actions/Services

2.0 Continue to analyze the facilities needs and address prioritized list of projects
2.1 Fund deferred maintenance account to address facilities repair / replacement needs
2.2 Implement bond projects to modernize and/or build new facilities districtwide.

## Actual Actions/Services

1.0 Routine restricted maintenance account was funded at $3 \%$ of total general fund expenditures, as required by state law and many routine maintenance projects were completed to maintain district facilities.

## Actual <br> Actions/Services

2.0- Continued to analyze the facilities needs and address prioritized list of projects. The Board approved a Long Range Master Facility Plan in September 2018.
2.1- Deferred maintenance account was funded with \$250,000, however only \$102,092 was spent to replace the Central Kitchen roof and modernize a Science classroom at Lakeside Middle School. A 5-year Deferred maintenance plan is being developed to guide best use of remaining funds.
2.2. Bond projects were planned and implemented in 2019. The

## Budgeted

Expenditures
1.0) 2000-3999/4000-4999/5000-

5999 Base \$1,707,000

Estimated Actual
Expenditures
1.0) 2000-3999/4000-4999/5000-

5999 Base \$1,612,748

## Budgeted Expenditures

2.1) one-time funding- $\$ 250,000$, Base-\$100,000 5000-5999 Other \$350,000
2.2) 2000-3999/4000-4999/50005999 Bond \$350,000

## Estimated Actual Expenditures

2.1) 5000-5999 Other \$102,092
2.2) 2000-3999/4000-4999/5000-

5999 Bond \$1,045,427
primary project completed this year was installation of new flat panel monitors for instruction in every classroom to replace outdated SmartBoards.

## Action 3

## Planned Actions/Services

3.0 Continue to assess safety / security at school sites and address concerns as needed 3.1 Research and select app for Emergency Management districtwide, including a visitor management system. In collaboration with local law enforcement, provide active shooter training to all staff.

## Actual <br> Actions/Services

3.0 All immediate safety/security concerns were attended to by the site principal or maintenance staff.
3.1 Navigate Prepared, an app for emergency safety management was selected and purchased. Ident-a-Kid visitor management system was implemented at every school site. Options Based

Response Active shooter training was provided on 3/29/19 and 4/5/19 and site training was provided on minimum days in March.

## Action 4

## Planned Actions/Services

4.0 Provide all district staff annual photo ID to be worn while on district business

## Actual Actions/Services

4.0 All district staff received photo ID badge that is worn on visits to the sites, offered at no charge by the school photographer.
4.0) \$0

| Budgeted |
| :---: |
| Expenditures |

3.0) $2000-3999 / 4000-4999 / 5000-$
5999 Base $\$ 5,000$
3.1) $5000-5999$ Base $\$ 20,000$
3.0) Included in G4, 2.1 \& 2.2 above \$0
3.1) 5000-5999 Base $\$ 25,000$

## Estimated Actual <br> Expenditures

Estimated Actual
Expenditures
3.0) 2000-3999/4000-4999/5000-
3.1) 5000-5999 Base $\$ 20,000$

## Budgeted

Expenditures
$\$ 0$

## 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 action items were implemented effectively in the 2018/19 school year. Routine restricted maintenance account was funded at the full $3 \%$ of total general fund expenditures, as required by state law, and many routine maintenance projects were completed to maintain district facilities. The district also engaged in a comprehensive planning process for long term facility needs, with many stakeholders participating in this process. This process will help the district prioritize facility projects that will enhance the learning environment for many years to come. School security needs were also addressed effectively through training of every staff member in Options Based Response, purchase of a Safety app to be used in emergency events, and adding Ident-A-Kid visitor management system at every school site.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
Overall, the actions were effective to meet the District's facility goals, and facilities maintenance made a positive impact on student learning. $93 \%$ of parent reported being satisfied with the facilities at their child's school. The District is aware of a need to continue to improve facilities districtwide and will be working on this over the next several years as various funding (bonds and State) becomes available.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Bond project expenditures (Action 2) were significantly higher than planned because projects were able to be completed during the school year, instead of waiting until summer when school is out. The emergency safety app purchased was $\$ 5,000$ higher than planned and included pictures of every classroom and maps of each school site for improved safety preparedness.

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 continue with the actions described here over the next several years. Additionally, we plan to make significant improvements to facilities in 2019-20 and beyond as previously authorized general obligation bond funds become available. The District has also applied for State Facility Program (Prop 51) funds in order to increase the scope of projects we are able to complete to make an even bigger impact on facility needs districtwide. The district has made significant progress to prepare and train staff for emergency events and will continue with plans to enhance school safety and security.

## Annual Update

## LCAP Year Reviewed: 2018-19

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 5

LUSD will provide students access to varied enrichment opportunities

State and/or Local Priorities addressed by this goal:
State Priorities: Priority 7: Course Access (Conditions of Learning)
Local Priorities:

## Annual Measurable Outcomes

## Expected

## Metric/Indicator

1. Increase School Climate Key Indicators on the California Healthy Kids Survey for Elementary and Middle schools by $10 \%$
2. $100 \%$ of students will have access to a broad coarse of study, as measured by elementary daily schedules and middle school master schedules

## Actual

1. California Healthy Kids Survey Indicators are as follows: CHKS School Climate Key Indicators: Elementary Schools School Engagement and Supports
School connectedness: 72\% (decreased by 5\% from 77\% previous year); goal met
Academic motivation $87 \%$ (unchanged from $87 \%$ previous year); goal met Caring adult relationships $71 \%$ (decreased from $74 \%$ by $3 \%$ from previous year); goal met
High expectations $86 \%$ (unchanged from $86 \%$ previous year); goal met Meaningful participation $40 \%$ (decreased from $41 \%$ by $1 \%$ from previous year); goal met

CHKS School Climate Key Indicators: Middle Schools
School connectedness $62 \%$ (decreased from $66 \%$ by $4 \%$ from previous year); goal not met
Academic motivation $75 \%$ (decreased from $76 \%$ by $1 \%$ from previous year); goal met
Truant more than a few times 2\% (increased from 1\% by $1 \%$ from previous year); goal met
Caring adult relationships 64\% (decreased from $65 \%$ by $1 \%$ from previous year); goal met

## Expected

## 18-19

1. Increase School Climate Key Indicators on the California Healthy Kids

Survey for Elementary and Middle schools.
CHKS School Climate Key Indicators: Elementary Schools
School Engagement and Supports
School connectedness (high) 72\%
Academic motivation (high) 56\%
Caring adult relationships (high) 65\%
High expectations (high) 75\%
Meaningful participation (high) 30\%
CHS School Climate Key Indicators: Middle Schools
School connectedness (high) 74\%
Academic motivation (high) 50\%
Truant more than a few times 2
Caring adult relationships (high) 48\%
High expectations (high) 59\%
Meaningful participation (high) 25\%
2. $100 \%$ of students will have access to a broad coarse of study, as measured by elementary daily schedules and middle school master schedules

## Actual

High expectations 76\% (decreased from 78\% by 2\% from previous year); goal met
Meaningful participation 30\% (decreased from 34\% by 4\% from previous year); goal met
2.100\% of students had access to a broad course of study as defined In California Ed Code sections 51210 \& 51220 (a)-(i). LUSD tracks progress in meeting this goal by undertaking a qualitative and quantitative review of course offerings, class schedules, and school schedules to assess the extent to which all students have access to and are enrolled in a broad course of studies. Additionally, course enrollment reports developed in Illuminate, the district's student information system, identify access and enrollment based upon grade spans, unduplicated student groups, and students with exceptional needs.

All LUSD students in grades TK - 6 are enrolled in a broad course of studies. All elementary schools offer access and enrollment in the seven areas identified as a broad course of studies for grades 1-6. Elementary students can access some courses, such as visual and performing arts, both within and outside of the regular school day. All LUSD secondary students have access to a broad course of studies within their school course offerings. While the middle schools offer slightly different pathways and specific programs within a course of
study, LUSD employs a school of choice model, in which students are free to attend schools within the district that offer courses within their area of interest.

## Baseline

1. CHKS School Climate Key Indicators

Elementary Schools:
School Engagement and Supports
School connectedness (high) 65\%
Academic motivation (high) 49\%
Caring adult relationships (high) 58\%
High expectations (high) 68\%
Meaningful participation (high) 23\%
Middle Schools:
School connectedness (high) 67\%
Academic motivation (high) 43\%
Truant more than a few times 2
Caring adult relationships (high) $41 \%$
High expectations (high) 59\%
Meaningful participation (high) 18\%
2. 100\% of students had access to a broad course of study as evidenced by sample schedules submitted by sites.

## 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 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 1.0 Maintain and expand quality diversified enrichment | 1.0 Maintain and expand quality diversified enrichment | 1.1) $4300 / 5800$ Base $\$ 6,000$ |  | cluded in G2, 3 |  |
| opportunities at all school sites | opportunities at all school sites | 1.2) $\$ 0$ | 1.2) |  |  |
| 1.1 Highlight and communicate enrichment opportunities | 1.1 Enrichment opportunities are highlighted through various means of communication from each school site (newsletters, fliers, | 1.3) 1000-3999/5000-5999 Supplemental \$15,000 | 1.3) |  |  |
| 1.2 Continue to survey student needs/wants regarding enrichment opportunities | Peachjar, etc.) Enrichment activities are also highlighted at Board of Trustees meetings. |  |  |  |  |

Expenditures
1.1) $4300 / 5800$ Base $\$ 6,000$
1.2) $\$ 0$
1.3) 1000-3999/5000-5999

Supplemental \$15,000
1.2. Students were surveyed using
1.3 Provide training and support to staff to improve students' Academic Motivation and Meaningful Participation
the SpeakUp survey to determine their levels of engagement with school and their wishes in terms of engaging learning environments. 1.3 This was not offered.

## 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 were implemented as planned except 1.3 (Provide training and support to staff to improve students' Academic Motivation and Meaningful Participation), and effectively contributed toward achievement of the goal. Students continue to have access to many varied enrichment opportunities, including regular opportunities for visual and performing arts, language classes, technology, and athletics. With the support of the district, schools continued to offer enrichment to students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
The CHKS survey continues to show high numbers of students rating their schools positively. With the development of our LUSD student profile, we are placing an increased focus on the trait "care deeply", which fosters a student's sense of connectedness to schools, fellow students, caring adults, and people in the community and world around them. This year, we also administered Project Tomorrow's SpeakUp survey to provide us with qualitative data surrounding student levels of engagement with school and their wishes in terms of engaging learning environments. The results indicated that students enjoyed using technology to connect with each other, their teachers, and students all across the globe.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.
While various means of communication (action 1.1) to highlight enrichment opportunities were completed, it is difficult to isolate the costs. The costs are including in another goal related to overall district communication and marketing expenditures. The overall cost for this effort greatly exceed the $\$ 6,000$ that was originally planned here. Action 1.3 had no costs because the action was not completed as planned.

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 planned changes.

## 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?
Stakeholders for the LCAP process included parents, community, teachers, principals, administrators, bargaining unit members, students and support staff.

Activities included:

- School Site Council meetings at sites to review the achievement data and Ca Dashboard results
- Surveys from teachers, principals and instructional coaches regarding coaching support (May, 2019)
- Surveys from teachers regarding socio-emotional supports (May, 2019)
- California Healthy Kids Survey for all parents and teachers and students in grades 5 and 7. (April, 2019)
- Student input through SpeakUp survey (February, 2019)
- Input from District Advisory Committee on LCAP Annual progress and new actions or services (June, 2019)
- Input from District English Language Advisory on LCAP Annual progress and new actions or services (parents and classified
staff) (June, 2019)
- Differentiated Assistance Team
- Program Implementation Review Team
- Input from MTSS SUMS Grant team which included site and district administrators, principals, teachers and counselors (May, 2019)
- Input from Certificated and Classified Advisory (May, 2019)
- Input from Instructional Coaches (April, 2019)
- Input from Certificated and Classified Managers and Cabinet on LCAP Annual progress and new actions or services (June, 2019)
- San Diego County Office of Education Foster Youth meeting (May, 2019)
- Notice of Public Hearing posted on LUSD website: June 14, 2019
- Board of Education Public Hearing: June 20, 2019
- Board of Education Adoption of LCAP: June 27, 2019


## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?
Input was collected on the LCAP from the previously mentioned groups. The information was consolidated by the themes that were observe and the resulting changes were made to the LCAP.

Need:
Universal Screener for early identification and intervention to address both students' academic and socio-emotional needs (Referenced in DA and PIR processes)
LCAP Changes:
Goal 1, Action 1.5 ...Pilot NWEA MAP.
Need:
Additional support with implementation of technology. Per committee decision, our district moved away from our obsolete SmartBoard and replace the technology with Apple TVs and monitors. A recurring theme that emerged from stakeholder interaction included the need to support teachers with both the use of the devices and the integration of the new technology into instruction. LCAP Changes:
Goal 1, 2.7 Develop a Technology Committee to develop a vision for the use of technology in LUSD.
Goal 1, 2.8 Support Apple TV and Monitor installation with PD to integrate technology into instruction
Goal 1, 2.9 Site Tech Implementation Support for each site to support Apple TV/Monitor Installation
Need:
Lack of interventions for academically at-risk students. Our current plan has things in place to address this, such as MTSS and will focus on academics next year. This is an additional piece and is a pilot program.
LCAP Changes:
Goal 3, Action 5.6 Explore Universal Design for Learning using a PDSA cycle to develop potential scalable district practices.
(Referenced PIR processes)
LCAP Changes:

## 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

LUSD will accelerate academic achievement for all students in all subjects

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

| State Priorities: | Priority 1: Basic (Conditions of Learning) <br>  <br>  <br>  <br>  <br>  <br>  <br>  <br>  <br>  <br> Prioriority 2: State Standards (Conditions of Learning) Achievement (Pupil Outcomes) <br> Priority 7: Course Access (Conditions of Learning) <br> Local Priorities: 8: Other Pupil Outcomes (Pupil Outcomes) |
| :--- | :--- |

## Identified Need:

NEED: Despite our best efforts, 15 years of assessment data, collected prior to SBAC, reveal that just over half of LUSD students were proficient in English Language Arts and/or Math. The California State Standards now demand a new level of rigor and academic performance in our classrooms. Faced with this new level of rigor, approximately half of our students now fall below meeting standards in ELA and more than half are not meeting standards in math. We made significant gains in 2016 and will continue to build upon that success, but the new California dashboard still shows student groups needing improvement - particularly our African American and Special Education student groups. Our district enrolls a small percentage of English Learners, but their achievement is of particular concern. Fewer than one in five English Learners is proficient in ELA or Math on the SBAC.

## 2016 SBAC

ELA: 52\% Met/Exceeded Standards
Math: 38\% Met/Exceeded Standards.
EL Subgroup:
ELA: 16 \% Met/Exceeded Standards

## Expected Annual Measurable Outcomes

Metrics/Indicators

1. Districtwide 2017-18 SBAC scores will increase 10\% in all subject areas
2. SITE: $100 \%$ of students will make fundamental growth to meet mastery as measured by alternative assessments / IEP

- Skills

Assessments
(TK-K)

- DIBELS
- Running Records/Inform al Reading Inventory
- EDL2 (Spanish Immersion)

3. $100 \%$ of students will have access to CCSS standards-aligned instructional materials in ELA and Math, as measured by annual Board resolution regarding instructional materials sufficiency

Baseline

1. SBAC

ELA: 52\%
Met/Exceeded
Standards
Math: 38\%
Met/Exceeded Standards.
2. Trimester 3 scores will be available by June 16th. Trimester 2 scores are as follows:
ESGI:
At Trimester 1, 13\%
Below Grade Level, 58\% Approaching Grade Level and 28\% At Grade Level
At Trimester 2, 12\%
Below Grade Level, 14\% Approaching Grade Level and 74\% At Grade Level
DIBELS:
Kinder Composite
Tri 1: 83\% At or Above
Benchmark
Tri 2: 72\% At or Above Benchmark
Grade 1 Composite
Tri 1: 73\% At or Above Benchmark

2017-18

1. SBAC

ELA: 62\%
Met/Exceeded Standards

Math: 48\%
Met/Exceeded Standards.
2. SITE: $100 \%$ of students will make fundamental growth to meet mastery as measured by alternative assessments / IEP

- Skills

Assessments
(TK-K)

- DIBELS
- Running

Records/Inform al Reading Inventory

- EDL2 (Spanish Immersion)

3. $100 \%$ of students will have access to CCSS standards-aligned instructional materials in ELA and Math, as measured by annual

2018-19

1. SBAC

ELA: 72\%
Met/Exceeded Standards

Math: 58\%
Met/Exceeded Standards.
2. SITE: $100 \%$ of students will make fundamental growth to meet mastery as measured by alternative assessments / IEP

- Skills

Assessments
(TK-K)

- DIBELS
- Running

Records/Inform al Reading Inventory

- EDL2 (Spanish Immersion)

3. $100 \%$ of students will have access to CCSS standards-aligned instructional materials in ELA and Math, as measured by annual

2019-20

1. SBAC

ELA: 82\%
Met/Exceeded Standards

Math: 68\%
Met/Exceeded Standards.
2. SITE: $100 \%$ of students will make fundamental growth to meet mastery as measured by alternative assessments / IEP

- Skills Assessments (TK-K)
- DIBELS
- Running Records/Inform al Reading Inventory
- EDL2 (Spanish Immersion)

3. $100 \%$ of students will have access to CCSS standards-aligned instructional materials in ELA and Math, as measured by annual
4. $100 \%$ of students will have access to supplemental instructional material and supplies in Science during the transition to NGSS implementation.
5. All teachers will implement content and performance standards for all students, including ELD, as evidenced by site administrator classroom walkthroughs.
6. API: No longer calculated
7. $100 \%$ of students will be provided access to a broad course of study as measured by elementary daily schedules and middle school master schedules, including for unduplicated pupils and pupils with exceptional needs.
8. EL Progress toward English Proficiency: English Language Learners will maintain

Tri 2: 66\% At or Above Benchmark Grade 2 Composite
Tri 1: 77\% At or Above Benchmark
Tri 2: 69\% At or Above
Benchmark
RUNNING RECORDS
Tri 1: 36.6\% At or Above Grade Level
Tri 2: 48.9\% At or Above
Benchmark

## IRI

Grade 3
Tri 1: 60\% At or Above Benchmark
Tri 2: 75\% At or Above
Benchmark
Grade 4
Tri 1: 60\% At or Above
Benchmark
Tri 2: 58\% At or Above
Benchmark
Grade 5
Tri 1: 52\% At or Above
Benchmark
Tri 2: 70\% At or Above
Benchmark
EDL2 (DRA)
Kinder
Tri 2: 70\% At or Above
Benchmark
Grade 1
Tri 2: 90\% At or Above Benchmark
Grade 2

Board resolution regarding instructional materials sufficiency
4. $100 \%$ of students will have access to supplemental instructional material and supplies in Science during the transition to NGSS implementation.
5. All teachers will implement content and performance standards for all students, including ELD, as evidenced by site administrator classroom walkthroughs.
6. API: No longer calculated
7. $100 \%$ of students will be provided access to a broad course of study as measured by elementary daily schedules and middle school master schedules, including for unduplicated pupils and pupils with exceptional needs.

Board resolution regarding instructional materials sufficiency
4. $100 \%$ of students will have access to supplemental instructional material and supplies in Science during the transition to NGSS implementation.
5. All teachers will implement content and performance standards for all students, including ELD, as evidenced by site administrator classroom walkthroughs.
6. API: No longer calculated
7. $100 \%$ of students will be provided access to a broad course of study as measured by elementary daily schedules and middle school master schedules, including for unduplicated pupils and pupils with exceptional needs.

Board resolution regarding instructional materials sufficiency
4. $100 \%$ of students will have access to supplemental instructional material and supplies in Science during the transition to NGSS implementation.
5. All teachers will implement content and performance standards for all students, including ELD, as evidenced by site administrator classroom walkthroughs.
6. API: No longer calculated
7. $100 \%$ of students will be provided access to a broad course of study as measured by elementary daily schedules and middle school master schedules, including for unduplicated pupils and pupils with exceptional needs.
current status level of CELDT.
9. $100 \%$ of teachers will be appropriately assigned and credentialed.
10. All teachers will receive professional development in ELD standards as evidenced by sign-in sheets.
11. The percentage of students mastering 6 out of 6 of the fitness standards will increase by $15 \%$ (as measured on the PFT.
12. English Learners will maintain or improve reclassification rate of $11 \%$.

Baseline
Tri 2: 72\% At or Above Benchmark Grade 3
Tri 2: 67\% At or Above Benchmark Grade 4
Tri 2: 83\% At or Above Benchmark Grade 5
Tri 2: 68\% At or Above Benchmark
3. $100 \%$ of students have access to CCSS aligned instructional materials in ELA and Math.
4. $100 \%$ of Students have access to supplemental instructional materials and supplies aligned to NGSS as measured by collection and delivery of materials and NGSS Early Implementation grant personnel observations
5. All teachers implement content and performance standards for all students as

2017-18
8. EL Progress toward English Proficiency: English Language
Learners will establish a baseline of performance on the ELPAC.

CAASPP 2016 and CAASPP 2017 ELA for the English Learner student group, \% Standards Met and Standards Exceeded:

20162017
3rd Grade 2412.5
4th Grade 189
5th Grade 149.5
6th Grade 130
7th Grade 49
8th Grade 160
9. $100 \%$ of teachers will be appropriately assigned and credentialed.
10. All teachers will receive professional development in ELD

2018-19
8. EL Progress toward English Proficiency: Dependent on ELPAC Results. SBAC ELA will increase by $10 \%$
9. $100 \%$ of teachers will be appropriately assigned and credentialed.
10. All teachers will receive professional development in ELD standards, as evidenced by sign-in sheets.
11. Percent of students mastering 6 out of 6 Fitness Standards will increase to

Grade 5: 41.9\%
Grade 7: 55.9\%
Grade 9: 67.9\%
12. English Learners will maintain or improve reclassification rate of 12\%.

The following metrics do not apply to our K-8 district:
8. EL Progress toward English Proficiency:
Dependent on ELPAC Results. SBAC ELA will increase by $10 \%$
9. $100 \%$ of teachers will be appropriately assigned and credentialed.
10. All teachers will receive professional development in ELD standards, as evidenced by sign-in sheets.
11. Percent of students mastering 6 out of 6 Fitness Standards will increase to

Grade 5: 46.9\%
Grade 7: 60.9\%
Grade 9: 72.9\%
12. English Learners will maintain or improve reclassification rate of 13\%.

The following metrics do not apply to our K-8 district:
evidenced by principal walk throughs, principal/assistant superintendent walk throughs and NCUST.
6. API: No longer calculated
7. All students have access to a broad course of study as evidenced by collected sample schedules from each school site.
8. AMAOs

AMAO 1, Percentage of
English Language Learners making annual progress in Learning English:
2016 Target: 62\%
2016 Actual: 60\%
Target missed by 4 students
ELPI: Status 75.1\%,
Change: Increased by 9\%

AMAO 2, Percentage of ELs attaining the EL
Proficient Level on CELDT
Less than 5 Year Cohort: 2016 Target:

2017-18
standards as evidenced by sign-in sheets.
11. Percent of students mastering 6 out of 6 Fitness Standards will increase to

Grade 5: 36.9\%
Grade 7: 50.9\%
Grade 9: 62.9\%
12. English Learners will maintain or improve reclassification rate of 11\%.

The following metrics do not apply to our K-8 district:

- college and career
readiness A-G or CTE
- AP exam pass rate \%
- EAP college ready
- High school dropout rates
- High school graduation rates
- college and career readiness A-G or CTE
- AP exam pass rate \%
- EAP college ready
- High school dropout rates
- High school graduation rates
- college and career readiness A-G or CTE
- AP exam pass rate \%
- EAP college ready
- High school dropout rates
- High school graduation rates

```
25.5%, Actual: 27.5
Target Met
More than 5 Year
Cohort: }2016\mathrm{ Target:
52.8, Actual: 51.5
Target Missed by }
student
ELPI: Status 75.1%,
Change: Increased by
9%
9. 100% of teachers
appropriately assigned
and credentialed per
Human Resource
documentation.
10. ELD specific
professional
development was
provided to EL Aides,
targeted EL teachers
and Elementary
administrators. All staff
in the district did not
receive training due to a
lack of time for
professional
development. This will
be an action planned for
next year.
11. Percent of students
mastering 6 out of 6
Fitness Standards
Grade 5: 31.9%
Grade 7: 45.9%
```


## 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: <br> (Select from All, Students with Disabilities, or Specific Student Groups)

## Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

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)

English Learners
Foster Youth
Low Income

## Actions/Services

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

Unchanged Action
2017-18 Actions/Services
1.0 Provide training, support, and resources to increase teacher capacity to deliver quality 1st teaching

## Scope of Services:

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

LEA-wide

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

Modified Action
2018-19 Actions/Services
1.0 Provide training, support, and resources to increase teacher capacity to deliver quality 1 st teaching

## Location(s):

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

All Schools

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

Modified Action

2019-20 Actions/Services
1.0 Provide training, support, and resources to increase teacher capacity to deliver quality 1 st teaching
1.1 Continue to provide math PD with Math Transformations - with emphasis on support to individual school sites. 1.2 Provide release days for teacher leaders NGSS early implementers 1.3 Provide grant required portion of teacher stipends for NGSS
1.4 Support NGSS Project Director beyond grant commitment 1.5 Continue PD for all teachers and administrators to support implementation and administration of district assessment plan as determined by District Instructional Leadership Team (ILT) and instructional committees.
1.6 Provide deepened PD for all teachers and administrators to support implementation of NGSS beyond grant requirements
1.7 Sustain Coordinator of Curriculum, Data \& Assessment to develop and support of high quality district-wide systems for ELA instruction and professional development, assessment and monitoring of student achievement data, and meeting and maintaining all compliance objectives for state and federally funded programs 1.8 Maintain class size TK-3 at 24, or in accordance with state guidelines 1.9 Ensure access for all sites/grade levels to supplemental science resources (Instructional Materials and Supplies) to support the implementation of the Next Generation Science Standards.
1.10 Continue to recruit and retain highquality teachers
1.1 Continue to provide math PD with Math Transformations - with emphasis on training district math leaders at each site. Add Math Lead at each site and provide training and release days to build math capacity at sites. Expand Math
Transformations training to include Special Education teachers.
1.2 Provide release days for teacher leaders NGSS early implementers
1.3 Provide stipends for NGSS teacher leaders to sustain NGSS work 1.4 Support NGSS Project Director beyond grant commitment 1.5 Continue PD for all teachers and administrators to support implementation and administration of district assessment plan as determined by District instructional committees. Pilot math assessment. 1.6 Provide deepened PD for all teachers and administrators to support implementation of NGSS, including curriculum adoption if necessary. 1.7 Sustain Coordinator of Curriculum, Data \& Assessment to develop and support of high quality district-wide systems for ELA instruction and professional development, assessment and monitoring of student achievement data, and meeting and maintaining all compliance objectives for state and federally funded programs 1.8 Maintain class size TK-3 at 24, or in accordance with state guidelines 1.9 Ensure access for all sites/grade levels to supplemental science resources (Instructional Materials and Supplies) to support the implementation of the Next
1.1 Continue to provide math PD with Math Transformations - with emphasis on Special Education teachers. Continue to support a Math Lead (Facilitator) at each site.
1.2 Provide release days for teacher leaders (Core Leadership Team and expansion teachers) for NGSS 1.3 Provide stipends for NGSS teacher leaders to sustain NGSS work.
1.4 Support NGSS Project Director beyond grant commitment 1.5 Continue PD for all teachers and administrators to support implementation and administration of district assessment plan as determined by District instructional committees. Pilot NWEA MAP as a universal screener per Differentiated Assistance and Program Implementation Review.
1.6 Provide deepened PD for all teachers and administrators to support implementation of NGSS
1.7 Sustain Coordinator of Curriculum, Data \& Assessment (retitled Coordinator of Curriculum and Instruction) to develop and support of high quality district-wide systems for ELA instruction and professional development, assessment and monitoring of student achievement data, and meeting and maintaining all compliance objectives for state and federally funded programs 1.8 Maintain class size TK-3 at 24, or in accordance with state guidelines 1.9 Ensure access for all sites/grade levels to supplemental science resources (Instructional Materials and Supplies) to
1.11 Continue PD for General Ed and Special Education staff in meeting the academic needs of special education students in special ed and general ed settings

Generation Science Standards, or pilot curriculum, as needed.
1.10 Continue to recruit and retain highquality teachers
1.11 Deepen PD for General Ed and Special Education staff in meeting the academic needs of special education students in special ed and general ed settings
support the implementation of the Next Generation Science Standards; Pilot and adopt NGSS curriculum.
1.10 Continue to recruit and retain highquality teachers
1.11 Deepen PD for General Ed and Special Education staff in meeting the academic needs of special education students in special ed and general ed settings per Program Implementation Review.
1.12 Continue to support Library to ensure constant access to students' mobile digital devices.

## Budgeted Expenditures

| Year | $2017-18$ | $2018-19$ | $2019-20$ |
| :--- | :--- | :--- | :--- |
| Amount | $\$ 75,000$ | $\$ 142,152$ | $\$ 127,914$ |
| Source | Other | Supplemental | Title I |
| Budget <br> Reference | $1000-3999 / 5000-5999$ <br> $1.1)$ | $1000-3999 / 5000-5999$ <br> $1.1)$ | $1000-3999 / 5000-5999$ <br> $1.1)$ Title I-\$45,500, Title II-\$53,719, <br> Supplemental-\$8,640, Base-\$20,054 |
| Amount | $\$ 31,516$ | $\$ 83,293$ | $\$ 60,707$ |
| Source | Base | Base | Base |
| Budget | $1000-3999$ | $1000-3999$ | $1000-3999$ |
| Reference | $1.2)$ | $\$ 1.2)$ | $1.2)$ |
| Amount | $\$ 41,000$ | $\$ 63,898$ | $\$ 7,120$ |
| Source | Base | Base | Base |
| Budget | $1000-3999$ | $1000-3999$ | $1000-3999$ |
| Reference | $1.3)$ | $1.3)$ | $1.3)$ |


| Amount | \$85,302 | \$85,272 | \$93,142 |
| :---: | :---: | :---: | :---: |
| Source | Base | Base | Base |
| Budget Reference | $\begin{aligned} & 1000-3999 \\ & 1.4) \end{aligned}$ | $\begin{aligned} & 1000-3999 \\ & 1.4) \end{aligned}$ | $\begin{aligned} & 1000-3999 \\ & 1.4) \end{aligned}$ |
| Amount | \$5,000 | \$33,897 | \$58,695 |
| Source | Base | Base | Base |
| Budget Reference | $\begin{aligned} & \text { 1000-3999 } \\ & 1.5 \text { ) } \end{aligned}$ | $\begin{aligned} & \text { 1000-3999/5000-5999 } \\ & 1.5 \text { ) } \end{aligned}$ | $\begin{aligned} & 1000-3999 / 5000-5999 \\ & 1.5 \text { ) } \end{aligned}$ |
| Amount | \$13,568 | \$5,000 | \$7,761 |
| Source | Base | Base | Base |
| Budget Reference | $\begin{aligned} & 1000-3999 / 4000-4999 \\ & 1.6) \end{aligned}$ | $\begin{aligned} & 1000-3999 / 5000-5999 \\ & 1.6 \text { ) } \end{aligned}$ | $\begin{aligned} & 1000-3999 / 4000-4999 \\ & 1.6 \text { ) } \end{aligned}$ |
| Amount | \$99,495 | \$173,208 | \$147,245 |
| Source | Title I | Title I | Title I |
| Budget Reference | 1000-3999 <br> 1.7) $\$ 47,480$, Educator Effectiveness $-\$ 65,742$ | $\begin{aligned} & \text { 1000-3999 } \\ & \text { 1.7) Title I-\$86,604, Supplemental - } \\ & \$ 86,604 \end{aligned}$ | 1000-3999 <br> 1.7) Title I-\$47,118, Supplemental - <br> \$100,126 |
| Amount | \$0 | \$0 | \$0 |
| Budget Reference | 1.8) | 1.8) Costs included in base program, described in Budget Summary section | 1.8) Costs included in base program, described in Budget Overview for Parents |
| Amount | \$46,500 | \$45,000 | \$524,050 |
| Source | Lottery | Lottery | Lottery |
| Budget Reference | $\begin{aligned} & \text { 4000-4999 } \\ & 1.9) \end{aligned}$ | $\begin{aligned} & \text { 4000-4999 } \\ & 1.9) \end{aligned}$ | 1000-3999/4000-4999 <br> 1.9) Lottery-\$500,000, Base-\$24,050 |
| Amount | \$0 | \$0 | \$0 |
| Budget Reference | 1.10) | 1.10) | 1.10) |


| Amount | $\$ 10,000$ | $\$ 10,000$ | $\$ 10,966$ |
| :--- | :--- | :--- | :--- |
| Source | Other | Other | Base |
| Budget | 1000-3999/4000-4999 | $1000-3999 / 5000-5999$ | $1000-3999 / 5000-5999$ |
| Reference | 1.11 SPED | $1.11)$ SPED | 1.11 ) |
| Amount |  |  | $\$ 212,169$ |
| Source |  |  | Supplemental |
| Budget <br> Reference |  | $2000-3999$ |  |

## Action 2

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)
[Add Students to be Served selection here]

## Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

## 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)
English Learners
Foster Youth
Low Income

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18
Unchanged Action
2017-18 Actions/Services

## Scope of Services:

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

## Location(s):

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

All Schools

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

Modified Action
2018-19 Actions/Services

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

Modified Action
2019-20 Actions/Services
2.0 TECHNOLOGY: Continue to provide training, support, and resources for Common Core State Standards and Digital Learning
2.1 Continue two Instructional Coach (TOSA's) to support the integration of technology, common core, and 21st Century Learning Skills
2.2 Continue Professional Development for Instructional Coach
2.3 Continue to support app and Mobile Device Management resources 2.4 Establish 3-year lease of iPads to provide a sustainable refresh cycle for $1: 1$ iPad program at significant cost savings over purchasing outright.
2.5 Refresh grades 1-2 classroom iPads using iPad Airs currently in the $1: 1 \mathrm{iPad}$ program that are being replaced in the lease cycle.
2.6 Continue and monitor effectiveness of hot spot devices for students to access internet at home
2.0 TECHNOLOGY: Continue to provide training, support, and resources for Common Core and Digital Framework
2.1 Continue one Instructional Coach (TOSA) to support the integration of technology, common core, and 21st Century Learning Skills. Add a Tech Lead at sites to provide on-site coaching and professional development
2.2 Continue Professional Development for Instructional Coach and Tech Leads. 2.3 Continue to support app and Mobile Device Management resources
2.4 Continue 3-year lease of iPads to provide a sustainable refresh cycle for $1: 1$ iPad program at significant cost savings over purchasing outright.
2.5 Refresh TK-EAK-K classroom iPads using iPad Airs currently in the 1:1 iPad program that are being replaced in the lease cycle.
2.6 Continue and monitor effectiveness of hot spot devices for students to access internet at home
2.0 TECHNOLOGY: Continue to provide training, support, and resources for Common Core and Digital Framework
2.1 Continue one Instructional Coach (TOSA) to support the integration of technology, common core, and 21st Century Learning Skills. Continue Tech Lead at sites to provide on-site coaching and professional development 2.2 Continue Professional Development for Instructional Coach and Tech Leads. 2.3 Continue to support app and Mobile Device Management resources
2.4 Continue 3-year lease of iPads to provide a sustainable refresh cycle for $1: 1$ iPad program at significant cost savings over purchasing outright.
2.5 Refresh is continued for grades $\mathrm{K}-2$, research need for new lease cycle for $K$, 1 and 2 in 2020/21.
2.6 Continue and monitor effectiveness of hot spot devices for students to access internet at home
2.7 Establish a Technology Committee to set the vision for the use of technology in our district.
2.8 Support Apple TV and Monitor installation with PD to integrate technology into instruction
2.9 Site Tech Implementation Support for each site to support Apple TV/Monitor Installation

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
| :---: | :---: | :---: | :---: |
| Amount | \$225,601 | \$203,355 | \$134,197 |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | $\begin{aligned} & 1000-3999 \\ & 2.1) \end{aligned}$ | $\begin{aligned} & \text { 1000-3999 } \\ & 2.1 \text { ) } \end{aligned}$ | 1000-3999 <br> 2.1) Supplemental-\$108,527, Title IV-\$25,670 |
| Amount | \$5,000 | \$8,624 | \$36,659 |
| Source | Other | Supplemental | Supplemental |
| Budget Reference | 1000-3999 <br> 2.2) Educator Effectiveness | $\begin{aligned} & \text { 1000-3999 } \\ & 2.2) \end{aligned}$ | 1000-3999 <br> 2.2) Supplemental-\$11,903, Title III- <br> \$15,804, Title IV-\$8,952 |
| Amount | \$0 | \$0 | \$0 |
| Budget Reference | 2.3) Included in lease, G1 2.4 | 2.3) Included in lease, G1 2.4 | 2.3) Included in lease, G1 2.4 |
| Amount | \$147,000 | \$270,000 | \$540,082 |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | $\begin{aligned} & 5000-5999 \\ & 2.4) \end{aligned}$ | $\begin{aligned} & 5000-5999 \\ & 2.4) \end{aligned}$ | $\begin{aligned} & 5000-5999 \\ & 2.4) \end{aligned}$ |
| Amount | \$0 | \$0 | \$0 |
| Budget Reference | 2.5) Included in iPad lease, G1, 2.4 | 2.5) Included in iPad lease, G1, 2.4 | 2.5) Included in iPad lease, G1, 2.4 |
| Amount | \$20,000 | \$25,000 | \$25,000 |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | $\begin{aligned} & 5800 \\ & 2.6) \end{aligned}$ | $\begin{aligned} & 5800 \\ & 2.6) \end{aligned}$ | $\begin{aligned} & 5800 \\ & 2.6) \end{aligned}$ |


| Amount |  | $\$ 3,429$ |  |
| :--- | ---: | :--- | :--- |
| Source |  | Supplemental |  |
| Budget |  | $1000-3999$ |  |
| Reference |  | $2.7)$ |  |
| Amount |  | $\$ 8,004$ |  |
| Source |  | Supplemental |  |
| Budget |  | $1000-3999 / 5000-5999$ |  |
| Reference |  | $2.8)$ |  |
| Amount |  | $\$ 10,851$ |  |
| Source |  |  | Supplemental |
| Budget |  | $1000-3999$ |  |
| Reference |  | $2.9)$ |  |

## Action 3

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

## Students to be Served: <br> (Select from All, Students with Disabilities, or Specific Student Groups)

## Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Specific Schools: Immersion schools - Riverview, Winter Gardens, Lakeview, Lemon Crest, and both middle 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)
[Add Students to be Served selection here]

## Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to
Unduplicated Student Group(s))
[Add Scope of Services selection here]

## Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

## Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

## 2017-18 Actions/Services

3.0 MULTILINGUAL EDUCATION:

Continue to provide training, support, and resources for multilingual instruction
3.1 Provide professional development for alignment of language programs (to include cross-site collaboration, alignment of student outcome expectations on district assessments, building teacher leadership) 3.2 Purchase instructional resources for new grade levels in language program implementations as students move up the grades
3.3 Define and purchase core curricular resources for middle school immersion classes.
3.4 Develop long-term sustainability plan for immersion programs

## 2018-19 Actions/Services

3.0 MULTILINGUAL EDUCATION:

Continue to provide training, support, and resources for multilingual instruction
3.1 Deepen professional development for alignment of language programs (to include cross-site collaboration, alignment of student outcome expectations on district assessments, building teacher leadership) 3.2 Purchase instructional resources for new grade levels in language program implementations as students move up the grades (Lemon Crest)
3.3 Finalize purchase of core curricular resources for middle school immersion classes.
3.4 Implement improvements based on long-term sustainability plan for immersion programs
3.5 Provide language assessments to assess language development of immersion students.

2019-20 Actions/Services

### 3.0 MULTILINGUAL EDUCATION:

Continue to provide training, support, and resources for multilingual instruction
3.1 Provide professional development for alignment of language programs (to include cross-site collaboration, alignment of student outcome expectations on district assessments, building teacher leadership) 3.2 Purchase instructional resources for new grade levels in language program implementations as students move up the grades
3.3 Core curricular resources for middle school immersion classes were finalized. 3.4 Continue improvements based on long-term sustainability plan for immersion programs.
3.5 Provide language assessments to assess language development of immersion students.

## Budgeted Expenditures

| Year | $2017-18$ | $2018-19$ | $2019-20$ |
| :--- | :--- | :--- | :--- |
| Amount | $\$ 5,000$ | $\$ 10,000$ | $\$ 5,500$ |
| Source | Base | Base | Base |
| Budget | $1000-3999 / 5000-5999$ | $1000-3999 / 5000-5999$ | $1000-3999 / 5000-5999$ |
| Reference | $3.1)$ | $3.1)$ | $3.1)$ |


| Amount | $\$ 1,000$ | $\$ 500$ | $\$ 500$ |
| :--- | :--- | :--- | :--- |
| Source | Lottery | Lottery | Lottery |
| Budget <br> Reference | $4000-4999$ | $4000-4999$ | $4000-4999$ |
| Amount | $\$ 15,000$ | $3.2)$ | $3.2)$ |
| Source | Lottery | $\$ 10,000$ | $\$ 0$ |
| Budget <br> Reference | $4000-4999$ | Lottery |  |
| Amount | $\$ 0$ | $4000-4999$ |  |
| Budget <br> Reference | $4000-4999$ | $\$ .3)$ | $3.3)$ |
| Amount |  | $\$ 0$ | $\$ 0$ |
| Source |  | $3.4)$ |  |
| Budget | $\$ 5,000$ | $3.4)$ |  |
| Reference | Base | $\$ 8,000$ |  |

## Action 4

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)

## Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

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)

English Learners

## Scope of Services:

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

Limited to Unduplicated Student Group(s)

## Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

## 2017-18 Actions/Services

4.0 ENGLISH LEARNERS: Continue to provide ELD Support and professional development on implementation of ELD standards and strategies for all staff
4.1 Deepen professional development on integration of ELD standards and effective instructional strategies to all teachers, administrators and EL aides
4.2 Continue EL Assistant support at LF/LV/LC/LP, and Middle Schools 4.3 Explore availability of EL aide support to RV/WG
4.4 Purchase additional supplemental resources for English Language
Development (ELD) as needed

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

Unchanged Action
2018-19 Actions/Services
4.0 ENGLISH LEARNERS: Continue to provide ELD Support and professional development on implementation of ELD standards and strategies for all staff
4.1 Deepen professional development on integration of ELD standards and effective instructional strategies to all teachers, administrators and EL aides 4.2 Continue EL Assistant support at LF/LV/LC/LP, and Middle Schools 4.3 Implement EL aide support to RV/WG if feasible
4.4 Purchase additional supplemental resources for English Language Development (ELD) as needed

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

## Unchanged Action

## 2019-20 Actions/Services

4.0 ENGLISH LEARNERS: Continue to provide ELD Support and professional development on implementation of ELD standards and strategies for all staff
4.1 Deepen professional development on integration of ELD standards across subject areas and effective instructional strategies to all teachers, administrators and EL aides
4.2 Continue EL Assistant support at LF/LV/LC/LP, and Middle Schools 4.3 Implement EL aide support to RV/WG if feasible
4.4 Purchase additional supplemental resources for English Language Development (ELD) as needed

## Budgeted Expenditures

| Year | $2017-18$ | $2018-19$ | $2019-20$ |
| :--- | :--- | :--- | :--- |
| Amount | $\$ 10,000$ | $\$ 10,000$ | $\$ 10,000$ |
| Source | Supplemental | Supplemental | Title I |
| Budget | $1000-3999 / 5000-5999$ | $1000-3999 / 5000-5999$ | 5800 |
| Reference | $4.1)$ | $4.1)$ | $4.1)$ |


| Amount | \$158,140 | \$141,752 | \$151,049 |
| :---: | :---: | :---: | :---: |
| Source | Supplemental | Supplemental | Title I |
| Budget Reference | $\begin{aligned} & \text { 2000-3999 } \\ & \text { 4.2) } \$ 100,000 \text {, Title I - } \$ 58,000 \end{aligned}$ | 2000-3999 <br> 4.2) Supplemental-\$89,066, Title III \$52,686 | 2000-3999 <br> 4.2) Title I -\$129,311, Title III \$21,738 |
| Amount | \$0 | \$0 | \$0 |
| Budget Reference | 4.3) | 4.3) Included in G1, 4.2 | 4.3) Included in G1, 4.2 |
| Amount | \$5,000 | \$2,500 | \$1,000 |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | $\begin{aligned} & 4000-4999 \\ & 4.4) \end{aligned}$ | $\begin{aligned} & 4000-4999 \\ & 4.4) \end{aligned}$ | $\begin{aligned} & 4000-4999 \\ & 4.4) \end{aligned}$ |

## Action 5

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)
Specific Student Groups: African-American students

## Location(s):

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

## 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)
[Add Students to be Served selection here]

## Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
[Add Scope of Services selection here]

## Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

## Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services
5.0 Explore strategies to improve achievement of all underperforming student groups, with particular emphasis on the African-American student group 5.1 Develop plan for staff examination of possible cultural biases
5.2 Explore and identify academic and social-emotional needs/supports for all underperforming student groups, with particular emphasis on African-American students not meeting grade level standards

## 2018-19 Actions/Services

5.0 Explore strategies to improve achievement of all underperforming student groups
5.1 Develop plan for staff examination of possible cultural biases
5.2 Explore and identify academic and social-emotional needs/supports for all underperforming student groups, with particular emphasis on students not meeting grade level standards

## 2019-20 Actions/Services

5.0 Explore strategies to improve achievement of all underperforming student groups
5.1 Develop plan for staff examination of possible cultural biases
5.2 Explore and identify academic and social-emotional needs/supports for all underperforming student groups, with particular emphasis on students not meeting grade level standards

## Budgeted Expenditures

| Year | $2017-18$ | $2018-19$ | $2019-20$ |
| :--- | :--- | :--- | :--- |
| Amount | $\$ 0$ | $\$ 500$ | $\$ 0$ |
| Source | Title I | Title I |  |
| Budget | $1000-3999 / 5000-5999$ | $1000-3999$ |  |
| Reference | $5.1)$ | $5.1)$ | $5.1)$ |
| Amount | $\$ 0$ | $\$ 0$ | $\$ 0$ |
| Budget <br> Reference | $5.2)$ included in G1, A5.2 | $5.2)$ Included in G1, A5.1 above | $5.2)$ |

## Action 6

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)

## Location(s):

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


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)

English Learners
Foster Youth
Low Income

## Actions/Services

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

Modified Action

## 2017-18 Actions/Services

6.0 Provide training, support, and resources to increase teacher capacity to deliver quality 1 st teaching and provide training, support, and resources for multilingual instruction
6.1 Continue PLC collaborative process through planning and data analysis with professional development, supported by PLC committee
6.2 Continue one Instructional Coach to provide support for language programs, elementary and middle school
6.3 Sustain Coordinator of Curriculum, Data \& Assessment to develop and support of high quality district-wide systems for ELA instruction and professional development, assessment and monitoring of student achievement data, and meeting and maintaining all compliance objectives for state and federally funded programs

## Scope of Services:

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

## Location(s):

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

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

Unchanged Action

## 2018-19 Actions/Services

6.0 Provide training, support, and resources to increase teacher capacity to deliver quality 1 st teaching and provide training, support, and resources for multilingual instruction
6.1 Deepen and refine PLC collaborative process through planning and data analysis with professional development. 6.2 Continue one Instructional Coach to provide support for language programs, elementary and middle school 6.3 Sustain Coordinator of Curriculum, Data \& Assessment to develop and support of high quality district-wide systems for ELA instruction and professional development, assessment and monitoring of student achievement data, and meeting and maintaining all compliance objectives for state and federally funded programs

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

Modified Action

## 2019-20 Actions/Services

6.0 Provide training, support, and resources to increase teacher capacity to deliver quality 1 st teaching and provide training, support, and resources for multilingual instruction
6.1 Deepen and refine PLC collaborative process through planning and data analysis with professional development and coaching.
6.2 Continue one Instructional Coach to provide support for language programs, elementary and middle school
6.3 Sustain Coordinator of Curriculum, Data \& Assessment (retitled Coordinator of Ed Services) to develop and support of high quality district-wide systems for ELA instruction and professional development, assessment and monitoring of student achievement data, and meeting and maintaining all compliance objectives for state and federally funded programs

## Budgeted Expenditures

| Year | $2017-18$ | $2018-19$ | $2019-20$ |
| :--- | :--- | :--- | :--- |
| Amount | $\$ 3,000$ | $\$ 0$ | $\$ 0$ |
| Source | Supplemental |  |  |
| Budget <br> Reference | $1000-3999$ | $6.1)$ | $6.1)$ |
| Amount | $\$ 98,750$ | $\$ 113,551$ | $\$ 121,496$ |
| Source | Supplemental | Supplemental | Supplemental |
| Budget <br> Reference | $1000-3999$ | $1000-3999$ | $1000-3999$ |
| Amount | $\$ 69,139$ | $\$ .2)$ | $6.2)$ |
| Source | Supplemental | $\$ 0$ | $\$ 0$ |
| Budget | $1000-3999$ |  |  |
| Reference | $6.3)$ | $6.3)$ Included in G1, 1.7 | $6.3)$ Included in G1, 1.7 |

## Action 7

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)

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)
[Add Students to be Served selection here]

## Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
[Add Scope of Services selection here]

## Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

## Actions/Services

| Select from New, Modified, or Unchanged <br> for 2017-18 | Select from New, Modified, or Unchanged <br> for 2018-19 | Select from New, Modified, or Unchanged <br> for 2019-20 |
| :--- | :--- | :--- | :--- |
| Modified Action | Unchanged Action | Modified Action |

## 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 2

LUSD will coordinate outreach, communication, partnerships, and education for parents, staff and community members

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

State Priorities: Priority 3: Parental Involvement (Engagement)<br>Priority 6: School Climate (Engagement)

Local Priorities:

## Identified Need:

NEED:
Enrollment dips have necessitated greater community engagement and marketing of our successful programs for students.
LUSD parents and community are the greatest supporters of accelerated student achievement, and need to understand the shifts required by the CCSS and NGSS.
Parents have expressed the need to increase the engagement of all stakeholders through outreach, communication and education.
LUSD's attendance rate increased last year and efforts are needed to continue increase student attendance.
Parents have expressed the need to increase community interaction with schools and district (local businesses, chamber of commerce, etc.)
Classified staff members have expressed the need to improve communication within individual departments.

## Expected Annual Measurable Outcomes

Metrics/Indicators

1. Maintain or improve parent satisfaction using the California School Parent Survey.

Baseline

1. $91.5 \%$ of parents reported being "Very satisfied with my child's learning experiences" in

2017-18

1. Develop new baseline using the California School Parent Survey.

2018-19

1. Maintain or improve parent satisfaction using the California School

2019-20

1. Maintain or improve parent satisfaction using the California School
2. Maintain or increase number of School Smart participants.
3. Maintain the number of volunteer hours at 26,000 or higher as measured by volunteer logs.
4. Maintain the percent of staff at satisfied or happy with communication on staff satisfaction survey at $74 \%$ or higher.
5. Maintain or increase number of parents participating in DAC and DELAC meetings to more than $50 \%$ as measured by sign in sheets.
6. 100\% of school sites use multiple means of promoting parental participation in programs for all students, including unduplicated pupils and pupils with exceptional needs.
school on district created survey.
7. School Smarts participation is down this year. Actual numbers of participants will be reported when classes begin at Lemon Crest this spring.
8. Total volunteer hours across the district rose from 19,301 in 2016 to 26,545 in 2017 for a net increase of 7244 hours.
9. $74 \%$ of classified employees reported being satisfied with district communication.
10. Parents participating in DAC rose from 20\% in 2016 to 60\% in 2017. Parents participating in
DELAC rose from 20\% in 2016 to $58 \%$ in 2017.
11. Maintain $100 \%$ of school sites using multiple means of promoting parental participation in programs for all students, including unduplicated
12. Maintain or increase number of School Smart participants based on 2016-2017 baseline.
13. Maintain the number of volunteer hours at 26,000 or higher.
14. Maintain the percent of staff at satisfied or happy with communication on staff satisfaction survey at 74\% or higher.
15. Maintain or increase number of parents participating in DAC and DELAC meetings to more than $50 \%$.
16. Maintain $100 \%$ of school sites using multiple means of promoting parental participation in programs for all students, including unduplicated pupils and pupils with exceptional needs.

Parent Survey based on previous results. Academic Orientation School Promotes Academic Success for All Students: 93\% Learning Environment is Supportive and Inviting: 94\%
School Provides High Quality Instruction: 95\% School Motivates
Students to Learn: 94\% School Encourages Students of All Races to Enroll in Challenging Courses-Middle School: 70\%
2. Maintain or increase number of School Smart participants based on previous year's data.
3. Maintain the number of volunteer hours at 26,000 or higher.
4. Maintain the percent of staff at satisfied or happy with communication on staff satisfaction survey at $74 \%$ or higher.
5. Maintain or increase number of parents

Parent Survey based on previous results. Academic Orientation School Promotes Academic Success for All Students: 93\% Learning Environment is Supportive and Inviting: 94\%
School Provides High Quality Instruction: 95\% School Motivates
Students to Learn: 94\% School Encourages Students of All Races to Enroll in Challenging
Courses-Middle School: 70\%
2. Maintain or increase number of School Smart participants
3. Maintain the number of volunteer hours at 26,000 or higher.
4. Maintain the percent of staff at satisfied or happy with communication on staff satisfaction survey at $74 \%$ or higher.
5. Maintain or increase number of parents participating and giving
pupils and pupils with exceptional needs.
participating and giving input in DAC and DELAC meetings to more than $50 \%$.
6. Maintain $100 \%$ of school sites using multiple means of promoting parental participation in programs for all students, including unduplicated pupils and pupils with exceptional needs.
input in DAC and DELAC meetings to more than $50 \%$.
6. Maintain $100 \%$ of school sites using multiple means of promoting parental participation in programs for all students, including unduplicated pupils and pupils with exceptional needs.

## 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: <br> (Select from English Learners, Foster Youth, <br> and/or Low Income) | Scope of Services: <br> (Select from LEA-wide, Schoolwide, or Limited to <br> Unduplicated Student Group(s)) | Location(s): <br> (Select from All Schools, Specific Schools, and/or <br> Specific Grade Spans) |
| :--- | :--- | :--- |
| [Add Students to be Served selection here] | [Add Scope of Services selection here] | [Add Location(s) selection here] |
| [Al |  |  |

## Actions/Services

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

Modified Action

## 2017-18 Actions/Services

1.0 Continue to provide increased opportunities for parents and community members to participate on school campuses.
1.1 Continue support of all "School SMARTS" Programs and expand to other school sites as there is need/interest 1.2 Continue to support meetings for parents with child care and translation, as needed
1.3 Expand parent information nights for common core math, NGSS, and other curricular areas as requested by parents

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

Unchanged Action
2018-19 Actions/Services
1.0 Continue to provide increased opportunities for parents and community members to participate on school campuses.
1.1 Continue support of all "School

SMARTS" Programs and expand to other school sites as there is need/interest 1.2 Continue to support meetings for parents with child care and translation, as needed
1.3 Expand parent information nights for common core math, NGSS, and other curricular areas as requested by parents

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

## Modified Action

## 2019-20 Actions/Services

1.0 Continue to provide increased opportunities for parents and community members to participate on school campuses.
1.1 Continue support of all "School

SMARTS" Programs and expand to other school sites as there is need/interest 1.2 Continue to support meetings for parents with child care and translation, as needed
1.3 Expand parent information nights for common core math, NGSS, and other curricular areas as requested by parents 1.4 Increase parent engagement opportunities at the district level.

## Budgeted Expenditures

| Year | $2017-18$ | $2018-19$ | $2019-20$ |
| :--- | :--- | :--- | :--- |
| Amount | $\$ 5,700$ | $\$ 11,700$ | $\$ 0$ |
| Source | Title I | Title I |  |
| Budget | 5800 | 5800 |  |
| Reference | $1.1)$ | $1.1)$ | $1.1)$ |
| Amount | $\$ 2,500$ | $\$ 2,000$ | $\$ 2,000$ |
| Source | Supplemental | Title I | Title I |
| Budget | $2000-3999$ | $2000-3999$ | $2000-3999$ |
| Reference | $1.2)$ | $1.2)$ |  |


| Amount | $\$ 9,000$ | $\$ 2,000$ | $\$ 11,500$ |
| :--- | :--- | :--- | :--- |
| Source | Base | Base | Lottery |
| Budget <br> Reference | $4000-4999$ <br> $1.3)$ Site Base Funds | $4000-4999$ <br> $1.3)$ Site Base Funds | $4000-4999$ |
| Amount |  |  | $1.3)$ Site funds |
| Source |  | $\$ 2,002$ |  |
| Budget <br> Reference |  |  | Title I |

## Action 2

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)
[Add Students to be Served selection here]

## Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

## 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)
English Learners
Foster Youth
Low Income

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18
Modified Action
2017-18 Actions/Services

## Scope of Services:

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

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

Unchanged Action
2018-19 Actions/Services

## Location(s):

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

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

Unchanged Action
2019-20 Actions/Services
2.0 Promote parent participation of unduplicated and exceptional needs student groups
2.1 Maintain and expand appropriate translation for educational opportunities and all communication in substantive languages in a timely manner 2.2 Continue to support meetings for parents with child care and translation, as needed
2.3 Continue to support EL Assistants, including time for parent engagement/liaison work 2.4 Continue Adult ESL classes, expand as needed/requested
2.0 Promote parent participation of unduplicated and exceptional needs student groups
2.1 Maintain and expand appropriate translation for educational opportunities and all communication in substantive languages in a timely manner 2.2 Continue to support meetings for parents with child care and translation, as needed
2.3 Continue to support EL Assistants, including time for parent
engagement/liaison work
2.4 Continue Adult ESL classes, expand as needed/requested
2.0 Promote parent participation of unduplicated and exceptional needs student groups
2.1 Maintain and expand appropriate translation for educational opportunities and all communication in substantive languages in a timely manner
2.2 Continue to support meetings for parents with child care and translation, as needed
2.3 Continue to support EL Assistants, including time for parent engagement/liaison work
2.4 Continue Adult ESL classes, expand as needed/requested

## Budgeted Expenditures

| Year | $2017-18$ | $2018-19$ | $2019-20$ |
| :--- | :--- | :--- | :--- |
| Amount | $\$ 5,000$ | $\$ 5,000$ | $\$ 5,000$ |
| Source | Supplemental | Supplemental | Supplemental |
| Budget | $2000-3999$ | $2000-3999$ | $2000-3999$ |
| Reference | $2.1)$ | $2.1)$ | $2.1)$ |
| Amount | $\$ 2,000$ | $\$ 0$ | $\$ 682$ |
| Source | Supplemental |  | Supplemental |
| Budget <br> Reference | 2000-3999 <br> 2.2) | $2.2)$ Included in G2,1.2 | $2000-3999$ |
| Amount | $\$ 0$ | $\$ 0$ | 2.2 ) |
| Budget <br> Reference | $2.3)$ Included in G1, 4.2 | $2.3)$ Included in G1, 4.2 | $\$ 0$ |


| Amount | $\$ 7,500$ | $\$ 3,000$ | $\$ 12,019$ |
| :--- | :--- | :--- | :--- |
| Source | Supplemental | Supplemental | Supplemental |
| Budget | $1000-5999$ | $1000-5999$ | $1000-5999$ |
| Reference | $2.4)$ | $2.4)$ | $2.4)$ |

## Action 3

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

## Students to be Served: <br> (Select from All, Students with Disabilities, or Specific Student Groups)

## Location(s):

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

## 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)
[Add Students to be Served selection here]

## Actions/Services

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

Modified Action
Unchanged Action

## 2017-18 Actions/Services

3.0 Expand parent and community member communication
3.1Continue to support parent/community mass notification system (Blackboard Connect), phone, mailing to community. 3.2 Expand social media outreach and communication to parents and community

## Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
[Add Scope of Services selection here]

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

Modified Action

## 2018-19 Actions/Services

3.0 Expand parent and community member communication
3.1Continue to support parent/community mass notification system (Blackboard Connect), phone, mailing to community. 3.2 Monitor effectiveness of social media outreach and communication to parents and community - refine/expand as needed

Location(s):<br>(Select from All Schools, Specific Schools, and/or Specific Grade Spans)<br>[Add Location(s) selection here]

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

Unchanged Action

2019-20 Actions/Services
3.0 Expand parent and community member communication
3.1Continue to support parent/community mass notification system (Blackboard Connect), phone, mailing to community. 3.2 Monitor effectiveness of social media outreach and communication to parents and community - refine/expand as needed
3.3 Market schools and programs to community to ensure continued enrollment
3.3 Market schools and programs to community to ensure continued enrollment

## Budgeted Expenditures

| Year | $2017-18$ | $2018-19$ | $2019-20$ |
| :--- | :--- | :--- | :--- |
| Amount | $\$ 227,000$ | $\$ 250,000$ | $\$ 185,000$ |
| Source | Base | Base | Base |
| Budget | $5000-5999$ | $5000-5999$ | $5000-5999$ |
| Reference | $3.1)$ | $3.1)$ | $3.1)$ |
| Amount | $\$ 0$ | $\$ 0$ | $\$ 0$ |
| Budget <br> Reference | $3.2)$ | $3.2)$ |  |
| Amount |  | $\$ 20,000$ | $3.2)$ Included in G1, 2.1 - TOSA |
| Source |  | Base | $\$ 35,000$ |
| Budget | $4300 / 5800$ | Base |  |
| Reference | $3.3)$ | 5800 |  |

## Action 4

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)

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

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)
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
[Add Scope of Services selection here]

## Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

## Actions/Services

| Select from for 2017-18 | w, Modified, or Unchanged | Select from New, Modified, or Unchanged for 2018-19 |  | Select from New, Modified, or Unchanged for 2019-20 |
| :---: | :---: | :---: | :---: | :---: |
| Unchanged Action |  | Unchanged Action |  | Unchanged Action |
| 2017-18 Actions/Services |  | 2018-19 Actions/Services |  | 2019-20 Actions/Services |
| 4.0 Commun <br> 4.1 Begin co organization successes. 4.2 Begin m inform and partnership highlights and | y Member Communication: <br> munity visits to local to highlight district and site <br> thly communication to gage community in school portunities, district vision, updates | 4.1 Continue community visits to local organizations to highlight district and site successes and refine as needed. 4.2 Continue and refine monthly communication to inform and engage community in school partnership opportunities, district vision, highlights and updates |  | 4.0 Community Member Communication: <br> 4.1 Continue community visits to local organizations to highlight district and site successes and refine as needed. <br> 4.2 Continue and refine monthly communication to inform and engage community in school partnership opportunities, district vision, highlights and updates |
| Budgeted Expenditures |  |  |  |  |
| Year | 2017-18 | 2018 |  | 2019-20 |
| Amount | \$0 | \$0 |  | \$0 |
| Budget Reference | 4.1) | 4.1) |  | 4.1) |
| Amount | \$1,000 | \$0 |  | \$0 |
| Source | Base |  |  |  |
| Budget Reference | $\begin{aligned} & 4000-4999 \\ & 4.2) \end{aligned}$ | 4.2) | d in G2, 3.1 | 4.2) Included in G2, 3.1 |
| Action 5 |  |  |  |  |
| For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: |  |  |  |  |
| Students to be Served: <br> (Select from All, Students with Disabilities, or Specific Student Groups) |  |  | Location(s): <br> (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |  |
| All |  | All Schools |  |  |

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)
[Add Students to be Served selection here]

## Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
[Add Scope of Services selection here]

## Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

Actions/Services
Select from New, Modified, or Unchanged for 2017-18

Modified Action
2017-18 Actions/Services
5.0 Improve staff communication
5.1 Continue Friday Connect
5.2 Continue Cabinet visits to staff meetings
5.3 Continue Cabinet visits to Classified Departments
5.4 Continue Superintendent Staff Advisory Council Meetings/refine per feedback from Advisory Council members 5.5 Classified managers to share strategies for improving communication within their departments

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

Modified Action
2018-19 Actions/Services
5.0 Improve staff communication
5.1 Continue Friday Connect 5.2 Discontinue Cabinet visits to staff based on feedback from sites 5.3 Discontinue Cabinet visits to Classified Departments based on feedback from Departments.
5.4 Continue Superintendent Staff Advisory Council Meetings/refine per feedback from Advisory Council members 5.5 Classified managers to continue improvements to communication within their departments

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

Unchanged Action
2019-20 Actions/Services
5.0 Improve staff communication
5.1 Continue Friday Connect 5.2 Discontinued Cabinet visits to staff based on feedback from sites in prior year. 5.3 Classified managers to continue improvements to communication within their departments
5.4 Continue Superintendent Staff Advisory Council Meetings/refine per feedback from Advisory Council members 5.5 Classified managers to continue improvements to communication within their departments

## Budgeted Expenditures

| Year | $2017-18$ | $2018-19$ | $2019-20$ |
| :--- | :--- | :--- | :--- |
| Amount | $\$ 0$ | $\$ 0$ | $\$ 0$ |
| Budget <br> Reference | $5.1-5.5)$ | $5.1-5.5)$ | $5.1-5.5)$ |

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)
[Add Students to be Served selection here]

## Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
[Add Scope of Services selection here]

## Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

## Actions/Services

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

Modified Action
2017-18 Actions/Services
5.0 Improve staff communication
5.1 Continue Friday Connect
5.2 Continue Cabinet visits to staff meetings
5.3 Continue Cabinet visits to Classified Departments
5.4 Continue Superintendent Staff Advisory Council Meetings/refine per feedback from Advisory Council members 5.5 Classified managers to share strategies for improving communication within their departments

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

Modified Action
2018-19 Actions/Services
5.0 Improve staff communication
5.1 Continue Friday Connect 5.2 Discontinue Cabinet visits to staff based on feedback from sites 5.3 Discontinue Cabinet visits to Classified Departments based on feedback from Departments.
5.4 Continue Superintendent Staff Advisory Council Meetings/refine per feedback from Advisory Council members 5.5 Classified managers to continue improvements to communication within their departments

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

## Unchanged Action

2019-20 Actions/Services
5.0 Improve staff communication
5.1 Continue Friday Connect
5.2 Discontinued Cabinet visits to staff based on feedback from sites in prior year.
5.3 Classified managers to continue improvements to communication within their departments
5.4 Continue Superintendent Staff Advisory Council Meetings/refine per feedback from Advisory Council members 5.5 Classified managers to continue improvements to communication within their departments

## Budgeted Expenditures

| Year | $2017-18$ | $2018-19$ | $2019-20$ |
| :--- | :--- | :--- | :--- |
| Amount | $\$ 0$ | $\$ 0$ | $\$ 0$ |
| Budget |  |  |  |
| Reference | $5.1-5.5)$ | $5.1-5.5)$ | $5.1-5.3)$ |

## 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

LUSD will provide a comprehensive system of academic and behavioral supports/interventions

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

| State Priorities: | Priority 5: Pupil Engagement (Engagement) |
| :--- | :--- |
|  | Priority 6: School Climate (Engagement) |

Local Priorities:

## Identified Need:

As identified in Goal 1, 2016 SBAC results showed that fewer than half of LUSD students are performing at grade level. This is due partly to students' struggles in early reading. LUSD attendance rates also need to be improved. Great strides were taken last year with the launch of PBIS across all campuses, but more work is needed to engage students, teach them positive behavior and provide them the academic supports they need to reach grade level proficiency.

## Expected Annual Measurable Outcomes

Metrics/Indicators

1. Decrease district-wide
chronic absenteeism by
$1 \%$
2. Increase attendance rate by $1 \%$
3. Maintain school suspension rates at Green or Blue

Baseline

1. District-wide chronic absenteeism decreased from $9.6 \%$ in January of 2016 to $5.2 \%$ in January of 2017, a net decrease of $4.4 \%$.
2. Attendance rate increase/decrease by school: District

2017-18

1. Ca Dashboard reported LUSD's Chronic Absenteeism as 8.4\% for 2017-2018.

Current rate will be available in November.
2. Increase attendance rate to 95.8 or higher

2018-19

1. Decrease district-wide chronic absenteeism.
2. Increase attendance rate to $96.2 \%$ or higher
3. Maintain school suspension rates at Green or Blue Performance Levels for

2019-20

1. Decrease district-wide chronic absenteeism.
2. Increase attendance rate by $96.4 \%$
3. Maintain school suspension rates at Green or Blue Performance Levels for

Metrics/Indicators
Performance Levels for all students except Students with Disabilities, Pacific Islanders and Two or More Races. Reduce Suspension Rates for Students with Disabilities by 2.4\% Reduce Suspension Rates for Pacific Islanders by $2.9 \%$ or lower
Reduce Suspension Rates for Two or More Races by $2 \%$
4. Maintain MS dropout rates 0\%
5. Maintain expulsion rate at 0\%
6. Increase School Climate Key Indicators on the California Healthy Kids Survey for Elementary and Middle schools by $10 \%$.
7. Maintain or improve parent satisfaction using the California School Parent Survey, depending on results from new baseline.

Baseline
Unweighted Average: 95.4\%

Eucalyptus Hills: -.62\%
Lakeview: +.28\%
Lakeside Farms: +2.19
Lemon Crest: +2.20\%
Lindo Park: +. 76
Riverview: -1.00\%
Winter Gardens: +.61\%
Lakeside Middle School: +1.03\%
Tierra del Sol: +. 93
3. School Suspension

Rates:
All student groups except Students with Disabilities, Pacific Islanders and Two or More Races: Green or Blue Performance Levels
Students with
Disabilities: 4.4\%
(Yellow)
Pacific Islanders: 2.9\% (Orange)
Two or More Races: 3.2\% (Red)
4. MS Drop Out Rates: .07\%
5. Expulsion Rate: . $10 \%$
6. New Tool for School

Climate- Student

2017-18
3. Maintain school suspension rates at Green or Blue Performance Levels for all students except Students with Disabilities, Pacific Islanders and Two or More Races. Reduce Suspension Rates for Students with Disabilities by $1 \%$ Reduce Suspension Rates for Pacific Islanders by 2\% or lower Reduce Suspension Rates for Two or More Races by 1\%
4. Maintain MS dropout rates 0\%
5. Maintain expulsion rate at 0\%
6. Increase School Climate Key Indicators on the California Healthy Kids Survey for Elementary and Middle schools. CHKS School Climate Key Indicators: Elementary Schools School Engagement and Supports

2018-19
all students except Students with
Disabilities, Pacific
Islanders and Two or More Races.
Reduce Suspension
Rates for Students with
Disabilities by $1 \%$
Reduce Suspension
Rates for Pacific Islanders by $1 \%$ or lower Reduce Suspension Rates for Two or More Races by 1\%
4. Maintain MS dropout rates 0\%
5. Maintain expulsion rate at 0\%
6. Increase School

Climate Key Indicators on the California Healthy Kids Survey for Elementary and Middle schools.
CHKS School Climate
Key Indicators:
Elementary Schools
School Engagement and Supports
School connectedness
(high) 72\%
Academic motivation
(high) 56\%

2019-20
all students except Students with
Disabilities, Pacific Islanders and Two or More Races.
Reduce Suspension Rates for Students with Disabilities by .4\%
Reduce Suspension
Rates for Pacific Islanders by . $9 \%$ or lower
4. Maintain MS dropout rates 0\%
5. Maintain expulsion rate at 0\%
6. Increase School Climate Key Indicators on the California Healthy Kids Survey for Elementary and Middle schools.

CHKS School Climate Key Indicators:
Elementary Schools
School Engagement and
Supports
School connectedness (high) 75\%
Academic motivation
(high) 59\%

| Baseline: | School connectedness | Caring adult | Caring adult |
| :---: | :---: | :---: | :---: |
| CHKS School Climate | (high) 69\% | relationships (high) 65\% | relationships (high) 68\% |
| Key Indicators: | Academic motivation | High expectations (high) | High expectations (high) |
| Elementary Schools | (high) 53\% | 75\% | 78\% |
| School Engagement and | Caring adult | Meaningful participation | Meaningful participation |
| Supports | relationships (high) 62\% | (high) 30\% | (high) $33 \%$ |
| School connectedness | High expectations (high) 72\% | CHS School Climate | CHS School Climate |
| Academic motivation | Meani | Key Indicators: Middle | Key Indicators: Middle |
| (high) 49\% | (high) 27\% | Schools | Schools |
| Caring adult relationships (high) 58\% | CHS School Climate | School connectedness (high) 74\% | School connectedness (high) 77\% |
| High expectations (high) | Key Indicators: Middle | Academic motivation | Academic motivation |
| 68\% | Schools | (high) 50\% | (high) 53\% |
| Meaningful participation (high) 23\% | School connectedness (high) 71\% | Truant more than a few times 2 | Truant more than a few times 2 |
| CHS School Climate | Academic motivation (high) 47\% | Caring adult relationships (high) 48\% | Caring adult relationships (high) $51 \%$ |
| Key Indicators: Middle | Truant more than a few | High expectations (high) | High expectations (high) |
| Schools | times 2 | 59\% | 69\% |
| School connectedness (high) 67\% | Caring adult relationships (high) 45\% | Meaningful participation (high) 25\% | Meaningful participation (high) 28\% |
| Academic motivation (high) 43\% | High expectations (high) 59\% | 7. Reported in Goal 2-1 | 7. Reported in Goal 2-1 |
| Truant more than a few times 2 | Meaningful participation (high) 22\% |  |  |
| Caring adult relationships (high) 41\% | 7. Reported in Goal 2-1 |  |  |
| High expectations (high) |  |  |  |
| 59\% |  |  |  |
| Meaningful participation |  |  |  |
| (high) 18\% |  |  |  |
| 7. Parent Ranking: |  |  |  |
| 91.5\% of parents |  |  |  |
| reported being "Very |  |  |  |
| satisfied with my child's |  |  |  |

## 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: <br> (Select from All, Students with Disabilities, or Specific Student Groups) |  | Location(s): <br> (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| [Add Students to be Served selection here] | ] [Add Location(s) selection here] |  |
|  | OR |  |
| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |  |  |
| Students to be Served: <br> (Select from English Learners, Foster Youth, and/or Low Income) | Scope of Services: <br> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) | Location(s): <br> (Select from All Schools, Specific Schools, and/or Specific Grade Spans) |
| English Learners Foster Youth Low Income | LEA-wide | All Schools |
| Actions/Services |  |  |
| Select from New, Modified, or Unchanged for 2017-18 | Select from New, Modified, or Unchanged for 2018-19 | Select from New, Modified, or Unchanged for 2019-20 |
| Unchanged Action | New Action | Unchanged Action |
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |

1.0 Continue implementation of attendance improvement program
1.1 Expand successful practices to all

## sites

1.2 Continue to train staff (new and continuing) to use attendance reporting system.
1.3 Continue to support SIA attendance support contract
1.4 Continue to provide part time probation officer at middle schools
1.0 Continue implementation of attendance improvement program
1.1 Expand successful practices to all sites
1.2 Continue to train staff (new and continuing) to use attendance reporting system.
1.3 Continue to support SIA attendance support contract
1.4 Continue to provide full time probation officer at middle schools
1.5 Provide transportation to and from school to increase/ensure attendance of low income students and foster youth. 1.6 Assistant Principals at Middle schools will assist with improved student attendance.
1.0 Continue implementation of attendance improvement program
1.1 Expand successful practices to all sites
1.2 Continue to train staff (new and continuing) to use attendance reporting system.
1.3 Continue to support SIA attendance support contract
1.4 Continue to provide full time probation officer at middle schools
1.5 Provide transportation to and from school to increase/ensure attendance of low income students and foster youth.
1.6 Assistant Principals at Middle schools will assist with improved student attendance.

## Budgeted Expenditures

| Year | $2017-18$ | $2018-19$ | $2019-20$ |
| :--- | :--- | :--- | :--- |
| Amount | $\$ 0$ | $\$ 0$ | $\$ 0$ |
| Budget <br> Reference | $1.1-1.2) \$ 0$ | $1.1-1.2) \$ 0$ | $1.1-1.2) \$ 0$ |
| Amount | $\$ 18,100$ | $\$ 19,100$ | $\$ 21,300$ |
| Source | Supplemental | Supplemental | Supplemental |
| Budget | 5800 | 5800 | 5800 |
| Reference | $1.3)$ | $1.3)$ | $1.3)$ |
| Amount | $\$ 54,000$ | $\$ 58,230$ | $\$ 59,982$ |
| Source | Supplemental | Supplemental | Supplemental |
| Budget | 5800 | 5800 | 5800 |
| Reference | $1.4)$ | $1.4)$ | $1.4)$ |


| Amount | $\$ 291,000$ | $\$ 274,545$ |
| :--- | :--- | :--- |
| Source | Supplemental | Supplemental |
| Budget | $2000-3999 / 4000-4999 / 5000-5999$ | $2000-3999 / 4000-4999 / 5000-5999$ |
| Reference | $1.5)$ | $1.5)$ |
| Amount | $\$ 282,030$ | $\$ 298,312$ |
| Source | Supplemental | Supplemental |
| Budget | $1000-3999$ | $1000-3999$ |
| Reference | $1.6)$ | $1.6)$ |

## Action 2

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)
[Add Students to be Served selection here]

## Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

## 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)
English Learners
Foster Youth
Low Income

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18
Unchanged Action
2017-18 Actions/Services
2.0 Continue to provide focused behavioral and academic interventions at

## Scope of Services:

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

## Location(s):

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

Select from New, Modified, or Unchanged for 2018-19
Unchanged Action
2018-19 Actions/Services
2.0 Continue to provide focused behavioral and academic interventions at

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

Unchanged Action
2019-20 Actions/Services
2.0 Continue to provide focused behavioral and academic interventions at
all levels (including foster youth, low income pupils, reclassified students, English learners)
2.1 Continue to support middle school counselors
2.2 Continue to support elementary counselors
2.3 Site purchase of research-based instructional or behavioral intervention resources, as needed.
all levels (including foster youth, low income pupils, reclassified students, English learners)
2.1 Continue to support middle school counselors
2.2 Continue to support elementary counselors
2.3 Site purchase of research-based instructional or behavioral intervention resources, as needed.
all levels (including foster youth, low income pupils, reclassified students, English learners)
2.1 Continue to support middle school counselors
2.2 Continue to support elementary counselors
2.3 Site and or district purchase of research-based instructional or behavioral intervention resources, as needed.

## Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
| :---: | :---: | :---: | :---: |
| Amount | \$244,124 | \$263,552 | \$220,254 |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | $\begin{aligned} & \text { 1000-3999 } \\ & 2.1 \text { ) } \end{aligned}$ | $\begin{aligned} & \text { 1000-3999 } \\ & 2.1 \text { ) } \end{aligned}$ | $\begin{aligned} & \text { 1000-3999 } \\ & 2.1) \end{aligned}$ |
| Amount | \$428,773 | \$474,900 | \$515,214 |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | $\begin{aligned} & 1000-3999 \\ & 2.2) \end{aligned}$ | $\begin{aligned} & 1000-3999 \\ & 2.2) \end{aligned}$ | $\begin{aligned} & \text { 1000-3999 } \\ & 2.2) \end{aligned}$ |
| Amount | \$20,000 | \$57,345 | \$38,555 |
| Source | Supplemental | Supplemental | Supplemental |
| Budget Reference | $\begin{aligned} & 4300 / 5800 \\ & 2.3) \end{aligned}$ | $4300 / 5800$ | $\begin{aligned} & 1000-5999 \\ & 2.3 \text { ) } \end{aligned}$ |

## Action 3

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)

## Location(s):

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

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)
Foster Youth
Low Income

## Actions/Services

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

## Unchanged Action

2017-18 Actions/Services
3.0 Continue to provide support for foster/homeless students
3.1 Provide annual foster procedures refresher training for all staff to understand foster placement and or educational rights holders as needed
3.2 Schedule semi-annual meetings with staff and foster liaison to discuss strategies for educational support
3.3 Maintain Director of Student Support to coordinate student support for foster children and other students in need of support
3.4 Implement use of school counseling interns when available

## Scope of Services:

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

## Location(s):

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

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

Unchanged Action
2018-19 Actions/Services
3.0 Continue to provide support for foster/homeless students
3.1 Provide annual foster procedures refresher training for all staff to understand foster placement and or educational rights holders as needed
3.2 Schedule semi-annual meetings with staff and foster liaison to discuss strategies for educational support
3.3 Maintain Director of Student Support to coordinate student support for foster children and other students in need of support
3.4 Implement use of school counseling interns when available

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

Unchanged Action

2019-20 Actions/Services
3.0 Continue to provide support for foster/homeless students
3.1 Provide annual foster procedures refresher training for all staff to understand foster placement and or educational rights holders as needed
3.2 Schedule semi-annual meetings with staff and foster liaison to discuss strategies for educational support 3.3 Maintain Director of Student Support to coordinate student support for foster children and other students in need of support
3.4 Implement use of school counseling interns when available

## Budgeted Expenditures

| Year | $2017-18$ | $2018-19$ | $2019-20$ |
| :--- | :--- | :--- | :--- |
| Amount | $\$ 0$ | $\$ 0$ | $\$ 0$ |
| Budget <br> Reference | $3.1-3.2)$ |  |  |
| Amount | $\$ 154,385$ | $3.1-3.2)$ | $3.1-3.2)$ |
| Source | Supplemental | $\$ 143,663$ | $\$ 182,522$ |
| Budget <br> Reference | $2000-3999 / 4000-4999 / 5000-5999$ | Supplemental | Supplemental |
| Amount | $\$ 0$ | $3.3)$ | $1000-5999$ |
| Budget $\$ 0$ | $3.3)$ |  |  |
| Reference | $3.4)$ |  | $\$ 0$ |

## Action 4

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

## Students to be Served: <br> (Select from All, Students with Disabilities, or Specific Student Groups)

## Location(s):

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

## 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)
[Add Students to be Served selection here]

## Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
[Add Scope of Services selection here]

## Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

## Actions/Services

## Select from New, Modified, or Unchanged for 2017-18 <br> Unchanged Action

2017-18 Actions/Services

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

Unchanged Action
2018-19 Actions/Services

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

Unchanged Action
2019-20 Actions/Services
4.0 SST \& 504 procedures will be posted online learning platform for annual update
4.1 Provide staff training on SST \& 504 procedures for new staff members as needed, using a video recording during work day
4.0 SST \& 504 procedures will be posted online learning platform for annual update
4.1 Provide staff training on SST \& 504 procedures for new staff members as needed.
4.0 SST \& 504 procedures will be posted online learning platform for annual update
4.1 Provide staff training on SST \& 504 procedures for new staff members as needed.

## Budgeted Expenditures

| Year | $2017-18$ | $2018-19$ | $2019-20$ |
| :--- | :--- | :--- | :--- |
| Amount | $\$ 0$ | $\$ 12,000$ | $\$ 12,225$ |
| Source |  | Base | Supplemental |
| Budget |  | $1000-3999 / 5000-5999$ | $1000-3999 / 5000-5999$ |
| Reference | $4.1)$ | $4.1)$ | $4.1)$ |

## Action 5

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)
[Add Students to be Served selection here]

## Location(s):

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

## OR

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

| Students to be Served: | Scope of Services: | Location(s): |
| :--- | :--- | :--- |
| (Select from English Learners, Foster Youth, <br> and/or Low Income) | (Select from LEA-wide, Schoolwide, or Limited to <br> (Select from All Schools, Specific Schools, and/or |  |
| English Learners LEA-wide Specific Grade Spans) |  |  |
| Foster Youth  All Schools <br> Low Income   |  |  |

## Actions/Services

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

## 2017-18 Actions/Services

5.0 Implement multi-tiered system of support for behavior and academics
5.1 Provide professional development on MTSS/RTI and universal Screening for ELA to new staff members
5.2 Purchase/Continue to support resources for interventions, data gathering and analysis of behavioral and academic needs.
5.3 Continue professional development for PBIS strengthening (during work day) 5.4 Monitor effectiveness of sitepurchased intervention programs

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

## Modified Action

2018-19 Actions/Services
5.0 Implement multi-tiered system of support for behavior and academics
5.1 Provide professional development on MTSS/RTI and universal Screening for ELA to new staff members
5.2 Purchase/Continue to support resources for interventions, data gathering and analysis of behavioral and academic needs.
5.3 Continue professional development for PBIS refinement/solidifying (during work day)
5.4 Monitor effectiveness of sitepurchased intervention programs 5.5 Provide and train 2 MTSS TOSAs, 1 Behavioral Specialist and 1 Behavioral Assistant

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

## Modified Action

## 2019-20 Actions/Services

5.0 Implement multi-tiered system of support for behavior and academics
5.1 Provide professional development on MTSS/RTI and universal Screening for ELA to new staff members
5.2 Purchase/Continue to support resources for interventions, data gathering and analysis of behavioral and academic needs.
5.3 Continue professional development for PBIS refinement/solidifying (during work day)
5.4 Monitor effectiveness of sitepurchased intervention programs 5.5 Provide and train 2 MTSS TOSAs, 1 Behavioral Specialist and 2 Behavioral Assistant

## Budgeted Expenditures

| Year | $2017-18$ | $2018-19$ | $2019-20$ |
| :--- | :--- | :--- | :--- |
| Amount | $\$ 1,500$ | $\$ 0$ | $\$ 0$ |
| Source | Supplemental |  |  |
| Budget <br> Reference | $1000-3999$ | $5.1)$ | $5.1)$ Included in G3, 2.3 \& 2.4 |


| Amount | \$12,000 | \$0 | \$0 |
| :---: | :---: | :---: | :---: |
| Source | Supplemental |  |  |
| Budget Reference | $\begin{aligned} & 1000-5999 \\ & 5.2) \end{aligned}$ | 5.2) Included in G3, 2.3 \& 2.4 | 5.2) Included in G3, 2.3 |
| Amount | \$0 | \$0 | \$0 |
| Budget Reference | 5.3) | 5.3) | 5.3) Training during work day |
| Amount | \$0 | \$0 | \$0 |
| Budget Reference | 5.4) | 5.4) | 5.4) |
| Amount |  | \$303,141 | \$363,674 |
| Source |  | Supplemental | Supplemental |
| Budget Reference |  | $\begin{aligned} & \text { 1000-3999/5000-5999 } \\ & 5.5) \end{aligned}$ | $\begin{aligned} & \text { 1000-3999/5000-5999 } \\ & 5.5) \end{aligned}$ |

## 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 4

LUSD will provide safe and well-maintained facilities

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

State Priorities: Priority 1: Basic (Conditions of Learning)
Local Priorities:

## Identified Need:

There is a need to maintain LUSD facilities in good condition to support student engagement, safety and learning. Buildings are aging and only $86 \%$ of parents indicated that they were satisfied with their child's facilities. Additionally, a facility conditions assessment indicates a significant list of maintenance needs at every school site.

## Expected Annual Measurable Outcomes

Metrics/Indicators

1. Maintain $100 \%$ of schools will be at the "good" or better rating on the FIT (Facilities Inspection Tool)
2. Increase percentage of parents reporting being satisfied with the facilities at their child's

Baseline

1. $100 \%$ of schools scored "Good" or better on the FIT.
2. $86 \%$ of parents reported being satisfied with the facilities at their child's school.

2017-18

1. Maintain $100 \%$ of schools will be at the "good" or better rating on the FIT (Facilities Inspection Tool) 2. Increase percentage of parents reporting being satisfied with the facilities at their child's school to $88 \%$ or better

| 2018-19 | 2019-20 |
| :--- | :--- |
| 1. Maintain $100 \%$ of <br> schools will be at the <br> "good" or better rating | 1. Maintain 100\% of <br> schools will be at the <br> "good" or better rating <br> go the FIT (Facilities |
| on the FIT (Facilities | on the <br> Inspection Tool) |
| Inspection Tool) |  |
| 2. Increase percentage | 2. Increase percentage |
| of parents reporting | of parents reporting |
| being satisfied with the |  |
| being satisfied with the |  |
| facilities at their child's |  |
| school to $89 \%$ or better | facilies at their child's <br> school to $90 \%$ or better |

2018-19

1. Maintain $100 \%$ of schools will be at the "good" or better rating on the FIT (Facilities Inspection Tool) 2. Increase percentage of parents reporting failities at their child's school to 89\% or better
2. Maintain $100 \%$ of schools will be at the "good" or better rating on the FIT (Facilities Inspection Tool) 2. Increase percentage of parents reporting facilities at their child's school to $90 \%$ or better
school to $90 \%$ or better on parent satisfaction survey
on parent satisfaction survey
on parent satisfaction survey
on parent satisfaction survey

## 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)

## Location(s):

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

## OR

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

## Students to be Served: <br> (Select from English Learners, Foster Youth, and/or Low Income) <br> [Add Students to be Served selection here]

## Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
[Add Scope of Services selection here]

## Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

## Actions/Services

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

## Unchanged Action

2017-18 Actions/Services
1.0 Provide routine restricted maintenance account in accordance with state requirements and optimal staffing configuration to expedite work order response time and maintain district facilities in good working order.

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

Unchanged Action
2018-19 Actions/Services
1.0 Provide routine restricted maintenance account in accordance with state requirements and optimal staffing configuration to expedite work order response time and maintain district facilities in good working order.

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

Unchanged Action
2019-20 Actions/Services
1.0 Provide routine restricted maintenance account in accordance with state requirements and optimal staffing configuration to expedite work order response time and maintain district facilities in good working order.

## Budgeted Expenditures

| Year | $2017-18$ | $2018-19$ | $2019-20$ |
| :--- | :--- | :--- | :--- |
| Amount | $\$ 1,691,196$ | $\$ 1,707,000$ | $\$ 1,793,591$ |
| Source | Base | Base | Base |
| Budget | $2000-3999 / 4000-4999 / 5000-5999$ | $2000-3999 / 4000-4999 / 5000-5999$ | $2000-3999 / 4000-4999 / 5000-5999$ |
| Reference | $1.0)$ | $1.0)$ | 1.0 |

## Action 2

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)

## 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)
[Add Students to be Served selection here]

## Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
[Add Scope of Services selection here]

## Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

## Actions/Services

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

Unchanged Action
2017-18 Actions/Services
2.0 Analyze the facilities assessment and establish a prioritized list of projects
2.1 Establish deferred maintenance account to address facilities repair / replacement needs

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

Unchanged Action

## 2018-19 Actions/Services

2.0 Continue to analyze the facilities needs and address prioritized list of projects
2.1 Fund deferred maintenance account to address facilities repair / replacement needs

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

Unchanged Action
2019-20 Actions/Services
2.0 Continue to analyze the facilities needs and address prioritized list of projects
2.1 Fund deferred maintenance account to address facilities repair and replacement needs. District will add $\$ 250,000$ to this
2.2 Develop a Master Facility Plan and Facilities Planning Committee to establish a prioritized list of projects for bond funds. Implement all planning activities to prepare for bond project implementation (hire architect, etc.).
2.2 Implement bond projects to modernize and/or build new facilities districtwide.
account, but only plan to spend $\$ 100,000$ on projects in the 2019-20 year.
2.2 Implement bond projects to modernize and/or build new facilities districtwide.

## Budgeted Expenditures

| Year | $2017-18$ | $2018-19$ | $2019-20$ |
| :--- | :--- | :--- | :--- |
| Amount | $\$ 50,000$ | $\$ 350,000$ | $\$ 100,000$ |
| Source | Base | Other | Other |
| Budget <br> Reference | $5000-5999$ <br> $2.1)$ | $5000-5999$ <br> $2.1)$ <br> Base- $\$ 100,000$ |  |
| Amount | $\$ 100,000$ | $\$ 350,000$ | $5000-6999$ |
| Source | Bond | Bond | $2.1)$ |
| Budget <br> Reference | $2000-3999 / 4000-4999 / 5000-5999$ | 2000-3999/4000-4999/5000-5999 <br> $2.2)$ | $\$ 4,000,000$ |

## Action 3

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: <br> (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

Unchanged Action

## 2017-18 Actions/Services

3.0 Continue to assess safety / security at school sites and address concerns as needed

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

Modified Action

2018-19 Actions/Services
3.0 Continue to assess safety / security at school sites and address concerns as needed
3.1 Research and select app for Emergency Management districtwide, including a visitor management system. In collaboration with local law enforcement, provide active shooter training to all staff.

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

Unchanged Action
2019-20 Actions/Services
3.0 Continue to assess safety / security at school sites and address concerns as needed
3.1 Continue use of Emergency Management and visitor management system and refresh active shooter training as needed.

## Budgeted Expenditures

| Year | $2017-18$ | $2018-19$ | $2019-20$ |
| :--- | :--- | :--- | :--- |
| Amount | $\$ 5,000$ | $\$ 5,000$ | $\$ 0$ |
| Source | Base | Base |  |
| Budget | $2000-3999 / 4000-4999 / 5000-5999$ | $2000-3999 / 4000-4999 / 5000-5999$ |  |
| Reference | $3.0)$ | $3.0)$ | $3.0)$ Included in G4, 1.0 \& G4, 2.2 |
| Amount | $\$ 20,000$ | $\$ 10,000$ |  |
| Source | Base | Base |  |
| Budget |  | $5000-5999$ | $5000-5999$ |
| Reference | $3.1)$ | $3.1)$ |  |

## Action 4

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)

## Location(s):

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

## 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)
[Add Students to be Served selection here]

Actions/Services
Select from New, Modified, or Unchanged for 2017-18

## Unchanged Action

2017-18 Actions/Services
4.0 Provide all district staff annual photo

ID to be worn while on district business

## Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
[Add Scope of Services selection here]

## Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

## Budgeted Expenditures

| Year | $2017-18$ | $2018-19$ | $2019-20$ |
| :--- | :--- | :--- | :--- |
| Amount | $\$ 0$ | $\$ 0$ | $\$ 0$ |
| Budget <br> Reference | $4.0)$ | $4.0)$ | $4.0)$ |

## 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 5

LUSD will provide students access to varied enrichment opportunities

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

State Priorities: Priority 7: Course Access (Conditions of Learning)
Local Priorities:

## Identified Need:

LUSD has a rich tradition of providing enrichment opportunities to all schools, to improve student engagement, achievement, and attendance in school. Climate indicators associated with student engagement, however, indicate that students are not reporting high levels of academic motivation (Elementary: 49\%, Middle: 43\%) and meaningful participation (Elementary: 23\%, Middle, 18\%).

## Expected Annual Measurable Outcomes

Metrics/Indicators

1. Increase School Climate Key Indicators on the California Healthy Kids Survey for Elementary and Middle schools by 10\%
2. $100 \%$ of students will have access to a broad coarse of study, as measured by elementary daily

Baseline

1. CHKS School Climate Key Indicators

Elementary Schools:
School Engagement and Supports
School connectedness
(high) 65\%
Academic motivation
(high) 49\%
Caring adult
relationships (high) 58\%

2017-18

1. Increase School Climate Key Indicators on the California Healthy Kids Survey for Elementary and Middle schools.
CHKS School Climate Key Indicators: Elementary Schools School Engagement and Supports

2018-19

1. Increase School Climate Key Indicators on the California Healthy Kids Survey for Elementary and Middle schools. CHKS School Climate Key Indicators: Elementary Schools School Engagement and Supports

2019-20

1. Increase School Climate Key Indicators on the California Healthy Kids Survey for Elementary and Middle schools.

CHKS School Climate Key Indicators: Elementary Schools School Engagement and Supports
schedules and middle school master schedules

Baseline

High expectations (high) 68\%
Meaningful participation (high) 23\%

Middle Schools:
School connectedness
(high) 67\%
Academic motivation (high) 43\%
Truant more than a few times 2
Caring adult
relationships (high) 41\%
High expectations (high) 59\%
Meaningful participation (high) 18\%
2. $100 \%$ of students had access to a broad course of study as evidenced by sample schedules submitted by sites.

2017-18
School connectedness (high) 69\%
Academic motivation
(high) 53\%
Caring adult
relationships (high) 62\%
High expectations (high)
72\%
Meaningful participation
(high) 27\%
CHS School Climate
Key Indicators: Middle Schools
School connectedness
(high) 71\%
Academic motivation
(high) 47\%
Truant more than a few times 2
Caring adult
relationships (high) 45\%
High expectations (high) 59\%
Meaningful participation (high) 22\%
2. $100 \%$ of students will have access to a broad coarse of study, as measured by elementary daily schedules and middle school master schedules

2018-19
School connectedness (high) 72\%
Academic motivation
(high) 56\%
Caring adult
relationships (high) 65\%
High expectations (high) 75\% Meaningful participation (high) 30\%

CHS School Climate Key Indicators: Middle Schools
School connectedness (high) 74\%
Academic motivation
(high) 50\%
Truant more than a few times 2
Caring adult
relationships (high) 48\%
High expectations (high) 59\%
Meaningful participation
(high) 25\%
2. $100 \%$ of students will have access to a broad coarse of study, as measured by elementary daily schedules and middle school master schedules

School connectedness (high) 75\%
Academic motivation
(high) 59\%
Caring adult
relationships (high) 68\%
High expectations (high)
78\%
Meaningful participation (high) 33\%

CHS School Climate Key Indicators: Middle Schools
School connectedness (high) $77 \%$
Academic motivation (high) 53\% Truant more than a few times 2
Caring adult
relationships (high) 51\%
High expectations (high)

## 69\%

Meaningful participation (high) 28\%
2. $100 \%$ of students will have access to a broad coarse of study, as measured by elementary daily schedules and middle school master schedules

## 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)
[Add Students to be Served selection here]

## Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]

## 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)
English Learners
Foster Youth
Low Income

## Actions/Services

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

Unchanged Action

## 2017-18 Actions/Services

1.0 Maintain and expand quality diversified enrichment opportunities at all school sites
1.1 Highlight and communicate enrichment opportunities
1.2 Continue to survey student needs/wants regarding enrichment opportunities

## Scope of Services:

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

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

Modified Action
2018-19 Actions/Services
1.0 Maintain and expand quality diversified
enrichment opportunities at all school sites
1.1 Highlight and communicate enrichment opportunities
1.2 Continue to survey student needs/wants regarding enrichment opportunities

## Location(s):

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

All Schools

## Select from New, Modified, or Unchanged

 for 2019-20Unchanged Action
2019-20 Actions/Services
1.0 Maintain and expand quality diversified enrichment opportunities at all school sites
1.1 Highlight and communicate enrichment opportunities
1.2 Continue to survey student needs/wants regarding enrichment opportunities
1.3 Provide training and support to staff to improve students' Academic Motivation and Meaningful Participation
1.3 Provide training and support to staff to improve students' Academic Motivation and Meaningful Participation

| Budgeted Expenditures |  |  |  |
| :---: | :---: | :---: | :---: |
| Year | 2017-18 | 2018-19 | 2019-20 |
| Amount | \$1,000 | \$6,000 | \$0 |
| Source | Base | Base |  |
| Budget Reference | $\begin{aligned} & \text { 4000-4999 } \\ & \text { 1.1) } \end{aligned}$ | $\begin{aligned} & 4300 / 5800 \\ & 1.1) \end{aligned}$ | 1.1) Included in G2, 3.1 |
| Amount | \$0 | \$0 | \$0 |
| Budget Reference | 1.2) | 1.2) | 1.2) |
| Amount |  | \$15,000 | \$15,000 |
| Source |  | Supplemental | Supplemental |
| Budget Reference |  | $\begin{aligned} & \text { 1000-3999/5000-5999 } \\ & \text { 1.3) } \end{aligned}$ | $\begin{aligned} & \text { 1000-3999/5000-5999 } \\ & \text { 1.3) } \end{aligned}$ |

## Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds
\$3,592,018

Percentage to Increase or Improve Services 9.00\%

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).

Districtwide use of supplemental funds include the following action steps, are principally directed toward unduplicated students and are grounded in evidence :

All English Learners need English Language Development (ELD) provided by skilled and experienced teachers with specialization in this area. Additionally, ELD should be provided during a portion of the day set aside for this purpose, and integrated with other subject matter and the CCSS. If teachers do not have specific training in both ELD and CCSS alignment, high quality professional development should be provided. The literature to date suggests that most teachers receive
relatively little preparation for teaching ELs and the professional development they do receive is often less than effective. Teachers want more effective professional development that is collaborative, ongoing, and embedded in school practice, especially regarding English Learners and the Common Core.
Teachers also require assistance in meeting the needs of students who are learning in a second language, students who are living in socio-economically disadvantaged households, students who are transient to our schools and students who are facing uncertainty in their lives at home. These students present specific needs that must be met with well trained teachers and skilled support staff.
Principals and teachers need a well-developed system for monitoring student data, setting goals for achievement and using data for planning instructional improvements. Our district is in the process of building a district-wide assessment plan and data warehouse. Principals and teachers also need professional development on the use of data for planning instructional improvements. Abundant research exists to substantiate the need for data-driven decision making for improved student results.
*Goal 1 - Coordinator of Curriculum, Data and Assessment (Coordinator of Ed Services) will build an assessment plan and data warehouse to track the performance of underperforming students in order to provide the timely information necessary to target the intervention support The Coordinator will also coach teachers and administrators on the effective use of data to plan instruction to accelerate learning for students at risk of academic failure (Baily and Jakicic, 2012; Chappuis, 2009; McMillan \& Schumacher, 2010; Welman \& Lipton, 2004), many of whom are our unduplicated students.
*Goal 1 - Library Techs will increase students' access to rich text, allow them to experience read-alouds, and provide opportunities to explore and expand their personal relationship with books and other media. Studies have shown that student outcomes improve when students experience to the services a library or media specialist is able to provide (Lance, Rodney, Hamilton-Pennell, 2000). The Library Techs will also assist with improving the turnaround time of repairing or replacing broken or missing iPads and ensuring that students have the digital instructional material they need for the day's instruction.
*Goal 1 - Provide for continued math, tech/CCSS integration and tech implementation training, release time and professional learning to build capacity to lead instruction at school sites. Selected teachers will focus on coaching and leading high-quality instruction through multiple tiers of supports, providing safeguards to academic failure for students historically most at-risk (Sailors \& Shankin, 2010).
*Goal 1-1-1 mobile digital devices to ensure "new opportunities for learning that extend beyond the traditional teacher-led classroom" (Sharples, Arnedillo-Sánchez, Milrad \& Vavoula, 2009). iPads will be used to provide a more personalized learning experience for each of our students (Mital, nd). Unduplicated students will be served based on their specific, demonstrated need and through a multitiered system of support. Personal hot spots will be provided to students without WIFI access at home, as available. Infrastructure to support the purchase and dissemination of apps will be provided. Implementation support will be provided to assist staff with using the technology to impact student outcomes.
*Goal 1 - Research reveals that teachers are not motivated to tackle the challenges of integrating technology unless they have a vision for how it will improve teaching and learning (Albion \& Ertmer, 2000). Our Technology Committee will work collaboratively to develop a district vision for the use of technology in our classrooms in an effort to improve outcomes for unduplicated students.
*Goal 1 - Provide English Language Development (ELD) support and professional development on implementation of ELD standards and strategies for all staff to meet the needs of students whose primary language is not English. Support ELD materials will be identified for beginning and early intermediate levels and long-term English learners. Professional development will be provided for teachers to effectively use the support materials and integrate the materials with core content materials (Filmore \& Snow, 2002; Gibbons, 2002; Pawan, 2008; Valdés, Kibler \& Walqui, 2014). English learner assistant time will address the needs of English learners with in-class support.
*Goal 1 - The instructional coach for immersion programs will coach teachers and administrators in best practices in language instruction, with a particular focus on students at risk of academic failure and native language speakers in their acquisition of English (Sailors \& Shankin, 2010; Gibbons, 2002; Filmore \& Snow, 2002).
*Goal 2 - Promote parent participation of unduplicated and exceptional needs student groups. Live translation and written translation will be done for documents and meetings to encourage participation of parents of English learners. Child care will be provided for parent meetings to encourage parent involvement in educational opportunities. "School SMARTS" program will be offered to parents as well as Adult English as a Second Language (ESL) . (Baquedano-López, Alexander \& Hernandez, 2013; Cooper, Crosnoe, Suizzo \& Pituch, 2009; Delgado-Gaitan, 1992; Klimes-Dougan, Lopez, Nelson \& Adelman, 1992; Zarate, 2007).
*Goal 3 - Assistant Principals at the Middle Schools will promote increased attendance, support academic and behavioral intervention and lead data-based PLCs (Sanger Unified School District).
*Goal 3 - SIA attendance program will be used to assist with identifying and supporting students with chronic absenteeism and truancy. A part time probation officer at both middle schools will assist with home visits and behavioral supports, as needed.
*Goal 3 - Director of student support provides support for foster youth. Director will train staff to recognize the needs of foster youth and determine appropriate timelines to serve the needs of foster placement. Menu of services will include transportation.
*Goal 3 - Implement multi-tiered system of intervention supports. Guidelines for the multi-tiered system of supports will outline how student assessment provides data for students to move through levels of support. Professional development will be provided on data gathering, and data analysis related to behavior and intervention placement, and positive behavior supports. Materials for intervention supports will be purchased as appropriate.
*Goal 3 - Provide focused behavioral and academic intervention at all levels. Counselors will continue to be supported at all district schools to provide skill based behavioral supports and family based resources support.
*Goal 3 - Two MTSS TOSAs, 1 Behavioral Specialist and 1 Behavioral Assistant will provide academic and behavioral training to staff and direct support to students who struggle academically or behaviorally (Buffum, Mattos, Weber, 2012). Provide professional development on MTSS/RTI and universal Screening for ELA to new staff members (Payton, Durlak, Dymnicki, Taylor, Schellinger \& Pachan, 2008). Purchase/Continue to support resources for interventions, data gathering and analysis of behavioral and academic needs.
*Goal 5 - District will provide PD opportunities for teachers to encourage "Academic Motivation" and "Meaningful Participation"

The research verifying that these activities are the most effective use of funds is the following:

Baily and Jakicic, (2012). Common Formative Assessment: A Toolkit for Professional Learning Communities at Work. Solution Tree Press.

Baquedano-López, P., Alexander, R. A., \& Hernandez, S. J. (2013). Equity issues in parental and community involvement in schools: What teacher educators need to know. Review of Research in Education, 37(1), 149-182. doi:10.3102/0091732X12459718

Chappuis (2009). Seven Strategies of Assessment for Learning. Pearson.
Collaboration through Professional Learning Communities: Sanger Unified School District. (n.d.). PsycEXTRA Dataset. doi:10.1037/e607292011-004

Cooper, C. E., Crosnoe, R., Suizzo, M. \& Pituch, K. (2009). Poverty, race, and parental involvement during the transition to elementary school. Journal of Family Issues, 31(7), 859-883. doi:10.1177/0192513X09351515

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Every Student Succeeds Act: Supporting teachers in creating Future Ready classrooms | Office of Educational Technology. (2014, November 19). Retrieved from http://tech.ed.gov/essa/

Fillmore, L.W., \& Snow, C. E. (2002). What teachers need to know about language. Washington, DC: ERIC Clearinghouse of Languages and Linguistics. Retrieved from http://www.jstor.org/stable/23478724.

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Leadership. (n.d.). Retrieved from http://tech.ed.gov/netp/leadership/

Lance, K.C., Rodney, M.J., Hamilton-Pennell, C. (2000). How School Librarians Help Kids Achieve Standards: The Second Colorado Study. Colorado Department of Ed. Retreived from https://files.eric.ed.gov/fulltext/ED445698.pdf

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Sailors, M. and Shanklin, N. L., Introduction: Growing Evidence to Support Coaching in Literacy and Mathematics, The Elementary School Journal 111, no. 1 (September 2010): 1-6.
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Zarate, M. E. (2007). Understanding Latino parental involvement in education: Perceptions, expectations, and recommendations. Los Angeles: Tomas Rivera Policy Institute. Retrieved from http://eric.ed.gov/?id=ED502065.

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

## Percentage to Increase or Improve Services

\$3,564,580 9.06\%

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).

Districtwide use of supplemental funds include the following action steps, are principally directed toward unduplicated students and are grounded in evidence :

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Teachers also require assistance in meeting the needs of students who are learning in a second language, students who are living in socio-economically disadvantaged households, students who are transient to our schools and students who are facing uncertainty in their lives at home. These students present specific needs that must be met with well trained teachers and skilled support staff.
Principals and teachers need a well-developed system for monitoring student data, setting goals for achievement and using data for planning instructional improvements. Our district is in the process of building a district-wide assessment plan and data warehouse. Principals and teachers also need professional development on the use of data for planning instructional improvements. Abundant research exists to substantiate the need for data-driven decision making for improved student results.
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*Goal 2 - Promote parent participation of unduplicated and exceptional needs student groups. Live translation and written translation will be done for documents and meetings to encourage participation of parents of English learners. Child care will be provided for parent meetings to encourage parent involvement in educational opportunities. "School SMARTS" program will be offered to parents. (Baquedano-López, Alexander \& Hernandez, 2013; Cooper, Crosnoe, Suizzo \& Pituch, 2009; Delgado-Gaitan, 1992; Klimes-Dougan, Lopez, Nelson \& Adelman, 1992; Zarate, 2007).
*Goal 2 - Continue attendance support communication with parents, and refine for greater clarity. Regular attendance communication will be provided and translated as appropriate to encourage student and family engagement. Continue to support parent/community mass notification system (Blackboard Connect), phone, mailing to community.
*Goal 2 - Provide opportunities for adult English as a Second Language (ESL) for English Learner parents. Weekly ESL classes will be provided for families and community members.
*Goal 3 - Assistant Principals at the Middle Schools will promote increased attendance, support academic and behavioral intervention and lead data-based PLCs (Sanger Unified School District).
*Goal 3 - SIA attendance program will be used to assist with identifying and supporting students with chronic absenteeism and truancy. A part time probation officer at both middle schools will assist with home visits and behavioral supports, as needed.
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*Goal 3 - Director of student support provides support for foster youth. Director will train staff to recognize the needs of foster youth and determine appropriate timelines to serve the needs of foster placement.
*Goal 3 - Continue professional development for PBIS refinement/solidifying during work day (Payton, Durlak, Dymnicki, Taylor, Schellinger \& Pachan, 2008)
*Goal 5 - District will provide PD opportunities for teachers to encourage "Academic Motivation" and "Meaningful Participation"
The research verifying that these activities are the most effective use of funds is the following:

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## LCAP Year: 2017-18

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services |
| :--- | :--- |
| $\$ 2,615,990$ | $7.13 \%$ |

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).

Districtwide use of supplemental funds include the following action steps:
*Goal 1 - Provide English Language Development (ELD) support and professional development on implementation of ELD standards and strategies for all staff.
Support ELD materials will be identified for beginning and early intermediate levels and long-term English learners. Professional development will be provided for
teachers to effectively use the support materials and integrate the materials with core content materials. English learner assistant time will address the needs of
English learners with in-class support.
*Goal 1 - Two Educational Technology TOSAs support students with minimal or no internet/computer/mobile devices at home. As our district has one-to-one
devices for all students grades 2-8 and all teachers K-8 incorporate the use of devices in daily instruction, the TOSAs ensure that students with greater
technology learning needs are supported and that teachers have strategies for supporting these students on a daily basis.
*Goal 1 - Coordinator of Curriculum, Data and Assessment will build an assessment plan and data warehouse to track the performance of underperforming
students. The Coordinator will also coach teachers and administrators on the effective use of data to plan instruction to accelerate learning for students at risk of academic failure.
*Goal 1 - The instructional coach for immersion programs will coach teachers and administrators in best practices in language instruction, with a particular focus
on students at risk of academic failure and native language speakers in their acquisition of English.
*Goal 2 - Promote parent participation of unduplicated and exceptional needs student groups. Live translation and written translation will be done for documents
and meetings to encourage participation of parents of English learners. Child care will be provided for parent meetings to encourage parent involvement in
educational opportunities.
*Goal 2 - Continue attendance support communication with parents, and refine for greater clarity. Regular attendance communication will be provided and
translated as appropriate to encourage student and family engagement.
*Goal 2 - Provide opportunities for adult English as a Second Language (ESL) for English learner parents. Weekly morning and evening ESL classes will be
provided for families and community members.
*Goal 3 - Implement multi-tiered system of intervention supports. Guidelines for the multi-tiered system of supports will outline how student assessment provides
data for students to move through levels of support. Professional development will be provided on data gathering, and data analysis related to behavior and
intervention placement, and positive behavior supports. Materials for intervention supports will be purchased as appropriate.
*Goal 3 - Provide focused behavioral and academic intervention at all levels. Counselors will continue to be supported at all district schools to provide skill based
behavioral supports and family based resources support.
*Goal 3 - Director of student support provides support for foster youth. Director will train staff to recognize the needs of foster youth and determine appropriate
timelines to serve the needs of foster placement.
The research verifying that these activities are the most effective use of funds is the following:
Goal 1
All English Learners need English Language Development (ELD) provided by skilled and experienced teachers with specialization in this area. Additionally, ELD
should be provided during a portion of the day set aside for this purpose, and integrated with other subject matter and the CCSS. If teachers do not have specific
training in both ELD and CCSS alignment, high quality professional development should be provided. The literature to date suggests that most teachers receive
relatively little preparation for teaching ELs and the professional development they do receive is often less than effective. Teachers want more effective
professional development that is collaborative, ongoing, and embedded in school practice, especially regarding English Learners and the Common Core.
Principals and teachers need a well-developed system for monitoring student data, setting goals for achievement and using data for planning instructional
improvements. Our district currently does not have a district-wide assessment plan or data warehouse in place. Principals and teachers also need professional
development on the use of data for planning instructional improvements. Abundant research exists to substantiate the need for datadriven decision making for
improved student results.
Welman and Lipton, (2004). Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry. MiraVia, LLC.
Baily \& Jakicic, (2012). Common Formative Assessment: A Toolkit for Professional Learning Communities at Work. Solution Tree Press.
Chappuis (2009). Seven Strategies of Assessment for Learning. Pearson.

Buffum, Mattos, Weber (2012). Simplifying Response to Intervention: Four Essential Guiding Principles. Solution Tree Press. Bunch 2013; Fillmore, L.W., \& Snow, C. E. (2002). What teachers need to know about language. Washington, DC: ERIC Clearinghouse of Languages and
Linguistics. Retrieved from http://www.jstor.org/stable/23478724.
Gibbons, P. (2002). Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom. Portsmouth, NH:Heinemann
Pawan, F. (2008). Content-area teachers and scaffolded instruction for English language learners. Teaching and Teacher Education, 24(6),1450-1462. doi:
10.1016/j.tate.2008.02.003

Every Student Succeeds Act: Supporting teachers in creating Future Ready classrooms | Office of Educational Technology. (2014, November 19). Retrieved from
http://tech.ed.gov/essa/
Leadership. (n.d.). Retrieved from http://tech.ed.gov/netp/leadership/
Collaboration through Professional Learning Communities: Sanger Unified School District. (n.d.). PsycEXTRA Dataset.
doi:10.1037/e607292011-004
Mital, M. (n.d.). Does Technology Uptake Convert to Effectiveness. Evaluating the Impact of Technology on Learning, Teaching, and Designing Curriculum
Emerging Trends, 1-12. doi:10.4018/978-1-4666-0032-4.ch001
Goal 2
Parents are a critical learning resource for any student, including ELs, yet relatively little is done to enlist the parents or guardians of English Learners in their
children's education, at home or at school. 44 Research has shown that some forms of parent involvement are linked to better student outcomes. While the
research on parent involvement tends to focus on traditional forms of participation in school-based activities, such as parent associations, fundraising, luncheons,
and daytime volunteer requests, these may not be optimal ways to enlist all parents' or guardians' support. Immigrant parents often have inconsistent
experiences and unclear expectations of how communication with teachers should ensue. Having a clear school-wide strategy to engage parents and guardians,
providing clear information about the program options available to their children, and conveying the importance of home-based support, will lessen parents'
uncertainty about how to participate in their child's education.
Zarate, M. E. (2007). Understanding Latino parental involvement in education: Perceptions, expectations, and recommendations. Los Angeles: Tomas Rivera

Policy Institute. Retrieved from http://eric.ed.gov/?id=ED502065.
Cooper, C. E., Crosnoe, R., Suizzo, M. \& Pituch, K. (2009). Poverty, race, and parental involvement during the transition to elementary school. Journal of Family
Issues, 31(7), 859-883. doi:10.1177/0192513X09351515
Klimes-Dougan, B., Lopez, J. A., Nelson, P., \& Adelman, H. S. (1992). Two studies of low income parents' involvement in schooling. The Urban Review, 24(3),
185-202. doi: 10.1007/BF01108492
Baquedano-López, P., Alexander, R. A., \& Hernandez, S. J. (2013). Equity issues in parental and community involvement in schools: What teacher educators
need to know. Review of Research in Education, 37(1), 149-182. doi:10.3102/0091732X12459718
Delgado-Gaitan, C. (1992). School matters in the Mexican-American home: Socializing children to education, American Educational Research Journal, 29(3),
495-513. doi: $10.3102 / 00028312029003495$

## Goal 3

A series of correlational studies have shown that school climate is directly related to academic achievement Brand et al, 2003; Brookover et al., 1977; Brookover, 1978; Brookover \& Lezotte, 1979; Freiberg, 1999; Good \& Weinstein, 1986; Gottfredson \& Gottfredson, 1989; Griffith, 1995; Ma \& Klinger, 2000; MacNeil, Prater \&
Busch, 2009; Madaus, et al., 1980; Rutter, 1983; Rutter et al., 1979; Shipman, 1981; Stewart, 2008; Fleming et al., 2005
Teaching evidence-based social and emotional skill-based curriculum can improve achievement test scores by as much as 11-17 percentile points
Payton et al., 2008; Durlak et al., 2010
The proportionality percentage is met by ensuring that each English learner has the opportunity to excel by providing teachers and assistants with extra materials
and training to effectively address the ELD standards and provide intervention for long-term English learners. The services to unduplicated students are further
increased by encouraging parents of the students to be active participants in the education of their child, by offering translation and child care for after-school and
evening education and events. The attendance monitoring, tracking, and communication for all unduplicated students will take priority. Additionally, counselors
will attend to the social emotional needs of unduplicated students and their families as a priority at all school sites. The actions specific to unduplicated count
students include: Purchase of ELD materials will be identified for beginning and early intermediate levels and long-term English learners and the professional
development for using the materials effectively. Live translation and written translation of all documents and meetings to encourage participation of parents of
English learners. Child care for all parent meetings. Increase attendance communication with parents, including translated communication, both written and
personal contacts. Provide weekly ESL classes for families and community members. Focused behavioral and academic intervention before, after, and during
the school day. Counselors all elementary and middle schools to provide skill-based groups for students. We have a dedicated director to attend to the needs of
foster youth and other at-risk students. TOSA support for students with limited access to internet and devices at home. We will provide hot spots to provide athome
internet connection to students who do not have internet access.

The proportionality percentage is met by ensuring that each English learner has the opportunity to excel by providing teachers and assistants with extra materials and training to effectively address the ELD standards and provide intervention for long-term English learners. The services to unduplicated students are further increased by encouraging parents of the students to be active participants in the education of their child, by offering translation and child care for after-school and evening education and events. The attendance monitoring, tracking, and communication for all unduplicated students will take priority. Additionally, counselors will attend to the social emotional needs of unduplicated students and their families as a priority at all school sites. The actions specific to unduplicated count students include: Purchase of ELD materials will be identified for beginning and early intermediate levels and longterm English learners and the professional development for using the materials effectively. Live translation and written translation of all documents and meetings to encourage participation of parents of English learners. Child care for all parent meetings. Increase attendance communication with parents, including translated communication, both written and personal contacts. Provide weekly ESL classes for families and community members. Focused behavioral and academic intervention before, after, and during the school day. Counselors all elementary and middle schools to provide skill-based groups for students. We have a dedicated director to attend to the needs of foster youth and other at-risk students. TOSA support for students with limited access to internet and devices at home.

We will provide hot spots to provide at-home internet connection to students who do not have internet access.

## 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 educationoperated 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: Icff@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 (5CCR) 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 Academic Performance Index;
C. 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;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. 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. S broad course of study including courses described under EC sections 51210 and $51220(\mathrm{a})$-(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 $E C$ 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 $5 C C R$ 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

## LCAP Expenditure Summary

| Total Expenditures by Funding Source |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Funding Source | 2018-19 <br> Annual Update Budgeted | 2018-19 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 <br> through <br> 2019-20 <br> Total |
| All Funding Sources | 6,106,163.00 | 6,245,187.00 | 4,222,669.00 | 6,106,163.00 | 10,473,913.00 | 20,802,745.00 |
|  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Base | 2,320,360.00 | 2,025,872.00 | 2,175,962.00 | 2,320,360.00 | 2,285,482.00 | 6,781,804.00 |
| Bond | 350,000.00 | 1,045,427.00 | 100,000.00 | 350,000.00 | 4,000,000.00 | 4,450,000.00 |
| Lottery | 55,500.00 | 14,708.00 | 62,500.00 | 55,500.00 | 536,050.00 | 654,050.00 |
| Other | 360,000.00 | 102,092.00 | 92,500.00 | 360,000.00 | 100,000.00 | 552,500.00 |
| Supplemental | 2,832,895.00 | 2,899,966.00 | 1,686,512.00 | 2,832,895.00 | 3,112,171.00 | 7,631,578.00 |
| Title I | 187,408.00 | 157,122.00 | 105,195.00 | 187,408.00 | 440,210.00 | 732,813.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Object Type | 2018-19 <br> Annual Update <br> Budgeted | 2018-19 <br> Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 <br> through <br> 2019-20 <br> Total |
| All Expenditure Types | 6,106,163.00 | 6,245,187.00 | 4,222,669.00 | 6,106,163.00 | 10,473,913.00 | 20,802,745.00 |
|  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1000-3999 | 1,752,183.00 | 1,619,619.00 | 1,340,700.00 | 1,752,183.00 | 1,650,628.00 | 4,743,511.00 |
| 1000-3999/4000-4999 | 0.00 | 3,409.00 | 23,568.00 | 0.00 | 531,811.00 | 555,379.00 |
| 1000-3999/5000-5999 | 541,190.00 | 591,304.00 | 90,000.00 | 541,190.00 | 601,978.00 | 1,233,168.00 |
| 1000-5999 | 146,663.00 | 222,646.00 | 19,500.00 | 146,663.00 | 233,096.00 | 399,259.00 |
| 2000-3999 | 148,752.00 | 147,889.00 | 167,640.00 | 148,752.00 | 370,900.00 | 687,292.00 |
| 2000-3999/4000-4999/5000-5999 | 2,353,000.00 | 2,933,989.00 | 1,950,581.00 | 2,353,000.00 | 2,068,136.00 | 6,371,717.00 |
| 4000-4999 | 65,000.00 | 22,168.00 | 78,500.00 | 65,000.00 | 21,000.00 | 164,500.00 |
| 4300/5800 | 83,345.00 | 0.00 | 20,000.00 | 83,345.00 | 0.00 | 103,345.00 |
| 5000-5999 | 890,000.00 | 512,207.00 | 424,000.00 | 890,000.00 | 735,082.00 | 2,049,082.00 |
| 5000-6999 | 0.00 | 0.00 | 0.00 | 0.00 | 4,100,000.00 | 4,100,000.00 |
| 5200 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5800 | 126,030.00 | 191,956.00 | 108,180.00 | 126,030.00 | 161,282.00 | 395,492.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type and Funding Source |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Object Type | Funding Source | 2018-19 <br> Annual <br> Update <br> Budgeted | 2018-19 <br> Annual <br> Update <br> Actual | 2017-18 | 2018-19 | 2019-20 | $\begin{gathered} \text { 2017-18 } \\ \text { through } \\ \text { 2019-20 } \\ \text { Total } \\ \hline \end{gathered}$ |
| All Expenditure Types | All Funding Sources | 6,106,163.00 | 6,245,187.00 | 4,222,669.00 | 6,106,163.00 | 10,473,913.00 | 20,802,745.00 |
|  |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1000-3999 | Base | 232,463.00 | 180,972.00 | 162,818.00 | 232,463.00 | 160,969.00 | 556,250.00 |
| 1000-3999 | Other | 0.00 | 0.00 | 7,500.00 | 0.00 | 0.00 | 7,500.00 |
| 1000-3999 | Supplemental | 1,346,012.00 | 1,299,225.00 | 1,070,887.00 | 1,346,012.00 | 1,340,412.00 | 3,757,311.00 |
| 1000-3999 | Title I | 173,708.00 | 139,422.00 | 99,495.00 | 173,708.00 | 149,247.00 | 422,450.00 |
| 1000-3999/4000-4999 | Base | 0.00 | 0.00 | 13,568.00 | 0.00 | 7,761.00 | 21,329.00 |
| 1000-3999/4000-4999 | Lottery | 0.00 | 0.00 | 0.00 | 0.00 | 524,050.00 | 524,050.00 |
| 1000-3999/4000-4999 | Other | 0.00 | 0.00 | 10,000.00 | 0.00 | 0.00 | 10,000.00 |
| 1000-3999/4000-4999 | Supplemental | 0.00 | 3,409.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1000-3999/5000-5999 |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1000-3999/5000-5999 | Base | 60,897.00 | 7,620.00 | 5,000.00 | 60,897.00 | 75,161.00 | 141,058.00 |
| 1000-3999/5000-5999 | Other | 10,000.00 | 0.00 | 75,000.00 | 10,000.00 | 0.00 | 85,000.00 |
| 1000-3999/5000-5999 | Supplemental | 470,293.00 | 583,684.00 | 10,000.00 | 470,293.00 | 398,903.00 | 879,196.00 |
| 1000-3999/5000-5999 | Title I | 0.00 | 0.00 | 0.00 | 0.00 | 127,914.00 | 127,914.00 |
| 1000-5999 | Supplemental | 146,663.00 | 222,646.00 | 19,500.00 | 146,663.00 | 233,096.00 | 399,259.00 |
| 2000-3999 | Supplemental | 146,752.00 | 147,889.00 | 167,640.00 | 146,752.00 | 217,851.00 | 532,243.00 |
| 2000-3999 | Title I | 2,000.00 | 0.00 | 0.00 | 2,000.00 | 153,049.00 | 155,049.00 |
| $\begin{aligned} & \text { 2000-3999/4000-4999/5000- } \\ & 5999 \end{aligned}$ | Base | 1,712,000.00 | 1,612,748.00 | 1,696,196.00 | 1,712,000.00 | 1,793,591.00 | 5,201,787.00 |
| $\begin{aligned} & \text { 2000-3999/4000-4999/5000- } \\ & 5999 \end{aligned}$ | Bond | 350,000.00 | 1,045,427.00 | 100,000.00 | 350,000.00 | 0.00 | 450,000.00 |
| $\begin{aligned} & \text { 2000-3999/4000-4999/5000- } \\ & 5999 \end{aligned}$ | Supplemental | 291,000.00 | 275,814.00 | 154,385.00 | 291,000.00 | 274,545.00 | 719,930.00 |
| 4000-4999 |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4000-4999 | Base | 7,000.00 | 7,048.00 | 11,000.00 | 7,000.00 | 8,000.00 | 26,000.00 |
| 4000-4999 | Lottery | 55,500.00 | 14,708.00 | 62,500.00 | 55,500.00 | 12,000.00 | 130,000.00 |
| 4000-4999 | Supplemental | 2,500.00 | 412.00 | 5,000.00 | 2,500.00 | 1,000.00 | 8,500.00 |
| 4300/5800 | Base | 26,000.00 | 0.00 | 0.00 | 26,000.00 | 0.00 | 26,000.00 |
| 4300/5800 | Supplemental | 57,345.00 | 0.00 | 20,000.00 | 57,345.00 | 0.00 | 77,345.00 |
| 5000-5999 | Base | 270,000.00 | 145,275.00 | 277,000.00 | 270,000.00 | 195,000.00 | 742,000.00 |
| 5000-5999 | Other | 350,000.00 | 102,092.00 | 0.00 | 350,000.00 | 0.00 | 350,000.00 |

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| Total Expenditures by Object Type and Funding Source |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Object Type | Funding Source | 2018-19 <br> Annual Update Budgeted | 2018-19 <br> Annual <br> Update <br> Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 <br> through <br> 2019-20 <br> Total |
| 5000-5999 | Supplemental | 270,000.00 | 264,840.00 | 147,000.00 | 270,000.00 | 540,082.00 | 957,082.00 |
| 5000-6999 | Bond | 0.00 | 0.00 | 0.00 | 0.00 | 4,000,000.00 | 4,000,000.00 |
| 5000-6999 | Other | 0.00 | 0.00 | 0.00 | 0.00 | 100,000.00 | 100,000.00 |
| 5200 | Supplemental | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5800 | Base | 12,000.00 | 72,209.00 | 10,380.00 | 12,000.00 | 45,000.00 | 67,380.00 |
| 5800 | Other | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5800 | Supplemental | 102,330.00 | 102,047.00 | 92,100.00 | 102,330.00 | 106,282.00 | 300,712.00 |
| 5800 | Title I | 11,700.00 | 17,700.00 | 5,700.00 | 11,700.00 | 10,000.00 | 27,400.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Goal |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Goal | 2018-19 <br> Annual Update <br> Budgeted | 2018-19 <br> Annual Update <br> Actual | $\mathbf{2 0 1 7 - 1 8}$ | $\mathbf{2 0 1 8 - 1 9}$ | 2017-18 <br> through <br> 2019-20 <br> Total |  |  |
| Goal 1 | $1,454,502.00$ | $1,366,215.00$ | $1,182,891.00$ | $1,454,502.00$ | $2,315,536.00$ | $4,952,929.00$ |  |
| Goal 2 | $293,700.00$ | $168,060.00$ | $259,700.00$ | $293,700.00$ | $253,203.00$ | $806,603.00$ |  |
| Goal 3 | $1,904,961.00$ | $1,925,645.00$ | $932,882.00$ | $1,904,961.00$ | $1,986,583.00$ | $4,824,426.00$ |  |
| Goal 4 | $2,432,000.00$ | $2,785,267.00$ | $1,846,196.00$ | $2,432,000.00$ | $5,903,591.00$ | $10,181,787.00$ |  |
| Goal 5 | $21,000.00$ | 0.00 | $1,000.00$ | $21,000.00$ | $15,000.00$ | $37,000.00$ |  |

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source

| Funding Source | 2018-19 <br> Annual Update <br> Budgeted | 2018-19 <br> Annual Update <br> Actual | $2017-18$ | 2018-19 | 2019-20 |
| :--- | :---: | :---: | :---: | :---: | :---: |
| All Funding Sources |  |  |  |  |  |

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source

| Funding Source | 2018-19 <br> Annual Update <br> Budgeted | 2018-19 <br> Annual Update <br> Actual | 2017-18 | 2018-19 | 2019-20 |
| :--- | :---: | :---: | :---: | :---: | :---: |
| All Funding Sources |  |  |  |  |  |

## THE LCAP/BUDGET HAVE BEEN UPLOADED SEPARATELY DUE TO THEIR <br> SIZE



## Public Notice for the Preparation of the Proposed 2019-20 Budget

At the regular meeting of June 20, 2019, the Lakeside Union School District Board of Trustees will conduct a public hearing regarding the preparation of the proposed Annual Financial and Budget Report of the Lakeside Union School District for school year 2019-20. The proposed budget shall be available for public inspection from June 17, 2019 to June 20, 2019 during the hours of 8:00 a.m. to 3:00 p.m.

The Budget Report will contain information regarding Education Code Section 42127(a)(2)(B), which requires a statement of the reasons that substantiates the need for assigned and unassigned ending balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

The public hearing will be held on June 20, 2019, at the Lakeside Union School District Administrative Center, 12335 Woodside Avenue, Lakeside, California.

June 10, 2019
Andrew S. Johnsen, Ed.D.
Secretary to the Board

## ANNUAL BUDGET REPORT:

July 1, 2019 Budget Adoption
Insert "X" in applicable boxes:
X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

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

Budget available for inspection at:
Place: LUSD Admin Bldg-Business Conf Rm
Date: June 17, 2019

Adoption Date: June 27, 2019
Signed: $\qquad$
Clerk/Secretary of the Governing Board
(Original signature required)

Contact person for additional information on the budget reports:
Name: Miranda Durning
Telephone: 619-390-2604
E-mail: mdurning@Isusd.net

## 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 |  |  | Not <br> Met |
| :---: | :---: | :--- | :--- | :--- |
| 1 | Average Daily Attendance | Budgeted (funded) ADA has not been overestimated by more than the <br> standard for the prior fiscal year, or two or more of the previous three <br> fiscal years. | x |


| CRITERIA AND STANDARDS (continued) |  |  | Met | Not <br> 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 |  |  |  | Nos |
| :---: | :--- | :--- | :--- | :--- |
| S1 | Contingent Liabilities | Are there known or contingent liabilities (e.g., financial or program <br> audits, litigation, state compliance reviews) that may impact the <br> budget? | $\mathbf{x}$ | Yes |
| S2 | Using One-time Revenues <br> to Fund Ongoing <br> Expenditures | Are there ongoing general fund expenditures in excess of one <br> percent of the total general fund expenditures that are funded with <br> one-time resources? | $\mathbf{x}$ |  |
| S3 | Using Ongoing Revenues <br> to Fund One-time <br> Expenditures | Are there large non-recurring general fund expenditures that are <br> funded with ongoing general fund revenues? | $\mathbf{x}$ |  |
| S4 | Contingent Revenues | Are any projected revenues for the budget or two subsequent fiscal <br> years contingent on reauthorization by the local government, special <br> legislation, or other definitive act (e.g., parcel taxes, forest reserves)? | $\mathbf{x}$ |  |
| S5 | Contributions | Have contributions from unrestricted to restricted resources, or <br> transfers to or from the general fund to cover operating deficits, <br> changed by more than the standard for the budget or two <br> subsequent fiscal years? | $\mathbf{x}$ |  |



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


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

## ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC Section 42141, if a school district, either individually or as a member of a joint powers agency, is selfinsured 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:
$\qquad$ ) 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:
( X ) This school district is self-insured for workers' compensation claims through a JPA, and offers the following information: Information is available through the San Diego County Office of Education/Joint Powers of Authority
$\qquad$ ) This school district is not self-insured for workers' compensation claims.

Signed $\qquad$ Date of Meeting: Jun 27, 2019
Clerk/Secretary of the Governing Board
(Original signature required)

For additional information on this certification, please contact:

Name: Miranda Durning
Title: $\quad$ Director of Finance

Telephone: 619-390-2604
E-mail: mdurning@Isusd.net

| District: | Lakeside Union Elementary |
| :--- | :--- |
| CDS\#: | $37-68189$ |

## Adopted Budget <br> 2019-20 Budget Attachment

CDS \#: 37-68189

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 |  |  | Objects 9780/9789/9790 |
| :---: | :---: | :---: | :---: |
| Form | Fund | 2019-20 Budget |  |
| 01 | General Fund/County School Service Fund | \$7,252,446.19 | Form 01 |
| 17 | Special Reserve Fund for Other Than Capital Outlay Projects | \$238.46 | Form 17 |
|  | Total Assigned and Unassigned Ending Fund Balances | \$7,252,684.65 |  |
|  | District Standard Reserve Level | 3\% | Form 01CS Line 10B-4 |
|  | Less District Minimum Reserve for Economic Uncertainties | \$1,772,928.22 | Form 01CS Line 10B-7 |
|  | Remaining Balance to Substantiate Need | \$5,479,756.43 |  |


| 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 | \$307,311.00 | Deferred Maintenance Assignment |
| 01 | General Fund/County School Service Fund | \$5,172,445.43 | Board directive requiring available reserves of up to $15 \%$ in order to (1) manage cash flow, (2) address unexpected costs, and (3) mitigate volatility. |
|  | Total of Substantiated Needs | \$5,479,756.43 |  |

## 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.

|  |  | 2018-19 Estimated Actuals |  |  | 2019-20 Budget |  |  | \% Diff Column C \& F |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Description Resource Codes | Object Codes | Unrestricted (A) | Restricted (B) | Total Fund col. A + B <br> (C) | Unrestricted (D) | Restricted (E) | Total Fund col. D + E <br> (F) |  |
| A. REVENUES |  |  |  |  |  |  |  |  |
| 1) LCFF Sources | 8010-8099 | 43,771,463.00 | 310,445.00 | 44,081,908.00 | 44,364,703.00 | 329,578.00 | 44,694,281.00 | 1.4\% |
| 2) Federal Revenue | 8100-8299 | 444,254.00 | 2,701,229.84 | 3,145,483.84 | 120,000.00 | 2,471,094.13 | 2,591,094.13 | -17.6\% |
| 3) Other State Revenue | 8300-8599 | 1,963,978.98 | 3,966,292.35 | 5,930,271.33 | 994,684.00 | 3,491,119.00 | 4,485,803.00 | -24.4\% |
| 4) Other Local Revenue | 8600-8799 | 1,831,825.90 | 3,557,611.98 | 5,389,437.88 | 1,503,104.00 | 3,268,863.06 | 4,771,967.06 | -11.5\% |
| 5) TOTAL, REVENUES |  | 48,011,521.88 | 10,535,579.17 | 58,547,101.05 | 46,982,491.00 | 9,560,654.19 | 56,543,145.19 | -3.4\% |
| B. EXPENDITURES |  |  |  |  |  |  |  |  |
| 1) Certificated Salaries | 1000-1999 | 19,683,473.41 | 5,123,288.44 | 24,806,761.85 | 19,827,447.19 | 5,081,153.83 | 24,908,601.02 | 0.4\% |
| 2) Classified Salaries | 2000-2999 | 4,980,798.97 | 3,243,787.26 | 8,224,586.23 | 4,946,072.32 | 3,399,752.60 | 8,345,824.92 | 1.5\% |
| 3) Employee Benefits | 3000-3999 | 10,648,236.77 | 6,043,306.35 | 16,691,543.12 | 11,426,413.43 | 6,245,414.46 | 17,671,827.89 | 5.9\% |
| 4) Books and Supplies | 4000-4999 | 1,024,843.10 | 1,202,942.38 | 2,227,785.48 | 1,524,360.00 | 901,452.61 | 2,425,812.61 | 8.9\% |
| 5) Services and Other Operating Expenditures | 5000-5999 | 3,902,894.27 | 1,917,941.10 | 5,820,835.37 | 3,755,149.00 | 2,044,418.37 | 5,799,567.37 | -0.4\% |
| 6) Capital Outlay | 6000-6999 | 335,725.00 | 8,265.00 | 343,990.00 | 80,000.00 | 0.00 | 80,000.00 | -76.7\% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) | $\begin{aligned} & 7100-7299 \\ & 7400-7499 \end{aligned}$ | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| 8) Other Outgo - Transfers of Indirect Costs | 7300-7399 | $(1,145,037.82)$ | 1,006,600.51 | $(138,437.31)$ | $(1,128,945.64)$ | 994,919.23 | $(134,026.41)$ | -3.2\% |
| 9) TOTAL, EXPENDITURES |  | 39,430,933.70 | 18,546,131.04 | 57,977,064.74 | 40,430,496.30 | 18,667,111.10 | 59,097,607.40 | 1.9\% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9) |  | 8,580,588.18 | $(8,010,551.87)$ | 570,036.31 | 6,551,994.70 | (9,106,456.91) | (2,554,462.21) | -548.1\% |
| D. OTHER FINANCING SOURCES/USES |  |  |  |  |  |  |  |  |
| 1) Interfund Transfers <br> a) Transfers In | 8900-8929 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| b) Transfers Out | 7600-7629 | 1,931.89 | 0.00 | 1,931.89 | 0.00 | 0.00 | 0.00 | -100.0\% |
| 2) Other Sources/Uses <br> 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 | (8,243,942.01) | 8,243,942.01 | 0.00 | $(8,539,584.17)$ | 8,539,584.17 | 0.00 | 0.0\% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES |  | (8,245,873.90) | 8,243,942.01 | $(1,931.89)$ | (8,539,584.17) | 8,539,584.17 | 0.00 | -100.0\% |


| Description | Resource Codes | Object Codes | 2018-19 Estimated Actuals |  |  | 2019-20 Budget |  |  | \% Diff Column C \& F |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Unrestricted <br> (A) | Restricted (B) | Total Fund col. A + B <br> (C) | Unrestricted <br> (D) | Restricted (E) | Total Fund col. D + E <br> (F) |  |
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) |  |  | 334,714.28 | 233,390.14 | 568,104.42 | (1,987,589.47) | $(566,872.74)$ | (2,554,462.21) | -549.6\% |
| F. FUND BALANCE, RESERVES |  |  |  |  |  |  |  |  |  |
| 1) Beginning Fund Balance <br> a) As of July 1 - Unaudited |  | 9791 | 8,990,321.48 | 640,493.65 | 9,630,815.13 | 9,325,035.76 | 873,883.79 | 10,198,919.55 | 5.9\% |
| b) Audit Adjustments |  | 9793 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| c) As of July 1 - Audited (F1a + F1b) |  |  | 8,990,321.48 | 640,493.65 | 9,630,815.13 | 9,325,035.76 | 873,883.79 | 10,198,919.55 | 5.9\% |
| d) Other Restatements |  | 9795 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| e) Adjusted Beginning Balance (F1c + F1d) |  |  | 8,990,321.48 | 640,493.65 | 9,630,815.13 | 9,325,035.76 | 873,883.79 | 10,198,919.55 | 5.9\% |
| 2) Ending Balance, June 30 ( $\mathrm{E}+\mathrm{F} 1 \mathrm{e}$ ) |  |  | 9,325,035.76 | 873,883.79 | 10,198,919.55 | 7,337,446.29 | 307,011.05 | 7,644,457.34 | -25.0\% |
| Components of Ending Fund Balance <br> a) Nonspendable |  |  |  |  |  |  |  |  |  |
| 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 | 873,883.89 | 873,883.89 | 0.00 | 307,011.15 | 307,011.15 | -64.9\% |
| 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 | 694,737.00 | 0.00 | 694,737.00 | 307,311.00 | 0.00 | 307,311.00 | -55.8\% |
| Deferred Maintenance | 0000 | 9780 |  |  |  | 7,311.00 |  | 307,311.00 |  |
| LTA Retirement Incentive | 0000 | 9780 | 537,426.00 |  | ,426.00 |  |  |  |  |
| Deferred Maintenance | 0000 | 9780 | 157,311.00 |  | ,311.00 |  |  |  |  |
| e) Unassigned/Unappropriated |  |  |  |  |  |  |  |  |  |
| Reserve for Economic Uncertainties |  | 9789 | 1,739,312.00 | 0.00 | 1,739,312.00 | 1,772,928.00 | 0.00 | 1,772,928.00 | 1.9\% |
| Unassigned/Unappropriated Amount |  | 9790 | 6,805,986.76 | (0.10) | 6,805,986.66 | 5,172,207.29 | (0.10) | 5,172,207.19 | -24.0\% |


|  |  | 2018-19 Estimated Actuals |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Description Resource Codes | Object <br> Codes | Unrestricted <br> (A) | Restricted <br> (B) | Total Fund col. A + B <br> (C) |
| G. ASSETS |  |  |  |  |
| 1) Cash |  |  |  |  |
| a) in County Treasury | 9110 | 0.00 | 0.00 | 0.00 |
| 1) Fair Value Adjustment to Cash in County Treasury | 9111 | 0.00 | 0.00 | 0.00 |
| b) in Banks | 9120 | 0.00 | 0.00 | 0.00 |
| c) in Revolving Cash Account | 9130 | 0.00 | 0.00 | 0.00 |
| d) with Fiscal Agent/Trustee | 9135 | 0.00 | 0.00 | 0.00 |
| e) Collections Awaiting Deposit | 9140 | 0.00 | 0.00 | 0.00 |
| 2) Investments | 9150 | 0.00 | 0.00 | 0.00 |
| 3) Accounts Receivable | 9200 | 0.00 | 0.00 | 0.00 |
| 4) Due from Grantor Government | 9290 | 0.00 | 0.00 | 0.00 |
| 5) Due from Other Funds | 9310 | 0.00 | 0.00 | 0.00 |
| 6) Stores | 9320 | 0.00 | 0.00 | 0.00 |
| 7) Prepaid Expenditures | 9330 | 0.00 | 0.00 | 0.00 |
| 8) Other Current Assets | 9340 | 0.00 | 0.00 | 0.00 |
| 9) TOTAL, ASSETS |  | 0.00 | 0.00 | 0.00 |
| H. DEFERRED OUTFLOWS OF RESOURCES |  |  |  |  |
| 1) Deferred Outflows of Resources | 9490 | 0.00 | 0.00 | 0.00 |
| 2) TOTAL, DEFERRED OUTFLOWS |  | 0.00 | 0.00 | 0.00 |
| I. LIABILITIES |  |  |  |  |
| 1) Accounts Payable | 9500 | 0.00 | 0.00 | 0.00 |
| 2) Due to Grantor Governments | 9590 | 0.00 | 0.00 | 0.00 |
| 3) Due to Other Funds | 9610 | 0.00 | 0.00 | 0.00 |
| 4) Current Loans | 9640 | 0.00 | 0.00 | 0.00 |
| 5) Unearned Revenue | 9650 | 0.00 | 0.00 | 0.00 |
| 6) TOTAL, LIABILITIES |  | 0.00 | 0.00 | 0.00 |
| J. DEFERRED INFLOWS OF RESOURCES |  |  |  |  |
| 1) Deferred Inflows of Resources | 9690 | 0.00 | 0.00 | 0.00 |
| 2) TOTAL, DEFERRED INFLOWS |  | 0.00 | 0.00 | 0.00 |
| K. FUND EQUITY |  |  |  |  |
| Ending Fund Balance, June 30 $(\mathrm{G} 9+\mathrm{H} 2)-(\mathrm{I} 6+\mathrm{J} 2)$ |  | 0.00 | 0.00 | 0.00 |

