

# Agenda

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## **SUTTER COUNTY BOARD OF EDUCATION**

### **Regular Meeting**

Friday, December 11, 2020 - 3:00 p.m.  
Sutter County Superintendent of Schools Office  
970 Klamath Lane – Board Room  
Yuba City, CA 95993

### ***Participation Available Via Teleconference***

<https://us02web.zoom.us/j/81400261188>

A full Board packet is available for review at the Sutter County Superintendent of Schools Office Reception Desk, 970 Klamath Lane, Yuba City, CA (8:00 a.m. – 5:00 p.m., Monday through Friday – excluding legal holidays) and the Sutter County Superintendent of Schools’ website at [www.sutter.k12.ca.us](http://www.sutter.k12.ca.us).

Members of the public wishing to address the Board on specific agenda items, or any item of interest that is within the subject matter jurisdiction of the Board, will be given an opportunity to do so. At the discretion of the Board president, time limits may be imposed upon such presentations. No action may be taken on items not appearing on the posted agenda.

### **3:00 p.m.**

- 1.0 Call to Order
- 2.0 Pledge of Allegiance
- 3.0 Roll Call of Members:  
Ron Turner, President  
June McJunkin, Vice President  
Karm Bains, Member  
Victoria Lachance, Member  
Jim Richmond, Member
- 4.0 Items of Public Interest to Come to the Attention of the Board

Members of the public are given an opportunity to address the Board regarding items not listed on the agenda. *The California Government Code, Section 54954.3(a) states, “.....no action shall be taken on any item not appearing on the agenda unless the action is otherwise authorized by subdivision (b) of Section 54954.2.*

- 5.0 Administer Oaths of Office  
  
Administer Oath of Office to Victoria Lachance, June McJunkin and Ron Turner
- 6.0 Reorganization of the Sutter County Board of Education

Education Code requires that the Board take action at this meeting to set the date, time and place of their regular meetings and to elect one of their members to serve as President and one to serve as Vice President.

- 6.1 Election of Board President **[Action Item]**
- 6.2 Election of Board Vice President **[Action Item]**
- 6.3 Set Location, Time, Meeting Dates, and Adopt 2021 Calendar **[Action Item]**

- 7.0 Approve Minutes of the November 10, 2020 Regular Meeting and November 17, 2020, Special Meeting **[Action Item]**

7.1 The minutes of the November 10, 2020, Regular Meeting of the Sutter County Board of Education are presented for approval.

7.2 The minutes of the November 17, 2020, Special Meeting of the Sutter County Board of Education are presented for approval.

- 8.0 Approve the Sutter County Superintendent of Schools' First Interim Report  
Ron Sherrod **[Action Item]**

The First Interim Report covers the period of July 1, 2020 – October 31, 2020.

- 9.0 Business Services Report
  - 9.1 Investment Report October 2020 – Ron Sherrod
  - 9.2 Facilities Update – Ron Sherrod

- 10.0 To Select a Replacement Board Member Representative of the Real Property Disposition Committee – Ron Sherrod – **[Action Item]**

The Board Member currently serving on the Real Property Disposition Committee will be vacating his seat on the Board at the end of the calendar year. Accordingly, a new representative of the Real Property Disposition Committee will need to be selected.

- 11.0 Select and Convene the Superintendent's Salary Committee  
Ron Sherrod – **[Action Item]**

Select and convene the committee to review the Superintendent's current step placement and consider advancement on the current salary schedule.

- 12.0 Disclosure of Collective Bargaining Agreement for Sutter County Superintendent of Schools Employee Association (CSEA) Chapter #634  
Nic Hoogeveen

The disclosure of Collective Bargaining Agreement is a statement of costs associated with the agreement with the Sutter County Superintendent of

Schools Employee Associations (CSEA), Chapter #634 for July 1, 2019, through June 30, 2020.

- 13.0 Approval of the SCSOS-Feather River Academy Budget Overview for Parents – Brian Gault **[Action Item]**

Senate Bill (SB) 98 added EC Section 43509, which changed the adoption date for the Budget Overview for Parents for the 2020–21 school year. For 2020–21, local governing boards or governing bodies are required to adopt and submit the Budget Overview for Parents on or before December 15, 2020, in conjunction with the LEA’s first interim budget report.

- 14.0 Approval of the Pathways Charter Academy Budget Overview for Parents Brian Gault **[Action Item]**

Senate Bill (SB) 98 added EC Section 43509, which changed the adoption date for the Budget Overview for Parents for the 2020–21 school year. For 2020–21, local governing boards or governing bodies are required to adopt and submit the Budget Overview for Parents on or before December 15, 2020, in conjunction with the LEA’s first interim budget report.

- 15.0 The Learning Continuity and Attendance Plan adopted at the September 23, 2020 Board Meeting are presented for approval.  
Brian Gault **[Action Item]**

As the COVID situation has evolved, some additional actions and expenditures are being proposed for addition to the Learning Continuity and Attendance Plan. There was also a change to provide clarity and alignment with the Budget Overview for Parents.

- 16.0 The Feather River Academy School Plan for Student Achievement is Being Submitted for Approval – Brian Gault **[Action Item]**

For the 2020–21 school year, in the absence of the LCAP, all schools operating Title I, Part A Schoolwide Programs (including charter schools and single school districts) are required to develop a SPSA consistent with the requirements in *EC* Section 64001.

- 17.0 The Pathways Charter Academy School Plan for Student Achievement is Being Submitted for Approval  
Joe Hendrix **[Action Item]**

For the 2020–21 school year, in the absence of the LCAP, all schools operating Title I, Part A Schoolwide Programs (including charter schools and single school districts) are required to develop a SPSA consistent with the requirements in *EC* Section 64001.

18.0 Items from the Superintendent/Board

19.0 Adjournment

*In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board Meeting room, to access written documents being discussed at the Board Meeting, or to otherwise participate at Board Meetings, please contact the Superintendent's Office at 530-822-2900 for assistance. Notification at least 48 hours prior to the meeting will enable the Superintendent's Office to make reasonable arrangements to ensure accessibility to the Board Meeting and to provide any required accommodations, auxiliary aids or services.*

*All Open Session Agenda related documents, including materials distributed less than 72 hours prior to the scheduled meeting, are available to the public for viewing at the Sutter County Superintendent of Schools Office located at 970 Klamath Lane, Yuba City, CA 95993.*

Agenda Item No. 5.0

BOARD AGENDA ITEM: Administer Oaths of Office

BOARD MEETING DATE: December 11, 2020

AGENDA ITEM SUBMITTED FOR:

- Action
- Reports/Presentation
- Information
- Public Hearing
- Other (specify)

PREPARED BY:

Maggie Nicoletti

SUBMITTED BY:

Superintendent Tom Reusser

PRESENTING TO BOARD:

Superintendent Tom Reusser

BACKGROUND AND SUMMARY INFORMATION:

Administer Oath of Office to Victoria Lachance, June McJunkin and Ron Turner.

Agenda Item No. 6.0

BOARD AGENDA ITEM: Reorganization of the Sutter County Board of Education

BOARD MEETING DATE: December 11, 2020

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

Action

Maggie Nicoletti

Reports/Presentation

SUBMITTED BY:

Information

Superintendent Tom Reusser

Public Hearing

PRESENTING TO BOARD:

Other (specify)

Superintendent Tom Reusser

BACKGROUND AND SUMMARY INFORMATION:

Education Code requires that the Board take action at this meeting to set the date, time and place of their regular meetings and to elect one of their members to serve as President and one to serve as Vice President.



## Sutter County Board of Education Calendar 2021

Below is the 2021 calendar for the Sutter County Board of Education meetings (2<sup>nd</sup> Wednesday of the month with the exception of June and December). Also listed are the due dates for agenda items and all supporting materials. **Items received after the due date will be placed on the following month's agenda.**

Location: Sutter County Superintendent of Schools Office  
970 Klamath Lane • Yuba City, CA 95993  
North/South Board Room

Board President: Ron Turner  
Board Vice President: June McJunkin

Month	Meeting Date	Time	Agenda Items Due
January	Wednesday, January 20, 2021	5:30 p.m.	Monday, January 11, 2021
February	Wednesday, February 10, 2021	5:30 p.m.	Monday, February 1, 2021
March	Wednesday, March 10, 2021	5:30 p.m.	Monday, March 1, 2021
April	Wednesday, April 14, 2021	5:30 p.m.	Monday, April 5, 2021
May	Wednesday, May 12, 2021	5:30 p.m.	Monday, May 3, 2021
June	Wednesday, June 16, 2021 <i>(Public Hearing – LCAP &amp; Budget)</i>	5:30 p.m.	Monday, June 7, 2021
	Wednesday, June 23, 2021 <i>(Adoption – LCAP &amp; Budget)</i>	5:30 p.m.	Monday, June 14, 2021
July	Wednesday, July 14, 2021	5:30 p.m.	Monday, July 5, 2021
August	Wednesday, August 11, 2021	5:30 p.m.	Monday, August 2, 2021
September	Wednesday, September 8, 2021	5:30 p.m.	Monday, August 30, 2021
October	Wednesday, October 13, 2021	5:30 p.m.	Monday, October 4, 2021
November	Wednesday, November 10, 2021	5:30 p.m.	Monday, November 1, 2021
December	Friday, December 10, 2021	3:00 p.m.	Wednesday, December 1, 2021

Adopted:

Agenda Item No. 7.0

BOARD AGENDA ITEM: Approve Minutes: November 10, 2020, Regular Board Meeting and November 17, 2020, Special Board Meeting

BOARD MEETING DATE: December 11, 2020

AGENDA ITEM SUBMITTED FOR:

- Action
- Reports/Presentation
- Information
- Public Hearing
- Other (specify)

PREPARED BY:

Maggie Nicoletti

SUBMITTED BY:

Superintendent Tom Reusser

PRESENTING TO BOARD:

Superintendent Tom Reusser

BACKGROUND AND SUMMARY INFORMATION:

The Minutes of the November 10, 2020, and November 17, 2020 (Regular and Special Meetings) are presented for approval.



**Unapproved**  
**SUTTER COUNTY BOARD OF EDUCATION MINUTES**  
**Regular Meeting**  
**November 10, 2020**

1.0 Call to Order

A regular meeting of the Sutter County Board of Education was called to order by President Ron Turner, 5:32 p.m., November 10, 2020, at the Sutter County Superintendent of Schools Office, 970 Klamath Lane, Yuba City, California.

2.0 Pledge of Allegiance

The Pledge of Allegiance was led by Karm Bains.

3.0 Roll call of Members

Ron Turner, President – Present  
June McJunkin, Vice President – Present  
Karm Bains, Member – Present  
Victoria Lachance, Member – Present  
Jim Richmond, Member – Present

Tom Reusser, Ex-officio Secretary – Present

Staff Members Present: Ron Sherrod, Nic Hoogeveen, Joe Hendrix, Brian Gault, Bill Embleton, Janine Hughes and Maggie Nicoletti. Some staff members present attended via zoom.

4.0 Items of Public Interest to come to the attention of the Board

None.

5.0 Approve Minutes of the October 14, 2020 Regular Meeting

A motion was made to approve the minutes of the October 14, 2020, regular meeting of the Sutter County Board of Education.

*Motion:* Karm Bains *Seconded:* Victoria Lachance

*Action:* Motion Carried

*Ayes:* 5 (McJunkin, Lachance, Bains, Turner and Richmond)

*Noes:* 0

*Absent:* 0 *Abstain:* 0

6.0 Set Date, Time and Place for Annual Organizational Meeting

A motion was made to set December 11, 2020, 3:00 p.m., Sutter County Superintendent of Schools Office, 970 Klamath Lane, Yuba City, CA 95993, as the date, time and place for the Annual Organizational

Meeting.

*Motion:* June McJunkin *Seconded:* Victoria Lachance  
*Action:* Motion Carried  
*Ayes:* 5 (McJunkin, Lachance, Bains, Turner and Richmond)  
*Noes:* 0  
*Absent:* 0 *Abstain:* 0

7.0 Cancel December 2, 2020 Board Meeting

A motion was made to cancel the December 2, 2020 Board Meeting

*Motion:* Jim Richmond *Seconded:* June McJunkin  
*Action:* Motion Carried  
*Ayes:* 5 (Lachance, McJunkin, Richmond, Bains and Turner)  
*Noes:* 0  
*Absent:* 0 *Abstain:* 0

8.0 AeroSTEM Annual Update

Kathy Smith, Principal of AeroSTEM Charter Academy, presented a PowerPoint presentation updating the Board on activities, projects and progress made within the last year at AeroSTEM.

9.0 Quarterly Report on Williams/Valenzuela Uniform Complaints (July 1 2020 – September 30, 2020)

Brian reported there were no complaints filed during the period July 1, 2020 through September 30, 2020.

10.0 Approval of Lease with Arch Investments, LLC

Superintendent Reusser suggested the Board table this item until the December Board Meeting.

11.0 Business Services Report

11.1 Monthly Financial Report – October 2020

Nic reviewed the Summary Report of Revenues, Expenditures and Changes in Fund Balances for the month of October 2020 with the Board Members.

11.2 Sutter County Investment Statement – September 2020

Ron stated very little change in the interest rate this month – 1.297%.