Unrestricted

|  | Total Fund | \% Diff |
| :---: | :---: | :---: |
| Restricted | col. D + E | Column |
| (E) | (F) | C \& F |




|  |  |  | 2018-19 Estimated Actuals |  |  | 2019-20 Budget |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Description | Resource Codes | Object Codes | Unrestricted <br> (A) | Restricted (B) | Total Fund col. A + B <br> (C) | Unrestricted (D) | Restricted (E) | Total Fund col. D + E <br> (F) | \% Diff Column C \& F |
| OTHER LOCAL REVENUE |  |  |  |  |  |  |  |  |  |
| Other Local Revenue |  |  |  |  |  |  |  |  |  |
| Other Restricted Levies |  |  |  |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |  |  |  |
| 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 | 222,677.76 | 222,677.76 | 0.00 | 192,555.00 | 192,555.00 | -13.5\% |
| Penalties and Interest from Delinquent Non-LCFF Taxes |  |  |  |  |  |  |  |  |  |
| 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 | 29,000.00 | 0.00 | 29,000.00 | 15,000.00 | 0.00 | 15,000.00 | -48.3\% |
| Interest |  | 8660 | 107,749.00 | 0.00 | 107,749.00 | 152,000.00 | 0.00 | 152,000.00 | 41.1\% |
| 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 |  |  |  |  |  |  |  |  |  |
| Non-Resident Students |  | 8672 | $0.00$ | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Transportation Fees From Individuals |  | 8675 | 46,779.00 | 0.00 | 46,779.00 | 45,000.00 | 0.00 | 45,000.00 | -3.8\% |
| Interagency Services |  | 8677 | 423,535.00 | 553,703.00 | 977,238.00 | 446,904.00 | 537,280.06 | 984,184.06 | 0.7\% |
| 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 <br> Plus: Misc Funds Non-LCFF (50\%) Adjustment |  | 8691 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Pass-Through Revenues From Local Sources |  | 8697 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| All Other Local Revenue |  | 8699 | 1,224,762.90 | 274,715.22 | 1,499,478.12 | 844,200.00 | 94,000.00 | 938,200.00 | -37.4\% |
| 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 |  | 2,506,516.00 | 2,506,516.00 |  | 2,445,028.00 | 2,445,028.00 | -2.5\% |
| From JPAs | 6500 | 8793 |  | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.0\% |
| ROC/P Transfers From Districts or Charter Schools | 6360 | 8791 |  | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.0\% |
| From County Offices | 6360 | 8792 |  | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.0\% |
| From JPAs | 6360 | 8793 |  | 0.00 | 0.00 |  | 0.00 | 0.00 | 0.0\% |
| Other Transfers of Apportionments From Districts or Charter Schools | All Other | 8791 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| From County Offices | All Other | 8792 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| From JPAs | All Other | 8793 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| All Other Transfers in from All Others |  | 8799 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| TOTAL, OTHER LOCAL REVENUE |  |  | 1,831,825.90 | 3,557,611.98 | 5,389,437.88 | 1,503,104.00 | 3,268,863.06 | 4,771,967.06 | -11.5\% |
| TOTAL, REVENUES |  |  | 48,011,521.88 | 10,535,579.17 | 58,547,101.05 | 46,982,491.00 | 9,560,654.19 | 56,543,145.19 | -3.4\% |


|  |  | 2018-19 Estimated Actuals |  |  | 2019-20 Budget |  |  | \% Diff Column C \& F |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Description Resource Codes | Object <br> Codes | Unrestricted <br> (A) | Restricted <br> (B) | Total Fund col. A + B (C) | Unrestricted (D) | Restricted (E) | Total Fund col. D + E <br> (F) |  |
| CERTIFICATED SALARIES |  |  |  |  |  |  |  |  |
| Certificated Teachers' Salaries | 1100 | 16,340,043.33 | 4,973,261.41 | 21,313,304.74 | 16,459,673.05 | 4,919,410.05 | 21,379,083.10 | 0.3\% |
| Certificated Pupil Support Salaries | 1200 | 1,290,983.67 | 97,123.00 | 1,388,106.67 | 1,269,853.55 | 123,079.07 | 1,392,932.62 | 0.3\% |
| Certificated Supervisors' and Administrators' Salaries | 1300 | 2,052,446.41 | 52,904.03 | 2,105,350.44 | 2,097,920.59 | 38,664.71 | 2,136,585.30 | 1.5\% |
| Other Certificated Salaries | 1900 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| TOTAL, CERTIFICATED SALARIES |  | 19,683,473.41 | 5,123,288.44 | 24,806,761.85 | 19,827,447.19 | 5,081,153.83 | 24,908,601.02 | 0.4\% |
| CLASSIFIED SALARIES |  |  |  |  |  |  |  |  |
| Classified Instructional Salaries | 2100 | 104,993.94 | 1,943,456.10 | 2,048,450.04 | 86,117.07 | 1,985,509.45 | 2,071,626.52 | 1.1\% |
| Classified Support Salaries | 2200 | 1,901,813.82 | 734,806.01 | 2,636,619.83 | 1,941,296.57 | 761,441.66 | 2,702,738.23 | 2.5\% |
| Classified Supervisors' and Administrators' Salaries | 2300 | 646,560.00 | 87,336.00 | 733,896.00 | 626,059.55 | 89,021.85 | 715,081.40 | -2.6\% |
| Clerical, Technical and Office Salaries | 2400 | 1,683,162.03 | 103,499.70 | 1,786,661.73 | 1,701,848.74 | 98,013.38 | 1,799,862.12 | 0.7\% |
| Other Classified Salaries | 2900 | 644,269.18 | 374,689.45 | 1,018,958.63 | 590,750.39 | 465,766.26 | 1,056,516.65 | 3.7\% |
| TOTAL, CLASSIFIED SALARIES |  | 4,980,798.97 | 3,243,787.26 | 8,224,586.23 | 4,946,072.32 | 3,399,752.60 | 8,345,824.92 | 1.5\% |
| EMPLOYEE BENEFITS |  |  |  |  |  |  |  |  |
| STRS | 3101-3102 | 3,080,668.08 | 3,002,269.73 | 6,082,937.81 | 3,210,610.81 | 3,008,308.21 | 6,218,919.02 | 2.2\% |
| PERS | 3201-3202 | 828,885.67 | 522,777.31 | 1,351,662.98 | 942,007.27 | 635,603.84 | 1,577,611.11 | 16.7\% |
| OASDI/Medicare/Alternative | 3301-3302 | 683,913.98 | 339,153.40 | 1,023,067.38 | 702,238.04 | 350,815.68 | 1,053,053.72 | 2.9\% |
| Health and Welfare Benefits | 3401-3402 | 4,882,547.90 | 1,930,260.57 | 6,812,808.47 | 5,013,929.46 | 2,002,058.51 | 7,015,987.97 | 3.0\% |
| Unemployment Insurance | 3501-3502 | 12,575.27 | 4,261.49 | 16,836.76 | 12,413.96 | 4,251.75 | 16,665.71 | -1.0\% |
| Workers' Compensation | 3601-3602 | 357,864.72 | 122,848.24 | 480,712.96 | 329,855.82 | 111,270.75 | 441,126.57 | -8.2\% |
| OPEB, Allocated | 3701-3702 | 46,651.38 | 54,043.98 | 100,695.36 | 29.00 | 0.00 | 29.00 | -100.0\% |
| OPEB, Active Employees | 3751-3752 | 414,864.77 | 65,081.63 | 479,946.40 | 354,994.28 | 130,838.72 | 485,833.00 | 1.2\% |
| Other Employee Benefits | 3901-3902 | 340,265.00 | 2,610.00 | 342,875.00 | 860,334.79 | 2,267.00 | 862,601.79 | 151.6\% |
| TOTAL, EMPLOYEE BENEFITS |  | 10,648,236.77 | 6,043,306.35 | 16,691,543.12 | 11,426,413.43 | 6,245,414.46 | 17,671,827.89 | 5.9\% |
| BOOKS AND SUPPLIES |  |  |  |  |  |  |  |  |
| Approved Textbooks and Core Curricula Materials | 4100 | 1,561.00 | 330,000.00 | 331,561.00 | 278,000.00 | 437,000.00 | 715,000.00 | 115.6\% |
| Books and Other Reference Materials | 4200 | 0.00 | 1,269.00 | 1,269.00 | 0.00 | 0.00 | 0.00 | -100.0\% |
| Materials and Supplies | 4300 | 847,500.10 | 832,216.38 | 1,679,716.48 | 1,187,390.00 | 425,752.61 | 1,613,142.61 | -4.0\% |
| Noncapitalized Equipment | 4400 | 175,782.00 | 39,457.00 | 215,239.00 | 58,970.00 | 38,700.00 | 97,670.00 | -54.6\% |
| Food | 4700 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| TOTAL, BOOKS AND SUPPLIES |  | 1,024,843.10 | 1,202,942.38 | 2,227,785.48 | 1,524,360.00 | 901,452.61 | 2,425,812.61 | 8.9\% |
| SERVICES AND OTHER OPERATING EXPENDITURES |  |  |  |  |  |  |  |  |
| Subagreements for Services | 5100 | 0.00 | 289,035.00 | 289,035.00 | 0.00 | 406,035.15 | 406,035.15 | 40.5\% |
| Travel and Conferences | 5200 | 126,787.00 | 104,129.00 | 230,916.00 | 105,022.00 | 67,411.71 | 172,433.71 | -25.3\% |
| Dues and Memberships | 5300 | 24,500.00 | 5,068.00 | 29,568.00 | 28,100.00 | 5,700.00 | 33,800.00 | 14.3\% |
| Insurance | 5400-5450 | 288,318.00 | 0.00 | 288,318.00 | 337,947.00 | 0.00 | 337,947.00 | 17.2\% |
| Operations and Housekeeping Services | 5500 | 1,208,367.54 | 19,890.00 | 1,228,257.54 | 1,237,642.00 | 9,372.00 | 1,247,014.00 | 1.5\% |
| Rentals, Leases, Repairs, and Noncapitalized Improvements | 5600 | 670,564.83 | 82,650.00 | 753,214.83 | 673,724.00 | 78,900.00 | 752,624.00 | -0.1\% |
| Transfers of Direct Costs | 5710 | 7,364.90 | (7,364.90) | 0.00 | 4,100.00 | $(4,100.00)$ | 0.00 | 0.0\% |
| Transfers of Direct Costs - Interfund | 5750 | $(231,372.00)$ | (450.00) | (231,822.00) | $(241,694.00)$ | $(2,815.00)$ | (244,509.00) | 5.5\% |
| Professional/Consulting Services and |  |  |  |  |  |  |  |  |
| Operating Expenditures | 5800 | 1,561,808.00 | 1,409,195.00 | 2,971,003.00 | 1,358,009.00 | 1,466,076.51 | 2,824,085.51 | -4.9\% |
| Communications | 5900 | 246,556.00 | 15,789.00 | 262,345.00 | 252,299.00 | 17,838.00 | 270,137.00 | 3.0\% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES |  | 3,902,894.27 | 1,917,941.10 | 5,820,835.37 | 3,755,149.00 | 2,044,418.37 | 5,799,567.37 | -0.4\% |



|  |  |  | 2018-19 Estimated Actuals |  |  | 2019-20 Budget |  |  | \% Diff Column C \& F |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Description | Resource Codes | Object Codes | Unrestricted <br> (A) | Restricted <br> (B) | Total Fund col. A + B <br> (C) | Unrestricted <br> (D) | Restricted (E) | Total Fund col. D + E (F) |  |
| INTERFUND TRANSFERS |  |  |  |  |  |  |  |  |  |
| INTERFUND TRANSFERS IN |  |  |  |  |  |  |  |  |  |
| From: Special Reserve Fund |  | 8912 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| From: Bond Interest and Redemption Fund |  | 8914 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Other Authorized Interfund Transfers in |  | 8919 | 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 | 1,931.89 | 0.00 | 1,931.89 | 0.00 | 0.00 | 0.00 | -100.0\% |
| 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 |  |  | 1,931.89 | 0.00 | 1,931.89 | 0.00 | 0.00 | 0.00 | -100.0\% |
| OTHER SOURCES/USES |  |  |  |  |  |  |  |  |  |
| SOURCES |  |  |  |  |  |  |  |  |  |
| State Apportionments |  |  |  |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |  |  |  |
| Proceeds from Capital Leases |  | 8972 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| Proceeds from Lease Revenue Bonds |  | 8973 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| All Other Financing Sources |  | 8979 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| (c) TOTAL, SOURCES |  |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| USES |  |  |  |  |  |  |  |  |  |
| Transfers of Funds from Lapsed/Reorganized LEAs |  | 7651 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| All Other Financing Uses |  | 7699 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| (d) TOTAL, USES |  |  | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.0\% |
| CONTRIBUTIONS |  |  |  |  |  |  |  |  |  |
| Contributions from Unrestricted Revenues |  | 8980 | (8,243,942.01) | 8,243,942.01 | 0.00 | (8,539,584.17) | 8,539,584.17 | 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 |  |  | (8,243,942.01) | 8,243,942.01 | 0.00 | (8,539,584.17) | 8,539,584.17 | 0.00 | 0.0\% |
| TOTAL, OTHER FINANCING SOURCES/USES $(a-b+c-d+e)$ |  |  | (8,245,873.90) | 8,243,942.01 | (1,931.89) | (8,539,584.17) | 8,539,584.17 | 0.00 | -100.0\% |


| Description | Resource Codes | Object Codes | 2018-19 <br> Estimated Actuals | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| A. REVENUES |  |  |  |  |  |
| 1) LCFF Sources |  | 8010-8099 | 0.00 | 0.00 | 0.0\% |
| 2) Federal Revenue |  | 8100-8299 | 0.00 | 0.00 | 0.0\% |
| 3) Other State Revenue |  | 8300-8599 | 262,542.00 | 268,721.00 | 2.4\% |
| 4) Other Local Revenue |  | 8600-8799 | 1,975,201.00 | 2,157,725.00 | 9.2\% |
| 5) TOTAL, REVENUES |  |  | 2,237,743.00 | 2,426,446.00 | 8.4\% |
| B. EXPENDITURES |  |  |  |  |  |
| 1) Certificated Salaries |  | 1000-1999 | 121,426.00 | 123,564.26 | 1.8\% |
| 2) Classified Salaries |  | 2000-2999 | 1,132,632.00 | 1,200,040.19 | 6.0\% |
| 3) Employee Benefits |  | 3000-3999 | 464,761.00 | 519,837.84 | 11.9\% |
| 4) Books and Supplies |  | 4000-4999 | 108,376.00 | 99,403.49 | -8.3\% |
| 5) Services and Other Operating Expenditures |  | 5000-5999 | 362,335.00 | 367,177.00 | 1.3\% |
| 6) Capital Outlay |  | 6000-6999 | 0.00 | 0.00 | 0.0\% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) |  | $\begin{aligned} & 7100-7299, \\ & 7400-7499 \end{aligned}$ | 0.00 | 0.00 | 0.0\% |
| 8) Other Outgo - Transfers of Indirect Costs |  | 7300-7399 | 22,367.00 | 20,590.11 | -7.9\% |
| 9) TOTAL, EXPENDITURES |  |  | 2,211,897.00 | 2,330,612.89 | 5.4\% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9) |  |  | 25,846.00 | 95,833.11 | 270.8\% |
| D. OTHER FINANCING SOURCES/USES |  |  |  |  |  |
| 1) Interfund Transfers <br> 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 <br> 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 <br> Estimated Actuals | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| FEDERAL REVENUE |  |  |  |  |  |
| Child Nutrition Programs |  | 8220 | 0.00 | 0.00 | 0.0\% |
| Interagency Contracts Between LEAs |  | 8285 | 0.00 | 0.00 | 0.0\% |
| Title I, Part A, Basic | 3010 | 8290 | 0.00 | 0.00 | 0.0\% |
| All Other Federal Revenue | All Other | 8290 | 0.00 | 0.00 | 0.0\% |
| TOTAL, FEDERAL REVENUE |  |  | 0.00 | 0.00 | 0.0\% |
| OTHER STATE REVENUE |  |  |  |  |  |
| Child Nutrition Programs |  | 8520 | 0.00 | 0.00 | 0.0\% |
| Child Development Apportionments |  | 8530 | 0.00 | 0.00 | 0.0\% |
| Pass-Through Revenues from State Sources |  | 8587 | 0.00 | 0.00 | 0.0\% |
| State Preschool | 6105 | 8590 | 262,542.00 | 268,721.00 | 2.4\% |
| All Other State Revenue | All Other | 8590 | 0.00 | 0.00 | 0.0\% |
| TOTAL, OTHER STATE REVENUE |  |  | 262,542.00 | 268,721.00 | 2.4\% |
| OTHER LOCAL REVENUE |  |  |  |  |  |
| Other Local Revenue |  |  |  |  |  |
| Sales Sale of Equipment/Supplies |  | 8631 | 0.00 | 0.00 | 0.0\% |
| Food Service Sales |  | 8634 | 0.00 | 0.00 | 0.0\% |
| Interest |  | 8660 | 10,785.00 | 15,000.00 | 39.1\% |
| Net Increase (Decrease) in the Fair Value of Investments |  | 8662 | 0.00 | 0.00 | 0.0\% |
| Fees and Contracts |  |  |  |  |  |
| Child Development Parent Fees |  | 8673 | 0.00 | 0.00 | 0.0\% |
| Interagency Services |  | 8677 | 0.00 | 0.00 | 0.0\% |
| All Other Fees and Contracts |  | 8689 | 0.00 | 0.00 | 0.0\% |
| Other Local Revenue |  |  |  |  |  |
| All Other Local Revenue |  | 8699 | 1,964,416.00 | 2,142,725.00 | 9.1\% |
| All Other Transfers In from All Others |  | 8799 | 0.00 | 0.00 | 0.0\% |
| TOTAL, OTHER LOCAL REVENUE |  |  | 1,975,201.00 | 2,157,725.00 | 9.2\% |
| TOTAL, REVENUES |  |  | 2,237,743.00 | 2,426,446.00 | 8.4\% |


| Description | Resource Codes | Object Codes | 2018-19 <br> Estimated Actuals | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| CERTIFICATED SALARIES |  |  |  |  |  |
| Certificated Teachers' Salaries |  | 1100 | 121,426.00 | 123,564.26 | 1.8\% |
| Certificated Pupil Support Salaries |  | 1200 | 0.00 | 0.00 | 0.0\% |
| Certificated Supervisors' and Administrators' Salaries |  | 1300 | 0.00 | 0.00 | 0.0\% |
| Other Certificated Salaries |  | 1900 | 0.00 | 0.00 | 0.0\% |
| TOTAL, CERTIFICATED SALARIES |  |  | 121,426.00 | 123,564.26 | 1.8\% |
| CLASSIFIED SALARIES |  |  |  |  |  |
| Classified Instructional Salaries |  | 2100 | 265,337.00 | 280,796.02 | 5.8\% |
| Classified Support Salaries |  | 2200 | 16,924.00 | 12,953.56 | -23.5\% |
| Classified Supervisors' and Administrators' Salaries |  | 2300 | 183,679.00 | 163,826.00 | -10.8\% |
| Clerical, Technical and Office Salaries |  | 2400 | 76,214.00 | 75,058.76 | -1.5\% |
| Other Classified Salaries |  | 2900 | 590,478.00 | 667,405.85 | 13.0\% |
| TOTAL, CLASSIFIED SALARIES |  |  | 1,132,632.00 | 1,200,040.19 | 6.0\% |
| EMPLOYEE BENEFITS |  |  |  |  |  |
| STRS |  | 3101-3102 | 6,796.00 | 7,139.02 | 5.0\% |
| PERS |  | 3201-3202 | 127,146.00 | 161,086.34 | 26.7\% |
| OASDI/Medicare/Alternative |  | 3301-3302 | 93,607.00 | 98,642.43 | 5.4\% |
| Health and Welfare Benefits |  | 3401-3402 | 196,804.00 | 212,140.15 | 7.8\% |
| Unemployment Insurance |  | 3501-3502 | 629.00 | 665.32 | 5.8\% |
| Workers' Compensation |  | 3601-3602 | 19,815.00 | 17,338.58 | -12.5\% |
| OPEB, Allocated |  | 3701-3702 | 8,243.00 | 0.00 | -100.0\% |
| OPEB, Active Employees |  | 3751-3752 | 7,198.00 | 22,826.00 | 217.1\% |
| Other Employee Benefits |  | 3901-3902 | 4,523.00 | 0.00 | -100.0\% |
| TOTAL, EMPLOYEE BENEFITS |  |  | 464,761.00 | 519,837.84 | 11.9\% |
| BOOKS AND SUPPLIES |  |  |  |  |  |
| Approved Textbooks and Core Curricula Materials |  | 4100 | 0.00 | 0.00 | 0.0\% |
| Books and Other Reference Materials |  | 4200 | 0.00 | 0.00 | 0.0\% |
| Materials and Supplies |  | 4300 | 96,377.00 | 92,153.49 | -4.4\% |
| Noncapitalized Equipment |  | 4400 | 11,999.00 | 7,250.00 | -39.6\% |
| Food |  | 4700 | 0.00 | 0.00 | 0.0\% |
| TOTAL, BOOKS AND SUPPLIES |  |  | 108,376.00 | 99,403.49 | -8.3\% |


| Description Resource Codes | Object Codes | 2018-19 <br> Estimated Actuals | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: |
| SERVICES AND OTHER OPERATING EXPENDITURES |  |  |  |  |
| Subagreements for Services | 5100 | 0.00 | 0.00 | 0.0\% |
| Travel and Conferences | 5200 | 3,800.00 | 1,250.00 | -67.1\% |
| Dues and Memberships | 5300 | 958.00 | 658.00 | -31.3\% |
| Insurance | 5400-5450 | 0.00 | 0.00 | 0.0\% |
| Operations and Housekeeping Services | 5500 | 13,350.00 | 15,630.00 | 17.1\% |
| Rentals, Leases, Repairs, and Noncapitalized Improvements | 5600 | 7,000.00 | 7,700.00 | 10.0\% |
| Transfers of Direct Costs | 5710 | 0.00 | 0.00 | 0.0\% |
| Transfers of Direct Costs - Interfund | 5750 | 260,684.00 | 276,659.00 | 6.1\% |
| Professional/Consulting Services and Operating Expenditures | 5800 | 76,523.00 | 65,260.00 | -14.7\% |
| Communications | 5900 | 20.00 | 20.00 | 0.0\% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES |  | 362,335.00 | 367,177.00 | 1.3\% |
| CAPITAL OUTLAY |  |  |  |  |
| Land | 6100 | 0.00 | 0.00 | 0.0\% |
| Land Improvements | 6170 | 0.00 | 0.00 | 0.0\% |
| Buildings and Improvements of Buildings | 6200 | 0.00 | 0.00 | 0.0\% |
| Equipment | 6400 | 0.00 | 0.00 | 0.0\% |
| Equipment Replacement | 6500 | 0.00 | 0.00 | 0.0\% |
| TOTAL, CAPITAL OUTLAY |  | 0.00 | 0.00 | 0.0\% |
| OTHER OUTGO (excluding Transfers of Indirect Costs) |  |  |  |  |
| Other Transfers Out |  |  |  |  |
| All Other Transfers Out to All Others | 7299 | 0.00 | 0.00 | 0.0\% |
| Debt Service |  |  |  |  |
| Debt Service - Interest | 7438 | 0.00 | 0.00 | 0.0\% |
| Other Debt Service - Principal | 7439 | 0.00 | 0.00 | 0.0\% |
| TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) |  | 0.00 | 0.00 | 0.0\% |
| OTHER OUTGO - TRANSFERS OF INDIRECT COSTS <br> Transfers of Indirect Costs - Interfund | 7350 | 22,367.00 | 20,590.11 | -7.9\% |
| TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS |  | 22,367.00 | 20,590.11 | -7.9\% |
| TOTAL, EXPENDITURES |  | 2,211,897.00 | 2,330,612.89 | 5.4\% |


| Description | Resource Codes | Object Codes | 2018-19 <br> Estimated Actuals | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| INTERFUND TRANSFERS |  |  |  |  |  |
| INTERFUND TRANSFERS IN |  |  |  |  |  |
| From: General Fund |  | 8911 | 0.00 | 0.00 | 0.0\% |
| Other Authorized Interfund Transfers In |  | 8919 | 0.00 | 0.00 | 0.0\% |
| (a) TOTAL, INTERFUND TRANSFERS IN |  |  | 0.00 | 0.00 | 0.0\% |
| INTERFUND TRANSFERS OUT |  |  |  |  |  |
| Other Authorized Interfund Transfers Out |  | 7619 | 0.00 | 0.00 | 0.0\% |
| (b) TOTAL, INTERFUND TRANSFERS OUT |  |  | 0.00 | 0.00 | 0.0\% |
| OTHER SOURCES/USES |  |  |  |  |  |
| SOURCES |  |  |  |  |  |
| Other Sources |  |  |  |  |  |
| Transfers from Funds of Lapsed/Reorganized LEAs |  | 8965 | 0.00 | 0.00 | 0.0\% |
| Long-Term Debt Proceeds |  |  |  |  |  |
| Proceeds from Certificates of Participation |  | 8971 | 0.00 | 0.00 | 0.0\% |
| Proceeds from Capital Leases |  | 8972 | 0.00 | 0.00 | 0.0\% |
| All Other Financing Sources |  | 8979 | 0.00 | 0.00 | 0.0\% |
| (c) TOTAL, SOURCES |  |  | 0.00 | 0.00 | 0.0\% |
| USES |  |  |  |  |  |
| Transfers of Funds from Lapsed/Reorganized LEAs |  | 7651 | 0.00 | 0.00 | 0.0\% |
| All Other Financing Uses |  | 7699 | 0.00 | 0.00 | 0.0\% |
| (d) TOTAL, USES |  |  | 0.00 | 0.00 | 0.0\% |
| CONTRIBUTIONS |  |  |  |  |  |
| Contributions from Unrestricted Revenues |  | 8980 | 0.00 | 0.00 | 0.0\% |
| Contributions from Restricted Revenues |  | 8990 | 0.00 | 0.00 | 0.0\% |
| (e) TOTAL, CONTRIBUTIONS |  |  | 0.00 | 0.00 | 0.0\% |
| TOTAL, OTHER FINANCING SOURCES/USES $(a-b+c-d+e)$ |  |  | 0.00 | 0.00 | 0.0\% |


| Description | Resource Codes | Object Codes | 2018-19 <br> Estimated Actuals | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| A. REVENUES |  |  |  |  |  |
| 1) LCFF Sources |  | 8010-8099 | 0.00 | 0.00 | 0.0\% |
| 2) Federal Revenue |  | 8100-8299 | 1,460,420.00 | 1,385,962.00 | -5.1\% |
| 3) Other State Revenue |  | 8300-8599 | 92,420.00 | 85,571.00 | -7.4\% |
| 4) Other Local Revenue |  | 8600-8799 | 452,053.00 | 378,900.00 | -16.2\% |
| 5) TOTAL, REVENUES |  |  | 2,004,893.00 | 1,850,433.00 | -7.7\% |
| B. EXPENDITURES |  |  |  |  |  |
| 1) Certificated Salaries |  | 1000-1999 | 0.00 | 0.00 | 0.0\% |
| 2) Classified Salaries |  | 2000-2999 | 836,063.00 | 819,951.93 | -1.9\% |
| 3) Employee Benefits |  | 3000-3999 | 372,424.00 | 374,828.47 | 0.6\% |
| 4) Books and Supplies |  | 4000-4999 | 912,453.00 | 970,050.00 | 6.3\% |
| 5) Services and Other Operating Expenditures |  | 5000-5999 | 40,812.00 | 13,291.00 | -67.4\% |
| 6) Capital Outlay |  | 6000-6999 | 10,000.00 | 15,000.00 | 50.0\% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) |  | $\begin{aligned} & 7100-7299, \\ & 7400-7499 \end{aligned}$ | 0.00 | 0.00 | 0.0\% |
| 8) Other Outgo - Transfers of Indirect Costs |  | 7300-7399 | 116,070.31 | 113,436.30 | -2.3\% |
| 9) TOTAL, EXPENDITURES |  |  | 2,287,822.31 | 2,306,557.70 | 0.8\% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9) |  |  | (282,929.31) | (456,124.70) | 61.2\% |
| D. OTHER FINANCING SOURCES/USES |  |  |  |  |  |
| 1) Interfund Transfers <br> a) Transfers In |  | 8900-8929 | 1,931.89 | 0.00 | -100.0\% |
| b) Transfers Out |  | 7600-7629 | 0.00 | 0.00 | 0.0\% |
| 2) Other Sources/Uses <br> a) Sources |  | 8930-8979 | 0.00 | 0.00 | 0.0\% |
| b) Uses |  | 7630-7699 | 0.00 | 0.00 | 0.0\% |
| 3) Contributions |  | 8980-8999 | 0.00 | 0.00 | 0.0\% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES |  |  | 1,931.89 | 0.00 | -100.0\% |



| Description Resource Codes | Object Codes | 2018-19 Estimated Actuals | $\begin{aligned} & 2019-20 \\ & \text { Budget } \\ & \hline \end{aligned}$ | Percent Difference |
| :---: | :---: | :---: | :---: | :---: |
| G. ASSETS |  |  |  |  |
| 1) Cash |  |  |  |  |
| a) in County Treasury | 9110 | 0.00 |  |  |
| 1) Fair Value Adjustment to Cash in County Treasury | 9111 | 0.00 |  |  |
| b) in Banks | 9120 | 0.00 |  |  |
| c) in Revolving Cash Account | 9130 | 0.00 |  |  |
| d) with Fiscal Agent/Trustee | 9135 | 0.00 |  |  |
| e) Collections Awaiting Deposit | 9140 | 0.00 |  |  |
| 2) Investments | 9150 | 0.00 |  |  |
| 3) Accounts Receivable | 9200 | 0.00 |  |  |
| 4) Due from Grantor Government | 9290 | 0.00 |  |  |
| 5) Due from Other Funds | 9310 | 0.00 |  |  |
| 6) Stores | 9320 | 0.00 |  |  |
| 7) Prepaid Expenditures | 9330 | 0.00 |  |  |
| 8) Other Current Assets | 9340 | 0.00 |  |  |
| 9) TOTAL, ASSETS |  | 0.00 |  |  |
| H. DEFERRED OUTFLOWS OF RESOURCES |  |  |  |  |
| 1) Deferred Outflows of Resources | 9490 | 0.00 |  |  |
| 2) TOTAL, DEFERRED OUTFLOWS |  | 0.00 |  |  |
| I. LIABILITIES |  |  |  |  |
| 1) Accounts Payable | 9500 | 0.00 |  |  |
| 2) Due to Grantor Governments | 9590 | 0.00 |  |  |
| 3) Due to Other Funds | 9610 | 0.00 |  |  |
| 4) Current Loans | 9640 |  |  |  |
| 5) Unearned Revenue | 9650 | 0.00 |  |  |
| 6) TOTAL, LIABILITIES |  | 0.00 |  |  |
| J. DEFERRED INFLOWS OF RESOURCES |  |  |  |  |
| 1) Deferred Inflows of Resources | 9690 | 0.00 |  |  |
| 2) TOTAL, DEFERRED INFLOWS |  | 0.00 |  |  |
| K. FUND EQUITY |  |  |  |  |
| Ending Fund Balance, June 30 $(\mathrm{G} 9+\mathrm{H} 2)-(\mathrm{I} 6+\mathrm{J} 2)$ |  | 0.00 |  |  |



| Description | Resource Codes | Object Codes | $\begin{gathered} \text { 2018-19 } \\ \text { Estimated Actuals } \\ \hline \end{gathered}$ | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| CERTIFICATED SALARIES |  |  |  |  |  |
| Certificated Supervisors' and Administrators' Salaries |  | 1300 | 0.00 | 0.00 | 0.0\% |
| Other Certificated Salaries |  | 1900 | 0.00 | 0.00 | 0.0\% |
| TOTAL, CERTIFICATED SALARIES |  |  | 0.00 | 0.00 | 0.0\% |
| CLASSIFIED SALARIES |  |  |  |  |  |
| Classified Support Salaries |  | 2200 | 622,040.00 | 591,803.43 | -4.9\% |
| Classified Supervisors' and Administrators' Salaries |  | 2300 | 162,503.00 | 174,896.50 | 7.6\% |
| Clerical, Technical and Office Salaries |  | 2400 | 46,520.00 | 48,252.00 | 3.7\% |
| Other Classified Salaries |  | 2900 | 5,000.00 | 5,000.00 | 0.0\% |
| TOTAL, CLASSIFIED SALARIES |  |  | 836,063.00 | 819,951.93 | -1.9\% |
| EMPLOYEE BENEFITS |  |  |  |  |  |
| STRS |  | 3101-3102 | 0.00 | 0.00 | 0.0\% |
| PERS |  | 3201-3202 | 117,174.00 | 133,496.28 | 13.9\% |
| OASDI/Medicare/Alternative |  | 3301-3302 | 63,443.00 | 62,785.27 | -1.0\% |
| Health and Welfare Benefits |  | 3401-3402 | 163,266.00 | 144,781.69 | -11.3\% |
| Unemployment Insurance |  | 3501-3502 | 416.00 | 411.13 | -1.2\% |
| Workers' Compensation |  | 3601-3602 | 12,168.00 | 10,796.10 | -11.3\% |
| OPEB, Allocated |  | 3701-3702 | 5,394.00 | 0.00 | -100.0\% |
| OPEB, Active Employees |  | 3751-3752 | 6,553.00 | 18,478.00 | 182.0\% |
| Other Employee Benefits |  | 3901-3902 | 4,010.00 | 4,080.00 | 1.7\% |
| TOTAL, EMPLOYEE BENEFITS |  |  | 372,424.00 | 374,828.47 | 0.6\% |
| BOOKS AND SUPPLIES |  |  |  |  |  |
| Books and Other Reference Materials |  | 4200 | 0.00 | 0.00 | 0.0\% |
| Materials and Supplies |  | 4300 | 73,465.00 | 87,750.00 | 19.4\% |
| Noncapitalized Equipment |  | 4400 | 21,773.00 | 28,800.00 | 32.3\% |
| Food |  | 4700 | 817,215.00 | 853,500.00 | 4.4\% |
| TOTAL, BOOKS AND SUPPLIES |  |  | 912,453.00 | 970,050.00 | 6.3\% |


| Description Resource Codes | Object Codes | 2018-19 Estimated Actuals | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: |
| SERVICES AND OTHER OPERATING EXPENDITURES |  |  |  |  |
| Subagreements for Services | 5100 | 0.00 | 0.00 | 0.0\% |
| Travel and Conferences | 5200 | 7,414.00 | 5,600.00 | -24.5\% |
| Dues and Memberships | 5300 | 1,003.00 | 1,000.00 | -0.3\% |
| Insurance | 5400-5450 | 0.00 | 0.00 | 0.0\% |
| Operations and Housekeeping Services | 5500 | 12,100.00 | 1,493.00 | -87.7\% |
| Rentals, Leases, Repairs, and Noncapitalized Improvements | 5600 | 14,236.00 | 15,250.00 | 7.1\% |
| Transfers of Direct Costs | 5710 | 0.00 | 0.00 | 0.0\% |
| Transfers of Direct Costs - Interfund | 5750 | $(31,562.00)$ | $(34,175.00)$ | 8.3\% |
| Professional/Consulting Services and Operating Expenditures | 5800 | 35,546.00 | 22,000.00 | -38.1\% |
| Communications | 5900 | 2,075.00 | 2,123.00 | 2.3\% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES |  | 40,812.00 | 13,291.00 | -67.4\% |
| CAPITAL OUTLAY |  |  |  |  |
| Buildings and Improvements of Buildings | 6200 | 0.00 | 0.00 | 0.0\% |
| Equipment | 6400 | 10,000.00 | 15,000.00 | 50.0\% |
| Equipment Replacement | 6500 | 0.00 | 0.00 | 0.0\% |
| TOTAL, CAPITAL OUTLAY |  | 10,000.00 | 15,000.00 | 50.0\% |
| OTHER OUTGO (excluding Transfers of Indirect Costs) |  |  |  |  |
| Debt Service |  |  |  |  |
| Debt Service - Interest | 7438 | 0.00 | 0.00 | 0.0\% |
| Other Debt Service - Principal | 7439 | 0.00 | 0.00 | 0.0\% |
| TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) |  | 0.00 | 0.00 | 0.0\% |
| OTHER OUTGO - TRANSFERS OF INDIRECT COSTS |  |  |  |  |
| Transfers of Indirect Costs - Interfund | 7350 | 116,070.31 | 113,436.30 | -2.3\% |
| TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS |  | 116,070.31 | 113,436.30 | -2.3\% |
| TOTAL, EXPENDITURES |  | 2,287,822.31 | 2,306,557.70 | 0.8\% |


| Description | Resource Codes | Object Codes | 2018-19 <br> Estimated Actuals | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| INTERFUND TRANSFERS |  |  |  |  |  |
| INTERFUND TRANSFERS IN |  |  |  |  |  |
| From: General Fund |  | 8916 | 1,931.89 | 0.00 | -100.0\% |
| Other Authorized Interfund Transfers In |  | 8919 | 0.00 | 0.00 | 0.0\% |
| (a) TOTAL, INTERFUND TRANSFERS IN |  |  | 1,931.89 | 0.00 | -100.0\% |
| INTERFUND TRANSFERS OUT |  |  |  |  |  |
| Other Authorized Interfund Transfers Out |  | 7619 | 0.00 | 0.00 | 0.0\% |
| (b) TOTAL, INTERFUND TRANSFERS OUT |  |  | 0.00 | 0.00 | 0.0\% |
| OTHER SOURCESIUSES |  |  |  |  |  |
| SOURCES |  |  |  |  |  |
| Other Sources |  |  |  |  |  |
| Transfers from Funds of Lapsed/Reorganized LEAs |  | 8965 | 0.00 | 0.00 | 0.0\% |
| Long-Term Debt Proceeds |  |  |  |  |  |
| Proceeds from Capital Leases |  | 8972 | 0.00 | 0.00 | 0.0\% |
| All Other Financing Sources |  | 8979 | 0.00 | 0.00 | 0.0\% |
| (c) TOTAL, SOURCES |  |  | 0.00 | 0.00 | 0.0\% |
| USES |  |  |  |  |  |
| Transfers of Funds from Lapsed/Reorganized LEAs |  | 7651 | 0.00 | 0.00 | 0.0\% |
| All Other Financing Uses |  | 7699 | 0.00 | 0.00 | 0.0\% |
| (d) TOTAL, USES |  |  | 0.00 | 0.00 | 0.0\% |
| CONTRIBUTIONS |  |  |  |  |  |
| Contributions from Unrestricted Revenues |  | 8980 | 0.00 | 0.00 | 0.0\% |
| Contributions from Restricted Revenues |  | 8990 | 0.00 | 0.00 | 0.0\% |
| (e) TOTAL, CONTRIBUTIONS |  |  | 0.00 | 0.00 | 0.0\% |
| TOTAL, OTHER FINANCING SOURCES/USES $(a-b+c-d+e)$ |  |  | 1,931.89 | 0.00 | -100.0\% |


| Description | Resource Codes | Object Codes | 2018-19 <br> Estimated Actuals | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| A. REVENUES |  |  |  |  |  |
| 1) LCFF Sources |  | 8010-8099 | 0.00 | 0.00 | 0.0\% |
| 2) Federal Revenue |  | 8100-8299 | 0.00 | 0.00 | 0.0\% |
| 3) Other State Revenue |  | 8300-8599 | 0.00 | 0.00 | 0.0\% |
| 4) Other Local Revenue |  | 8600-8799 | 430.00 | 439.00 | 2.1\% |
| 5) TOTAL, REVENUES |  |  | 430.00 | 439.00 | 2.1\% |
| B. EXPENDITURES |  |  |  |  |  |
| 1) Certificated Salaries |  | 1000-1999 | 0.00 | 0.00 | 0.0\% |
| 2) Classified Salaries |  | 2000-2999 | 0.00 | 0.00 | 0.0\% |
| 3) Employee Benefits |  | 3000-3999 | 0.00 | 0.00 | 0.0\% |
| 4) Books and Supplies |  | 4000-4999 | 0.00 | 0.00 | 0.0\% |
| 5) Services and Other Operating Expenditures |  | 5000-5999 | 0.00 | 0.00 | 0.0\% |
| 6) Capital Outlay |  | 6000-6999 | 0.00 | 0.00 | 0.0\% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) |  | $\begin{aligned} & 7100-7299, \\ & 7400-7499 \end{aligned}$ | 0.00 | 0.00 | 0.0\% |
| 8) Other Outgo - Transfers of Indirect Costs |  | 7300-7399 | 0.00 | 0.00 | 0.0\% |
| 9) TOTAL, EXPENDITURES |  |  | 0.00 | 0.00 | 0.0\% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B9) |  |  | 430.00 | 439.00 | 2.1\% |
| D. OTHER FINANCING SOURCES/USES |  |  |  |  |  |
| 1) Interfund Transfers |  |  |  |  |  |
| b) Transfers Out |  | 7600-7629 | 0.00 | 0.00 | 0.0\% |
| 2) Other Sources/Uses <br> 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 | $\begin{gathered} \text { 2018-19 } \\ \text { Estimated Actuals } \\ \hline \end{gathered}$ | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) |  |  | 430.00 | 439.00 | 2.1\% |
| F. FUND BALANCE, RESERVES |  |  |  |  |  |
| 1) Beginning Fund Balance <br> a) As of July 1 - Unaudited |  |  |  |  |  |
| b) Audit Adjustments |  | 9793 | 0.00 | 0.00 | 0.0\% |
| c) As of July 1 - Audited (F1a + F1b) |  |  | 31,894.70 | 32,324.70 | 1.3\% |
| d) Other Restatements |  | 9795 | 0.00 | 0.00 | 0.0\% |
| e) Adjusted Beginning Balance (F1c + F1d) |  |  | 31,894.70 | 32,324.70 | 1.3\% |
| 2) Ending Balance, June 30 ( $E+F 1 e)$ |  |  | 32,324.70 | 32,763.70 | 1.4\% |
| Components of Ending Fund Balance <br> 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 | 32,324.70 | 32,763.70 | 1.4\% |
| 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 <br> Estimated Actuals | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: |
| G. ASSETS |  |  |  |  |
| 1) Cash |  |  |  |  |
| a) in County Treasury | 9110 | 0.00 |  |  |
| 1) Fair Value Adjustment to Cash in County Treasury | 9111 | 0.00 |  |  |
| b) in Banks | 9120 | 0.00 |  |  |
| c) in Revolving Cash Account | 9130 | 0.00 |  |  |
| d) with Fiscal Agent/Trustee | 9135 | 0.00 |  |  |
| e) Collections Awaiting Deposit | 9140 | 0.00 |  |  |
| 2) Investments | 9150 | 0.00 |  |  |
| 3) Accounts Receivable | 9200 | 0.00 |  |  |
| 4) Due from Grantor Government | 9290 | 0.00 |  |  |
| 5) Due from Other Funds | 9310 | 0.00 |  |  |
| 6) Stores | 9320 | 0.00 |  |  |
| 7) Prepaid Expenditures | 9330 | 0.00 |  |  |
| 8) Other Current Assets | 9340 | 0.00 |  |  |
| 9) TOTAL, ASSETS |  | 0.00 |  |  |
| H. DEFERRED OUTFLOWS OF RESOURCES |  |  |  |  |
| 1) Deferred Outflows of Resources | 9490 | 0.00 |  |  |
| 2) TOTAL, DEFERRED OUTFLOWS |  | 0.00 |  |  |
| I. LIABILITIES |  |  |  |  |
| 1) Accounts Payable | 9500 | 0.00 |  |  |
| 2) Due to Grantor Governments | 9590 | 0.00 |  |  |
| 3) Due to Other Funds | 9610 | 0.00 |  |  |
| 4) Current Loans | 9640 |  |  |  |
| 5) Unearned Revenue | 9650 | 0.00 |  |  |
| 6) TOTAL, LIABILITIES |  | 0.00 |  |  |
| J. DEFERRED INFLOWS OF RESOURCES |  |  |  |  |
| 1) Deferred Inflows of Resources | 9690 | 0.00 |  |  |
| 2) TOTAL, DEFERRED INFLOWS |  | 0.00 |  |  |
| K. FUND EQUITY |  |  |  |  |
| Ending Fund Balance, June 30 $(\mathrm{G} 9+\mathrm{H} 2)-(\mathrm{I} 6+\mathrm{J} 2)$ |  | 0.00 |  |  |



| Description | Resource Codes | Object Codes | 2018-19 <br> Estimated Actuals | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| CLASSIFIED SALARIES |  |  |  |  |  |
| Classified Support Salaries |  | 2200 | 0.00 | 0.00 | 0.0\% |
| TOTAL, CLASSIFIED SALARIES |  |  | 0.00 | 0.00 | 0.0\% |
| EMPLOYEE BENEFITS |  |  |  |  |  |
| STRS |  | 3101-3102 | 0.00 | 0.00 | 0.0\% |
| PERS |  | 3201-3202 | 0.00 | 0.00 | 0.0\% |
| OASDI/Medicare/Alternative |  | 3301-3302 | 0.00 | 0.00 | 0.0\% |
| Health and Welfare Benefits |  | 3401-3402 | 0.00 | 0.00 | 0.0\% |
| Unemployment Insurance |  | 3501-3502 | 0.00 | 0.00 | 0.0\% |
| Workers' Compensation |  | 3601-3602 | 0.00 | 0.00 | 0.0\% |
| OPEB, Allocated |  | 3701-3702 | 0.00 | 0.00 | 0.0\% |
| OPEB, Active Employees |  | 3751-3752 | 0.00 | 0.00 | 0.0\% |
| Other Employee Benefits |  | 3901-3902 | 0.00 | 0.00 | 0.0\% |
| TOTAL, EMPLOYEE BENEFITS |  |  | 0.00 | 0.00 | 0.0\% |
| BOOKS AND SUPPLIES |  |  |  |  |  |
| Books and Other Reference Materials |  | 4200 | 0.00 | 0.00 | 0.0\% |
| Materials and Supplies |  | 4300 | 0.00 | 0.00 | 0.0\% |
| Noncapitalized Equipment |  | 4400 | 0.00 | 0.00 | 0.0\% |
| TOTAL, BOOKS AND SUPPLIES |  |  | 0.00 | 0.00 | 0.0\% |


| Description Resource Codes | Object Codes | $\begin{gathered} \text { 2018-19 } \\ \text { Estimated Actuals } \\ \hline \end{gathered}$ | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: |
| SERVICES AND OTHER OPERATING EXPENDITURES |  |  |  |  |
| Subagreements for Services | 5100 | 0.00 | 0.00 | 0.0\% |
| Rentals, Leases, Repairs, and Noncapitalized Improvements | 5600 | 0.00 | 0.00 | 0.0\% |
| Transfers of Direct Costs - Interfund | 5750 | 0.00 | 0.00 | 0.0\% |
| Professional/Consulting Services and Operating Expenditures | 5800 | 0.00 | 0.00 | 0.0\% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES |  | 0.00 | 0.00 | 0.0\% |
| CAPITAL OUTLAY |  |  |  |  |
| Equipment | 6400 | 0.00 | 0.00 | 0.0\% |
| Equipment Replacement | 6500 | 0.00 | 0.00 | 0.0\% |
| TOTAL, CAPITAL OUTLAY |  | 0.00 | 0.00 | 0.0\% |
| OTHER OUTGO (excluding Transfers of Indirect Costs) |  |  |  |  |
| Debt Service |  |  |  |  |
| Debt Service - Interest | 7438 | 0.00 | 0.00 | 0.0\% |
| Other Debt Service - Principal | 7439 | 0.00 | 0.00 | 0.0\% |
| TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) |  | 0.00 | 0.00 | 0.0\% |
| TOTAL, EXPENDITURES |  | 0.00 | 0.00 | 0.0\% |


| Description | Resource Codes | Object Codes | 2018-19 Estimated Actuals | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| INTERFUND TRANSFERS |  |  |  |  |  |
| INTERFUND TRANSFERS IN |  |  |  |  |  |
| Other Authorized Interfund Transfers In |  | 8919 | 0.00 | 0.00 | 0.0\% |
| (a) TOTAL, INTERFUND TRANSFERS IN |  |  | 0.00 | 0.00 | 0.0\% |
| INTERFUND TRANSFERS OUT |  |  |  |  |  |
| Other Authorized Interfund Transfers Out |  | 7619 | 0.00 | 0.00 | 0.0\% |
| (b) TOTAL, INTERFUND TRANSFERS OUT |  |  | 0.00 | 0.00 | 0.0\% |
| OTHER SOURCES/USES |  |  |  |  |  |
| SOURCES |  |  |  |  |  |
| Other Sources |  |  |  |  |  |
| Transfers from Funds of Lapsed/Reorganized LEAs |  | 8965 | 0.00 | 0.00 | 0.0\% |
| Long-Term Debt Proceeds |  |  |  |  |  |
| Proceeds from Capital Leases |  | 8972 | 0.00 | 0.00 | 0.0\% |
| (c) TOTAL, SOURCES |  |  | 0.00 | 0.00 | 0.0\% |
| USES |  |  |  |  |  |
| Transfers of Funds from Lapsed/Reorganized LEAs |  | 7651 | 0.00 | 0.00 | 0.0\% |
| (d) TOTAL, USES |  |  | 0.00 | 0.00 | 0.0\% |
| CONTRIBUTIONS |  |  |  |  |  |
| Contributions from Unrestricted Revenues |  | 8980 | 0.00 | 0.00 | 0.0\% |
| Contributions from Restricted Revenues |  | 8990 | 0.00 | 0.00 | 0.0\% |
| (e) TOTAL, CONTRIBUTIONS |  |  | 0.00 | 0.00 | 0.0\% |
| TOTAL, OTHER FINANCING SOURCES/USES $(a-b+c-d+e)$ |  |  | 0.00 | 0.00 | 0.0\% |


| Description | Resource Codes | Object Codes | 2018-19 Estimated Actuals | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| A. REVENUES |  |  |  |  |  |
| 1) LCFF Sources |  | 8010-8099 | 0.00 | 0.00 | 0.0\% |
| 2) Federal Revenue |  | 8100-8299 | 0.00 | 0.00 | 0.0\% |
| 3) Other State Revenue |  | 8300-8599 | 0.00 | 0.00 | 0.0\% |
| 4) Other Local Revenue |  | 8600-8799 | 3.00 | 3.00 | 0.0\% |
| 5) TOTAL, REVENUES |  |  | 3.00 | 3.00 | 0.0\% |
| B. EXPENDITURES |  |  |  |  |  |
| 1) Certificated Salaries |  | 1000-1999 | 0.00 | 0.00 | 0.0\% |
| 2) Classified Salaries |  | 2000-2999 | 0.00 | 0.00 | 0.0\% |
| 3) Employee Benefits |  | 3000-3999 | 0.00 | 0.00 | 0.0\% |
| 4) Books and Supplies |  | 4000-4999 | 0.00 | 0.00 | 0.0\% |
| 5) Services and Other Operating Expenditures |  | 5000-5999 | 0.00 | 0.00 | 0.0\% |
| 6) Capital Outlay |  | 6000-6999 | 0.00 | 0.00 | 0.0\% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) |  | $\begin{aligned} & 7100-7299, \\ & 7400-7499 \end{aligned}$ | 0.00 | 0.00 | 0.0\% |
| 8) Other Outgo - Transfers of Indirect Costs |  | 7300-7399 | 0.00 | 0.00 | 0.0\% |
| 9) TOTAL, EXPENDITURES |  |  | 0.00 | 0.00 | 0.0\% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B9) |  |  | 3.00 | 3.00 | 0.0\% |
| D. OTHER FINANCING SOURCES/USES |  |  |  |  |  |
| 1) Interfund Transfers |  |  |  |  |  |
| b) Transfers Out |  | 7600-7629 | 0.00 | 0.00 | 0.0\% |
| 2) Other Sources/Uses <br> 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 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) |  |  | 3.00 | 3.00 | 0.0\% |
| F. FUND BALANCE, RESERVES |  |  |  |  |  |
| 1) Beginning Fund Balance <br> a) As of July 1 - Unaudited |  | 9791 | 232.46 | 235.46 | 1.3\% |
| b) Audit Adjustments |  | 9793 | 0.00 | 0.00 | 0.0\% |
| c) As of July 1 - Audited (F1a + F1b) |  |  | 232.46 | 235.46 | 1.3\% |
| d) Other Restatements |  | 9795 | 0.00 | 0.00 | 0.0\% |
| e) Adjusted Beginning Balance (F1c + F1d) |  |  | 232.46 | 235.46 | 1.3\% |
| 2) Ending Balance, June 30 ( $\mathrm{E}+\mathrm{F} 1 \mathrm{e}$ ) |  |  | 235.46 | 238.46 | 1.3\% |
| Components of Ending Fund Balance <br> a) Nonspendable |  |  |  |  |  |
| 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 | 235.46 | 238.46 | 1.3\% |
| 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 <br> Estimated Actuals | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: |
| G. ASSETS |  |  |  |  |
| 1) Cash |  |  |  |  |
| a) in County Treasury | 9110 | 0.00 |  |  |
| 1) Fair Value Adjustment to Cash in County Treasury | 9111 | 0.00 |  |  |
| b) in Banks | 9120 | 0.00 |  |  |
| c) in Revolving Cash Account | 9130 | 0.00 |  |  |
| d) with Fiscal Agent/Trustee | 9135 | 0.00 |  |  |
| e) Collections Awaiting Deposit | 9140 | 0.00 |  |  |
| 2) Investments | 9150 | 0.00 |  |  |
| 3) Accounts Receivable | 9200 | 0.00 |  |  |
| 4) Due from Grantor Government | 9290 | 0.00 |  |  |
| 5) Due from Other Funds | 9310 | 0.00 |  |  |
| 6) Stores | 9320 | 0.00 |  |  |
| 7) Prepaid Expenditures | 9330 | 0.00 |  |  |
| 8) Other Current Assets | 9340 | 0.00 |  |  |
| 9) TOTAL, ASSETS |  | 0.00 |  |  |
| H. DEFERRED OUTFLOWS OF RESOURCES |  |  |  |  |
| 1) Deferred Outflows of Resources | 9490 | 0.00 |  |  |
| 2) TOTAL, DEFERRED OUTFLOWS |  | 0.00 |  |  |
| I. LIABILITIES |  |  |  |  |
| 1) Accounts Payable | 9500 | 0.00 |  |  |
| 2) Due to Grantor Governments | 9590 | 0.00 |  |  |
| 3) Due to Other Funds | 9610 | 0.00 |  |  |
| 4) Current Loans | 9640 |  |  |  |
| 5) Unearned Revenue | 9650 | 0.00 |  |  |
| 6) TOTAL, LIABILITIES |  | 0.00 |  |  |
| J. DEFERRED INFLOWS OF RESOURCES |  |  |  |  |
| 1) Deferred Inflows of Resources | 9690 | 0.00 |  |  |
| 2) TOTAL, DEFERRED INFLOWS |  | 0.00 |  |  |
| K. FUND EQUITY |  |  |  |  |
| Ending Fund Balance, June 30 $(\mathrm{G} 9+\mathrm{H} 2)-(\mathrm{I} 6+\mathrm{J} 2)$ |  | 0.00 |  |  |

July 1 Budget
Lakeside Union Elementary San Diego County

| Description | Resource Codes | Object Codes | 2018-19 <br> Estimated Actuals | 2019-20 Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| OTHER LOCAL REVENUE |  |  |  |  |  |
| Other Local Revenue |  |  |  |  |  |
| Sales |  |  |  |  |  |
| Sale of Equipment/Supplies |  | 8631 | 0.00 | 0.00 | 0.0\% |
| Interest |  | 8660 | 3.00 | 3.00 | 0.0\% |
| Net Increase (Decrease) in the Fair Value of Investments |  | 8662 | 0.00 | 0.00 | 0.0\% |
| TOTAL, OTHER LOCAL REVENUE |  |  | 3.00 | 3.00 | 0.0\% |
| TOTAL, REVENUES |  |  | 3.00 | 3.00 | 0.0\% |


| Description | Resource Codes | Object Codes | 2018-19 <br> Estimated Actuals | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| INTERFUND TRANSFERS |  |  |  |  |  |
| INTERFUND TRANSFERS IN |  |  |  |  |  |
| From: General Fund/CSSF |  | 8912 | 0.00 | 0.00 | 0.0\% |
| Other Authorized Interfund Transfers In |  | 8919 | 0.00 | 0.00 | 0.0\% |
| (a) TOTAL, INTERFUND TRANSFERS IN |  |  | 0.00 | 0.00 | 0.0\% |
| INTERFUND TRANSFERS OUT |  |  |  |  |  |
| To: General Fund/CSSF |  | 7612 | 0.00 | 0.00 | 0.0\% |
| To: State School Building Fund/ County School Facilities Fund |  | 7613 | 0.00 | 0.00 | 0.0\% |
| Other Authorized Interfund Transfers Out |  | 7619 | 0.00 | 0.00 | 0.0\% |
| (b) TOTAL, INTERFUND TRANSFERS OUT |  |  | 0.00 | 0.00 | 0.0\% |
| OTHER SOURCESIUSES |  |  |  |  |  |
| SOURCES |  |  |  |  |  |
| Other Sources <br> Transfers from Funds of Lapsed/Reorganized LEAs |  | 8965 | 0.00 | 0.00 | 0.0\% |
| (c) TOTAL, SOURCES |  |  | 0.00 | 0.00 | 0.0\% |
| USES |  |  |  |  |  |
| Transfers of Funds from Lapsed/Reorganized LEAs |  | 7651 | 0.00 | 0.00 | 0.0\% |
| (d) TOTAL, USES |  |  | 0.00 | 0.00 | 0.0\% |
| CONTRIBUTIONS |  |  |  |  |  |
| Contributions from Restricted Revenues |  | 8990 | 0.00 | 0.00 | 0.0\% |
| (e) TOTAL, CONTRIBUTIONS |  |  | 0.00 | 0.00 | 0.0\% |
| TOTAL, OTHER FINANCING SOURCES/USES $(a-b+c-d+e)$ |  |  | 0.00 | 0.00 | 0.0\% |

July 1 Budget
Special Reserve Fund for Postemployment Benefits
Expenditures by Object
Form 20

Lakeside Union Elementary San Diego County

| Description | Resource Codes | Object Codes | 2018-19 <br> Estimated Actuals | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| A. REVENUES |  |  |  |  |  |
| 1) LCFF Sources |  | 8010-8099 | 0.00 | 0.00 | 0.0\% |
| 2) Federal Revenue |  | 8100-8299 | 0.00 | 0.00 | 0.0\% |
| 3) Other State Revenue |  | 8300-8599 | 0.00 | 0.00 | 0.0\% |
| 4) Other Local Revenue |  | 8600-8799 | 777.00 | 793.00 | 2.1\% |
| 5) TOTAL, REVENUES |  |  | 777.00 | 793.00 | 2.1\% |
| B. EXPENDITURES |  |  |  |  |  |
| 1) Certificated Salaries |  | 1000-1999 | 0.00 | 0.00 | 0.0\% |
| 2) Classified Salaries |  | 2000-2999 | 0.00 | 0.00 | 0.0\% |
| 3) Employee Benefits |  | 3000-3999 | 0.00 | 0.00 | 0.0\% |
| 4) Books and Supplies |  | 4000-4999 | 0.00 | 0.00 | 0.0\% |
| 5) Services and Other Operating Expenditures |  | 5000-5999 | 0.00 | 0.00 | 0.0\% |
| 6) Capital Outlay |  | 6000-6999 | 0.00 | 0.00 | 0.0\% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) |  | $\begin{aligned} & 7100-7299, \\ & 7400-7499 \end{aligned}$ | 0.00 | 0.00 | 0.0\% |
| 8) Other Outgo - Transfers of Indirect Costs |  | 7300-7399 | 0.00 | 0.00 | 0.0\% |
| 9) TOTAL, EXPENDITURES |  |  | 0.00 | 0.00 | 0.0\% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B9) |  |  | 777.00 | 793.00 | 2.1\% |
| D. OTHER FINANCING SOURCES/USES |  |  |  |  |  |
| 1) Interfund Transfers |  |  |  |  |  |
| b) Transfers Out |  | 7600-7629 | 0.00 | 0.00 | 0.0\% |
| 2) Other Sources/Uses <br> 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\% |

July 1 Budget
Lakeside Union Elementary San Diego County

Special Reserve Fund for Postemployment Benefits
Expenditures by Object
Form 20


July 1 Budget
Lakeside Union Elementary San Diego County

Special Reserve Fund for Postemployment Benefits
Expenditures by Object


July 1 Budget
Lakeside Union Elementary San Diego County

| Description | Resource Codes | Object Codes | 2018-19 Estimated Actuals | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| OTHER LOCAL REVENUE |  |  |  |  |  |
| Other Local Revenue |  |  |  |  |  |
| Interest |  | 8660 | 777.00 | 793.00 | 2.1\% |
| Net Increase (Decrease) in the Fair Value of Investments |  | 8662 | 0.00 | 0.00 | 0.0\% |
| TOTAL, OTHER LOCAL REVENUE |  |  | 777.00 | 793.00 | 2.1\% |
| TOTAL, REVENUES |  |  | 777.00 | 793.00 | 2.1\% |

July 1 Budget
Lakeside Union Elementary San Diego County


| Description | Resource Codes | Object Codes | 2018-19 Estimated Actuals | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| A. REVENUES |  |  |  |  |  |
| 1) LCFF Sources |  | 8010-8099 | 0.00 | 0.00 | 0.0\% |
| 2) Federal Revenue |  | 8100-8299 | 0.00 | 0.00 | 0.0\% |
| 3) Other State Revenue |  | 8300-8599 | 0.00 | 0.00 | 0.0\% |
| 4) Other Local Revenue |  | 8600-8799 | 154,042.00 | 180,000.00 | 16.9\% |
| 5) TOTAL, REVENUES |  |  | 154,042.00 | 180,000.00 | 16.9\% |
| B. EXPENDITURES |  |  |  |  |  |
| 1) Certificated Salaries |  | 1000-1999 | 0.00 | 0.00 | 0.0\% |
| 2) Classified Salaries |  | 2000-2999 | 5,489.00 | 5,563.20 | 1.4\% |
| 3) Employee Benefits |  | 3000-3999 | 2,968.00 | 4,202.36 | 41.6\% |
| 4) Books and Supplies |  | 4000-4999 | 0.00 | 0.00 | 0.0\% |
| 5) Services and Other Operating Expenditures |  | 5000-5999 | 65,500.00 | 250,000.00 | 281.7\% |
| 6) Capital Outlay |  | 6000-6999 | 1,026,491.00 | 3,753,000.00 | 265.6\% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) |  | $\begin{aligned} & 7100-7299, \\ & 7400-7499 \end{aligned}$ | 0.00 | 0.00 | 0.0\% |
| 8) Other Outgo - Transfers of Indirect Costs |  | 7300-7399 | 0.00 | 0.00 | 0.0\% |
| 9) TOTAL, EXPENDITURES |  |  | 1,100,448.00 | 4,012,765.56 | 264.6\% |
| C. EXCESS (DEFICIENCY) OF REVENUES   <br> OVER EXPENDITURES BEFORE OTHER   <br> FINANCING SOURCES AND USES (A5 - B9) $(946,406.00)$ $(3,832,765.56)$ |  |  |  |  |  |
| D. OTHER FINANCING SOURCES/USES |  |  |  |  |  |
| 1) Interfund Transfers |  |  |  |  |  |
| b) Transfers Out |  | 7600-7629 | 0.00 | 0.00 | 0.0\% |
| 2) Other Sources/Uses <br> a) Sources |  | 8930-8979 | 15,011,003.00 | 0.00 | -100.0\% |
| b) Uses |  | 7630-7699 | 0.00 | 0.00 | 0.0\% |
| 3) Contributions |  | 8980-8999 | 0.00 | 0.00 | 0.0\% |
| 4) TOTAL, OTHER FINANCING SOURCES/USES |  |  | 15,011,003.00 | 0.00 | -100.0\% |


| Description | Resource Codes | Object Codes | 2018-19 <br> Estimated Actuals | $\begin{aligned} & 2019-20 \\ & \text { Budget } \end{aligned}$ | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) |  |  | 14,064,597.00 | $(3,832,765.56)$ | -127.3\% |
| F. FUND BALANCE, RESERVES |  |  |  |  |  |
| 1) Beginning Fund Balance |  |  |  |  |  |
| b) Audit Adjustments |  | 9793 | 0.00 | 0.00 | 0.0\% |
| c) As of July 1 - Audited (F1a + F1b) |  |  | 598,931.63 | 14,663,528.63 | 2348.3\% |
| d) Other Restatements |  | 9795 | 0.00 | 0.00 | 0.0\% |
| e) Adjusted Beginning Balance (F1c + F1d) |  |  | 598,931.63 | 14,663,528.63 | 2348.3\% |
| 2) Ending Balance, June 30 ( $\mathrm{E}+\mathrm{F} 1 \mathrm{e}$ ) |  |  | 14,663,528.63 | 10,830,763.07 | -26.1\% |
| Components of Ending Fund Balance <br> 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 | 14,663,528.63 | 10,830,763.07 | -26.1\% |
| 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\% |


| pt | Resource Codes | Object Codes | 2018-19 <br> Estimated Actuals | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |

## G. ASSETS

1) Cash
a) in County Treasury
2) Fair Value Adjustment to Cash in County Treasury
b) in Banks
c) in Revolving Cash Account
d) with Fiscal Agent/Trustee
e) Collections Awaiting Deposit
3) Investments
4) Accounts Receivable
5) Due from Grantor Government
6) Due from Other Funds
7) Stores
8) Prepaid Expenditures
9) Other Current Assets
10) TOTAL, ASSETS
H. DEFERRED OUTFLOWS OF RESOURCES



| Description Resource Codes | Object Codes | 2018-19 Estimated Actuals | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: |
| CLASSIFIED SALARIES |  |  |  |  |
| Classified Support Salaries | 2200 | 0.00 | 0.00 | 0.0\% |
| Classified Supervisors' and Administrators' Salaries | 2300 | 0.00 | 0.00 | 0.0\% |
| Clerical, Technical and Office Salaries | 2400 | 5,489.00 | 5,563.20 | 1.4\% |
| Other Classified Salaries | 2900 | 0.00 | 0.00 | 0.0\% |
| TOTAL, CLASSIFIED SALARIES |  | 5,489.00 | 5,563.20 | 1.4\% |
| EMPLOYEE BENEFITS |  |  |  |  |
| STRS | 3101-3102 | 0.00 | 0.00 | 0.0\% |
| PERS | 3201-3202 | 991.00 | 1,153.42 | 16.4\% |
| OASDI/Medicare/Alternative | 3301-3302 | 420.00 | 425.59 | 1.3\% |
| Health and Welfare Benefits | 3401-3402 | 1,380.00 | 1,460.69 | 5.8\% |
| Unemployment Insurance | 3501-3502 | 3.00 | 2.78 | -7.3\% |
| Workers' Compensation | 3601-3602 | 80.00 | 72.88 | -8.9\% |
| OPEB, Allocated | 3701-3702 | 36.00 | 0.00 | -100.0\% |
| OPEB, Active Employees | 3751-3752 | 58.00 | 1,087.00 | 1774.1\% |
| Other Employee Benefits | 3901-3902 | 0.00 | 0.00 | 0.0\% |
| TOTAL, EMPLOYEE BENEFITS |  | 2,968.00 | 4,202.36 | 41.6\% |
| BOOKS AND SUPPLIES |  |  |  |  |
| Books and Other Reference Materials | 4200 | 0.00 | 0.00 | 0.0\% |
| Materials and Supplies | 4300 | 0.00 | 0.00 | 0.0\% |
| Noncapitalized Equipment | 4400 | 0.00 | 0.00 | 0.0\% |
| TOTAL, BOOKS AND SUPPLIES |  | 0.00 | 0.00 | 0.0\% |
| SERVICES AND OTHER OPERATING EXPENDITURES |  |  |  |  |
| Subagreements for Services | 5100 | 0.00 | 0.00 | 0.0\% |
| Travel and Conferences | 5200 | 0.00 | 0.00 | 0.0\% |
| Insurance | 5400-5450 | 0.00 | 0.00 | 0.0\% |
| Operations and Housekeeping Services | 5500 | 0.00 | 0.00 | 0.0\% |
| Rentals, Leases, Repairs, and Noncapitalized Improvements | 5600 | 0.00 | 0.00 | 0.0\% |
| Transfers of Direct Costs | 5710 | 0.00 | 0.00 | 0.0\% |
| Transfers of Direct Costs - Interfund | 5750 | 0.00 | 0.00 | 0.0\% |


|  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- |


| Description | Resource Codes | Object Codes | 2018-19 Estimated Actuals | $\begin{aligned} & 2019-20 \\ & \text { Budget } \\ & \hline \end{aligned}$ | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| INTERFUND TRANSFERS |  |  |  |  |  |
| INTERFUND TRANSFERS IN |  |  |  |  |  |
| Other Authorized Interfund Transfers In |  | 8919 | 0.00 | 0.00 | 0.0\% |
| (a) TOTAL, INTERFUND TRANSFERS IN |  |  | 0.00 | 0.00 | 0.0\% |
| INTERFUND TRANSFERS OUT |  |  |  |  |  |
| To: State School Building Fund/ County School Facilities Fund |  | 7613 | 0.00 | 0.00 | 0.0\% |
| Other Authorized Interfund Transfers Out |  | 7619 | 0.00 | 0.00 | 0.0\% |
| (b) TOTAL, INTERFUND TRANSFERS OUT |  |  | 0.00 | 0.00 | 0.0\% |


| Description | Resource Codes | Object Codes | $\begin{gathered} \text { 2018-19 } \\ \text { Estimated Actuals } \\ \hline \end{gathered}$ | $\begin{aligned} & 2019-20 \\ & \text { Budget } \end{aligned}$ | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| OTHER SOURCES/USES |  |  |  |  |  |
| SOURCES |  |  |  |  |  |
| Proceeds Proceeds from Sale of Bonds |  | 8951 | 15,011,003.00 | 0.00 | -100.0\% |
| Proceeds from Disposal of Capital Assets |  | 8953 | 0.00 | 0.00 | 0.0\% |
| Other Sources County School Bldg Aid |  | 8961 | 0.00 | 0.00 | 0.0\% |
| Transfers from Funds of Lapsed/Reorganized LEAs |  | 8965 | 0.00 | 0.00 | 0.0\% |
| Long-Term Debt Proceeds |  |  |  |  |  |
| Proceeds from Certificates of Participation |  | 8971 | 0.00 | 0.00 | 0.0\% |
| Proceeds from Capital Leases |  | 8972 | 0.00 | 0.00 | 0.0\% |
| Proceeds from Lease Revenue Bonds |  | 8973 | 0.00 | 0.00 | 0.0\% |
| All Other Financing Sources |  | 8979 | 0.00 | 0.00 | 0.0\% |
| (c) TOTAL, SOURCES |  |  | 15,011,003.00 | 0.00 | -100.0\% |
| USES |  |  |  |  |  |
| Transfers of Funds from Lapsed/Reorganized LEAs |  | 7651 | 0.00 | 0.00 | 0.0\% |
| All Other Financing Uses |  | 7699 | 0.00 | 0.00 | 0.0\% |
| (d) TOTAL, USES |  |  | 0.00 | 0.00 | 0.0\% |
| CONTRIBUTIONS |  |  |  |  |  |
| Contributions from Unrestricted Revenues |  | 8980 | 0.00 | 0.00 | 0.0\% |
| Contributions from Restricted Revenues |  | 8990 | 0.00 | 0.00 | 0.0\% |
| (e) TOTAL, CONTRIBUTIONS |  |  | 0.00 | 0.00 | 0.0\% |
| TOTAL, OTHER FINANCING SOURCES/USES $(a-b+c-d+e)$ |  |  | 15,011,003.00 | 0.00 | -100.0\% |


| Description | Resource Codes | Object Codes | 2018-19 <br> Estimated Actuals | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| A. REVENUES |  |  |  |  |  |
| 1) LCFF Sources |  | 8010-8099 | 0.00 | 0.00 | 0.0\% |
| 2) Federal Revenue |  | 8100-8299 | 0.00 | 0.00 | 0.0\% |
| 3) Other State Revenue |  | 8300-8599 | 0.00 | 0.00 | 0.0\% |
| 4) Other Local Revenue |  | 8600-8799 | 100,969.00 | 83,795.00 | -17.0\% |
| 5) TOTAL, REVENUES |  |  | 100,969.00 | 83,795.00 | -17.0\% |
| B. EXPENDITURES |  |  |  |  |  |
| 1) Certificated Salaries |  | 1000-1999 | 0.00 | 0.00 | 0.0\% |
| 2) Classified Salaries |  | 2000-2999 | 0.00 | 0.00 | 0.0\% |
| 3) Employee Benefits |  | 3000-3999 | 0.00 | 0.00 | 0.0\% |
| 4) Books and Supplies |  | 4000-4999 | 0.00 | 0.00 | 0.0\% |
| 5) Services and Other Operating Expenditures |  | 5000-5999 | 28,700.00 | 10,430.00 | -63.7\% |
| 6) Capital Outlay |  | 6000-6999 | 142,090.00 | 0.00 | -100.0\% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) |  | $\begin{aligned} & 7100-7299, \\ & 7400-7499 \end{aligned}$ | 0.00 | 0.00 | 0.0\% |
| 8) Other Outgo - Transfers of Indirect Costs |  | 7300-7399 | 0.00 | 0.00 | 0.0\% |
| 9) TOTAL, EXPENDITURES |  |  | 170,790.00 | 10,430.00 | -93.9\% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9) |  |  | (69,821.00) | 73,365.00 | -205.1\% |
| D. OTHER FINANCING SOURCES/USES |  |  |  |  |  |
| 1) Interfund Transfers <br> 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 <br> 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\% |



| escription | Resource Codes | ject Cod | 2018-19 | 2019-20 | Percent |
| :---: | :---: | :---: | :---: | :---: | :---: |

G. ASSETS

1) Cash
a) in County Treasury
2) Fair Value Adjustment to Cash in County Treasury
b) in Banks
c) in Revolving Cash Account
d) with Fiscal Agent/Trustee
e) Collections Awaiting Deposit
3) Investments
4) Accounts Receivable
5) Due from Grantor Government
6) Due from Other Funds
7) Stores
8) Prepaid Expenditures
9) Other Current Assets
10) TOTAL, ASSETS
H. DEFERRED OUTFLOWS OF RESOURCES



| Description | Resource Codes | Object Codes | 2018-19 Estimated Actuals | $\begin{aligned} & 2019-20 \\ & \text { Budget } \\ & \hline \end{aligned}$ | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| CERTIFICATED SALARIES |  |  |  |  |  |
| Other Certificated Salaries |  | 1900 | 0.00 | 0.00 | 0.0\% |
| TOTAL, CERTIFICATED SALARIES |  |  | 0.00 | 0.00 | 0.0\% |
| CLASSIFIED SALARIES |  |  |  |  |  |
| Classified Support Salaries |  | 2200 | 0.00 | 0.00 | 0.0\% |
| Classified Supervisors' and Administrators' Salaries |  | 2300 | 0.00 | 0.00 | 0.0\% |
| Clerical, Technical and Office Salaries |  | 2400 | 0.00 | 0.00 | 0.0\% |
| Other Classified Salaries |  | 2900 | 0.00 | 0.00 | 0.0\% |
| TOTAL, CLASSIFIED SALARIES |  |  | 0.00 | 0.00 | 0.0\% |
| EMPLOYEE BENEFITS |  |  |  |  |  |
| STRS |  | 3101-3102 | 0.00 | 0.00 | 0.0\% |
| PERS |  | 3201-3202 | 0.00 | 0.00 | 0.0\% |
| OASDI/Medicare/Alternative |  | 3301-3302 | 0.00 | 0.00 | 0.0\% |
| Health and Welfare Benefits |  | 3401-3402 | 0.00 | 0.00 | 0.0\% |
| Unemployment Insurance |  | 3501-3502 | 0.00 | 0.00 | 0.0\% |
| Workers' Compensation |  | 3601-3602 | 0.00 | 0.00 | 0.0\% |
| OPEB, Allocated |  | 3701-3702 | 0.00 | 0.00 | 0.0\% |
| OPEB, Active Employees |  | 3751-3752 | 0.00 | 0.00 | 0.0\% |
| Other Employee Benefits |  | 3901-3902 | 0.00 | 0.00 | 0.0\% |
| TOTAL, EMPLOYEE BENEFITS |  |  | 0.00 | 0.00 | 0.0\% |
| BOOKS AND SUPPLIES |  |  |  |  |  |
| Approved Textbooks and Core Curricula Materials |  | 4100 | 0.00 | 0.00 | 0.0\% |
| Books and Other Reference Materials |  | 4200 | 0.00 | 0.00 | 0.0\% |
| Materials and Supplies |  | 4300 | 0.00 | 0.00 | 0.0\% |
| Noncapitalized Equipment |  | 4400 | 0.00 | 0.00 | 0.0\% |
| TOTAL, BOOKS AND SUPPLIES |  |  | 0.00 | 0.00 | 0.0\% |


| Description Resource Codes | Object Codes | 2018-19 <br> Estimated Actuals | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: |
| SERVICES AND OTHER OPERATING EXPENDITURES |  |  |  |  |
| Subagreements for Services | 5100 | 0.00 | 0.00 | 0.0\% |
| Travel and Conferences | 5200 | 0.00 | 0.00 | 0.0\% |
| Insurance | 5400-5450 | 0.00 | 0.00 | 0.0\% |
| Operations and Housekeeping Services | 5500 | 0.00 | 0.00 | 0.0\% |
| Rentals, Leases, Repairs, and Noncapitalized Improvements | 5600 | 10,000.00 | 8,405.00 | -16.0\% |
| Transfers of Direct Costs | 5710 | 0.00 | 0.00 | 0.0\% |
| Transfers of Direct Costs - Interfund | 5750 | 2,700.00 | 2,025.00 | -25.0\% |
| Professional/Consulting Services and Operating Expenditures | 5800 | 16,000.00 | 0.00 | -100.0\% |
| Communications | 5900 | 0.00 | 0.00 | 0.0\% |
| TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES |  | 28,700.00 | 10,430.00 | -63.7\% |
| CAPITAL OUTLAY |  |  |  |  |
| Land | 6100 | 0.00 | 0.00 | 0.0\% |
| Land Improvements | 6170 | 0.00 | 0.00 | 0.0\% |
| Buildings and Improvements of Buildings | 6200 | 142,090.00 | 0.00 | -100.0\% |
| Books and Media for New School Libraries or Major Expansion of School Libraries | 6300 | 0.00 | 0.00 | 0.0\% |
| Equipment | 6400 | 0.00 | 0.00 | 0.0\% |
| Equipment Replacement | 6500 | 0.00 | 0.00 | 0.0\% |
| TOTAL, CAPITAL OUTLAY |  | 142,090.00 | 0.00 | -100.0\% |
| OTHER OUTGO (excluding Transfers of Indirect Costs) |  |  |  |  |
| Other Transfers Out |  |  |  |  |
| All Other Transfers Out to All Others | 7299 | 0.00 | 0.00 | 0.0\% |
| Debt Service |  |  |  |  |
| Debt Service - Interest | 7438 | 0.00 | 0.00 | 0.0\% |
| Other Debt Service - Principal | 7439 | 0.00 | 0.00 | 0.0\% |
| TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs) |  | 0.00 | 0.00 | 0.0\% |
| TOTAL, EXPENDITURES |  | 170,790.00 | 10,430.00 | -93.9\% |


| Description | Resource Codes | Object Codes | $\begin{gathered} \text { 2018-19 } \\ \text { Estimated Actuals } \end{gathered}$ | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| INTERFUND TRANSFERS |  |  |  |  |  |
| INTERFUND TRANSFERS IN |  |  |  |  |  |
| Other Authorized Interfund Transfers In |  | 8919 | 0.00 | 0.00 | 0.0\% |
| (a) TOTAL, INTERFUND TRANSFERS IN |  |  | 0.00 | 0.00 | 0.0\% |
| INTERFUND TRANSFERS OUT |  |  |  |  |  |
| To: State School Building Fund/ County School Facilities Fund |  | 7613 | 0.00 | 0.00 | 0.0\% |
| Other Authorized Interfund Transfers Out |  | 7619 | 0.00 | 0.00 | 0.0\% |
| (b) TOTAL, INTERFUND TRANSFERS OUT |  |  | 0.00 | 0.00 | 0.0\% |
| OTHER SOURCESIUSES |  |  |  |  |  |
| SOURCES |  |  |  |  |  |
| Proceeds |  |  |  |  |  |
| Proceeds from Disposal of Capital Assets |  | 8953 | 0.00 | 0.00 | 0.0\% |
| Other Sources |  |  |  |  |  |
| Transfers from Funds of Lapsed/Reorganized LEAs |  | 8965 | 0.00 | 0.00 | 0.0\% |
| Long-Term Debt Proceeds |  |  |  |  |  |
| Proceeds from Certificates of Participation |  | 8971 | 0.00 | 0.00 | 0.0\% |
| Proceeds from Capital Leases |  | 8972 | 0.00 | 0.00 | 0.0\% |
| Proceeds from Lease Revenue Bonds |  | 8973 | 0.00 | 0.00 | 0.0\% |
| All Other Financing Sources |  | 8979 | 0.00 | 0.00 | 0.0\% |
| (c) TOTAL, SOURCES |  |  | 0.00 | 0.00 | 0.0\% |
| USES |  |  |  |  |  |
| Transfers of Funds from Lapsed/Reorganized LEAs |  | 7651 | 0.00 | 0.00 | 0.0\% |
| All Other Financing Uses |  | 7699 | 0.00 | 0.00 | 0.0\% |
| (d) TOTAL, USES |  |  | 0.00 | 0.00 | 0.0\% |
| CONTRIBUTIONS |  |  |  |  |  |
| Contributions from Unrestricted Revenues |  | 8980 | 0.00 | 0.00 | 0.0\% |
| Contributions from Restricted Revenues |  | 8990 | 0.00 | 0.00 | 0.0\% |
| (e) TOTAL, CONTRIBUTIONS |  |  | 0.00 | 0.00 | 0.0\% |
| TOTAL, OTHER FINANCING SOURCES/USES $(a-b+c-d+e)$ |  |  | 0.00 | 0.00 | 0.0\% |


| Description | Resource Codes | Object Codes | 2018-19 <br> Estimated Actuals | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| A. REVENUES |  |  |  |  |  |
| 1) LCFF Sources |  | 8010-8099 | 0.00 | 0.00 | 0.0\% |
| 2) Federal Revenue |  | 8100-8299 | 0.00 | 0.00 | 0.0\% |
| 3) Other State Revenue |  | 8300-8599 | 0.00 | 0.00 | 0.0\% |
| 4) Other Local Revenue |  | 8600-8799 | 221.00 | 226.00 | 2.3\% |
| 5) TOTAL, REVENUES |  |  | 221.00 | 226.00 | 2.3\% |
| B. EXPENDITURES |  |  |  |  |  |
| 1) Certificated Salaries |  | 1000-1999 | 0.00 | 0.00 | 0.0\% |
| 2) Classified Salaries |  | 2000-2999 | 0.00 | 0.00 | 0.0\% |
| 3) Employee Benefits |  | 3000-3999 | 0.00 | 0.00 | 0.0\% |
| 4) Books and Supplies |  | 4000-4999 | 0.00 | 0.00 | 0.0\% |
| 5) Services and Other Operating Expenditures |  | 5000-5999 | 0.00 | 0.00 | 0.0\% |
| 6) Capital Outlay |  | 6000-6999 | 0.00 | 0.00 | 0.0\% |
| 7) Other Outgo (excluding Transfers of Indirect Costs) |  | $\begin{aligned} & 7100-7299, \\ & 7400-7499 \end{aligned}$ | 0.00 | 0.00 | 0.0\% |
| 8) Other Outgo - Transfers of Indirect Costs |  | 7300-7399 | 0.00 | 0.00 | 0.0\% |
| 9) TOTAL, EXPENDITURES |  |  | 0.00 | 0.00 | 0.0\% |
| C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B9) |  |  | 221.00 | 226.00 | 2.3\% |
| D. OTHER FINANCING SOURCES/USES |  |  |  |  |  |
| 1) Interfund Transfers <br> 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 <br> 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 <br> Estimated Actuals | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4) |  |  | 221.00 | 226.00 | 2.3\% |
| F. FUND BALANCE, RESERVES |  |  |  |  |  |
| 1) Beginning Fund Balance <br> a) As of July 1 - Unaudited <br> 9791 <br> $16,389.18$ <br> $16,610.18$ <br> 1.3\% |  |  |  |  |  |
| b) Audit Adjustments |  | 9793 | 0.00 | 0.00 | 0.0\% |
| c) As of July 1 - Audited (F1a + F1b) |  |  | 16,389.18 | 16,610.18 | 1.3\% |
| d) Other Restatements |  | 9795 | 0.00 | 0.00 | 0.0\% |
| e) Adjusted Beginning Balance (F1c + F1d) |  |  | 16,389.18 | 16,610.18 | 1.3\% |
| Components of Ending Fund Balance <br> 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 | 16,610.18 | 16,836.18 | 1.4\% |
| 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 |  |  |  |

## G. ASSETS

1) Cash
a) in County Treasury
2) Fair Value Adjustment to Cash in County Treasury
b) in Banks
c) in Revolving Cash Account
d) with Fiscal Agent/Trustee
e) Collections Awaiting Deposit
3) Investments
4) Accounts Receivable
5) Due from Grantor Government
6) Due from Other Funds
7) Stores
8) Prepaid Expenditures
9) Other Current Assets
10) TOTAL, ASSETS
H. DEFERRED OUTFLOWS OF RESOURCES
11) Deferred Outflows of Resources

Resource Codes Object Codes 2019-20
Budget Percent Difference

## 2) TOTAL, DEFERRED OUTFLOWS

I. LIABILITIES

| 1) Accounts Payable | 9500 | 0.00 |
| :---: | :---: | :---: |
| 2) Due to Grantor Governments | 9590 | 0.00 |
| 3) Due to Other Funds | 9610 | 0.00 |
| 4) Current Loans | 9640 | 0.00 |
| 5) Unearned Revenue | 9650 | 0.00 |
| 6) TOTAL, LIABILITIES |  | 0.00 |
| J. DEFERRED INFLOWS OF RESOU |  |  |
| 1) Deferred Inflows of Resources | 9690 | 0.00 |
| 2) TOTAL, DEFERRED INFLOWS |  | 0.00 |
| K. FUND EQUITY |  |  |
| Ending Fund Balance, June 30 $(\mathrm{G} 9+\mathrm{H} 2)-(\mathrm{I} 6+\mathrm{J} 2)$ |  | 0.00 |

Special Reserve Fund for Capital Outlay Projects
Expenditures by Object

| Description | Resource Codes | Object Codes | 2018-19 Estimated Actuals | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| FEDERAL REVENUE |  |  |  |  |  |
| FEMA |  | 8281 | 0.00 | 0.00 | 0.0\% |
| All Other Federal Revenue |  | 8290 | 0.00 | 0.00 | 0.0\% |
| TOTAL, FEDERAL REVENUE |  |  | 0.00 | 0.00 | 0.0\% |
| OTHER STATE REVENUE |  |  |  |  |  |
| Pass-Through Revenues from State Sources |  | 8587 | 0.00 | 0.00 | 0.0\% |
| California Clean Energy Jobs Act | 6230 | 8590 | 0.00 | 0.00 | 0.0\% |
| All Other State Revenue | All Other | 8590 | 0.00 | 0.00 | 0.0\% |
| TOTAL, OTHER STATE REVENUE |  |  | 0.00 | 0.00 | 0.0\% |
| OTHER LOCAL REVENUE |  |  |  |  |  |
| Other Local Revenue |  |  |  |  |  |
| Community Redevelopment Funds Not Subject to LCFF Deduction |  | 8625 | 0.00 | 0.00 | 0.0\% |
| Sales <br> Sale of Equipment/Supplies |  | 8631 | 0.00 | 0.00 | 0.0\% |
| Leases and Rentals |  | 8650 | 0.00 | 0.00 | 0.0\% |
| Interest |  | 8660 | 221.00 | 226.00 | 2.3\% |
| Net Increase (Decrease) in the Fair Value of Investments |  | 8662 | 0.00 | 0.00 | 0.0\% |
| Other Local Revenue |  |  |  |  |  |
| All Other Local Revenue |  | 8699 | 0.00 | 0.00 | 0.0\% |
| All Other Transfers In from All Others |  | 8799 | 0.00 | 0.00 | 0.0\% |
| TOTAL, OTHER LOCAL REVENUE |  |  | 221.00 | 226.00 | 2.3\% |
| TOTAL, REVENUES |  |  | 221.00 | 226.00 | 2.3\% |

Special Reserve Fund for Capital Outlay Projects
Expenditures by Object
37681890000000
Form 40

| Description | Resource Codes | Object Codes | $\begin{gathered} \text { 2018-19 } \\ \text { Estimated Actuals } \\ \hline \end{gathered}$ | 2019-20 <br> Budget | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| CLASSIFIED SALARIES |  |  |  |  |  |
| Classified Support Salaries |  | 2200 | 0.00 | 0.00 | 0.0\% |
| Classified Supervisors' and Administrators' Salaries |  | 2300 | 0.00 | 0.00 | 0.0\% |
| Clerical, Technical and Office Salaries |  | 2400 | 0.00 | 0.00 | 0.0\% |
| Other Classified Salaries |  | 2900 | 0.00 | 0.00 | 0.0\% |
| TOTAL, CLASSIFIED SALARIES |  |  | 0.00 | 0.00 | 0.0\% |
| EMPLOYEE BENEFITS |  |  |  |  |  |
| STRS |  | 3101-3102 | 0.00 | 0.00 | 0.0\% |
| PERS |  | 3201-3202 | 0.00 | 0.00 | 0.0\% |
| OASDI/Medicare/Alternative |  | 3301-3302 | 0.00 | 0.00 | 0.0\% |
| Health and Welfare Benefits |  | 3401-3402 | 0.00 | 0.00 | 0.0\% |
| Unemployment Insurance |  | 3501-3502 | 0.00 | 0.00 | 0.0\% |
| Workers' Compensation |  | 3601-3602 | 0.00 | 0.00 | 0.0\% |
| OPEB, Allocated |  | 3701-3702 | 0.00 | 0.00 | 0.0\% |
| OPEB, Active Employees |  | 3751-3752 | 0.00 | 0.00 | 0.0\% |
| Other Employee Benefits |  | 3901-3902 | 0.00 | 0.00 | 0.0\% |
| TOTAL, EMPLOYEE BENEFITS |  |  | 0.00 | 0.00 | 0.0\% |
| BOOKS AND SUPPLIES |  |  |  |  |  |
| Books and Other Reference Materials |  | 4200 | 0.00 | 0.00 | 0.0\% |
| Materials and Supplies |  | 4300 | 0.00 | 0.00 | 0.0\% |
| Noncapitalized Equipment |  | 4400 | 0.00 | 0.00 | 0.0\% |
| TOTAL, BOOKS AND SUPPLIES |  |  | 0.00 | 0.00 | 0.0\% |



July 1 Budget
Lakeside Union Elementary San Diego County

| Description | Resource Codes | Object Codes | $\left.\begin{array}{c}\text { 2018-19 } \\ \text { Estimated Actuals }\end{array}\right]$ | $\begin{aligned} & 2019-20 \\ & \text { Budget } \\ & \hline \end{aligned}$ | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| INTERFUND TRANSFERS |  |  |  |  |  |
| INTERFUND TRANSFERS IN |  |  |  |  |  |
| From: General Fund/CSSF |  | 8912 | 0.00 | 0.00 | 0.0\% |
| Other Authorized Interfund Transfers In |  | 8919 | 0.00 | 0.00 | 0.0\% |
| (a) TOTAL, INTERFUND TRANSFERS IN |  |  | 0.00 | 0.00 | 0.0\% |
| INTERFUND TRANSFERS OUT |  |  |  |  |  |
| To: General Fund/CSSF |  | 7612 | 0.00 | 0.00 | 0.0\% |
| To: State School Building Fund/ County School Facilities Fund |  | 7613 | 0.00 | 0.00 | 0.0\% |
| Other Authorized Interfund Transfers Out |  | 7619 | 0.00 | 0.00 | 0.0\% |
| (b) TOTAL, INTERFUND TRANSFERS OUT |  |  | 0.00 | 0.00 | 0.0\% |

Special Reserve Fund for Capital Outlay Projects
Expenditures by Object
37681890000000
Form 40

| Description | Resource Codes | Object Codes | $\begin{gathered} \text { 2018-19 } \\ \text { Estimated Actuals } \\ \hline \end{gathered}$ | $\begin{aligned} & 2019-20 \\ & \text { Budget } \end{aligned}$ | Percent Difference |
| :---: | :---: | :---: | :---: | :---: | :---: |
| OTHER SOURCES/USES |  |  |  |  |  |
| SOURCES |  |  |  |  |  |
| Proceeds |  |  |  |  |  |
| Proceeds from Disposal of Capital Assets |  | 8953 | 0.00 | 0.00 | 0.0\% |
| Other Sources |  |  |  |  |  |
| Transfers from Funds of Lapsed/Reorganized LEAs |  | 8965 | 0.00 | 0.00 | 0.0\% |
| Long-Term Debt Proceeds |  |  |  |  |  |
| Proceeds from Certificates of Participation |  | 8971 | 0.00 | 0.00 | 0.0\% |
| Proceeds from Capital Leases |  | 8972 | 0.00 | 0.00 | 0.0\% |
| Proceeds from Lease Revenue Bonds |  | 8973 | 0.00 | 0.00 | 0.0\% |
| All Other Financing Sources |  | 8979 | 0.00 | 0.00 | 0.0\% |
| (c) TOTAL, SOURCES |  |  | 0.00 | 0.00 | 0.0\% |
| USES |  |  |  |  |  |
| Transfers of Funds from Lapsed/Reorganized LEAs |  | 7651 | 0.00 | 0.00 | 0.0\% |
| All Other Financing Uses |  | 7699 | 0.00 | 0.00 | 0.0\% |
| (d) TOTAL, USES |  |  | 0.00 | 0.00 | 0.0\% |
| CONTRIBUTIONS |  |  |  |  |  |
| Contributions from Unrestricted Revenues |  | 8980 | 0.00 | 0.00 | 0.0\% |
| Contributions from Restricted Revenues |  | 8990 | 0.00 | 0.00 | 0.0\% |
| (e) TOTAL, CONTRIBUTIONS |  |  | 0.00 | 0.00 | 0.0\% |
| TOTAL, OTHER FINANCING SOURCES/USES $(a-b+c-d+e)$ |  |  | 0.00 | 0.00 | 0.0\% |



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): | 4,877 |  |  |  |
| District's ADA Standard Percentage Level: | 1.0\% |  |  |  |

## 1A. Calculating the District's ADA Variances

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

| Fiscal Year | $\begin{gathered} \text { Original Budget } \\ \text { Funded ADA } \\ \text { (Form A, Lines A4 and C4) } \end{gathered}$ | 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 | 4,733 | 4,886 |  |  |
| Charter School |  | 1,231 |  |  |
| Total ADA | 4,733 | 6,117 | N/A | Met |
| Second Prior Year (2017-18) |  |  |  |  |
| District Regular | 4,890 | 4,964 |  |  |
| Charter School |  | 384 |  |  |
| Total ADA | 4,890 | 5,348 | N/A | Met |
| First Prior Year (2018-19) |  |  |  |  |
| District Regular | 4,961 | 4,962 |  |  |
| Charter School |  | 0 |  |  |
| Total ADA | 4,961 | 4,962 | N/A | Met |
| Budget Year (2019-20) |  |  |  |  |
| District Regular | 4,877 |  |  |  |
| Charter School | 0 |  |  |  |
| Total ADA | 4,877 |  |  |  |

## 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: <br> (required if NOT met)

$\square$
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: <br> (required if NOT met)

$\square$

## 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): | 4,877 |  |  |  |
| District's Enrollment Standard Percentage Level: | 1.0\% |  |  |  |

## 2A. Calculating the District's Enrollment Variances

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

|  | Enrollment |  | Enrollment Variance Level (If Budget is greater than Actual, else N/A) | Status |
| :---: | :---: | :---: | :---: | :---: |
| Fiscal Year | Budget | CBEDS Actual |  |  |
| Third Prior Year (2016-17) |  |  |  |  |
|  | 5,099 | 5,041 |  |  |
| District Regular 5,099  <br>    <br> Charter School   |  |  |  |  |
| Total Enrollment | 5,099 | 5,041 | 1.1\% | Not Met |
| Second Prior Year (2017-18) |  |  |  |  |
| District Regular 5,157 5,166 |  |  |  |  |
| Charter School |  |  |  |  |
| Total Enrollment | 5,157 | 5,166 | N/A | Met |
| First Prior Year (2018-19) |  |  |  |  |
| District Regular 5,157 5,074 <br>    |  |  |  |  |
| Charter School |  |  |  |  |
| Total Enrollment | 5,157 | 5,074 | 1.6\% | Not Met |
| Budget Year (2019-20) |  |  |  |  |
| District Regular 5,084 |  |  |  |  |
| Charter School |  |  |  |  |
| Total Enrollment | 5,084 |  |  |  |

## 2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.
1a. STANDARD NOT MET - Enrollment was estimated above the standard for the first prior year. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

| Explanation: <br> (required if NOT met) | The District did not appropriately anticipate the declining enrollment seen throughout the state. The month 10 enrollment was 5,050 students. Had the <br> month 10 enrollment number been taken in to consideration to project enrollment the variance would have been minimal. |
| :--- | :--- |

1b. STANDARD NOT MET - Enrollment was estimated above the standard for two or more of the previous three years. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
This year the enrollment method compared the current enrollment number for school month 10 and the prior year CBEDS enrollment. Since the variance (required if NOT met) was only 4 students the prior year CBEDS enrollment was used. Enrollment of 10 students was added due to the creation of the new homeschool / independent study program in the fall.

## 3. CRITERION: ADA to Enrollment

STANDARD: Projected second period ( $\mathrm{P}-2$ ) 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 | 4,853 | 5,041 |  |
| Charter School | 1,231 | 0 |  |
| Total ADA/Enrollment | 6,084 | 5,041 | 120.7\% |
| Second Prior Year (2017-18) |  |  |  |
| District Regular | 4,963 | 5,166 |  |
| Charter School | 384 |  |  |
| Total ADA/Enrollment | 5,347 | 5,166 | 103.5\% |
| First Prior Year (2018-19) |  |  |  |
| District Regular | 4,867 | 5,074 |  |
| Charter School | 0 |  |  |
| Total ADA/Enrollment | 4,867 | 5,074 | 95.9\% |
| Historical Average Ratio: |  |  | 106.7\% |
| District's ADA to Enrollment Standard (historical average ratio plus 0.5\%): |  |  | 107.2\% |

## 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 <br> Budget/Projected (Criterion 2, Item 2A) | Ratio of ADA to Enrollment | Status |
| :---: | :---: | :---: | :---: | :---: |
| Budget Year (2019-20) |  |  |  |  |
| District Regular | 4,877 | 5,084 |  |  |
| Charter School | 0 |  |  |  |
| Total ADA/Enrollment | 4,877 | 5,084 | 95.9\% | Met |
| 1st Subsequent Year (2020-21) |  |  |  |  |
| District Regular | 4,877 | 5,084 |  |  |
| Charter School |  |  |  |  |
| Total ADA/Enrollment | 4,877 | 5,084 | 95.9\% | Met |
| 2nd Subsequent Year (2021-22) |  |  |  |  |
| District Regular | 4,877 | 5,084 |  |  |
| Charter School |  |  |  |  |
| Total ADA/Enrollment | 4,877 | 5,084 | 95.9\% | Met |

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

DATA ENTRY: Enter an explanation if the standard is not met.
1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

## Explanation: <br> (required if NOT met)

$\square$

## 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

```
Step 1-Change in Population
    a. ADA (Funded)
        (Form A, lines A6 and C4)
    b. Prior Year ADA (Funded)
    c. Difference (Step 1a minus Step 1b)
d. Percent Change Due to Population
    (Step 1c divided by Step 1b)
```

| $\begin{aligned} & \text { Prior Year } \\ & (2018-19) \\ & \hline \end{aligned}$ | $\begin{gathered} \text { Budget Year } \\ (2019-20) \\ \hline \end{gathered}$ | $\begin{gathered} \text { 1st Subsequent Year } \\ (2020-21) \\ \hline \end{gathered}$ | 2nd Subsequent Year $(2021-22)$ |
| :---: | :---: | :---: | :---: |
| 4,962.34 | 4,876.52 | 4,876.52 | 4,876.52 |
|  | 4,962.34 | 4,876.52 | 4,876.52 |
|  | (85.82) | 0.00 | 0.00 |
|  | -1.73\% | 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)
c. Economic Recovery Target Funding (current year increment)
d. Total (Lines 2b2 plus Line 2c)
e. Percent Change Due to Funding Level (Step 2d divided by Step 2a)

| $43,769,728.00$ | $44,364,703.00$ | $45,599,065.00$ |
| :---: | :---: | :---: |
| $3.26 \%$ | $3.00 \%$ | $2.80 \%$ |
| $1,426,893.13$ |  | $1,330,941.09$ |
|  | N/A | $1,276,773.82$ |
| $1,426,893.13$ | $1,330,941.09$ | N/A |
| $3.26 \%$ | $3.00 \%$ | $1,276,773.82$ |
|  |  | $2.80 \%$ |

Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2e)

LCFF Revenue Standard (Step 3, plus/minus 1\%):

| $1.53 \%$ | $3.00 \%$ | $2.80 \%$ |
| :---: | :---: | :---: |
| $.53 \%$ to $2.53 \%$ | $\mathbf{2 . 0 0 \%}$ to $4.00 \%$ | $\mathbf{1 . 8 0 \%}$ to $3.80 \%$ |

## 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 $(2018-19)$ | $\begin{gathered} \text { Budget Year } \\ (2019-20) \\ \hline \end{gathered}$ | $\begin{gathered} \text { 1st Subsequent Year } \\ (2020-21) \\ \hline \end{gathered}$ | $\begin{aligned} & \text { 2nd Subsequent Year } \\ & (2021-22) \\ & \hline \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: |
| Projected Local Property Taxes <br> (Form 01, Objects 8021-8089) | 10,559,044.00 | 10,559,044.00 |  |  |
| Percent Change from Previous Year |  | N/A | N/A | N/A |
|  | Basic Aid Standard (percent change from <br> 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

|  | $\begin{gathered} \text { Budget Year } \\ (2019-20) \\ \hline \end{gathered}$ | $\begin{aligned} & \text { 1st Subsequent Year } \\ & (2020-21) \end{aligned}$ | $\begin{gathered} \text { 2nd Subsequent Year } \\ (2021-22) \\ \hline \end{gathered}$ |
| :---: | :---: | :---: | :---: |
| Necessary Small School Standard <br> (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) | $\begin{aligned} & \text { 2nd Subsequent Year } \\ & \text { (2021-22) } \end{aligned}$ |
| :---: | :---: | :---: | :---: |
| LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089) $\quad 44,533,933.00$ | 45,141,347.00 | 46,375,709.00 | 47,624,741.00 |
| District's Projected Change in LCFF Revenue: LCFF Revenue Standard: Status: | 1.36\% | 2.73\% | 2.69\% |
|  | . $53 \%$ to $2.53 \%$ | 2.00\% to 4.00\% | 1.80\% to 3.80\% |
|  | Met | Met | Met |

## 4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.
1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

## Explanation: (required if NOT met)

$\square$

## 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.

| Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) |  |  | Ratio <br> of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures |  |
| :---: | :---: | :---: | :---: | :---: |
| Fiscal Year | Salaries and Benefits (Form 01, Objects 1000-3999) | Total Expenditures <br> (Form 01, Objects 1000-7499) |  |  |
| Third Prior Year (2016-17) | 32,914,470.17 | 36,474,805.09 | 90.2\% |  |
| Second Prior Year (2017-18) | 34,305,102.02 | 37,824,338.84 | 90.7\% |  |
| First Prior Year (2018-19) | 35,312,509.15 | 39,430,933.70 | 89.6\% |  |
|  |  | Historical Average Ratio: | 90.2\% |  |
|  |  | Budget Year (2019-20) | $\begin{gathered} \text { 1st Subsequent Year } \\ (2020-21) \end{gathered}$ | $\begin{aligned} & \text { 2nd Subsequent Year } \\ & (2021-22) \\ & \hline \end{aligned}$ |
|  | District's Reserve Standard Percentage (Criterion 10B, Line 4): | 3.0\% | 3.0\% | 3.0\% |
|  | District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of $3 \%$ or the district's reserve standard percentage): | 87.2\% to 93.2\% | 87.2\% to 93.2\% | 87.2\% to 93.2\% |

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

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

| Budget - Unrestricted (Resources 0000-1999) |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | Salaries and Benefits | Total Expenditures | Ratio |  |
| Fiscal Year | (Form 01, Objects 1000-3999) <br> (Form MYP, Lines B1-B3) | (Form 01, Objects 1000-7499) <br> (Form MYP, Lines B1-B8, B10) | of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures | Status |
| Budget Year (2019-20) | 36,199,932.94 | 40,430,496.30 | 89.5\% | Met |
| 1st Subsequent Year (2020-21) | 37,058,438.00 | 41,329,043.00 | 89.7\% | Met |
| 2nd Subsequent Year (2021-22) | 37,748,722.00 | 42,047,130.00 | 89.8\% | 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)

$\square$

## 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



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

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

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

| Object Range / Fiscal Year | Amount | Percent Change Over Previous Year | Change Is Outside Explanation Range |
| :---: | :---: | :---: | :---: |
| Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2) |  |  |  |
| First Prior Year (2018-19) | 3,145,483.84 |  |  |
| Budget Year (2019-20) | 2,591,094.13 | -17.62\% | Yes |
| 1st Subsequent Year (2020-21) | 2,491,763.00 | -3.83\% | Yes |
| 2nd Subsequent Year (2021-22) | 2,491,763.00 | 0.00\% | No |

## Explanation:

 (required if Yes)In fiscal year 18-19 the District had a large Title I carryover revenue amount of \$332,000 which is not budgeted for 2019-20. In fiscal year 2018-19 the District received a large amount of prior year Impact Aid Revenue. This Impact Aid revenue has been dropped back down from $\$ 234,000$ to the average annual revenue of $\$ 120,000$. In Fiscal Year 2019-20 the larger portion of the ESSA CSI revenue will be received by the District, $\$ 129,000$. This is grant is not on-going so that revenue drops out for fiscal year 2020-21.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)
First Prior Year (2018-19)
Budget Year (2019-20)
1st Subsequent Year (2020-21)
2nd Subsequent Year (2021-22)

| $5,930,271.33$ |  |  |
| ---: | :---: | :---: |
| $4,485,803.00$ | $-24.36 \%$ | Yes |
| $4,479,274.00$ | $-0.15 \%$ | No |
| $4,514,642.00$ | $0.79 \%$ | No |

## Explanation:

 (required if Yes )In fiscal year 2018-19 the the District received a large amount of one-time revenues including one-time Madate Block Grant (Unrestricted) revenues, the Low Performing Student Block Grant (Restricted), and Classified Professional Development Grant (Restricted). These one-time revenues have been removed from subsequent years.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)
First Prior Year (2018-19)
Budget Year (2019-20)
1st Subsequent Year (2020-21)
2nd Subsequent Year (2021-22)

| $5,389,437.88$ |  | Yes |
| ---: | :---: | :---: |
| $4,771,967.06$ | $-11.46 \%$ | No |
| $4,678,441.00$ | $-1.96 \%$ | No |
| $4,678,913.00$ | $0.01 \%$ |  |

## Explanation: (required if Yes)

Fiscal year 2018-19 was the final year of large amounts of revenues for the NGSS Grant. In Fiscal Year 2019-20 these revenues drop by $\$ 180,000$ and in fiscal year 2020-21 revenues drop the final $\$ 94,000$. The District also received about $\$ 100,000$ in local revenues from insurance claims for a flood in the prior year which have been removed from the budget.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4) First Prior Year (2018-19) Budget Year (2019-20) 1st Subsequent Year (2020-21) 2nd Subsequent Year (2021-22)

| $2,227,785.48$ |  |  |  |
| ---: | :---: | :---: | :---: |
| $2,425,812.61$ | $8.89 \%$ | Yes |  |
| $2,231,874.00$ | $-7.99 \%$ | Yes |  |
| $2,050,702.00$ | $-8.12 \%$ | Yes |  |

## Explanation:

 (required if Yes)In fiscal year 2019-20 the District is doing a Next Generation Science Standard textbook adoption, totaling an additional textbook budget of $\$ 500,000$. Fiscal year 2020-21 is the second phase of textbook adoption of $\$ 235,000$. Fiscal year 2021-22 there are no more textbooks adoptions planned.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)
First Prior Year (2018-19)
Budget Year (2019-20)
1st Subsequent Year (2020-21)
2nd Subsequent Year (2021-22)

| $5,820,835.37$ |  |  |  |
| ---: | ---: | ---: | :---: |
| $5,799,567.37$ | $-0.37 \%$ | No |  |
| $5,796,313.00$ | $-0.06 \%$ | No |  |
| $5,869,513.00$ | $1.26 \%$ | No |  |

## Explanation:

 (required if Yes)

## 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) | 14,465,193.05 |  |  |
| Budget Year (2019-20) | 11,848,864.19 | -18.09\% | Not Met |
| 1st Subsequent Year (2020-21) | 11,649,478.00 | -1.68\% | Met |
| 2nd Subsequent Year (2021-22) | 11,685,318.00 | 0.31\% | Met |

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)
First Prior Year (2018-19)
Budget Year (2019-20)
1st Subsequent Year (2020-21)
2nd Subsequent Year (2021-22)

| $8,048,620.85$ |  |  |
| ---: | :---: | :---: |
| $8,225,379.98$ | $2.20 \%$ | Met |
| $8,028,187.00$ | $-2.40 \%$ | Met |
| $7,920,215.00$ | $-1.34 \%$ | 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: <br> Federal Revenue (linked from 6B if NOT met) | In fiscal year 18-19 the District had a large Title I carryover revenue amount of $\$ 332,000$ which is not budgeted for 2019-20. In fiscal year 2018-19 the District received a large amount of prior year Impact Aid Revenue. This Impact Aid revenue has been dropped back down from $\$ 234,000$ to the average annual revenue of $\$ 120,000$. In Fiscal Year 2019-20 the larger portion of the ESSA CSI revenue will be received by the District, $\$ 129,000$. This is grant is not on-going so that revenue drops out for fiscal year 2020-21. |
| :---: | :---: |
| Explanation: <br> Other State Revenue (linked from 6B if NOT met) | In fiscal year 2018-19 the the District received a large amount of one-time revenues including one-time Madate Block Grant (Unrestricted) revenues, the Low Performing Student Block Grant (Restricted), and Classified Professional Development Grant (Restricted). These one-time revenues have been removed from subsequent years. |
| Explanation: Other Local Revenue (linked from 6B if NOT met) | Fiscal year 2018-19 was the final year of large amounts of revenues for the NGSS Grant. In Fiscal Year 2019-20 these revenues drop by $\$ 180,000$ and in fiscal year 2020-21 revenues drop the final $\$ 94,000$. The District also received about $\$ 100,000$ in local revenues from insurance claims for a flood in the prior year which have been removed from the budget. |

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

## Explanation:

Books and Supplies
(linked from 6B
if NOT met) $\square$
Explanation:
Services and Other Exps
(linked from 6B
if NOT met) $\square$

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

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

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?
b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)

2. Ongoing and Major Maintenance/Restricted Maintenance Account
a. Budgeted Expenditures and Other Financing Uses
(Form 01, objects 1000-7999)
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)
c. Net Budgeted Expenditures and Other Financing Uses


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

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

## Explanation:

(required if NOT met
and Other is marked)

## 8. CRITERION: Deficit Spending

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

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

DATA ENTRY: All data are extracted or calculated.

| $\begin{gathered} \text { Third Prior Year } \\ (2016-17) \\ \hline \end{gathered}$ | Second Prior Year (2017-18) | First Prior Year (2018-19) |
| :---: | :---: | :---: |
| 0.00 | 0.00 | 0.00 |
| 1,605,136.00 | 1,636,972.00 | 1,739,312.00 |
| 7,113,137.15 | 6,563,862.48 | 6,805,986.76 |
| $(123,201.10)$ | (0.10) | (0.10) |
| 8,595,072.05 | 8,200,834.38 | 8,545,298.66 |
| 53,504,524.94 | 54,565,723.06 | 57,978,996.63 |
|  |  | 0.00 |
| 53,504,524.94 | 54,565,723.06 | 57,978,996.63 |
| 16.1\% | 15.0\% | 14.7\% |

District's Deficit Spending Standard Percentage Levels $\square$
${ }^{1}$ Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.
${ }^{2}$ A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

## 8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

| Fiscal Year | Net Change in Unrestricted Fund Balance (Form 01, Section E) | Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999) | Deficit Spending Level <br> (If Net Change in Unrestricted Fund Balance is negative, else N/A) | Status |
| :---: | :---: | :---: | :---: | :---: |
| Third Prior Year (2016-17) | 1,042,477.01 | 36,474,805.09 | N/A | Met |
| Second Prior Year (2017-18) | $(32,999.46)$ | 37,824,338.84 | 0.1\% | Met |
| First Prior Year (2018-19) | 334,714.28 | 39,432,865.59 | N/A | Met |
| Budget Year (2019-20) (Information only) | $(1,987,589.47)$ | 40,430,496.30 |  |  |

## 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) $\square$

## 9. CRITERION: Fund Balance

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

| Percentage Level $^{1}$ | District ADA $^{3}$ |  |  |
| :---: | ---: | ---: | ---: |
| $1.7 \%$ | 0 | to | 300 |
| $1.3 \%$ | 301 | to | 1,000 |
| $1.0 \%$ | 1,001 | to | 30,000 |
| $0.7 \%$ | 30,001 | to | 400,000 |
| $0.3 \%$ | 400,001 | and | over |

${ }^{1}$ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4): $\square$

District's Fund Balance Standard Percentage Level: $\square$

## 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 Fu (Form 01, Line F1e, Original Budget | Beginning Balance ${ }^{2}$ <br> restricted Column) <br> Estimated/Unaudited Actuals | Beginning Fund Balance Variance Level <br> (If overestimated, else N/A) | Status |
| :---: | :---: | :---: | :---: | :---: |
| Third Prior Year (2016-17) | 7,758,556.38 | 7,980,843.93 | N/A | Met |
| Second Prior Year (2017-18) | 8,150,926.93 | 9,023,320.94 | N/A | Met |
| First Prior Year (2018-19) | 8,744,507.94 | 8,990,321.48 | N/A | Met |
| Budget Year (2019-20) (Information only) | 9,325,035.76 |  |  |  |

${ }^{2}$ Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

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

DATA ENTRY: Enter an explanation if the standard is not met.
1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation: (required if NOT met)

## 10. CRITERION: Reserves

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

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

| Percentage Level | District ADA |  |  |
| :---: | ---: | ---: | ---: |
| $5 \%$ or $\$ 69,000$ (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 |

${ }^{1}$ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.
${ }^{2}$ Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.
${ }^{3}$ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.


## 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):
Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?

2. If you are the SELPA AU and are excluding special education pass-through funds:
a. Enter the name(s) of the SELPA(s):

|  | Budget Year (2019-20) | 1st Subsequent Year (2020-21) | 2nd Subsequent Year (2021-22) |
| :---: | :---: | :---: | :---: |
| b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223) | 0.00 |  |  |

## 10B. Calculating the District's Reserve Standard

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

1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)
2. Plus: Special Education Pass-through
(Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)
3. Total Expenditures and Other Financing Uses
(Line B1 plus Line B2)
4. Reserve Standard Percentage Level
5. Reserve Standard - by Percent
(Line B3 times Line B4)
6. Reserve Standard - by Amount
( $\$ 69,000$ for districts with 0 to 1,000 ADA, else 0 )
7. District's Reserve Standard
(Greater of Line B5 or Line B6)

| Budget Year <br> $(2019-20)$ | 1st Subsequent Year <br> $(2020-21)$ | 2nd Subsequent Year <br> $(2021-22)$ |
| ---: | ---: | ---: |
| $59,097,607.40$ |  | $59,849,388.00$ |

## 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 <br> (Unrestricted resources 0000-1999 except Line 4): | Budget Year (2019-20) | $\begin{aligned} & \text { 1st Subsequent Year } \\ & (2020-21) \end{aligned}$ | $\begin{gathered} \text { 2nd Subsequent Year } \\ (2021-22) \\ \hline \end{gathered}$ |
| :---: | :---: | :---: | :---: |
| 1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a) | 0.00 | 0.00 | 0.00 |
| 2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b) | 1,772,928.00 | 1,795,482.00 | 1,820,161.00 |
| 3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c) | 5,172,207.29 | 2,912,824.29 | 727,511.29 |
| 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) | (0.10) | 0.00 | 0.00 |
| 5. Special Reserve Fund - Stabilization Arrangements <br> (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) | 6,945,135.19 | 4,708,306.29 | 2,547,672.29 |
| 9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3) | 11.75\% | 7.87\% | 4.20\% |
| District's Reserve Standard (Section 10B, Line 7): | 1,772,928.22 | 1,795,481.64 | 1,820,161.14 |
| Status: | Met | Met | Met |

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.
1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

## Explanation: (required if NOT met)

## SUPPLEMENTAL INFORMATION

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

## S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

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

## 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? $\square$
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? $\square$
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)? $\square$

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 $\mathbf{\$ 2 0 , 0 0 0}$ |

## 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

1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)
First Prior Year (2018-19)
Budget Year (2019-20)
1st Subsequent Year (2020-21)
2nd Subsequent Year (2021-22)

| $(8,243,942.01)$ |  | Met |  |
| ---: | ---: | ---: | :---: |
| $(8,539,584.17)$ | $295,642.16$ | $3.6 \%$ | Met |
| $(9,117,299.00)$ | $577,714.83$ | $6.8 \%$ | Met |
| $(9,259,985.00)$ | $142,686.00$ | $1.6 \%$ |  |

1b. Transfers In, General Fund *
First Prior Year (2018-19)
Budget Year (2019-20)
1st Subsequent Year (2020-21)
2nd Subsequent Year (2021-22)

| 0.00 |  |  |  |
| ---: | ---: | :--- | :--- |
| 0.00 | 0.00 | $0.0 \%$ | Met |
| 0.00 | 0.00 | $0.0 \%$ | Met |
| 0.00 | 0.00 | $0.0 \%$ | Met |

1c. Transfers Out, General Fund *
First Prior Year (2018-19)
Budget Year (2019-20)
1st Subsequent Year (2020-21)
2nd Subsequent Year (2021-22)

| 0.00 |  |  |  |
| ---: | ---: | ---: | ---: |
| 0.00 | 0.00 | $0.0 \%$ | Met |
| 0.00 | 0.00 | $0.0 \%$ | Met |
| 0.00 | 0.00 | $0.0 \%$ | Met |

1d. Impact of Capital Projects
Do you have any capital projects that may impact the general fund operational budget? $\square$

* 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 $1 \mathrm{a}-1 \mathrm{c}$ 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) $\square$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) $\square$1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation: (required if NOT met)

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

Project Information:
(required if YES)

## S6. Long-term Commitments

Identify all existing and new multiyear commitments ${ }^{1}$ and their annual required payments for the budget year and two subsequent fiscal years.
Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.
${ }^{1}$ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

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

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

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

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 <br> Remaining | SACS Fund and Object Codes Used For:  <br> Funding Sources (Revenues) Debt Service (Expenditures) |  | Principal Balance as of July 1, 2019 |
| :---: | :---: | :---: | :---: | :---: |
| Capital Leases |  |  |  |  |
| Certificates of Participation |  |  |  |  |
| General Obligation Bonds | 31 | Bond Interest and Redemption, Fund 51 | Bond Interest and Redemption, Fund 51 | 61,572,300 |
| Supp Early Retirement Program | 5 | Unrestricted General Fund | Unrestricted General Fund, Object 3901 | 359,184 |
| State School Building Loans |  |  |  |  |
| Compensated Absences |  |  |  |  |



| Other Long-term Commitments (continued): |  |  |  |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Total Annual Payments: $\quad 386,064$ | 354,648 | 324,358 | 317,922 |
| Has total annual payment increased over prior year (2018-19)? | No | No | No |

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

DATA ENTRY: Enter an explanation if Yes.

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

## Explanation:

(required if Yes
to increase in tota annual payments)

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

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

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

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: <br> (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 5 b.

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

2. For the district's OPEB:
a. Are they lifetime benefits?

b. Do benefits continue past age 65 ?

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:

$$
\text { A limited number of retirees have lifetime benefits. Any current or future retirees have OPEB if age } 55 \text { at time of retirement from the District and OPEB }
$$ cease at the age of 65 .

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

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

| Self-Insurance Fund |  |  | Governmental Fund |
| :--- | :--- | :--- | :--- |
|  | $\mathrm{n} / \mathrm{a}$ | $\mathrm{n} / \mathrm{a}$ |  |

4. OPEB Liabilities
a. Total OPEB liability
b. OPEB plan(s) fiduciary net position (if applicable)

| $14,099,563.00$ |
| ---: |
| $500,000.00$ |
| $13,599,563.00$ |
| 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 <br> $(2019-20)$ | 1st Subsequent Year <br> $(2020-21)$ | 2nd Subsequent Year <br> $(2021-22)$ |
| ---: | ---: | ---: |
|  |  | $\mathrm{n} / \mathrm{a}$ |

## 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)

|  |
| :---: |
|  |
|  |
|  |

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


## 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.

|  | $\begin{gathered} \text { Prior Year (2nd Interim) } \\ (2018-19) \\ \hline \end{gathered}$ | $\begin{gathered} \text { Budget Year } \\ (2019-20) \\ \hline \end{gathered}$ | $\begin{gathered} \text { 1st Subsequent Year } \\ (2020-21) \\ \hline \end{gathered}$ | 2nd Subsequent Year $(2021-22)$ |
| :---: | :---: | :---: | :---: | :---: |
| Number of certificated (non-management) full-time-equivalent (FTE) positions | 275.0 | 273.0 | 273.0 | 273.0 |

## Certificated (Non-management) Salary and Benefit Negotiations

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


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

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

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7 .
Negotiation are settled for the Prior Year (2018-19). Negotiations for the Budget Year (2019-20) are in process with no settlements.

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: $\qquad$
$\square$

5. Salary settlement:

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


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
256,614
7. Amount included for any tentative salary schedule increases

| Budget Year <br> $(2019-20)$ | 1st Subsequent Year <br> $(2020-21)$ | 2nd Subsequent Year <br> $(2021-22)$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | 0 |  | 0 | 0 |

## Certificated (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 <br> $(2019-20)$ | 1st Subsequent Year <br> $(2020-21)$ | 2nd Subsequent Year <br> $(2021-22)$ |
| :---: | :---: | :---: |
|  |  |  |
| Yes | Yes | Yes |
| $93.2 \%$ |  | $4,485,778$ |
| $3.5 \%$ | $93.2 \%$ | $93.642,780$ |
|  | $3.5 \%$ | $3.5 \%$ |

## 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:


## Certificated (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

## Certificated (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?

| $\begin{array}{c}\text { Budget Year } \\ (2019-20)\end{array}$ |
| :---: |
| 1st Subsequent Year |
| $(2020-21)$ |\(\left.\quad \begin{array}{c}2nd Subsequent Year <br>

(2021-22)\end{array}\right]\)| 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.

|  | $\begin{gathered} \text { Prior Year (2nd Interim) } \\ (2018-19) \\ \hline \end{gathered}$ | $\begin{gathered} \text { Budget Year } \\ (2019-20) \\ \hline \end{gathered}$ | $\begin{gathered} \text { 1st Subsequent Year } \\ (2020-21) \\ \hline \end{gathered}$ | $\begin{gathered} \text { 2nd Subsequent Year } \\ (2021-22) \\ \hline \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: |
| Number of classified (non-management) FTE positions | 178.0 | 177.0 | 177.0 | 177.0 |

## Classified (Non-management) Salary and Benefit Negotiations

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


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

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

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7 .
Prior Year (2018-19) negotiations are not yet settled. Budget Year (2019-20) negotiations have no settlements.

## Negotiations Settled

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


2b. Per Government Code Section $3547.5(\mathrm{~b})$, was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification: $\square$
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:
5. Salary settlement:

Begin Date: $\qquad$ | $\square$ |
| :--- |

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:
$\square$

## Negotiations Not Settled

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


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

| Budget Year <br> $(2019-20)$ | 1st Subsequent Year <br> $(2020-21)$ | 2nd Subsequent Year <br> $(2021-22)$ |
| :---: | :---: | :---: |
| Yes | Yes | Yes |
| $2,329,247$ |  | $2,410,771$ |
| $92.1 \%$ | $92.1 \%$ | $92.1 \%$ |
| $3.5 \%$ | $3.5 \%$ | $3.5 \%$ |

## 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

| No |  |  |
| :--- | :--- | :--- |
|  |  |  | If Yes, explain the nature of the new costs:



## Classified (Non-management) Step and Column Adjustments

1. Are step \& column adjustments included in the budget and MYPs?

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 |
| 86,166 | 87,458 | 88,770 |
| 1.5\% | 1.5\% | 1.5\% |
| Budget Year (2019-20) | 1st Subsequent Year (2020-21) | 2nd Subsequent Year (2021-22) |
| Yes | Yes | Yes |
| Yes | Yes | Yes |

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

## 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.

|  | $\begin{aligned} & \text { Prior Year (2nd Interim) } \\ & (2018-19) \\ & \hline \end{aligned}$ | $\begin{gathered} \text { Budget Year } \\ (2019-20) \\ \hline \end{gathered}$ | $\begin{gathered} \text { 1st Subsequent Year } \\ (2020-21) \end{gathered}$ | $\begin{gathered} \text { 2nd Subsequent Year } \\ (2021-22) \\ \hline \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: |
| Number of management, supervisor, and confidential FTE positions | 27.0 | 27.0 | 27.0 | 27.0 |

## Management/Supervisor/Confidential

## Salary and Benefit Negotiations

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


If Yes , complete question 2.
If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4 .

| Negotiations Settled |  |  |  |
| :---: | :---: | :---: | :---: |
| 2. Salary settlement: | $\begin{gathered} \text { Budget Year } \\ (2019-20) \\ \hline \end{gathered}$ | $\begin{gathered} \text { 1st Subsequent Year } \\ (2020-21) \\ \hline \end{gathered}$ | $\begin{gathered} \text { 2nd Subsequent Year } \\ (2021-22) \\ \hline \end{gathered}$ |
| Is the cost of salary settlement included in the budget and multiyear projections (MYPs)? |  |  |  |
| Total cost of salary settlement |  |  |  |
| \% change in salary schedule from prior year (may enter text, such as "Reopener") |  |  |  |
| Negotiations Not Settled |  |  |  |
| 3. Cost of a one percent increase in salary and statutory benefits | 33,419 |  |  |
|  | $\begin{gathered} \text { Budget Year } \\ (2019-20) \\ \hline \end{gathered}$ | $\begin{gathered} \text { 1st Subsequent Year } \\ (2020-21) \end{gathered}$ | $\begin{gathered} \text { 2nd Subsequent Year } \\ (2021-22) \\ \hline \end{gathered}$ |
| 4. Amount included for any tentative salary schedule increases | 0 | 0 | 0 |
| Management/Supervisor/Confidential Health and Welfare (H\&W) Benefits | $\begin{gathered} \text { Budget Year } \\ (2019-20) \\ \hline \end{gathered}$ | $\begin{aligned} & \text { 1st Subsequent Year } \\ & (2020-21) \end{aligned}$ | $\begin{gathered} \text { 2nd Subsequent Year } \\ (2021-22) \\ \hline \end{gathered}$ |
| 1. Are costs of H\&W benefit changes included in the budget and MYPs? | Yes | Yes | Yes |
| 2. Total cost of H\&W benefits | 409,751 | 424,092 | 438,936 |
| 3. Percent of H\&W cost paid by employer | 93.2\% | 93.2\% | 93.2\% |
| 4. Percent projected change in H\&W cost over prior year | 3.5\% | 3.5\% | 3.5\% |
| Management/Supervisor/Confidential Step and Column Adjustments | $\begin{gathered} \text { Budget Year } \\ (2019-20) \\ \hline \end{gathered}$ | $\begin{gathered} \text { 1st Subsequent Year } \\ (2020-21) \\ \hline \end{gathered}$ | $\begin{gathered} \text { 2nd Subsequent Year } \\ (2021-22) \\ \hline \end{gathered}$ |
| 1. Are step \& column adjustments included in the budget and MYPs? | Yes | Yes | Yes |
| 2. Cost of step and column adjustments | 46,723 | 47,424 | 48,135 |
| 3. Percent change in step \& column over prior year | 1.5\% | 1.5\% | 1.5\% |
| Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.) | $\begin{gathered} \text { Budget Year } \\ (2019-20) \\ \hline \end{gathered}$ | $\begin{gathered} \text { 1st Subsequent Year } \\ (2020-21) \\ \hline \end{gathered}$ | $\begin{aligned} & \text { 2nd Subsequent Year } \\ & (2021-22) \\ & \hline \end{aligned}$ |
| 1. Are costs of other benefits included in the budget and MYPs? | Yes | Yes | Yes |
| 2. Total cost of other benefits | 92,976 | 93,906 | 94,845 |
| 3. Percent change in cost of other benefits over prior year | 1.0\% | 1.0\% | 1.0\% |

## S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.
DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year?
2. Approval date for adoption of the LCAP or approval of an update to the LCAP.

Yes
Jun 27, 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?

## 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? $\square$

A2. Is the system of personnel position control independent from the payroll system?

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) $\square$

A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year? $\square$

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 $\square$ are expected to exceed the projected state funded cost-of-living adjustment?

A6. Does the district provide uncapped ( $100 \%$ employer paid) health benefits for current or retired employees?


A7. Is the district's financial system independent of the county office system? $\square$

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)


A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?


When providing comments for additional fiscal indicators, please include the item number applicable to each comment.
Comments: A2. Digital Schools is used for personnel position control. The payroll system, PeopleSoft HCM, is verified against Digital Schools.
(optional)

> A2. Digital Schools is used for personnel position control. The payroll system, PeopleSoft HCM, is verified against Digital Schools.

## End of School District Budget Criteria and Standards Review

| PARTI - CURRENT EXPENSE FORMULA | Total Expense for Year <br> (1) | $\begin{array}{\|c} \text { EDP } \\ \text { No. } \\ \hline \end{array}$ | $\begin{aligned} & \text { Reductions } \\ & \text { (See Note 1) } \\ & \text { (2) } \end{aligned}$ | $\begin{array}{\|c} \text { EDP } \\ \text { No. } \\ \hline \end{array}$ | ```Current Expense of Education (Col 1 - Col 2) (3)``` | $\begin{aligned} & \text { EDP } \\ & \text { No. } \\ & \hline \end{aligned}$ | Reductions (Extracted) (See Note 2) (4a) | Reductions (Overrides)* (See Note 2) (4b) | $\begin{aligned} & \text { EDP } \\ & \text { No. } \\ & \hline \end{aligned}$ | Current Expense- Part II (Col $3-\mathrm{Col} 4)$ $(5)$ | $\begin{array}{\|l} \text { EDP } \\ \text { No. } \\ \hline \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1000 - Certificated Salaries | 24,806,761.85 | 301 | 15,169.00 | 303 | 24,791,592.85 | 305 | 86,853.00 |  | 307 | 24,704,739.85 | 309 |
| 2000-Classified Salaries | 8,224,586.23 | 311 | 329,848.15 | 313 | 7,894,738.08 | 315 | 934,789.35 |  | 317 | 6,959,948.73 | 319 |
| 3000 - Employee Benefits | 16,691,543.12 | 321 | 210,934.13 | 323 | 16,480,608.99 | 325 | 634,832.70 |  | 327 | 15,845,776.29 | 329 |
| 4000 - Books, Supplies Equip Replace. (6500) | 2,227,785.48 |  | 49,676.00 | 333 | 2,178,109.48 |  | 889,598.00 |  |  | 1,288,511.48 | 339 |
|  <br> 7300 - Indirect Costs | 5,682,398.06 | 331 | 21,658.00 |  | 5,660,740.06 | 335 | 822,542.83 |  | 337 | 4,838,197.23 |  |
| TOTAL |  |  |  |  | 57,005,789.46 | 365 |  |  | OTAL | 53,637,173.58 | 369 |

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

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

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

| PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999) |  |  | $\begin{aligned} & \text { EDP } \\ & \text { No. } \end{aligned}$ |
| :---: | :---: | :---: | :---: |
| 1. Teacher Salaries as Per EC 41011. | $\begin{array}{r} \text { Object } \\ \hline \hline 1100 \end{array}$ | 21,313,304.74 | 375 |
| 2. Salaries of Instructional Aides Per EC 41011. | $\begin{gathered} 2100 \\ 3101 \& 3102 \end{gathered}$ | 2,048,450.04 | 380 |
| 3. STRS. |  | 5,256,715.03 | 382 |
| 4. PERS. | $\begin{aligned} & 3101 \& 3102 \\ & 3201 \& 3202 \\ & 3301 \& 3302 \end{aligned}$ | 380,227.05 | 383 |
| 5. OASDI - Regular, Medicare and Alternative. |  | 524,283.45 | 384 |
| 6. Health \& Welfare Benefits (EC 41372) |  |  |  |
| Annuity Plans). . | $\begin{aligned} & 3401 \& 3402 \\ & 3501 \& 3502 \end{aligned}$ | 4,682,635.75 | 385 |
| 7. Unemployment Insurance. |  | 12,158.20 | 390 |
| 8. Workers' Compensation Insurance. | $\begin{aligned} & 3501 \& 3502 \\ & 3601 \& 3602 \end{aligned}$ | 344,815.46 | 392 |
| 9. OPEB, Active Employees (EC 41372). | $\begin{aligned} & 3601 \& 3602 \\ & 3751 \& 3752 \end{aligned}$ | 265,510.08 |  |
| 10. Other Benefits (EC 22310). | 3901 \& 3902 | 11,647.00 | 393 |
| 11. SUBTOTAL Salaries and Benefits (Sum Lines 1-10) |  | 34,839,746.80 | 395 |
| 12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2. |  | 125,296.43 | 396 |
| 13a. Less: Teacher and Instructional Aide Salaries and |  |  |  |
| b. Less: Teacher and Instructional Aide Salaries and |  |  |  |
| Benefits (other than Lottery) deducted in Column 4b (Overrides)*. <br> 14. TOTAL SALARIES AND BENEFITS. |  | 34,714,450.37 | 396 397 |
| 15. Percent of Current Cost of Education Expended for Classroom |  |  |  |
| Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed $60 \%$ for elementary, $55 \%$ for unified and $50 \%$ for high school districts to avoid penalty under provisions of EC 41372. |  | 64.72\% |  |
| 16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X') . |  |  |  |

## PART III: DEFICIENCY AMOUNT

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

| 1. | Minimum percentage required (60\% elementary, 55\% unified, 50\% high) | 60.00\% |
| :---: | :---: | :---: |
| 2. | Percentage spent by this district (Part II, Line 15) | 64.72\% |
| 3. | Percentage below the minimum (Part III, Line 1 minus Line 2) | 0.00\% |
| 4. | District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369). | 53,637,173.58 |
| 5. | Deficiency Amount (Part III, Line 3 times Line 4) | 0.00 |

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

| PARTI - CURRENT EXPENSE FORMULA | Total Expense for Year <br> (1) | $\begin{gathered} \text { EDP } \\ \text { No. } \\ \hline \end{gathered}$ | Reductions (See Note 1) (2) | $\begin{gathered} \text { EDP } \\ \text { No. } \\ \hline \end{gathered}$ | Current Expense of Education (Col 1 - Col 2) <br> (3) | $\begin{aligned} & \text { EDP } \\ & \text { No. } \\ & \hline \end{aligned}$ | Reductions (Extracted) (See Note 2) (4a) | Reductions (Overrides)* (See Note 2) (4b) | $\begin{array}{\|c} \text { EDP } \\ \text { No. } \\ \hline \end{array}$ | Current ExpensePart II (Col 3 - Col 4) <br> (5) | $\begin{array}{\|c} \text { EDP } \\ \text { No. } \\ \hline \end{array}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1000 - Certificated Salaries | 24,908,601.02 | 301 | 12,500.00 | 303 | 24,896,101.02 | 305 | 85,023.67 |  | 307 | 24,811,077.35 | 309 |
| 2000-Classified Salaries | 8,345,824.92 | 311 | 345,399.55 | 313 | 8,000,425.37 | 315 | 935,407.67 |  | 317 | 7,065,017.70 | 319 |
| 3000 - Employee Benefits | 17,671,827.89 | 321 | 108,979.60 | 323 | 17,562,848.29 | 325 | 680,931.73 |  | 327 | 16,881,916.56 | 329 |
| 4000 - Books, Supplies Equip Replace. (6500) | 2,425,812.61 | 331 | 25,842.61 | 333 | 2,399,970.00 | 335 | 1,054,250.00 |  |  | 1,345,720.00 | 339 |
| 5000 - Services. . . \& 7300 - Indirect Costs | 5,665,540.96 |  | 20,795.70 |  | 5,644,745.26 |  | 879,563.15 |  | 337 | 4,765,182.11 |  |
| TOTAL |  |  |  |  | 58,504,089.94 | 365 |  |  | OTAL | 54,868,913.72 | 369 |

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

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

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

| PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999) | Object |  | $\begin{gathered} \text { EDP } \\ \text { No. } \\ \hline \hline \end{gathered}$ |
| :---: | :---: | :---: | :---: |
| 1. Teacher Salaries as Per EC 41011. | 1100 | 21,379,083.10 | 375 |
| 2. Salaries of Instructional Aides Per EC 41011. | 2100 | 2,071,626.52 | 380 |
| 3. STRS. | 3101 \& 3102 | 5,360,666.80 | 382 |
| 4. PERS. | 3201 \& 3202 | 451,380.21 | 383 |
| 5. OASDI - Regular, Medicare and Alternative. | 3301 \& 3302 | 539,748.75 | 384 |
| 6. Health \& Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans). | 3401 \& 3402 | 4,797,688.27 | 385 |
| 7. Unemployment Insurance. | 3501 \& 3502 | 11,971.57 | 390 |
| 8. Workers' Compensation Insurance. | 3601 \& 3602 | 317,661.61 | 392 |
| 9. OPEB, Active Employees (EC 41372). | 3751 \& 3752 | 350,559.20 |  |
| 10. Other Benefits (EC 22310). | 3901 \& 3902 | 13,090.00 | 393 |
| 11. SUBTOTAL Salaries and Benefits (Sum Lines 1-10). |  | 35,293,476.03 | 395 |
| 12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2. |  | 121,359.60 |  |
| 13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted). |  | 0.00 | 396 |
| b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*. |  |  | 396 |
| 14. TOTAL SALARIES AND BENEFITS. |  | 35,172,116.43 | 397 |
| 15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed $60 \%$ for elementary, $55 \%$ for unified and $50 \%$ for high school districts to avoid penalty under provisions of EC 41372. |  | 64.10\% |  |
| 16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X') |  |  |  |

## PART III: DEFICIENCY AMOUNT

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

|  | Minimum percentage required (60\% elementary, 55\% unified, 50\% high) | 60.00\% |
| :---: | :---: | :---: |
| 2. | Percentage spent by this district (Part II, Line 15) | 64.10\% |
|  | Percentage below the minimum (Part III, Line 1 minus Line 2) | 0.00\% |
|  | District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369). | 54,868,913.72 |
|  | Deficiency Amount (Part III, Line 3 times Line 4) | 0.00 |

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

| LEA: Lakeside Union Elementary District | $68189{ }^{5} 5$ digit District code or 7 digit School code (from the CDS code) Yes Did the CDS code exist in 2012-13? (for calculation of EPA only) <br> 2013-14 First LCFF certification year (clears prior years on the Calculator tab) |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Projection Title: $2019-20$ Adopted Budget \& 2018-19 Estimated Actual: |  |  |  | Projection Date: | 06/12/19 |
|  | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
| Statutory COLA \& Augmentation (prefilled as calculated by the Department of Finance, DOF) | 3.70\% | 3.26\% | 3.00\% | 2.80\% | 0.00\% |
| Statutory COLA | 2.71\% | 3.26\% | 3.00\% | 2.80\% |  |
| Augmentation | 0.99\% | 0.00\% | 0.00\% | 0.00\% |  |
| LCFF Gap Closed Percentage (prefilled as calculated by the Department of Finance, DOF) | 100.00\% | 100.00\% | 100.00\% | 100.00\% | 100.00\% |
| Statewide 90th percentile rate (used in Economic Recovery Target, ERT, calculation only) | --- | ---- | ---- | ---- | ---- |
| EPA Entitlement as \% of statewide adjusted Revenue Limit (Annual) | 28.56\% | 28.56\% | 28.56\% | 28.56\% | 28.56\% |
| EPA Entitlement as \% of statewide adjusted Revenue Limit (P-2) | 28.56\% | 28.56\% | 28.56\% | 28.56\% | 28.56\% |
| Historical Difference in EPA Rates between Annual \& P-2 |  |  |  |  |  |
| Local EPA Accrual |  |  | \$ | \$ - | \$ - |

## PER ADA FUNDING LEVELS (calculated at TARGET)

Base, Supplemental and Concentration Rate per ADA

| Grades TK-3 | $\$$ | 8,981 | $\$$ | 9,268 | $\$$ | 9,530 | $\$$ | 9,797 | $\$$ | 9,003 |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| Grades 4-6 | $\$$ | 8,257 | $\$$ | 8,521 | $\$$ | 8,763 | $\$$ | 9,008 | $\$$ | 8,278 |
| Grades 7-8 | $\$$ | 8,502 | $\$$ | 8,774 | $\$$ | 9,023 | $\$$ | 9,275 | $\$$ | 8,524 |
| Grades 9-12 | $\$$ | 10,108 | $\$$ | 10,433 | $\$$ | 10,729 | $\$$ | 11,028 | $\$$ | 10,135 |


| Base Grants | $\$$ | 7,459 | $\$$ | 7,702 | $\$$ | 7,933 | $\$$ | 8,155 | $\$$ | 8,155 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Grades TK-3 | $\$$ | 7,571 | $\$$ | 7,818 | $\$$ | 8,053 | $\$$ | 8,278 | $\$$ | 8,278 |
| Grades 4-6 | $\$$ | 7,796 | $\$$ | 8,050 | $\$$ | 8,292 | $\$$ | 8,524 | $\$$ | 8,524 |
| Grades 7-8 | $\$$ | 9,034 | $\$$ | 9,329 | $\$$ | 9,609 | $\$$ | 9,878 | $\$$ | 9,878 |


| Grade Span Adjustment | $\$$ | 776 | $\$$ | 801 | $\$$ | 825 | $\$$ | 848 | $\$$ | 848 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| Grades TK-3 | $\$$ | 235 | $\$$ | 243 | $\$$ | 250 | $\$$ | 257 | $\$$ | 257 |


| Necessary Small School Selection (if applicable) |  |  |  |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- |
| NSS \#1 | LCFF | LCFF | LCFF | LCFF | LCFF |
| NSS \#2 | LCFF | LCFF | LCFF | LCFF | LCFF |
| NSS \#3 | LCFF | LCFF | LCFF | LCFF | LCFF |
| NSS \#4 | LCFF | LCFF | LCFF | LCFF | LCFF |
| NSS \#5 | LCFF | LCFF | LCFF | LCFF | LCFF |



## SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

Lakeside Union Elementary (68189) - 2019-20 Adopted Budget \& 2018-19 Estimated

|  |  |  | 2018-19 |  | 2019-20 |  | 2020-21 |  | 2021-22 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| COLA \& Augmentation |  |  | 3.70\% |  | 3.26\% |  | 3.00\% |  | 2.80\% |
| GAP Funding rate |  |  | 100.00\% |  | 100.00\% |  | 100.00\% |  | 100.00\% |
| Estimated Property Taxes (with RDA) | A-6 |  | 10,559,044 |  | 10,559,044 |  | 10,559,044 |  | 10,559,044 |
| Less In-Lieu transfer |  | \$ | $(764,205)$ | \$ | $(776,644)$ | \$ | $(776,644)$ | \$ | $(776,644)$ |
| Total Local Revenue |  | \$ | 9,794,839 | \$ | 9,782,400 | \$ | 9,782,400 | \$ | 9,782,400 |
| Statewide 90th percentile rate |  | --- |  | --- |  | --- |  | --- |  |
| OTHER LCFF TRANSITION INFORMATION |  |  |  |  |  |  |  |  |  |
| Enter class size penalties, longer day/longer year penalties and other special adjustments per the School District LCFF Transition |  |  |  |  |  |  |  |  |  |

## Floor Adjustments

Miscellaneous Adjustments Minimum State Aid Adjustments Funded Based on Target Formula

|  | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| :---: | :---: | :---: | :---: | :---: |
| B-10 | - |  |  |  |
| E-1 | - |  |  |  |
| 5 | - |  |  |  |
| True/False | FALSE | TRUE | TRUE | TRUE |

## UNDUPLICATED PUPIL PERCENTAGE

|  |  | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| :---: | :---: | :---: | :---: | :---: | :---: |
| District Enrollment | A-1/ A-3 | 5,074 | 5,084 | 5,084 | 5,084 |
| COE Enrollment | A-2/ A-4 | 1 | 1 | 1 | 1 |
| Total Enrollment |  | 5,075 | 5,085 | 5,085 | 5,085 |
| District Unduplicated Pupil Count | B-1 / B-3 | 2,240 | 2,240 | 2,240 | 2,240 |
| COE Unduplicated Pupil Count | B-2 / B-4 | 1 | 1 | 1 | 1 |
| Total Unduplicated Pupil Count |  | 2,241 | 2,241 | 2,241 | 2,241 |
|  |  | 3-yr rolling percentage | 3-yr rolling percentage | 3-yr rolling percentage | 3-yr rolling percentage |
| Single Year Unduplicated Pupil Percentage |  | 44.16\% | 44.07\% | 44.07\% | 44.07\% |
| Unduplicated Pupil Percentage (\%) |  | 45.28\% | 44.98\% | 44.10\% | 44.07\% |

## SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

Lakeside Union Elementary (68189) - 2019-20 Adopted Budget \& 2018-19 Estimated


Non Public School, NPS-Licensed Children Institutions, Community Day School: Grades TK-3
Grades 4-6
Grades 7-8 Annual
Grades 9-12

|  | 0.84 | 0.84 | 0.84 | 0.84 |
| :---: | :---: | ---: | ---: | ---: |
| $\mathrm{E}-2$ | 3.02 | 3.02 | 3.02 | 3.02 |
| $\mathrm{E}-3$ | 1.14 | 1.14 | 1.14 | 1.14 |
| $\mathrm{E}-4$ | - | 0.00 | 0.00 | 0.00 |

District Basic Aid ADA otherwise excluded from LCFF Calculator (for EPA funding) DISTRICT TOTAL

|  |  |  |  |
| :--- | :--- | :--- | :--- |
| $4,867.02$ | $4,876.53$ | $4,876.53$ | $4,876.53$ |


| County operated (Community School, Special Ed): |  |
| :--- | :--- |
| Grades TK-3 |  |
| Grades 4-6 | P-2 / Annual |
| Grades 7-8 |  |
| Grades 9-12 |  |
| COUNTY TOTAL |  |


| RATIO: District ADA to Enrollment |  | 95.92\% | 95.92\% | 95.92\% | 95.92\% |
| :---: | :---: | :---: | :---: | :---: | :---: |
| RATIO: County ADA to Enrollment |  | 67.00\% | 0.00\% | 0.00\% | 0.00\% |
| PRIOR YEAR GUARANTEE ADJUSTMENT FOR CHARTER SHIFT |  | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| ADA transfer: Student from District to Charter (cross fiscal year) |  |  |  |  |  |
| Grades TK-3 | A-6 | - |  |  |  |
| Grades 4-6 | A-7 | - |  |  |  |
| Grades 7-8 | A-8 | - |  |  |  |
| Grades 9-12 | A-9 | - |  |  |  |
|  |  | - | - | - | - |
| ADA transfer: Student from Charter to District (cross fiscal year) |  |  |  |  |  |
| Grades TK-3 | A-11 | - |  |  |  |
| Grades 4-6 | A-12 | - |  |  |  |
| Grades 7-8 | A-13 | - |  |  |  |
| Grades 9-12 | A-14 | - |  |  |  |
|  |  | - | - | - | - |
| Difference (if diff. < 0, no adj. to PY ADA) |  | - | - | - | - |

## SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

Lakeside Union Elementary (68189) - 2019-20 Adopted Budget \& 2018-19 Estimated

|  | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| :---: | :---: | :---: | :---: | :---: |
| LCFF ADA |  |  |  |  |
| ADA Guarantee - Prior Year | 2018-19 | 2019-20 | 2020-21 | 2021-22 |
| Grades TK-3 | 2,366.53 | 2,290.02 | 2,293.19 | 2,293.19 |
| Grades 4-6 | 1,614.76 | 1,572.25 | 1,575.42 | 1,575.42 |
| Grades 7-8 | 975.38 | 999.75 | 1,002.92 | 1,002.92 |
| Grades 9-12 | - | - | - | - |
| LCFF Subtotal | 4,956.67 | 4,862.02 | 4,871.53 | 4,871.53 |
| NSS | - | - | - | - |
| Combined Subtotal | 4,956.67 | 4,862.02 | 4,871.53 | 4,871.53 |
| ADA Guarantee - Current Year |  |  |  |  |
| Grades TK-3 | 2,290.02 | 2,293.19 | 2,293.19 | 2,293.19 |
| Grades 4-6 | 1,572.25 | 1,575.42 | 1,575.42 | 1,575.42 |
| Grades 7-8 | 999.75 | 1,002.92 | 1,002.92 | 1,002.92 |
| Grades 9-12 | - | - | - | - |
| LCFF Subtotal | 4,862.02 | 4,871.53 | 4,871.53 | 4,871.53 |
| NSS | - | - | - | - |
| Combined Subtotal | 4,862.02 | 4,871.53 | 4,871.53 | 4,871.53 |
| Change in LCFF ADA | (94.65) | 9.51 | - | - |
| (excludes NSS ADA) | Decline | Increase | No Change | No Change |
| Funded LCFF ADA |  |  |  |  |
| Grades TK-3 | 2,366.53 | 2,293.19 | 2,293.19 | 2,293.19 |
| Grades 4-6 | 1,614.76 | 1,575.42 | 1,575.42 | 1,575.42 |
| Grades 7-8 | 975.38 | 1,002.92 | 1,002.92 | 1,002.92 |
| Grades 9-12 | - | - | - | - |
| Subtotal | 4,956.67 | 4,871.53 | 4,871.53 | 4,871.53 |
|  | Prior | Current | Current | Current |


| Funded NSS ADA |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Grades TK-3 | - | - | - | - |
| Grades 4-6 | - | - | - | - |
| Grades 7-8 | - | - | - | - |
| Grades 9-12 | - | - | - | - |
| Subtotal | - | - | - | - |
|  | Prior | Prior | Prior | Prior |
| NPS, CDS, \& COE Operated |  |  |  |  |
| Grades TK-3 | 0.84 | 0.84 | 0.84 | 0.84 |
| Grades 4-6 | 3.69 | 3.02 | 3.02 | 3.02 |
| Grades 7-8 | 1.14 | 1.14 | 1.14 | 1.14 |
| Grades 9-12 | - | - | - | - |
| Subtotal | 5.67 | 5.00 | 5.00 | 5.00 |
| Combined Total |  |  |  |  |
| Grades TK-3 | 2,367.37 | 2,294.03 | 2,294.03 | 2,294.03 |
| Grades 4-6 | 1,618.45 | 1,578.44 | 1,578.44 | 1,578.44 |
| Grades 7-8 | 976.52 | 1,004.06 | 1,004.06 | 1,004.06 |
| Grades 9-12 | - | - | - | - |
| Total | 4,962.34 | 4,876.53 | 4,876.53 | 4,876.53 |

Lakeside Union Elementary (68189) - 2019-20 Adopted Budget \&
LCAP Percentage to Increase or Improve Services:
Summary Supplemental \& Concentration Grant

1. LCFF Target Supplemental \& Concentration Grant Funding from Calculator tab

| $2013-14$ | $2019-20$ | $2020-21$ | $2021-22$ |
| ---: | ---: | ---: | ---: |
| $3,592,018$ | $3,627,486$ | $3,726,391$ |  |

2. Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils
3. Difference [1] less [2]
4. Estimated Additional Supplemental \& Concentration Grant Funding [3] * GAP funding rate

GAP funding rate
5. Estimated Supplemental and Concentration Grant Funds [2] plus [4] (unless [3]<0 then [1]) (for LCAP entry)
$3,592,018 \quad 3,627,486 \quad 326,391$
6. Base Funding

LCFF Phase-In Entitlement less [5],
excludes Taraeted Instructional Imbrovement \& Transportation

## LCFF Phase-In Entitlement

7/8. Percentage to Increase or Improve Services*
[5]/ [6]
(for LCAP entry)
*percentage by which services for unduplicated students must be increased or improved over services provided for If Step $3 a<=0$, then calculate the minimum proportionality percentage at Estimated Supplemental \& Concentratio,

| SURE SERVICES |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 2019-20 |  | 2020-21 |  | 2021-22 |  |
| Current year estimated supplemental and concentration grant funding in the LCAP year | \$ | 3,592,018 | \$ | 3,627,486 | \$ | 3,726,391 |
| Current year Percentage to Increase or Improve Services |  | 9.00\% |  | 8.82\% |  | 8.81\% |



## Multi-Year Projection Assumptions Sheet 2019-20 Adopted Budget

## Lakeside Union Elementary

| DESCRIPTION |  | Data in shaded areas are provided by SDCOE (for information only) |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | SDCOE | FY 2019-20 | FY 2020-21 | FY 2021-22 |
|  |  | Assumptions | (Base Year) | (Project YR 1) | (Project YR 2) |
| COLA LCFF - (SSC Dartboard) |  | Informational | 3.26\% | 3.00\% | 2.80\% |
| COLA - (DOF) |  | Used in Calc | 3.26\% | 3.00\% | 2.80\% |
| Gap Funding - (SSC) |  | Informational | - | - | - |
| Gap Funding - (DOF) |  | Informational | - | - | - |
| California Consumer Price Index - (SSC Dartb |  | Used In Calc | 3.38\% | 3.16\% | 3.05\% |
| Lottery Per ADA (ssc Dartboard) |  | Unrestricted | \$151 | \$151 | \$151 |
|  |  | Restricted | \$53 | \$53 | \$53 |
| Current Interest Rate - (SD County Treasurer's Office) |  | Informational | 2.85\% | 2.70\% | 2.80\% |
| Property Taxes (\% increase) |  | (District Input) | 0.00\% | 0.00\% | 0.00\% |
| Projected Budget Reduction <br> (enter amt. as negative to show a reduction as part of the expenditures) |  | Unrestricted |  |  |  |
|  |  | Restricted |  |  |  |
| State Aid 8011 (LCFF Calc.) |  | (District Input) |  | \$ 28,766,682 | \$ 30,015,714 |
| EPA 8012 (LCFF Calc.) |  | (District Input) |  | \$ 7,049,983 | \$ 7,049,983 |
| Average Daily Attendance (ADA) Projections |  | (District Input) | 4,867.02 | 4,867.02 | 4,867.02 |
|  |  | \% Change |  | 0.00\% | 0.00\% |
| Salary Step \& Column Percent Increases: |  |  |  |  |  |
| Teachers | 1100 | (District Input) |  | 2.00\% | 2.00\% |
| Certificated Pupil Support | 1200 | (District Input) |  | 2.00\% | 2.00\% |
| Certificated Supervisor \& Admin | 1300 | (District Input) |  | 1.50\% | 1.50\% |
| Other Certificated | 1900 | (District Input) |  | 0.00\% | 0.00\% |
| Instructional Aides | 2100 | (District Input) |  | 1.50\% | 1.50\% |
| Classified Support | 2200 | (District Input) |  | 1.50\% | 1.50\% |
| Classified Supervisor \& Admin | 2300 | (District Input) |  | 1.50\% | 1.50\% |
| Clerical, Technical, \& Office Staff | 2400 | (District Input) |  | 1.50\% | 1.50\% |
| Other Classified | 2900 | (District Input) |  | 1.90\% | 1.90\% |
| Mgmt, Cert, \& Classified Contract Increases: |  |  |  |  |  |
| Management Increases |  | (District Input) |  | 0.00\% | 0.00\% |
| Certificated Increases |  | (District Input) |  | 0.00\% | 0.00\% |
| Classified Increases |  | (District Input) |  | 0.00\% | 0.00\% |
| Benefits: |  |  |  |  |  |
| STRS | 3100-3102 |  | 16.70\% | 18.10\% | 17.80\% |
| PERS | 3200-3202 |  | 20.733\% | 23.60\% | 24.90\% |
| Health \& Welfare Increase (\% increase) | 3400-3402 | (District Input) | 10.00\% | 3.50\% | 3.50\% |
| State Unemployment | 3500-3502 |  | 0.05\% | 0.05\% | 0.05\% |
| Workers' Comp (\% increase) | 3600-3602 | (District Input) | 0.00\% | 1.31\% | 1.31\% |
| OPEB Allocated Costs (\% increase) | *3711-3712 | (District Input) | 10.00\% | 0.00\% | 0.00\% |
| OPEB Active Employee Costs (\% increase ) | 3751-3752 | (District Input) | 10.00\% | 0.00\% | 0.00\% |
|  |  |  | Unrestricted | Restricted | Combined |
| FY 2019-20 General Fund Beginning Balances (District Input) |  |  | \$ 9,325,036 | \$ 873,884 | \$ 10,198,920 |

Note: The SDCOE recommended assumptions are just that, assumptions. Please forecast accordingly to your district's size and financial picture.
*Roll up to 3701 and 3702
Lakeside Union Elementary Multi-Year Projections Summary Report 2019-20 Adopted Budget

| DESCRIPTION |  | obJect CODE | FY 2019-20Current (Base Year) |  |  | FY 2020-21 <br> First Projected Year |  |  | FY 2021-22 <br> Second Projected Year |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Unrestricted | Restricted | Combined | Unrestricted | Restricted | Combined | Unrestricted | Restricted | Combined |
| A B | Beginning Balance as of July 1 |  |  | \$9,325,036 | \$873,884 | \$10,198,920 | \$7,337,446 | \$307,011 | \$7,644,457 | \$5,350,619 | \$22,575 | \$5,373,194 |
| B Revenues |  |  |  |  |  |  |  |  |  |  |  |
| 1 | Revenue Limit Sources | 8010-8099 | 44,364,703 | 329,578 | 44,694,281 | 45,599,065 | 329,578 | 45,928,643 | 46,848,097 | 329,578 | 47,177,675 |
|  | Federal Revenues | 8100-8299 | 120,000 | 2,471,094 | 2,591,094 | 120,000 | 2,371,763 | 2,491,763 | 120,000 | 2,371,763 | 2,491,763 |
|  | Other State Revenues | 8300-8599 | 994,684 | 3,491,119 | 4,485,803 | 969,385 | 3,509,889 | 4,479,274 | 975,959 | 3,538,683 | 4,514,642 |
|  | Other Local Revenues | 8600-8799 | 1,503,104 | 3,268,863 | 4,771,967 | 1,503,578 | 3,174,863 | 4,678,441 | 1,504,050 | 3,174,863 | 4,678,913 |
| 5 T | Total Revenues |  | 46,982,491 | 9,560,654 | 56,543,145 | 48,192,028 | 9,386,093 | 57,578,121 | 49,448,106 | 9,414,887 | 58,862,993 |
| Beginning Balance \& Revenue ( $\mathrm{A}+\mathrm{B5}$ ) |  |  | \$56,307,527 | \$10,434,538 | \$66,742,065 | \$55,529,474 | \$9,693,104 | \$65,222,578 | \$54,798,725 | \$9,437,462 | \$64,236,187 |
| C Expenditures |  |  |  |  |  |  |  |  |  |  |  |
| 1 | Certificated Salaries | 1000-1999 | 19,827,447 | 5,081,154 | 24,908,601 | 20,424,201 | 4,906,741 | 25,330,941 | 20,822,038 | 4,997,521 | 25,819,559 |
| 2 | Classified Salaries | 2000-2999 | 4,946,072 | 3,399,753 | 8,345,825 | 5,022,626 | 3,452,612 | 8,475,238 | 5,100,374 | 3,501,355 | 8,601,728 |
| 3 | Employee Benefits | 3000-3999 | 11,426,413 | 6,245,414 | 17,671,828 | 11,611,610 | 6,431,671 | 18,043,280 | 11,826,310 | 6,566,704 | 18,393,014 |
| 4 | Books \& Supplies | 4000-4999 | 1,524,360 | 901,453 | 2,425,813 | 1,484,890 | 746,984 | 2,231,874 | 1,358,278 | 692,424 | 2,050,703 |
| 5 | Services, Other Operating Exp | 5000-5999 | 3,755,149 | 2,044,418 | 5,799,567 | 3,826,384 | 1,969,929 | 5,796,312 | 4,045,895 | 1,823,618 | 5,869,513 |
| 6 | Capital Outlay | 6000-6999 | 80,000 | 0 | 80,000 | 110,000 | 0 | 110,000 | 80,000 | 0 | 80,000 |
| 7 | Other Outgo - exclude Direct S | 7100-7299 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 8 | Debt Service | 7400-7499 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 9 | Direct Support/Indirect Costs | 7300-7399 | $(1,128,946)$ | 994,919 | $(134,026)$ | $(1,150,669)$ | 1,012,408 | $(138,262)$ | $(1,185,765)$ | 1,043,286 | $(142,479)$ |
| 10 | CSR Reduction (for info only) | 1000-7999 |  |  |  |  |  |  | 0 | 0 |  |
| 11 P | Projected Budget Reduction |  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 12 T | Total Expenditures: |  | \$40,430,496 | \$18,667,111 | \$59,097,607 | \$41,329,041 | \$18,520,344 | \$59,849,385 | \$42,047,130 | \$18,624,909 | \$60,672,038 |
| D Interfund Xfers/Other Sources |  |  |  |  |  |  |  |  |  |  |  |
| 1 | Transfers In | 8910-8929 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 2 | Transfers Out | 7610-7629 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 | Sources | 8930-8979 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 | Uses | 7630-7699 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 5 | Contributions | 8980-8999 | $(8,539,584)$ | 8,539,584 | 0 | $(8,849,814)$ | 8,849,814 | 0 | $(9,261,610)$ | 9,261,610 | 0 |
| E Net Increase (Decrease) In Fund Balance |  |  | (\$1,987,589) | (\$566,873) | (\$2,554,462) | (\$1,986,827) | $(\$ 284,436)$ | (\$2,271,264) | (\$1,860,634) | \$51,589 | (\$1,809,045) |
| F En | Ending Balance |  | \$7,337,446 | \$307,011 | \$7,644,457 | \$5,350,619 | \$22,575 | \$5,373,194 | \$3,489,985 | \$74,164 | \$3,564,149 |
|  | Revolving Cash | 9711 | 85,000 | 0 | 85,000 | 85,000 | 0 | 85,000 | 85,000 | 0 | 85,000 |
|  | Other Reserves | 97xx | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 3 Re | Restricted | 9740 | 0 | 307,011 | 307,011 | 0 | 22,575 | 22,575 | 0 | 74,164 | 74,164 |
|  | Stabilization Arrangements | 9750 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 4 Sta | Other Commitments | 9760 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 6 As | Assigned - Deferred Maint | 9780 | 307,311 | 0 | 307,311 | 557,311 | 0 | 557,311 | 857,311 | 0 | 857,311 |
|  | Uncertainties | 9789 | 1,772,928 | 0 | 1,772,928 | 1,795,482 | 0 | 1,795,482 | 1,820,161 | 0 | 1,820,161 |
| $\begin{aligned} & 7 \text { Ur } \\ & 8 \text { Ur } \end{aligned}$ | Unassigned/unappropriated Am | 9790 | 5,172,207 | 0 | 5,172,207 | 2,912,826 | 0 | 2,912,826 | 727,513 | 0 | 727,513 |
| 8 | Components of Ending Fund Balance Total |  | \$7,337,446 | \$307,011 | \$7,644,457 | \$5,350,619 | \$22,575 | \$5,373,194 | \$3,489,985 | \$74,164 | \$3,564,149 |
|  | Reserves Percentage |  |  |  | 11.75\% |  |  | 7.87\% |  |  | 4.20\% |
| 3\% Calculated Reserve, or \$50,000 (greater of the two) |  |  |  |  |  |  |  |  |  |  |  |
| Reserve Percentage Level for this district: FY 2019-20 ADA Input Sheet (District): |  |  | 3.00\% |  |  | Total Reserves | 3\% Calculated | $\xrightarrow{\text { Difference* }}{ }^{\text {a }}$ |  |  |  |
|  |  |  | 4,867.02 |  | FY 2019-20 Bud | \$1,772,928 | \$1,772,928 | \$0 |  |  |  |
|  |  |  |  |  | FY 2020-21 Proj | \$1,795,482 | \$1,795,482 | \$0 |  |  |  |
|  |  |  |  |  | FY 2021-22 Proj | \$1,820,161 | \$1,820,161 | \$0 |  |  |  |
| FY 2020-21 Unappropiated Amount is: |  |  | Positive |  |  |  |  |  |  |  |  |
| FY 2021-22 Unappropiated Amount is: |  |  | Positive |  |  |  |  |  |  |  |  |



 2018-19 Estimated
Actuals

 1 Nand



Lakeside $\underset{68189}{\text { Union }} \underset{\text { EG }}{\text { Elementary }}$


2018-19 General Fund Cashflows $\quad \begin{gathered}\text { Actuals to end of the month of: } \\ \text { Apr-19 }\end{gathered}$

| Beginning | July | August | September | Oc |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |

$\qquad$
2018-19 Estimated

| Actuals to end of the month of: |
| :--- |
| Apr-19 | Dec-Prio

## -

Actuals

 $20,652]^{\text {s }} \quad 10,155,652| |$



495,648 $\quad \sim$
oode source document

$\begin{array}{ll}\text { 1011CERT } & \text { 2010/11 DGS Cetified Amount } \\ \text { AB MYP } & \text { MYP from Adopted Budget SACS File } \\ \text { E } & \text { ESTIMATE }\end{array}$

## THE LCAP/BUDGET HAVE BEEN UPLOADED SEPARATELY DUE TO THEIR <br> SIZE

ANDREW S. JOHNSEN, Ed.D.


JOHN V. BUTZ
HOLLY FERRANTE

## PUBLIC NOTICE FOR THE DISTRICT'S INITIAL PROPOSAL TO LTA

At the regular board meeting of June 20, 2019, the Board of Trustees will conduct a public hearing, pursuant to Government Code $\S 3547$ (a), to receive input regarding the District's Initial 3-Year Proposal to the Lakeside Teachers Association so that negotiations may commence for the 2019-2020 school year.

The public hearing will be held on Thursday, June 20, 2019 in the District Administration Center of the Lakeside Union School District, 12335 Woodside Avenue, Lakeside, California.

June 13, 2019
Andrew S. Johnsen, Ed.D.
Secretary to the Board

## LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 6/20/19

## Agenda Item:

Initial Proposal to LTA
Background (Describe purpose/rationale of the agenda item):
The initial proposal for a new 3-year agreement (2019-2022) from the District to the Lakeside Teachers Association. The District reserves the right to modify, delete, or add to its proposals throughout the course of negotiations.

Fiscal Impact (Cost):
N/A
Funding Source:
N/A
Recommended Action:
$\square$ Acknowledgement
$\square$ Discussion

- ApprovalDenial Ratification
Explanation: Click here to enter text.

Originating Department/School: Human Resources

Submitted/Recommended By:


Approved for Submission to the Governing Board:


Dr. Andy Johrisen, Superintendent

# Initial Proposal of the <br> Lakeside Union School District to the <br> Lakeside Teachers Association 

May 2019
For A New Three-Year Agreement

For a new three (3) year Agreement Between the Lakeside Unified School District and the Lakeside Teachers Association ("LTA") ("Agreement") for the period of July 1, 2019 through June 30, 2022. The District reserves the right to modify, amend, delete, or add to its proposals throughout the course of negotiations.

The District proposes amending the 2016-2019 Agreement as follows:

## ARTICLE 1: AGREEMENT

Update 1.3 to reflect new three-year agreement from the date of final ratification through and until June 20, 2022.