12.0 Approve Special Education Curriculum

Janine Hughes stated this has been piloted with the elementary schools since the beginning of the school year. It is aligned with WonderWorks which is also being used. It is research based curriculum

*Motion:* Karm Bains *Seconded:* Jim Richmond  
*Action:* Motion Carried  
*Ayes:* 5 (Lachance, McJunkin, Richmond, Bains and Turner)  
*Noes:* 0  
*Absent:* 0 *Abstain:* 0

13.0 Items from the Superintendent/Board

Tom thanked the union negotiating teams; they have worked through some very thorny issues and our classes were able to start yesterday, November 9th. He complimented both sides for doing what is best for kids. PCA now has 17 students.

This is Bill Embleton's last month working in the Special Education Department. He will be working on special projects until he retires on May 1, 2020.

Board Strategic Plan – This is still an ongoing process and is not dead in the water because of COVID. Monthly reports will be given to the Board regarding facilities.

We applied for more CTE money. This year the match made is a fiscal match; not an in-kind match. We applied for a rather large amount; however, the money will be spread out over three counties.

Jim congratulated June and Karm on their respective positions after the November 2020 election.

14.0 Adjournment

A motion was made to adjourn the meeting at 6:13 p.m.

*Motion:* June McJunkin *Seconded:* Jim Richmond  
*Action:* Motion Carried  
*Ayes:* 5 (Lachance, McJunkin, Bains, Turner and Richmond)  
*Noes:* 0  
*Absent:* 0 *Abstain:* 0

**Unapproved  
SUTTER COUNTY BOARD OF EDUCATION MINUTES  
Special Meeting  
November 17, 2020**

1.0 Call to Order

A special meeting of the Sutter County Board of Education was called to order by President Turner at 12:01 p.m., November 17, 2020, at the Sutter County Superintendent of Schools Office, 970 Klamath Lane, Yuba City, California.

2.0 Pledge of Allegiance

The Pledge of Allegiance was led by Superintendent Reusser.

3.0 Roll call of Members

Ron Turner, President – Present  
June McJunkin, Vice President – Present  
Karm Bains, Member – Arrived at 12:03 p.m.  
Victoria Lachance, Member – Present  
Jim Richmond, Member – Present

Tom Reusser – Ex-Officio Secretary

Staff Members Present: Ron Sherrod and Maggie Nicoletti.

All Board Members attended the meeting via zoom as well as some of the staff members.

4.0 Items of Public Interest to come to the attention of the Board

None

5.0 Approval of Purchase Offer of Real Property

Ron stated the offer contained in the Board Packet is the only offer we have received and it is for \$260,000.00 which is the full asking price.

A motion was made to approve the purchase offer of Real Property located at: 996 Klamath Lane, Yuba City, CA 95993.

<i>Motion:</i>	Jun McJunkin	<i>Seconded:</i> Karm Bains
<i>Action:</i>	Motion Carried	
<i>Ayes:</i>	5 (McJunkin, Richmond, Bains, Lachance and Turner)	
<i>Noes:</i>	0	
<i>Absent:</i>	0	<i>Abstain:</i> 0

6.0 Adjournment

A motion was made to adjourn the meeting 12:06 p.m.

<i>Motion:</i>	Karm Bains	<i>Seconded:</i> Jim Richmond
<i>Action:</i>	Motion Carried	
<i>Ayes:</i>	5 (McJunkin, Richmond, Bains, Lachance and Turner)	
<i>Noes:</i>	0	
<i>Absent:</i>	0	<i>Abstain:</i> 0

BOARD AGENDA ITEM: First Interim Report

BOARD MEETING DATE: December 11, 2020

AGENDA ITEM SUBMITTED FOR:

- Action
- Reports/Presentation
- Information
- Public Hearing
- Other (specify)

PREPARED BY:

Paramjeet Kaur

SUBMITTED BY:

Paramjeet Kaur

PRESENTING TO BOARD:

Nic Hoogeveen

BACKGROUND AND SUMMARY INFORMATION:

The 20/21 First Interim Report will be presented to the Board for review and approval.

Sutter County Superintendent of Schools

2020/2021  
First Interim Report

Presented to the Board  
December 11, 2020



SUTTER COUNTY  
SUPERINTENDENT OF SCHOOLS

2020-2021  
FIRST INTERIM FINANCIAL REPORT

DECEMBER 11, 2020





**SUTTER COUNTY BOARD OF EDUCATION**

Ronald Turner	Trustee Area 1	2020
Jim Richmond	Trustee Area 2	2022
June McJunkin	Trustee Area 3	2020
Karm Bains	Trustee Area 3	2022
Victoria Lachance	Trustee Area 4	2020
Tom Reusser	Ex Officio Secretary	2022



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CERTIFICATION



NOTICE OF CRITERIA AND STANDARDS REVIEW. This interim report was based upon and reviewed using the state-adopted Criteria and Standards pursuant to Education Code sections 33129 and 42130.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
County Superintendent or Designee

NOTICE OF INTERIM REVIEW. All action shall be taken on this report during a regular or authorized special meeting of the County Board of Education.

To the State Superintendent of Public Instruction:

This interim report and certification of financial condition are hereby filed by the County Board of Education pursuant to Education Code sections 1240 and 33127.

Meeting Date: December 11, 2020 Signed: \_\_\_\_\_  
County Superintendent of Schools

**CERTIFICATION OF FINANCIAL CONDITION**

X  POSITIVE CERTIFICATION

As County Superintendent of Schools, I certify that based upon current projections this county office will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

\_\_\_\_\_ QUALIFIED CERTIFICATION

As County Superintendent of Schools, I certify that based upon current projections this county office may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

\_\_\_\_\_ NEGATIVE CERTIFICATION

As County Superintendent of Schools, I certify that based upon current projections this county office will not meet its financial obligations for the remainder of the current fiscal year or for the subsequent fiscal year.

Contact person for additional information on the interim report:

Name: Nicolaas Hoogeveen Telephone: 530-822-2915  
Title: Director of Internal Business Services E-mail: NicolaasH@sutter.k12.ca.us

**Criteria and Standards Review Summary**

The following summary is automatically completed based on data provided in the Criteria and Standards Review form (Form 01CSI). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern, which could affect the interim report certification, and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected ADA for County Operations Grant or county operated programs has not changed for any of the current or two subsequent fiscal years by more than two percent since budget adoption.		X

<b>CRITERIA AND STANDARDS (continued)</b>			<b>Met</b>	<b>Not Met</b>
2	Local Control Funding Formula (LCFF) Revenue	Projected LCFF revenue for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.		<b>X</b>
3	Salaries and Benefits	Projected total salaries and benefits for any of the current or two subsequent fiscal years has not changed by more than five percent since budget adoption.		<b>X</b>
4a	Other Revenues	Projected operating revenues (federal, other state, other local) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		<b>X</b>
4b	Other Expenditures	Projected operating expenditures (books and supplies, services and other expenditures) for the current and two subsequent fiscal years have not changed by more than five percent since budget adoption.		<b>X</b>
5	Ongoing and Major Maintenance Account	If applicable, changes occurring since budget adoption meet the required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account).	<b>X</b>	
6	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.	<b>X</b>	
7a	Fund Balance	Projected county school service fund balance will be positive at the end of the current and two subsequent fiscal years.	<b>X</b>	
7b	Cash Balance	Projected county school service fund cash balance will be positive at the end of the current fiscal year.	<b>X</b>	
8	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.	<b>X</b>	

<b>SUPPLEMENTAL INFORMATION</b>			<b>No</b>	<b>Yes</b>
S1	Contingent Liabilities	Have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) occurred since budget adoption that may impact the budget?		<b>X</b>
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing county school service fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?	<b>X</b>	
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	<b>X</b>	
S4	Contingent Revenues	Are any projected revenues for any of the current or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	<b>X</b>	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the county school service fund to cover operating deficits, changed since budget adoption by more than \$20,000 and more than 5% for any of the current or two subsequent fiscal years?		<b>X</b>

<b>SUPPLEMENTAL INFORMATION (continued)</b>			<b>No</b>	<b>Yes</b>
S6	Long-term Commitments	Does the county office have long-term (multiyear) commitments or debt agreements?	<b>X</b>	
		• If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2019-20) annual payment?	n/a	
		• If yes, will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?	n/a	
S7a	Postemployment Benefits Other than Pensions	Does the county office provide postemployment benefits other than pensions (OPEB)?		<b>X</b>
		• If yes, have there been changes since budget adoption in OPEB liabilities?	<b>X</b>	
S7b	Other Self-insurance Benefits	Does the county office operate any self-insurance programs (e.g., workers' compensation)?	<b>X</b>	
		• If yes, have there been changes since budget adoption in self-insurance liabilities?	n/a	
S8	Status of Labor Agreements	As of first interim projections, are salary and benefit negotiations still unsettled for:		<b>X</b>
		• Certificated? (Section S8A, Line 1b)		<b>X</b>
		• Classified? (Section S8B, Line 1b)	n/a	
S9	Status of Other Funds	Are any funds other than the county school service fund projected to have a negative fund balance at the end of the current fiscal year?	<b>X</b>	

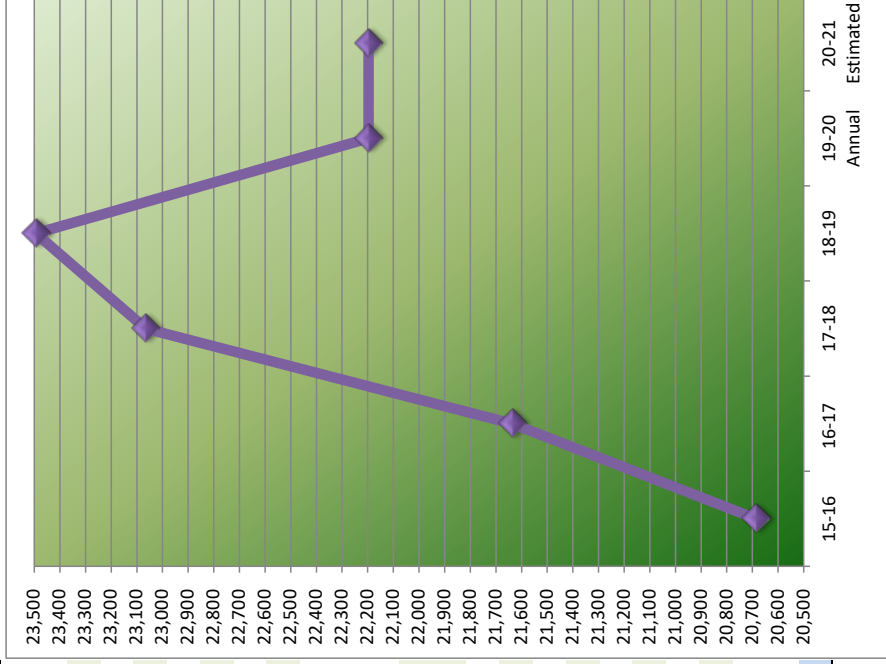
<b>ADDITIONAL FISCAL INDICATORS</b>			<b>No</b>	<b>Yes</b>
A1	Negative Cash Flow	Do cash flow projections show that the county office will end the current fiscal year with a negative cash balance in the county school service fund?	<b>X</b>	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	<b>X</b>	
A3	County Operations Grant ADA	Is County Operations Grant ADA decreasing in both the prior and current fiscal year?	<b>X</b>	
A4	New Charter Schools Impacting County Office ADA	Are any new charter schools operating in county office boundaries that are impacting the county office's ADA, either in the prior or current fiscal years?		<b>X</b>
A5	Salary Increases Exceed COLA	Has the county office entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	<b>X</b>	
A6	Uncapped Health Benefits	Does the county office provide uncapped (100% employer paid) health benefits for current or retired employees?	<b>X</b>	
A7	Fiscal Distress Reports	Does the county office have any reports that indicate fiscal distress? If yes, provide copies to the CDE.	<b>X</b>	
A8	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	<b>X</b>	

AVERAGE DAILY ATTENDANCE

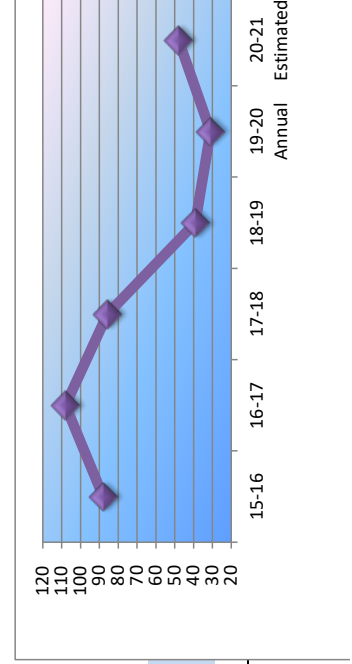


**2020-21 First Interim  
Average Daily Attendance**

	15-16	16-17	17-18	18-19	19-20	20-21
<b>Districts</b>						
Brittan	437	439	430	435	429	429
Browns	141	149	145	133	135	135
East Nicolaus	272	294	297	287	295	295
Franklin	462	463	455	467	473	473
Live Oak Unified	1,720	1,722	1,782	1,766	1,803	1,803
Marcum Illinois	148	157	149	167	175	175
So. Sutter Charter	2,106	2,230	2,107	2,030	2,105	2,105
Meridian	72	78	65	44	54	54
CA Virtual Academy	755	738	790	833	985	985
California Prep Sutter K-7	96	113	472	-	-	-
California Prep Sutter 8-12	93	161	205	-	-	-
Nuestro	140	143	146	163	178	178
Sutter Peak Charter Academy	156	357	445	572	578	578
Pleasant Grove	198	193	178	171	161	161
Sutter Union High	707	739	737	723	774	774
Winship-Robbins	170	136	134	113	114	114
Feather River Charter School	-	807	1,657	2,710	1,092	1,092
Winship Community Charter	-	43	98	117	107	107
Yuba City Unified	12,049	11,684	11,786	11,723	11,633	11,633
AEROSTEM Charter	-	-	-	68	94	94
Twin River Charter	431	437	434	423	446	446
Yuba City Charter	221	243	246	248	274	274
<b>County Operated</b>						
Special Education	311	311	307	302	291	291
	20,686	21,636	23,065	23,494	22,196	22,196
				Annual	Estimated	



<b>County Office</b>						
Comm.School Probation	88	108	86	39	31	35
Pathways Charter Academy	-	-	-	-	-	13
Comm.School TF	-	-	-	-	-	-
Opportunity School	-	-	-	-	-	-
	88	108	86	39	31	48
				Annual	Estimated	



Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>B. COUNTY OFFICE OF EDUCATION</b>						
<b>1. County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	51.00	51.00	31.49	35.00	(16.00)	-31%
<b>d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)</b>	51.00	51.00	31.49	35.00	(16.00)	-31%
<b>2. District Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	290.47	290.47	290.47	290.77	0.30	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
<b>g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)</b>	290.47	290.47	290.47	290.77	0.30	0%
<b>3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)</b>	341.47	341.47	321.96	325.77	(15.70)	-5%
<b>4. Adults in Correctional Facilities</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>5. County Operations Grant ADA</b>	22,225.73	22,225.73	22,195.34	22,196.22	(29.51)	0%
<b>6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						



Description	ESTIMATED FUNDED ADA Original Budget (A)	ESTIMATED FUNDED ADA Board Approved Operating Budget (B)	ESTIMATED P-2 REPORT ADA Projected Year Totals (C)	ESTIMATED FUNDED ADA Projected Year Totals (D)	DIFFERENCE (Col. D - B) (E)	PERCENTAGE DIFFERENCE (Col. E / B) (F)
<b>C. CHARTER SCHOOL ADA</b>						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
<b>FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.</b>						
<b>1. Total Charter School Regular ADA</b>	26.10	26.10	13.00	13.00	(13.10)	-50%
<b>2. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>3. Charter School Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)</b>	26.10	26.10	13.00	13.00	(13.10)	-50%
<b>FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.</b>						
<b>5. Total Charter School Regular ADA</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>6. Charter School County Program Alternative Education ADA</b>						
a. County Group Home and Institution Pupils	0.00	0.00	0.00	0.00	0.00	0%
b. Juvenile Halls, Homes, and Camps	0.00	0.00	0.00	0.00	0.00	0%
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]	0.00	0.00	0.00	0.00	0.00	0%
<b>d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>7. Charter School Funded County Program ADA</b>						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	0.00	0.00	0.00	0.00	0.00	0%
c. Special Education-NPS/LCI	0.00	0.00	0.00	0.00	0.00	0%
d. Special Education Extended Year	0.00	0.00	0.00	0.00	0.00	0%
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools	0.00	0.00	0.00	0.00	0.00	0%
<b>f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)</b>	0.00	0.00	0.00	0.00	0.00	0%
<b>9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)</b>	26.10	26.10	13.00	13.00	(13.10)	-50%

# FINANCIALS



# General Fund Financial Assumptions 2020-21



The assumptions used and listed in this document are the most current and accurate information we have available at the time of the preparation of the First Interim Report for the year 2020-21.

Throughout the fiscal year, we continually strive to improve the budget information. Per Education Code 16222 no later than 45 days after the Governor signs the annual budget we will make available for public review any revisions made to the budget to reflect funding made available by the budget act. The monthly report brought to the board reflects the current budget projections. We also report to the board at First Interim (December), and Second Interim (March) report periods.

This interim report is presented by major object account classification, reflecting the original adopted budget in Column "A" of SACS Form 01. Column "B" is the current Board approved operating budget. Column "C" represents the actual revenue and expenditures as of October 31, 2020. Column "D" is the projected year totals (First Interim), and Column "E" is the difference between current adopted budget and the projected year totals. After the Board approves the interim report, the projected year totals become the adopted budget for the next reporting period.

Multi-year projections assume flat funding for LCFF and reflect any known changes to funding expenditures for the future two years. The full repercussions of COVID-19 on sales and income tax to the state budget are unknown and is a stern reminder to the importance of keeping a healthy reserve level for times of instability. Salary increases for step and column, updated PERS and STRS rates, and known changes are included in projections.

The final State budget for 2020-21 suspended the statutory COLA of 2.31% on the Local Control Funding Formula (LCFF) and removed the 10% proration factor proposed in the Governor's May Revision to hold all LEAs at 2019-20 ADA levels (with the exception of LEAs and newly operational charter schools eligible for SB 820 growth funding). This was possible by deferring portions of the February through June 2021 principal apportionment payments to be paid in the 2021-22 fiscal year. The deferrals equate to roughly 36% of apportionments being delayed to the 2021-22 fiscal year. While it is a relief that the 10% proration factor did not come to fruition, the deferrals create another hardship with cash requiring close monitoring.

Looking to the future, the County Office recognizes that COVID-19 will be a multiyear problem affecting all aspects of operations and finance. The strain of flat funding coupled with increasing employee costs, including step and column, and PERS and STRS employer rate increases will create a difficult financial future. In a proactive approach, the County Office began working to reduce organizational costs to better prepare for lean economic times, all revolving around the belief that the students we help educate today are our future tomorrow. This year there have been multiple budget meetings to better prepare for lean economic times while maintaining our Superintendent’s vision for our service:

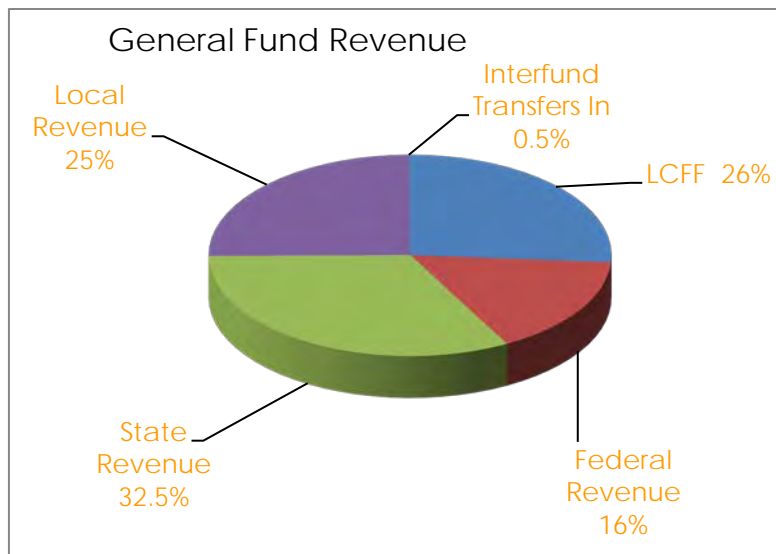
- We will always do what is in the best interest of students
- We will provide quality service and support to our school districts
- We will be a productive, visible presence within our community

The budget presented within these pages is a reflection of this vision.

## General Fund Revenue

Revenue is generated by various State, Federal, and Local sources as well as transfers from other funds within the County Office.

Lottery revenue is budgeted at \$199 per average daily attendance (ADA) This amount represents \$150 of unrestricted and \$49 restricted for educational materials. This is a conservative budget based on the School Services of California Financial Projection Dartboard. Lottery is distributed to Special Education and the County Community School (Feather River Academy) on the prorated share to enhance the programs that generated the attendance. Pathways Charter Academy will not receive lottery funds due to 2020-21 being their first year of operation and the lottery allocation is based on prior year ADA.



Average daily attendance (ADA) projections are based on historical trends adjusted for any known information on the current population. For 2020-21, local attendance collection is still required for absence tracking and reporting but ADA will not be used for funding calculations. The County Office will be funded on 31.49 ADA at Feather River Academy (FRA).

Attendance at Pathways Charter Academy has been included and is based on the 17 students enrolled on October 7, 2020.

[Local Control Funding Formula](#) (LCFF) is refined at each reporting period with the most current attendance data and the latest projections from the California Department of Education (CDE) and the Governor's budget. The LCFF funds consist of local property taxes, Education Protection Act (Prop 30) funds, and state aid.

LCFF revenue is projected to increase by \$485,317 (5.1%). The increase is attributed to the proposed 10% State aid reduction not being signed into law and updating ADA figures for revenue calculations. The County's new charter school, Pathways Charter Academy, has been included in the projected LCFF revenue using the enrollment on California Basic Educational Data System (CBEDS) day multiplied by the statewide attendance percentage.

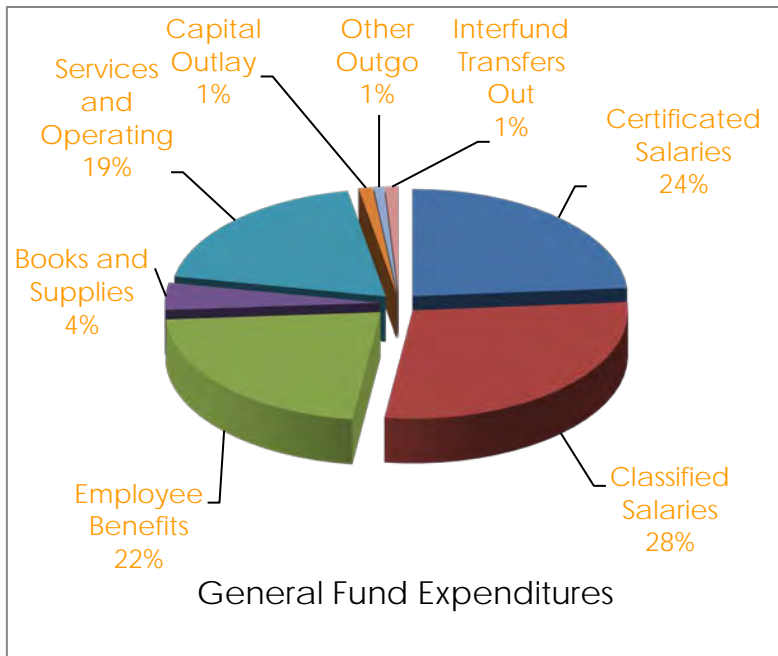
[Federal revenue](#) is projected to increase by \$2,203,327 (57.6%) from the original budget. This change stems largely to the CARES Act funding of roughly \$916,000 and establishing multiple Workforce Innovation and Opportunity Act (WIOA) grants of roughly \$1 million. The LEA portion of Comprehensive Support and Improvement (CSI) was also budgeted for approximately \$170,000.

[Other State revenue](#) is projected to increase by \$3,460,304 (38.4%). This is caused by an increase \$2.3 million of AB-602 funding due to equalization and an increase to Low Incidence and School Based Mental Health of roughly \$285,000 and \$151,000, respectively. A budget for California Learning Communities for School Success Program (LCSSP) has been established for approximately \$203,000.

[Other Local revenues](#) are projected to decrease by \$4,270,662 (-30.9%). The majority of this decrease results from a reduction in excess costs in our SELPA program of roughly \$3.5 million. Revenue projections from Shady Creek Outdoor School were also reduced by roughly \$1 million to reflect the extended closure caused by COVID-19. These revenue reductions were offset with the budgeting of the Sutter County Childcare Assistance program revenue of roughly \$800,000.

[Other Financing Sources – Interfund Transfers In](#) are projected to decrease by \$34,769 (-63.5%). These transfers are used to move money into the General Fund. In this case, the projected transfer from the Shady Creek enterprise fund has been reduced to reflect reduced sales caused by the COVID-19 closure.

# General Fund Expenditures



As projected revenues are increasing for 2020-21, expenditures in the General Fund are also projected to increase. There has been a tremendous amount of changes since the original budget was presented to the Board in June. Budget meetings seem to be a continuous puzzle to decipher the best way to wisely use funds to best serve our students and mitigate learning loss.

## Salaries and Benefits

Certificated salaries decreased by \$389,726 (-4.3%) and classified salaries decreased by \$1,335,375 (-11.5%) from the original budget. The decrease is largely attributed to the removal or reduction of hard to fill Special Education positions and vacancies. The services typically provided by these positions will be contracted to outside agencies.

A portion of the salary decrease is also caused by a change in the way in-lieu health benefits are accounted for. Previously, in-lieu health benefits were recorded in salary lines but is now being properly recorded as an employee benefit.

Employer paid benefits decreased by \$208,472 (-2.6%) which align to the decrease of salary expenses and the PERS and STRS rate decrease used at first interim compared to original budget. The STRS rate used is 16.15%, which is lower than the rate of 18.4% at original budget. The PERS rate was also reduced to 20.7%, while our original budget used 22.8%.

## Supplies

The overall increase in program budgets for books and supplies is \$500,525 (50.6%). The increase includes hundreds of portable computers, internet connectivity devices, and technology to mitigate student learning loss during distance learning. A significant amount of personal protective equipment (PPE) has also been budgeted.

### Services and Other Operating Expenditures

Budgets for services and other operating expenditures are projected to increase by \$2,983,925 (74.5%). The change is due to the increased need of contracted services for Special Education needs due to the inability to hire hard to fill positions. Roughly \$800,000 of expenses associated with the Sutter County Childcare Assistance program and \$340,000 of multiple Workforce Innovation and Opportunity Act are also budgeted in other operating expenditures. Approximately \$255,000 of expenses to mitigate learning loss using online curriculum, attendance and assignment tracking, and professional development have been budgeted.