## ARTICLE 2: RECOGNITION

[No changes.]

## ARTICLE 3: DEFINITIONS

3.1 "DAY" shall mean any day teachers are required to be on duty unless another definition of "day" is specifically included in any article of this Agreement for purposes of that article(s).

## ARTICLE 4: MANAGEMENT RIGHTS

[No changes.]

## ARTICLE 5: ASSOCIATION RIGHTS

Include updated Article 5 contained in the Amendment to the Agreement ratified by the Governing Board on May 10, 2018.

## ARTICLE 6: GRIEVANCE PROCEDURE

Include updated Article 6 contained in the Amendment to the Agreement ratified by the Governing Board on May 10, 2018.

## ARTICLE 7: LEAVES OF ABSENCE

Include updated Article 7 contained in the Amendment to the Agreement ratified by the Governing Board on April 4, 2019.

## ARTICLE 8: EVALUATION AND DISCIPLINE

[No changes.]

## ARTICLE 9: SAFETY CONDITIONS OF EMPLOYMENT

Include updated Article 9 contained in the Amendment to the Agreement ratified by the Governing Board on April 4, 2019.

## ARTICLE 10: TRANSFERS AND REASSIGNMENTS

[No changes.]

## ARTICLE 11: HOURS OF EMPLOYMENT

Include updated Article 11 contained in the Amendment to the Agreement ratified by the Governing Board on April 4, 2019.

## ARTICLE 12: CLASS SIZE

Include updated Article 12 contained in the Amendment to the Agreement ratified by the Governing Board on May 10, 2018.

## ARTICLE 13: PART-TIME EMPLOYMENT WITH FULL-TIME RETIREMENT CREDIT

Include updated Article 13 contained in the Amendment to the Agreement ratified by the Governing Board on April 4, 2019.

## ARTICLE 14: EARLY RETIREMENT INCENTIVE

[No changes.]

## ARTICLE 15: COMPENSATION AND BENEFITS

Include updated Article 15 contained in the Amendments to the Agreement ratified by the Governing Board on April 4, 2019 and May 10, 2018.

Revise 15.2 to remove outdated and unnecessary language.
Revise 15.3.1 to remove outdated language.

Update 15.9 to remove outdated language.

Include rubric for performing arts stipend.

## ARTICLE 16: PAYROLL DEDUCTIONS

Delete 16.3 - Service Fee.

Delete 16.4 - Religious Objection.
Revise 16.6 to reflect current fee structure.

## ARTICLE 17: CONCERTED ACTIVITIES

[No changes.]

## ARTICLE 18: SAVINGS CLAUSE

[No changes.]

## ARTICLE 19: SUMMER SCHOOL

[Delete and replace with Extended School Year and revise Sick Leave to allow the day to be accumulated.]

## ARTICLE 20: WORK YEAR

[No changes.]

## ARTICLE 21: EFFECT OF AGREEMENT

[No changes.]

## ARTICLE 22: COMPLETION OF NEGOTIATIONS

22.1 The District and the Association agree that the terms of this Agreement in negotiations for the 2019-2020, 2020-2021, and 2021-2022 school years shall represent the full and complete understanding and commitment between the parties for those three years with no exception.
22.2.The District and the Association mutually agree that the terms of this Agreement shall be in full settlement of all issues and/or subjects which were, could have been, or may be the subject of negotiating for the 2019-2020, 2020-2021, and 2021-2022 school years except for the specific limited re-openers for the 2020-2021 and 2021-2022 school years as expressly authorized in Article 23. The District has the right to act on any matter in those three school years as long as it does not violate the terms of this Agreement.
22.3 Any policies and practices of the District in conflict with or inconsistent with the terms of this Agreement in negotiations may be deleted by the District. The District may amend, change, delete or adopt policies and practices as long as those policies and practices do not violate the terms of this Agreement.

## ARTICLE 23: TERM

23.1 This Agreement shall remain in full force and effect from the date of final ratification by both parties through and until June 30, 2022.
23.2 The District and the Association agree that there shall be re-opener negotiations on compensation and Benefits and two (2) additional or new Articles of each party's choice during negotiations for the 2020-2021 and 2021-2022 school years; however, the parties may reopen additional existing or new Articles by mutual agreement. Reopener negotiations will commence on or after April 14 during the 2020-2021 and 2021-2022 school years unless the parties mutually agree to commence negotiations before April 14.

## ARTICLE 24: PRESCHOOL TEACHERS

[No changes.]

## APPENDIX I.

Include the current salary schedule(s) at Appendix I.

## APPENDIX II. GRIEVANCE FORMS

[No changes.]

## APPENDIX III. CERTIFICATED EVALUATION

[No changes.]

## APPENDIX IV. PEER ASSISTANCE AND REVIEW (PAR)

Include updated Appendix IV: Peer Assistance and Review (PAR) contained in the Amendment to the Agreement ratified by the Governing Board on May 10, 2018.

## LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 6/20/19

## Agenda Item:

Approval of Minutes
Background (Describe purpose/rationale of the agenda item):
It is recommended that the Board of Trustees approve the attached minutes with any necessary modifications:

Regular Board Meeting of May 9, 2019
Special Board Meeting of June 6, 2019
Fiscal Impact (Cost):
N/A
Funding Source:
N/A

## Recommended Action:

ㅁ Informational
ㅁ Discussion
Approval
Adoption

Originating Department/School: Superintendent's Office

Submitted/Recommended By:


Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:


Dr. Andy Johnsen, Superintendent
A. The regular meeting of the Lakeside Union School District Board of Trustees was called to order at 4:31 p.m. by Holly Ferrante, Vice President, with the following members present: Bonnie LaChappa, Clerk; John V. Butz, Member; and Andrew Hayes, Member. Also in attendance were Dr. Andrew Johnsen, Superintendent; Dr. Kim Reed, Assistant Superintendent; and Erin Garcia, Assistant Superintendent. Lisa DeRosier was present to record the minutes. President Rhonda Taylor was absent.
B. There were two requests (deferred time to one speaker) to speak to the Board regarding items on or off the agenda regarding negotiations and the Ewing study.
C. At $4: 45$ p.m. the Governing Board moved to closed session to discuss Conference with Chief Labor Negotiator, Stacy Coble, regarding the Lakeside Teacher's Association pursuant to Government Code §54957.6; Conference with Chief Labor Negotiator, Stacy Coble, regarding the California School Employees Association, Chapter 240 pursuant to Government Code §54957.6; and Public Employee Discipline/Dismissal/Release pursuant to Government Code §54957.
D. At 6:03 p.m. Vice President Ferrante called the regular meeting to order, welcomed guests, and reported the following actions from closed session:

1. No action was taken regarding Conference with Chief Labor Negotiator, Stacy Coble, regarding the Lakeside Teacher's Association pursuant to Government Code §54957.6; and
2. No action was taken regarding Conference with Chief Labor Negotiator, Stacy Coble, regarding the California School Employees Association, Chapter 240 pursuant to Government Code §54957.6; and
3. It was moved by Clerk LaChappa and seconded by Member Butz to notify certificated employee \#455026 of the release from their administrative assignment for the 20192020 school year pursuant to Education Code $\S 44951$, and to direct that the employee be timely issued notice of the Board's decision and their teaching assignment. Motion carried unanimously 4:0:1 (Ayes: Butz, Ferrante, Hayes, LaChappa; Absent: Taylor).

The pledge of allegiance was led by students from Eucalyptus Hills. Following the pledge, Principal Steve Will spoke about their WIG (wildly important goal) and how it's been the "center of the work." He shared a video.

Public Comments

Closed Session

Welcome

Closed Session
Report

Flag Salute
Eucalyptus Hills Spotlight
E. The following were recognized by the Board:

1. Assemblyman Randy Voepel formally recognized the Food Services department for their Breakfast of Champions program.
2. Teri Cook was recognized for her work with the California School Employees Association with the Unsung Hero award. This is Mrs. Cook's second time with this award! Lisa Ford commented that she nominated Mrs. Cook for being her "mentor and the tireless amount of effort she puts into her volunteer time because she truly cares about people."
3. Winners from the annual Ed Curtis Golf Tournament were recognized: Tricia Digenan (LMS); Tiffany Melville (LMS); Lauren Pagel (DO); Jim Rosa (LF); and Kylie Trimm (LV) who received the Champions for Students awards; and the Tierra del Sol Middle School team of Darin Curtis, Brian Lamb, Braeden Stroman and David Tupper won the golf tournament.
F. Dr. Johnsen commented that we are "coming to the end of the school year. A very good school year." We have talked about "school goals, board goals, action plans, school plans," etc. He shared a quote from Peter Senge that said, "becoming a learning organization where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together." Eighth-grade LMS students, Jacob Garrison, Aiden Garcia and Tyrone Porter, spoke about their experiences with Mrs. Carter and Mrs. Huden's Academic Support class and how the class has changed their lives. They have made life-long friendships and a desire to achieve academically.
G. 1. Special Education Director Christine Sinatra presented a Special Education update. She spoke about the success of the Preschool Assessment Team, parents helping parents informational meetings, Math Transformations training for teachers, video modeling, anchor project and much more.
4. Assistant Superintendent Dr. Kim Reed and Executive Director Dr. Natalie Winspear presented an update on the district's efforts related to board emphasis goals (\#1, Academic Achievement and \#2, Social-Emotional) specifically MTSS Tosa's and $21^{\text {st }}$ Century/Math Tosa's. They explained there have been many "successes and challenges." They expressed "gratitude" to these teachers for starting something that is so "powerful."
H. There was one request to speak to the board regarding the lay-off resolution for food service workers.
I. Clerk LaChappa celebrated Teacher Appreciation Week at Lindo Park. She thanked everyone who participated in the Western Days Parade. She attended the Founders Day and $70^{\text {th }}$ birthday celebration at Lindo Park.

Recognized Food Services

Recognized CSEA's Unsung Hero

Recognized Ed Curtis Golf Tournament
Winners

Dr. Johnsen Overall District Updates

Special
Education Annual Update

TOSA Update

Public Comments

Trustee's Reports and Comments

## I. TRUSTEE REPORTS AND COMMENTS (CONTINUED)

Member Hayes attended the $70^{\text {th }}$ birthday celebration at Lindo Park; participated in the Western Days Parade; Lakeview's Latin performance; Founders Day dinner; Biz Town interviews; and the Open House at Eucalyptus Hills. He is preparing to head to Sacramento for the Delegate Assembly meeting and is preparing himself for the Special Education portion of the meeting.

Member Butz had no formal report.

Vice President Ferrante attended Riverview's International Fair where the "performances were just amazing." She also attended the $70^{\text {th }}$ birthday celebration at Lindo Park; classroom visits with our MTSS Tosa Sasha Elbaz; Lindo Park's $3^{\text {rd }}$ grade Econ Carnival; the Lakeside Rodeo; Western Days parade; Lakeview's Latin performance; Founders Day dinner; Jr. Olympics; and the Open House at Eucalyptus Hills. It was a "busy month."
J. 1. Vice President Ferrante opened the public hearing to receive input on the Initial Proposal from the Lakeside Teachers Association (CTA/NEA) to the District for the 2019-2020 year. Hearing no comments, the public hearing was closed.
2. Vice President Ferrante opened the public hearing to receive input on the Initial Proposal from the California School Employees Association, Lakeside Chapter 240 to the District for a Successor Agreement 2019-2022. Hearing no comments, the public hearing was closed.
3. Vice President Ferrante opened the public hearing to receive input on the Initial Proposal from the District to the California School Employees Association, Lakeside Chapter 240. Hearing no comments, the public hearing was closed.
4. It was moved by Member Hayes and seconded by Clerk LaChappa to adopt an Initial Proposal from the District to the California School Employees Association, Lakeside Chapter 240 for a new three-year agreement so negotiations may commence. Motion carried 4:0:1 (Ayes: Butz, Ferrante, Hayes, LaChappa; Absent: Taylor).
5. Vice President Ferrante opened the public hearing to receive input regarding the Title VI Indian Education Formula Grant which provides academic support for any student of Indian descent. Hearing no comments, the public hearing was closed.
K. It was moved by Member Hayes and seconded by Clerk LaChappa to designate all Items of Business to the consent agenda. The motion carried unanimously to designate Items of Business 2.1, 2.2, 3.1, 3.2, 3.3,4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 6.1, 6.2, 6.3, 6.4 and 7.1 to the consent agenda.
1.1 It was moved by Clerk LaChappa and seconded by Member Butz to adopt the following items of business:
1.2 There was no discussion on items of business.

Trustee's Reports and Comments (Continued)

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Public Hearing -
    LTA's Initial
        Proposal
Public Hearing -
    CSEA's Initial
        Successor
    Agreement
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Public Hearing District's Initial Proposal to CSEA

Adopt Initial Proposal to CSEA

Public Hearing Title VI Indian Ed Formula Grant

Consent Agenda

Items of Business

Discussion

## SUPERINTENDENT/BOARD

K. 2.1 A motion to adopt the minutes from the regular board meeting of April 4, 2019.
2.2 A motion to adopt Resolution No. 2019-23, recognizing and honoring the classified employees for their caring and incalculable contributions to the children of Lakeside.

## HUMAN RESOURCES

3.1 A motion to adopt Personnel Assignment Order No. 2019-09.
3.2 A motion to adopt Resolution No. 2019-21 in the matter of the reduction of four (4) classified employees in the Food Service Assistant I and II positions.
3.3 A motion to approve a Declaration of Need for Fully Qualified Educators, as the District is in need of highly-qualified teachers with CLAD, BCLAD and limited assignment permits for the 2019-2020 school year.

## BUSINESS SERVICES

4.1 A motion to approve the following monthly business items: A) Commercial Warrants; B) Revolving Cash; C) Purchase Orders and Change Orders; and D) Purchase Card Expenditures.
4.2 A motion to approve the following salary schedules for the 2018-19 school year to include a $1.8 \%$ on-schedule salary increase, effective July 1, 2018: A) Confidential; B) Management; and C) Superintendents.
4.3 A motion to approve/ratify the following contracts for the 2018-19 school year: A) Dr. Christina Watson, Psy.D. (Special Ed); B) Pat Kelly Jeffers (PD, Ed Services); C) Dale Scott \& Company (Supt); D) Dr. Joseph McCullaugh (Special Ed); E) Math Transformations (LMS); F) Math Transformations (TdS); G) Math Transformations (LV); H) Amplify Music Therapy (Special Ed); I) Prismatic Magic (Assembly, ESS); and J) TurnAround Schools (PD, Ed Services).
4.4 A motion to accept the following donations to the District: A) Holly Ferrante Farmers Insurance donated $\$ 99.54$ worth of art supplies to Lindo Park; $\$ 98.85$ worth of document frames to Lakeside Middle School; and \$100 to Dahlia Rink's classroom through donorschoose.org that was matched by SDG\&E; B) \$300 from FJ Willert Contracting Company to Lakeside Middle School's FFA program; C) \$1,500 from the El Capitan Stadium Association for Lakeside Middle School's $8^{\text {th }}$ grade; $\$ 1,500$ to the Color Guard; and \$2,000 to the Ag program for farm day shirts; and D) \$400 from Delta Kappa Gamma to the Lakeside Middle School Show Choir.

## EDUCATIONAL SERVICES

5.1 A motion to approve a Supervised Fieldwork Agreement with Brandman University to provide students from the university fieldwork experience in the classroom through June 30, 2022.

Adopt Minutes

Adopt Resolution
No. 2019-23

Adopt PAO

Adopt Resolution
No. 2019-21

Approve
Declaration of Need

Approve Business Items

Adopt Salary Schedules

Approve/Ratify Annual Contracts

Accept Gifts to the District

Approve Student Teaching Agrmnt

## K. EDUCATIONAL SERVICES (CONTINUED)

5.2 A motion to approve a 3-Year Renewal with BorderLAN Security for iBoss content filter hardware and software at a total cost of $\$ 77,155.73$ ( $\$ 38,577.87$ paid with 30 days of PO date and $\$ 38,577.86$ paid due no later than $7 / 31 / 19$ ).

## PUPIL SERVICES

6.1 A motion to authorize the submission of the Program Self Evaluation (PSE) for the State Preschool program (CSPP contract).
6.2 A motion to approve a Service Level Agreement with the San Diego Fire-Rescue Department's Automatic External Defibrillator (AED)/Public Access Defibrillation Program, San Diego Heartbeat to provide certification training as needed and PAD Program Management Services at a cost of: \$50 for first AED, \$25 for each additional AED, up to 10 units; and after 10 AED's the price is $\$ 10$ for each additional unit.
6.3 A motion to approve a Memorandum of Understanding with the Commander, Navy Region Southwest, Fleet and Family Readiness to provide the following services to eligible military dependents and families in Lakeside at no cost: information, referral services, life skills groups, mentoring groups, clinical counseling, leadership training, parenting workshops, staff development, Teen Success programs, counseling services, and deployment-related support groups or clubs.
6.4 A motion to approve a Proposal with Conscious Teaching (Grace Dearborn) for professional development and teacher coaching on classroom management and student engagement. 2 days of training and 6 days of coaching supported by the LCAP will cost $\$ 35,200$. 4 days of coaching at Lakeview will cost $\$ 16,600$.

BOND
7.1 A motion to adopt Resolution No. 2019-22 to allow LUSD to piggyback on an agreement between Colton Joint Unified School District and Dave Bang Associates, Inc. to procure playground equipment, safety surfacing, outdoor site furnishings and DSA shade shelters at a cost to be determined.

Motion carried 4:0:1 (Ayes: Butz, Ferrante, Hayes, LaChappa; Absent: Taylor).
L. 1. Assistant Superintendent, Erin Garcia, shared the Enrollment Report for Month 8, ending April 5, 2019. She commented that we showed a small decrease of 8 students this month.
2. Assistant Superintendent, Erin Garcia, shared the Quarterly Investment Reports, San Diego County Treasury Investment Pool as of quarter ended on March 31, 2019.
M. 1. Clerk LaChappa read and the Board discussed Core Value \#4, Continuous Improvement. Member Hayes commented that it's good to "always continue to grow." Clerk LaChappa commented that "every child learns differently," and "always nice to see a child love school after struggling."

Approve Renewal with BorderLAN

Authorize Submission of PSE

Approve Agreement for AED's

Approve MoU for Fleet and Family Readiness

Approve Agreement with Conscious Teaching

Adopt Resolution No. 2019-22

Enrollment Report

Quarterly Investment Rpt

Core Value \#4

## M. DISCUSSION (CONTINUED)

2. First Reading of Board Policy and Administrative Regulation 0420.42, Charter School Renewal. The policy was updated to align with current law.
3. First Reading of Board Policy 5144, Discipline to update the language and remove outdated information.
4. First Reading of Administrative Regulation 6183, Home and Hospital Instruction.
N. 1A. LTA President, Cathy Sprecco, was not in attendance.

1B. CSEA President, Lisa Ford, expressed her displeasure over the board's vote on the layoff resolution. She feels that a "food service employee makes squat," and didn't understand why the resolution says it was due to lack of funds.

2A. Erin Garcia, Assistant Superintendent, summarized the Governor's May Revision. There was "very little from the January proposal." The COLA was reduced to $3.26 \%$ for next year. The Governor proposed on-going and one-time funds for Special Education, but we would not qualify for the funds due to the rules that are applied to the money. The state is adding a little bit of funds to the CaISTRS fund, which will give "minor relief for us." We will learn more in the coming days.

2B. Dr. Kim Reed, Assistant Superintendent, shared photos of the Eucalyptus Hill Open House.

2C. Dr. Andy Johnsen, Superintendent, reiterated that this is a "busy time of year," and an "exciting time of year." The district held an employee appreciation ice cream social and will be holding its annual employee of the year barbeque on Friday. It's a "fun time to celebrate our staff."
O. Vice President Ferrante asked if there was any further business to come before the board. There being none, the president declared the regular board meeting adjourned at 7:43 p.m.

LTA President

CSEA President

Erin Garcia

Dr. Kim Reed

Dr. Andy Johnsen

Adjournment

Andrew S. Johnsen, Ed.D.
Superintendent

Bonnie LaChappa
Clerk of the Board

JOHN V. BUTZ
HOLLY FERRANTE ANDREW HAYES BONNIE LACHAPPA RHONDA TAYLOR, Ed.D.

Minutes of the Special Meeting of the Board of Trustees
June 6, 2019
District Administration Center
A. The special meeting of the Lakeside Union School District Board of Trustees was called to order at 4:32 p.m. by Dr. Rhonda Taylor, President, with the following members present: Holly Ferrante, Vice President; Bonnie LaChappa, Clerk; John Butz, Member; and Andrew Hayes, Member. Also in attendance were Dr. Andrew Johnsen, Superintendent; Dr. Kim Reed, Assistant Superintendent; and Erin Garcia, Assistant Superintendent. Lisa DeRosier was present to record the minutes.
B. President Taylor welcomed guests and led the pledge of allegiance.
C. There were no requests to speak to the Board.
D. It was moved by Vice President Ferrante and seconded by Member Butz to designate all Items of Business to the consent agenda with the exception of items 3.4 and 3.11. The motion carried unanimously to designate Items of Business 2.1, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.12, and 3.13 to the consent agenda.
1.1 It was moved by Vice President Ferrante and seconded by Clerk LaChappa to adopt the following items of business:
1.2 There was no discussion on items of business.

## BUSINESS SERVICES

2.1 A motion to approve/ratify the following contracts for the 2018-19 and 2019-20 school years: A) Sea World/Aquatica (ESS); B) Sea World Parks \& Entertainment (ESS); C) Optimizon (BO); D) Math Transformations (TdS); E) Mark Backes/Ultra Fun Run (WG); F) Jim Huge (Supt); G) Eastern San Diego County Junior Fair (District); H) Bureau of Education \& Research (TdS); I) El Capitan Stadium Association (District); and J) Broadway Typewriter dba Arey Jones Educational Solutions (Tech).

BOND
3.1 A motion to award Bid No. 2019-01 to GEM Industrial, for the installation of shade structures at Eucalyptus Hills and Winter Gardens Elementary Schools, and authorize staff to enter into contract with $\$ 396,000.00$.
3.2 A motion to award Bid No. 2019-02 to Roof Construction, for roofing replacement at Lakeside Middle School, and authorize staff to enter into contract with \$241,756.00.

Call to Order

Flag Salute Public Comments

Consent
Agenda

Items of Business

Approve/Ratify
Annual Contracts

Award Bid to GEM Industrial

Award Bid to Roof Construction

## D. BOND (CONTINUED)

3.3 A motion to award Bid No. 2019-03 to A\&S Flooring, for carpet flooring replacement at Lakeside Farms Elementary and Lakeside Middle School, and authorize staff to enter into contract with $\$ 418,000.00$.
3.5 A motion to award Bid No. 2019C-01, through the CUPCCAA informal bid process, to Countywide Mechanical Systems, Inc. for the replacement of thirteen (13) wall-mounted air conditioning (AC) units located at Lindo Park Elementary School in the amount of $\$ 144,694$.
3.6 A motion to approve a contract with Ninyo \& Moore for GeoTech, Material Testing and Special Inspection Services in support of the bond modernization and new construction programs, not to exceed $\$ 75,000$.
3.7 A motion to approve a contract with Hendrix California School Construction Services for Inspector of Record (IOR) Services in support of the bond modernization and new construction program, not to exceed $\$ 50,000$.
3.8 A motion to approve a contract with Western Flooring, Inc. to refinish and repair wood floors at Lakeside Middle School, not to exceed $\$ 31,902.50$.
3.9 A motion to approve Amendment \#4 to the Agreement with Eric Hall and Associates, effective July 1, 2019, to revise the scope of service to include a project manager, facilities and bond program administration and a State school facility program representative at an additional cost of $\$ 1,800$ per month for a total of $\$ 6,600$ per month.
3.10 A motion to approve the First Amendment to the Master Agreement with Studio WC Architectural Services to add design services for two projects, as listed in the scope of service, a new multipurpose facility at Tierra del Sol Middle School and modernization of the central kitchen at a cost, not to exceed $\$ 425,000$.
3.12 A motion to approve Resolution No. 2019-25, authorizing the delegation of authority to designated staff in regard to awarding certain contracts pursuant to California Education Code. This would expand authority to award bids and contracts to ensure contracted work continue without potential costly or unnecessary delays between board meetings.
3.13 A motion to appoint David Suter, parent representative, to fill a vacancy on the Citizens' Bond Oversight Committee (CBOC).

Motion carried unanimously 5:0 (Ayes: Butz, Ferrante, Hayes, LaChappa, Taylor).
3.4 It was moved by Vice President Ferrante and seconded by Clerk LaChappa to table Bid No. 2019-04 for video surveillance installation districtwide. Mrs. Garcia says we need to allow more time for the lowest bidder to confirm the specification details of their bid. It will be brought back for consideration at a future meeting. Motion carried unanimously 5:0 (Ayes: Butz, Ferrante, Hayes, LaChappa, Taylor).

Award Bid to A\&S Flooring

Award Bid to Countywide Mechanical

Approve
Contract with Ninyo \& Moore

Approve Contract with Hendrix

Approve Contract w/Western Floor

Approve Amendment to Agrmnt w/Eric
Hall \& Assoc
Approve
Amendment to Agreement with Studio WC

Approve Resolution No. 2019-25

Appoint CBOC Member

Item Tabled

## D. BOND (CONTINUED)

3.11 It was moved by Member Hayes and seconded by Clerk LaChappa to approve Resolution No. 2019-24, approving the Tierra del Sol Middle School multipurpose room project, making California Environmental Quality Act categorical exemption findings, approving an amendment to an agreement for architectural services and approving the expenditure of bond proceeds for the project. After much discussion and clarification the motion carried unanimously 5:0 (Ayes: Butz, Ferrante, Hayes, LaChappa, Taylor).
E. At 4:46 p.m., President Taylor announced that the Board will move to closed session to discuss the following:

1. Public Employee Appointment, Principal, pursuant to Government Code $\S 54957$
2. Conference with Chief Labor Negotiator, Stacy Coble, regarding the California School Employees' Association, Chapter 240, pursuant to Government Code §54957.6
3. Public Employee Performance Evaluation, Superintendent, pursuant to Government Code §54957.

At 5:39 p.m. the Board recovened to open session. President Taylor announced that no action was taken in closed session.
E. President Taylor asked if there was any further business to come before the board. There being none, the president declared the special board meeting adjourned at 5:40 p.m.

## LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 6/20/19

## Agenda Item:

REVISED 2019-20 School and Employee Calendar
Background (Describe purpose/rationale of the agenda item):
Adoption of the revised 2019-20 school calendar, which reflects the addition of a $1 / 2-$ day goal setting and planning day (minimum day for students).

Fiscal Impact (Cost):
N/A

## Funding Source:

N/A
Addresses Emphasis Goals):
凹 \#1: Academic Achievement
\#2: Social Emotional
\#3: Physical Environments

Recommended Action:Informational
Denial
$\square$ Discussion
RatificationApproval
Explanation: Click here to enter text.
® Adoption

Originating Department/School: Superintendent's Office

Submitted/Recommended By:

Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:


Dr. Andy Johnsen, Superintendent

## LAKESIDE UNION SCHOOL DISTRICT 2(19-2©20 Calendar

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| OCTOBER 2O19 |  |  |  |  |  |  |
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| 13 | 14 | 15 | 16 | 10 | 17 | 11 |
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| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 |  |  |


| JANUARY 2020 |  |  |  |  |  |  |
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| 26 | 27 | 28 | 29 | 30 | 31 |  |


| APRIL 202O |  |  |  |  |  |  |
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| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 |  |  |

## SPECIAL DAYS

- $\qquad$ Non-Student Day
First Day of School $\qquad$ .August 22
Last Day of School $\qquad$ .June 12
$100^{\text {th }}$ Day $\qquad$ February 4

| S | M | T | W | T | F | S |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| AUGUST 2019 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
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| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |


| NOVEMBER 2019 |  |  |  |  |  |  |
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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |


| FEBRUARY 2020 |  |  |  |  |  |  |
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| $\begin{gathered} 2 \\ 9 \\ 16 \\ 23 \\ \hline \end{gathered}$ |  |  |  |  |  | 1 |
|  | 10 |  | $\begin{gathered} 5 \\ 12 \end{gathered}$ | $13$ | 14 | 15 |
|  | 17 | 18 | 19 | 20 | 21 | 22 |
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| MAY 2020 |  |  |  |  |  |  |
| 310172431 |  |  |  |  | 1 | 2 |
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> MIDDLE SCHOOLS
> Trimester Marking Periods
> $1^{\text {st }}$ (60 Days)...... November 15, 2019 $2^{\text {nd }}(61$ Days) March 6, 2020
> $3^{\text {rd }}$ (59 Days) June 12, 2020

Middle School Parent Conferencing
$\qquad$ .December 2-6, 2019

| S | M | T | W | T | F | S |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| SEPTEMBER 2019 |  |  |  |  |  |  |
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| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
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## DECEMBER 2019

| DECEMBER 2O19 |  |  |  |  |  |  |  |
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| 8 | 9 | 10 | 11 | 12 | 13 | 14 |  |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |  |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |  |
| 29 | 30 | 31 |  |  |  |  |  |


| MARCH 2020 |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| JUNE 2020 |  |  |  |  |  |  |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15 | 9 | 10 | 11 | 12 | 13 | 14 |
| 22 | 16 | 17 | 18 | 19 | 20 | 21 |
| 29 | 30 | 24 | 25 | 26 | 27 | 28 |
|  |  |  |  |  |  |  |
|  | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 |  |  |  |  |

## ELEMENTARY SCHOOL S

Trimester Schedule Grades K-5
Elementary Parent Conferencing
$\qquad$ December 2-6, 2019
......................... March 12-13, 2020

Written Report Card Period
.November 15, 2019
.March 6, 2020
June 12, 2020

## LAKESIDE UNION SCHOOL DISTRICT



## LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 6/20/19

## Agenda Item:

Personnel Assignment Order 2019-11
Background (Describe purpose/rationale of the agenda item):
The Personnel Assignment Order reflects new hires, retirements and changes in positions.

Fiscal Impact (Cost):
Varies

## Funding Source:

General Fund
Addresses Emphasis Goals):

ㅁ \#1: Academic Achievement\#2: Social Emotional

## Recommended Action:

InformationalDenial
Discussion
Ratification
ApprovalExplanation: Click here to enter text.

Submitted/Recommended By:


Stacy Cob /e, FR Director

Approved for Submission to the Governing Board:


Dr. Andy Johnsen, Superintendent

## LAKESIDE UNION SCHOOL DISTRICT <br> BOARD OF TRUSTEES METING, June 20, 2019

## Personnel Assignment Order - 11

## BACKGROUND:

The following personnel appointments, changes of status, leave requests, resignations, dismissals and consultant requests are submitted for Board consideration. Italicized information indicates a change.

## Certificated Staff

A. New Appointments:

| Employee | Assignment/Location | Class/Step | Previous <br> Annual Salary | New Annual <br> Salary | Effective <br> Date |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |  |

B. Temporary Rehires:

| Employee | Assignment/Location | Class/Step | Previous <br> Annual Salary | New Annual <br> Salary | Effective <br> Date |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |  |

C. Change of Status/Location:

| Employee | Assignment/Location | Class/Step | Previous <br> Annual Salary | New Annual <br> Salary | Effective <br> Date |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Cox, Grace | Principal/Riverview | $76 / 1$ | $\$ 75,284.00$ | $\$ 101,703.00$ | $6 / 1 / 19$ |

D. Unpaid Leave Requests:

| Employee | Assignment/Location | Class/Step | Reason | Recommendation | Effective <br> Date |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Dexheimer, <br> Brooke | Teacher/Tierra del <br> Sol | Class C/ Step 4 | Moving out of <br> state | Yes | $19-20$ <br> school year |

E. Resignations:

| Employee | Assignment/Location | Class/Step | Reason | Effective Date |
| :--- | :--- | :--- | :--- | :--- |
| Brown, Robert | Director/District | Range <br> $76 / S t e p ~ 5$ | Retire | $6 / 27 / 19$ |
| McCann, Karen | Teacher/Lakeview | Class F/ Step <br> 29 | Retire | 6/15/19 |

F. 39-Month Reemployment:

| Employee | Assignment/Location | Class/Step | Reason | Effective Date |
| :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |

G. Dismissals:

| Employee | Assignment/Location | Class/Step | Effective Date |
| :--- | :--- | :--- | :--- |
|  |  |  |  |

## Classified Staff

H. New Hire:

| Employee | Location | Position/Class/Step | Previous <br> Monthly Salary | New Monthly <br> Salary | Effective <br> Date |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Browning, Dallen | Lakeside <br> Middle | ESS Assistant/Range <br> 3/Step 2 | N/A | $\$ 580.52$ | $5 / 1 / 19$ |
| Bryant, Shannon | Lakeview | Campus Student <br> Supervisor/Range <br> 3/Step 2 | N/A | $\$ 527.75$ | $6 / 1 / 19$ |
| Bunagan, Regino | Technology | Information Tech <br> Analyst/Range <br> $33 / S t e p ~ 3 ~$ | N/A | $\$ 4,325.00$ | $6 / 1 / 19$ |
| Cable, Nathan | Lindo Park | Custodian I/Range <br> $17 / S t e p ~ 1 ~$ | N/A | $\$ 2,776.00$ | $6 / 1 / 19$ |
| Lopez, Jordyn | Transportatio <br> $n$Transportation <br> Assistant/Range 9/ <br> Step 1 | N/A | $\$ 701.80$ | $5 / 16 / 19$ |  |
| Lynn, Sheralyn | Leapp | Special Ed Assistant <br> II/Range 11, Step 1 | N/A | $\$ 669.075$ | $5 / 6 / 19$ |
| Snyder, Kellye | Tierra Del Sol | Campus Student <br> Supervisor/Range <br> $3 / S t e p ~ 2 ~$ | N/A | $\$ 527.75$ | $5 / 7 / 19$ |

I. Rehires:

| Employee | Location | Position/Class/ <br> Step | Previous <br> Monthly Salary | New Monthly <br> Salary | Effective <br> Date |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |  |

J. Change of Status/Location:

| Employee | Location | Position/Class/Ste <br> $p$ | Previous <br> Monthly Salary | New Monthly <br> Salary | Effective <br> Date |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Burger, Chris | Lakeside | ESS | $\$ 1,153.30$ | $\$ 712.46$ | $6 / 1 / 19$ |
|  | Middle | Assistant/Range <br> 3/Step 2 |  |  |  |

K. Unpaid Leave Requests:

| Employee | Location | Position/Class/ <br> Hours | Reason | Recommendation | Effective <br> Date |
| :--- | :--- | :--- | :--- | :--- | :--- |
|  |  |  |  |  |  |

L. Resignations:

| Employee | Location | Position | Reason | Effective Date |
| :--- | :--- | :--- | :--- | :--- |
| Burd, Lyndsey | Lakeside Farms | Special Ed <br> Assistant I | School schedule | $6 / 15 / 19$ |
| Herman, Deanna | Lakeside Farms | Special Ed <br> Assistant II | Retire | $6 / 15 / 19$ |
| Hill, Judy | Lindo Park | Special Ed <br> Assistant II | Retire | $6 / 15 / 19$ |
| Klepin, Carol | Lakeside Middle | Special Ed <br> Assistant II | Retire | $6 / 15 / 19$ |
| Sandoval. Maria | Tierra Del Sol | Campus <br> Student <br> Supervisor | Resign | $5 / 14 / 19$ |
| Zoll, Lorrie | Lakeview | Campus <br> Student <br> Supervisor | Resign | $5 / 18 / 19$ |

M. 39-63 Month Reemployment:

| Employee | Location | Position/Class/Step | Effective <br> Date |
| :--- | :--- | :--- | :--- |
|  |  |  |  |

N. Dismissals:

| Employee | Location | Position | Effective <br> Date |
| :--- | :--- | :--- | :--- |
|  |  |  |  |

## RECOMMENDATION:

Administration recommends approval of listed personnel appointments, changes of status, leave requests, resignations, dismissals, and consultants. This recommendation supports the following District goal: Assure the highest quality of school district services, including, but not limited to, academic, social, emotional and health services by hiring and retaining employees with not only required technical skills in the areas of their responsibilities but also the ability to handle diverse challenges.

## LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 6/20/19

## Agenda Item:

Resolution for Chief Negotiator for CSEA
Background (Describe purpose/rationale of the agenda item):
Adoption of Resolution No. 2019-27, designating the Assistant Superintendent, Erin Garcia, to be the chief negotiator and designated representative in negotiations with the California School Employees Association, Lakeside Chapter 240 for the 2019-2020 school year.

Fiscal Impact (Cost):
N/A
Funding Source:
N/A
Recommended Action:InformationalDenialDiscussionRatification
Approval
Explanation: Click here to enter text.
凹 Adoption

Originating Department/School: Superintendent's Office

Submitted/Recommended By:


Principal/Department Head Signature

Approved for Submission to the Governing Board:


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member $\qquad$

## RESOLUTION

Resolved that the Governing Board of the Lakeside Union School District hereby designates Assistant Superintendent Business Services Erin Garcia to be its chief negotiator and designated representative in negotiations with the California School Employees Association ("CSEA").

Resolved that Erin Garcia has full authority to negotiate on behalf of the Governing Board, but the Governing Board expressly reserves the right to ratify any tentative agreement.

Resolved that Erin Garcia shall be the only individual who has the authority on behalf of the Governing Board to negotiate with the CSEA, and the only individual who has authority to make proposals and counter-proposals and to enter into tentative agreements.

Resolved that Stacy Coble and Todd Owens also shall be on the negotiating team on behalf of the Governing Board.

Resolved that individual members of the Governing Board and the Superintendent shall decline to negotiate with representatives of the CSEA, and also shall decline to meet with such representatives on matters or items being negotiated or directly related to negotiations.

DATE APPROVED BY THE GOVERNING BOARD:

Secretary to the Governing Board

## LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 6/20/19

## Agenda Item:

Resolution for Chief Negotiator for LTA
Background (Describe purpose/rationale of the agenda item):
Adoption of Resolution No. 2019-28, designating the Director of Human Resources, Stacy Coble, to be the chief negotiator and designated representative in negotiations with the Lakeside Teachers Association for the 2019-2020 school year.

Fiscal Impact (Cost):
N/A

## Funding Source:

N/A
Recommended Action:Informational

- Denial

ㅁ DiscussionRatification
Approval
$\square$ Explanation: Click here to enter text.
区
Adoption

## Originating Department/School: Superintendent's Office

Submitted/Recommended By:


Approved for Submission to the Governing Board:


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member $\qquad$

## RESOLUTION

Resolved that the Governing Board of the Lakeside Union School District hereby designates Director of Human Resources Stacy Coble to be its chief negotiator and designated representative in negotiations with the Lakeside Teachers Association ("LTA").

Resolved that Stacy Coble has full authority to negotiate on behalf of the Governing Board, but the Governing Board expressly reserves the right to ratify any tentative agreement.

Resolved that Stacy Coble shall be the only individual who has the authority on behalf of the Governing Board to negotiate with the LTA, and the only individual who has authority to make proposals and counter-proposals and to enter into tentative agreements.

Resolved that Erin Garcia, Kim Reed, Natalie Winspear, and Keith Keiper also shall be on the negotiating team on behalf of the Governing Board.

Resolved that individual members of the Governing Board and the Superintendent shall decline to negotiate with representatives of the LTA, and also shall decline to meet with such representatives on matters or items being negotiated or directly related to negotiations.

DATE APPROVED BY THE GOVERNING BOARD:

Secretary to the Governing Board

## LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: JUNE 20, 2019

## Agenda Item:

COMMERCIAL WARRANT LISTING SHEET - for the period 05/01/2019-05/31/2019

## Background (Describe purpose/rationale of the agenda item):

This is a required monthly report - per Board Policy \#3300, "the Governing Board shall review all warrants issued by the district at their monthly Board meeting".

## Fiscal Impact (Cost):

\$804,878.92

## Funding Source:

General, Child Development, Capital Facilities, Cafeteria, \& Charter Schools (Barona, RVCS)
Addresses Emphasis Goal(s):
$\square$ \#1: Academic Achievement\#2: Social Emotional
$\square$ \#3: Physical Environments

## Recommended Action:

$\square$ Informational
$\square$ Discussion
区 ApprovalDenial/Rejection

Adoption

## Originating Department/School: Click here to enter text.

## Submitted/Recommended By:



Principal/Department Head Signature

Approved for Submission to the Governing Board:


[^0]Reviewed by Cabinet Member


| Warrant ID | Vendor Name | Payment Date Invoice Item Description | Fund | Amount Charged to Fund |
| :---: | :---: | :---: | :---: | :---: |
| 14539841 | DIMAC DESIGN | 5/1/2019 $24 \times 36$ INDIVIDUAL DRY ERASE W | 0100 | 1,914.13 |
| 14539842 | A\&B SAW \& LAWNMOWER SHOP | 5/1/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 105.38 |
| 14539843 | AGRICULTURAL PEST CONTROL | 5/1/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 730.00 |
| 14539844 | AMAZON CAPITAL SERVICES, INC. | 5/1/2019 BUSINESS PRIME-MEMBERSHIP FEE | 0100 | 3,499.00 |
| 14539845 | ANTON'S SERVICE INC. | 5/1/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 4,400.00 |
| 14539847 | BEST VALUE GLASS | 5/1/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 161.63 |
| 14539849 | CAMEO PAPER \& JANITORIAL | 5/1/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 210.06 |
| 14539850 | CERTIFIED MOBILE SHRED | 5/1/2019 SHRED CHARGE | 0100 | 75.00 |
| 14539851 | CINTAS CORPORATION | 5/1/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 175.57 |
| 14539852 | DATEL SYSTEMS INCORPORATED | 5/1/2019 THINKPAD T580 (ITEM \#185649), | 0100 | 2,201.02 |
| 14539853 | DION INTERNATIONAL TRUCKS LLC | 5/1/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 708.43 |
| 14539854 | ESGI | 5/1/2019 ESGI 12 MONTH LICENSELYNN MCCA | 0100 | 149.00 |
| 14539855 | EXCELSIOR ACADEMY | 5/1/2019 EXCELSIOR INVOICES - 9023, 902 | 0100 | 9,611.28 |
| 14539856 | MORSCO SUPPLY, LLC | 5/1/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 705.95 |
| 14539857 | IMPERIAL SPRINKLER SUPPLY, INC. | 5/1/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 188.29 |
| 14539859 | SPARKLETTS | 5/1/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 394.80 |
| 14539860 | WESTERN ENVIRONMENTAL \& SAFETY | 5/1/2019 AHERA 6-MONTH PERIODIC INSPECT | 0100 | 1,145.00 |
| 14539861 | XEROX CORPORATION | 5/1/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 2,734.10 |
| 14541075 | COUNTY OF SAN DIEGO | 5/3/2019 PROBATION OFFICER FOR 2018-19 | 0100 | 14,557.50 |
| 14541076 | OFFICE DEPOT, INC, | 5/3/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 1,554.92 |
| 14541077 | PECK'S HEAVY FRICTION INC | 5/3/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 1,665.40 |
| 14541078 | RAYO WHOLESALE | 5/3/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 9.85 |
| 14541080 | SAN DIEGO COUNTY OFFICE OF ED | 5/3/2019 RIA BROCHURES - INVOICE NO. 09 | 0100 | 450.00 |
| 14541081 | SDCOE | 5/3/2019 FLOATING LAB | 0100 | 2,800.00 |
| 14541082 | SPECIALIZED THERAPY SERVICES | 5/3/2019 THERAPY SERVICES FOR FISCAL YE | 0100 | 10,995.00 |
| 14541083 | SPRINT SOLUTIONS, INC. | 5/3/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 2,039.89 |
| 14541084 | SYCAMORE LANDFILL | 5/3/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 220.38 |
| 14541086 | U.C. REGENTS | 5/3/2019 UC SAN DIEGO INVOICE 727344025 | 0100 | 210.00 |
| 14541087 | VIRGINIA VANZANT | 5/3/2019 20291 | 0100 | 261.38 |
| 14541088 | VEX ROBOTICS, INC. | 5/3/2019 \#8-32 $\times 0.125$ " SET SCREW 32 PA | 0100 | 145.86 |
| 14541089 | WAXIE SANITARY SUPPLY | 5/3/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 175.72 |
| 14541588 | ABA EDUCATION FOUNDATION | 5/6/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 4,994.25 |
| 14541593 | LAKESIDE EQUIPMENT | 5/6/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 101.22 |
| 14541594 | LEADER SERVICES | 5/6/2019 CHANGE ORDER 2/15-MEDICAID R | 0100 | 299.13 |
| 14541595 | MAXIM HEALTHCARE SERVICES, INC | 5/6/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 432.53 |
| 14541597 | MUSIC THEATRE INTERNATIONAL | 5/6/2019 LION KING JR LICENSE RIGHTS (1 | 0100 | 910.00 |
| 14541598 | O'reilly auto parts | 5/6/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 769.83 |
| 14541603 | LASERCYCLE USA, INC. | 5/6/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 1,259.27 |
| 14542143 | A\&B SAW \& LAWNMOWER SHOP | 5/7/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 17.78 |
| 14542144 | AbABA Bolt | 5/7/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 77.75 |
| 14542145 | ALLIANCE FOR AFRICAN | 5/7/2019 ALLIANCE FOR AFRICAN ASSISTANC | 0100 | 234.28 |
| 14542146 | CINTAS CORPORATION | 5/7/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 703.63 |
| 14542147 | CONCEPTS | 5/7/2019 QUOTE NO. LAK 3-MAY-19 SITON | 0100 | 300.38 |
| 14542148 | COPY CORRAL | 5/7/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 178.01 |
| 14542149 | DATEL SYSTEMS INCORPORATED | 5/7/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 655.63 |
| 14542150 | devereux texas treatment network | 5/7/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 17,217.99 |
| 14542151 | EAST PENN MFG CO | 5/7/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 292,86 |
| 14542152 | EDCO DISPOSAL CORPORATION | 5/7/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 3,975.04 |
| 14542156 | GROSSMONT UNION HIGH | 5/7/2019 GROSSMONT UNION HIGH SCHOOL DI | 0100 | 125.00 |


| Warrant ID | Vendor Name | Payment Date Invoice ltem Description | Fund | Amount Charged to Fund |
| :---: | :---: | :---: | :---: | :---: |
| 14542158 | IMPERIAL SPRINKLER SUPPLY, INC, | 5/7/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 118.50 |
| 14542159 | OTHER WORLD COMPUTING INC.OWC | 5/7/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 1,075.86 |
| 14542160 | SOUTHWEST SCHOOL \& OFFICE SUPPLY | 5/7/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 324.20 |
| 14542161 | SPRINGALL ACADEMY | 5/7/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 2,660.28 |
| 14542162 | VERIZON WIRELESS | 5/7/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 2,061.68 |
| 14542892 | ERIN GARCIA, CUSTODIAN | 5/8/2019 REVOLVING CASH | 0100 | 3,444.44 |
| 14542893 | HOME DEPOT CREDIT SERVICES | 5/8/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 775.43 |
| 14542895 | LAKESIDE EQUIPMENT | 5/8/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 172.40 |
| 14542896 | LAKESIDE WATER DISTRICT | 5/8/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 2,293.89 |
| 14542897 | LOWE'S | 5/8/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 954.18 |
| 14542898 | MRC | 5/8/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 473.33 |
| 14542899 | OFFICE DEPOT, INC. | 5/8/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 2,779.06 |
| 14542900 | NCS PEARSON, INC | 5/8/2019 INVOICE \#12038015 | 0100 | 45.75 |
| 14542901 | project lead the way | 5/8/2019 MICRO:BIT CUSTOM PLTW KIT 10 S | 0100 | 1,939.50 |
| 14542902 | LASERCYCLE USA, INC. | 5/8/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 243.98 |
| 14543444 | ROCK AND BLOCK HARDSCAPE SUPPLY | 5/9/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 59.23 |
| 14543446 | DANNIS WOLIVER KELLEY | 5/9/2019 DWK INVOICES - 2300332300342 | 0100 | 21,068.93 |
| 14543447 | RAYNE OF SAN DIEGO | 5/9/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 90.00 |
| 14543448 | SO CA AIR CONDITIONING SUPPLY | 5/9/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 459.55 |
| 14543449 | WAXIE SANITARY SUPPLY | 5/9/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 39.52 |
| 14543450 | WEBB'S RV SUPPLY | 5/9/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 16.11 |
| 14543451 | XEROX CORPORATION | 5/9/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 742.17 |
| 14544164 | DATEL SYSTEMS INCORPORATED | 5/10/2019 PROJECTOR PN\#IN5316HDA | 0100 | 7,364.49 |
| 14544165 | DEMCO, INC. | 5/10/2019 FD13765550 SIT-STAND DRY-ERASE | 0100 | 6,259.22 |
| 14544166 | DIESEL PRINT CO | 5/10/2019 CORE BLEND SHORT SLEEVE T-SHIR | 0100 | 747.88 |
| 14544169 | IMPERIAL SPRINKLER SUPPLY, INC. | 5/10/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 2.51 |
| 14544170 | KYOCERA DOCUMENT SOLUTIONS WEST, LLC | 5/10/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 2,635.24 |
| 14544171 | MAIL FINANCE | 5/10/2019 LEASE OF POSTAGE MACHINE FOR F | 0100 | 301.89 |
| 14544172 | OFFICE DEPOT, INC. | 5/10/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 397.85 |
| 14544173 | NCS PEARSON, INC | 5/10/2019 PEARSON INVOICE 11954239 | 0100 | 12.75 |
| 14544175 | PPG ARCHITECTURAL FINISHES INC | 5/10/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 367.32 |
| $14544176$ | PROJECT LEAD THE WAY | 5/10/2019 PLTW GATEWAY PARTICIPATION 201 | 0100 | 1,560.82 |
| 14544794 | A \& S FLOORING | 5/13/2019 LAKESIDE MS RM 6 - INSTALLATIO | 0100 | 4,297.00 |
| 14544795 | AGRICULTURAL PEST CONTROL | 5/13/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 730.00 |
| 14544796 | ALLIED REFRIGERATION INC | 5/13/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 306.68 |
| 14544797 | best value glass | 5/13/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 38.79 |
| 14544798 | bkm OFFICEWORKS LLC | 5/13/2019 NODE CHAIR MID BACK TRIPOD BAS | 0100 | 11,803.54 |
| 14544799 | CALIF. ASSOC. FUTURE FARMERS OF AMERICA | 5/13/2019 CALIFORNIA FFA STATE CONVENTIO | 0100 | 9,275.00 |
| 14544800 | CElebrate life | 5/13/2019 INVOICE NO. 1130 FRAME TAGS S | 0100 | 64.50 |
| 14544801 | CERTIFIED LABORATORIES | 5/13/2019 INVOICE NO. 3487775 | 0100 | 909.20 |
| 14544802 | CLARK SECURITY PRODUCTS | 5/13/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 80.63 |
| 14544803 | DIESEL PRINT CO | 5/13/2019 RODEO BANNER | 0100 | 129.30 |
| 14544804 | RYan ALAN CROSS | 5/13/2019 4TH GRADE ASSEMBLY APRIL 02, 2 | 0100 | 924.00 |
| 14544805 | MACDOUGAL-MORRIS GROUP LLC | 5/13/2019 COMMUNITY SCHOOL OF SAN DIEGO | 0100 | 5,995.50 |
| 14544806 | MUSIC THEATRE INTERNATIONAL | 5/13/2019 ANNIE PERFORMANCE - ROYALTY FE | 0100 | 535.00 |
| 14544808 | SMART \& FINAL | 5/13/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 822.54 |
| 14544809 | SPOT Kids Therapy, Inc. | 5/13/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 54,204.74 |
| 14544810 | VISTA HILL FOUNDATION | 5/13/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 29,869.00 |
| 14544811 | VITAL SMARTS | 5/13/2019 CRUCIAL ACCOUNTABILITY LIVE ON | 0100 | 4,785.00 |


| Warrant ID | Vendor Name | Payment Date Invoice Item Description | Fund | Amount Charged to Fund |
| :---: | :---: | :---: | :---: | :---: |
| 14544812 | WESTERN ENVIRONMENTAL \& SAFETY | 5/13/2019 LMS ROOM 6 ASBESTOS FLOOR SAMP | 0100 | 770.00 |
| 14544813 | ZINGPRINT | 5/13/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 1,155.38 |
| 14545266 | ALLIANCE FOR AFRICAN | 5/14/2019 ALLIANCE FOR AFRICAN ASSISTANC | 0100 | 23.20 |
| 14545267 | SPENCER WETTER | 5/14/2019 INVOICE NO. 45 | 0100 | 3,500.00 |
| 14545269 | COMPETITIVE METALS, INC | 5/14/2019 OPEN PURCHASE ORDER FOR FISCAL | 0100 | 1,033.52 |
| 14545271 | DELTA DENTAL INSURANCE COMPANY | 5/14/2019 APRIL/MAY DELTA CARE COBRA | 0100 | 56.06 |
| 14545272 | SAN DIEGO COUNTY SCHOOL FBC | 5/14/2019 APRIL/MAY DELTA DENTAL COBRA | 0100 | 525.72 |
| 14545273 | SOUTHWEST SCHOOL \& OFFICE SUPPLY | 5/14/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 3,209.40 |
| 14545274 | SILVIA M. TARAZ | 5/14/2019 CHANGE ORDER - BILINGUAL SPEEC | 0100 | 720.00 |
| 14545275 | VEbA | 5/14/2019 APRIL/MAY 2019 COBRA | 0100 | 6,177.00 |
| 14545982 | RO HEALTH, INC | 5/15/2019 NONPUBLIC MASTER CONTRACT 2018 | 0100 | 333.13 |
| 14545983 | SAN DIEGO GAS \& ELECTRIC | 5/15/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 833.50 |
| 14545984 | SEA WORLD OF CALIFORNIA | 5/15/2019 1ST GRADE SEAWORLD TRIP - APRI | 0100 | 1,553.50 |
| 14545985 | SOCIAL COMM. SPEC. SPEECH THERAPY CLINIC | 5/15/2019 SPEECH THERAPY SERVICES FOR FI | 0100 | 150.00 |
| 14545986 | SOUTHWEST SCHOOL \& OFFICE SUPPLY | 5/15/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 41.33 |
| 14545988 | THE PRINT BUTTON | 5/15/2019 \#10 REGULAR ENVELOPES - MAILIN | 0100 | 468.54 |
| 14545989 | U.S. BANK EQUIPMENT FINANCE | 5/15/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 1,668.80 |
| 14545990 | CHRISTINA WATSON, PSY. D | 5/15/2019 INVOICE 4/5/19 | 0100 | 2,100.00 |
| 14545991 | WPS | 5/15/2019 CTONI-2 KIT/MISC KITS | 0100 | 3,033.65 |
| 14545992 | XEROX CORPORATION | 5/15/2019 COPY CHARGES FOR 2018-19 | 0100 | 632.80 |
| 14546607 | AT\&T | 5/16/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 2,601.17 |
| 14546609 | CIT FINANCE LLC | 5/16/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 382.53 |
| 14546610 | DANNIS WOLIVER KELLEY | 5/16/2019 DANNIS WOLIVER KELLEY INVOICE | 0100 | 6,216.09 |
| 14546611 | DION \& SONS, INC. | 5/16/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 3,677.30 |
| 14546612 | EXPLORE LEARNING LLC | 5/16/2019 SCHOOL GIZMOS SCIENCE DEPT LIC | 0100 | 3,277.50 |
| 14546613 | MORSCO SUPPLY, LLC | 5/16/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 864.72 |
| 14546614 | H.M. PITT LABS | 5/16/2019 WATER FOUNTAIN WATER SAMPLING | 0100 | 220.00 |
| 14546615 | LEADER SERVICES | 5/16/2019 CHANGE ORDER 2/15 - MEDICAID R | 0100 | 308.72 |
| 14546616 | MACDOUGAL-MORRIS GROUP LLC | 5/16/2019 COMMUNITY SCHOOL OF SAN DIEGO | 0100 | 6,919.00 |
| 14546617 | MAIL FINANCE | 5/16/2019 LEASE OF POSTAGE MACHINE FOR F | 0100 | 301.89 |
| 14546619 | LISA M. WEISS OD OPTOMETRIC CORP | 5/16/2019 DR. LISA M. WEISS O.D. INVOICE | 0100 | 840.00 |
| 14546620 | NATIONAL PETROLEUM INC | 5/16/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 887.16 |
| 14546621 | NICK RAIL MUSIC INC | 5/16/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 77.69 |
| 14546622 | OFFICE DEPOT, INC. | 5/16/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 306.33 |
| 14546623 | PROJECT LEAD THE WAY | 5/16/2019 COMP SCIENCE FOR INN \& MAKERS | 0100 | 75.43 |
| 14546624 | SOUTHWEST SCHOOL \& OFFICE SUPPLY | 5/16/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 609.03 |
| 14546626 | LASERCYCLE USA, INC. | 5/16/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 64.70 |
| 14547189 | ERIN GARCIA, CUSTODIAN | 5/17/2019 REVOLVING CASH | 0100 | 7,102.18 |
| 14547190 | G F SHEETMETAL \& WELDING CORP | 5/17/2019 INVOICE NO. 13461 | 0100 | 1,600.95 |
| 14547191 | MISSION FEDERAL CREDIT UNION | 5/17/2019 P CARDS | 0100 | 11,805.30 |
| 14547192 | WESS TRANSPORTATION SERVICES | 5/17/2019 BUS SERVICE | 0100 | 2,115.76 |
| 14547749 | LISTEN INNOVATION INC | 5/20/2019 1 YEAR OPTION ELA, SOCIAL STUD | 0100 | 4,000.00 |
| 14547750 | SOUTHWEST SCHOOL \& OFFICE SUPPLY | 5/20/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 1,144.70 |
| 14547751 | LASERCYCLE USA, INC. | 5/20/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 1,099.75 |
| 14548226 | CURRIER \& HUDSON | 5/21/2019 LEGAL SERVICES FOR FISCAL YEAR | 0100 | 16,561.43 |
| 14548227 | DISCOVERY TOURS \& TRAVEL | 5/21/2019 INVOICE NO. 3048 FOR FUTURE FA | 0100 | 7,186.64 |
| 14548228 | ERIN GARCIA, CUSTODIAN | 5/21/2019 REVOLVING CASH | 0100 | 4,633.22 |
| 14548229 | JOSEPH M. MCCULLAUGH, PHD | 5/21/2019 INVOICE NO. PSY26244 | 0100 | 3,000.00 |
| 14548230 | NIELSEN MERKSAMER PARRINELLO GROSS\&LEONI | 5/21/2019 CVRA ATTORNEY | 0100 | 10,404.42 |


| Warrant ID | Vendor Name | Payment Date Invoice Item Description | Fund | Amount Charged to Fund |
| :---: | :---: | :---: | :---: | :---: |
| 14548939 | A\&B SAW \& LAWNMOWER SHOP | 5/22/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 67.88 |
| 14548941 | SAN DIEGO GAS \& ELECTRIC | 5/22/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 70,273.16 |
| 14548942 | VERIZON WIRELESS | 5/22/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 2,096.07 |
| 14549657 | SOUTHWEST SCHOOL \& OFFICE SUPPLY | 5/23/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 370.70 |
| 14550291 | GODFREY EDUCATIONAL CONSULTING GROUP | 5/24/2019 INVOICE NO, GEC101 | 0100 | 900.00 |
| 14550292 | SCHOOL MATE | 5/24/2019 PLANNERS | 0100 | 786.00 |
| 14550293 | SOCIAL COMM. SPEC. SPEECH THERAPY CLINIC | 5/24/2019 SPEECH THERAPY SERVICES FOR FI | 0100 | 225.00 |
| 14550294 | SYCAMORE LANDFILL | 5/24/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 212.15 |
| 14550295 | VISTA HILL FOUNDATION | 5/24/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 14,021.00 |
| 14550296 | WAXIE SANITARY SUPPLY | 5/24/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 5,712.25 |
| 14550297 | WILKINSON HADLEY KING \& CO LLP | 5/24/2019 PROGRESS BILL FOR 2018-19 AUDI | 0100 | 5,460.00 |
| 14550847 | AIRGAS USA, LLC | 5/28/2019 SALES ORDER 1078302054 | 0100 | 85.11 |
| 14550848 | ASELTINE SCHOOL | 5/28/2019 INVOICE APRIL 2019 | 0100 | 4,425.33 |
| 14550849 | CINTAS CORPORATION | 5/28/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 176.32 |
| 14550850 | COUNTY OF SAN DIEGO, DEH | 5/28/2019 ANNUAL HAZARDOUS MATERIALS FAC | 0100 | 1,015.00 |
| 14550851 | DANNIS WOLIVER KELLEY | 5/28/2019 DEC-JAN-FEB INVOICES | 0100 | 21,600.86 |
| 14550852 | ELVIS HOUSER | 5/28/2019 INVOICE FOR FFA OCEANS SHIRT V | 0100 | 232.50 |
| 14550853 | EXCELSIOR ACADEMY | 5/28/2019 EXCELSIOR ACADEMY INV\#9024 | 0100 | 2,848.01 |
| 14550854 | FAIN DRILLING \& PUMP CO., INC | 5/28/2019 SERVICE CALL TO 12824 LAKESHO | 0100 | 420.00 |
| 14550855 | FRANK THING JR | 5/28/2019 REBUILD VALVE ON WELL AT TIERR | 0100 | 1,053.00 |
| 14550856 | KYOCERA DOCUMENT SOLUTIONS WEST, LLC | 5/28/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 2,214.24 |
| 14550858 | JOCELYN MCCULLOUGH | 5/28/2019 MCCULLOUGH SETTLEMENT APRIL 20 | 0100 | 6,398.70 |
| 14550859 | NORTHERN SPEECH SERVICES | 5/28/2019 CVESB189: CVES ${ }^{\text {M }}$ - CORE VOCABUL | 0100 | 313.27 |
| 14550860 | NVLS PROFESSIONAL SERVICES LLC | 5/28/2019 1/1/19-6/30/19 ERATE ACTIVITY: | 0100 | 3,400.00 |
| 14550860 | NVLS PROFESSIONAL SERVICES LLC | 5/28/2019 CATEGORY 2 ERATE WORK | 0100 | 750.00 |
| 14550861 | OFFICE DEPOT, INC. | 5/28/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 601.22 |
| 14550862 | NCS PEARSON, INC | 5/28/2019 BEERY VMI FORMS FULL/MISC | 0100 | 1,177.58 |
| 14550863 | PEPSI-COLA | 5/28/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 274.83 |
| 14550864 | ROCHESTER 100, INC. | 5/28/2019 NICKY'S FOLDERS | 0100 | 607.50 |
| 14550865 | RUSSELL PLUMBING \& SUPPL INC. | 5/28/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 208.50 |
| 14550866 | SAN DIEGO COUNTY OFFICE OF ED | 5/28/2019 SDCOE INVOICE 099-025684 | 0100 | 45.00 |
| 14550867 | SCHOLASTIC BOOK FAIRS | 5/28/2019 BOOK FAIR | 0100 | 3,738.72 |
| 14550868 | SCHOOL OUTFITTERS | 5/28/2019 PACK OF 20 STEREO SCHOOL HEADP | 0100 | 1,800.83 |
| 14550869 | SPARKLETTS | 5/28/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 215.80 |
| 14550870 | SPRINGALL ACADEMY | 5/28/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 2,090.22 |
| 14550871 | SUPER DUPER PUBLICATIONS | 5/28/2019 CAAP-2 ARTICULATION RESPONSE | 0100 | 271.51 |
| 14550873 | TRANSTRAKS | 5/28/2019 TRANSTRAKS ANNUAL LICENSE RENE | 0100 | 1,485.00 |
| 14551272 | ABABA BOLT | 5/29/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 31.48 |
| 14551273 | AIRGAS USA, LLC | 5/29/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 14.27 |
| 14551274 | ALBERTSONS | 5/29/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 38.37 |
| 14551275 | ALLIED REFRIGERATION INC | 5/29/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 358.16 |
| 14551276 | CINTAS CORPORATION | 5/29/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 176.32 |
| 14551277 | CIT FINANCE LLC | 5/29/2019 RISO LEASE FISCAL YEAR 2018-19 | 0100 | 219.25 |
| 14551281 | THE EAST COUNTY CALIFORNIAN | 5/29/2019 NEWSPAPER ADVERTISEMENT FOR PR | 0100 | 101.50 |
| 14551282 | MORSCO SUPPLY, LLC | 5/29/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 8.05 |
| 14551283 | LAKESIDE WATER DISTRICT | 5/29/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 819.62 |
| 14551284 | JOCELYN MCCULLOUGH | 5/29/2019 MCCULLOUGH SETTLEMENT MAY 2019 | 0100 | 6,398.70 |
| 14551285 | NCS PEARSON, INC | 5/29/2019 WECHSLER INTELLIGENCE SCALE FO | 0100 | 2,130.60 |
| 14551286 | SCHOOL SERVICES OF CA, INC | 5/29/2019 TIPS, TRICKS AND TOOLS FOR CHA | 0100 | 129.00 |


| Warrant ID | Vendor Name | Payment Date Invoice Item Description | Fund | Amount Charged to Fund |
| :---: | :---: | :---: | :---: | :---: |
| 14551786 | HERITAGE TRUCK PAINTING \& AUTO COLLISION | 5/30/2019 REPAINT BUS \#52 PER HIGHWAY PA | 0100 | 4,500.80 |
| 14551787 | DION \& SONS, INC. | 5/30/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 8,602.34 |
| 14551788 | ERIN GARCIA, CUSTODIAN | 5/30/2019 REVOLVING CASH | 0100 | 722.77 |
| 14551789 | GRAINGER | 5/30/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 826.48 |
| 14551790 | HD SUPPLY FACILITIES MAINT | 5/30/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 151.71 |
| 14551791 | HOUGHTON MIFFLIN HARCOURT | 5/30/2019 WOODCOCK-JOHNSON IV ACHIEVEMEN | 0100 | 669.36 |
| 14551792 | IMPERIAL SPRINKLER SUPPLY, INC. | 5/30/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 741.50 |
| 14551793 | KYOCERA DOCUMENT SOLUTIONS WEST, LLC | 5/30/2019 2018-19 BLANKET PURCHASE ORDER | 0100 | 656.48 |
| 14551794 | LAKESHORE LEARNING MATERIALS | 5/30/2019 BEST BEHAVIOR ${ }^{\text {® }}$ BOARD BOOK COLL | 0100 | 291.42 |
| 14551795 | leader services | 5/30/2019 RANDOM MOMENTS TIME SURVEY 201 | 0100 | 1,875.00 |
| 14551797 | OFFICE DEPOT, INC. | 5/30/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 1,441.48 |
| 14551798 | LASERCYCLE USA, INC. | 5/30/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 293.48 |
| 14552484 | ROCK AND BLOCK HARDSCAPE SUPPLY | 5/31/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 85.34 |
| 14552485 | AMAZON CAPITAL SERVICES, INC. | 5/31/2019 SALES TAX | 0100 | 271.17 |
| 14552486 | CINTAS CORPORATION | 5/31/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 176.32 |
| 14552487 | LAKESHORE LEARNING MATERIALS | 5/31/2019 BUILDING LANGUAGE DISCOVERY BO | 0100 | 73.64 |
| 14552488 | OFFICE DEPOT, INC. | 5/31/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 417.17 |
| 14552489 | PPG ARCHITECTURAL FINISHES INC | 5/31/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 728.82 |
| 14552490 | CENTER FOR RESPONSIVE SCHOOLS, INC. | 5/31/2019 RESPONSIVE CLASSROOM REGISTRAT | 0100 | 5,832.00 |
| 14552491 | RICOH USA, INC | 5/31/2019 LEASE CHARGES FOR FISCAL YEAR | 0100 | 577.97 |
| 14552492 | SAFETY-KLEEN | 5/31/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 745.88 |
| 14552493 | SOUTHWEST SCHOOL \& OFFICE SUPPLY | 5/31/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 1,289.56 |
| 14552495 | SPECIALIZED THERAPY SERVICES | 5/31/2019 THERAPY SERVICES FOR FISCAL YE | 0100 | 4,542.50 |
| 14552496 | SPRINT SOLUTIONS, INC. | 5/31/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 2,039.89 |
| 14552497 | SYCAMORE LANDFILL | 5/31/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 69.61 |
| 14552498 | TURNAROUND SCHOOLS | 5/31/2019 TURN AROUND SCHOOL CONTRACT \# | 0100 | 7,484.00 |
| 14552499 | VARSITY BRANDS HOLDING CO., INC. | 5/31/2019 FITNESSGRAM RESOURSE PACK | 0100 | 320.59 |
| 14552502 | XEROX CORPORATION | 5/31/2019 BLANKET PURCHASE ORDER FOR FIS | 0100 | 432.29 |
|  |  | GENERAL | 0100 Total | 623,124.79 |
| 14539859 | SPARKLETTS | 5/1/2019 BLANKET PURCHASE ORDER FOR FIS | 1200 | 43.10 |
| 14539861 | XEROX CORPORATION | 5/1/2019 BLANKET PURCHASE ORDER FOR FIS | 1200 | 794.59 |
| 14542152 | EDCO DISPOSAL CORPORATION | 5/7/2019 BLANKET PURCHASE ORDER FOR FIS | 1200 | 99.30 |
| 14542893 | HOME DEPOT CREDIT SERVICES | 5/8/2019 BLANKET PURCHASE ORDER FOR FIS | 1200 | 31.39 |
| 14542896 | LAKESIDE WATER DISTRICT | 5/8/2019 BLANKET PURCHASE ORDER FOR FIS | 1200 | 258.49 |
| 14544807 | PARKWAY BOWL | 5/13/2019 FIELDTRIP PACKAGE DEAL FOR STU | 1200 | 3,482.30 |
| 14544808 | SMART \& FINAL | 5/13/2019 BLANKET PURCHASE ORDER FOR FIS | 1200 | 207.02 |
| 14546611 | DION \& SONS, INC. | 5/16/2019 BLANKET PURCHASE ORDER FOR FIS | 1200 | 111.79 |
| 14547191 | MISSION FEDERAL CREDIT UNION | 5/17/2019 P CARDS | 1200 | 7,632.32 |
| 14548941 | SAN DIEGO GAS \& ELECTRIC | 5/22/2019 BLANKET PURCHASE ORDER FOR FIS | 1200 | 751.28 |
| 14550869 | SPARKLETTS | 5/28/2019 BLANKET PURCHASE ORDER FOR FIS | 1200 | 31.50 |
| 14550872 | LYCRA SOLUTIONS | 5/28/2019 RASH GUARDS FOR SUMMER CAMP30 | 1200 | 8,130.00 |
| 14551274 | ALBERTSONS | 5/29/2019 BLANKET PURCHASE ORDER FOR FIS | 1200 | 135.75 |
| 14551787 | DION \& SONS, INC. | 5/30/2019 BLANKET PURCHASE ORDER FOR FIS | 1200 | 94.73 |
|  |  | CHILD DEVELOPMENT | 1200 Total | 21,803.56 |
| 14539846 | BAK-RE-PAIR, INC. | 5/1/2019 OVEN REPAIR LABOR | 1300 | 397.69 |
| 14539848 | CA DEPT OF EDUCATION | 5/1/2019 BLANKET PURCHASE ORDER FOR FIS | 1300 | 595.65 |
| 14539861 | XEROX CORPORATION | 5/1/2019 BLANKET PURCHASE ORDER FOR FIS | 1300 | 30.32 |
| 14541085 | SYSCO FOODS SERVICES | 5/3/2019 OPEN PURCHASE ORDER FOR FISCAL | 1300 | 794.64 |
| 14541589 | AMERICAN PRODUCE DISTRIBUTORS | 5/6/2019 OPEN PURCHASE ORDER FOR FISCAL | 1300 | 10,406.45 |


| Warrant ID | Vendor Name | Payment Date Invoice Item Description | Fund | Amount Charged to Fund |
| :---: | :---: | :---: | :---: | :---: |
| 14541590 | DION \& SONS, INC. | 5/6/2019 BLANKET PURCHASE ORDER FOR FIS | 1300 | 1,462.33 |
| 14541591 | DOMINO'S PIZZA | 5/6/2019 BLANKETPURCHASE ORDER FOR FISC | 1300 | 12,616.95 |
| 14541592 | GALASSO'S BAKERY | 5/6/2019 BLANKET PURCHASE ORDER FOR FIS | 1300 | 1,229.80 |
| 14541599 | ORNESS DESIGN GROUP, INC. | 5/6/2019 PROGRESS BILLING THROUGH 1/31/ | 1300 | 5,000.00 |
| 14541600 | P\&R PAPER SUPPLY COMPANY, INC. | 5/6/2019 BLANKET PURCHASE ORDER FOR FIS | 1300 | 3,641.33 |
| 14541601 | PRO-EDGE KNIFE | 5/6/2019 BLANKET PURCHASE ORDER FOR FIS | 1300 | 60.00 |
| 14541602 | SYSCO FOODS SERVICES | 5/6/2019 OPEN PURCHASE ORDER FOR FISCAL | 1300 | 23,458.97 |
| 14541604 | WEBB'S RV SUPPLY | 5/6/2019 BLANKET PURCHASE ORDER FOR FIS | 1300 | 15.94 |
| 14542153 | GARCIA'S PUEBLA MERCADO | 5/7/2019 BLANKET PURCHASE ORDER FOR FIS | 1300 | 307.00 |
| 14542154 | GOLD STAR FOODS INC | 5/7/2019 BLANKET PURCHASE ORDER FOR FIS | 1300 | 8,855.55 |
| 14542157 | HOLLANDIA DAIRY | 5/7/2019 BLANKET PURCHASE ORDER FOR FIS | 1300 | 15,445.60 |
| 14542162 | VERIZON WIRELESS | 5/7/2019 BLANKET PURCHASE ORDER FOR FIS | 1300 | 54.02 |
| 14542894 | K GRAPHICS POSTERS | 5/8/2019 BLANKET PURCHASE ORDER FOR FIS | 1300 | 468.00 |
| 14542898 | MRC | 5/8/2019 BLANKET PURCHASE ORDER FOR FIS | 1300 | 78.89 |
| 14543445 | CA DEPT OF EDUCATION | 5/9/2019 BLANKET PURCHASE ORDER FOR FIS | 1300 | 31.81 |
| 14544163 | COUNTY BURNER \& MACHINERY CORP | 5/10/2019 OPEN AND CLOSE BOILER FOR INSP | 1300 | 2,991.70 |
| 14544808 | SMART \& FINAL | 5/13/2019 BLANKET PURCHASE ORDER FOR FIS | 1300 | 295.99 |
| 14545270 | CULLIGAN | 5/14/2019 BLANKET PURCHASE ORDER FOR FIS | 1300 | 48.17 |
| 14545987 | TEMPERATURE DESIGN REFRIGERATION | 5/15/2019 BLANKET PURCHASE ORDER FOR FIS | 1300 | 380.40 |
| 14546607 | AT\&T | 5/16/2019 BLANKET PURCHASE ORDER FOR FIS | 1300 | 13.51 |
| 14546618 | MERRILL BEVERAGE, INC. | 5/16/2019 BLANKET PURCHASE ORDER FOR FIS | 1300 | 1,015.00 |
| 14547191 | MISSION FEDERAL CREDIT UNION | 5/17/2019 P CARDS | 1300 | 1,919.95 |
| 14548942 | VERIZON WIRELESS | 5/22/2019 BLANKET PURCHASE ORDER FOR FIS | 1300 | 53.92 |
| 14550857 | dba HEARTLAND SCHOOL SOLUTIONS | 5/28/2019 PIN PADS FOR COMPUTERS | 1300 | 666.00 |
| 14551279 | CULLIGAN | 5/29/2019 BLANKET PURCHASE ORDER FOR FIS | 1300 | 3.50 |
| 14551796 | NUTRI-LINK TECHNOLOGIES, INC. | 5/30/2019 APPLICATIONS FOR 19_20 SY | 1300 | 1,541.95 |
|  |  | CAFETERIA | 1300 Total | 93,881.03 |
| 14544168 | ERIC HALL \& ASSOCIATES, LLC | 5/10/2019 BLANKET PURCHASE ORDER FOR FIS | 2139 | 4,800.00 |
| 14550297 | WILKINSON HADLEY KING \& CO LLP | 5/24/2019 2017-2018 PROPOSITION V/MEASUR | 2139 | 4,000.00 |
| 14551280 | DAILY JOURNAL CORPORATION | 5/29/2019 INVOICE NO. A3248586 | 2139 | 163.80 |
|  |  | BOND | 2139 Total | 8,963.80 |
|  | GOLDEN OFFICE TRAILERS, INC. | 5/7/2019 BLANKET PURCHASE ORDER FOR FIS | 2519 | 700.38 |
| $14547188$ | DIVISION OF THE STATE ARCHITECT | 5/17/2019 DSA FEES FOR LF RELOCATABLE RE | 2519 | 1,881.25 |
| 14548940 | GEM INDUSTRIAL | 5/22/2019 LF RELOCATABLE RESTROOMS | 2519 | 15,611.51 |
|  |  | CAPITAL FACILITIES | 2519 Total | 18,193.14 |
| 14545981 | CITY OF SAN DIEGO | 5/15/2019 AED | 6200 | 50.00 |
| 14546625 | SPECIALIZED THERAPY SERVICES | 5/16/2019 SPECIALIZED THERAPY SERVICES | 6200 | 7,395.63 |
| 14547193 | WILKINSON HADLEY KING \& CO LLP | 5/17/2019 PROGRESS BILL 17-18 AUDIT | 6200 | 1,650.00 |
| 14552494 | SPECIALIZED THERAPY SERVICES | 5/31/2019 SPECIALIZED THERAPY SERVICES | 6200 | 5,832.50 |
|  |  | BARONA CHARTER | 6200 Total | 14,928.13 |
| 14539858 | RIVER VALLEY EDUCATIONAL FOUND | 5/1/2019 SOCCER OFFICIALS/AP TESTING/FIELD | 6201 | 2,810.71 |
| 14539859 | SPARKLETTS | 5/1/2019 BLANKET PURCHASE ORDER FOR FIS | 6201 | 163.79 |
| 14541079 | RIVER VALLEY EDUCATIONAL FOUND | 5/3/2019 PERFORMING ARTS POWAY FIELD TR | 6201 | 777.00 |
| 14541596 | MRC | 5/6/2019 SUPPLIES/MAINT | 6201 | 551.77 |
| 14542152 | EDCO DISPOSAL CORPORATION | 5/7/2019 TRASH SERVICE | 6201 | 186.00 |
| 14542893 | HOME DEPOT CREDIT SERVICES | 5/8/2019 MISC SUPPLIES | 6201 | 604.52 |
| 14542896 | LAKESIDE WATER DISTRICT | 5/8/2019 WATER SERVICE | 6201 | 58.11 |
| 14544162 | CVUSD | 5/10/2019 MONTGOMERY POOL RENTAL | 6201 | 640.00 |
| 14544167 | GROSSMONT UNION HIGH | 5/10/2019 EL CAPITAN POOL RENTAL | 6201 | 720.00 |



## HARESTOE UNTON SCHOOLDTSTRTCI

Governing Board Meeting Date: January 20, 2019

## Agenda Item:

Revolving Cash Register
Background (Describe purpose/rationale of the agenda item):
LISTING OF ALL TRANSACTIONS (REIMBURSEMENTS, MILEAGE EXPENSES ETC) FOR THE MONTH PRIOR TO BOARD MEETING

Fiscal Impact (Cost):
\$28,138.68

## Funding Source:

GENERAL FUND, DONATION ACCOUNTS, ETC
Recommended Action:

| $\square$ Informational | $\square$ Denial |
| :--- | :--- |
| $\square$ Discussion | $\square$ Ratification |
| $\boxtimes$ Approval | $\square$ Explanation: Click here to enter text, |
| $\square$ Adoption |  |

Originating Department/School: Business Services
Submitted/Recommended By:
Approved for Submission to the Governing Board:


This form must be typed written and have all signatures before it will be placed on the agenda. All agenda item requests must be submitted for approval 10 days prior to the board meeting.