### Capital Outlay

The \$6,112 (1.6%) increase is due to multiple budget adjustments to facility renovations and deferred maintenance projects.

### Other Outgo

The total increase of \$21,950 (6.7%) is due a larger budgeted disbursement to Yuba City Unified School District to maintain 3% reserves for the SELPA.

### Other Financing Sources – Interfund Transfers Out

The decrease of \$453,528 (-55%) is due to a lack of revenue generated by Shady Creek that is then transferred to cover expenses in Fund 13.

### The Indirect Cost Rate

(ICR) for the budget year is 14.24%.

Programs will be charged a 12.09% rate unless program guidelines prohibit the rate or special arrangements for a cap have been arranged with the Superintendent. The negotiated or capped ICR for 2020-21 are as follows:

- **Special Ed.** - 2/3 of approved rate not to go below 4% or above 7%.
- **WIOA** – Not to exceed 7%.

### Fund Balance

The County Office is planning to receive \$1,558,335 more than it will expend in the budget year. The County Office is using one-time funds to provide technology for distance learning, improve infrastructure, and mitigate learning loss.

The multi-year budget projection illustrates the benefits of the proactive approach the County has taken to ensure fiscal prudence. The unrestricted portion of the multi-year projection shows a million dollar surplus in each of the out years. The restricted portion of the multi-year projection displays how quickly the cost of step and column, as well as increased benefit costs can cause deficit

spending without increased funding or staffing level adjustments. The multi-year budget projection will continue to be monitored closely.

The most significant fiscal concern of the County Office is the effects and fiscal recovery time that COVID-19 takes on the California State Budget. Although the most recent news from the Department of Finance (DOF) and the Legislative Analyst's Office indicate the repercussions of the pandemic peaked during the second quarter of 2020, increased deferrals or funding cuts continue to be a potential that must be considered.

The County Office continues to take a proactive approach by scrutinizing all expenditures while maintaining a high level of service for our students, districts, and the public. The current times are a strong reminder to the importance of not only high reserves to guide us through these difficult times.



## Significant Changes to Other Funds

### Fund 10

No significant changes.

### Fund 11

Salary and benefits projections decreased due to employment uncertainty and reduction of vacancies. Transfers in are projected to decrease due new funding being able to absorb existing expenses.

### Fund 12

Revenue and operating expenses decreased due to the cessation of the Child Care Salary Retention Incentive Program (AB212).

### Fund 13

Revenue projections were removed with the anticipation that there will not be reimbursable meals served at Shady Creek during the fiscal year. Salary and benefits projections decreased due to staff turnover and not intending to fill the positions. Supplies were removed to align to the closure. Transfers in are projected to decrease due to the fund not needing as large of a transfer with the removal of expenses.

### Fund 17

No significant changes.

### Fund 40

No significant changes.

### Fund 63

Revenue decreased to reflect minimal sales and events at Shady Creek due to COVID-19. Salary and benefits projections decreased to align staffing needs with event reductions. Supplies and operating expense projections decreased to align with event reductions.

**Summary Report of Revenues, Expenditures and Changes in Fund Balance  
(Unrestricted and Restricted Combined)  
First Interim as of 10/31/2020**

Description	Account Codes	Budget	Board Approved	Actuals	Projected Year	Difference (Col B - D) (E)	% Difference (E/B)
		Development	Op Budget	to Date	Totals		
		7/1/20 (A)	7/1/20 (B)	10/31/20 (C)	10/31/20 (D)		
<b>A. Revenues</b>							
1) LCFF Revenues	8010-8099	\$ 9,458,827	\$ 9,458,827	2,551,436	9,944,144	485,317	5.1%
2) Federal Revenues	8100-8299	\$ 3,827,177	\$ 3,827,177	1,424,677	6,030,504	2,203,327	57.6%
3) Other State Revenues	8300-8599	\$ 9,022,003	\$ 9,022,003	3,466,725	12,482,307	3,460,304	38.4%
4) Other local Revenues	8600-8799	\$ 13,810,295	\$ 13,810,295	1,045,796	9,539,633	(4,270,662)	-30.9%
<b>TOTAL REVENUES</b>		<b>\$ 36,118,302</b>	<b>\$ 36,118,302</b>	<b>\$ 8,488,634</b>	<b>\$ 37,996,588</b>	<b>1,878,286</b>	<b>5.2%</b>
<b>B. Expenditures</b>							
1. Certificated Salaries	1000-1999	9,056,793	9,056,793	2,465,220	8,667,067	(389,726)	-4.3%
2. Classified Salaries	2000-2999	11,659,568	11,659,568	2,873,335	10,324,193	(1,335,375)	-11.5%
3. Employee Benefits	3000-3999	8,166,445	8,166,445	2,081,926	7,957,973	(208,472)	-2.6%
4. Books and Supplies	4000-4999	988,575	988,575	338,048	1,489,100	500,525	50.6%
5. Services, Other Operation	5000-5999	4,004,070	4,004,070	1,538,005	6,987,995	2,983,925	74.5%
6. Capital Outlay	6000-6999	373,091	373,091	14,395	379,203	6,112	1.6%
7. Other Outgo	7100-7299	327,141	327,141	175,992	349,091	21,950	6.7%
	7400-7499						
8. Direct Support/Indirect	7300-7399	(81,100)	(81,100)	(10,371)	(67,376)	13,724	16.9%
<b>TOTAL EXPENDITURES</b>		<b>\$ 34,494,583</b>	<b>\$ 34,494,583</b>	<b>\$ 9,476,550</b>	<b>\$ 36,087,246</b>	<b>1,592,663</b>	<b>4.6%</b>
Excess ( Deficiency) of Revenues Over Expenditures Before Other Financing Sources and Uses (A5-B9)							
		\$ 1,623,719	\$ 1,623,719	\$ (987,916)	\$ 1,909,342	\$ 285,623	17.6%
<b>D. Other Financing Sources/Uses</b>							
1. Transfers In	8910-8979	\$ 54,785	\$ 54,785	-	20,016	(34,769)	-63.5%
2. Transfer Out	7610-7629	824,551	824,551	-	371,023	(453,528)	-55.0%
3. Contributions	8980-8999	-	-	-	-	-	0.0%
		-	-	-	-	-	
<b>Total, Other Fin Sources/Uses</b>		<b>\$ (769,766)</b>	<b>\$ (769,766)</b>	<b>\$ -</b>	<b>\$ (351,007)</b>	<b>418,759</b>	<b>-54.4%</b>
<b>E. Net Change to Fund Balance</b>							
		<b>\$ 853,953</b>	<b>\$ 853,953</b>	<b>\$ (987,916)</b>	<b>\$ 1,558,335</b>		
<b>F. Fund Balance (Fund 01 only)</b>							
1. Beginning Balance		\$ 12,722,779	\$ 12,722,779		\$ 13,940,165	\$ 1,217,386	
2. Adjustments/Restatements		\$ -	\$ -		\$ -	\$ -	
<b>Ending Balance</b>		<b>13,576,732</b>	<b>13,576,732</b>		<b>15,498,500</b>	<b>\$ 1,921,768</b>	14.2%
<b>G. Components of Ending Fund Balance</b>							
Designated Amounts	9711-9730	\$ 10,500	\$ 10,500		\$ 10,500		
Legally Restricted	9740-9760	\$ 2,583,328	\$ 2,583,328		\$ 3,194,455		
Assigned	9780	\$ 9,216,947	\$ 9,216,947		\$ 10,470,632		
Res Economic Uncertainties	9789	\$ 1,765,957	\$ 1,765,957		\$ 1,822,913		
Unassigned/Unappropriated	9790	\$ -	\$ -		\$ -		

## Estimated Net Change in Fund Balance by Department 2020-21 First Interim

	2019-20	TF-9795	2020-21	2020-21	2020-21	2020-21
	Ending Balance		Revenue	Expense	Estimated Ending Balance	Net Change
<b>Unrestricted</b>						
COE	8,545,903.00	-	4,998,047.00	4,200,113.00	9,343,837.00	797,934.00
Special Ed.	7,792.00	-	44,600.00	44,600.00	7,792.00	-
One Stop	73,359.00	-	22,020.00	23,138.00	72,241.00	(1,118.00)
ES Administration	843,652.00	-	976,023.00	946,311.00	873,364.00	29,712.00
ES SSO	-	-	114,049.00	114,049.00	-	-
ES Shady Creek	-	-	1,099,605.00	1,099,605.00	-	-
ES TICIP	-	-	726,992.00	726,992.00	-	-
ROP	12,022.00	-	693,167.00	692,467.00	12,722.00	700.00
Alt Ed.	6,289.00	-	855,152.00	852,664.00	8,777.00	2,488.00
PCA	-	-	184,372.00	162,273.00	22,099.00	22,099.00
SELPA	88,344.00	-	850.00	850.00	88,344.00	-
MAA	1,687,639.00	-	746,702.00	559,472.00	1,874,869.00	187,230.00
	<b>11,265,000.00</b>	<b>-</b>	<b>10,461,579.00</b>	<b>9,422,534.00</b>	<b>12,304,045.00</b>	<b>1,039,045.00</b>
<b>Restricted</b>						
COE	166,629.00	-	1,465,469.00	1,436,000.00	196,098.00	29,469.00
Special Ed.	882,878.00	-	14,985,712.00	15,012,366.00	856,224.00	(26,654.00)
One Stop	103,163.00	-	6,067,770.00	6,053,056.00	117,877.00	14,714.00
ES Administration	74,662.00	-	157,437.00	190,499.00	41,600.00	(33,062.00)
ES SSO	(470.00)	-	1,270,117.00	1,269,647.00	-	470.00
ES Shady Creek	2,969.00	-	-	-	2,969.00	-
ES TICIP	-	-	-	-	-	-
ROP	(18,000.00)	-	1,106,845.00	1,088,845.00	-	18,000.00
Alt Ed.	3,006.00	-	493,778.00	425,273.00	71,511.00	68,505.00
PCA	-	-	17,003.00	17,003.00	-	-
SELPA	1,460,328.00	-	1,990,894.00	1,543,046.00	1,908,176.00	447,848.00
MAA	-	-	-	-	-	-
	<b>2,675,165.00</b>	<b>-</b>	<b>27,555,025.00</b>	<b>27,035,735.00</b>	<b>3,194,455.00</b>	<b>519,290.00</b>
Totals	13,940,165.00	-	38,016,604.00	36,458,269.00	15,498,500.00	1,558,335.00

**2020-21  
First Interim  
General Fund Projections by Department**

	County Admin.	Sutter Co. One		ES	ROP	Alternative		PCA	SELPA	MAA	Total in Fund 01
		Special Education	Slip			Education					
<b>Beginning Balance</b>											
Prior Year Ending Bal.	9791	8,712,532	176,522	920,813	(5,978)	9,295	-	-	1,548,672	1,687,639	13,940,165
<b>Income</b>											
LCFF	8010-8099	8,248,820	-	600,000	-	269,282	190,074	-	635,968	-	9,944,144
Federal Revenues	8100-8299	34,700	3,247,293	246,125	102,592	489,055	17,003	17,003	1,022,264	394,612	6,030,504
State Revenues	8300-8599	782,220	148,312	789,219	1,004,253	6,266	-	-	9,692,590	-	12,482,307
Local Revenues	8600-8799	653,241	2,564,915	809,060	25,000	135,360	-	-	4,366,961	352,090	9,539,633
<b>Total Income</b>		<b>9,718,981</b>	<b>5,960,520</b>	<b>2,444,404</b>	<b>1,131,845</b>	<b>899,963</b>	<b>207,077</b>	<b>207,077</b>	<b>15,717,783</b>	<b>746,702</b>	<b>37,996,588</b>
<b>Expenditures</b>											
Salaries & Benefits	1000-3999	5,866,675	3,470,170	2,544,238	877,279	783,888	123,423	889,003	889,003	335,908	26,949,233
Books and Supplies	4000-4999	238,193	272,055	138,099	262,888	56,470	13,503	24,107	24,107	2,387	1,489,100
Services	5000-5999	1,280,455	1,922,085	1,129,464	409,978	312,168	21,350	245,939	245,939	160,834	6,987,995
Capital Outlay	6000-6599	263,979	7,795	40,000	67,429	-	-	-	-	-	379,203
Other Outgo	7100-7499	(2,314,592)	411,884	425,682	163,738	125,411	21,000	384,847	384,847	60,343	281,715
<b>Total Expenditures</b>		<b>5,334,710</b>	<b>6,076,194</b>	<b>4,277,483</b>	<b>1,781,312</b>	<b>1,277,937</b>	<b>179,276</b>	<b>1,543,896</b>	<b>1,543,896</b>	<b>559,472</b>	<b>36,087,246</b>
<b>Interfund Transfers</b>											
Transfers In	8910-8929	16,000	-	-	-	4,016	-	-	-	-	20,016
Transfers Out	7610-7629	301,403	-	69,620	-	-	-	-	-	-	371,023
Other Sources	8930-8979	-	-	-	-	-	-	-	-	-	-
Other Uses	7630-7699	-	-	-	-	-	-	-	-	-	-
Contributions	8980-8999	(3,271,465)	129,270	1,899,819	668,167	444,951	(5,702)	(13,726,039)	(13,726,039)	-	-
<b>Total Transfers</b>		<b>(3,556,868)</b>	<b>129,270</b>	<b>1,830,199</b>	<b>668,167</b>	<b>448,967</b>	<b>(5,702)</b>	<b>(13,726,039)</b>	<b>(13,726,039)</b>	<b>-</b>	<b>(351,007)</b>
<b>Net Inc./Dec. in Fund Balance</b>		<b>827,403</b>	<b>13,596</b>	<b>(2,880)</b>	<b>18,700</b>	<b>70,993</b>	<b>22,099</b>	<b>447,848</b>	<b>187,230</b>	<b>1,558,335</b>	<b>15,498,500</b>
<b>Ending Fund Balance</b>		<b>9,539,935</b>	<b>190,118</b>	<b>917,933</b>	<b>12,722</b>	<b>80,288</b>	<b>22,099</b>	<b>1,996,520</b>	<b>1,874,869</b>	<b>1,874,869</b>	<b>15,498,500</b>
<b>Components of End. Fund Bal.</b>											
Revolving Cash & Nonspendable EFB	9711	8,500	300	200	500	-	-	-	-	-	10,500
Legally Restricted Balances	9740	196,098	117,877	44,569	-	71,511	-	1,908,176	-	-	3,194,455
Other Designations	9780	7,510,424	72,241	873,364	12,722	8,777	22,099	88,344	1,874,869	-	10,470,632
Reserve for Economic Uncert.5%	9789	1,824,913	(300)	(200)	(500)	-	-	-	-	-	1,822,913
<b>Unappropriated Fund Bal.</b>											

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	9,458,827.00	9,458,827.00	2,551,436.00	9,944,144.00	485,317.00	5.1%
2) Federal Revenue		8100-8299	3,827,177.00	3,827,177.00	1,424,676.82	6,030,504.00	2,203,327.00	57.6%
3) Other State Revenue		8300-8599	9,022,003.00	9,022,003.00	3,466,724.86	12,482,307.00	3,460,304.00	38.4%
4) Other Local Revenue		8600-8799	13,810,295.00	13,810,295.00	1,045,796.45	9,539,633.00	(4,270,662.00)	-30.9%
5) TOTAL, REVENUES			36,118,302.00	36,118,302.00	8,488,634.13	37,996,588.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	9,056,793.00	9,056,793.00	2,465,220.44	8,667,067.00	389,726.00	4.3%
2) Classified Salaries		2000-2999	11,659,568.00	11,659,568.00	2,873,334.87	10,324,193.00	1,335,375.00	11.5%
3) Employee Benefits		3000-3999	8,166,445.00	8,166,445.00	2,081,926.12	7,957,973.00	208,472.00	2.6%
4) Books and Supplies		4000-4999	988,575.00	988,575.00	338,047.64	1,489,100.00	(500,525.00)	-50.6%
5) Services and Other Operating Expenditures		5000-5999	4,004,070.00	4,004,070.00	1,538,005.19	6,987,995.00	(2,983,925.00)	-74.5%
6) Capital Outlay		6000-6999	373,091.00	373,091.00	14,394.83	379,203.00	(6,112.00)	-1.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	327,141.00	327,141.00	175,992.33	349,091.00	(21,950.00)	-6.7%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(81,100.00)	(81,100.00)	(10,371.02)	(67,376.00)	(13,724.00)	16.9%
9) TOTAL, EXPENDITURES			34,494,583.00	34,494,583.00	9,476,550.40	36,087,246.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			1,623,719.00	1,623,719.00	(987,916.27)	1,909,342.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	54,785.00	54,785.00	0.00	20,016.00	(34,769.00)	-63.5%
b) Transfers Out		7600-7629	824,551.00	824,551.00	0.00	371,023.00	453,528.00	55.0%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(769,766.00)	(769,766.00)	0.00	(351,007.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			853,953.00	853,953.00	(987,916.27)	1,558,335.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	12,722,779.00	12,722,779.00		13,940,165.00	1,217,386.00	9.6%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,722,779.00	12,722,779.00		13,940,165.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,722,779.00	12,722,779.00		13,940,165.00		
2) Ending Balance, June 30 (E + F1e)			13,576,732.00	13,576,732.00		15,498,500.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	10,500.00	10,500.00		10,500.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	2,583,328.00	2,583,328.00		3,194,455.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	9,216,947.30	9,216,947.30		10,470,631.55		
COE	0000	9780	4,068,344.30					
Special Education	0000	9780	721,839.00					
One Stop	0000	9780	230,944.00					
Educational Services	0000	9780	1,130,390.00					
Alternative Education	0000	9780	93,621.00					
SELPA	0000	9780	1,239,747.00					
MAA	0000	9780	1,674,973.00					
Special Education	1100	9780	7,792.00					
One Stop	1100	9780	37,487.00					
Alternative Education	1100	9780	11,810.00					
COE	0000	9780		4,068,344.30				
Special Education	0000	9780		721,839.00				
One Stop	0000	9780		230,944.00				
Educational Services	0000	9780		1,130,390.00				
Alternative Education	0000	9780		93,621.00				
SELPA	0000	9780		1,239,747.00				
MAA	0000	9780		1,674,973.00				
Special Education	1100	9780		7,792.00				
One Stop	1100	9780		37,487.00				
Alternative Education	1100	9780		11,810.00				
COE	0000	9780				4,496,965.55		
Special Education	0000	9780				856,224.00		
One Stop	0000	9780				155,349.00		
Educational Services	0000	9780				917,933.00		
CTE	0000	9780				12,722.00		
Alternative Education	0000	9780				95,012.00		
SELPA	0000	9780				2,011,621.00		
MAA	0000	9780				1,874,869.00		
Special Education	1100	9780				7,792.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
One Stop	1100	9780				34,769.00		
Alternative Education	1100	9780				7,375.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	1,765,956.70	1,765,956.70		1,822,913.45		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	7,061,209.00	7,061,209.00	2,130,224.00	7,443,847.00	382,638.00	5.4%
Education Protection Account State Aid - Current Year		8012	789,440.00	789,440.00	420,311.00	876,242.00	86,802.00	11.0%
State Aid - Prior Years		8019	0.00	0.00	901.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	15,559.00	15,559.00	0.00	15,523.00	(36.00)	-0.2%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	1,000.00	1,000.00	0.00	855.00	(145.00)	-14.5%
County & District Taxes								
Secured Roll Taxes		8041	1,466,437.00	1,466,437.00	0.00	1,497,573.00	31,136.00	2.1%
Unsecured Roll Taxes		8042	78,564.00	78,564.00	0.00	77,034.00	(1,530.00)	-1.9%
Prior Years' Taxes		8043	2.00	2.00	0.00	1,061.00	1,059.00	52950.0%
Supplemental Taxes		8044	33,642.00	33,642.00	0.00	32,010.00	(1,632.00)	-4.9%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	12,974.00	12,974.00	0.00	0.00	(12,974.00)	-100.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Receipt from Co. Board of Sup.		8070	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Subtotal, LCFF Sources</b>			<b>9,458,827.00</b>	<b>9,458,827.00</b>	<b>2,551,436.00</b>	<b>9,944,145.00</b>	<b>485,318.00</b>	<b>5.1%</b>
<b>LCFF Transfers</b>								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	(1.00)	(1.00)	New
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>9,458,827.00</b>	<b>9,458,827.00</b>	<b>2,551,436.00</b>	<b>9,944,144.00</b>	<b>485,317.00</b>	<b>5.1%</b>
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	398,881.00	398,881.00	0.00	398,881.00	0.00	0.0%
Special Education Discretionary Grants		8182	128,941.00	128,941.00	0.00	138,260.00	9,319.00	7.2%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	56,194.00	56,194.00	0.00	56,194.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	104,667.00	104,667.00	0.00	102,920.00	(1,747.00)	-1.7%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	13,830.00	13,830.00	0.00	22,917.00	9,087.00	65.7%