## Lakeside Union School District

 Revolving Cash RegisterMay 2019

| Date | Num | Name | Memo/Description | Amount |
| :---: | :---: | :---: | :---: | :---: |
| 05/02/2019 | ${ }^{37946}$ | Patricia Fernandez | April 2019 Payroll - Direct Deposit Account Was Closed. | -2,500,00 |
| 05/03/2019 | 37947 | Melina Suarez | April 2019 Payroll - Refund Of Wage Garnishment Release. | -20,00 |
| 05/03/2019 | 37948 | Suzy Bass | Science \& Classroom Supplies - Pencils, Pens, Tape, Wireless Keyboard, Mouse For Smartboard. | -207.99 |
| 05/03/2019 | 37949 | Lisa Farris | (5) Protractor Arms and (36) Protractors and (2) Storage Boxes. | -131.29 |
| 05/03/2019 | 37950 | Jason Justeson | (3) Receipts from Amazon For Cello and Bass Strings. | -65.54 |
| 05/03/2019 | 37951 | Cecilia Martinez | (12) Acrylic Paint Sets. | -50.00 |
| 05/03/2019 | 37952 | Kim Messina | Battery's, Painters Tape, and Pizza For Show Choir. | -86.81 |
| 05/03/2019 | 37953 | Jerred Murphy | Costco \& East County Selpa - Band Aids, Gloves, Muffins, Pizza, Salad, Folding Tables, Propane, Cases Of Water, CPI Trainings. | -2,503.86 |
| 05/03/2019 | 37954 | Marjorie Mayen | (5) 100 Badge Lanyards For Library Id Cards. | -84.95 |
| 05/03/2019 | 37955 | Wade Nielsen | Home Depot \& Dollar Tree - Cookie Sheets, 50 lb Bag Of Sand (Science Lesson Plan / Erosion. | -9.96 |
| 05/03/2019 | 37956 | Rafael Ordonez | Home Depot - Scrub Brushes. | -31.70 |
| 05/03/2019 | 37957 | Sandy Patterson | Lakeshore, Michaels, Insect Lore - Butterfly Nursery, Clay Pots, Cup Of Caterpillars. | -215.84 |
| 05/03/2019 | 37958 | Lisa Reynolds | Classroom Supplies - Foam Cups, Folders, Borax, Weeks 1-5 Comprehension Bundles. | -36.50 |
| 05/06/2019 | 37959 | Aymara S. Ahumada Ruiz | GTM., Dollar Tree, 99 Cent Store, Smart \& Final - Float Decorations, Water, and Office Supplies. | -54,85 |
| 05/06/2019 | 37960 | Amy Hoyt | Michaels - Run For The Arts Supplies - Clay Pots, | -86.07 |
| 05/06/2019 | 37961 | Brad Hoyt | Educational Supplies -Sticky Notes, Calculators, Markers, Puzzles, Pink Erasers and Flash Cards. | -27.56 |
| 05/06/2019 | 37962 | Won Mi Kim | Reinforcements - Plush Toys, Sketch Pads, Action Figures, Slow Release Foam and Folder. | -86.13 |
| 05/06/2019 | 37963 | Mary Krumpl | Amazon - Stroller For Student. | -23.71 |
| 05/06/2019 | 37964 | Anna Marie Lopez | (50) Canvas Bags For Art Projects and Crayola (12) Markers. | -75.00 |
| 05/06/2019 | 37965 | Danielle Laudner | January 2019 - February 2019 Mileage. | -462.84 |
| 05/06/2019 | 37966 | Melissa Mann | Speech Corner - Double Dice, Context Clues and Social Language. | -143.22 |
| 05/06/2019 | 37967 | Alana Miller | Hobby Lobby \& Walmart - Dino, Velvet, Sunshine 1 yd each and Crafts. | -28.59 |
| 05/06/2019 | 37968 | Mary Miller | Copy Coral, Handwriting Without Tears, Amazon - Zones of Regulation, Student Reacher, Pencil Grips, Fidget Cubes and Stress Balls. | -219.40 |
| 05/06/2019 | 37969 | Valerie Morris | Rite Aid - (2) Ice Cream and (6) Tennis Balls/Boys Toy. | -16.47 |
| 05/06/2019 | 37970 | Jana Paper | Sensory Sand, Sensory Floop and Kiddy Hopper Ball. | -22.51 |
| 05/06/2019 | 37971 | Katie Root | Field Day - Pail, Duck \& Frog, Buckets, Cards, Tote, Decorations For Talent Show - Shooting Star, Lights/Camera/Action. | -25.83 |
| 05/06/2019 | 37972 | Thais St. Martin | Staples - HP 952 XL Black Ink. | -49.55 |
| 05/06/2019 | 37973 | Kerry Strong | Amazon - Colored \& Black Ink. | $-48.43$ |
| 05/06/2019 | 37974 | Jessica Weldele | Calming Resource For Classroom- Sensory Tool. | -37.71 |
| 05/06/2019 | 37975 | Barbara Welch | Classroom Reinforcements \& Office Supplies - Crackers, Paper, Staples, Magic Tape, Storage Containers and Costco Paper. | -99.32 |
| 05/06/2019 | 37976 | Susie Wickman | Dollar Tree Decorations For Volunteer Tea - Shell Bags, Pineapple Tinsel, Luau Table Covers, Luau Banner, Flip Flop Coasters, and Leis. | -45.56 |
| 05/06/2019 | 37977 | Keri Wutzke | Certificated Mail - COBRA Packets $4 / 2 / 19$ \& 5/2/19. | -8.48 |
| 05/06/2019 | 37978 | Erin Yamada | 99 Cent Store - Volunteer Tea Decorations - Pineapple Decorations, Luau Tissue Palm Trees, Luau Table Covers. | -39,07 |
| 05/06/2019 | 37979 | Lucretia Browning | Class Pet Supplies, Bubble Machine, Minute 2 Win It Supplies - Plasti Pails, Bubbles, Plastic Straws, Designer Bowls and Push Pins. | -54.43 |
| 05/06/2019 | 37980 | Bridge Gambardella | Supplies For Preschool - Father's Day Gifts and Classroom Promotion - Assorted Color Tongs and Paper, Shrinky Dinks, Mod Podge, Jump Rings, Lobster Clasps. | -96.95 |
| 05/06/2019 | 37981 | Jerred Murphy | Costco - Wipes, Ziplocs, Flags, Water Rockets, Vacuum, Soap, Plates, Pens, Pencils, Ink, and Arcade. | -1,466.73 |
| 05/14/2019 | 37982 | Robyn Bowman | Costco-Supplies For Teacher Appreciation Day, | -126.97 |
| 05/14/2019 | 37983 | Lucretia Browning | Classroom Pet Supplies and Strawberries, Blueberries, Cooking Activities For EH \& LF. | -31.35 |
| 05/14/2019 | 37984 | Leonard Correia | Classroom Pet Supplies and Strawberries, Blueberries, Cooking Activities For EH \& LF. | -111.53 |
| 05/14/2019 | 37985 | Michael Dawson | (2) String Lights, Remote Outlet, Ceiling Hooks. | -125.87 |
| 05/14/2019 | 37986 | Hunter Donahoo | Apple - Nearpod, Producers and Consumer App. | -4.99 |
| 05/14/2019 | 37987 | Tamara Drake | Colorguard - Kuni - Navy, Orchid, Felt, Velc 5 yrd $3 / 4^{\prime \prime}$ Sticky, PVC Tees \& Couplings, Ship Tape, M/F White $15^{*} \times 5$ yrd (White, Purple) Desert Tape, Violet. | -354.09 |
| 05/14/2019 | 37988 | Hailey Hess | Supplies For Egg Drop Lab, Science Models - Glow Bracelets, Glue, Vegetable Oil, Masking Tape, Sticky Notes, Filler Paper, Balloons, Plugin, Candles. | -62.26 |
| 05/14/2019 | 37989 | Jason Justeson | Parchment Copy Paper, Water, Vinyl Tape, Village Awards Trophies. | -135.29 |
| 05/14/2019 | 37990 | KEITH KEIPER | Teacher Appreciation Lunch \& Testing Snacks - Spaghetti, Salad, Garlic Bread, Pizza, Pretzels, Granola Bars and Fruit Snacks. | -473.78 |
| 05/14/2019 | 37991 | Won Mi Kim | Reinforcements - Treasure Box To Contain Rocks/Gems, 501 Things To Draw, Rock Tumbler. | -96.17 |
| 05/14/2019 | 37992 | Brad Lappin | PLTW \& Classroom Supplies - Mach Screw, Foamular Project Panel, Wintergreen Lifesavers, Satin Dressmaker Pins. | -72.51 |
| 05/14/2019 | 37993 | Catherine Huifen Li | Children's Carpet Circles. Chair Ball W/Feet, CNY Party, Pizza Party, Open House, Avery Labels, Cushion Covers. | -347.43 |
| 05/14/2019 | 37994 | Kim Messina | (4) Fishnets Tights and (18) Steampunk Bowties. | -261.82 |
| 05/14/2019 | 37995 | Emily Okeriund | Home Depot - Paint, Paint Brushes and Rollers, Paint Can and Bottle Opener, Roller Tray. | -230.68 |
| 05/14/2019 | 37996 | Brenda Potts | Run For The Arts - Art Supplies -Sharpies and Scissors. | -86.72 |


| 05/14/2019 | 37997 | Aaron Sage Ramos | Apple - iPad Pro Smart Folio Keyboard and Black Ink Pens.. | -198.51 |
| :---: | :---: | :---: | :---: | :---: |
| 05/14/2019 | 37998 | Dahlia Rinck | Filament, Paper, Dry Erase Markers, Wind Energy Supplies. Magnets, Global Day of Design Supplies. | -258.08 |
| 05/14/2019 | 37999 | Danielle Schneipp | Art Supplies, Student Awards, Magic Math - Construction Paper (Various Colors), Crayola Classic Colors, Hot Glue Sticks. | -187.62 |
| 05/14/2019 | 38000 | Jackie Siragusa | Run For The Arts - Hand Truck Dolly. | -31.99 |
| 05/14/2019 | 38001 | Tammy Smith | Book-Using iPad In The Classroom. | -27.31 |
| 05/14/2019 | 38002 | Kerry Strong | Target - Sensory Foam Squeeze Ball For Behavior Management Plan. | -12.28 |
| 05/14/2019 | 38003 | Sharon Sullinger | Art Supplies For Saturday School, 3rd Grade NGSS Spring STEAM Day Supplies, TPT - 3rd Grade Test Prep - Ink Pads, Rice, Felt, Oven, Pails, Foam. | -180.23 |
| 05/14/2019 | 38004 | Sharon Sullinger | TPT - Skittles Math, Misc. Curriculum, HP Day Supplies - Student Name Tags, Alphabet Crowns, Oatmeal Cremes, Glue Sticks, Licorice, Table Cover. | -36.57 |
| 05/15/2019 | 38005 | Melanie Van Oostende | Gum For School Testing and Jt. Olympics Supplies - Water, Clementines, Bananas, and Oat \& Honey Bars. | -132.36 |
| 05/15/2019 | 38006 | Wei-Yu Wass | Teaching Clock, Flash Cards, Backpatters Seat, Bouncy Balls, Mailbox For Classroom. | -446.31 |
| 05/15/2019 | 38007 | Heather Watson | Supplies For Classes - Wall Decor, Sunflowers, Hanging Decor, Bubbles. | -34.12 |
| 05/15/2019 | 38008 | Jessica Weldele | Classroom \& Prize - Wititing Project, Puzzles, Bug Catcher Kit, PostBoard, Baseball Set, Highlighters, Raffle Tickets. | -23.45 |
| 05/15/2019 | 38009 | Austin Wollitz | Sphero Robot Covers, Ollie Robots, Tire Sets, Master Lock, Robot. | -315.62 |
| 05/15/2019 | 38010 | Josh Tenney | 300 LB Weight Set W/Bar. | -227.31 |
| 05/15/2019 | 38011 | American Fidelity | Policy\# 9454794/Karen Wright MCP\# 33083 Jan-April Accident Policy Premiums Sent To AFLAC in Error. | -160.32 |
| 05/21/2019 | 38012 | Jessica Carroll | Reimbursement For Parent Visit to Devereux Victoria - M. Willcoxson 4/30/19-5/11/19. | .722.77 |
| 05/28/2019 | 38013 | Quinn Nolting | May Payroll 2019 - Garnishment Release. | -562.72 |
| 05/30/2019 | 38014 | Maria Arias-Nicolas | May 2019 Payroll Did Not Process. | -3,528.87 |
| 05/30/2019 | 38015 | Kenneth Martin | May 2019 Payroll Did Not Process. | -3,998.51 |
| 05/30/2019 | 38016 | Kim Klinko | May 2019 Payroll Did Not Process. | -5,222,59 |
| 05/31/2019 | 38017 | Dasean Lee Johnson Jt. | May 2019 Payroll - ACH Reversal Account Closed. | -146.83 |
|  |  |  |  | - \$ 28,138.68 |

## LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: June 20, 2019

## Agenda Item:

Ratification of Purchase Orders and Change Orders Listing (May 1, 2019 to May 31, 2019)

## Background (Describe purpose/rationale of the agenda item):

The Governing Board must ratify all purchase orders and change orders that have been created pursuant to the authority granted under Education Code 17605 and Board Policy 3300 that authorizes staff to purchase supplies, materials, equipment, and services up to the amounts specified in Public Contract Code 20111. In addition, the Governing Board should review and ratify all purchase orders and change orders created as a result of prior Board approval. A list of purchase orders and change orders for the period of May 1, 2019, through May 31, 2019 is attached.

## Fiscal Impact (Cost):

$\$ 841,136.61$

## Funding Source:

General Fund Total: \$631,139.80 Pre-School Fund Total: $\$ 10,930.82$ Food Services Fund Total: \$9,915.01 Bond Fund Total: \$187,269.73 Developer Fees Fund Total: \$1,881.25

## Addresses Emphasis Goal(s):

\#1: Academic Achievement\#2: Social Emotional

\#3: Physical Environments

## Recommended Action:

## $\square$ Informational

Discussion
Approval
Adoption

## Denial/Rejection

## 囚 Ratification

$\square$ Explanation: Click here to enter text.

## Originating Department/School: Distric $\dagger$ Wide/Business Services

## Submitted/Recommended By: Approved for Submission to the Governing Board:



Principal/Department Head Signature
Reviewed by Cabinet Member


| PO No. | Supplier | PO Ref | Fund | Total |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 0000004796 | VITAL SMARTS | MANAGEMENT TRAINING - SUPT | 0100 | , | 4,785.00 |
| 0000004798 | TRANSTRAKS | TRANSTRAKS DATA MGMT - TRANS | 0100 | \$ | 1,485.00 |
| 0000004799 | ROCHESTER 100, INC. | SMALL FOLDERS - WG | 0100 | \$ | 654.58 |
| 0000004800 | PRO-ED | RECORDING FORMS - SPED | 0100 | \$ | 154.26 |
| 0000004803 | NCS PEARSON, INC | RECORDING FORMS - SPED | 0100 | \$ | 678.28 |
| 0000004804 | CERTIFIED LABORATORIES | SOAP \& WAX - TRANS | 0100 | \$ | 909.19 |
| 0000004805 | HOUGHTON MIFFLIN HARCOURT | RESPONSE BOOKLETS - SPED | 0100 | \$ | 608.50 |
| 0000004806 | INSTITUTE FOR EFFECTIVE EDUC. | NPS - SPED | 0100 | \$ | 2,891.20 |
| 0000004807 | VILLA SANTA MARIA, INC. | NPS - SPED | 0100 | \$ | 43,308.00 |
| 0000004808 | LAKESHORE LEARNING MATERIALS | CLASSROOM ITEMS - SPED | 0100 | \$ | 291.44 |
| 0000004809 | ALLIANCE FOR AFRICAN | INTERPRETING SERVICES - SPED | 0100 | \$ | 23.20 |
| 0000004810 | ROCHESTER 100, INC. | COMMUNICATION FOLDERS-EH | 0100 | \$ | 253.10 |
| 0000004811 | SPENCER WETTER | CONSULTANT - PSYCH | 0100 | \$ | 3,500.00 |
| 0000004812 | CHRISTINA WATSON, PSY. D | CONSULTANT - PSYCH | 0100 | \$ | 2,100.00 |
| 0000004813 | VEX ROBOTICS, INC. | ROBOTICS SUPPLIES - TDS | 0100 | \$ | 646.46 |
| 0000004814 | CONCEPTS | OFFICE CHAIR - BUS SVCS | 0100 | \$ | 323.66 |
| 0000004815 | NCS PEARSON, INC | READING MATERIALS - SPED | 0100 | \$ | 49.30 |
| 0000004816 | HEINEMANN | BOOKS - WG | 0100 | \$ | 2,954.35 |
| 0000004817 | SUPER DUPER PUBLICATIONS | FORMS - SPED | 0100 | \$ | 172.40 |
| 0000004819 | DISCOVERY TOURS \& TRAVEL | FT TRANS - LMS | 0100 | \$ | 7,186.64 |
| 0000004820 | JOCELYN MCCULLOUGH | SETTLEMENT - SPED | 0100 | \$ | 6,398.70 |
| 0000004822 | SAN DIEGO COUNTY OFFICE OF ED | T\&C - SPED | 0100 | \$ | 45.00 |
| 0000004823 | EXCELSIOR ACADEMY | NPS - SPED | 0100 | \$ | 2,848.01 |
| 0000004824 | ASELTINE SCHOOL | NPS - SPED | 0100 | \$ | 4,425.33 |
| 0000004825 | JOSEPH M. MCCULLAUGH, PHD | PSYCH CONSULTANT - PSYCH | 0100 | \$ | 3,000.00 |
| 0000004826 | MAD SCIENCE OF SAN DIEGO | ASSEMBLY - RV PTA | 0100 | \$ | 715.00 |
| 0000004827 | G F SHEETMETAL \& WELDING CORP | BALL WALL MATERIALS - WG | 0100 | \$ | 1,725.02 |
| 0000004828 | DIESEL PRINT CO | T SHIRTS JR OLYMPICS-LC | 0100 | \$ | 747.88 |
| 0000004829 | WPS | REPLACEMENT PART - PSYCH | 0100 | \$ | 71.83 |
| 0000004830 | SUPER DUPER PUBLICATIONS | RESPONSE FORMS - SPED | 0100 | \$ | 99.10 |
| 0000004831 | LAKESHORE LEARNING MATERIALS | LANGUAGE - SPED | 0100 | \$ | 64.64 |
| 0000004832 | ELVIS HOUSER | FFA SHIRTS - LMS | 0100 | \$ | 232.50 |
| 0000004833 | SCHOOL OUTFITTERS | HEADPHONES - LP | 0100 | \$ | 1,803.34 |
| 0000004835 | STEM CENTER USA | ELECTRONIC KITS - TDS | 0100 | \$ | 4,820.00 |
| 0000004836 | WPS | PSYCH MATERIALS - PSYCH | 0100 | \$ | 2,941.99 |
| 0000004837 | NCS PEARSON, INC | RECORDING FORMS - PSYCH | 0100 | , | 1,245.05 |
| 0000004841 | SCHOOL MATE | PLANNERS - LF | 0100 | \$ | 837.78 |
| 0000004846 | MRC | STAPLES - LF | 0100 | \$ | 252.05 |
| 0000004848 | LISA M. WEISS OD OPTOMETRIC CORP | 12019-44 OPTOMETRY - SPED | 0100 | \$ | 840.00 |


| PO No. | Supplier | PO Ref | Fund | Total |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 0000004849 | MACDOUGAL-MORRIS GROUP LLC | NPS - SPED | 0100 | \$ | 6,919.00 |
| 0000004851 | NCS PEARSON, INC | RECORDING FORMS - SPED | 0100 | \$ | 334.56 |
| 0000004853 | PROJECT LEAD THE WAY | MEDICAL DETECTIVE KIT - TDS | 0100 | \$ | 946.49 |
| 0000004854 | VEX ROBOTICS, INC. | ROBOTICS MATERIALS - TDS | 0100 | \$ | 839.93 |
| 0000004855 | DANNIS WOLIVER KELLEY | LEGAL SERVICES - SUPT | 0100 | \$ | 6,216.09 |
| 0000004856 | WILKINSON HADLEY KING \& CO LLP | AUDIT SERVICES - BUS SVCS | 0100 | \$ | 5,460.00 |
| 0000004857 | GODFREY EDUCATIONAL CONSULTING GROUP | 12019-25 CONSULTANT - SUPT | 0100 | \$ | 900.00 |
| 0000004865 | FAIN DRILLING \& PUMP CO., INC | SERVICE WELL PUMP - MAINT | 0100 | \$ | 420.00 |
| 0000004866 | FRANK THING JR | WELL SERVICE - MAINT | 0100 | \$ | 1,053.00 |
| 0000004867 | COUNTY OF SAN DIEGO, DEH | HAZARDOUS PERMIT - MAINT | 0100 | \$ | 1,015.00 |
| 0000004868 | H.M. PITT LABS | WATER FOUNTAIN TESTING - MAINT | 0100 | \$ | 220.00 |
| 0000004869 | NIELSEN MERKSAMER PARRINELLO GROSS\&LEONI | V2019-102 LEGAL- SUPT | 0100 | \$ | 10,109.92 |
| 0000004870 | WESS TRANSPORTATION SERVICES | FT TRANS - RV | 0100 | \$ | 1,829.36 |
| 0000004871 | DANNIS WOLIVER KELLEY | LEGAL SERVICES - SUPT | 0100 | \$ | 21,600.86 |
| 0000004874 | DATEL SYSTEMS INCORPORATED | ROUTER \& LABOR - TECH | 0100 | \$ | 5,578.15 |
| 0000004877 | NVLS PROFESSIONAL SERVICES LLC | ERATE CONSULTANT - BUS SVCS | 0100 | \$ | 4,150.00 |
| 0000004878 | BORDERLAN SECURITY | V2019-114 3 YR RENEWAL - TECH | 0100 | \$ | 44,561.36 |
| 0000004879 | MATH TRANSFORMATIONS | I2019-51 MATH CONSULTANT - LV | 0100 | \$ | 6,000.00 |
| 0000004881 | BUREAU OF EDUCATION + RESEARCH, INC. | 12019-54 TRAINING - TDS | 0100 | \$ | 4,888.00 |
| 0000004882 | LANGUAGE TESTING INTERNATIONAL, INC. | LANGUAGE TESTING - ED SVCS | 0100 | \$ | 3,325.00 |
| 0000004883 | SD COUNTY SUPERINTENDENT OF SCHOOLS | V2019-104 PROF DEV - ED SVCS | 0100 | \$ | 12,600.00 |
| 0000004884 | SD COUNTY SUPERINTENDENT OF SCHOOLS | V2019-101 LANGUAGE DEV - ED SV | 0100 | \$ | 6,000.00 |
| 0000004885 | TURNAROUND SCHOOLS | 12019-053 PROF DEV - ED SVCS | 0100 | \$ | 7,484.00 |
| 0000004886 | PATRICIA K JEFFERS | 12019-48 MID SCH PROF DEV-ED S | 0100 | \$ | 500.00 |
| 0000004892 | ACADEMIC THERAPY PUBLICATIONS, INC | RECORDS AND TESTING - PSYCH | 0100 | \$ | 2,742.24 |
| 0000004893 | NCS PEARSON, INC | RECORDING FORMS - PSYCH | 0100 | \$ | 758.56 |
| 0000004898 | PEARSON EDUCATION | K-5 SOC SCIENCE BOOKS LV-ED S | 0100 | \$ | 14,941.45 |
| 0000004899 | PEARSON EDUCATION | K-5 SOCIALSCIENCE LC-ED SVCS | 0100 | \$ | 11,639.37 |
| 0000004900 | PEARSON EDUCATION | K-5 SOCIAL SCIENCE LP - ED SVS | 0100 | \$ | 9,644.73 |
| 0000004901 | PEARSON EDUCATION | K-5 SOCIAL SCIENCE RV-ED SVCS | 0100 | \$ | 16,311.78 |
| 0000004902 | PEARSON EDUCATION | K-5 SOCIAL SCIENCE WG-ED SVCS | 0100 | \$ | 3,186.96 |
| 0000004903 | PEARSON EDUCATION | K-5 SCIENCE BOOKS LF - ED SVCS | 0100 | \$ | 13,008.13 |
| 0000004904 | Tobii Dynavox LLC | SOFTWARE RENEWAL - SPED | 0100 | \$ | 5,499.94 |
| 0000004910 | LEADER SERVICES | SMAA CONSULTANT - BUS SVCS | 0100 | \$ | 1,875.00 |
| 0000004911 | THE EAST COUNTY CALIFORNIAN | ADVERTISING BUDGET - BUS SVCS | 0100 | \$ | 101.50 |
| 0000004912 | MCGRAW-HILL | READING AND MATH-LV-ED SVCS | 0100 | \$ | 31,421.47 |
| 0000004913 | MCGRAW-HILL | READING \& MATH LF - ED SVCS | 0100 | \$ | 28,818.62 |
| 0000004915 | INTERNATIONAL LIGHTING CORP | STAGE BULBS - TDS | 0100 | \$ | 290.84 |
| 0000004917 | MATH TRANSFORMATIONS | I2019-52A MATH CONSULTANT/TDS | 0100 | \$ | 3,000.00 |


| PO No. | Supplier | $\begin{aligned} & \text { PO Ref } \\ & \hline \text { MUSIC INSTRUMENT REPAIR - TDS } \end{aligned}$ | Fund | Total |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 0000004918 | ALAN'S MUSIC CENTER INC |  | 0100 | \$ | 78.92 |
| 0000004919 | MCGRAW-HILL | CURRICULUM RV - ED SVCS | 0100 | \$ | 29,196.74 |
| 0000004920 | MCGRAW-HILL | CURRICULUM WG - ED SVCS | 0100 | \$ | 10,978.57 |
| 0000004921 | MCGRAW-HILL | CURRICULUM LP - ED SVCS | 0100 | \$ | 20,464.75 |
| 0000004922 | LANGUAGE TESTING INTERNATIONAL, INC. | LANGUAGE TESTING - ED SVCS | 0100 | \$ | 730.00 |
| 0000004923 | SDCOE | SPANISH POSTERS - ED SVCS | 0100 | \$ | 515.58 |
| 0000004924 | MCGRAW-HILL | CURRICULUM LC - ED SVCS | 0100 | \$ | 471.24 |
| 0000004925 | MCGRAW-HILL | CURRICULUM LP - ED SVCS | 0100 | \$ | 1,353.23 |
| 0000004926 | JOCELYN MCCULLOUGH | SETTLEMENT - SPED | 0100 | \$ | 6,398.70 |
| 0000004927 | HERITAGE TRUCK PAINTING \& AUTO COLLISION | BUS PAINTING SERVICES- TRANS | 0100 | \$ | 9,001.60 |
| 0000004928 | DISCOVERY TOURS \& TRAVEL | FIELD TRIP TRANS - TDS | 0100 | \$ | 2,379.00 |
| 0000004935 | CPM EDUCATIONAL PROGRAM | T\&C - LMS | 0100 | \$ | 1,000.00 |
| 0000004936 | ALLIANCE FOR AFRICAN | INTERPRETING SVCS- SPED | 0100 | \$ | 166.19 |
| 0000004937 | GROSSMONT UNION HIGH | TRANSPORTATION - SPED | 0100 | \$ | 125.00 |
| 4259 | MCGRAW-HILL | CURRICULUM LC- ED SVCS | 0100 | \$ | 29,148.15 |
|  |  |  |  | \$ | 514,286.76 |
| 0000004858 | COACH CLIFF'S GAGA BALL PITS LLC | BALL PIT MATERIALS - ESS | 1200 | \$ | 1,751.82 |
| 0000004860 | PRISMATIC MAGIC LLC | L2019-039 ASSEMBLY - ESS | 1200 | \$ | 1,049.00 |
| 0000004872 | LYCRA SOLUTIONS | RASH GUARDS - ESS | 1200 | \$ | 8,130.00 |
|  |  |  |  | \$ | 10,930.82 |
| 0000004821 | COUNTY BURNER \& MACHINERY CORP | KITCHEN INSP\&PARTS - FS | 1300 | \$ | 2,970.00 |
| 0000004850 | HEARTLAND PAYMENT SYSTEMS, INC. | PIN PADS - FS | 1300 | \$ | 717.63 |
| 0000004905 | NUTRI-LINK TECHNOLOGIES, INC. | FREE REDUCED APP FORMS - FS | 1300 | \$ | 1,373.80 |
| 0000004905 | NUTRI-LINK TECHNOLOGIES, INC. | FREE REDUCED APP FORMS - FS | 1300 | \$ | 200.00 |
| 0000004933 | EAST COUNTY SIGN WORKS | SIGN FOR SUMMER LUNCH - FS | 1300 | \$ | 187.50 |
| 0000004934 | NU HEALTH CALIFORNIA LLC | FRUIT SHOTS - FS | 1300 | \$ | 1,966.08 |
|  |  |  |  | \$ | 7,415.01 |
| 0000004797 | VALLEY BOX COMPANY | STORAGE BOXES - BOND | 2139 | \$ | 1,538.68 |
| 0000004876 | DAILY JOURNAL CORPORATION | VIDEO SURV. ADV. BID - BOND | 2139 | \$ | 167.70 |
| 0000004931 | DAVE BANG ASSOCIATES INC OF CA | SHADE STRUCTURE WG - BOND | 2139 | \$ | 77,353.29 |
| 0000004932 | DAVE BANG ASSOCIATES INC OF CA | SHADE STRUCTURE EH - BOND | 2139 | \$ | 79,427.56 |
| 0000004938 | ALPHA STUDIO DESIGN GROUP | EH \& WG ES FIRE ALARM - BOND | 2139 | \$ | 13,132.50 |
| 0000004939 | ALPHA STUDIO DESIGN GROUP | LUSD VIDEO SURVEILLANCE - BOND | 2139 | \$ | 8,600.00 |
| 0000004940 | ALPHA STUDIO DESIGN GROUP | SHADE SHELTER WG - BOND | 2139 | \$ | 750.00 |
| 0000004941 | ALPHA STUDIO DESIGN GROUP | EH SHADE SHELTER - BOND | 2139 | \$ | 4,800.00 |
| 0000004942 | THE BANK OF NEW YORK MELLON TRUST CO NA | PAYING AGENT FEE - BOND | 2139 | \$ | 750.00 |
| 0000004943 | THE BANK OF NEW YORK MELLON TRUST CO NA | PAYING AGENT FEES - BOND | 2139 | \$ | 750.00 |
|  |  |  |  | \$ | 187,269.73 |


| PO No. | Supplier | PO Ref <br> DSA INSPECTION LF WIP-DEV FEES | $\frac{7 \text { Fund }}{2519}$ | Total |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 0000004802 | DIVISION OF THE STATE ARCHITECT |  |  | \$ | 1,881.25 |
|  |  |  |  | \$ | 1,881.25 |
|  |  |  |  | \$ | 721,783.57 |
| CHANGE ORDER AMOUNT INFORMATION |  |  |  |  |  |
| 0000003783 | DION \& SONS, INC. | CHANGE ORDER - MAINT/TRANS | 0100 | \$ | 10,000.00 |
| 0000003787 | MORSCO SUPPLY, LLC | CHANGE ORDER - MAINT | 0100 | \$ | 1,000.00 |
| 0000003791 | GRAINGER | CHANGE ORDER - MAINT | 0100 | \$ | 1,000.00 |
| 0000003793 | HOME DEPOT CREDIT SERVICES | CHANGE ORDER - MAINT | 0100 | \$ | 2,000.00 |
| 0000003796 | LOWE'S | CHANGE ORDER - MAINT | 0100 | \$ | 750.00 |
| 0000003799 | O'REILLY AUTO PARTS | CHANGE ORDER - MAINT/TRANS | 0100 | \$ | 1,000.00 |
| 0000003800 | PAYton TRUE VALUE HARDWARE | CHANGE ORDER - MAINT | 0100 | \$ | 1,000.00 |
| 0000003809 | SYCAMORE LANDFILL | CHANGE ORDER - MAINT | 0100 | \$ | 500.00 |
| 0000003820 | NATIONAL PETROLEUM INC | CHANGE ORDER - TRANS | 0100 | \$ | 1,000.00 |
| 0000003828 | ZINGPRINT | CHANGE ORDER - TRANS | 0100 | \$ | 1,000.00 |
| 0000003855 | SPARKLETTS | CHANGE ORDER - DISTRICT WIDE | 0100 | \$ | 1,468.64 |
| 0000003863 | CURRIER \& HUDSON | CHANGE ORDER - SUPT | 0100 | \$ | 20,281.40 |
| 0000003945 | LASERCYCLE USA, INC. | CHANGE ORDER - LC | 0100 | \$ | 1,500.00 |
| 0000003964 | COMPETITIVE METALS, INC | CHANGE ORDER - MAINT | 0100 | \$ | 2,500.00 |
| 0000004010 | SPECIALIZED THERAPY SERVICES | CHANGE ORDER - SPED | 0100 | \$ | (60,000.00) |
| 0000004023 | RO HEALTH, INC | CHANGE ORDER - HLTH SVCS | 0100 | \$ | 5,000.00 |
| 0000004109 | LASERCYCLE USA, INC. | CHANGE ORDER - RV | 0100 | \$ | 2,000.00 |
| 0000004220 | KYOCERA DOCUMENT SOLUTIONS WEST, LLC | CHANGE ORDER - WG | 0100 | \$ | 600.00 |
| 0000004272 | SPOT Kids Therapy, Inc. | CHANGE ORDER - SPED | 0100 | \$ | 90,000.00 |
| 0000004302 | SPRINGALL ACADEMY | CHANGE ORDER - SPED | 0100 | \$ | 34,253.00 |
|  |  |  |  | \$ | 116,853.04 |
| 0000003880 | K GRAPHICS POSTERS | CHANGE ORDER - FS | 1300 | \$ | 500.00 |
| 0000003890 | MERRILL BEVERAGE, INC. | CHANGE ORDER - FS | 1300 | \$ | 900.00 |
| 0000003895 | GARCIA'S PUEBLA MERCADO | CHANGE ORDER - FS | 1300 | \$ | 300.00 |
| 0000003896 | TAKKT AMERICA HOLDING INC | CHANGE ORDER - FS | 1300 | \$ | $(1,500.00)$ |
| 0000003897 | GOLD STAR FOODS INC | CHANGE ORDER - FS | 1300 | \$ | 2,000.00 |
| 0000004158 | SMART \& FINAL | CHANGE ORDER - FS | 1300 | \$ | 300.00 |
|  |  |  |  | \$ | 2,500.00 |
|  |  |  |  | \$ | 119,353.04 |

MAY 2019 PURCHASE ORDERS


|  | $\$$ | $721,783.57$ |
| :--- | :--- | :--- |
| TOTAL PO'S AND CHANGE ORDERS | $\$$ | $119,353.04$ |
| $\$$ | $\mathbf{8 4 1 , 1 3 6 . 6 1}$ |  |

## LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: June 20, 2019

## Agenda Item:

Ratification of P Card expenditure transactions for the month of April 2019
Background (Describe purpose/rationale of the agenda item):
It is recommended that The Governing Board approve/ratify expenditure transactions charged to District P Cards for the month of April 2019.

Fiscal Impact (Cost):
$\$ 21,357.57$

## Funding Source:

General Fund Total: \$11,805.30 Child Development Fund Total: \$7,632.32 Food Services Fund Total: \$1,919.95

Addresses Emphasis Goal(s):
$\square$ \#1: Academic Achievement\#2: Social Emotional
\#3: Physical Environments

## Recommended Action:

 <br> Informational}DiscussionApprovalAdoptionDenial/Rejection
囚 RatificationExplanation: Click here to enter text.

## Originating Department/School: District Wide/Business Services

Submitted/Recommended By:


Principal/Department Head Signature

Approved for Submission to the Governing Board:


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member


| ACCT NAME | POST DATE |  | AMT | MERCHANT NAME | FIN. ACCOUNTING CODE | FIN.EXPENSE DESCRIPTION |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| BOWMAN,ROBYN | 04/24/2019 | S | 11.80 | CARTERS HAY \& GRAIN, I | 1200-9010200-0001-1000-4300000-082-205 | HAY BALE FOR RODEO DAYS DECORATIONS |
| BOWMAN,ROBYN | 04/22/2019 | \$ | 79.94 | AMZN MKTP US*MZ7HN7VE1 | 1200-9010200-0001-1000-4300000-082-205 | DIRECTIONAL SIGNS |
| BOWMAN,ROBYN | 04/17/2019 | \$ | 31.38 | AMZN MKTP US*MZ8VZ1JT0 | 1200-9010200-0001-1000-4300000-082-205 | AMERICAN STARS AND STRIPES DECORATIONS |
| BOWMAN,ROBYN | 04/19/2019 | \$ | 37.87 | BOOT BARN \#11 | 1200-9010200-0001-1000-4300000-082-205 | RODEO DAYS DECORATIONS |
| BOWMAN,ROBYN | 04/05/2019 | \$ | 13.86 | WAL-MART \#1917 | 1200-9010200-0001-1000-4300000-082-205 | MISC CENTER DECORATIONS |
| TOTAL CHARGED TO BUDGET |  | S | 174.85 | 1200-9010200-0001-1000-4300000-082-205 |  |  |
| BOWMAN,ROBYN | 104/12/2019 | \$ | 389.52 | LOWES \#00907* | 1200-9010200-0000-8100-4300000-082-205 | PPLAYGROUND SAND |
| TOTAL CHARGED TO BUDGET |  | S | 389.52 | 1200-9010200-0000-8100-4300000-082-205 |  |  |
| BOWMAN, ROBYN | 104/12/2019 | \$ | 225.00 | SQU*SQ *AMAZING DANA M | 1200-9010200-8500-5000-5800076-781-205 | \|ADMISSION FOR MAGIC SHOW - SPRING BREAK |
| TOTAL CHARGED TO BUDGET |  | \$ | 225.00 | 1200-9010200-8500-5000-5800076-781-205 |  |  |
| BOWMAN,ROBYN | 04/17/2019 | S | 44.18 | DOLLAR TREE | 1200-9010200-8500-5000-4300000-082-205 | MISC CRAFT SUPPLIES |
| BOWMAN,ROBYN | 04/12/2019 | S | 11.85 | DOLLAR TREE | 1200-9010200-8500-5000-5800076-781-205 | MISC SUPPLIES FOR CRAFT PROJECTS |
| TOTAL CHARGED TO BUDGET |  | S | 56.03 | 1200-9010200-8500-5000-5800076-781-205 |  |  |
| BOWMAN,ROBYN | 04/21/2019 | \$ | 63.92 | SAMS CLUB \#6205 | 1200-6105000-0001-1000-4300000-376-205 | GARDENING SUPPLIES |
| BOWMAN,ROBYN | 04/12/2019 | \$ | 395.22 | SAMSCLUB \#6235 | 1200-6105000-0001-1000-4300000-376-205 | MISC PROGRAM AND OFFICE SUPPLIES |
| TOTAL CHARGED TO BUDGET |  | S | 459.14 | 1200-6105000-0001-1000-4300000-376-205 |  |  |
| COBLE,STACY | 104/30/2019 | \$ | 27.97 | AMAZON.COM*MZOZC8U61 A | 10100-0000000-0000-7200-4300000-189-650 | TWO 2019-2020 ACADEMIC YEAR CALENDARS |
| TOTAL CHARGED TO BUDGET |  | S | 27.97 | 0100-0000000-0000-7200-4300000-189-650 |  |  |
| COBLE,STACY | 04/26/2019 | \$ | 261.32 | LINKEDIN-376*8453906 | 0100-0000000-0000-7200-5800092-189-650 | JOB POSTING FEES |
| COBLE,STACY | 04/02/2019 | \$ | 86.12 | INDEED | 0100-0000000-0000-7200-5800092-189-650 | JOB POSTING FEES |
| TOTAL CHARGED TO BUDGET |  | S | 347.44 | 0100-0000000-0000-7200-5800092-189-650 |  |  |
| DEROSIER,LISA A | 04/26/2019 | \$ | 325.00 | CHARITABLE \& SOCIAL SE | 01000000000000072005200010189610 | REGISTRATION FOR CA LMI FOR L FORD JUNE 2019 |
| DEROSIER,LISA A | 04/25/2019 | \$ | 1,300.00 | CHARITABLE \& SOCIAL SE | 01000000000000072005200010189610 | REG. FOR CA LMI FOR A JOHNSEN, E GARCIA, K REED AND N WINSPEAR JUNE 2019 |
| DEROSIER,LISA A | 04/24/2019 | \$ | 199.00 | CALIFORNIA SCHOOL BOAR | 01000000000000072005200010189610 | BROWN ACT WORKSHOP FOR LISA DEROSIER |
| DEROSIER,LISA A | 04/15/2019 | \$ | 199.19 | EMBASSY SUITES | 01000000000000072005200010189610 | HOTEL FOR PATY FERNANDEZ FOR ACSA ACADEMY |
| TOTAL CHARGED TO BUDGET |  | S | 2,023.19 | 01000000000000072005200010189610 |  |  |
| DEROSIER,LISA A | 04/21/2019 | \$ | 52.77 | MICHAELS \#9490 | 01000000000000072004300000189610 | EMPLOYEE OF THE YEAR FRAMES |
| DEROSIER,LISA A | 04/16/2019 | \$ | 31.84 | TROPHY DEPOT INC | 01000000000000072004300000189610 | EMPLOYEE OF THE YEAR REPLACEMENT STAR FOR JUDI DIEHL |
| DEROSIER,LISA A | 04/04/2019 | \$ | 4.59 | AMZN MKTP US*MW3ZH0S10 | 01000000000000072004300000189610 | THANK YOU DECORATIONS FOR STAFF APPRECIATION EVENT |
| DEROSIER,LISA A | 04/04/2019 | \$ | 47.17 | AMZN MKTP US*MW44H9761 | 01000000000000072004300000189610 | THANK YOU DECORATIONS FOR STAFF APPRECIATION EVENT |
| TOTAL CHARGED TO BUDGET |  | S | 136.37 | 01000000000000072004300000189610 |  |  |
| DEROSIER,LISA A | 104/02/2019 | \$ | 43.04 | EB GREATER SAN DIEGO | 101000000000000071005200000189610 | \|READING TEACHER OF THE YEAR BRUNCH FOR BOARD MEMBER ANDREW HAYES |
| TOTAL CHARGED TO BUDGET |  | S | 43.04 | 01000000000000071005200000189610 |  |  |
| DRAMMISSI,NINA | 04/14/2019 | \$ | 14.47 | AMZN MKTP US*MW5DJ2YZ2 | 0100-0000600-1110-1000-430000-376-170 | AWARDS FOR END OF THE YEAR |
| DRAMMISSI,NINA | 04/11/2019 | \$ | 12.35 | AMZN MKTP US*MW6OB3WJo | 0100-0000600-1110-1000-430000-376-170 | AWARDS FOR END OF THE YEAR |
| DRAMMISSI,NINA | 04/11/2019 | \$ | 182.24 | AMZN MKTP US*MZ4BE7CC0 | 0100-0000600-1110-1000-430000-376-170 | AWARDS FOR END OF THE YEAR |
| TOTAL CHARGED TO BUDGET |  | s | 209.06 | 0100-0000600-1110-1000-430000-376-170 |  |  |
| GARCIA, ERIN | 04/25/2019 | \$ | 975.00 | CHARITABLE \& SOCIAL SE | 01000000000000072005200010189610 | CA LABOR MGMNT INITIATIVE SUMMER INST. C.SPRECCO, C. ESPINOZA, K. STRONG |
| TOTAL CHARGED TO BUDGET |  | S | 975.00 | 01000000000000072005200010189610 |  |  |
| HARDIMAN,LESLIE | 04/30/2019 | \$ | 117.45 | PROJECT LEAD THE WAY, | 01003010000111010004300000047270 | PLTW CLASSROOM SUPPLIES |
| HARDIMAN,LESLIE | 04/24/2019 | \$ | 149.77 | THE HOME DEPOT \#0673 | 01003010000111010004300000047270 | BAND SAW FOR PLTW PROJECTS |
| HARDIMAN,LESLIE | 04/23/2019 | \$ | 26.99 | AMZN MKTP US*MZOJT2XQ0 | 01003010000111010004300000047270 | DVD DUPLICATOR FOR PLTW PROJECTS |
| TOTAL CHARGED TO BUDGET |  | s | 294.21 | 01003010000111010004300000047270 |  |  |
| HARDIMAN,LESLIE | 04/14/2019 | \$ | 35.75 | ROBOTSHOP.COM | 01001100000111010004300000047270 | PARTS FOR ROBOTICS PROJECTS |
| HARDIMAN,LESLIE | 04/01/2019 | S | 35.90 | ALBERTSONS 0738 | 01001100000111010004300000047270 | FOOD FOR SATURDAY SCHOOL |
| TOTAL CHARGED TO BUDGET |  | S | 71.65 | 01001100000111010004300000047270 |  |  |
| HARDIMAN,LESLIE | 04/11/2019 | \$ | 1,802.00 | KNOTT'S BERRY FARM CON | 01000300623111010005800076047270 | BAND PERFORMANCE AT KNOTTS BERRY FARM |
| TOTAL CHARGED TO BUDGET |  | S | 1,802.00 | 01000300623111010005800076047270 |  |  |
| JOHNSEN,ANDREW | 04/16/2019 | S | 7.96 | SAN DIEGO UNION TRIB-S | 01000000000000072005300000189610 | ONLINE SUBSCRIPTION |
| JOHNSEN,ANDREW | 04/04/2019 | \$ | 59.00 | ASSOC SUPERV AND CURR | 01000000000000072005300000189610 | ASCD MEMBERSHIP RENEWAL ANDY JOHNSEN |
| TOTAL CHARGED TO BUDGET |  | \$ | 66.96 | 01000000000000072005300000189610 |  |  |
| JOHNSEN,ANDREW | 04/10/2019 | \$ | 2.50 | CITYSD PARKING 28881 | 01000000000000072005200010189610 | PARKING AT ASU GSV EVENT |
| TOTAL CHARGED TO BUDGET |  | S | 2.50 | 01000000000000072005200010189610 |  |  |
| JOHNSEN,ANDREW | 04/03/2019 | S | 25.99 | APL* ITUNES.COM/BILL | 01000000000000072004300000189610 | AUDIO BOOK "REGRAINING ORGANIZATIONS" |
| TOTAL CHARGED TO BUDGET |  | S | 25.99 | 01000000000000072004300000189610 |  |  |
| KEIPER,KEITH | 04/01/2019 |  | 19.98 | MARY'S DONUTS | 0100-0300616-1110-1000-4300000-092-230 | DONUTS FOR ELAC MEETING. |
| KEIPER,KEITH | 04/01/2019 | \$ | 33.90 | STARBUCKS STORE 15511 | 0100-0300616-1110-1000-4300000-092-230 | COFFEE FOR ELAC MEETING. |




## MAMRSTDE UNTON SCHOOLDTSTRMCT

Governing Board Meeting Date: June 20, 2019

## Agenda Item:

Adoption of Resolution No. 2019-26, Designating Use of Education Protection Account Funds for 201920.

## Background (Describe purpose/rationale of the agenda item):

Pursuant to Article XIII, Section 36 of the California Constitution, school districts are required to determine how the moneys received from the Education Protection Account are spent in the schools within its jurisdiction, provided that the governing board makes the spending determinations in an open session of a public meeting. Proposition 30 and Proposition 55 provide that all K-14 local agencies have the sole authority to determine how the funds received from the EPA are spent but with provisions. The constitutional amendment requires that funds shall not be used for salaries and benefits of administrators or any other administrative costs.

## Fiscal Impact (Cost):

The District must comply with EPA reporting requirements to receive funding. The 2019-20 estimated EPA funding is $\$ 7,036,234$.

## Funding Source:

Unrestricted General Fund

## Recommended Action:

| $\square$ Informational | $\square$ Denial |
| :--- | :--- |
| $\square$ Discussion | $\square$ Ratification |
| $\boxtimes$ Approval | $\square$ Explanation: |

Originating Department/School: Business Services

Submitted/Recommended By:


Approved for Submission to the Governing Board:


Dr. Andy Johnsen, Superintendent


## LAKESIDE UNION SCHOOL DISTRICT <br> Resolution \# 2019-26

## THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012; and Proposition 55 amended Article XIII, Section 36 of the California Constitution effective November 8, 2016 and commencing on January 1, 2018.

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June $30^{\text {th }}$ of each year, the District shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

## NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Lakeside Union School District;
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Lakeside Union School District has determined to spend the monies received from the Education Protection Act as attached.

DATED: $\qquad$
Board Member

Board Member

Board Member

Board Member

Board Member

## LAMESTDE MATON SCHOOLDTSTRMCT

Governing Board Meeting Date: June 20, 2019
Agenda Item:
Approval is requested of the 2019-20 Interim Salary Schedules.
Background (Describe purpose/rationale of the agenda item):
Approval is requested of the 2019-20 Interim Salary Schedules including:

- Teacher
- Special Ed Infant Teacher
- Preschool Teacher
- Classified
- Confidential
- Management
- Superintendent

One position was added to the Interim Management Schedule, Small Schools Administrator.

## Fiscal Impact (Cost):

N/A
Funding Source:
General Fund

## Recommended Action:

## Informational

Discussion

- Approval

Adoption

## Denial

Ratification
Explanation: Click here to enter text.

Originating Department/School: Business Services

Submitted/Recommended By:


Approved for Submission to the Governing Board:


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member:


## LAKESIDE UNION SCHOOL DISTRICT <br> INTERIM TEACHER SALARY SCHEDULE

Fiscal Year 2019-2020
Effective July 1, 2019

|  | CLASS A | CLASS B | CLASS C | CLASS D | CLASS E | CLASS F |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| STEP | BA DEGREE | BA + 15 | BA+30 | BA+45 | BA+60 | BA + $75+\mathrm{MA}$ |
| 1 | 49,706 | 49,706 | 49,706 | 49,706 | 49,706 | 53,150 |
| 2 | 49,706 | 49,706 | 49,706 | 52,430 | 55,063 | 56,594 |
| 3 | 49,706 | 49,706 | 51,455 | 54,418 | 57,356 | 59,571 |
| 4 | 49,706 | 49,706 | 53,581 | 56,665 | 59,746 | 62,707 |
| 5 | 49,706 | 52,504 | 55,707 | 58,912 | 62,116 | 65,320 |
| 6 | 49,706 | 54,504 | 57,834 | 61,157 | 64,482 | 67,816 |
| 7 |  | 56,507 | 59,956 | 63,401 | 66,854 | 70,303 |
| 8 |  | 58,512 | 62,081 | 65,651 | 69,223 | 72,792 |
| 9 |  |  | 64,204 | 67,898 | 71,592 | 75,284 |
| 10 |  |  | 66,326 | 70,145 | 73,960 | 77,774 |
| 11 |  |  |  | 72,391 | 76,327 | 80,263 |
| 12 |  |  |  | 74,639 | 78,695 | 82,754 |
| 13 |  |  |  |  | 81,067 | 85,246 |
| 14 |  |  |  |  | 83,435 | 87,740 |
| 15 |  |  |  |  | 85,804 | 90,230 |
| Longevity Increments Beginning on: |  |  |  |  |  |  |
| 18 | 18th year |  |  |  | 88,174 | 92,719 |
| 21 | 21th year |  |  |  | 90,538 | 95,213 |
| 24 | 24th year |  |  |  |  | 97,702 |
| 27 | 27th year |  |  |  | 95,276 | 100,196 |
| 30 | 30th year |  |  |  |  | 102,682 |
| 33 | 33 rd year |  |  |  | 110,824 | 110,824 |

1. An additional stipend of $\$ 775$ annually will be paid to those employees who have a Master's Degree,
2. Employees in the following positions will be paid according to their placement on the Teachers' Salary Schedule plus $5 \%$ :
(a) Nurse
(b) School Counselor
(c) Speech Language Pathologist
3. Employees in the following positions will be paid according to their place on the teacher's salary schedule plus 7\%:
(a) Psychologists
4. An additional stipend of $\$ 5,150$ annually will be paid to Teaching Vice-Principals.
$\qquad$

## LAKESIDE UNION SCHOOL DISTRICT INTERIM SPECIAL ED INFANT TEACHERS SALARY SCHEDULE

Fiscal Year 2019-20
Effective July 1, 2019

|  | CLASS A | CLASS B | CLASS C | CLASS D | CLASS E | CLASS F |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| STEP | BA DEGREE | BA + 15 | BA+30 | BA + 45 | BA+60 | BA + $75+\mathrm{MA}$ |
| 1 | 55,379 | 55,379 | 55,379 | 55,379 | 55,379 | 59,216 |
| 2 | 55,379 | 55,379 | 55,379 | 58,414 | 61,347 | 63,053 |
| 3 | 55,379 | 55,379 | 57,328 | 60,629 | 63,902 | 66,370 |
| 4 | 55,379 | 55,379 | 59,696 | 63,132 | 66,565 | 69,864 |
| 5 | 55,379 | 58,496 | 62,065 | 65,636 | 69,205 | 72,775 |
| 6 | 55,379 | 60,725 | 64,435 | 68,137 | 71,841 | 75,556 |
| 7 |  | 62,956 | 66,799 | 70,637 | 74,484 | 78,327 |
| 8 |  | 65,190 | 69,166 | 73,144 | 77,123 | 81,100 |
| 9 |  |  | 71,532 | 75,647 | 79,763 | 83,876 |
| 10 |  |  | 73,896 | 78,151 | 82,401 | 86,650 |
| 11 |  |  |  | 80,653 | 85,038 | 89,423 |
| 12 |  |  |  | 83,158 | 87,676 | 92,199 |
| 13 |  |  |  |  | 90,319 | 94,975 |
| 14 |  |  |  |  | 92,957 | 97,754 |
| 15 |  |  |  |  | 95,597 | 100,528 |
| Longevity Increments Beginning on: |  |  |  |  |  |  |
| 18 | 18th year |  |  |  | 98,237 | 103,301 |
| 21 | 21th year |  |  |  | 100,871 | 106,080 |
| 24 | 24th year |  |  |  |  | 108,853 |
| 27 | 27th year |  |  |  | 106,150 | 111,631 |
| 30 | 30th year |  |  |  |  | 114,401 |
| 33 | 33rd year |  |  |  | 123,472 | 123,472 |

1. Annual salary is based on 205 work days to be paid over 12 months
2. An additional stipend of $\$ 775$ annually will be paid to those employees who have a Master's Degree.
3. Employees in the following positions will be paid according to their placement on the Teachers' Salary Schedule plus $5 \%$ :
(a) Nurse
(b) School Counselor
(c) Speech Language Pathologist
4. Employees in the following positions will be paid according to their place on the teacher's salary schedule plus 7\%:
(a) Psychologists
5. An additional stipend of $\$ 5,150$ annually will be paid to Teaching Vice-Principals.

Board Approved: $\qquad$

# LAKESIDE UNION SCHOOL DISTRICT INTERIM PRESCHOOL TEACHERS SALARY SCHEDULE Fiscal Year 2019-2020 

Effective July 1, 2019

| STEP | CLASS A | CLASS B | CLASS C | CLASS D |
| :--- | :---: | :---: | :---: | :---: |
| $\mathbf{1}$ | 31,557 | 32,184 | 32,829 | 33,485 |
| $\mathbf{2}$ | 32,184 | 32,829 | 33,485 | 34,153 |
| $\mathbf{3}$ | 32,829 | 33,485 | 34,153 | 34,836 |
| $\mathbf{4}$ | 33,485 | 34,153 | 34,836 | 35,531 |
| $\mathbf{5}$ | 34,153 | 34,836 | 35,531 | 36,241 |
| $\mathbf{6}$ | 34,836 | 35,531 | 36,241 | 36,969 |
| $\mathbf{7}$ |  | 36,241 | 36,969 | 37,708 |
| $\mathbf{8}$ |  |  | 37,708 | 38,418 |
| $\mathbf{9}$ |  |  |  | 39,186 |

Step Placement:
Unit members beginning the first year of teaching shall have their experience evaluated by the district to determine proper step placement. One step for each year of full-time related experience as determined by the district to a maximum of five (5) steps will be granted.

Class Placement:
Unit members shall also have their college transcripts evaluated by the district to determine proper class placement. Class placement shall be determined as follows:

Class A: 24 semester units in Early Childhood Education/Child Development + 16 units in General Education
Class B: AA degree in Early Childhood Education/Child Development
Class C: AA degree in Early Childhood Education/Child Development +30 additional semester units after receipt of the AA
Class D: BA degree (including $24 \mathrm{ECE} / \mathrm{CD}$ units)
An additional stipend of $\$ 412$ annually will be paid to those employees who have a Master Teacher Permit.

An additional stipend of $\$ 5,150$ annually will be paid to the Site Supervisor.
Anniversary Increment:
Beginning with the 10th year of continuous employment, $2.5 \%$ per month will be added to employee's salary. An additional $2.5 \%$ of the base salary will be added every five (5) years thereafter.
$\qquad$

# Lakeside Union School District 2019-2020 Interim Classified Employees Salary Schedule 

|  | STEP 1 |  | STEP 2 |  | STEP 3 |  | STEP 4 |  | STEP 5 |  | STEP 6 |  | STEP 7 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| RNG | MONTH | HOUR | ONT | HOL | ONT | HOL | ONT | HOU | MONTH | HOU | ON | HOU | MONTH | HOUR |
|  | 1, | 11. | 2,014 | 11 | 2,109 | 12.1 | 2,207 | 12. | 2,305 | 13.30 | 2,407 | 13.8 | 2,471 | 14.26 |
| 2 | 1,970 | 11.37 | 2,061 | 11.89 | 2,155 | 12.43 | 2,256 | 13.02 | 2,359 | 13.61 | 2,471 | 14.26 | 2,528 | 14.58 |
|  | 2,024 | 11.68 | 2,111 | 12.18 | 2,218 | 12.80 | 2,311 | 13.33 | 2,415 | 13.93 | 2,530 | 14.60 | 2,602 | 15.01 |
|  | 2,075 | 11.97 | 2,163 | 12.48 | 2,264 | 13.06 | 2,365 | 13.64 | 2,473 | 14.27 | 2,585 | 14.91 | 2,652 | 15.30 |
| 5 | 2,113 | 12.19 | 2,221 | 12.81 | 2,314 | 13.35 | 2,42 | 13.98 | 2,534 | 14.62 | 2,649 | 15.28 | 2,711 | 15.64 |
| 6 | 2,163 | 12.48 | 2,264 | 13.06 | 2,365 | 13.64 | 2,473 | 14.27 | 2,585 | 14.91 | 2,701 | 15.58 | 2,774 | 16.00 |
| 7 | 2,218 | 12.80 | 2,314 | 13.35 | 2,424 | 13.98 | 2,534 | 14.62 | 2,649 | 15.28 | 2,778 | 16.03 | 2,844 | 16.41 |
| 8 | 2,273 | 13.11 | 2,371 | 13.68 | 2,478 | 14.30 | 2,591 | 14.95 | 2,714 | 15.66 | 2,836 | 16.36 | 2,907 | 16.77 |
| 9 | 2,320 | 13.38 | 2,428 | 14.01 | 2,557 | 14.75 | 2,658 | 15.33 | 2,788 | 16.08 | 2,907 | 16.77 | 2,983 | 17.21 |
| 10 | 2,388 | 13.78 | 2,479 | 14.30 | 2,610 | 15.06 | 2,717 | 15.68 | 2,841 | 16.39 | 2,977 | 17.18 | 3,045 | 17.57 |
| 11 | 2,433 | 14.04 | 2,539 | 14.65 | 2,668 | 15.39 | 2,788 | 16.08 | 2,907 | 16.77 | 3,045 | 17.57 | 3,126 | 18.03 |
| 12 | 2,489 | 14.36 | 2,611 | 15.06 | 2,721 | 15.70 | 2,847 | 16.43 | 2,987 | 17.23 | 3,122 | 18.0 | 3,199 | 8.46 |
| 13 | 2,540 | 14.65 | 2,649 | 15.28 | 2,776 | 16.02 | 2,891 | 16.68 | 3,021 | 17.43 | 3,162 | 18.24 | 3,237 | 18.68 |
| 14 | 2,610 | 15.06 | 2,714 | 15.66 | 2,824 | 16.29 | 2,962 | 17.09 | 3,086 | 17.80 | 3,223 | 18.59 | 3,307 | 19.08 |
| 15 | 2,649 | 15.28 | 2,776 | 16.02 | 2,891 | 16.68 | 3,021 | 17.43 | 3,162 | 18.24 | 3,294 | 19.00 | 3,377 | 19.48 |
| 16 | 2,714 | 15.66 | 2,824 | 16.29 | 2,962 | 17.09 | 3,086 | 17.80 | 3,223 | 18.59 | 3,376 | 19.48 | 3,459 | 9.96 |
| 17 | 2,776 | 16.02 | 2,891 | 16.68 | 3,021 | 17.43 | 3,162 | 18.24 | 3,294 | 19.00 | 3,436 | 19.82 | 3,523 | 20.33 |
| 18 | 2,824 | 16.29 | 2,962 | 17.09 | 3,086 | 17.80 | 3,223 | 18.59 | 3,376 | 19.48 | 3,518 | 20.30 | 3,603 | 20.79 |
| 19 | 2,891 | 16.68 | 3,021 | 17.43 | 3,162 | 18.24 | 3,294 | 19.00 | 3,436 | 19.82 | 3,599 | 20.7 | 3,693 | 21.31 |
| 20 | 2,962 | 17.09 | 3,086 | 17.80 | 3,223 | 18.59 | 3,376 | 19.48 | 3,518 | 20.30 | 3,684 | 21.25 | 3,774 | 21.77 |
| 21 | 3,021 | 17.43 | 3,162 | 18.24 | 3,294 | 19.00 | 3,436 | 19.82 | 3,598 | 20.76 | 3,764 | 21.72 | 3,862 | 22.28 |
| 22 | 3,086 | 17.80 | 3,223 | 18.59 | 3,376 | 19.48 | 3,518 | 20.30 | 3,684 | 21.25 | 3,848 | 22.20 | 3,949 | 22.78 |
| 23 | 3,162 | 18.24 | 3,294 | 19.00 | 3,436 | 19.82 | 3,598 | 20.76 | 3,764 | 21.72 | 3,928 | 22.66 | 4,030 | 23.25 |
| 24 | 3,223 | 18.59 | 3,376 | 19.48 | 3,518 | 20.30 | 3,684 | 21.25 | 3,848 | 22.20 | 4,026 | 23.23 | 4,124 | 23.79 |
| 25 | 3,294 | 19.00 | 3,436 | 19.82 | 3,598 | 20.76 | 3,764 | 21.72 | 3,928 | 22.66 | 4,113 | 23.73 | 4,218 | 24.33 |
| 26 | 3,376 | 19.48 | 3,518 | 20.30 | 3,684 | 21.25 | 3,848 | 22.20 | 4,026 | 23.23 | 4,217 | 24.33 | 4,320 | 24.92 |
| 27 | 3,436 | 19.82 | 3,598 | 20.76 | 3,764 | 21.72 | 3,928 | 22.66 | 4,113 | 23.73 | 4,312 | 24.88 | 4,419 | 25.49 |
| 28 | 3,518 | 20.30 | 3,684 | 21.25 | 3,848 | 22.20 | 4,026 | 23.23 | 4,217 | 24.33 | 4,392 | 25.34 | 4,508 | 26.01 |
| 29 | 3,598 | 20.76 | 3,764 | 21.72 | 3,928 | 22.66 | 4,113 | 23.73 | 4,312 | 24.88 | 4,508 | 26.0 | 4,622 | 26.67 |
| 30 | 3,684 | 21.25 | 3,848 | 22.20 | 4,026 | 23.23 | 4,217 | 24.33 | 4,392 | 25.34 | 4,593 | 26.50 | 4,715 | 27.20 |
| 31 | 3,764 | 21.72 | 3,928 | 22.66 | 4,113 | 23.73 | 4,312 | 24.88 | 4,508 | 26.01 | 4,711 | 27.18 | 4,823 | 27.83 |
| 32 | 3,848 | 22.20 | 4,026 | 23.23 | 4,217 | 24.33 | 4,392 | 25.34 | 4,593 | 26.50 | 4,823 | 27.83 | 4,946 | 28.53 |
| 33 | 3,935 | 22.70 | 4,131 | 23.83 | 4,325 | 24.95 | 4,532 | 26.15 | 4,752 | 27.42 | 4,989 | 28.78 | 5,109 | 29.48 |
| 34 | 4,032 | 23.26 | 4,230 | 24.40 | 4,431 | 25.56 | 4,652 | 26.84 | 4,873 | 28.11 | 5,109 | 29.48 | 5,242 | 30.24 |
| 35 | 4,141 | 23.89 | 4,330 | 24.98 | 4,537 | 26.18 | 4,756 | 27.44 | 4,995 | 28.82 | 5,236 | 30.21 | 5,364 | 30.95 |
| 36 | 4,230 | 24.40 | 4,431 | 25.56 | 4,652 | 26.84 | 4,873 | 28.11 | 5,109 | 29.48 | 5,350 | 30.87 | 5,487 | 31.66 |
| 37 | 4,330 | 24.98 | 4,537 | 26.18 | 4,756 | 27.44 | 4,995 | 28.82 | 5,236 | 30.21 | 5,487 | 31.66 | 5,624 | 32.45 |
| 38 | 5,890 | 33.98 | 6,106 | 35.23 | 6,320 | 36.46 | 6,535 | 37.70 | 6,751 | 38.95 | 6,964 | 40.18 | 7,181 | 41.43 |
| 55 | 4,067 | 23.46 | 4,148 | 23.93 | 4,232 | 24.42 | 4,316 | 24.90 | 4,402 | 25.40 | 4,490 | 25.90 | 4,579 | 26.42 |


| HOURLY RATES: | Are determined by dividing the annual salary by 2,080 . |
| :---: | :---: |
| DAILY RATES: | Are determined by dividing the monthly salary by 21.67 . |
| ANNIVERSARY | Beginning with the 10th year of continuous employment, $5 \%$ per month will |
| INCREMENT: | be added to employees' salary. An additional $5 \%$ of the base salary will be added every five (5) years thereafter per Article 10.9 of the contract. |
|  | Longevity: The District shall provide additional compensation for longevity as follows: |
|  | Bargaining unit employees hired before September 11, 2014, will receive compensation for longevity in accordance with "Anniversary Increment" provision in the Classified Salary Schedule. |
|  | Bargaining unit employees hired on or after September 11, 2014, will receive compensation for longevity in accordance with "Anniversary Increment" provision in the Classified Salary Schedule hereto except that said longevity |
|  | Anniversary Increments shall cease after the bargaining unit employee's |
|  | 25th year. |
| DIFFERENTIAL PAY: | Employees whose normal work day requires employment after 6:00 p.m. but before 5:00 a.m. shall receive a 2.0\% shift differential for each hour regularly scheduled and actually worked during these hours. |
|  | Custodians shall be eligible for this shift differential beginning at 5:00 p.m. |

$\qquad$

## LAKESIDE UNION SCHOOL DISTRICT <br> INTERIM CONFIDENTIAL EMPLOYEE SALARY SCHEDULE

Fiscal Year 2019-2020
Effective July 1, 2019

| Position | Workyear | Range | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Executive Assistant | 12 months | 33 | 66,596 | 69,820 | 72,540 | 75,396 | 78,368 | 81,442 | 83,743 |
| Personnel Specialist | 12 months | 29 | 57,383 | 60,161 | 62,443 | 64,966 | 67,527 | 70,177 | 72,158 |
| Vacation: | 20 days annually |  |  |  |  |  |  |  |  |
| Anniversary Increment: | Beginning with the 10th year of continuous employment, $5 \%$ will be added to employees' salary An additional $5 \%$ will be added at the beginning of the 15th and 20th years. |  |  |  |  |  |  |  |  |
| Professional Dues: | Membership dues not to exceed \$350 for one professional organization may be paid by the District. |  |  |  |  |  |  |  |  |
| Stipend: | A confidential stipend of \$200 per month will be paid to the Executive Assistant. |  |  |  |  |  |  |  |  |

Board Approved: $\qquad$

## LAKESIDE UNION SCHOOL DISTRICT INTERIM MANAGEMENT SALARY SCHEDULE

## Fiscal Year 2019-2020

Effective July 1, 2019

| CERTIFICATED POSITIONS | Workyear | Group | Range | $\mathbf{1}$ | $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{4}$ | $\mathbf{5}$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- | :---: |
| Vice Principal | 202 days | 8 | 63 | 88,763 | 92,755 | 96,932 | 101,293 | 105,853 |
| Small Schools Administrator | 202 days | 8 | 65 | 95,233 | 99,517 | 103,995 | 108,673 | 113,566 |
| Coordinator, Student Support | 202 days | 8 | 76 | 101,703 | 106,278 | 111,058 | 116,053 | 121,278 |
| Director of Special Education | 202 days | 8 | 76 | 101,703 | 106,278 | 111,058 | 116,053 | 121,278 |
| Principal on Special Assignment | 202 days | 8 | 76 | 101,703 | 106,278 | 111,058 | 116,053 | 121,278 |
| School Principal | 202 days | 8 | 76 | 101,703 | 106,278 | 111,058 | 116,053 | 121,278 |
| School Principal-Middle School | 207 days | 8 | 64 | 108,126 | 112,703 | 117,482 | 122,478 | 127,704 |
| Coordinator, Curriculum and Assessment | 245 days | 8 | 77 | 108,647 | 113,537 | 118,645 | 123,984 | 129,568 |
| Executive Director of Pupil Services | 207 days | 8 | 79 | 111,227 | 116,231 | 121,458 | 126,921 | 132,635 |
| CLASSIFIED POSITIONS | Workyear | Group | Range | $\mathbf{1}$ | $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{4}$ | $\mathbf{5}$ |
| Executive Chef | 11 months | 2 | 19 | 58,123 | 60,331 | 62,624 | 65,005 | 67,476 |
| Supervisor, Payroll and Benefits | 12 months | 2 | 19 | 63,407 | 65,816 | 68,317 | 70,914 | 73,610 |
| Manager-Extended Student Services | 12 months | 2 | 21 | 72,301 | 74,739 | 77,037 | 79,425 | 81,913 |
| Preschool Manager | 12 months | 2 | 21 | 72,301 | 74,739 | 77,037 | 79,425 | 81,913 |
| Manager-Technology Services | 12 months | 2 | 25 | 84,503 | 87,716 | 91,050 | 94,510 | 98,102 |
| Child Nutrition Director | 12 months | 2 | 30 | 89,828 | 93,862 | 98,076 | 102,479 | 104,464 |
| Director of Maintenance, Operations and | 12 months | 2 | 31 | 88,903 | 92,848 | 97,083 | 101,453 | 106,018 |
| Transportation | 12 months | 2 | 32 | 93,273 | 96,819 | 100,496 | 104,315 | 106,820 |
| Director of Finance | 12 months | 2 | 32 | 93,273 | 96,819 | 100,496 | 104,315 | 106,820 |
| Director of Human Resources |  |  |  |  |  |  |  |  |

Anniversary Increment: At the beginning of the 10th, 15th, 20th year of Management service within the Lakeside Union School District, $5 \%$ will be added to employees' salary. Classified employees who become Management employees will add half of the Non-management service years to Management service years only for the purpose of beginning longevity increments.

Annual Membership Dues not to exceed $\$ 800$ for professional organizations may be paid by the District .
If required, up to eight (8) additional days for School Principals, Vice Principals, Small School Administrator, Coordinator, Student Support, and Director of Special Education may be approved by the Superintendent.
Executive Director of Pupil Services may be required by the Superintendent to receive up to six (6) additional days.
Lead Principal Stipend $\$ 5,000$ paid over 11 months for covering both campuses, Riverview and Winter Gardens

Board Approved: $\qquad$

## LAKESIDE UNION SCHOOL DISTRICT

## INTERIM SUPERINTENDENT SALARY SCHEDULE

Fiscal Year 2019-2020
Effective July 1, 2019

| Position | Work year | Group-Range | 1 | 2 | 3 | 4 | 5 |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Superintendent | 245 days | $7-98$ | 203,231 |  |  |  |  |
| Assistant Superintendent of Educational Services | 245 days | $8-81$ | 159,824 | 163,020 | 166,281 | 169,607 | 172,999 |
| Assistant Superintendent of Business Services | 12 months | $2-82$ | 159,824 | 163,020 | 166,281 | 169,607 | 172,999 |

Superintendent
Length of service: $\mathbf{2 4 5}$ days
Shall receive a two percent (2\%) increase to annual salary in accordance with the employment agreement
Longevity $5 \%$ of salary begins sixth (6th) and ninth (9th) years of district employment
Monthly automobile allowance $\$ 500$ and expense allowance $\$ 600$

Assistant Superintendent of Educational Services
Length of service: 245 days
Longevity $5 \%$ of salary begins eighth (8th), twelfth (12th), and sixteenth (16th) years of district employment
Monthly automobile allowance $\$ 500$ and expense allowance $\$ 400$

Assistant Superintendent of Business
Length of service: 245 days/12 months
Longevity $5 \%$ of salary begins eighth (8th), twelfth (12th), and sixteenth (16th) years of district employment
Monthly automobile allowance $\$ 500$ and expense allowance $\$ 400$
$\qquad$

## HAMRSTDE MATIN SCHOOLDTSTRMCT

Governing Board Meeting Date: June 20, 2019

Agenda Item: Food Services Paper Purchase

Background (Describe purpose/rationale of the agenda item):
Based upon the quotes received, approval is requested to utilize P\&R Paper for the 2019-20 school year paper purchases.

## Fiscal Impact (Cost):

\$35,602.50 Approximate

## Funding Source:

1300-5310000-0000-3700-4700090-189-770

## Recommended Action:

$\square$ InformationalDiscussion
区 ApprovalAdoption

## Denial

Ratification
Explanation: Click here to enter text.

## Originating Department/School:

## Submitted/Recommended By: <br> Approved for Submission to the Governing Board:



Reviewed by Cabinet Member:


# Lakeside Union School District 

Paper Compliation 2019-20

| Item | All American P\&R |  |
| :--- | ---: | ---: |
| 5-Compartment Trays, White | $\$ 35,150.00$ | $\$ 29,692.50$ |
| Meal Kits | $\$ 7,986.00$ | $\$ 5,910.00$ |
| Total | $\$ 43,136.00$ | $\$ 35,602.50$ |
|  | Low bidder |  |

## LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: June 20, 2019

## Agenda Item:

Dry Frozen for 2019-20 - Bid No. FS2019-20DF
Background (Describe purpose/rationale of the agenda item):
Authorization is requested to award a contract to Gold Star Foods, the lowest, responsive and responsible bidder for Dry Goods, Frozen Purchased Foods, Dry/Frozen, Commodity NOI/Rebate Frozen Foods for Food Services Fiscal Year 2019-2020. The bid closed on Tuesday, June 4, 2019.

## Fiscal Impact (Cost):

\$184,165.06

## Funding Source:

1300-5310000-0000-3700-4700000-189-770

## Recommended Action:

$\square$ Informational
$\square$ Discussion

- ApprovalAdoption

Denial
Ratification
Explanation: Click here to enter text.