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	36,208.00	36,208.00	11,573.64	54,074.00	17,866.00	49.3%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3183, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128, 4204, 5510,							
Other NCLB / Every Student Succeeds Act	5630	8290	68,011.00	68,011.00	57,304.81	268,905.00	200,894.00	295.4%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	3,020,445.00	3,020,445.00	1,355,798.37	4,988,353.00	1,967,908.00	65.2%
<b>TOTAL, FEDERAL REVENUE</b>			<b>3,827,177.00</b>	<b>3,827,177.00</b>	<b>1,424,676.82</b>	<b>6,030,504.00</b>	<b>2,203,327.00</b>	<b>57.6%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement								
Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan								
Current Year	6500	8311	6,482,432.00	6,482,432.00	2,703,459.00	9,109,295.00	2,626,863.00	40.5%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	278,204.00	278,204.00	77,896.00	278,204.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	40,000.00	40,000.00	0.00	38,489.00	(1,511.00)	-3.8%
Lottery - Unrestricted and Instructional Materials		8560	72,818.00	72,818.00	0.00	66,563.00	(6,255.00)	-8.6%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	370,458.00	370,458.00	301,886.09	328,298.00	(42,160.00)	-11.4%
Drug/Alcohol/Tobacco Funds	6650, 6680, 6685, 6690, 6695	8590	134,000.00	134,000.00	0.00	210,082.00	76,082.00	56.8%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,644,091.00	1,644,091.00	383,483.77	2,451,376.00	807,285.00	49.1%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>9,022,003.00</b>	<b>9,022,003.00</b>	<b>3,466,724.86</b>	<b>12,482,307.00</b>	<b>3,460,304.00</b>	<b>38.4%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	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	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes								
		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	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	0.0%
Food Service Sales		8634	25,000.00	25,000.00	0.00	25,000.00	0.00	0.0%
All Other Sales		8639	50,500.00	50,500.00	0.00	13,000.00	(37,500.00)	-74.3%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	350,000.00	350,000.00	30,390.07	350,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	3,907,526.00	3,907,526.00	0.00	1,287,880.00	(2,619,646.00)	-67.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	607,391.00	607,391.00	910,505.02	2,546,645.00	1,939,254.00	319.3%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	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	0.0%
All Other Local Revenue		8699	940,514.00	940,514.00	104,901.36	865,995.00	(74,519.00)	-7.9%
Tuition		8710	7,929,364.00	7,929,364.00	0.00	4,451,113.00	(3,478,251.00)	-43.9%
All Other Transfers In		8781-8783	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	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	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	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	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	0.0%
From County Offices	All Other	8792	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	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>13,810,295.00</b>	<b>13,810,295.00</b>	<b>1,045,796.45</b>	<b>9,539,633.00</b>	<b>(4,270,662.00)</b>	<b>-30.9%</b>
<b>TOTAL, REVENUES</b>			<b>36,118,302.00</b>	<b>36,118,302.00</b>	<b>8,488,634.13</b>	<b>37,996,588.00</b>	<b>1,878,286.00</b>	<b>5.2%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	4,899,417.00	4,899,417.00	1,215,294.52	4,569,410.00	330,007.00	6.7%
Certificated Pupil Support Salaries		1200	1,335,317.00	1,335,317.00	329,319.84	1,124,704.00	210,613.00	15.8%
Certificated Supervisors' and Administrators' Salaries		1300	2,810,059.00	2,810,059.00	920,606.08	2,964,953.00	(154,894.00)	-5.5%
Other Certificated Salaries		1900	12,000.00	12,000.00	0.00	8,000.00	4,000.00	33.3%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>9,056,793.00</b>	<b>9,056,793.00</b>	<b>2,465,220.44</b>	<b>8,667,067.00</b>	<b>389,726.00</b>	<b>4.3%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	3,615,121.00	3,615,121.00	654,436.73	2,559,588.00	1,055,533.00	29.2%
Classified Support Salaries		2200	1,998,433.00	1,998,433.00	553,588.37	1,779,302.00	219,131.00	11.0%
Classified Supervisors' and Administrators' Salaries		2300	2,196,519.00	2,196,519.00	713,226.46	2,121,603.00	74,916.00	3.4%
Clerical, Technical and Office Salaries		2400	2,948,378.00	2,948,378.00	839,912.74	2,643,848.00	304,530.00	10.3%
Other Classified Salaries		2900	901,117.00	901,117.00	112,170.57	1,219,852.00	(318,735.00)	-35.4%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>11,659,568.00</b>	<b>11,659,568.00</b>	<b>2,873,334.87</b>	<b>10,324,193.00</b>	<b>1,335,375.00</b>	<b>11.5%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	2,176,873.00	2,176,873.00	375,161.61	2,014,870.00	162,003.00	7.4%
PERS		3201-3202	2,427,364.00	2,427,364.00	573,753.83	1,972,628.00	454,736.00	18.7%
OASDI/Medicare/Alternative		3301-3302	998,892.00	998,892.00	267,965.00	952,625.00	46,267.00	4.6%
Health and Welfare Benefits		3401-3402	2,022,273.00	2,022,273.00	497,948.28	1,773,673.00	248,600.00	12.3%
Unemployment Insurance		3501-3502	14,934.00	14,934.00	2,684.97	9,269.00	5,665.00	37.9%
Workers' Compensation		3601-3602	327,715.00	327,715.00	87,856.68	310,147.00	17,568.00	5.4%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	198,394.00	198,394.00	54,574.34	184,482.00	13,912.00	7.0%
Other Employee Benefits		3901-3902	0.00	0.00	221,981.41	740,279.00	(740,279.00)	New
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>8,166,445.00</b>	<b>8,166,445.00</b>	<b>2,081,926.12</b>	<b>7,957,973.00</b>	<b>208,472.00</b>	<b>2.6%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	41,524.00	41,524.00	74,852.91	126,678.00	(85,154.00)	-205.1%
Books and Other Reference Materials		4200	0.00	0.00	441.04	445.00	(445.00)	New
Materials and Supplies		4300	775,819.00	775,819.00	138,634.25	1,000,978.00	(225,159.00)	-29.0%
Noncapitalized Equipment		4400	171,232.00	171,232.00	124,119.44	360,999.00	(189,767.00)	-110.8%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>988,575.00</b>	<b>988,575.00</b>	<b>338,047.64</b>	<b>1,489,100.00</b>	<b>(500,525.00)</b>	<b>-50.6%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	266,408.00	266,408.00	133,896.99	1,161,405.00	(894,997.00)	-335.9%
Travel and Conferences		5200	340,682.00	340,682.00	29,136.70	271,816.00	68,866.00	20.2%
Dues and Memberships		5300	76,592.00	76,592.00	49,430.48	70,198.00	6,394.00	8.3%
Insurance		5400-5450	132,318.00	132,318.00	156,866.27	197,539.00	(65,221.00)	-49.3%
Operations and Housekeeping Services		5500	372,596.00	372,596.00	87,027.82	328,946.00	43,650.00	11.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	565,329.00	565,329.00	164,368.35	507,305.00	58,024.00	10.3%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(203,332.00)	(203,332.00)	(505.35)	(162,088.00)	(41,244.00)	20.3%
Professional/Consulting Services and Operating Expenditures		5800	2,334,091.00	2,334,091.00	886,696.77	4,510,381.00	(2,176,290.00)	-93.2%
Communications		5900	119,386.00	119,386.00	31,087.16	102,493.00	16,893.00	14.1%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>4,004,070.00</b>	<b>4,004,070.00</b>	<b>1,538,005.19</b>	<b>6,987,995.00</b>	<b>(2,983,925.00)</b>	<b>-74.5%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	18,197.00	18,197.00	3,733.39	21,931.00	(3,734.00)	-20.5%
Buildings and Improvements of Buildings		6200	132,411.00	132,411.00	10,661.44	169,827.00	(37,416.00)	-28.3%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	216,350.00	216,350.00	0.00	181,312.00	35,038.00	16.2%
Equipment Replacement		6500	6,133.00	6,133.00	0.00	6,133.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>373,091.00</b>	<b>373,091.00</b>	<b>14,394.83</b>	<b>379,203.00</b>	<b>(6,112.00)</b>	<b>-1.6%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	49,208.00	49,208.00	0.00	49,208.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	21,000.00	21,000.00	0.00	21,000.00	0.00	0.0%
All Other Transfers		7281-7283	256,933.00	256,933.00	175,992.33	278,883.00	(21,950.00)	-8.5%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>327,141.00</b>	<b>327,141.00</b>	<b>175,992.33</b>	<b>349,091.00</b>	<b>(21,950.00)</b>	<b>-6.7%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	0.00	0.00	(0.01)	0.00		
Transfers of Indirect Costs - Interfund		7350	(81,100.00)	(81,100.00)	(10,371.01)	(67,376.00)	(13,724.00)	16.9%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>(81,100.00)</b>	<b>(81,100.00)</b>	<b>(10,371.02)</b>	<b>(67,376.00)</b>	<b>(13,724.00)</b>	<b>16.9%</b>
<b>TOTAL, EXPENDITURES</b>			<b>34,494,583.00</b>	<b>34,494,583.00</b>	<b>9,476,550.40</b>	<b>36,087,246.00</b>	<b>(1,592,663.00)</b>	<b>-4.6%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	16,000.00	16,000.00	0.00	20,016.00	4,016.00	25.1%
Other Authorized Interfund Transfers In		8919	38,785.00	38,785.00	0.00	0.00	(38,785.00)	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			54,785.00	54,785.00	0.00	20,016.00	(34,769.00)	-63.5%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	2,500.00	2,500.00	0.00	2,500.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	407,966.00	407,966.00	0.00	69,620.00	338,346.00	82.9%
Other Authorized Interfund Transfers Out		7619	414,085.00	414,085.00	0.00	298,903.00	115,182.00	27.8%
(b) TOTAL, INTERFUND TRANSFERS OUT			824,551.00	824,551.00	0.00	371,023.00	453,528.00	55.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	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	0.0%
All Other Financing Sources		8979	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	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	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	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00		
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00		
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			(769,766.00)	(769,766.00)	0.00	(351,007.00)	(418,759.00)	-54.4%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	8,829,075.00	8,829,075.00	2,551,436.00	9,308,176.00	479,101.00	5.4%
2) Federal Revenue		8100-8299	351,000.00	351,000.00	208,563.07	394,612.00	43,612.00	12.4%
3) Other State Revenue		8300-8599	102,044.00	102,044.00	0.00	93,682.00	(8,362.00)	-8.2%
4) Other Local Revenue		8600-8799	2,554,546.00	2,554,546.00	126,803.55	1,589,961.00	(964,585.00)	-37.8%
5) TOTAL, REVENUES			11,836,665.00	11,836,665.00	2,886,802.62	11,386,431.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	2,109,902.00	2,109,902.00	542,943.87	2,008,976.00	100,926.00	4.8%
2) Classified Salaries		2000-2999	4,526,387.00	4,526,387.00	1,239,449.65	3,960,020.00	566,367.00	12.5%
3) Employee Benefits		3000-3999	2,293,792.00	2,293,792.00	623,453.23	2,109,891.00	183,901.00	8.0%
4) Books and Supplies		4000-4999	422,865.00	422,865.00	76,439.02	409,111.00	13,754.00	3.3%
5) Services and Other Operating Expenditures		5000-5999	1,858,347.00	1,858,347.00	912,172.71	2,231,971.00	(373,624.00)	-20.1%
6) Capital Outlay		6000-6999	133,983.00	133,983.00	13,383.39	166,900.00	(32,917.00)	-24.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	21,000.00	21,000.00	0.00	21,000.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(1,867,000.00)	(1,867,000.00)	(374,558.65)	(1,856,358.00)	(10,642.00)	0.6%
9) TOTAL, EXPENDITURES			9,499,276.00	9,499,276.00	3,033,283.22	9,051,511.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			2,337,389.00	2,337,389.00	(146,480.60)	2,334,920.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	54,785.00	54,785.00	0.00	20,016.00	(34,769.00)	-63.5%
b) Transfers Out		7600-7629	824,551.00	824,551.00	0.00	371,023.00	453,528.00	55.0%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	(849,822.00)	(849,822.00)	0.00	(944,868.00)	(95,046.00)	11.2%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,619,588.00)	(1,619,588.00)	0.00	(1,295,875.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			717,801.00	717,801.00	(146,480.60)	1,039,045.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	10,275,603.00	10,275,603.00		11,265,000.00	989,397.00	9.6%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			10,275,603.00	10,275,603.00		11,265,000.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			10,275,603.00	10,275,603.00		11,265,000.00		
2) Ending Balance, June 30 (E + F1e)			10,993,404.00	10,993,404.00		12,304,045.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	10,500.00	10,500.00		10,500.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	9,216,947.30	9,216,947.30		10,470,631.55		
COE	0000	9780	4,068,344.30					
Special Education	0000	9780	721,839.00					
One Stop	0000	9780	230,944.00					
Educational Services	0000	9780	1,130,390.00					
Alternative Education	0000	9780	93,621.00					
SELPA	0000	9780	1,239,747.00					
MAA	0000	9780	1,674,973.00					
Special Education	1100	9780	7,792.00					
One Stop	1100	9780	37,487.00					
Alternative Education	1100	9780	11,810.00					
COE	0000	9780		4,068,344.30				
Special Education	0000	9780		721,839.00				
One Stop	0000	9780		230,944.00				
Educational Services	0000	9780		1,130,390.00				
Alternative Education	0000	9780		93,621.00				
SELPA	0000	9780		1,239,747.00				
MAA	0000	9780		1,674,973.00				
Special Education	1100	9780		7,792.00				
One Stop	1100	9780		37,487.00				
Alternative Education	1100	9780		11,810.00				
COE	0000	9780				4,496,965.55		
Special Education	0000	9780				856,224.00		
One Stop	0000	9780				155,349.00		
Educational Services	0000	9780				917,933.00		
CTE	0000	9780				12,722.00		
Alternative Education	0000	9780				95,012.00		
SELPA	0000	9780				2,011,621.00		
MAA	0000	9780				1,874,869.00		
Special Education	1100	9780				7,792.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
One Stop	1100	9780				34,769.00		
Alternative Education	1100	9780				7,375.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	1,765,956.70	1,765,956.70		1,822,913.45		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	7,061,209.00	7,061,209.00	2,130,224.00	7,443,847.00	382,638.00	5.4%
Education Protection Account State Aid - Current Year		8012	789,440.00	789,440.00	420,311.00	876,242.00	86,802.00	11.0%
State Aid - Prior Years		8019	0.00	0.00	901.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	15,559.00	15,559.00	0.00	15,523.00	(36.00)	-0.2%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	1,000.00	1,000.00	0.00	855.00	(145.00)	-14.5%
County & District Taxes								
Secured Roll Taxes		8041	1,466,437.00	1,466,437.00	0.00	1,497,573.00	31,136.00	2.1%
Unsecured Roll Taxes		8042	78,564.00	78,564.00	0.00	77,034.00	(1,530.00)	-1.9%
Prior Years' Taxes		8043	2.00	2.00	0.00	1,061.00	1,059.00	52950.0%
Supplemental Taxes		8044	33,642.00	33,642.00	0.00	32,010.00	(1,632.00)	-4.9%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	12,974.00	12,974.00	0.00	0.00	(12,974.00)	-100.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
Receipt from Co. Board of Sup.		8070	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.0%
<b>Subtotal, LCFF Sources</b>			<b>9,458,827.00</b>	<b>9,458,827.00</b>	<b>2,551,436.00</b>	<b>9,944,145.00</b>	<b>485,318.00</b>	<b>5.1%</b>
<b>LCFF Transfers</b>								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	(629,752.00)	(629,752.00)	0.00	(635,969.00)	(6,217.00)	1.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>8,829,075.00</b>	<b>8,829,075.00</b>	<b>2,551,436.00</b>	<b>9,308,176.00</b>	<b>479,101.00</b>	<b>5.4%</b>
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00		
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00		
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00		
Donated Food Commodities		8221	0.00	0.00	0.00	0.00		
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00		
Title I, Part A, Basic	3010	8290						
Title I, Part D, Local Delinquent Programs	3025	8290						
Title II, Part A, Supporting Effective Instruction	4035	8290						

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Student Program	4201	8290						
Title III, Part A, English Learner Program	4203	8290						
Public Charter Schools Grant Program (PCSGP)	4610	8290						
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3183, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128, 4204, 5510, 5630	8290						
Other NCLB / Every Student Succeeds Act	5630	8290						
Career and Technical Education	3500-3599	8290						
All Other Federal Revenue	All Other	8290	351,000.00	351,000.00	208,563.07	394,612.00	43,612.00	12.4%
<b>TOTAL, FEDERAL REVENUE</b>			<b>351,000.00</b>	<b>351,000.00</b>	<b>208,563.07</b>	<b>394,612.00</b>	<b>43,612.00</b>	<b>12.4%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement Prior Years	6360	8319						
Special Education Master Plan Current Year	6500	8311						
Prior Years	6500	8319						
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00		
Mandated Costs Reimbursements		8550	40,000.00	40,000.00	0.00	38,489.00	(1,511.00)	-3.8%
Lottery - Unrestricted and Instructional Materials		8560	53,844.00	53,844.00	0.00	46,993.00	(6,851.00)	-12.7%
Tax Relief Subventions Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00		
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590						
Charter School Facility Grant	6030	8590						
Career Technical Education Incentive Grant Program	6387	8590						
Drug/Alcohol/Tobacco Funds	6650, 6680, 6685, 6690, 6695	8590						
California Clean Energy Jobs Act	6230	8590						
Specialized Secondary	7370	8590						
American Indian Early Childhood Education	7210	8590						
All Other State Revenue	All Other	8590	8,200.00	8,200.00	0.00	8,200.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>102,044.00</b>	<b>102,044.00</b>	<b>0.00</b>	<b>93,682.00</b>	<b>(8,362.00)</b>	<b>-8.2%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00		
Unsecured Roll		8616	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00		
Supplemental Taxes		8618	0.00	0.00	0.00	0.00		
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00		
Sales								
Sale of Equipment/Supplies		8631	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	0.0%
Food Service Sales		8634	25,000.00	25,000.00	0.00	25,000.00	0.00	0.0%
All Other Sales		8639	50,500.00	50,500.00	0.00	13,000.00	(37,500.00)	-74.3%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	350,000.00	350,000.00	30,390.07	350,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	1,398,483.00	1,398,483.00	0.00	555,415.00	(843,068.00)	-60.3%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	3,750.00	3,750.00	0.00	3,750.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00		
All Other Local Revenue		8699	597,014.00	597,014.00	96,413.48	507,436.00	(89,578.00)	-15.0%
Tuition		8710	129,799.00	129,799.00	0.00	135,360.00	5,561.00	4.3%
All Other Transfers In		8781-8783	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						
From County Offices	6500	8792						
From JPAs	6500	8793						
ROC/P Transfers								
From Districts or Charter Schools	6360	8791						
From County Offices	6360	8792						
From JPAs	6360	8793						
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	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	0.0%
From JPAs	All Other	8793	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	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>2,554,546.00</b>	<b>2,554,546.00</b>	<b>126,803.55</b>	<b>1,589,961.00</b>	<b>(964,585.00)</b>	<b>-37.8%</b>
<b>TOTAL, REVENUES</b>			<b>11,836,665.00</b>	<b>11,836,665.00</b>	<b>2,886,802.62</b>	<b>11,386,431.00</b>	<b>(450,234.00)</b>	<b>-3.8%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Certificated Teachers' Salaries		1100	287,721.00	287,721.00	51,662.27	233,091.00	54,630.00	19.0%
Certificated Pupil Support Salaries		1200	59,228.00	59,228.00	4,445.32	24,525.00	34,703.00	58.6%
Certificated Supervisors' and Administrators' Salaries		1300	1,750,953.00	1,750,953.00	486,836.28	1,743,360.00	7,593.00	0.4%
Other Certificated Salaries		1900	12,000.00	12,000.00	0.00	8,000.00	4,000.00	33.3%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>2,109,902.00</b>	<b>2,109,902.00</b>	<b>542,943.87</b>	<b>2,008,976.00</b>	<b>100,926.00</b>	<b>4.8%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	385,222.00	385,222.00	97,257.34	281,598.00	103,624.00	26.9%
Classified Supervisors' and Administrators' Salaries		2300	1,764,847.00	1,764,847.00	547,265.52	1,603,398.00	161,449.00	9.1%
Clerical, Technical and Office Salaries		2400	2,131,152.00	2,131,152.00	594,351.79	1,889,871.00	241,281.00	11.3%
Other Classified Salaries		2900	245,166.00	245,166.00	575.00	185,153.00	60,013.00	24.5%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>4,526,387.00</b>	<b>4,526,387.00</b>	<b>1,239,449.65</b>	<b>3,960,020.00</b>	<b>566,367.00</b>	<b>12.5%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	404,490.00	404,490.00	93,116.29	341,161.00	63,329.00	15.7%
PERS		3201-3202	959,874.00	959,874.00	241,904.55	779,051.00	180,823.00	18.8%
OASDI/Medicare/Alternative		3301-3302	355,125.00	355,125.00	97,617.20	318,941.00	36,184.00	10.2%
Health and Welfare Benefits		3401-3402	401,435.00	401,435.00	104,962.97	400,799.00	636.00	0.2%
Unemployment Insurance		3501-3502	3,227.00	3,227.00	874.47	2,926.00	301.00	9.3%
Workers' Compensation		3601-3602	105,239.00	105,239.00	28,762.83	95,715.00	9,524.00	9.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	64,402.00	64,402.00	18,177.25	57,257.00	7,145.00	11.1%
Other Employee Benefits		3901-3902	0.00	0.00	38,037.67	114,041.00	(114,041.00)	New
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>2,293,792.00</b>	<b>2,293,792.00</b>	<b>623,453.23</b>	<b>2,109,891.00</b>	<b>183,901.00</b>	<b>8.0%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	3,750.00	3,750.00	0.00	1,750.00	2,000.00	53.3%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	374,911.00	374,911.00	66,663.43	367,408.00	7,503.00	2.0%
Noncapitalized Equipment		4400	44,204.00	44,204.00	9,775.59	39,953.00	4,251.00	9.6%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>422,865.00</b>	<b>422,865.00</b>	<b>76,439.02</b>	<b>409,111.00</b>	<b>13,754.00</b>	<b>3.3%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	114,918.00	114,918.00	(10,592.57)	10,847.00	104,071.00	90.6%
Dues and Memberships		5300	59,126.00	59,126.00	45,479.48	56,730.00	2,396.00	4.1%
Insurance		5400-5450	129,168.00	129,168.00	152,480.61	192,314.00	(63,146.00)	-48.9%
Operations and Housekeeping Services		5500	372,596.00	372,596.00	87,027.82	328,946.00	43,650.00	11.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	223,346.00	223,346.00	64,675.10	212,620.00	10,726.00	4.8%
Transfers of Direct Costs		5710	(586,554.00)	(586,554.00)	(116,147.87)	(520,937.00)	(65,617.00)	11.2%
Transfers of Direct Costs - Interfund		5750	(203,332.00)	(203,332.00)	(505.35)	(162,088.00)	(41,244.00)	20.3%
Professional/Consulting Services and Operating Expenditures		5800	1,666,919.00	1,666,919.00	669,504.12	2,057,379.00	(390,460.00)	-23.4%
Communications		5900	82,160.00	82,160.00	20,251.37	56,160.00	26,000.00	31.6%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>1,858,347.00</b>	<b>1,858,347.00</b>	<b>912,172.71</b>	<b>2,231,971.00</b>	<b>(373,624.00)</b>	<b>-20.1%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	3,733.39	3,734.00	(3,734.00)	New
Buildings and Improvements of Buildings		6200	11,500.00	11,500.00	9,650.00	49,650.00	(38,150.00)	-331.7%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	116,350.00	116,350.00	0.00	107,383.00	8,967.00	7.7%
Equipment Replacement		6500	6,133.00	6,133.00	0.00	6,133.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>133,983.00</b>	<b>133,983.00</b>	<b>13,383.39</b>	<b>166,900.00</b>	<b>(32,917.00)</b>	<b>-24.6%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools	6500	7221						
To County Offices	6500	7222						
To JPAs	6500	7223						
ROC/P Transfers of Apportionments To Districts or Charter Schools	6360	7221						
To County Offices	6360	7222						
To JPAs	6360	7223						
Other Transfers of Apportionments	All Other	7221-7223	21,000.00	21,000.00	0.00	21,000.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>21,000.00</b>	<b>21,000.00</b>	<b>0.00</b>	<b>21,000.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	(1,785,900.00)	(1,785,900.00)	(364,187.64)	(1,788,982.00)	3,082.00	-0.2%
Transfers of Indirect Costs - Interfund		7350	(81,100.00)	(81,100.00)	(10,371.01)	(67,376.00)	(13,724.00)	16.9%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>(1,867,000.00)</b>	<b>(1,867,000.00)</b>	<b>(374,558.65)</b>	<b>(1,856,358.00)</b>	<b>(10,642.00)</b>	<b>0.6%</b>
<b>TOTAL, EXPENDITURES</b>			<b>9,499,276.00</b>	<b>9,499,276.00</b>	<b>3,033,283.22</b>	<b>9,051,511.00</b>	<b>447,765.00</b>	<b>4.7%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	16,000.00	16,000.00	0.00	20,016.00	4,016.00	25.1%
Other Authorized Interfund Transfers In		8919	38,785.00	38,785.00	0.00	0.00	(38,785.00)	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			54,785.00	54,785.00	0.00	20,016.00	(34,769.00)	-63.5%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	2,500.00	2,500.00	0.00	2,500.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	407,966.00	407,966.00	0.00	69,620.00	338,346.00	82.9%
Other Authorized Interfund Transfers Out		7619	414,085.00	414,085.00	0.00	298,903.00	115,182.00	27.8%
(b) TOTAL, INTERFUND TRANSFERS OUT			824,551.00	824,551.00	0.00	371,023.00	453,528.00	55.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	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	0.0%
All Other Financing Sources		8979	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	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	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	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	(849,822.00)	(849,822.00)	0.00	(944,868.00)	(95,046.00)	11.2%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(849,822.00)	(849,822.00)	0.00	(944,868.00)	(95,046.00)	11.2%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>								
(a - b + c - d + e)			(1,619,588.00)	(1,619,588.00)	0.00	(1,295,875.00)	323,713.00	-20.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	629,752.00	629,752.00	0.00	635,968.00	6,216.00	1.0%
2) Federal Revenue		8100-8299	3,476,177.00	3,476,177.00	1,216,113.75	5,635,892.00	2,159,715.00	62.1%
3) Other State Revenue		8300-8599	8,919,959.00	8,919,959.00	3,466,724.86	12,388,625.00	3,468,666.00	38.9%
4) Other Local Revenue		8600-8799	11,255,749.00	11,255,749.00	918,992.90	7,949,672.00	(3,306,077.00)	-29.4%
5) TOTAL, REVENUES			24,281,637.00	24,281,637.00	5,601,831.51	26,610,157.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	6,946,891.00	6,946,891.00	1,922,276.57	6,658,091.00	288,800.00	4.2%
2) Classified Salaries		2000-2999	7,133,181.00	7,133,181.00	1,633,885.22	6,364,173.00	769,008.00	10.8%
3) Employee Benefits		3000-3999	5,872,653.00	5,872,653.00	1,458,472.89	5,848,082.00	24,571.00	0.4%
4) Books and Supplies		4000-4999	565,710.00	565,710.00	261,608.62	1,079,989.00	(514,279.00)	-90.9%
5) Services and Other Operating Expenditures		5000-5999	2,145,723.00	2,145,723.00	625,832.48	4,756,024.00	(2,610,301.00)	-121.7%
6) Capital Outlay		6000-6999	239,108.00	239,108.00	1,011.44	212,303.00	26,805.00	11.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	306,141.00	306,141.00	175,992.33	328,091.00	(21,950.00)	-7.2%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	1,785,900.00	1,785,900.00	364,187.63	1,788,982.00	(3,082.00)	-0.2%
9) TOTAL, EXPENDITURES			24,995,307.00	24,995,307.00	6,443,267.18	27,035,735.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(713,670.00)	(713,670.00)	(841,435.67)	(425,578.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	849,822.00	849,822.00	0.00	944,868.00	95,046.00	11.2%
4) TOTAL, OTHER FINANCING SOURCES/USES			849,822.00	849,822.00	0.00	944,868.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			136,152.00	136,152.00	(841,435.67)	519,290.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,447,176.00	2,447,176.00		2,675,165.00	227,989.00	9.3%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,447,176.00	2,447,176.00		2,675,165.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,447,176.00	2,447,176.00		2,675,165.00		
2) Ending Balance, June 30 (E + F1e)			2,583,328.00	2,583,328.00		3,194,455.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			2,583,328.00	2,583,328.00		3,194,455.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>LCFF SOURCES</b>								
Principal Apportionment								
State Aid - Current Year		8011	0.00	0.00	0.00	0.00		
Education Protection Account State Aid - Current Year		8012	0.00	0.00	0.00	0.00		
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00		
Tax Relief Subventions								
Homeowners' Exemptions		8021	0.00	0.00	0.00	0.00		
Timber Yield Tax		8022	0.00	0.00	0.00	0.00		
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00		
County & District Taxes								
Secured Roll Taxes		8041	0.00	0.00	0.00	0.00		
Unsecured Roll Taxes		8042	0.00	0.00	0.00	0.00		
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00		
Supplemental Taxes		8044	0.00	0.00	0.00	0.00		
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00		
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00		
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00		
Receipt from Co. Board of Sup.		8070	0.00	0.00	0.00	0.00		
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00		
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00		
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00		
Subtotal, LCFF Sources			0.00	0.00	0.00	0.00		
<b>LCFF Transfers</b>								
Unrestricted LCFF Transfers - Current Year	0000	8091						
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00		
Property Taxes Transfers		8097	629,752.00	629,752.00	0.00	635,968.00	6,216.00	1.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			629,752.00	629,752.00	0.00	635,968.00	6,216.00	1.0%
<b>FEDERAL REVENUE</b>								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	398,881.00	398,881.00	0.00	398,881.00	0.00	0.0%
Special Education Discretionary Grants		8182	128,941.00	128,941.00	0.00	138,260.00	9,319.00	7.2%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00		
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00		
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	56,194.00	56,194.00	0.00	56,194.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	104,667.00	104,667.00	0.00	102,920.00	(1,747.00)	-1.7%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	13,830.00	13,830.00	0.00	22,917.00	9,087.00	65.7%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	36,208.00	36,208.00	11,573.64	54,074.00	17,866.00	49.3%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3183, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128, 4204, 5510,							
Other NCLB / Every Student Succeeds Act	5630	8290	68,011.00	68,011.00	57,304.81	268,905.00	200,894.00	295.4%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	2,669,445.00	2,669,445.00	1,147,235.30	4,593,741.00	1,924,296.00	72.1%
<b>TOTAL, FEDERAL REVENUE</b>			<b>3,476,177.00</b>	<b>3,476,177.00</b>	<b>1,216,113.75</b>	<b>5,635,892.00</b>	<b>2,159,715.00</b>	<b>62.1%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
ROC/P Entitlement Prior Years	6360	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311	6,482,432.00	6,482,432.00	2,703,459.00	9,109,295.00	2,626,863.00	40.5%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	278,204.00	278,204.00	77,896.00	278,204.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	0.00	0.00	0.00	0.00		
Lottery - Unrestricted and Instructional Materials		8560	18,974.00	18,974.00	0.00	19,570.00	596.00	3.1%
Tax Relief Subventions								
Restricted Levies - Other								
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	370,458.00	370,458.00	301,886.09	328,298.00	(42,160.00)	-11.4%
Drug/Alcohol/Tobacco Funds	6650, 6680, 6685, 6690, 6695	8590	134,000.00	134,000.00	0.00	210,082.00	76,082.00	56.8%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,635,891.00	1,635,891.00	383,483.77	2,443,176.00	807,285.00	49.3%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>8,919,959.00</b>	<b>8,919,959.00</b>	<b>3,466,724.86</b>	<b>12,388,625.00</b>	<b>3,468,666.00</b>	<b>38.9%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	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	0.0%
Non-Ad Valorem Taxes								
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds								
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes								
		8629	0.00	0.00	0.00	0.00	0.00	0.0%
Sales								
Sale of Equipment/Supplies		8631	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	0.0%
Food Service Sales		8634	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	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00		
Non-Resident Students		8672	0.00	0.00	0.00	0.00		
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	2,509,043.00	2,509,043.00	0.00	732,465.00	(1,776,578.00)	-70.8%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	603,641.00	603,641.00	910,505.02	2,542,895.00	1,939,254.00	321.3%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustme		8691	0.00	0.00	0.00	0.00		
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	343,500.00	343,500.00	8,487.88	358,559.00	15,059.00	4.4%
Tuition		8710	7,799,565.00	7,799,565.00	0.00	4,315,753.00	(3,483,812.00)	-44.7%
All Other Transfers In		8781-8783	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	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	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	0.00	0.0%
From County Offices	6360	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6360	8793	0.00	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	0.0%
From County Offices	All Other	8792	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	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>11,255,749.00</b>	<b>11,255,749.00</b>	<b>918,992.90</b>	<b>7,949,672.00</b>	<b>(3,306,077.00)</b>	<b>-29.4%</b>
<b>TOTAL, REVENUES</b>			<b>24,281,637.00</b>	<b>24,281,637.00</b>	<b>5,601,831.51</b>	<b>26,610,157.00</b>	<b>2,328,520.00</b>	<b>9.6%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	4,611,696.00	4,611,696.00	1,163,632.25	4,336,319.00	275,377.00	6.0%
Certificated Pupil Support Salaries		1200	1,276,089.00	1,276,089.00	324,874.52	1,100,179.00	175,910.00	13.8%
Certificated Supervisors' and Administrators' Salaries		1300	1,059,106.00	1,059,106.00	433,769.80	1,221,593.00	(162,487.00)	-15.3%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>6,946,891.00</b>	<b>6,946,891.00</b>	<b>1,922,276.57</b>	<b>6,658,091.00</b>	<b>288,800.00</b>	<b>4.2%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	3,615,121.00	3,615,121.00	654,436.73	2,559,588.00	1,055,533.00	29.2%
Classified Support Salaries		2200	1,613,211.00	1,613,211.00	456,331.03	1,497,704.00	115,507.00	7.2%
Classified Supervisors' and Administrators' Salaries		2300	431,672.00	431,672.00	165,960.94	518,205.00	(86,533.00)	-20.0%
Clerical, Technical and Office Salaries		2400	817,226.00	817,226.00	245,560.95	753,977.00	63,249.00	7.7%
Other Classified Salaries		2900	655,951.00	655,951.00	111,595.57	1,034,699.00	(378,748.00)	-57.7%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>7,133,181.00</b>	<b>7,133,181.00</b>	<b>1,633,885.22</b>	<b>6,364,173.00</b>	<b>769,008.00</b>	<b>10.8%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	1,772,383.00	1,772,383.00	282,045.32	1,673,709.00	98,674.00	5.6%
PERS		3201-3202	1,467,490.00	1,467,490.00	331,849.28	1,193,577.00	273,913.00	18.7%
OASDI/Medicare/Alternative		3301-3302	643,767.00	643,767.00	170,347.80	633,684.00	10,083.00	1.6%
Health and Welfare Benefits		3401-3402	1,620,838.00	1,620,838.00	392,985.31	1,372,874.00	247,964.00	15.3%
Unemployment Insurance		3501-3502	11,707.00	11,707.00	1,810.50	6,343.00	5,364.00	45.8%
Workers' Compensation		3601-3602	222,476.00	222,476.00	59,093.85	214,432.00	8,044.00	3.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	133,992.00	133,992.00	36,397.09	127,225.00	6,767.00	5.1%
Other Employee Benefits		3901-3902	0.00	0.00	183,943.74	626,238.00	(626,238.00)	New
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>5,872,653.00</b>	<b>5,872,653.00</b>	<b>1,458,472.89</b>	<b>5,848,082.00</b>	<b>24,571.00</b>	<b>0.4%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	37,774.00	37,774.00	74,852.91	124,928.00	(87,154.00)	-230.7%
Books and Other Reference Materials		4200	0.00	0.00	441.04	445.00	(445.00)	New
Materials and Supplies		4300	400,908.00	400,908.00	71,970.82	633,570.00	(232,662.00)	-58.0%
Noncapitalized Equipment		4400	127,028.00	127,028.00	114,343.85	321,046.00	(194,018.00)	-152.7%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>565,710.00</b>	<b>565,710.00</b>	<b>261,608.62</b>	<b>1,079,989.00</b>	<b>(514,279.00)</b>	<b>-90.9%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	266,408.00	266,408.00	133,896.99	1,161,405.00	(894,997.00)	-335.9%
Travel and Conferences		5200	225,764.00	225,764.00	39,729.27	260,969.00	(35,205.00)	-15.6%
Dues and Memberships		5300	17,466.00	17,466.00	3,951.00	13,468.00	3,998.00	22.9%
Insurance		5400-5450	3,150.00	3,150.00	4,385.66	5,225.00	(2,075.00)	-65.9%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	341,983.00	341,983.00	99,693.25	294,685.00	47,298.00	13.8%
Transfers of Direct Costs		5710	586,554.00	586,554.00	116,147.87	520,937.00	65,617.00	11.2%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	667,172.00	667,172.00	217,192.65	2,453,002.00	(1,785,830.00)	-267.7%
Communications		5900	37,226.00	37,226.00	10,835.79	46,333.00	(9,107.00)	-24.5%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>2,145,723.00</b>	<b>2,145,723.00</b>	<b>625,832.48</b>	<b>4,756,024.00</b>	<b>(2,610,301.00)</b>	<b>-121.7%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	18,197.00	18,197.00	0.00	18,197.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	120,911.00	120,911.00	1,011.44	120,177.00	734.00	0.6%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	100,000.00	100,000.00	0.00	73,929.00	26,071.00	26.1%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>239,108.00</b>	<b>239,108.00</b>	<b>1,011.44</b>	<b>212,303.00</b>	<b>26,805.00</b>	<b>11.2%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	49,208.00	49,208.00	0.00	49,208.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools	6500	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments To Districts or Charter Schools	6360	7221	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	6360	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6360	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	256,933.00	256,933.00	175,992.33	278,883.00	(21,950.00)	-8.5%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>306,141.00</b>	<b>306,141.00</b>	<b>175,992.33</b>	<b>328,091.00</b>	<b>(21,950.00)</b>	<b>-7.2%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs		7310	1,785,900.00	1,785,900.00	364,187.63	1,788,982.00	(3,082.00)	-0.2%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>1,785,900.00</b>	<b>1,785,900.00</b>	<b>364,187.63</b>	<b>1,788,982.00</b>	<b>(3,082.00)</b>	<b>-0.2%</b>
<b>TOTAL, EXPENDITURES</b>			<b>24,995,307.00</b>	<b>24,995,307.00</b>	<b>6,443,267.18</b>	<b>27,035,735.00</b>	<b>(2,040,428.00)</b>	<b>-8.2%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff (E/B) (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: Special Reserve Fund		8912	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	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: Child Development Fund		7611	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	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00		
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Bldg Aid		8961	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	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	0.0%
All Other Financing Sources		8979	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	0.0%
<b>USES</b>								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	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	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	849,822.00	849,822.00	0.00	944,868.00	95,046.00	11.2%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			849,822.00	849,822.00	0.00	944,868.00	95,046.00	11.2%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			849,822.00	849,822.00	0.00	944,868.00	(95,046.00)	11.2%