Originating Department/School: Food Services

Submitted/Recommended By:


Erin Garcia, Assistant Superintendent

Approved for Submission to the Governing Board:


Dr. Andy Johnsen Superintendent Reviewed by Cabinet Member:


Lakeside Union School District
Frozen/Grocery Compliation 2019-20

| Section A | Usage | Unit | Sysco |  | Gold Star |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1-Cereal | 700 | Case | \$19.810 | \$13,867.00 | \$18.650 | \$13,055.00 |
| 2-Ch. Chips | 600 | lb. | \$2.320 | \$1,392.00 | \$2.500 | \$1,500.00 |
| 3-Ch. Chips | 450 | lb. | \$2.760 | \$1,242.00 | \$2.500 | \$1,125.00 |
| 4-Fritos | 20 | case | \$15.250 | \$305.00 | \$13.650 | \$273.00 |
| 5-Gr. Crax | 400 | case | \$15.340 | \$6,136.00 | \$16.850 | \$6,740.00 |
| 6-Croutons | 1,200 | lbs. | \$1.7375 | \$2,085.00 | \$1.952 | \$2,342.40 |
| 7-Ranch Mix | 11 | case | \$164.980 | \$1,814.78 | \$112.830 | \$1,241.13 |
| 8-Asian Drsg. | 10 | case | \$42.980 | \$429.80 | \$40.250 | \$402.50 |
| 9-AP Flour | 85 | case | \$11.120 | \$945.20 | \$14.980 | \$1,273.30 |
| 10-PA Juice | 20 | case | \$22.950 | \$459.00 | \$19.240 | \$384.80 |
| 11-Ketchup | 120 | case | \$20.470 | \$2,456.40 | \$19.880 | \$2,385.60 |
| 12-M. Oranges | 45 | case | \$33.980 | \$1,529.10 | \$28.550 | \$1,284.75 |
| 13-Mayo | 235 | pail | \$30.110 | \$7,075.85 | \$24.990 | \$5,872.65 |
| 14-Dry Milk | 525 | lbs. | \$2.020 | \$1,060.50 | \$4.725 | \$2,480.42 |
| 15-Mustard | 10 | case | \$16.100 | \$161.00 | \$15.330 | \$153.30 |
| 16-P. Coating | 10 | case | \$19.560 | \$195.60 | \$28.230 | \$282.30 |
| 17-P. Coating | 10 | case | \$28.780 | \$287.80 | \$22.910 | \$229.10 |
| 18-Macaroni | 550 | lbs. | \$0.880 | \$484.00 | \$0.939 | \$516.18 |
| 19-Spirals | 450 | lbs. | \$1.030 | \$463.50 | \$0.939 | \$422.33 |
| 20-Noodles | 350 | lbs. | \$1.320 | \$462.00 | \$1.188 | \$415.80 |
| 21-Spaghetti | 700 | lbs. | \$0.920 | \$644.00 | \$1.0055 | \$703.85 |
| 22-Peppers | 15 | case | \$54.070 | \$811.05 | \$39.570 | \$593.55 |
| 23-Pork Beans | 20 | case | \$24.240 | \$484.80 | \$21.550 | \$431.00 |
| 24-Potatoes | 1,250 | lbs. | \$2.165 | \$2,706.25 | \$2.935 | \$3,668.75 |
| 25-Rice | 170 | case | \$11.770 | \$2,000.90 | \$21.55 | \$3,663.50 |
| 26-BBQ Sauce | 20 | case | \$29.730 | \$594.60 | \$19.700 | \$394.00 |
| 27-Marinara | 90 | case | \$40.780 | \$3,670.20 | \$15.540 | \$1,398.60 |
| 28-Soy Sauce | 105 | case | \$40.460 | \$4,248.30 | \$40.550 | \$4,257.75 |
| 29-Br. Sugar | 30 | case | \$18.090 | \$542.70 | \$19.250 | \$577.50 |
| 30-Sugar | 220 | case | \$14.840 | \$3,264.80 | \$14.250 | \$3,135.00 |
| 31-Pw. Sugar | 100 | case | \$17.860 | \$1,786.00 | \$19.250 | \$1,925.00 |
| 32-Tomatillos | 12 | case | \$28.970 | \$347.64 | \$50.440 | \$605.28 |
| 33-Cr. Tom. | 12 | case | \$27.340 | \$328.08 | \$15.540 | \$186.48 |

Lakeside Union School District
Frozen/Grocery Compliation 2019-20

| 34-T. Chips | 150 | case | $\$ 16.920$ | $\$ 2,538.00$ | $\$ 14.490$ | $\$ 2,173.50$ |
| :--- | ---: | :--- | ---: | ---: | ---: | ---: |
| 35-A. Vinegar | 10 | case | $\$ 18.500$ | $\$ 185.00$ | $\$ 16.990$ | $\$ 169.90$ |
| 36-RW Vinegar | 5 | case | $\$ 14.810$ | $\$ 74.05$ | $\$ 14.880$ | $\$ 74.40$ |
| 37-W Vinegar | 20 | case | $\$ 9.710$ | $\$ 194.20$ | $\$ 8.190$ | $\$ 163.80$ |


| Total Section A |  |  |  | $\$ 67,272.10$ |  |
| :--- | :--- | :--- | :--- | :--- | :--- |

Section B Usage

| 1-Corn Dog | 430 | case | $\$ 32.690$ | $\$ 14,056.70$ | $\$ 29.810$ | $\$ 12,818.30$ |
| :--- | ---: | :--- | ---: | ---: | ---: | ---: |
| 2-Hot Dog | 400 | case | $\$ 14.580$ | $\$ 5,832.00$ | $\$ 13.550$ | $\$ 5,420.00$ |
| 3-Mango | 2,400 | pounds | $\$ 1.517$ | $\$ 3,640.80$ | $\$ 2.688$ | $\$ 6,451.20$ |
| 4-Pancakes | 425 | case | $\$ 29.960$ | $\$ 12,733.00$ | $\$ 28.110$ | $\$ 11,946.75$ |
| 5-P. Rounds | 65 | case | $\$ 25.710$ | $\$ 1,671.15$ | $\$ 22.110$ | $\$ 1,437.15$ |
| 6-Sunbutter | 110 | case | $\$ 67.790$ | $\$ 7,456.90$ | $\$ 65.880$ | $\$ 7,246.80$ |


| Total Section B |  |  |  | $\$ 45,390.55$ |  |
| :--- | :--- | :--- | :--- | :--- | :--- |

Section C

| 1-Crumbles | 30 | case | $\$ 62.220$ | $\$ 1,866.60$ | $\$ 59.130$ | $\$ 1,773.90$ |
| :--- | ---: | :--- | ---: | ---: | ---: | ---: |
| 2-Bean Patties | 300 | case | $\$ 31.130$ | $\$ 9,339.00$ | $\$ 30.440$ | $\$ 9,132.00$ |
| 3-Beef Patties | 70 | case | $\$ 39.030$ | $\$ 2,732.10$ | $\$ 37.300$ | $\$ 2,611.00$ |
| 4-Teriyaki | 75 | case | $\$ 57.760$ | $\$ 4,332.00$ | $\$ 55.350$ | $\$ 4,151.25$ |
| 5-B'sticks | 110 | case | $\$ 38.530$ | $\$ 4,238.30$ | $\$ 36.290$ | $\$ 3,991.90$ |
| 6-Burrito | 325 | case | $\$ 33.520$ | $\$ 10,894.00$ | $\$ 31.060$ | $\$ 10,094.50$ |
| 7-Nuggets | 325 | case | $\$ 47.970$ | $\$ 15,590.25$ | $\$ 40.940$ | $\$ 13,305.50$ |
| 8-Patties | 220 | case | $\$ 47.970$ | $\$ 10,553.40$ | $\$ 40.940$ | $\$ 9,006.80$ |
| 9-Sp. Patties | 30 | case | $\$ 51.810$ | $\$ 1,554.30$ | $\$ 44.940$ | $\$ 1,348.20$ |
| 10-Ch. Sauce | 100 | case | $\$ 31.690$ | $\$ 3,169.00$ | $\$ 35.810$ | $\$ 3,581.00$ |
| 11-Fr. Toast | 115 | case | $\$ 53.980$ | $\$ 6,207.70$ | $\$ 53.370$ | $\$ 6,137.55$ |
| 12-Omelet | 65 | case | $\$ 67.220$ | $\$ 4,369.30$ | $\$ 66.770$ | $\$ 4,340.05$ |
| 13-F. Omelet | 20 | case | $\$ 65.380$ | $\$ 1,307.60$ | $\$ 66.690$ | $\$ 1,333.80$ |
| 14-Sa. Pattie | 50 | case | $\$ 28.810$ | $\$ 1,440.50$ | $\$ 30.720$ | $\$ 1,536.00$ |


| Total Section C |  |  |  | $\$ 77,594.05$ |  |
| :--- | :--- | :--- | :--- | :--- | :--- |

Lakeside Union School District
Frozen/Grocery Compliation 2019-20

Grand Total $A+B+C$ |  |  |  |  |
| :--- | :--- | :--- | :--- |

\$184,165.06

## LAKESIDE UNTON SCHOOL DISTRTCT

Governing Board Meeting Date: June 20, 2019
Agenda Item:
Approval is requested of a master 4-year lease agreement with Apple for new iPads, Mosyle Manager for iOS, and Logitech Cases for iPads.

Background (Describe purpose/rationale of the agenda item):
Approval is requested of the attached Master Lease Agreement with Apple Inc. (Schedule No. 4) for 1,250 iPads, including Mosyle Manager for iOS and deluxe cases. iPads will be distributed to all $3^{\text {rd }}$ and $6^{\text {th }}$ graders in the 2019-20 school year. Included in the lease will be an off-site asset tagging and preparation of iPads at no additional cost. LUSD has the option to sell back the iPads at the end of year 3.

## Fiscal Impact (Cost):

Total of $\$ 551,776.41,1.99 \%$ interest rate, paid $\$ 142,047.68$ annually in a lease agreement for 4 years

## Funding Source:

General Fund

## Recommended Action:

Informational
Discussion

- ApprovalAdoption

Approved for Submission to the Governing Board:


Reviewed by Cabinet Member:


NOTE: Please call Gina Victor at (480) 419-3914 with anv questions.

| Master Lease Purchase Agreement | Copy of active Master Lease Purchase Agreement dated 8/1/2017 attached This Schedule No. 4 will fall under this active Master. |
| :---: | :---: |
| Schedule (Exhibit A) | Lessee Signature, Name/title \& Execution Date |
| Incumbency Certificate (Exhibit C) | The Incumbency section is to be executed by a person other than the signer of the documents. This may be a Board Secretary/Clerk, any Board Member, OR the Superintendent. |
| Bank Qualified Designation (Exhibit D) | This tells us if the issue is "Bank Qualified" or "Non-Bank Qualified" |
| Lease Payment Instructions (Exhibit E) | Identify how Lease is to be invoiced. |
| Insurance Coverage Requirements (Exh F) | Complete name of insurance company and contact information. |
| Board Resolution | This is the approval that enables the Lease/Purchase |
| IRS Form 8038-G or 8038-GC | Complete per instructions and sign. |
| Credit Requirements | In lieu of a credit application, please answer the three questions In the email. Transaction is subject to credit approval |
| Purchase Order(s) | Purchase Order(s) must include: <br> Apple Inc. c/o Apple Financial Services |
|  | 12545 Riata Vista, MS: 186-ED, Austin, TX 78727 |
|  | as Vendor, Apple product quantity and description with extended price, bill-to and ship-to name/address, PO number, and authorized signature. |
|  | Additionally, please provide third party vendor contacts (if applicable). Apple will contact third party vendor(s) regarding invoice remittance. |
| Sales/Use Tax Exemption Certificate | Please provide a copy, if applicable. Please list Seller as Apple Inc. and its Assigns. |

NOTE: Please provide scanned copies of the above items to Gina Victor at Gina.Victor@ePublicFinance.com

| Documents Required Prior to Funding | Mailed to |
| :--- | :--- |
| Originals of all the above | Please mail to: <br> Apple Financial Services <br> Attention: Gina Victor <br> 8377 East Hartford Drive, Suite 115 <br> Scottsdale, AZ 85255 |
| Provide All Risk Personal Property and General Liability Coverage <br> listing Apple Inc. and its assigns as "Loss Payee" and "ddditionally <br> Insured" or provide a self-insurance letter as described in the <br> Self-Insurance Letter | "Insurance Coverage Requirements." |

## Financial Services

Education Finance

|  |  |  |
| :--- | :--- | :--- |
| Lessee: | Lakeside Union School District |  |
| Attention: Accounts Payable |  |  |
|  |  |  |
|  | Invoice Number: | ADVANCE / 102665 |
|  | Invoice Due Date: | Amount Due: |
|  |  | $\$ 142,047.68$ |
|  |  |  |
|  |  |  |

Equipment Description: Apple Computer Equipment

Customer Reference Number: MLA\# 1093-4-102665

| Payment <br> Number | Interest <br> Portion | Principal <br> Portion | Amount <br> Due |
| :---: | :---: | :---: | :---: |
| Advance $-\$ 0.00$ | $\$ 142 ; 047.68$ | $\$ 142 ; 047.68$ |  |

Remit to:

Apple Inc. c/o Apple Financial Services 8377 East Hartford Drive, Suite 115
Scottsdale, AZ 85255
Attn: Gina Victor

Future Remittances:
Apple Inc. c/o Apple Financial Services
P.O. Box 028549

Miami, FL 33102-8549

Keep top portion for your records

Please detach bottom portion and return with your payment.

## Apple Inc. c/o Apple Financial Services

Remit to:
Apple Inc. c/o Apple Financial Services
8377 East Hartford Drive, Suite 115
Scottsdale, AZ 85255
Attn: Gina Victor

Invoice Number:
Due Date:
Amount Due:
ADVANCE / 102665
7/8/2019
\$142,047.68

# Master Lease Purchase Agreement 

This Master Lease Purchase Agreement dated as of August 1, 2017 (this "Master Leose") © entered inio by and between Apple Inc. ("Lessor") and Lakeside Union School District ("Lessee").

1. MASTER LEASE; SCHEDULES. Subject to the terms of this Master Lease, Lessee agrees to lease, purchase and acquire from Lessor certaln equipment and/or software (the "Equipment") as may be described in any lease schedule in the form of Exhibit A (each, a "Schedule") which may be executed by the parties from time to time. Nothing in this Master Lease shall be construed to impose any obligation upon, or otherwise commit, Lessor to enter Into any proposed Schedule, it being understood that whether Lessor enters Into any proposed Schedule shall be a decislon solely within Lessor's discretlon. Lessee understands that Lessor requires certaln documentation and information necessary to enter Into any Schedule, and Lessee agrees to provide Lessor with any documentation or information Lessor may request in connection with Lessor's review of any proposed Schedule. Such documentation may include but shall not be limited to: (a) a descriptlon of the proposed Equipment, including the cost and Its contemplated use and location, (b) information related to the vendor(s) manufacturing, licensing (subject to the terms of the Vendor's appllcable end user license agreement(s)), dellvering, installing or maintaining the proposed Equipment for Lessee (the "Vendor"), ( 0 ) documentation or information concerning the financlal condition of Lessee, and (d) other information related to the Schedule and Lessee. The terms and conditions of this Master Lease (including all exhibits and any amendments hereto), are incorporated by reference Into each Schedule and each Schedule, once executed by Lessor and Lessee, shall constliute a separate and independent lease and instaliment purchase of the Equipment identified therein, hereinafter referred to as a "Lease."
2. INVOICE PAYMENT OR REIMBURSEMENT. With respect to any Lease, and subject to the provisions of Section 3 if applicable, Lessor shall have no obligation whatsoever to make any payment to a Vendor or reimburse Lessee for any payment made to a Vendor for the Equipment that is the subject of such Lease untll three (3) business days after Lessor's recelpt of the following in form and substance satisfactory to Lessor in its sole discretion: (a) a Schedule executed by a duly authorized representative of Lessee; (b) a fully executed partlal or final acceptance cerlificate as applicable, in the form of Exhibit B ("Acceptance Certificate"); (c) a resolution or evidence of other official actlon taken by Lessee's governing body authorizing Lessee to enter Into the related Lease and any applicable Escrow Agreement, the acquisitlon of the Equipment subject thereto, and confirming that Lessee's actions were In accordance with all applicable state, local and federal laws, Including laws regarding open meetings and publlc bidding: (d) evldence of Insurance with respect to the Equipment in accordance with the provisions of Section 15 of this Master Lease; (e) a Vendor Involce for the Equipment and, If such Invoice has been pald by Lessee, evidence of payment thereof and, if appilcable, evidence of official Intent to reimburse such payment as required by the Treasury Regulatlons; (f) a completed and executed Form 8038-G or 8038-GC; (g) an Incumbency Certificate substantlally in the form attached as Exhiblt C; (h) a Bank Qualification Designatlon substantially In the form attached as Exhiblt D; (i) Lease Payment Instructions substantially in the form attached as Exhlblt $\mathrm{E}_{;}(j)$ Insurance Coverage Requirements in the form attached as Exhlblt $\mathrm{F}_{;}(\mathrm{k})$ an opinion of Lessee's counsel substantlally in the form attached as Exhiblt G ; and (I) such other documents, items, or Information reasonably requlred by Lessor.
3. ESCROW AGREEMENT. Upon agreement by both Lessee and Lessor as to any Lease, the parties shall enter into an escrow agreament (an "Escrow Agreement") with an escrow agent selected by Lessee, such selection subject to Lessor's approval, establishing an account from which the cost of the Equlpment subject to such Lease is to be pald (the "Escrow Account"). Upon execution and delivery of an Escrow Agreement by the parties thereto and satisfaction of any conditions precedent set forth in Section 2 of this Master Lease or In such Escrow Agreement, Lessor shall deposit or cause to be deposited into the Escrow Account under the related Escrow Agreement funds for the payment of the costs of acquiring the Equipment under such Lease. Lessee acknowledges and agrees that no dlsbursements shall be made from an Escrow Account except for portlons of the Equipment that are operationally complete and functlonally Independent and that may be fully utllized by Lessee wlthout regard to whether the balance of the Equipment is dellvered and accepted.
4. DELIVERY AND ACCEPTANCE OF EQUIPMENT. Lessee shall order the Equipment, cause the Equipment to be delivered and Installed at the location specified in each Lease, and pay any and all delivery and Installation costs and applicable sales and other taxes in connection therewith. When the Equipment Identified In any Lease has been dellvered and Installed, Lessee shall Immedlately inspect the Equipment and evidence its acceptance by executing and delivering to Lessor the Acceptance Certificate. If Lessee signed a purchase contract for the Equipment, by signing a Schedule Lessee assigns lis rights, but mone of Its obligations under the purchase contract, to Lessor.
5. LEASE PAYMENTS. Lessee agrees to pay "Lease Payments" to Lessor in accordance, with the payment schedule set forth in each Lease, exclusively from legally available funds, conslsting of princlpal and interest components in the amounts and on such dates as provided in each Lease. Lessee shall pay Lessor a charge on any Lease Payment not paid on the date such payment is due at the rate of $12 \%$ per annum or the highest lawful rate, whichever is less, from such due date until paid. The "Commencement Date" for each Lease is the date when interest commences to accrue under such Lease, which date shall be the earlier of (a) the date Lessee partially or fully accepts the Equipment pursuant to Section 4, or (b) the date of Lebsor's deposit Into an Escrow Account of sufficlent monies to purchase the Equlpment. Lessor will advise Lessee as to the address to which Lease Payments shall be sent. The Lease Payment is due whether or not Lessee receives an Invoice. Restrictive
endorsements on checks sent by Lessee will not reduce Lessee's obligations to Lessor. Unless a proper exemption cerilficate is provided, applicable sales and use taxes may be paid by Lessee from funds advanced to Lessee by Lessor for such purpose in connection with the executlon and dellvery of the related Lease or may be pald by Lessee pursuant to Section 4 hereof. Lessor and Lessee understend and intend that the obllgation of Lessee to pay Lease Payments under each Lease shall constlitute a current expense of Lessee and shall not in any way be construed to be a debt of Lessee in contravention of any appllcable constitutional or statutory IImitation or requirement concerning the creation of Indebtedness or debt by Lessee, nor shall anything contained In this Master Lease or In any Lease constitute a pledge of the general tax revenues, funds or monles of Lessee.
6. NON-APPROPRIATION OF FUNDS. Lessee is obligated to pay Lease Payments under each Lease for each fiscal period as may lawfully be made from funds budgeted and appropriated for that purpose for such fiscal perlod. Lessee currenily intends to remit and reasonably belleves that funds in an amount sufficlent to remit all Lease Payments and other payments under each Lease can and will lawfully be appropriated and made avallable to permit Lessee's continued utilization of the Equilpment under such Lease and the performance of its essential function during the scheduled "Lease Term" as reflected in each Lease. Lessee currently intends to do all things lawfully within lts power to obtain and maintain funds from which the Lease Payments under each Lease may be made, Including making provision for such payments to the extent necessary in each budget or appropriation request adopted In accordance with applicable provisions of law. Notwithstanding the foregoing, Lessor acknowledges that the decision whether or not to budget and appropriate funds or to extend the term of a Lease for any period beyond the orlginal or any additional fiscal period is within the discretion of the governing body of Lessee. In the event that Lessee's governing body fails or is unwilling to budget, appropriate or otherwise make available funds for the payment of Lease Payments and other payments, If any, under a Lease following the then current fiscal period (an "Event of Non-approprlation"). Lessee shall have the right to terminate such Lease on the last day of the fiscal perlod for which sufficlent appropriations were made without penalty or expense, except as to the portion of any Lease Payment for which funds shall have been approprlated and budgeted, in which event Lessee shall return the Equipment subject to such Lease In accordance with Section 19 of this Master Lease. Lessee agrees to deliver notice to Lessor of such Event of Non-appropriation with respect to a Lease and termination at least thiry (30) days prior to the end of the then current fiscal period, but failure to give such notice shall not extend the term of the affected Lease beyond such then current fiscal period.
7. UNCONDITIONAL OBLIGATION. UPON THE COMMENCEMENT DATE OF A LEASE PURSUANT TO SECTION 5 OF THIS MASTER LEASE, AND EXCEPT AS PROVIDED IN SECTION 6, "NON-APPROPRIATION OF FUNDS," THE OBLIGATIONS OF LESSEE TO MAKE LEASE PAYMENTS AND TO PERFORM AND OBSERVE THE OTHER COVENANTS AND AGREEMENTS CONTAINED IN EACH LEASE SHALL BE ABSOLUTE AND UNCONDITIONAL IN ALL EVENTS WITHOUT ABATEMENT, DIMINUTION, DEDUCTION, SET-OFF OR DEFENSE, FOR ANY REASON INCLUDING, WITHOUT LIMITATION, ANY FAILURE OF THE EQUIPMENT TO BE DELIVERED OR INSTALLED, ANY DISPUTES WITH LESSOR OR ANY VENDOR OF ANY EQUIPMENT, DEFECTS, MALFUNCTIONS OR BREAKDOWNS IN THE EQUIPMENT, ANY ACCIDENT, CONDEMNATION, DAMAGE, DESTRUCTION, OR UNFORESEEN CIRCUMSTANCE, OR ANY TEMPORARY OR PERMANENT LOSS OF ITS USE.
8. DISCLAIMER OF WARRANTIES. THE SOLE WARRANTY FOR THE EQUIPMENT IS THE APPLICABLE PRODUCT WARRANTY (DEFINED BELOW), LESSOR MAKES NO REPRESENTATIONS OR WARRANTIES, EXPRESS OR IMPLIED, WHATSOEVER, INCLUDING WITHOUT LIMITATION, AS TO THE EQUIPMENT'S MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, SUITABILITY, DESIGN, CONDITION, DURABILITY, OPERATION, QUALITY OF MATERIALS OR WORKMANSHIP, NON-INFRINGEMENT, OR COMPLIANCE WITH SPECIFICATIONS OR APPLICABLE LAW, OR THAT THE OPERATION OR USE OF THE EQUIPMENT WILL BE UNINTERRUPTED, SECURE OR FREE OF ERRORS, DEFECTS, VIRUSES, MALFUNCTIONS, AND LESSEE, AS OF THE DATE OF LESSEE'S ACCEPTANCE AS SET FORTH IN SECTION 4. ACCEPTS SUCH EQUIPMENT AS IS AND WITH ALL FAULTS. LESSEE ACKNOWLEDGES THAT LESSEE HAS SELECTED THE EQUIPMENT BASED UPON LESSEE'S OWN JUDGMENT, Lessee acknowledges that the Equipment was manufactured and/or assembled, or In the case of software was developed and licensed, by the applicable Vendor and that any warranty righte wlth respect to such Equipment shall be provided by the appllcable Vendor (the "Product Warranty"). Lessee agrees to settle any dispute it may have regarding performance of the Equlpment directily with the applicable Vendor and not to make any claim against the Lease Payments due Lessor or any Assignee (as hereinafterferined). Lessee agrees to continue to pay Lessor, or such Assignee (as applicable), all Lease Payments and other paypeod without abatement or set off for any dispute with a Vendor regarding the Equipment. Nothing in this Master Leapgon in any Lease shall relieve Apple Inc. of its obligations under the Product Warranty offered by Apple Inc. for applicalte Anclegsrandeg Equlpment. Lessee acknowledges and agrees that the Product Warranty is a separate agreemenhathereen -esse and the applicable Vendor and that such Product Warranty is not a part of this Master Lease or any Lease
9. TITLE AND SECURITY INTEREST. Unless otherwise requirectbs the laws of the state where Lessee is located, during each Lease Term, title to the Equlpment shall be vested in Lessee, subject to the rights of Lessor under such Lease. In the event Lessor terminates a Lease pursuant to Sectlon 17 of this Master Lease or an Event of Non-Appropriation occurs under a Lease, title to the related Equipment shall Immediately vest in Lessor free and clear of any rights, title or inlerests of Lessee. Lessee, at its expense, shall protect and defend Lessee's title to the Equipment and Lessor's rights and Interests therein and keep the Equlpment free and clear from any and all claims, llens, encumbrances and legal processes of Lessee's creditors and other parsons.

To secure the payment of all of Lessee's obllgations under each Lease, Lessee hereby grants to Lessor a first priority purchase money security Interest in the Equlpment subject to each such Lease, anything attached or added to the Equipment by Lessee at
any time, Lessee's rights under each agreement for the licensing of software to the extent that a security interest thereln may be granted without violating the terms of such agreement, and on all proceeds, Including proceeds from any insurance clalms for loss or damage, from such Equipment. Lessee authorlzes Lessor to file a financing statement perfecting Lessor's security interest under the laws of Lessee's state. Lessee agrees to promptly execute such additlonal documents, in a form satisfactory to Lessor, which Lessor deems necessary or approprlate to establish and maintain its security interest in the Equipment. The Equipment is and will remain personal property and will not be deemed to be affixed to or a part of the real estate on which it may be situated. If applicable, as further security therefor, Lessee hereby grants to Lessor a first priorily security interest in the cash and negotlable instruments from time to time comprising each Escrow Account and all proceeds (cash and non-cash) thereof, and agrees wlith respect thereto that Lessor shall have all the rights and remedles of a secured party under the applicable Uniform Commerclal Code.
10. USE, MAINTENANCE AND REPAIR. Upon installation, no item of Equipment will be moved from the location specifled for it in the related Lease (the "Equipment Location") without Lessor's prior consent, which consent will not be unreasonably withheld, except that any Items of Equipment that are intended by deslgn to be a moblle plece of technology (i.e. laptop computers) may be moved within the continental U.S. without consent. Lessor shall have the right at all reasonable tlmes during regular business hours, subject to compliance with Lessee's customary security procedures, to enter Into and upon the property of Lessee for the purpose of Inspecting the Equipment. In order to facllitate the use of the Equipment by students and/or Lessee's employees ("Authorized Users") while on premises other than those belonging to Lessee, Lessee acknowledges and agrees that: (a) Lessee shall use due care to ensure that the Equipment is not (i) used in violation of any appilicable law, in a manner contrary to that contemplated by the related Lease, or for private business purposes, or (il) used by anyone other than Authorized Users; and (b) Lessee (and not Authorized Users) shall be solely responsible for (I) maintalning insurance in accordance with the terms of the related Lease, (il) payment of any applicable sales, properly and other taxes on the Equipment, and (iil) return of the Equipment under a Lease to Lessor upon the occurrence of an Event of Default or Event of Non-appropriation thereunder. Lessee agrees that it will use the Equipment under each Lease in the manner for which it was intended, as required by all applicable manuals and Instructions and as required to keep the Equipment ellgible for any manufacturer's cert|fication and/or standard, full service maintenance contract, Lessee agrees that it will, at Lessee's own cost and expense, maintain, preserve and keep the Equipment under each Lease in good repair, condition and working order, ordinary wear and tear excepted. All replacement parts and repairs shall be governed by the terms of the related Lease. Lessee will not make any permanent alterations to the Equipment that will result in a decrease in the market value of the Equipment.
11. LIENS; TAXES, LESSEE WILL NOT SELL, TRANSFER, ASSIGN, PLEDGE, SUB-LEASE OR PART WITH POSSESSION OF THE EQUIPMENT, OR FILE OR PERMIT A LIEN TO BE FILED AGAINST THE EQUIPMENT, EXCEPT AS OTHERWISE EXPRESSLY PROVIDED UNDER THIS MASTER LEASE AND THE RELATED LEASE. The parties to this Master Lease intend that the Equlpment will be used for govarnmental or proprletary purposes of Lessee and that the Equipment will be exempt from all property taxes. Lessee shall timely pay all assessments, license and filing fees, taxes (Including sales, use, excise, personal property, ad valorem, stamp, documentary and other taxes) and all other governmenfal charges, fees, fines or penalties whatsoever, whether payable by Lessor or Lessee, now or hereafter imposed by emy glovernmental body or agency on or relating to the Equipment or the Lease Payments or the use, registration, rental, stapment ransportation, dellvery, ownershlp or operation of the Equipment and on or relating to this Master Lease or any Lease Jeceld ded, However, that the foregoing shall not include any federal, state or local Income or franchlse taxes of Lessor,
12. LIMITATION OF LIABILITY. NOTWITHSTANDING ANYTHI GTO SHE OONTRARY, LESSOR. SHALL NOT BE LIABLE FOR ANY DIRECT DAMAGES OF LESSEE RESULTING FRQM, ARISING OUT OF OR IN CONNECTION WITH THIS AGREEMENT, WHETHER ARISING IN CONTRACT, TORT, STRIGTLIABLITY OR OTHERWISE, REGARDLESS OF THE THEORY OF LIABILITY. FURTHER, NOTWITHSTANDING ANYTHING TO THE CONTRARY, with respect to each Lease, Lessee agrees that (a) Lessor shall have no liabillty, cost or expense with respect to transportation, Installation, selection, purchase, lease, ownership, possession, modificatlon, maintenance, condition, operation, use, return or disposition of the Equipment, and (b) Lessor shall have no responsibility in connection with the selection of the Equipment, the ordering of the Equipment, Its suitability for the use Intended by Lessee, Lessee's compllance or non-compliance with competilive prlcing and/or blddling requirements, the acceptance by the Vendor of the order submitted, if appllcable, or any delay or fallure by the Vendor or its sales representatlve to, deliver, install, or maintain the Equipment for Lessee's use. IN NO EVENT SHALL LESSOR BE LIABLE FOR ANY INCIDENTAL, INDIRECT, SPECIAL, CONSEQUENTIAL, EXEMPLARY OR PUNITIVE DAMAGES IN CONNECTION WITH OR ARISING OUT OF ANY LEASE OR THE EXISTENCE, FURNISHING, FUNCTIONING OR LESSEE'S USE OF ANY ITEM OF EQUIPMENT PROVIDED FOR IN ANY LEASE, WHETHER IN CONTRACT, TORT, STRICT LIABLITY OR OTHERWISE, REGARDLESS OF THE THEORY OF LIABILITY AND REGARDLESS OF WHETHER LESSOR HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. THE PARTIES AGREE THAT THE PROVISIONS IN THIS MASTER LEASE FAIRLY ALLOCATE THE RISKS BETWEEN THE PARTIES WITHOUT WHICH THEY WOULD NOT HAVE ENTERED INTO THIS MASTER LEASE.
13. IDENTIFICATION, Lessor shall be entitled to Insert missing or correct Information on the related Lease, including, without Ilmitation, Lessee's officlal name, serlal numbers and any other Information describing the Equipment under such Lease; provided that Lessor forwards coples of such changes to Lessee.
14. LOSS OR DAMAGE. Lessee shall be responsible for any loss, theft of and/or damage to the Equipment or any portion thereof from any cause whatsoever, regardless of the extent or lack of Insurance coverage, from the time the Equipment is dellvered to Lessee pursuant to the related Lease untll the end of the Lease Term thereunder or untll the Equlpment is returned
to Lessor pursuant to Section 19 of this Master Lease, If any Item of the Equipment is lost, stolen or damaged, Lessee shall immediately provide written notice of such loss to Lessor and shall, w/thin fifteen (15) days after such loss, at Lessee's option, either: (a) repalr the damaged Equipment so that it is In good condition and working order, ellgible for any manufacturer's certification, (b) replace the damaged Equipment at Lessee's sole cost and expense with equlpment having substantially similar manufacturer's specifications and of equal or greater value to the damaged Equipment Immediately prior to such Equipment being damaged, such replacement equipment to be subject to Lessor's approval, whereupon such replacement equipment shall be substituted in the applicable Lease and the other relaled documents by approprlate endorsement or amendment; or (c) pursuant to Section 18(b), purchase Lessor's Interest In the damaged Equipment on a pro rata basis (notwithstanding the limitation in Section 18(b) only to prepaying in whole) and continue the related Lease for the non-damaged Equipment for the balance of the applicable Lease Term. In such event, Lessor will provide Lossee with a revised amorlizatlon of Lease Payments for the non-damaged Equipment. Lessor will forward to Lessee any insurance proceeds which Lessor receives for damaged Equipment for Lessee's use in the repalr or replacement of the damaged Equipment, unless there has been an Event of Default or an Event of Non-appropriation by Lessee, in which event Lessor will apply any insurance proceeds received to reduce Lessee's obligations under Section 17 of this Master Lease.
15. INSURANCE. In the event that Lessee is not self-insured (as hereafter provided), Lessee shall, at Its expense, keep the Equlpment fully Insured against loss, fire, theft, damage or destructon from any cause whatsoever in an amount not less than the greater of (a) the total Lease Payments for the Lease Term under the related Lease or (b) the full replacement cost of the Equipment without consideration for depreclatlon. Upon Lessor's request, Lessee shall also provide such additional Insurance against injury, loss or damage to persons or property arising out of the use or operation of the Equlpment as is customarlly maintained by owners of property similar to the Equipment. With Lessor's prior written consent, Lessee may self-insure against such risks. The pollcy shall state that Lessor shall be notlfied of any proposed cancellation at least 30 days prior to the date set for cancellation. All such insurance shall be in form, issued by such insurance companies and be in such amounts as shall be satisfactory to Lessor, and shall provide that losses, If any, shall be payable to Lessor as "loss payee," and all such liability insurance shall include Lessor as an "additional Insured." Upon Lessor's request, Lessee shall provide Lessor with a certiflcate or other evidence of insurance acceptable to Lessor evidencing the insurance coverage required under the related Lease. In the event Lessee falls to provide such evldence within 10 days of Lessor's request, or upon Lessor's recelpt of a notice of pollcy cancellatlon, Lessor may (but shall not be obligated to) obtain insurance covering Lessor's interest in the Equipment at Lessee's sole expense. Lessee will pay all insurance premiums and related charges.
16. DEFAULT. Lessee will be in default under a Lease upon the occurrence of any of the following (each, an "Event of Default"): (a) Lessee fails to pay any Lease Payment or other payment due In full under such Lease withln 10 calendar days after its due date; (b) Lessee fails to perform or observe any other promise or obligation in this Master Lease and/or any Lease and does not correct the default within 30 days affer written notice of default by Lessor; (c) any representation, warranty or statement made by Lessee in this Master Lease or any Lease shall prove to have been false or misleading in any material respect when made; (d) Lessee fails to obtain and maintain insurance as required by Section 15, or any insurance carrier cancels any insurance on the Equipment; (e) the Equlpment or any portion thereof is misused, used $\frac{10}{}$ a manner not authorized by the applicable end user license agreement (if any) accompanying such Equipment, or usesthaluolation of the terms of the related Lease; (i) the Equipment or any part thereof is lost, destroyed, or damaged bayondytrpair and remains uncured in accordance with Section 14; $(g)$ a petition is filed by or against Lessee under any bankruptcy Sk insjivend occurs under any other Lease or prior financing with Lessor or assigns or thetrgospentive affilates, but any such Assignee may only exercise remedies with respect to other Leases for which it is the Assigrde.
17. REMEDIES. Upon the occurrence of an Event of Default under Cease, Ceөsor may, in its sole discretion, do any or all of the following (without penalty, liability or obligation on Lessor's part ant willdyut limiting any other rights or remedies available to Lessor): (a) provide written notice to Lessee of the Event of Default; (b) astlquidated damages for loss of a bargaln, and not as a penalty, declare due and payable any and all amounts which may then be due and payable under the Lease, plus all Lease Payments remaining through the end of the then current fiscal period; (c) with or without terminating the Lease Term under such Lease, (i) enter the premises where the Equipment is located and retake possession of such Equipment or require Lessee at Lessee's expense to promptly return any or all of such Equipment to the possession of Lessor In accordance with the requirements in Section 19, and (ii) at Lessee's expense, sell or lease such Equipment or, for the account of Lessee, sublease such Equipment, continuing to hold Lessee liable for the difference between the Lease Payment payable by Lessee pursuant to the terms of such Lease to the ond of the current fiscal perlod and the net proceeds of any such sale, lease or sublease. Lessor may require Lessee to remove all proprietary data from the Equipment, holding Lessor and lis assigns harmless if Lessee fails io do so. Lessee will not make any claims agalnst Lessor or the Equipment for trespass, damage or any other reason. The exercise of any of such remedies shall not relieve Lessee of any other llabllities under any other Lease. Without limilting the foregolng, Lessor may take whatever action, elther at law or in equlty, may appear necessary or desirable to enforce its rights under any Lease, or as a secured party in any or all of the Equipment. No remedy of Lessor is intended to be exclusive and every such remedy, now or hereafter exlsting, at law or in equity, shall be cumulative and shall be in addition to every other remedy glven under a Lease. In the event that Lessor sells or otherwlse liquldates the Equipment following an Event of Default or an Event of Non-approprlation as herein provided and realizes net proceeds (after payment of costs) in excess of total Lease Paymenis under the related Lease that would have been paid during the related scheduled Lease Term plus any other amounis then due under the related Lease or Leases, Lessor shall immediately pay the amount of any such excess to Lessee.
18. PURCHASE OPTION. At the option of Lessee, and provided that no Event of Default or Event of Non-appropilatlon has occurred and/or is continuing under any Lease, Lessor's Interest in all, but not less than all, of the Equipment subject to a Lease will be transferred, conveyed and assigned to Lessee, free and clear of any right or interest of Lessor, and such Lease shall
terminate: (a) upon payment in full of all Lease Payments under such Lease and all other amounts then due thereunder or (b) on any Lease Payment due date under such Lease, provided that Lessee shall have dellvered written notice at least 30 days prior to such date of Lessee's Intention to purchase the Equipment subject to such Lease pursuant to this provislon, by paylng to Lessor, in additlon to the Lease Payment due on such date, an amount equal to the purchase price (the "Purchase Price") shown for such Lease Payment due date in the payment schedule included in the appllcable Lease. Lessee hereby acknowledges that the Purchase Price under a Lease includes a prepayment premlum.
19. RETURN OF EQUIPMENT. In the case of an Event of Default under a Lease or an Event of Non-appropriation by Lessee with respect to a Lease in accordance with Section B, Lessee will, at Lessee's sole cost and expense, immediately return the Equipment (including all coples of any software free of any proprietary data), manuals, and accessorles to any location and aboard any carrier Lessor may designate In the continental United States. The Equipment must be properly packed for shipment in accordance with the manufacturer's recommendations or specifications, frelght prepald and insured, and malntained in accordance with the terms of the related Lease. All Equipment must be free of markings. Lessee will pay Lessor for any missing or defective parts or accessories. Lessee will continue to pay Lease Payments untll the Equipment is accepled by Lessor, which acceptance shall be deemed to occur fifteen (15) days after dellvery unless Lessor rejects the Equipment for good cause within such fifteen (15) day perlod, Notwithstanding anything In this Section 18 to the contrary, any amounts to be pald by Lessee as provided in this Section 19 shall be payable solely from funds legally available for the purpose.
20. LESSEE'S REPRESENTATIONS AND WARRANTIES. Lessee hereby represents, covenants and warrants for the benefit of Lessor that as of the date hereof and as of Commencement Date for each Lease, and throughout each Lease Term: (a) Lessee is a state or political subdivision thereof within the meaning of Section 103 of the Internal Revenue Code of 1986, as amended (the "Code"); (b) Lessee is duly organized and existing under the Constitution and laws of the state In which Lessee is located; (c) Lessee is authorized to enter into and carry out lis obligations under thls Master Lease and each Lease and every other document required to be delivered in connection with this Master Lease and a Lease; (d) this Master Lease and each Lease have been duly authorized, executed and delivered by Lessee In accordance with all applicable laws, codes, ordinances, regulations, and policies; (e) any person slgning the Master Lease and each Lease has the authority to do so, is acting with the full express authorization of Lessee's governing body, and holds the office Indicated below his or her signature, which is genuine; ( $f$ ) the Equipment is essential to the immediate performance of a governmental or proprietary function by Lessee within the scope of Lessee's authority and shall be used during the Lease Term only by Lessee and only to perform such function; ( 9 ) Lessee Intends to use the Equipment for the enflre Lease Term and shall take such action, In accordance with Section 6 , to include in its annual budget request, for submission to Lessee's governing body, any funds required to fulfill Lessee's obligations for each succeeding fiscal period during the applicable Lease Term; ( h ) Lessee has complied fully with all applicable laws, codes, ordinances, regulations, and policies, governing open meetings, competitive pricing and/or public bidding and appropriations required in connection with each Lease, the selection and acquisition of the Equipment and the selectlon of Vendor; (i) all payments due and to becoma due during Lessee's current flscal perlod under a Lease are within the fiscal budget of such fiscal period, and are or will be included within an unrestricted and unencumbered appropriation currently available for the lease/purchase of the Equipment under the related Lease; (j) Lessee shall not do or cause to be done any act which shall cause, or by omission of any act allow, the interest portion of any Lease Paymentid pecome includlble in Lessor's gross income for Federal income taxation purposes under the Code; ( $k$ ) Lessee shall comply with the information reporting requirements of Section 149(e) of the Code with respect to each Lease (such compliansershal Include, but not be limited to, the execution of Form 8038-G or 8038-GC information reporting returns as appropriatre) (i) all financlal Information provided by Lessee is true and accurate and falrly represents Lessee's financlal condition; (m) (essee has not for at least its most recent ten flscal perlods falled to appropriate or otherwise make available funds suffireft to payirental or other payments coming due under any lease purchase, Installment sale or other similar agreement; ( $n$ ) (there is no litigation, pending or threatened that would materially adversely affect the transactions contemplated by this Mastek Lease, any Lease or the financial condition of Lessee; and (o) any and all Equipment that Lessee leases, purchases and/or acqulres pursuant to this Master Lease and any Lease hereunder ls for Lessee's Internal purposes only and Lessee is not and will not lease, purchase or acquire the Equipment for resale.
21. ASSIGNMENT. Lessor may, upon notice to Lessee but without Lessee's consent, sell, assign, or transfer from time to time Lessor's rights, title, and Interest under this Master Lease and/or any Lease or Leases or interest therein, Including the right to receive Lease Payments under a Lease and Lessor's securlty interest In the Equlpment under a Lease and any related Escrow Agreement to one or more assignees or subassignees (each, an "Assignee"). Lessee agrees that, upon such assignment, the Assignee will have the same rights and benefits of Lessor under the terms of the related Lease. Lessee agrees that the rights of Assignee will not be subject to any claims, defenses, or set-offs that Lessee may have agalnst any Vendor, Upon notlce to Lessee of such assignment, Lessee agrees to respond to any requests about the related Lease and, If directed by Lessor, to pay Assignee all Lease Payments and other amounts due under such Lease. Lessee hereby appoints Lessor as its agent to malntain a record of all assignments of each Lease in a form sufficient to comply with the registration requirements of Section 149 (a) of the Code and the regulations prescribed thereunder from time to time, and Lessor agrees to maintain such registration record.
22. ADDITIONAL PAYMENTS, Lessor may, but is not obligated to, take on Lessee's behalf any action which Lessee fails to fake as required by any Lease, and Lessee shall pay any expenses incurred by Lessor in taking such action, which will be in addition to the Lease Payments as set forth in the related Lease.
23. RELEASE AND INDEMNIFICATION. To the extent permitted by applicable state law and subject to Section 6 , Lessee shall Indemnify, release, protect, hold harmless, save and defend Lessor from and against any and all liabllity, obligation, loss, claim, lax and damage whatsoever, regardless of the cause thereof, and all costs and expenses in connection therewith (including,
without limitation, attorneys' fees) arising out of or resulting from (a) entering into this Master Lease and/or any Lease; (b) the ownership of any liem of Equipment; (c) the ordering, acquisition, use, Installation, deployment, testing, operation, condivon, purchase, dellvery, rejection, storage or return of any Item of Equlpment; (d) any damage to property or personal injury or death of any person in connection with the operation, use, Installation, deployment, testing, condition, possession, storage or return of any ltem of Equipment, or In connection with or resulting from Lessee's acts, omlsslons, negilgence, misconduct or breach of any provision of thls Master Lease or any Lease(s) hereunder; and/or (e) the breach of any covenant or any materlal representation of Lessee contained In this Master Lease or any Lease. The Indemnification obligations set forth hereln shall continue in full force and effect notwithstanding the payment in full of all obligations under any Lease or the fermination of the Lease Term under any Lease for any reason.
24. MISCELLANEOUS, Each Lease, together with this Master Lease, contains the entire agreement of the parties regarding the subject matter hereof which is IImited to lease financing. TIME IS OF THE ESSENCE IN EACH LEASE. If a court of competent jurisdcitlon finds any provision of any Lease to be unenforceable, the remaining terms of such Lease shall remain in full force and effect. Each Lease may be simultaneously executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same Instrument; provided, however, that only counterpart one of each Lease (including the terms and conditions of thls Master Lease Incorporated therein by reference) shall constitute the original for such Lease for purposes of the sale or transfer of such Lease as chattel paper. References herein to "Lessor" shall be deemed to Include each of its Asslgnees from and after the effective date of each assignment; references herein to "Lessor" shall not refer to Apple Inc. in Its capacity as a Vendor or In any capacity other than as a lessor hereunder. The captions or hesding in this Master Lease and in each Lease are for convenience only and in no way define, limit or describe the scope or intent of any provisions. This Master Lease and each Lease will be governed by the laws of the state where Lessee is located without regard to the conflict of law principles thereof. Lessor and Lessee both intend to comply wlth all applicable laws. If it is determined that Lessee's payments under the Lease result In an Interest payment higher than allowed by applicable law, then any excess interest collected will be applled to the repayment of principal, and Interest will be charged at the highest rate allowed by law.
25. NOTICES. All written notices under any Lease must be sent by certified mail or recognized ovarnight delivery service, postage prepaid, to the addresses as stated on each Lease, or by facsimile transmission, with written confirmation of recelpt.

IMPORTANT: READ BEFORE SIGNING. THE TERMS OF THIS MASTER LEASE AND EACH LEASE SHOULD BE READ CAREFULLY BECAUSE ONLY THOSE TERMS IN WRITING ARE ENFORCEABLE. TERMS OR ORAL PROMISES WHICH ARE NOT CONTAINED IN THIS MASTER LEASE OR A LEASE MAY NOT BE LEGALLY ENFORCED. THE TERMS OF THIS MASTER LEASE OR A LEASE MAY ONLY bE CHANGED BY ANOTHER WRITTEN AGREEMENT bETWEEN THE PARTIES, EXCEPT FOR AN EVENT OF NON-APPROPRIATION, EACH LEASE IS NOT CANCELABLE BY LESSEE.


## EXHIBIT A

Schedule No. 4 Dated July 8, 2019 to Master Lease Purchase Agreement Dated August 1, 2017

This Schedule No. 4 ("Schedule") is entered into pursuant to that Master Lease Purchase Agreement dated August 1, 2017 ("Master Lease"), and is effective as of July 8, 2019. All of the terms and conditions of the Master Lease, including Lessee's representations and warranties, are incorporated herein by reference. Unless otherwise indicated, all capitalized terms used but not otherwise defined herein shall have the same meaning as set forth in the Master Lease.

To the extent that less than all of the Equipment subject to this Schedule has been installed and accepted by Lessee on or prior to the date hereof, Lessee hereby acknowledges that a portion of the Equipment has not been delivered, installed and accepted by Lessee for purposes of this Lease. In consideration of the foregoing, Lessee hereby acknowledges and agrees that its obligation to make Lease Payments as set forth in this Schedule is absolute and unconditional as of the date hereof and on each date and in the amounts as set forth in the Lease Payment Schedule, subject to the terms and conditions of the Lease.

Lessee expressly represents that at least ninety-five percent (95\%) of the financing cost set forth in this Schedule is being used to acquire Equipment that will be capitalizable for federal income tax purposes



Lessee acknowledges that the discounted purchase price for the Lease is $\$ 541,921.84$ and that such amount is the Issue Price for the Lease for federal income tax purposes. The difference between the principal amount of this Lease and the Issue Price is Original Issue Discount ("OID") for federal income tax purposes. The Yield for this Lease for federal income tax purposes is $3.2500 \%$ per annum. Such Issue Price and Yield will be stated in the Form 8038-G or 8038-GC, as applicable

IMPORTANT: Read before signing. The terms of the Master Lease should be read carefully because only those terms in writing are enforceable. Terms or oral promises which are not contained in this written agreement may not be legally enforced. The terms of the Master Lease or Lease may only be changed by another written agreement between Lessor and Lessee. Lessee agrees to comply with the terms and conditions of the Master Lease and this Lease.
Commencement Date: July 8, 2019

```
LESSOR: APPLEINC.
    LESSEE: LAKESIDE UNION SCHOOL DISTRICT
SIGNATURE: X
```

$\qquad$

```
NAME / TITLE: \(X\)
``` \(\qquad\)
```

DATE: $\quad \mathrm{X}$

``` \(\qquad\)
```

SIGNATURE:
NAME / TITLE:
DATE:

```

\section*{X \\ }

\title{
EXHIBIT 1 - EQUIPMENT INFORMATION to Schedule No. 4
}
under Master Lease Purchase Agreement dated August 1, 2017
\# Product Description

1 iPad Wi-Fi 32GB - Space Gray (10-pack)
Part Number BN3U2LL/A
iPad Wi-Fi 32GB - Space Gray
Part Number: MR8A.2LL/A Quantity: 1,250

2 Logitech Rugged Combo 2 for 1,250 iPad (5th and 6th generation) Blue
Part Number HM6T2VC/A

3 Mosyle Manager for iOS, macos 1,500
and tvOS Subscription License (3
year)
Part Number HM7B2LL/A

4 Getting Started with Apple
School Manager (Remote)
Part Number D7170LL/A

5 AppleCare OS Support -
Preferred
Part Number D5690ZM/A

APS CUSTOM IPAD DEPLOY
1,250

OFFSITE SVCS-USA
Part Number D6160LL/A

\section*{EXHIBIT B}

\section*{ACCEPTANCE CERTIFICATE}

Re: Schedule No. 4, dated July 8, 2019, (the "Schedule") to Master Lease Purchase Agreement, dated as of August 1, 2017, between Apple Inc., as Lessor, and Lakeside Union School District, as Lessee.

Apple Inc. is hereby requested to pay the person or entity designated below as Payee, the sum set forth below in payment of a portion or all of the cost of the acquisition described below. The amount shown below is due and payable under the invoice of the Payee attached hereto with respect to the cost of the acquisition of the equipment and has not formed the basis of any prior request for payment. The equipment described below is part or all of the "Equipment" listed in the Schedule to the Master Lease Purchase Agreement referenced above.

Payee Name:
Description or Invoice \#
\(\$\) Amount

Lessee hereby certifies and represents to and agrees with Lessor as follows:
(1) The Equipment described above has been delivered, installed and accepted on the date hereof.
(2). Lessee has conducted such inspection and/or testing of the Equipment listed in the Schedule as it deems necessary and appropriate and hereby acknowledges that it accepts the Equipment for all purposes.
(3) Lessee is currently maintaining the insurance coverage required by Section 15 of the Master Lease.
(4) No event or condition that constitutes, or with notice or lapse of time or both would constitute, an Event of Default or Event of Non-appropriation (each as defined in the Master Lease) under any Lease exists at the date hereof.

\section*{LESSEE:}

Signature:
Printed Name/Title:
Date:

\section*{LESSEE:}

Signature:
Printed Name/Title:
Date:
x

\section*{FINAL ACCEPTANCE CERTIFICATE (All Equipment Has Been Accepted)}

\section*{Lakeside Union School District}

X \(\qquad\)
x \(\qquad\)
\(\qquad\)

\section*{INTERNAL ESCROW LETTER}

\section*{(To be used with Partial Acceptance Certificate if Applicable)}

July 8, 2019

Apple Inc.
8377 East Hartford Drive, Suite 115
Scottsdale, Arizona 85255
Re: Schedule No. 4 dated July 8, 2019 to Master Lease Purchase Agreement dated August 1, 2017 (the "Lease") by and between Lakeside Union School District and Apple Inc.

Ladies and Gentlemen:
We, Lakeside Union School District ("Lessee"), have entered into the above referenced Lease with you, Apple Inc. ("Lessor"), for the purpose of financing Apple computer equipment (the "Equipment") in the amount of \(\$ 541,921.84\) (the "Financed Amount"). Lessee hereby requests that Lessor fund to the vendor of such Equipment the amount of \$ \(\qquad\) (the "Funded Amount") and that Lessor retain \$ \(\qquad\) (the "Retained Amount"). Lessee further requests that Lessor hold the Retained Amount in an internal escrow pending Lessor's receipt of confirmation from Lessee that the Equipment has been delivered, inspected and accepted for all purposes by the Lessee.

Lessee understands and agrees that interest shall accrue on the entire Financed Amount as of the date hereof, and further understands and agrees that any interest earned on the Retained Amount shall be retained by Lessor in consideration of managing the internal escrow account.

Lessee acknowledges that Lessor may commingle the Retained Amount held by Lessor for the benefit of Lessee with other funds held by Lessor for its own account, so long as Lessor maintains segregation of such amounts on the books and records of Lessor.

Sincerely,

\section*{Lakeside Union School District}

Signature:
Name/Title:


Date: \(\qquad\)

\section*{EXHIBIT C}

\section*{INCUMBENCY CERTIFICATE}

\section*{Schedule No. 4 to Master Lease Purchase Agreement dated August 1, 2017}

Being a knowledgeable and authorized agent of the Lessee, I hereby certify to Lessor that the persons) who executed the Master Lease and this Schedule are legally authorized to do so on behalf of the Lessee and that the signatures that appear on the Master Lease and Schedule are genuine.

LESSEE: Lakeside Union School District
Signature:
Printed Name/Title:
Date:

(THE INCUMBENCY IS TO BE EXECUTED BY A PERSON OTHER THAN THE SIGNER OF THIS SCHEDULE AND RELATED DOCUMENTS. THIS MAY BE A BOARD CLERK/SECRETARY, BOARD MEMBER OR SUPERINTENDENT.)

\section*{EXHIBIT D}

\section*{BANK QUALIFIED DESIGNATION}

\section*{Schedule No. 4 to Master Lease Purchase Agreement Dated August 1, 2017}

\section*{Lessee hereby represents and certifies the following (please check one):}

\section*{Bank Qualified}
X. Lessee has designated, and hereby designates, this Lease as a "qualified tax-exempt obligation" for the purposes and within the meaning of Section 265(b)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). In making that designation, Lessee hereby certifies and represents that:
- As of the date hereof in the current calendar year, neither Lessee nor any other issuer on behalf of Lessee has designated more than \(\$ 10,000,000\) of obligations (including this Lease) as "qualified tax-exempt obligations";
- Lessee reasonably anticipates that the total amount of tax-exempt obligations (including this Lease) to be issued by or on behalf of Lessee (or allocated to Lessee) during the current calendar year will not exceed \$10,000,000;
- The Lease will not be at any time a "private activity bond" as defined in Section 141 of the Code;
- The Lease is not subject to control by any entity and there are no entities subject to control by Lessee; and
- Not more than \(\$ 10,000,000\) of obligations of any kind (including the Lease) issued by, on behalf of or allocated to Lessee will be designated for purposes of Section \(265(\) b \()(3)\) of the Code during the current calendar year.

\section*{Non-Bank Qualified}

Lessee has not designated this Lease as a "qualified tax-exempt obligation" for the purposes and within the meaning of Section 265(b)(3) of the Code.

\section*{LESSEE; Lakeside Union School District}

Signature:
Printed Name/Title:
\[
x
\]
\(\qquad\)


Date:


EXHIBIT E

LEASE PAYMENT INSTRUCTIONS

Pursuant to the Master Lease Purchase Agreement dated August 1, 2017 (the "Master Lease"), Schedule No. 4, between Apple Inc. (the "Lessor") and Lakeside Union School District (the "Lessee"), Lessee hereby acknowledges the obligations to make Lease Payments promptly when due in accordance with the Lease.

LESSEE NAME: \(\qquad\) LaKeside Union School District TAX ID\#: \(\qquad\) 95-6001809
INVOICE MAILING ADDRESS: \(\qquad\) Mail invoices to the attention of: Accounts Payable
\(\qquad\)
Email: \(\qquad\)


Fax 619,390-2564
Email: erin.garcia@/susd.net

Accounts Payable Contact:
\(\frac{\text { Lisa Waller }}{\text { Phone } 619) \quad 390-2616}\)
Fax 619 390-2564
Email: I waller@lsusd.net
Processing time for Invoices: \(\qquad\) 5 days Approval: \(\qquad\) 2 days checks: 30 days

Do you have a Purchase Order Number that you would like included on the invoice? Nc
Yes XPO\#___

Do your Purchase order numbers change annually? No \(\qquad\) Yes \(\square\) Processing time for new purchase orders: \(\qquad\) 10 days

LESSEE: Lakeside Union School District
SIGNATURE: X \(\qquad\)
name/tite: \(\times\) Erin Garcia, Assistant Superintendent
DATE: \(\qquad\)

\section*{EXHIBIT F}

\section*{INSURANCE COVERAGE REQUIREMENTS}

\section*{Lakeside Union School District}
1) Insurance Agency - Name of Agency, Phone Number, Fax Number, and Contact Name

2) Property Damage \& Loss Coverage -
a) "All Risk" Physical Damage \& Loss Insurance
b) Include: Policy Number, Effective Date and Expiration Date
c) APPLE INC. and its Assigns named "Loss Payee"
d) Endorsement giving 30 days written notice of any changes or cancellation.

LIMITS: The full replacement value of the equipment.
3) The Certificate Holder should be named as follows:

APPLE INC. and its assigns
8377 East Hartford Drive, Suite 115
Scottsdale, AZ 85255

FOR SELF INSURANCE:
A letter needs to be prepared on Lessee's Letterhead and addressed to APPLE INC. and its Assigns, and signed by an authorized official of the Lessee. The letter must refer to the Master Lease, and include information regarding the statute authorizing this form of insurance (with a copy of the statute attached to the letter).

\section*{ACKNOWLEDGEMENT OF BOARD APPROVAL FROM A BOARD OF EDUCATION MEETING}
\begin{tabular}{|l|l|}
\hline Board: & \\
\hline Date of Board Meeting: & \\
\hline Lessee: & Lakeside Union School District \\
\hline Lessor: & Apple Inc. \\
\hline Master Lease & Master Lease Purchase Agreement dated August 1, 2017 \\
\hline Lease & Schedule No. 4 dated July 8, 2019 to the Master Lease \\
\hline Equipment to be purchased: & See attachment for details \\
\hline Cost not to exceed: & \(\$ 551,776.41\) \\
\hline & \begin{tabular}{l}
\(1.9900 \%\) \\
Rate of interest: \\
\begin{tabular}{l} 
Note: If the interest rate listed above is a promotional rate of interest, the original \\
purchase price of the equipment may be discounted to reach an equivalent payment \\
amount at a market rate of interest.
\end{tabular} \\
\hline
\end{tabular} \\
\hline
\end{tabular}

A mo
A motion was offered by \(\qquad\) seconded by \(\qquad\) , and carried by a vote of to approve entering into a Master Lease Purchase Agreement with Apple Inc. for the purpose of purchasing, via a financing contract, the equipment listed on the attachment. The cost shall not exceed the figure specified above.

Lessee has or will comply with applicable property acquisition laws, public bidding requirements, and open meeting laws in connection with the Master Lease and the transactions contemplated thereby. Lessee is within the meaning of Section 103 of the Internal Revenue Code of 1986, as amended, a political subdivision or agency of the State of California with full power and authority to enter into, and perform its obligations under, the Lease.

The Master Lease and the Lease have been or will be duly authorized, executed, and delivered by Lessee. It is the intention of the Board that the above Lease shall constitute a legal, valid and binding obligation of Lessee, enforceable against Lessee in accordance with its terms, except to the extent limited by state and federal laws affecting creditors' remedies and by bankruptcy, reorganization, moratorium or other laws of general application relating to or affecting the enforcement of creditors' rights.

Capitalized terms herein shall have the same meanings as in the Lease unless otherwise provided herein.

I certify the above Lease is approved by the Board of Education.

Board Member Signature
Date


Part VI Miscellaneous
35 Enter the amount of the state volume cap allocated to the issue under section 141 (b)(5) . . . .
36a Enter the amount of gross proceeds invested or to be invested in a guaranteed investment contract (GIC). See instructions
b Enter the final maturity date of the GIC \(>\) (MM/DD/YYYM)
c Enter the name of the GIC provider \(\qquad\)
37 Pooled financings: Enter the amount of the proceeds of this issue that are to be used to make loans to other governmental units


38a If this issue is a loan made from the proceeds of another tax-exempt issue, check box \(\square\) and enter the following information:
\(b\) Enter the date of the master pool bond \(>\) (MM/DD/YYYY)
c Enter the EIN of the issuer of the master pool bond \(>\)
d Enter the name of the issuer of the master pool bond
39 If the issuer has designated the issue under section \(265(\mathrm{~b})(3)(\mathrm{B})(\mathrm{i})(\mathrm{III})\) (small issuer exception), check box - 区

40 If the issuer has elected to pay a penalty in lieu of arbitrage rebate, check box


41a If the issuer has identified a hedge, check here \(\square\) and enter the following information:
b Name of hedge provider \(>\)
c Type of hedge -
d Term of hedge
42 If the issuer has superintegrated the hedge, check box
43 If the issuer has established written procedures to ensure that all nonqualified bonds of this issue are remediated according to the requirements under the Code and Regulations (see instructions), check box
44 If the issuer has established written procedures to monitor the requirements of section 148, check box
45a If some portion of the proceeds was used to reimburse expenditures, check here \(\square\) and enter the amount of reimbursement
b Enter the date the official intent was adopted - (MM/DD/YYYY)
\begin{tabular}{|c|c|c|c|c|c|c|}
\hline Signature and & \multicolumn{6}{|l|}{Under penalties of perjury, I declare that I have examined this return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that I consent to the IRS's disclosure of the issuer's return information, as necessary to process this return, to the person that I have authorized above.} \\
\hline Consent & \multicolumn{2}{|l|}{Signature of issuer's authorized representative} &  & & name and title & \\
\hline Paid & Print/Type preparer's name Michael Krahenbuhl & Preparer's signature & & Date & \[
\begin{aligned}
& \text { Check } \square \text { if } \\
& \text { self-employed }
\end{aligned}
\] & \begin{tabular}{l}
PTIN \\
PO1850365
\end{tabular} \\
\hline & \multicolumn{4}{|l|}{Firm's name - Pinnacle Public Finance} & Firm's EIN - & 27-3119149 \\
\hline & \multicolumn{4}{|l|}{Firm's address \(\downarrow 8377\) E. Hartford Drive, Suite 115, Scottsdale, AZ 85255} & Phone no. & 480-419-4800 \\
\hline
\end{tabular}

\author{
Instructions for 8038-G: \\ Updated for use with September, 2018 form
}

The below described lines need to be completed by the Lessee:
\begin{tabular}{|c|c|}
\hline Line 2: & \begin{tabular}{l}
Enter the EIN number of the Issuer (Lessee) \\
An issuer (Lessee) that does not have an employer identification number (EIN) should apply for one on Form SS-4, Applicallon for Employer Identification Number. This form may be obtained at Social Security Administration offices or by calling 1-800-TAX-FORM (1-800-829-3876). You can also get this form on the IRS websile at muw, lis. 90 v . You may receive an EIN by telephone by following the instructions for Form SS-4.
\end{tabular} \\
\hline Lines 10a and 10b: & \begin{tabular}{l}
Enter the name, title, and telephone number of the officer of the Issuer whom the IRS may call for more information \\
If the issuer wishes to designate a person other than an officer of the issuer (including a legal representative or pald preparer) whom the IRS may call for more information with respect to this return, enter the name, title, and telephone number of such person.
\end{tabular} \\
\hline Line 39: & \begin{tabular}{l}
Bank Qualified Designation \\
Check thls box if this Lease is designated as a "small issuer exception" under section 265(b)(3)(B)(i)(III). [lssuer (Lessee) reasonably anticipates that the total amount of taxexempt obligations (including this Lease) to be issued by or on behalf of Lessee (or allocated to Lessee) during the calendar year 2019 will not exceed \(\$ 10,000,000\).]
\end{tabular} \\
\hline \[
\begin{aligned}
& \text { Lines 41a-41d } \\
& \text { and 42: }
\end{aligned}
\] & \begin{tabular}{l}
Hedges \\
If the issuer (Lessee) has identified a hedge, this section must be completed.
\end{tabular} \\
\hline Line 43: & Written procedures regarding Remediation of Non-Qualified Bonds Check this box if Issuer (Lessee) has establlshed witten procedures to ensure that all nonqualified bonds of this issue are remediated according to the requirements under the Code and Regulations (see Instructions). \\
\hline Line 44: & Written procedures to monitor Section 148 of the Code Check this box If Issuer (Lessee) has established written procedures to monitor the requirements of Section 148 of the Internal Revenue Code (related to arbitrage and yield restrictlon). \\
\hline Lines 45a and 45b: & \begin{tabular}{l}
Reimbursement \\
If appllcable, please Identify whether any proceeds of the issue were used to reimburse expenditures. Please identify the amount of reimbursed expenditures and the date of the adoption of the official declaration of intent. The Instructions acknowiedge that such declaration is not always required but do not provide guldance on completion wilhout such requirement.]
\end{tabular} \\
\hline Signature and & \\
\hline Consent; & Please provide an authorized signature, date, and printed (or typed) name and title of the individual signing on behalf of Lessee. \\
\hline
\end{tabular}

\section*{LAKESIDE UNION SCHOOL DISTRICT}

\section*{Governing Board Meeting Date: June 20, 2019}

\section*{Agenda Item:}

Approval of the annual contracts list for 2019-20 which includes agreements with all departments and sites districtwide.

Background (Describe purpose/rationale of the agenda item):
Ratification and approval is requested for the attached list of agreements with outside vendors for the next fiscal year, 2019-20.

Fiscal Impact (Cost):
See attached list.

\section*{Funding Source:}

General Fund.

\section*{Addresses Emphasis Goal(s):}
\#1: Academic Achievement\#2: Social Emotional
\#3: Physical Environments

\section*{Recommended Action:}
\(\square\) Informational
\(\square\) Discussion
A Approval
Adoption

Denial/Rejection
Ratification
Explanation: Click here to enter text.

Originating Department/School: Business Services

Submitted/Recommended By:


Erin Garcia, Assistant Superintendent
Reviewed by Cabinet Member

Annual Contracts for 2019-20
\begin{tabular}{|c|c|c|c|c|c|c|}
\hline Agency Name & Description & Contract \# & Dept./Site & Began & Ends & Amount (not to exceed) \\
\hline \multirow[t]{2}{*}{ABA Education Foundation} & NPS & V2020-033 & SPED & 7/1/2019 & 6/30/2020 & See Agreement \\
\hline & Educational Software & & & & & \\
\hline Achieve 3000 & Services & V2020-029 & Multiple Sites & 7/1/2019 & 6/30/2022 & \$278,505.15/3 years \\
\hline \multirow[t]{2}{*}{Alliance for African Assistance} & Interpreting Services & V2020-038 & SPED & 7/1/2019 & 6/30/2020 & See Rate Sheet \\
\hline & & & & & & \$995/annual fee + \$3.50 per \\
\hline American Fidelity Admin Services & Annual ACA Reporting & V2020-001 & BS & 7/1/2019 & 6/30/2020 & employee \\
\hline Artic Containers & Freezer Rental & V2020-024 & FS & 7/1/2019 & 6/30/2020 & \$9,789.95 \\
\hline Aseltine & Non Public School & V2020-023 & SPED & 7/1/2019 & 6/30/2020 & See Contract \\
\hline Brenda Wilson & IEP Services & 12020-007 & SPED & 7/1/2019 & 6/30/2020 & \$23.00 per hour \\
\hline California School Boards Assoc. & Manual Maintenance & V2020-011 & Supt & 7/1/2019 & 6/30/2020 & \$2,965.00 \\
\hline California School Boards Assoc. & GAMUT Online & V2020-012 & SUPT & 7/1/2019 & 6/30/2020 & \$2,810.00 \\
\hline California School Boards Assoc. & CSBA Annual Membership & V2020-027 & SUPT & 7/1/2019 & 6/30/2020 & \$12,894.00 \\
\hline Cary Trivanovich & School Assembly Program & L2020-002 & LMS & 8/1/2019 & 11/30/2019 & \$900.00 \\
\hline Chemsearch & Water Treatment & V2020-004 & FS & 7/1/2019 & 6/30/2020 & \$398.75 per qrtr + tax \\
\hline Coast Music Therapy & Music Therapy & V2020-040 & SPED & 7/1/2019 & 6/30/2020 & See Contract \\
\hline Community School of San Diego & Non Public School & V2020-030 & SPED & 7/1/2019 & 6/30/2020 & See Contract \\
\hline Dannis Woliver Kelley & Legal Services & V2020-028 & SUPT & 7/1/2019 & 6/30/2020 & See Agreement/Hrly Rates \\
\hline Document Tracking Services & License Agreement & V2020-036 & BUS SERV & 7/1/2019 & 6/30/2020 & \$2,500.00 \\
\hline East County SELPA/Fred Fox & Program Specialist & V2020-018 & SPED & 7/1/2019 & 6/30/2020 & \$107,435.00 \\
\hline Edudance - Classrooms in Motion & Dance Enrichment & L2020-003 & LF & 9/1/2019 & 12/1/2019 & \$5,280.00 \\
\hline EL Education & Professional Development & V2020-008 & Ed Services & 7/1/2019 & 08/31//2019 & \$46,600.00 \\
\hline Exceptional Family Resource Center & Infant Referrals & V2020-031 & Sped & 7/1/2019 & 6/30/2020 & See Rate Sheet \\
\hline Godfrey Educational Consulting Group & Alternative Educational Progra & 1220-008 & Ed Services & 7/1/2019 & 12//31/2019 & NTE \$5,000 or \$90 per Hr. \\
\hline \multirow[t]{2}{*}{Leader Services} & Medi-Cal Reimbursement Con & V2020-017 & SPED & 7/1/2019 & 6/30/2020 & See Contract \\
\hline & Lexia Core5 Reading & & & & & \\
\hline Lexia & Subscription Renewal & V2020-010 & LC & 7/1/2019 & 6/30/2020 & \$9,000.00 \\
\hline Mail Finance & Lease/Postage Machine & V2020-026 & SUPT & 7/1/2019 & 6/30/2024 & \$372.98 per month/billed qrtrly \\
\hline Main Street Optometry/Dr. Lisa Weiss & Vision Therapy & 12020-002 & SPED & 7/1/2019 & 6/30/2020 & See Rate Sheet \\
\hline Math Transformations & Prof. Development & 12020-001 & TDS,LC,LMS, LF,SPED & 7/1/2019 & 6/30/2020 & TDS: \$30,000, LC: \$12,000, LMS: \$30,000, LF: \$21,600, SPED: \$45,500 \\
\hline Mr. and Mrs. James Wild & Transportation & V2020-019 & SPED & 7/1/2019 & 6/30/2020 & Reimbursed 4 miles per Student Attendance Days \\
\hline \multicolumn{7}{|l|}{Nancy von Langen-Scott/NvLS Professional} \\
\hline Services & Erate Consultant & V2020-007 & BUS SERV & 7/1/2019 & 6/30/2021 & 2 yr , see Contract for Fees \\
\hline New Haven Youth \& Family Services & Non Public School & V2020-039 & SPED & 7/1/2019 & 6/30/2020 & See Contract \\
\hline Nutri-Link Technologies & Free Reduced App Processing & V2020-002 & FS & 7/1/2019 & 6/30/2020 & \$3,310.00 \\
\hline Nutrislice & Software Services & V2020-006 & FS & 7/1/2019 & 6/30/2020 & \$2,898.00 \\
\hline
\end{tabular}
\begin{tabular}{|c|c|c|c|c|c|c|}
\hline Orange County Supt. of Schools & SMAA Participation & V2020-005 & BUS SERV & 7/1/2018 & 6/30/2019 & Agreement Only \\
\hline Pear Deck & Implementation Training & L2020-004 & District & 7/1/2019 & 6/30/2020 & \$2,700.00 \\
\hline Rady Children's Hospital & IEP Services/Screenings & 12020-004 & Pup Svcs & 7/1/2019 & 6/30/2020 & See Rate Sheet \\
\hline \multicolumn{7}{|l|}{Regents of UCSD School of Medicine, Dept of} \\
\hline Pediatrics & Medical Services & 12020-006 & Pup Svcs & 7/1/2019 & 6/30/2020 & \$280 per hour \\
\hline San Diego County Supt. Of Schools & Scence Outreach & V2020-016 & Ed Services & 7/1/2019 & 6/30/2020 & See Contract \\
\hline San Diego County Supt. Of Schools & Librarian of Record & V2020-025 & Ed Services & 7/1/2019 & 6/30/2020 & \$2,095.10 \\
\hline San Diego County Supt. Of Schools & Outdoor Camp & V2020-015 & Ed Services & 7/1/2019 & 6/30/2022 & See Contract \\
\hline San Diego County Supt. Of Schools & Data Sharing MOU & V2020-044 & Ed Services & 7/1/2019 & 6/30/2022 & No Cost \\
\hline Satellite Sports Group/Perf on Wheels & BMX Rider Performance & L2020-001 & ESS & 7/12/2019 & 7/12/2019 & \$1,197.00 \\
\hline School Services of California & Fiscal Services & V2020-022 & BUS SERV & 7/1/2019 & 6/30/2020 & \(\$ 3,660 /\) year+additional services if needed \\
\hline \multirow[t]{2}{*}{Sea World/Aquatica} & Private Picnic Event & V2020-041 & ESS & 7/10/2019 & 7/24/2019 & \$4,880.00 \\
\hline & Bilingual Speech and & & & & & \\
\hline Silvia Taraz & Language Assessments & 12020-003 & SPED & 7/1/2019 & 6/30/2020 & \$80.00/hour \\
\hline Specialized Therapy Serivces & Non Public School & V2020-032 & Sped & 7/1/2019 & 6/30/2020 & See Agreement \\
\hline Villa Santa Maria & Non Public School & V2020-035 & SPED & 7/1/2019 & 6/30/2020 & See Agreement \\
\hline Vista Hill Learning Assistance Center & Non Public School & V2020-034 & SPED & 7/1/2019 & 6/30/2020 & See Agreement \\
\hline Wilkinson Hadley Kind and Co. & Bond Audit 19-20 & V2020-013 & Bond & 7/1/2019 & 6/30/2022 & NTE \$4,000 2019-20 \\
\hline Wilkinson Hadley Kind and Co. & Auditing Services (3yr) & V2020-003 & BUS SERV & 2019/20 & 6/30/2022 & NTE \$18,200 per year \\
\hline
\end{tabular}

\section*{LAKESIDE UNION SCHOOL DISTRICT}

Governing Board Meeting Date: 6/20/19

\section*{Agenda Item:}

\section*{Donations}

Background (Describe purpose/rationale of the agenda item):
Per Board Policy \#3290, the Governing Board may accept any gift, grant, or bequest of money, property, or service to the district from any individual, private agency or organization, or other public agency that desires to support the district's educational program. While greatly appreciating suitable donations, the Board shall reject any gift which may directly or indirectly impair its authority to make decisions in the best interest of district students or its ability or commitment to provide equitable educational opportunities.

\section*{Fiscal Impact (Cost):}

Site specific

\section*{Funding Source:}

None

\section*{Addresses Emphasis Goal(s):}
\begin{tabular}{ll}
\(\square\) \#1: Academic Achievement & \(\square\) \#2: Social Emotional \(\square\) \#3: Physical Environments \\
Recommended Action: & \\
\(\square\) Informational & \(\square\) Denial \\
\(\square\) Discussion & \(\square\) Ratification \\
\(\boxtimes\) Approval & \(\square\) Explanation: Click here to enter text.
\end{tabular}

\section*{Originating Department/School: Superintendent's Office}

Submitted/Recommended By:


Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:


Dr. Andy Johnsen, Superintendent
\begin{tabular}{|c|c|c|c|}
\hline Item & Approximate Value & Donated By & Designated for Use at: \\
\hline \(\$ 99.15\) worth of dry erase markers and pencils & \$9915 & Holly Ferrante Farmers Insurance & Lindo Park \\
\hline \multirow[t]{8}{*}{\(\$ 95.66\) in lanyards and ID badges} & \$95.66 & Holly Ferrante Farmers Insurance & Lakeside Middle School \\
\hline & \(\$ 100\)
(donorschoose.org) & Holly Ferrante Farmers Insurance & Mrs. Sanford's classroom at Lemon Crest \\
\hline & \$500 & El Capitan Stadium Association & Ag Program at Lakeside Middle \\
\hline & \$1,000 & Optimists & FFA program at Lakeside Middle \\
\hline & \$500 & The San Diego Foundation & FFA program at Lakeside Middle \\
\hline & \$325 & Online donations & Robotics club at Lakeside Middle \\
\hline & \$240 & Online donations & Orchestra program at Lakeside Middle \\
\hline & \$100 & John Butz & Daneal Damon's classroom for the safety program at Tierra del Sol \\
\hline Bookcase and two office chairs & & Dr. Patricia Fernandez & LUSD \\
\hline 288 turkey hot dogs, 1 pack of condiments and 120 snack portions of Rice Krispies treats & Approximate value, \(\$ 81\) & M\&M Custom Fishing Rods & Tierra del Sol \\
\hline Balloon arch for promotion & \$80 value & M\&M Custom Fishing Rods & Tierra del Sol \\
\hline 4-pack of Padres tickets and memorabilia & \$300 value & Sol Pacific Pool Plastering & Eucalyptus Hills \\
\hline Garden supplies & \$600 value & Tim Mathews of Ace Hardware of Alpine & Eucalyptus Hills \\
\hline Restaurant Gift Card & & Barona & Eucalyptus Hills (Raffle) \\
\hline
\end{tabular}

\section*{MAKESMIE UNTON SCHOOK DTSTRTCT}

Governing Board Meeting Date: June 6, 2019
Agenda Item:
Out of county field trip
Background (Describe purpose/rationale of the agenda item):
Approval is requested for ESS (6th - 8th grade) summer field trip to Medieval Times, or Pirates Dinner Adventure on August 14, 2019.

Fiscal Impact (Cost):
Estimated Cost \$1,000

\section*{Funding Source:}

ESS Funds 1200

\section*{Recommended Action:}
\(\square\) InformationalDiscussion
- Approval

Adoption

Denial Ratification
Explanation: Click here to enter text.

Originating Department/School: ESS


Jerred Murphy, ESS Manager

Approved for Submission to the Governing Board:


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member: \(\qquad\)

\section*{Lar}

Governing Board Meeting Date: June 2019

\section*{Agenda Item:}

Out of State Conference - Lisa Farris
Background (Describe purpose/rationale of the agenda item):
CPM Math Training

\section*{Fiscal Impact (Cost):}
2176.66

\section*{Funding Source:}

Title One

\section*{Recommended Action:}
```

\square Informational
DEnial/Rejection
\square Discussion

```
```Ratification
```

```Approval
```

```Explanation: Click here to enter text.
```

Adoption

## Originating Department/School: June

Submitted/Recommended By:


Principal/Department Head Signature
Reviewed by Cabinet Member $\qquad$ XL

Approved for Submission to the Governing Board:


Dr. Andy Johnsen, Superintendent

This form must be typed written and have all signatures before it will be placed on the agenda. All agenda item requests must be submitted for approval 10 days prior to the board meeting.

## LAKESIDE UNION SCHOOL DISTRICT

Name: $\qquad$ Paris

Dept./Site:

## CT Travel Information:

Name of Activity: Inspiration 5 A Ideas Implementation Course Location (City and State):


Travel Dates):


DETAIL OF EXPENSE


Miles @ \$ $\qquad$ Per Mile \$
I certify I have a current CA driver's license and CURRENT liability vehicle Insurance.
(Please initial): $\qquad$
Rental Car \$ $\qquad$ Rental Gas \$ $\qquad$
Taxi/Shuttle/Uber/Lift \$ $\qquad$ Hotel Parking \$ $\qquad$ Airport Parking \$ $100-$ MEALS Per Diem \$59 (\$15/\$16/\$28)




Select nights for
[Select One] dormitory lodging

Gender
[Select One]

Qty : $\quad 1$ Add to Cart

In Stock

## Description:

## Inspirations \& Ideas Implementation Course Workshop

This workshop is designed and a prerequisite for all teachers who will be using CPM's 8th grade intervention course, Inspirations \& Ideas. Participants will be immersed in a CPM classroom setting to experience the curriculum from the perspective of both a learner and an instructor. Several topics will be covered including course design, productive struggle, building relationships, numeracy, mindsets, brain research, and how to teach Inspirations \& Ideas with fidelity. This workshop will be facilitated by a contributing author and an experienced Inspirations \&/deas classroom teacher to provide participants with the best support possible.

- This workshop is only offered during CPM's Residential Workshop in Salt Lake City, Utah.
- This course is mandatory for all teachers using this course.

WHEN June 24-28, 2019

WHERE University of Utah in Salt Lake City
Space is limited. REGISTRATION DEADLINE HAS BEEN EXTENDED TO May 22, 2019 or when sold out!
COST $\$ 1,000$ Includes workshop registration and materials, dormitory lodging, meals (Sunday night through lunch Friday),
in addition to the following material:
1- Teacher Edition Bundle (Teacher Edition, 1 year access to eBook, and 1 class set of 8 Fraction Feud Card Decks).

These will be distributed at the workshop.
1 - Student Classroom Set (20 Student Textbooks and 20 Student Journals).
These will be shipped to the address you provide in checkout, after your workshop attendance has been
confirmed.

- Attendance of this workshop is mandatory in order to receive the Teacher Edition and Student Material
- Additional student material will only be available to purchase through our WebStore for those teachers who have attended this workshop
Transportation not included.
If Friday night stay is required to accommodate transportation constraints, please indicate when completing registration.


## SCHEDULE

## Inspirations \& Ideas Implementation Course Workshop: June 24-28, 2019

June 23: Meet and Greet Social ard Dinner
June 24-27: Workshops and Study Teams: $8 \mathrm{am}-5 \mathrm{pm}$ plus some evening sessions June 28: Workshops: 8am-2pm
Three one-hour follow-up webinars. TBD

## HOUSING NEEDS

Dormitory lodging is included in your registration. Please select the nights you will require dormitory lodging when completing your registration.

## Alternative Housing Option:

If you would rather stay in a hotel room we have a block of rooms at a greatly reduced rate at: University Guest House \& Conference Center
110 Fort Douglas Blvd.
Salt Lake City, UT, 84113.

* The University Guest House is a two-minute walk to where the workshop will be held.
- The cost is $\$ 125$ per night plus tax. The cost will vary depending on the length of the workshop.
- You must book and pay for your own room at the University Guest House.

To make reservations call 1-888-416-4075. Mention the group name CPM Educational Program
Conference 2019.
Reservation Cutoff Date: 5pm on Thursday, May 23, 2019



Icon legend

- WFi avalable Earive TV availabie Check-In ${ }^{8}$
Helpful information:
- Please read the fare rules associated with this purchase.

|  |  | \$0.00 |
| :---: | :---: | :---: |
|  |  | \$687.78 |
| ko chatroe pers. | SUBTOTAL TAXES | \$88.88 |
| Change your flight later without a fee. | TRIP TOTAL | \$776.66 |
| 1 Fravederemencemay appl: |  | show price brakkown |

TOTAL DUE NOW
\$776.66


Get a $\$ 200.00$ statement credit after first purchase. Earn 10,000 Rapid Rewards ${ }^{\circledR}$ points after you spend $\$ 500$ in your first 3 months.

Learn more >
YOU PAY TODAY \$776,66
CREDIT ON YOUR STATEMENT - $\$ 200.00$

TOTAL AFTER
STATEMENT CREDIT $\$ 576.66$

Not ready to buy yet? Save this flight for later

* 1 st and 2nd checked bags fiy free. Weight and size limits apply.
$\Leftrightarrow$ Add a Car Products not confirmed until purchase.

No worries, your flight will remain in your cart while you search for a car.


TOTAL DUE NOW
\$776.66

Not ready to buy yet? Save this flight for later.

* 1st and 2 no checked bags fly free. Weight and size Imits apply.


## LAKESTIDE UNTON SCHOOL DISTRTCT

Governing Board Meeting Date: June 20, 2019

## Agenda Item:

Memorandum of Understanding with Pacific Oaks College

## Background (Describe purpose/rationale of the agenda item):

To provide students of Pacific Oaks College teaching experience through practice teaching.

## Fiscal Impact (Cost):

The college will provide compensation to the supervising teacher.

## Funding Source:

N/A

## Recommended Action:

| $\square$ Informational | $\square$ Denial/Rejection |
| :--- | :--- |
| $\square$ Discussion | $\square$ Ratification |
| $\boxtimes$ Approval | $\square$ Explanation: |
| $\square$ Adoption |  |

## Originating Department/School: Educational Services

## Submitted/Recommended By:



Principal/Department Head Signature

Approved for Submission to the Governing Board:


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member $\qquad$

This form must be typed written and have all signatures before it will be placed on the agenda. All agenda item requests must be submitted for approval 10 days prior to the board meeting.

# MEMORANDUM OF AGREEMENT BETWEEN 

Pacific Oaks College<br>AND<br>Lakeside Union School District

This Memorandum of Agreement (the "Agreement") is entered into by and between Pacific Oaks College, a non-profit institution of higher education located at 55 Eureka Street, Pasadena, California (the "College"), and Lakeside Union School District located at 12335 Woodside Ave., Lakeside, CA 92040.

## 1. RECITALS

WHEREAS, the College is a California non-profit institution of higher education offering to its students degree programs in education; and

WHEREAS, directed teaching experience is a required and integral component of the College's education curriculum; and

WHEREAS, the College desires the cooperation of School District in the development and implementation of the directed teaching experience phase of its Education curriculum;

WHEREAS, the School District recognizes its professional opportunity and responsibility to participate in the training of Education students; and

WHEREAS, the School District wishes to join the College in the development and implementation of a directed teaching training program at School District for College's Education students.

NOW, THEREFORE, in consideration of the mutual agreements set forth herein, the College and the School District enter into this Agreement on the terms and conditions set forth below.

## II. The College and the School District mutually agree:

1. To collaborate to establish the educational objectives for the directed teaching program, devise methods for their implementation, and continually evaluate to determine the effectiveness of the directed teaching program.
2. The College agrees to select and assign students to School District for purposes of directed teaching. Any assignment of a Student Teaching Student to the School District shall be at the discretion of the College. However, School District reserves the right to interview any student selected by the College prior to accepting that student for training in the directed teaching program. Subject to the foregoing, students selected for assignment shall be assigned to School District for a period of time mutually determined in advance by the parties, which may be altered by 30 days written notice, with consideration given to the clinical staff and space availability.
3. The School District may, for good cause, refuse to accept or terminate a Directed Teaching Student assigned for placement at the School District.
4. For purposes of this Agreement, Student Teaching means active participation by a Student Teaching Student in the duties and function of classroom teaching under the direct supervision and instruction of employees of the School District holding valid credentials issued by the California Commission on Teacher Credentialing, other than emergency or provisional credentials, authorizing the employees to serve as classroom teachers in the schools/classrooms in which the directed teaching program is provided.
5. Student Teaching Students shall be students enrolled in College's teaching credential program who have completed the prerequisite coursework and are eligible for directed teaching placement with the School District. This includes the student being fingerprinted and completing a Certificate of Clearance or equivalent document on the CCTC website.
6. The parties acknowledge that many student educational records are protected by the Family Educational Rights and Privacy Act (FERPA) and that the permission of students must be obtained before student data can be released to anyone.
7. Student Teaching Students will be bound by all applicable Federal, State, and local laws and ordinances concerning the student privacy and the confidentiality of student records.

## III. The College agrees:

1. To designate a liaison or coordinator, hereinafter referred to as "Credential Analyst" to administer the College's responsibilities related to the program. At minimum, the College's Fieldwork Supervisor will visit each Student Teaching Student's school site to observe the Student Teacher and provide support to the Student Teacher and Master Teacher as necessary.
2. To assume responsibility for assuring the directed teaching program's compliance with the educational standards established by the California State Board of Education or any other relevant authority.
3. To provide prerequisite coursework, academic instruction and support for Student Teacher enrolled in the program.
4. To establish and maintain, as necessary for the implementation and performance of this Agreement, ongoing communication between the Credential Analyst, Fieldwork Supervisor, the School District's Supervising Principal and the School Site Mentor assigned by the School District on items pertinent to teacher education and supervision.
5. To direct the assigned Student Teacher to comply with the existing pertinent rules and regulations of the School District and all reasonable directions given by qualified School District personnel.
6. To supply the Credential Analyst at the School District with the appropriate forms to be used in evaluating the performance of the assigned Student Teacher.
7. To require the Student Teacher to provide, prior to the commencement of the Student Teaching assignment, such confidential on-boarding information as may be required by the School District or deemed necessary for the training and guidance of the Student Teacher.
8. To issue a stipend of $\$ 100.00$ per Student Teaching unit per semester to each Student Teacher's Master Teacher after completion of the close of the College's semester. The number of directed teaching units per semester will be determined by the College. In the event that an Student Teacher's placement is terminated, the Master Teacher shall receive payment from the College as though there had been no termination, except that if the Student Teacher is terminated before one half of the semester is completed, the Master Teacher shall be paid only one half of the stipend.

## IV. The School District agrees:

1. To designate a Credential Analyst who will be responsible for organizing and coordinating the planning and implementation of the intern teaching program, and administering School District's responsibilities under this Agreement.
2. To provide student teaching experience for College's Student Teaching Students.
3. To provide the physical facilities and equipment necessary to conduct the directed teaching program.
4. To designate a Master Teacher, mutually agreed upon by the School District and the College, to supervise the practical aspect of the Student Teacher's participation in the directed teaching program and provide support to the Student Teacher as necessary. The Master Teacher must be a professional who is validly credentialed by the California Commission on Teacher Credentialing, other than emergency or provisional credential, and authorized to serve as a classroom teacher in a school or classroom where directed teaching placement is provided.

5, To advise the College of any changes in personnel, operation or policies that may affect the directed teaching program.
6. To inform the Student Teacher of the School District's requirements (i.e., health status, criminal background) for acceptance into the School District's directed teaching program.
7. To provide the assigned Student Teacher with a copy of the School District's existing pertinent rules and regulations with which the Student Teacher is expected to comply.
8. To advise the College of any serious deficiency noted in the ability of an assigned Student Teacher to progress toward achievement of the stated objectives of the student teaching program. It will then be the mutual responsibilities of the assigned Student Teacher, the

Master Teacher, and the College's Credential Analyst to devise a plan by which the Student Teacher may be assisted to achieve the stated objectives.

## V. GENERAL TERMS AND CONDITIONS

1. The Agreement between the College and the School District shall be the governing legal document between the parties.
2. Non-Discrimination. Both parties shall comply with all federal, state, and local laws, rules, and regulations, and executive orders concerning non-discrimination in employment, education, and services on the actual or perceived basis of race, religion, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender or sexual orientation.
3. Indemnification. Each party shall defend, indemnify, and hold harmless the other its agents, affiliates, subsidiaries, officers, officials, employees, and volunteers from and against all claims, damages, losses, and expenses (including but not limited to attorney fees and court costs) arising from the acts, errors, mistakes, omissions, work or service of the indemnifying party, its agents, employees, or any tier of that party's subcontractors in the performance of this Agreement. The insurance requirements of this Agreement will not be construed as limiting the scope of this indemnification.
4. Insurance. Without limiting the indemnification obligations stated above, each party to this Agreement shall provide and maintain at its own expense a program of insurance covering its activities and operations hereunder. Such program of insurance shall include, but not be limited to, general liability and professional liability coverage. The School District's general liability insurance shall have minimum coverage of $\$ 1,000,000$ per occurrence and $\$ 3,000,000$ in the aggregate. The College's professional liability insurance shall carry a single limit of not less than $\$ 1,000,000$ per occurrence and $\$ 3,000,000$ in the aggregate.
5. Independent Contractor. College faculty, staff, and students are not officers, agents, or employees of the School District. Each party shall be solely liable for its own debt, obligations, acts, and omissions, including the payment of all liability, withholding, social security, worker's compensation, or other taxes or benefits on behalf of its employees.
6. Worker's Compensation Insurance. It is understood and agreed that College's students are not to be considered employees of the College or District and therefore students are not eligible for workers compensation insurance and the College or District does not maintain workers compensation insurance for student coverage. Rather, student interns are fulfilling specific requirements for pre-clinical or clinical experiences as part of a degree program. Student interns, in consideration of this service are paying for service under their tuition arrangements with the Institution.
7. Term. This Agreement shall be effective for a period of three years from the date of signature when executed by both parties. This Agreement will automatically renew unless
otherwise indicated in writing by one of the parties at least thirty (30) days prior to the end of the term.
8. Effective Date. The effective date of this Agreement is the date on which the agreement was duly executed.
9. Termination. The expectation of all parties is that the Student Teacher will complete the term of this agreement. Termination of this agreement with cause shall be in accordance with the academic policies of the qualifying degree program or the employment or volunteer policies of the School District. Any party may terminate this agreement without cause by giving the other party 30 days' notice of the intention to terminate. Termination of this agreement on the part of the College or School District is separate from termination of the Student Teacher's, Master Teacher's, or either Credential Analyst's employment. It is assumed that if there is an early termination of this agreement on the part of the Student Teacher, the School District or Master Teacher, that such a decision must include consultation with the qualifying degree program.
10. Notices. All notices required to be given under this Agreement shall be sufficient if sent by electronic mail, facsimile, or U.S. Mail as follows:

| For College: | Pacific Oaks College <br> Attn: Ashley Gossett |
| :--- | :--- |
|  | 45 Eureka Avenue |
|  | Pasadena, CA 91103 |
|  | Tel: 626.529 .8420 |
|  | Email: credentials@pacificoaks.edu |
| For School: $\quad$ | Lakeside Union School District |
|  | Attn: Kelly Gilbert |
|  | 12335 Woodside Ave. |
|  | Lakeside, CA 92040 |
|  | Email: kgilbert@lsusd.net |

11. Modification. This Agreement may be revised or modified only by mutual agreement and written amendment signed by both parties.
12. Severability. Each paragraph of this Agreement is severable from all other paragraphs. In the event any court of competent jurisdiction determines that any paragraph or subparagraph of the Agreement is invalid or unenforceable for any reason if same should occur by operation of law, all remaining paragraphs and subparagraphs will remain in full force and effect.
13. Waiver. The failure or delay of either party to exercise any right, power, or privilege under this shall not operate as a waiver of any such right, power, or privilege.
14. Assignment. Nothing in this Agreement shall be construed to permit the assignment by either party of any rights or obligations hereunder, and such assignment is prohibited
unless evidenced by the written consent of each of the parties. In addition, this Agreement contains all of the terms and conditions between the parties and may be amended only in a writing signed by each of the parties.
15. Governing Laws and Jurisdiction. This Agreement shall be governed by and construed pursuant to the laws of the State of California. In the event that a dispute arises in relation to this Agreement, all parties agree to submit to the jurisdiction of the courts of Los Angeles County, California.

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Understanding to be effective as of the day specified below.


## LAKESTDE UNTON SCHOOL DISTRTCT

Governing Board Meeting Date: June 20, 2019

## Agenda Item:

NWEA Map Assessment Pilot Purchase

## Background (Describe purpose/rationale of the agenda item):

Per the Differentiated Assistance and Program Implementation Review Process, the district is supporting the pilot implementation and administration of a universal screener as determined by the District Instructional Committees. In accordance with LCAP Goal 1, Action 1.5, the pilot universal screener selected is NWEA Map for the 2019-20 school year.

## Fiscal Impact (Cost):

$\$ 49,538.50$ for period 7/1/19 - 6/30/20

## Funding Source:

LCFF Base

## Recommended Action:

$\square$ Informational
Discussion
® Approval
Adoption

Denial/Rejection
Ratification
Explanation: Click here to enter text.

## Originating Department/School: Educational Services

## Submitted/Recommended By: Approved for Submission to the Governing Board:

Und
Principal/Department Head Signature


Dr. Andy Johnsen, Superintendent Reviewed by Cabinet Member $\qquad$

This form must be typed written and have all signatures before it will be placed on the agenda. All agenda item requests must be submitted for approval 10 days prior to the board meeting.

## Schedule A

| Company Address: | 121 NW Everett Street <br> Portland, OR 97209 |
| :--- | :--- |
| License Start Date: | $08 / 01 / 2019$ |
| License End Date: | $07 / 31 / 2020$ |
| Prepared By: | Scott Coffee |
| Phone: | scott.coffee@nwea.org |
| Email: | Lakeside Union School District |
| Bill To Name: | 12335 Woodside Ave. <br> Bill To Address: |
|  | Lakeside, CA 92040 |


| Created Date: | $06 / 04 / 2019$ |
| :--- | :--- |
| Quote Number: | 00020308 |
| Partner ID: |  |
| Contact Name: | Kim Reed <br> $(619) 390-2600$ <br> Phone: |
| Email: | kreed@Isusd.net |
| Ship To Name: | Lakeside Union School District <br> Ship To Address: |
|  | 12335 Woodside Ave <br> Lakeside, CA 92040 |


| Product | Sales Price | Quantity | Total Price |
| :--- | ---: | ---: | ---: |
| MAP Growth Basics Workshop | $\$ 3,500.00$ | 1 | $\$ 3,500.00$ |
| Professional Learning Workshop (full-day) | $\$ 3,500.00$ | 1 | $\$ 3,500.00$ |
| Growth Report +1hr Virtual Consulting | $\$ 0.00$ | 1 | $\$ 0.00$ |
| MAP Growth K-2 (incl. English \& Spanish) | $\$ 13.50$ | 625 | $\$ 8,437.50$ |
| MAP Growth Math, Reading, \& Language (incl. English \& Spanish) | $\$ 13.50$ | 2,526 | $\$ 34,101.00$ |


| Quote Subtotal | $\$ 49,538.50$ |
| ---: | ---: |
| Estimated Tax | $\$ 0.00$ |
| Grand Total | $\$ 49,538.50$ |

## Notes

1.MAP Growth Basics (This required onetime fee includes an implementation specialist, continued access to the Professional Learning online courses/workshops, and a dedicated Account Manager for ongoing support) 2. MAP Growth and MAP Growth K-2 licenses can be mixed to meet the needs of the school/district. We can determine license distribution at time of implementation at no cost.

Spanish language assessments for MAP Growth and MAP Reading Fluency are anticipated to be available no later than August 1, 2019.

## Terms and Conditions

This Schedule A is subject to NWEA's terms and conditions located at: https://legal. nwea.org/. By signing this Schedule A you agree you have read and understood the terms and agree to them.

If this schedule includes virtually delivered professional learning or workshops, then cancellation is subject to the Virtual Workshop Cancellation Policy: at http://legal.nwea.org/supplementalterms.html.

Information about NWEA's collection, use, and disclosure of Student Information can be found here:
https://legal.nwea.org/nwea-privacy-and-security-for-pii.html
NWEA's W9 can be found at: https://legal.nwea.org/nwea-w-9.html
Until this Schedule A is signed, the terms identified here are valid for 90 days from the date above. Please confirm the billing address, or specify changes to your account manager.

Measuring What Matters"

## Signature

Signature:
Printed Name:

Date:
Title

## LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 6/20/19

## Agenda Item:

## Resolution for Child Development Contrac $\dagger$

Background (Describe purpose/rationale of the agenda item):
A resolution authorizing the District to enter into a contract with California Department of Education for Child Development Services, and authorizing the Superintendent to sign the contract documents for fiscal year 2019-2020.

Fiscal Impact (Cost):
N/A

## Funding Source:

## Preschool

## Recommended Action:

$\square$ Informational
$\square$ Discussion
区 Approval

Denial
Ratification
Explanation: Click here to enter text.

Originating Department/School: Superintendent's Office

Submitted/Recommended By:


Principal/Department Head Signature

Approved for Submission to the Governing Board:


Dr. Andy Johnsen, Superintendent


JOHN V. BUTZ HOLLY FERRANTE ANDREW HAYES BONNIE LACHAPPA RHONDA TAYLOR

## RESOLUTION 2020-01

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2019/20.

BE IT RESOLVED that the Governing Board of the Lakeside Union School District, and the persons who are listed below, are authorized to sign the transaction for the Governing Board.


PASSED AND ADOPTED, this $20^{\text {th }}$ day of June 2019 by the Governing Board of the Lakeside Union School District of San Diego County, California.

I, Bonnie LaChappa, Clerk of the Governing Board of the Lakeside Union School District of San Diego County, California, certify that the foregoing is a full, true, and correct copy of a resolution adopted by the said Board at a regular meeting thereof held at the Lakeside Administration Office at the regular time and the resolution is on file in the office of said Board.

June 20, 2019
Date
$\overline{\text { Bonnie LaChappa, Clerk of the Board }}$

## HAKESTDE UNTON SCHOOL DMSTRTCT

Governing Board Meeting Date: June 20, 2019

## Agenda Item:

CSPP contract execution 2019/20 (State preschool)
Background (Describe purpose/rationale of the agenda item):
Must be done annually to have a contract with the CDE for State preschool
Fiscal Impact (Cost):

## N/A

## Funding Source:

## Recommended Action:

```
Informational
\square \mp@code { D i s c u s s i o n }
Denial/Rejection
| Approval
\square \text { Adoption}
Ratification
Approval \(\square\) Explanation: Click here to enter text.
Adoption
```

Originating Department/School: LEAPP/Lindo Park State Preschool
Submitted/Recommended By: Approved for Submission to the Governing Board:


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member

This form must be typed written and have all signatures before it will be placed on the agenda. All agenda item requests must be submitted for approval 10 days prior to the board meeting.

## CONTRACT CHECKLIST

Please note that every form is required.

## Contractor name LaKEsidellNion ElEmENtaRy School contract \# CSPP- 9456

Place a check mark next to each item being returned.
Checklist

Two (2) signed (in blue ink) child care contracts with original signatures

- Did you include your printed name, title, and address?
- Is all of the contract language visible?
$\square$ Two (2) signed Contractor Certification Clauses (CCC-4/2017)
- Did you fill in ALL spaces including Federal ID Number?
$\square$ Two (2) signed California Civil Rights Laws Certifications (CO-005)
$\square$ Board resolution or minutes authorizing execution of contract and/or authorizing delegation of authority (if applicable)

Mail all signed contracts and completed documents as soon as possible to:

# Contracts, Purchasing, and Conference Services California Department of Education <br> 1430 N Street, Suite 2213 Sacramento, CA 95814-5901 

DATE: July 01, 2019
CONTRACT NUMBER: CSPP-9456
PROGRAM TYPE: CALIFORNIA STATE PRESCHOOL PROGRAM
PROJECT NUMBER: 37-6818-00-9

## CONTRACTOR'S NAME: LAKESIDE UNION ELEMENTARY SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the CONTINUED FUNDING APPLICATION FY 19-20, the GENERAL TERMS AND CONDITIONS* (GTC 04/2017), the STATE PRESCHOOL PROGRAM REQUIREMENTS*, and the FUNDING TERMS AND CONDITIONS* (FT\&C), which are by this reference made a part of the Agreement. Where the GTC 04/2017 conflicts with either the Program Requirements or the FT\&C, the Program Requirements or the FT\&C will prevail.

Funding of this Agreement is contingent upon appropriation and availability of sufficient funds. This Agreement may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this Agreement.

The period of performance for this Agreement is July 01, 2019 through June 30, 2020. For satisfactory performance of the required services, the Contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount section of the FT\&C, at a rate not to exceed $\$ 48.28$ per child day of full time enrollment and a Maximum Reimbursable Amount (MRA) of \$262,542.00.

## Service Requirements

Minimum Child Days of Enrollment (CDE) Requirement $\quad 5,438.0$
Minimum Days of Operation (MDO) Requirement 182
Any provision of this Agreement found to be in violation of Federal or State statute or regulation shall be invalid, but such a finding shall not affect the remaining provisions of this Agreement.

Items shown with an asterisk (*) can be viewed at https://www.cde.ca.gov/fg/aa/cd/ftc2019.asp

| STATE OF CALIFORNIA |  | $\wedge 7 \mathrm{CON}$ | TOR |
| :---: | :---: | :---: | :---: |
| BY (AUTHORIZED SIGNATURE) |  |  |  |
| PRINTED NAME OF PERSON SIGNING Jaymi Brown, |  | PRINTED NAME AND IITLE OF PERSON SIGNING |  |
| ${ }^{\text {TITLE }}$ Contract Manager |  | ADDRESS |  |
| AMOUNT ENCUMBERED BY THIS DOCUMENT | PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs | FUND TITLE General | Department of General Services use only |
| \$ 262,542 | $\begin{array}{\|c\|} \hline \text { (OPTIONAL USE) O656 } \\ 23038-6818 \\ \hline \end{array}$ |  |  |
| PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT <br> \$ <br> 0 |  |  |  |
|  | ITEM 30.10 .010. CHAPTER <br> 6100-196-0001 B/A | STATUTE FISCAL YEAR <br> 2019 $2019-2020$ |  |
| TOTAL AMOUNT ENCUMBERED TO DATE <br> \$ $262,542$ | OBJECT OF EXPENDITURE (CODE AND TITLE) |  |  |
| Thereby certify upon my own personal knowhedge that budgeted funds are available for the period and purpose of the expenditure stated above. |  | T.B.A. NO. B.R. NO. |  |
| SIGNATURE OF ACCOUNTING OFFICER |  | DATE |  |

## CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

| Contractor/Bidder Firm Name (Printed) | Federal ID Number |
| :--- | :--- |
| By (Authorized Signature) |  |
| Printed Name and Pitle of Person Signing |  |
| Date Executed | Executed in the County of |

## CONTRACTOR CERTIFICATION CLAUSES

1. STATEMENT OF COMPLIANCE: Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code $\S 12990$ (a-f) and CCR, Title 2, Section 11102) (Not applicable to public entities.)
2. DRUG-FREE WORKPLACE REQUIREMENTS: Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:
a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.
b. Establish a Drug-Free Awareness Program to inform employees about:
1) the dangers of drug abuse in the workplace;
2) the person's or organization's policy of maintaining a drug-free workplace;
3) any available counseling, rehabilitation and employee assistance programs; and,
4) penalties that may be imposed upon employees for drug abuse violations.
c. Every employee who works on the proposed Agreement will:
5) receive a copy of the company's drug-free workplace policy statement; and,
6) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.
Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the
certification by failing to carry out the requirements as noted above. (Gov. Code $\S 8350$ et seq.)
3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

## 4. CONTRACTS FOR LEGAL SERVICES $\$ 50,000$ OR MORE- PRO BONO

REQUIREMENT: Contractor hereby certifies that Contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lessor of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or $10 \%$ of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.
5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

## 6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.
b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).
7. DOMESTIC PARTNERS: For contracts of $\$ 100,000$ or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.3.
8. GENDER IDENTITY: For contracts of $\$ 100,000$ or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.35.

## DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):
1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.
2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):
1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.
2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12 -month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code $\S 10430$ (e))
2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's

Compensation or to undertake self-insurance in accordance with the provisions, and Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)
3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)
4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

## 5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.
b. "Doing business" is defined in R\&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.
c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.
6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.
7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.
8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

## CALIFORNIA CIVIL RIGHTS LAWS CERTIFICATION

Pursuant to Public Contract Code section 2010, if a bidder or proposer executes or renews a contract in the amount of $\$ 100,000$ or more on or after January 1, 2017, the bidder or proposer hereby certifies compliance with the following:

1. CALIFORNIA CIVIL RIGHTS LAWS: For contracts $\$ 100,000$ or more, executed or renewed after January 1, 2017, the contractor certifies compliance with the Unruh Civil Rights Act (Section 51 of the Civil Code) and the Fair Employment and Housing Act (Section 12960 of the Government Code); and
2. EMPLOYER DISCRIMINATORY POLICIES: For contracts $\$ 100,000$ or more, executed or renewed after January 1, 2017, if a Contractor has an internal policy against a sovereign nation or peoples recognized by the United States government, the Contractor certifies that such policies are not used in violation of the Unruh Civil Rights Act (Section 51 of the Civil Code) or the Fair Employment and Housing Act (Section 12960 of the Government Code).

## CERTIFICATION

| I, the official named below, certify under penalty of perjury under the laws <br> of the State of California that the foregoing is true and correct. <br> Proposer/Bidder Firm Name (Printed) | Federal ID Number |
| :--- | :--- | :--- |
| By (Authorized Signature) |  |
| Printed Name and'Title of Person Signing |  |
| Date Executed | Executed in the County and State of |

## LARESHOE MNMON SCHOOLOESTRTCT

Governing Board Meeting Date: June 20, 2019

## Agenda Item:

Compromise and Release Agreement
Background (Describe purpose/rationale of the agenda item):
LSUSD and student reached a compromise and release agreement with the student and district attorneys.

## Fiscal Impact (Cost):

Tuition for NewBridge Nonpublic school not to exceed \$10'000.00, Attorney Fees \$2'000.00. Total amount: \$12'000.00.

## Funding Source:

Special Education

## Recommended Action:

- Informational
$\square$ Denial/Rejection
$\square$ Discussion
$\square$ Ratification
囚 Approval
$\square$ Explanation: Click here to enter text.Adoption


## Originating Department/School: Special Education

Submitted/Recommended By: Christine Sinatra Approved for Submission to the Governing Board:


This form must be typed written and have all signatures before it will be placed on the agenda. All agenda item requests must be submitted for approval 10 days prior to the board meeting.

# LAKESIDE UNION SCHOOL DISTRICT 

Governing Board Meeting Date: June 20, 2019

## Agenda Item:

Contract with San Diego Center for Children and the East County Outpatient Counseling Program 7/1/2019 through 6/30/2021.

Background (Describe purpose/rationale of the agenda item):
LUSD would like to continue the relationship with the San Diego Center for Children and the East County Outpatient Counseling Program for mental health services to including individual, collateral, family and group psychotherapy services, medication support and case management services under the Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Funded Mental Health Services to Medi-Cal eligible children/youth and under the Mental Health Services Act (MHSA) to eligible SED children/youth.

## Fiscal Impact (Cost):

None.

## Funding Source:

Provider shall provide EPSDT and MHSA funded services to eligible children/youth referred by the District by employing qualified staff, per state and federal regulations governing such, and as set forth in Provider's Contract with County.

Addresses Emphasis Goal(s):
ㅁ \#1: Academic Achievement
凹 \#2: Social Emotional $\square$ \#3: Physical Environments
Recommended Action:

- InformationalDenial/RejectionDiscussionRatificationApprovalExplanation: Click here to enter text.Adoption

Originating Department/School: Pupil Services


## MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into, by and between San Diego Center for Children and East County Outpatient Counseling Program ("Provider"), and Lakeside Union School District ("District"), with respect to the following matters:
A. The parties to this MOU desire to provide mental health services, including individual, collateral, family and group psychotherapy services, medication support and case management services under the Early and Periodic Screening, Diagnosis and Treatment (EPSDT) Funded Mental Health Services to Medi-Cal eligible children/youth and under the Mental Health Services Act (MHSA) to eligible SED children/youth.
B. The parties desire to enter into this MOU to set forth their respective responsibilities with respect to the delivery of EPSDT and MHSA services.
C. This agreement shall be effective from $\qquad$ 7/01/2019 $\qquad$ through
6/30/2021 $\qquad$ . It is the intention of the parties to renew this agreement or negotiate subsequent agreements to continue to provide EPSDT and MHSA services when the term of this contract expires.

NOW THEREFORE, the parties agree as follows:

1. Program Description. The EPSDT and MHSA Services shall be provided in accordance with the following:
a) PROVIDER shall provide services to children/youth who meet the eligibility criteria pursuant to Federal and State law governing EPSDT and MHSA Funded Services and the Provider's Contract with County for the provision of EPSDT and MHSA Funded Services.
b) EPSDT and MHSA Funded Services may include individual, collateral, family and group psychotherapy services, medication support and case manage4ment services, as authorized by Federal and State law and approved by the Contract County holds with the provider.

## 2. Termination.

This MOU may be terminated at any time upon the mutual agreement of the parties or upon thirty (30)days prior written notice from any party. Those authorized to receive notice for the parties are set forth below:

For the Provider: Diana Landis, Director of Finance, or Designee, Cheryl Rode, Director of Clinical
$\qquad$
3. District Responsibilities. The District's responsibilities shall include the following:
a) Designation of consistent location within each school or other mutually agreed upon locations to be used by EPSDT and MHSA Services.
b) Dates and times to be agreed upon by the parties including year round service location when school is not in session.
c) Promotion of EPSDT and MHSA Funded services in the District schools and community.
d) Assist in identification and referral of eligible students to Provider for EPSDT and MHSA funded services.
e) Designation of staff to act as a liaison with Provider and County Liaison to assist in the implementation of EPSDT and MHSA Funded services.
f) Facilitation and participation in cross-system training.
g) Facilitation of family member's access to family treatment on campus when indicated.

## LAKESIDE UNION SCHOOL DISTRICT

## Governing Board Meeting Date: June 20, 2019

## Agenda Item:

Ratify Bid No. 2019C-04 through the CUPCCAA informal bid process for the clearing of vacant property at Lakeside Farms Elementary School to create additional parking and authorize staff to enter into a contract with Anton's Services Inc.

Background (Describe purpose/rationale of the agenda item):
A "notice inviting bids" was sent to vendors who have registered to be on the District's qualified vendors list for CUPCCAA. Two vendors replied to the bid and submitted proposal to the District for review. Anton's Services Inc. submitted the lowest bid as evidenced in the chart below.

The bids are as follows:

| Bidder | Bid Amount |
| :--- | :--- |
| Anton's Services Inc. | $\$ 62,500.00$ |
| Watkins Envirometal Inc. | $\$ 72,664.00$ |
| Dick Miller Construction (DMI) | Non Responsive |

It is recommended that the Governing Board award the CUPCCAA informal bid to Anton's Services, Inc in the amount of $\$ 62,500.00$. Even though there was only two bidders, the amount of the bids are within the cost estimate and budget and is considered fair and reasonable.

Fiscal Impact (Cost):
$\$ 62,500.00$

## Funding Source:

Bond Fund - Measure L-Series B

## Addresses Emphasis Goal(s):

- \#1: Academic Achievement
\#2: Social Emotional
- \#3: Physical Environments


## Recommended Action:



DGS Certified DBE \#42379
Contractor's License \#861069
General Engineering, Demolition \& Environmental

## Bid

6-7-2019
To: Lakeside Union School District
Attn: Todd Owens
Project: Clearing Vacant lot next to Lakeside Farms Elementary

## Scope of Work:

1. Removal of all trash around site
2. Removal of sheds and fences
3. All concrete and asphalt to be crush on site - spread out per Todd Owens
4. Clearing and grubbing of all vegetation - all tree mulch to be left on site and spread per Todd Owens
5. Site to be smooth graded for vehicle access

## Total Cost: $\$ 60,000.00$

Add Alt: Water Meter and Service fees: \$2500.00
Inclusions: Supervision, Labor (Prevailing-Wage), Equipment and Disposal Cost.

Exclusions: Anything not included in stated scope of work. Permits, above and below ground Utilities, Overtime, unknown site conditions, etc.

Thank you,
Anton Botter II
Anton's Service, Inc.
619-579-9000 office
619-654-4565 cell
619-749-5597 fax

## LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: June 20, 2019

Agenda Item:
Approval of the Citizens' Bond Oversight Committee 2017-18 Annual Report.
Background (Describe purpose/rationale of the agenda item):
Per the Citizens' Bond Oversight Committee (CBOC) bylaws, Committee Member, David Suter, shall present the 2017-18 CBOC Committee's Annual Report in a public session to the Board for approval. The Annual Report shall include a statement indicating the District's compliance with Article XIIA, Section 1 (b)(3) of the California Constitution as well as a summary of the Committee's proceedings and activities for the preceding year.

## Fiscal Impact (Cost):

N/A

## Funding Source:

N/A

## Addresses Emphasis Goals):

\# \#1: Academic Achievement\#2: Social Emotional

- \#3: Physical Environments

Recommended Action:

InformationalDenial/RejectionDiscussionRatificationApproval
Adoption
Explanation: Click here to enter text.

Originating Department/School: Business Services

Submitted/Recommended By:


Erin Garcia, Assistant Superintendent Reviewed by Cabinet Member

Approved for Submission to the Governing Board:


Dr. Andy Johnsen, Superintendent


## CBOC Members:

David Suter
Frank Hilliker
Joe Gonzales
John Heredia
Kathy Kassel
Michael McGrath

## Contact the CBOC:

12335 Woodside Avenue
Lakeside, CA 92040
https://www.Isusd.net/Page/271

## Website:

www.Isusd.net

## About LUSD

Bond Program

## CBOC Meetings:

Meetings are open to the public.
Check the website for meeting
times, agendas, and minutes

## 2019 CBOC Meeting Schedule:

Wednesday, April 24, 2019
Wednesday May 29, 2019

All meetings are at $4: 30 \mathrm{pm}$ unless stated otherwise.

## Lakeside Union School District Citizens' Bond Oversight Committee

## 2017-2018 Annual Report For Proposition V and Measure L

## To: The Board of Trustees and the Citizens of the Lakeside Union School District

The Citizens' Bond Oversight Committee is pleased to present its Annual Report to the Community. The CBOC is an independent committee appointed to inform the public concerning the Lakeside Union School District's voter-approved bond programs.
The annual financial and performance audit was completed by the independent Certified Public Accounting firm of Wilkinson Hadley King \& Co., LLP. As in all previous years, the audit results were favorable with no instances of noncompliance.
Citizens' Bond Oversight Committee (CBOC) meetings are open to the public. Please check the website for meeting times, agendas, and minutes: https://www.Isusd.net/Page/7

For the 2017-2018 fiscal year, the committee found the following:

1. Bond funds have been expended consistent with the bond language;
2. No bond proceeds have been used for teacher, administrative salaries, or school operating expenses; and
3. An annual independent performance audit and financial audit have been completed as required.

Please visit the website for the History of Proposition V and Measure L Bonds: https://www.Isusd.net/Domain/58

## FUTURE PROJECTS

Lakeside Union School District issued $\$ 15$ million of bond funds in Fall 2018. The bond sale has allowed the District to begin the following projects in the Summer of 2019.

| SCHOOL | PROJECT | YEAR |
| :--- | :--- | :--- |
| Eucalyptus Hills \& Winter Gardens | Replace fire alarm control panel with <br> the new modern code - compliant <br> panel | 2019 |
| Eucalyptus Hills \& Winter Gardens | Shade structure for playground | 2019 |
| Central Kitchen | Repair refrigeration units, equipment <br> \& electrical upgrades, improve layout <br> for labor efficiency | 2019 |
| Lemon Crest | Install concrete walkways for <br> student/staff to walk under protected <br> overhangs | 2019 |
| LEAPP Preschool | Replace toilets and fix drains in <br> restrooms | 2019 |
| Lakeside Farms | Replace carpet (entire site) | 2019 |
| Lakeside Middle School | Replace roof and flooring at Old Hall <br> Building | 2019 |
| Lindo Park | Replace HVAC units on 10 portable <br> buildings | 2019 |

- For a complete list of Future Projects please visit our website.
https://www.Isusd.net/Page/7039


## LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: June 20, 2019

## Agenda Item:

Enrollment Report for months 9 (ending 5/03/2019) and 10 (ending 5/31/2019)
Background (Describe purpose/rationale of the agenda item):

## Click here to enter text.

Fiscal Impact (Cost):
N/A
Funding Source:
Click here to enter text.
Addresses Emphasis Goal(s):\#1: Academic Achievement\#2: Social Emotional\#3: Physical Environments
Recommended Action:

区
Informational
DiscussionApproval
AdoptionDenial/RejectionRatification
$\qquad$

## Originating Department/School: Business Services

Submitted/Recommended By:



| YEAR OVER YEAR COMPARISON |  |  |  |  |  |  |  |  |  |  |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| MONTH M1 | SEP <br> M2 | OCT <br> M3 | NOV <br> M4 | DEC <br> M5 | JAN <br> M6 | FEB <br> M7 | MAR <br> M8 | APR <br> M9 | MAY <br> M10 | JUN <br> M11 |  |
| $\mathbf{2 0 1 8 - 2 0 1 9 ~}$ | 5073 | 5054 | 5054 | 5046 | 5098 | 5110 | 5098 | 5090 | 5081 |  |  |
| $\mathbf{2 0 1 7 - 2 0 1 8}$ | 5164 | 5179 | 5161 | 5153 | 5211 | 5208 | 5183 | 5159 | 5151 | 5135 | 5101 |
| $\mathbf{2 0 1 6 - 2 0 1 7}$ | 5051 | 5039 | 5045 | 5031 | 5103 | 5091 | 5080 | 5059 | 5071 | 5050 | 5023 |
| $\mathbf{2 0 1 5 - 2 0 1 6}$ | 5087 | 5100 | 5083 | 5077 | 5138 | 5124 | 5139 | 5121 | 5107 | 5081 | 5056 |
| $\mathbf{2 0 1 4 - 2 0 1 5}$ | 5003 | 5005 | 4010 | 4992 | 4986 | 5040 | 5008 | 5021 | 5015 | 5006 | - |
| $\mathbf{2 0 1 3 - 2 0 1 4}$ | 4835 | 4817 | 4823 | 4825 | 4848 | 4834 | 4790 | 4818 | 4813 | 4790 | - |
| $\mathbf{2 0 1 2 - 2 0 1 3}$ | 4395 | 4387 | 4372 | 4365 | 4369 | 4375 | 4363 | 4367 | 4365 | 4348 | - |


| BARONA INDIAN | GRADE | TK/K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | TOTAL |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| CHARTER SCHOOL |  | 9 | 10 | 14 | 11 | 12 | 13 | 9 | 12 | 7 | 97 |


| RIVER VALLEY | GRADE | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 39 | 50 | 57 | 63 | 55 | 45 | 309 |



| YEAR OVER YEAR COMPARISON |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| MONTH | AUG M1 | $\begin{gathered} \text { SEP } \\ \text { M2 } \end{gathered}$ | $\begin{gathered} \text { OCT } \\ \text { M3 } \end{gathered}$ | $\begin{gathered} \text { NOV } \\ \text { M4 } \end{gathered}$ | $\begin{gathered} \text { DEC } \\ \text { M5 } \end{gathered}$ | $\begin{aligned} & \text { JAN } \\ & \text { M6 } \end{aligned}$ | $\begin{aligned} & \text { FEB } \\ & \text { M7 } \end{aligned}$ | $\begin{gathered} \text { MAR } \\ \text { M8 } \end{gathered}$ | $\begin{gathered} \text { APR } \\ \text { M9 } \end{gathered}$ | $\begin{aligned} & \text { MAY } \\ & \text { M10 } \end{aligned}$ | JUN M11 |
| 2018-2019 | 5073 | 5054 | 5054 | 5046 | 5098 | 5110 | 5098 | 5090 | 5081 | 5070 |  |
| 2017-2018 | 5164 | 5179 | 5161 | 5153 | 5211 | 5208 | 5183 | 5159 | 5151 | 5135 | 5101 |
| 2016-2017 | 5051 | 5039 | 5045 | 5031 | 5103 | 5091 | 5080 | 5059 | 5071 | 5050 | 5023 |
| 2015-2016 | 5087 | 5100 | 5083 | 5077 | 5138 | 5124 | 5139 | 5121 | 5107 | 5081 | 5056 |
| 2014-2015 | 5003 | 5005 | 4010 | 4992 | 4986 | 5040 | 5008 | 5021 | 5015 | 5006 | - |
| 2013-2014 | 4835 | 4817 | 4823 | 4825 | 4848 | 4834 | 4790 | 4818 | 4813 | 4790 | - |
| 2012-2013 | 4395 | 4387 | 4372 | 4365 | 4369 | 4375 | 4363 | 4367 | 4365 | 4348 | - |


| BARONA INDIAN | GRADE | TK/K | $\mathbf{1}$ | $\mathbf{2}$ | $\mathbf{3}$ | $\mathbf{4}$ | $\mathbf{5}$ | $\mathbf{6}$ | $\mathbf{7}$ | $\mathbf{8}$ |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | CHARTER SCHOOL |  | 9 | 10 | 14 | 11 | 12 | 13 | 9 | 12 | 8 |


| RIVER VALLEY | GRADE | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 38 | 50 | 57 | 63 | 54 | 45 | 307 |

## LUSD BOARD CORE VALUE \#5

## Effective Governance

As a Board of Trustees, we believe that a fiscally sound budget that is reflective of the district's vision is imperative to the financial stability of the district and to attainment of its goals. We believe that our governance of the district sets the tone for the organization and provides a model for students and staff of effective dialogue, decision-making and leadership. We believe in open, honest communication, trusting relationships, and integrity
in all we do, and strive to model this consistently, both among

Board members and between the Board and the Superintendent.

## LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 6/20/19

## Agenda Item:

Administrative Regulation 3350, Travel Expenses
Background (Describe purpose/rationale of the agenda item):
Review: Regulation updated to reflect minor changes to stay aligned with current policy.

Fiscal Impact (Cost):
N/A
Funding Source:
N/A
Recommended Action:

```
| Informational
```

```Denial
\(\square\) Discussion
Ratification
\(\square\) Approval Explanation: Click here to enter lext.
```

```Adoption
```

Originating Department/School: Superintendent's Office

Submitted/Recommended By:


Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member:

## TRAVEL EXPENSES

## Background Information

In accordance with Policy 3350, employees may be directed or permitted to attend conferences, and workshops, to travel for the purpose of recruiting personnel, to visit other school districts, to appear before legislative committees, and to perform other out-of-district travel which is in the interests of the school district.

## Procedure

- Requests for travel and conference shall be made through an employee's supervisor, at least fifteen (15) days in advance. Employees must complete the Travel Authorization (TA) paper form, or complete a TA in People Soft ESS.
- All out of state travel is subject to approval by the Board prior to the travel date.


## Conference-Meeting Registration Fees

A purchase order may be issued for advance payment of conference registration fees. If the employee pays registration fees, employee may be reimbursed with the submission of original receipts and substantiation of attendance.

## Travel Expense Report

All travel expense reports must be filed within ten fifteen (105) days from the date of return. Substantiation of travel is required which includes beginning and ending time, location and business purpose of trip. Registration form or meeting agenda from workshop must be included.

Original itemized receipts must be submitted for all expenses with the claim. Credit card vouchers are not acceptable. Employees that have been issued a District credit card may charge expenses while on authorized district travel. Receipts shall be submitted promptly. Do not use district-issued credit card for meals; follow per-diem meal allowances below. A purchase order may be issued for advanced payment of conference registration fees.

## Meal Allowance

Federal guidelines for meals will be used as a guide for reimbursement. Meal reimbursement may only be claimed when an overnight stay is required. Criteria for claiming per diem meal expenses is as follows, along with maximum meal reimbursement amounts. Payment of a gratuity must be reasonable and customary, and shall not exceed 18 percent. Per diem amounts for meals is considered to be inclusive of the gratuity and all taxes. The chart below pertains to the beginning or ending of travel.

## TRAVEL EXPENSES

## Meal Allowance (Continued)

| Meal | Maximum | Travel Starts At or <br> Before: | Travel terminates At or <br> Before: |
| :--- | :--- | :--- | :--- |
| Breakfast | $\$ 15$ | May be claimed if travel <br> began at or prior to 6:00 <br> a.m. (i.e. If Rachel left San <br> Diego for San Jose at 5:45 <br> a.m., so she may claim <br> breakfast per diem). | May be claimed if travel <br> terminated at or after 9 a.m. <br> (i.e. If Rachel returned from <br> her trip to San Jose at 9:30 <br> a.m., so she may claim <br> breakfast per diem). |
| Lunch | $\$ 16$ | May be claimed if travel <br> began at or prior to 11:00 <br> a.m. | May be claimed if travel <br> terminated at or after 2:00 <br> p.m. |
| Dinner | $\$ 28$ | May be claimed if travel <br> began at or prior to 4:00 <br> p.m. | May be claimed if travel <br> terminated at or after 7:00 <br> p.m. |
| Maximum <br> Daily Per <br> Diem | $\$ 59$ |  |  |

- Only the employee can claim their individual meals. You cannot be reimbursed for a co-worker's meal.
- Note: Full meals included in airfare, hotel, and conference fees, or otherwise provided may not also be claimed for reimbursement. The same meal may not be claimed more than once on any date (this occurs, for example, when a lunch is included in registration but employees choose to dine elsewhere). Continental breakfasts of rolls, coffee, and juice provided by hotel or conference are not considered full meals. If the employee has special dietary needs due to medical conditions or food allergies, and meal accommodations are not provided by the hotel or conference, reimbursement may be submitted with explanation.
- Alcoholic beverages are not an allowable expense.


## Transportation

Travel shall be accomplished with the least total cost to the District and the most practical in terms of time spent by personnel away from the District.

## TRAVEL EXPENSES

## Transportation (Continued)

- Airfare is restricted to economy rates unless approved by the Superintendent. Total air travel costs include mileage to and from the departure airport, tolls, parking, and the lowest cost alternative shuttle service from the destination airport to the meeting location. Approved airfare will be reimbursed after completion of travel.
- Private vehicle transportation will be reimbursed at a rate not to exceed the authorized IRS rate.
- Car pools are to be arranged when two or more employees are being transported in privately-owned automobiles to the same destination, unless other official business circumstances make such pooling impractical and more costly.
- Employees who utilize private vehicles in the course of their official duties shall have in their possession a valid California driver's license and carry current automobile insurance with at least minimum coverage for liability and property damage as specified by the State of California.
- Employees may claim mileage based on documentation of mileage traveled, i.e. printed documentation from an online mapping program such as "Mapquest" or "Google Maps". Mileage claimed will be lesser amount from the employee's work site or home.
- Bridge tolls and parking fees will be reimbursed with original receipts.
- Rental vehicles will not be allowed unless no other means of transportation from the destination airport to the meeting location is available. A rental vehicle may be approved if travel among various locations at the destination is required and not otherwise reasonably available. The District will pay for a rental vehicle in the economy to standard classification or, if the number of District passengers warrants, a van. In no case will the District pay the additional cost for premium, luxury or sport utility vehicle rentals. The "loss damage waiver" must be purchased and will be considered a reimbursable cost.


## Lodging

Lodging shall be an allowable District expense if an approved trip cannot be completed within twelve (12) hours, or if travel must begin earlier than 6:00 a.m. in order to reach the intended destination at the required time. In such cases, hotel accommodations at the single occupancy rate will be allowed.

In order to minimize District expense, employees should request the hotel's "government rate" when making reservations and should ask if the hotel accepts occupancy tax exemption waivers for government employees.

The District has the right to deny or modify unreasonable requests if a less expensive alternative is available.

## TRAVEL EXPENSES

## Lodging (Continued)

Hotel accommodations should be paid for by requesting an advance payment to the hotel or by using a personal credit card to hold the reservation.

Original paid receipts are required for all lodging expenses. Receipts for lodging must have a detailed breakdown of expenses from the hotel. Credit card receipts of lodging expenses are not acceptable for substantiating expenses.

## Miscellaneous Expenses

Miscellaneous expenses such as purchase of conference materials, telephone, internet or fax expenses, or taxicab or shuttle fares may be reimbursed if necessary for official District business and approved by the supervisor.

## Non-Reimbursable Expenses

- Personal expenses such as entertainment, transportation to and from entertainment, leisure tours, alcoholic beverages, gifts, personal telephone calls, or expenses for guests/spouses/friends.
- Lodging for workshops within normal commuting distance of employee's home (usually less than fifty (50) miles).


## Non-Attendance by Employee

If the employee does not attend the conference/meeting for which any advance payment was made, the employee will reimburse the District for any fees that were not refunded to the District.

## Travel Expense Advance Payment

Advance funds for out of pocket expenses (mileage, hotel, meals) may be requested for all employees that do not have a district issued credit card.

## Use of District Credit Card for Travel

A district issued credit card can be used to make hotel reservations, purchase airfare, registration, parking fees, etc. District issued credit cards may not be used to pay for meals. A district issued credit card can be used for travel expenses for other employees as long as the cardholder is traveling on the same trip.

Regulation
adopted: February 9, 2017
LAKESIDE UNION SCHOOL DISTRICT
revised: July 13, 2017

## LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: $6 / 20 / 19$

## Agenda Item:

Board Policy and Administrative Regulation 5141.52, Suicide Prevention

## Background (Describe purpose/rationale of the agenda item):

First Reading: Policy updated to reflect NEW LAW (AB 2639) which requires boards of districts that serve grades 7-12 to review the district's suicide prevention policy at least every five years and update it as necessary. Regulation updated to reflect NEW LAW (SB 972) which requires districts that issue student identification cards to print specified suicide prevention hotline numbers on the cards effective July 1, 2019. Regulation also reflects NEW LAW (AB 1808) which requires CDE to identify online training programs that districts can use to train students and staff regarding suicide awareness and prevention.

Fiscal Impact (Cost):
N/A

## Funding Source:

N/A
Recommended Action:

| $\square$ Informational | $\square$ Denial |
| :--- | :--- |
| $\boxtimes$ Discussion | $\square$ Ratification |
| $\square$ Approval | $\square$ ReviewClick here to enter text. |
| $\square$ Adoption | $\square$ Explanation: Click here to enter text. |

Originating Department/School: Superintendent's Office

## Submitted/Recommended By:



Principal/Department Head Signature
Reviewed by Cabinet Member:
Approved for Submission to the Governing Board:
Dr. Andy Johnsen, Superintendent

## SUICIDE PREVENTION

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. Fe In an attempt effort to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, suicide prevention experts, local health agencies, mental health professionals, and community organizations.
(cf. 1020 Youth Services)
(cf. 1220 - Citizen Advisory Committees)
(cf. 1400-Relations Between Other Governmental Agencies and the Schools)
Such measures and strategies shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students in the secendary grades
(cf. 4131-Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

## (cf. 6142.8 - Comprehensive Health Education)

23. Efforts Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students
(cf. 5131-Conduct)
(cf. 5131.2-Bullying)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9-Hate-Motivated Behavior)
24. The provision of information to parents/guardians which describes risk factors and warning signs of suicide, the severity of the youth suicide problem among youth, the
district's suicide prevention curriculum, the basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.
25. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
26. Crisis intervention Pprocedures for addressing suicide threats or attempts
27. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

The Board shall review, and update as necessary, this policy at least every five years. (Education Code 215)

[^1]National Strategy for Suicide Prevention: Goals and Objectives for Action, 2001rev. 2012 WEB SITES<br>American Association of Suicidology: http://www.suicidology.org<br>American Foundation for Suicide Prevention: https://afsp.org<br>American Psychological Association: http://www.apa.org<br>American School Counselor Association: https://www.schoolcounselor.org<br>California Department of Education, Mental Health: http://www.cde.ca.gov/ls/cg/mh<br>California Department of Health Care Services, Suicide Prevention Program:<br>http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx<br>Centers for Disease Control and Prevention, Mental Health: http://www.cdc.gov/mentalhealth<br>National Association of School Psychologists: https://www. nasponline.org<br>National Institute for Mental Health: http://www.nimh.nih.gov<br>Trevor Project: http://thetrevorproject.org<br>U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services<br>Administration: http://www.samhsa.gov

Policy
adopted: June 8, 2017
LAKESIDE UNION SCHOOL DISTRICT
Lakeside, California
revised:
Students
AR 5141.52(a)

## SUICIDE PREVENTION

Student identification cards shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number. (Education Code 215.5)

## Staff Development

Suicide prevention training shall be provided to teachers, counselors, and other district employees who interact with students at the secondary level. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies.
(cf. 4131 - Staff Development)
(cf. 4231 -Staff Development)
(cf. 4331 - Staff Development)
Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth
2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors
(cf. 5131.6-Alcohol and Other Drugs)
3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent
4. Protective factors that may help to decrease a person's student's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community
5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health
6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups
(cf. 5141.6 - School Health Services)
(cf. 6164.2 - Guidance/Counseling Services)
7. Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for monitoring the student while the immediate referral of the student to medical or mental health services is being processed
8. District procedures for intervening responding when a student attempts, threatens, of diseloses the desire to die by suicide after a suicide has occurred

## Instruction

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum at appropriate secondary grades and shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide
2. Develop coping and resiliency skills and self-esteem
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention
(cf. 5131.6-Alcohol and Other Drugs)
(cf. 5141.6 - School Health Services)
(cf. 6142.8 - Comprehensive Health Education)
(cf. 6164.2-Guidance/Counseling Services)

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, he/she the staff member shall promptly notify the principal or school counselor who shall implement district intervention protocols as appropriate.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when he/she has there is reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code 49602)

## (cf. 5141-Health Care and Emergencies)

A sSchool employees shall act only within the authorization and scope of his/her their credential or license. An employee is not authorized to diagnose or treat mental illness unless he/she is specifically licensed and employed to do so. (Education Code 215)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

## (cf. 5138 - Conflict Resolution/Peer Mediation)

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or ageney can be contacted and has the opportunity to intervene Immediately securing medical treatment and/or mental health services as necessary
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene

## 4. Removing other students from the immediate area as soon as possible

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5141 - Health Care and Emergencies)

The principal or designee shall document per district protocel the incident in writing, including the steps that the school took in response to the suicide attempt or threat.
(cf. 5125 - Student Records)
The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether it is necessary, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

## (cf. 5141.4-Child Abuse Prevention and Reporting)

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school and determine the need for ongoing support.

## Postvention

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. He/she The Superintendent or designee shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.
(cf. 1112- Media Relations)
After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Regulation
approved: June 8, 2017 revised:

LAKESIDE UNION SCHOOL DISTRICT Lakeside, California

## LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: $6 / 20 / 19$

## Agenda Item:

Board Policy 0420.42, Charter School Renewal
Background (Describe purpose/rationale of the agenda item):
Second Reading: Policy updated to reflect NEW LAW (AB 1808) which requires alternative measures for meeting the student achievement criteria for charter renewal in lieu of the Academic Performance Index (API) and NEW LAW (AB 406) which prohibits a charter school that is renewed on or after July 1, 2019 from being operated as a for-profit corporation or organization. Policy also clarifies that district boards do not review renewal petitions for charter schools that were authorized by county boards on appeal, and addresses the definition of "receipt" of the petition for purposes of determining the timeline for granting or denying the petition.

Fiscal Impact (Cost):
N/A
Funding Source:
N/A
Recommended Action:
$\square$ Informational
® Discussion $\square$ Ratification
$\square$ Approval
$\square$ Adoption
$\square$ Denial

Explanation: Click here to enter text.

## Originating Department/School: Superintendent's Office

Submitted/Recommended By: Approved for Sybmission to the Governing Board:


Lisa DeRosier, Executive Assistant

Dr. Andy Johhsen, Superintendent

Reviewed by Cabinet Member: $\qquad$

## CHARTER SCHOOL RENEWAL

The Governing Board believes that the ongoing operation of a charter school established within the district should be dependent on the school's effectiveness in achieving its mission and goals for student learning and other student outcomes. Whenever a charter school submits a petition for renewal of its charter, the Board shall review the petition in a thorough and timely manner. The Board shall consider renewal petitions only of charters originally authorized by the Board itself or by the State Board of Education on appeal after initial denial by the Board.
(cf. 0420.4 - Charter School Authorization)
(cf. 0420.41 - Charter School Oversight)
(cf. 0420.43 - Charter School Revocation)
(cf. 0500 - Accountability)
No charter school that submits a renewal petition on or after July 1, 2019 shall be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Education Code 47604)

The Board recommends that a A-charter school seeking renewal of its charter is encouraged to submit a petition for renewal to the Board sufficiently early before the expiration of the term of the charter is due to expire to allow the Board's deliberations and decision on the renewal petition to be completed with minimal disruption to the charter school's educational program in the renewal year.

Each renewal shall be for a period of five years. (Education Code 47607)
The-signature requirement applicable to new charter petitions shall not be applicable to petitions for renewal. (5 CCR 11966.4)

The petition for renewal shall include a reasonably comprehensive description of how the charter school has met all new charter school requirements enacted into law after the charter was originally granted or last renewed. The petition also shall include documentation that the eharter sehoel meets at least one of the criteria for academic performance specified in Education Code 47607(b). (Education Code 47607; 5 CCR 11966.4)

The Board shall not grant a renewal until at least 30 days after the charter sehool submits such documentation of its academic performance. (Education Code 47607)

Within 30 days of receiving the renewal petition, the Board shall hold a public hearing to review documentation submitted by the charter sehool and obtain public input.

Within 60 days of receiving the renewal petition, or within 90 days if extended by mutual written agreement of the Board and the charter sehool, the Board shall either grant or deny the request to renew the charter. (Education Code 47607; 5 CCR 11966.4)

CHARTER SCHOOL RENEWAL (continued)

Renewals shall be governed by the same standards and criteria that apply to new charter petitions as set forth in Education Code 47605, except that the signature requirement for new petitions is not applicable to petitions for renewal. When considering a petition for renewal, the Board shall consider the past performance of the charter school's academies, finances, and operations in evaluating the likelihood of future success, along with plans for improvement, if any. The petition for renewal shall include a reasonable comprehensive description of how the charter school has met all new charter school requirement enacted into law after the charter was originally grants or last reviewed. (Education Code 47607; 5 CCR 11966.4)

In determining whether to grant a charter renewal, the Board shall consider the past academic, financial, and operational performance of the charter school in evaluating the likelihood of future success, along with any plans for improvement. Increases in academic achievement for all "numerically significant" groups of students served by the charter school, as defined in Education Code 52052, shall be the most important factor. (Education Code 47607; 5 CCR 11966.4)

The Board shall not deny a renewal petition enly if unless it makes a-written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following grounds: (Education Code 47605, 47607; 5 CCR 11966.4)

1. The charter school presents an unsound educational program for the students to be enrolled in the charter school.
2. The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition.
3. The petition does not contain an affirmation of each of the conditions described in Education Code 47605(d).
4. The petition does not contain reasonably comprehensive descriptions of the charter provisions in Education Code 47605(b).
5. The charter school has failed to demonstrate that it meets at least one of the following criteria of academic performance:
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a. Attainment of its Academic Performance Index (API) growth target in the prior
    year or in two of the last three years, or in the aggregate for the prior three years
b. An API ranking in deeiles 4-10 in the prior year or in two of the last three years
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CHARTER SCHOOL RENEWAL (continued)
e. An API ranking in deciles 4-10 for a demographically comparable sehool in the prior year or in two of the last three years
a. Increases in academic achievement for all groups of students schoolwide and among numerically significant student subgroups, as determined using measures identified pursuant to Education Code 52052.
d.b. Academic performance at least equal to the academic performance of the public schools that the charter school students would otherwise have been required to attend, as well as the academic performance of district schools, taking into account the composition of the student population that is served at the charter school

Such performance shall be determined based on a review of documented clear and convincing data; student achievement data from assessments, including, but not limited to, state academic achievement tests, for demographically similar student populations in comparison schools; and information submitted by the charter school. In determining whether the eharter sehool satisfies this criterion, The Board shall base its decision on documented, clear, and convincing data; student achievement data ineluding, but not limited to, results from the Standardized Testing and Reporting Program for demographieally similar student populations in comparison sehools; and information submitted by the eharter sehool at least 30 days prior to the Beard's decision not grant a renewal until at least 30 days after submission of any such documentation by the charter school. The Superintendent or designee shall submit to the Superintendent of Public Instruction copies of supporting documentation and a written summary of the basis for the Board's determination. The district shall submit copies of supporting documentation and a written summary of the basis for its determination to the Superintendent of Public Instruetion.
(cf. 6162.51 - Standardized Testing and Reporting Program)
ec. Qualification for an the state's alternative accountability system pursuant to Education Code 52052(h) for schools that serve high-risk students

## Timelines for Board Action

Within 30 days of receiving the renewal petition, the Board shall hold a public hearing to review documentation submitted by the charter school and obtain public input.

## CHARTER SCHOOL RENEWAL (continued)

Within 60 days of receiving the renewal petition, or within 90 days if extended by mutual written agreement of the Board and the charter school, the Board shall either grant or deny the request to renew the charter. (Education Code 47607; 5 CCR 11966.4)

If the Board fails to make a written factual finding pursuant to items \#1-5 above within the required time period, the absence of a written factual finding shall be deemed an approval of the renewal petition. (5 CCR 11966.4)

The Superintendent or designee shall provide notification to the California Department of Education, within 10 calendar days of the Board's action, whenever a renewal of the charter is granted or denied. (Education Code 47604.32; 5 CCR 11962.1)

If the Board denies a renewal petition, the charter school may submit its application for renewal to the County Board of Education within 30 days of the Board's written factual findings supporting the denial. If the County Board then fails to deny or grant the petition within 60 days of receiving the petition, or within 90 days if extended by written muttual agreement of the charter school and the County Beard, the charter school may submit the petition to the State Board of Edueation. (Education Code 47605, 47607.5)

Legal Reference:<br>EDUCATION CODE<br>47600-47616.7 Charter Schools Act of 1992<br>52052 Alternative aceountability system-Definition of numerically significant student subgroup<br>56145-56146 Special education services in charter schools<br>60600-60649 Assessment of academic achievement<br>CODE OF REGULATIONS, TITLE 5<br>11960-11969 Charter schools<br>UNITED STATES CODE, TITLE 20<br>7223-7225 Charter schools<br>Management Resources:<br>CSBA PUBLICATIONS<br>The Role of the Charter School Authorizer, Online Course<br>Charter Schools: A Manual for Governance Teams, rev. 2009<br>WEB SITES<br>CSBA: http://www.csba.org<br>California Charter Schools Association: http://www.calcharters.org<br>California Department of Education, Charter Schools: http://www.cde.ca.gov/sp/cs<br>National Association of Charter School Authorizers: http://www.charterauthorizers.org<br>U.S. Department of Education: http://www.ed.gov

Policy
adopted: September 17, 2012
LAKESIDE UNION SCHOOL DISTRICT
revised:

## LAKESIDE UNION SCHOOL DISTRICT

Governing Board Meeting Date: 6/20/19

## Agenda Item:

Board Policy and Administrative Regulation 5144, Discipline
Background (Describe purpose/rationale of the agenda item):
Second Reading: Policy updated to reflect NEW LAW (SB 250) which requires districts to ensure that any discipline imposed on a student does not result in the denial or delay of a nutritionally adequate meal to the student and minor changes to stay aligned with current policy.

Fiscal Impact (Cost):
N/A
Funding Source:
N/A

## Recommended Action:

$\square$ Informational
区 Discussion
Approval

ㅁ Denial
Ratification
Explanation: Click here to enter text.

Adoption

Originating Department/School: Superintendent's Office

Submitted/Recommended By:


Lisa DeRosier, Executive Assistant

Approved for Submission to the Governing Board:


Dr. Andy Johnsen, Superintendent

Reviewed by Cabinet Member: $\qquad$

## DISCIPLINE

The Governing Board is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and achievement and desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent/guardian involvement can minimize the need for disciplineary measures that exclude students from instruction as a means for correcting student misbehavior. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. In addition, discipline shall be used in a manner that corrects student behavior without intentionally creating an adverse effect on student learning or health.

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(cf. 5020 Patrent Rights and Responsibilities)
(cf. 5113.1-Chronic Absence and Truancy)
(cf. 5131-Conduct)
(cf. 5131.14 - Bus Conduct)
(5131.2 - Bulling)
(cf. 5137-Positive School Climate)
(cf. }5138\mathrm{ Comflict Resolution/Peer Mediation)
(cf. 5145.3-Nondiserimination/Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. }6020\mathrm{ - Parent Involvement)
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The Superintendent or designee shall develop effective, age-appropriate strategies for maintaining a positive school climate and correcting student misbehavior at district schools.

The strategies shall focus on providing students with needed supports; communicating clear, appropriate, and consistent expectations and consequences for student conduct; and ensuring equity and continuous improvement in the implementation of district discipline policies and practices.
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)
Board policies and administrative regulations shall outline acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules to meet the school's particular needs.
(cf. 5131-Conduct)
(cf. 5131.1-Bus Conduct)
In addition, the Superintendent or designee's strategies for correcting student misconduct shall reflect the Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required or permitted by law or when other means of correction have been documented to have failed. (Education Code 48900.5)
(cf. 5020 - Parent Rights and Responsibilities)
(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)
(cf. 6164.5-Student Success Teams)
School personnel and volunteers shall not allow any disciplinary action taken against a student to result in the denial or delay of a school meal. (Education Code 49557.5)
(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 3553 - Free and Reduced Price Meals)
Seclusion and behavioral restraint are prohibited as a means of discipline and shall not be used to correct student behavior except as permitted pursuant to Education Code 49005.4 and in accordance with district regulations. (Education Code 49005.2)
(cf. 5131.41-Use of Seclusion and Restraint)
At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, well-being, and opportunity to learn. Persistently disruptive students may be assigned to alternative programs or removed from sehool in accordance with law, Board policy, and administrative regulation.

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(cf. 0450 Comprehensive Safety Plam)
(cf. 3515-Campus Security)
(cf. 3515.3 District Police/Security Deparmment)
(cf. 4158/4258/4358 Employee Security)
(cf. 5136-Gathgs)
(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)
(cf. 6164.5-Student Success Teams)
(cf. 6184-Continuation Education)
(cf. }6185\mathrm{ Commumily Day School)
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Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.
(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 0415 - Equity)
(cf. 5145.3-Nondiscrimination/Harassment)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to consistent classroom management skills, implementing effectively and equitably implement the disciplinary techniques strategies adopted for district school, including, but not limited to, knowledge of school and classroom management skills and their consistent application, effective accountability and positive intervention techniques, and the tools to form strong, and establishing cooperative relationships with parents/guardians.
(cf. 4131-Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
District goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety and connectedness to the school community, and other local measures, shall be included in the district's local control and accountability plan, as required by law.
(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)
At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in district schools in the immediately preceding school year and their effect on student learning.

Legal Reference:
EDUCATION CODE
32280-32288 32289 School safety plans
35146 Closed sessions
35291 Rules
35291.5-35291.7 School-adopted discipline rules

37223 Weekend classes
44807.5 Restriction from recess

48900-48926 Suspension and expulsion
48980-48985 Notification of parent/guardian
49000-49001 Prohibition of corporal punishment
49005-49006.4 Seclusion and restraint
49330-49335 Injurious objects
52060-52077 Local control and accountability plan
CIVIL CODE
1714.1 Parental liability for child's misconduct

CODE OF REGULATIONS, TITLE 5
307 Participation in school activities until departure of bus
353 Detention after school

Management Resources:
CSBA PUBLICATIONS
Maximizing Opportunities for Physical Activity during the Sehool Day, Fact Sheet, 2009
Recent Legislation on Discipline: AB 240, Fact Sheet, March 2015
The Case for Reducing Out-of-School Suspensions and Expulsions, Fact Sheet, April 2014
Providing a Safe, Nondiscriminatory School Environment for Transgender and GenderNonconforming Students, Policy Brief, February 2014
Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
Maximizing Opportunities for Physical Activity during the School Dav, Fact Sheet, 2009
CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES

Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000<br>CALIFORNIA DEPARTMENT OF EDUCATION PROGRAM ADVISORIES<br>Classroom Management: A California Resource Guide for Teachers and Administrators of Elementary and Secondary Schools, 2000<br>STATE BOARD OF EDUCATION POLICIES<br>日1 02 School Safety, Discipline, and Attendance, Matrch 2001<br>WEB SITES<br>CSBA: http://www.csba.org<br>California Department of Education: http://www.cde.ca.gov<br>U.S. Department of Education: hup://www.ed.gov<br>Public Counsel: http://www.fixschooldiscipline.org<br>U.S. Department of Education, Office for Civil Rights: http://www.ed.gov/about/offices/list/ocr

## DISCIPLINE

## Site-Level Rules

Site-level rules shall be consistent with state law and Board policies and administrative regulations.-In developing site-level disciplinary rules, the principal or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
(cf. 3515.3 - District Police/Security Department)
5. For junior high and high sehoels, students enrolled in the school

Annually, site-level discipline rules shall be reviewed and, if necessary, updated to align with any changes in state law, district discipline policies and regulations, and/or goals for school safety and climate as specified in the district's local control and accountability plan. A copy of the rules shall be filed with the Superintendent or designee for inclusion in the comprehensive safety plan.
(cf. 0450 - Comprehensive Safety Plan)
(cf. 0460 - Local Control and Accountability Plan)
School rules shall be communicated to students clearly and in an age-appropriate manner.
It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291.5)

## Disciplinary Strategies

To the extent possible, staff shall use dĐisciplinary strategies that keep students in school and participating in the instructional program. Except when students' presence causes a danger to themselves or others or they commit a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary provided in Board poliey, administrative regulation, and law may be used in developing site-level rules. These strategies may include, but are not limited to:

1z. Discussion or conference between school staff and the student and with parents/guardians
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)
24 . Referral of the student to the school counselor or other school support service personnel for advice case management and counseling
(cf. 5138 - Conflict Resolution/Peer Mediation)
(cf. 6164.2 - Guidance/Counseling Services)
3. Convening of a study team, guidance team, resource panel, or other interventionrelated team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and parents/guardians
(cf. 6164.5 - Student Success Teams)
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
(cf. 6159 - Individualized Education Program)
(cf. 6164.6-Identification and Education under Section 504)
5. Enrollment in a program for teaching prosocial behavior or anger management
6. Participation in a restorative justice program
7. A positive behavior support approach with tiered interventions that occur during the school day on campus
8. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
9. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
10. After-school programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
(cf. 5148.2 - Before/After School Programs)
11 3. Recess restriction as provided in the section below entitled "Recess Restriction"

12 4. Detention during and after school hours as provided in the section below entitled "Detention After School"

13 6. Community service as provided in the section below entitled "Community Service"
145. In accordance with Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
(cf. 6145 - Extracurricular/Cocurricular Activities)
15 7. Reassignment to an alternative educational environment
(cf. 6158 - Independent Study)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6184 - Continuation Education)
(cf. 6185-Community Day School)
16 8. Suspension and expulsion in accordance with law, Board policy, and administrative regulation
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
Each school shall file a copy of its rules with the Superintendent or designee.
The rules shall be consistent with law, Board policy, and district regulations. The Governing Board may review, at an open meeting, the approved sehool diseipline rules for consistency with Board policy and state law. (Education Code 35291.5)

Each sehool shall review its site-level discipline rules at least every four years.
It shall be the duty of each employee of the sehool to enforce the school rules on student diseipline. (Education Code 35291)

When, by law or district policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)
(cf. 5125 -Student Records)

## Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49001)

Corporal punishment does not include any pain or diseomfort suffered by a student as a result of his/her voluntary participation in an athletic or other recreational competition or activity. In addition, an employee's use of force that is reasonable and necessary to protect himself/herself,
students, staff, or other persons, to prevent damage to property, or to obtain possession of weapons or other dangerous objects within the control of the student is not corporat punishment. (Education Code 49001)
(cf. $4158 / 4258 / 4358$ Employee Security)
(cf. 5131.7 . Weapons and Dangerous Instruments)
(cf. 6145.2 Athletic Competition)

## Recess Restriction

A Tteachers may restrict a student's recess time only when he/she they believes that this action is the most effective way to bring about improved behavior. When recess restriction may involves the withholding of physical activity from a student, the teachers shall try other disciplinary measures before imposing the restriction. Recess restriction shall be subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.
2. The student shall remain under a certificated employee's supervision during the period of restriction.
3. The student's teacher Teachers shall inform the principal of any recess restrictions they imposed.
(cf. 5030-Student Wellness)
(cf. 6142.7-Physical Education and Activity)

## Detention After School

Students may be detained for disciplinary reasons for up to one hour after the close of the maximum school day, or until the departure of the school bus to which they have been assigned if applicable. (5 CCR $\mathbf{3 0 7}, 353$ )

If a student will miss his/her sehool bus on account of being detained after sehool, or if the student is not transported by sehool bus, the prineipal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee notifies the parent/guardian.

In cases where the sehool bus departs more than one hour after the end of the sehool day, students may be detained until the bus departs. (5 CCR 307, 353)

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.
(cf. 6176 - Weekend/Saturday Classes)

## Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal, or principal's designee may, at his/her discretion, require a student to perform community service during nonschool hours, on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

## Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291, 48980)
(cf. 5145.6-Parental Notifications)
The Superintendent or designee shall also provide written notice of the rules related to discipline to transfer students at the time of their enrollment in the district.

Regulation
approved: September 17, 2012
revised:


[^0]:    Dr. Andy Johnsen, Superintendent

[^1]:    Legal Reference:
    EDUCATION CODE
    215 Student suicide prevention policies
    215.5 Suicide prevention hotline contact information on student identification cards

    216 Suicide prevention online training programs
    32280-32289 Comprehensive safety plan
    49060-49079 Student records
    49602 Confidentiality of student information
    49604 Suicide prevention training for school counselors
    GOVERNMENT CODE
    810-996.6 Government Claims Act
    PENAL CODE
    11164-11174.3 Child Abuse and Neglect Reporting Act
    WELFARE AND INSTITUTIONS CODE
    5698 Emotionally disturbed youth; legislative intent
    5850-5883 Children's Mental Health Services Act
    COURT DECISIONS
    Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554
    Management Resources:
    CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
    Health Education Content Standards for California Public Schools, Kindergarten Through Grade
    Twelve, 2008
    Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003
    CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS
    School Connectedness: Strategies for Increasing Protective Factors Among Youth 2009
    NATIONAL ASSOCLATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONS
    Preventing Suicide, Guidelines for Administrators and Crisis Teams, 2015
    U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

    National Strategy for Suicide Prevention: Goals and Objectives for Action, rev, 2012
    Preventing Suicide: A Toolkit for High Schools, 2012