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form A1, Line B5)						
		22,196.22	0.00%	22,196.22	0.00%	22,196.22
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	9,944,144.00	0.00%	9,944,144.00	0.00%	9,944,144.00
2. Federal Revenues	8100-8299	6,030,504.00	-14.06%	5,182,724.00	0.00%	5,182,724.00
3. Other State Revenues	8300-8599	12,482,307.00	-1.23%	12,329,202.00	-0.64%	12,250,645.00
4. Other Local Revenues	8600-8799	9,539,633.00	5.21%	10,036,818.00	-2.49%	9,786,818.00
5. Other Financing Sources						
a. Transfers In	8900-8929	20,016.00	0.00%	20,016.00	0.00%	20,016.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		38,016,604.00	-1.32%	37,512,904.00	-0.88%	37,184,347.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				8,667,067.00		8,761,769.00
b. Step & Column Adjustment				303,347.00		306,662.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(208,645.00)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	8,667,067.00	1.09%	8,761,769.00	3.50%	9,068,431.00
2. Classified Salaries						
a. Base Salaries				10,324,193.00		10,747,232.00
b. Step & Column Adjustment				361,347.00		376,153.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				61,692.00		(21,503.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	10,324,193.00	4.10%	10,747,232.00	3.30%	11,101,882.00
3. Employee Benefits	3000-3999	7,957,973.00	5.93%	8,430,096.00	10.08%	9,279,738.00
4. Books and Supplies	4000-4999	1,489,100.00	-31.36%	1,022,166.00	-3.35%	987,900.00
5. Services and Other Operating Expenditures	5000-5999	6,987,995.00	-13.77%	6,025,416.00	-2.80%	5,856,612.00
6. Capital Outlay	6000-6999	379,203.00	-12.26%	332,703.00	0.00%	332,703.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	349,091.00	0.00%	349,091.00	0.00%	349,091.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(67,376.00)	-100.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	371,023.00	42.95%	530,388.00	0.00%	530,388.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		36,458,269.00	-0.71%	36,198,861.00	3.61%	37,506,745.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)</b>						
		1,558,335.00		1,314,043.00		(322,398.00)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		13,940,165.00		15,498,500.00		16,812,543.00
2. Ending Fund Balance (Sum lines C and D1)		15,498,500.00		16,812,543.00		16,490,145.00
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	10,500.00		10,500.00		10,500.00
b. Restricted	9740	3,194,455.00		3,032,482.00		1,625,803.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	10,470,631.55		11,959,617.95		12,978,504.75
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,822,913.45		1,809,943.05		1,875,337.25
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		15,498,500.00		16,812,543.00		16,490,145.00

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
<b>E. AVAILABLE RESERVES (Unrestricted except as noted)</b>						
1. County School Service Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,822,913.45		1,809,943.05		1,875,337.25
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)		1,822,913.45		1,809,943.05		1,875,337.25
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		5.00%		5.00%		5.00%
<b>F. RECOMMENDED RESERVES</b>						
1. Special Education Pass-through Exclusions						
For counties that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
<u>Sutter County SELPA</u>						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		7,264,530.00		7,264,530.00		7,264,530.00
2. County Office's Total Expenditures and Other Financing Uses Used to determine the reserve standard percentage level on line F3d (Line B11, plus line F1b2 if line F1a is No)						
		36,458,269.00		36,198,861.00		37,506,745.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		36,458,269.00		36,198,861.00		37,506,745.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		36,458,269.00		36,198,861.00		37,506,745.00
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 8 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,093,748.07		1,085,965.83		1,125,202.35
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 8 for calculation details)		632,000.00		632,000.00		632,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		1,093,748.07		1,085,965.83		1,125,202.35
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES



Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form AI, Line B5)						
		22,196.22	0.00%	22,196.22	0.00%	22,196.22
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	9,308,176.00	0.00%	9,308,176.00	0.00%	9,308,176.00
2. Federal Revenues	8100-8299	394,612.00	0.00%	394,612.00	0.00%	394,612.00
3. Other State Revenues	8300-8599	93,682.00	0.00%	93,682.00	0.00%	93,682.00
4. Other Local Revenues	8600-8799	1,589,961.00	73.38%	2,756,620.00	0.00%	2,756,620.00
5. Other Financing Sources						
a. Transfers In	8900-8929	20,016.00	0.00%	20,016.00	0.00%	20,016.00
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	(944,868.00)	0.00%	(944,868.00)	0.00%	(944,868.00)
6. Total (Sum lines A1 thru A5c)		10,461,579.00	11.15%	11,628,238.00	0.00%	11,628,238.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				2,008,976.00		1,969,618.00
b. Step & Column Adjustment				70,314.00		68,937.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(109,672.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	2,008,976.00	-1.96%	1,969,618.00	3.50%	2,038,555.00
2. Classified Salaries						
a. Base Salaries				3,960,020.00		4,201,419.00
b. Step & Column Adjustment				138,601.00		147,050.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				102,798.00		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	3,960,020.00	6.10%	4,201,419.00	3.50%	4,348,469.00
3. Employee Benefits	3000-3999	2,109,891.00	7.74%	2,273,109.00	11.70%	2,538,977.00
4. Books and Supplies	4000-4999	409,111.00	1.38%	414,777.00	0.00%	414,777.00
5. Services and Other Operating Expenditures	5000-5999	2,231,971.00	7.05%	2,389,271.00	0.00%	2,389,271.00
6. Capital Outlay	6000-6999	166,900.00	-23.97%	126,900.00	0.00%	126,900.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	21,000.00	0.00%	21,000.00	0.00%	21,000.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(1,856,358.00)	-4.42%	(1,774,260.00)	5.08%	(1,864,380.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	371,023.00	42.95%	530,388.00	0.00%	530,388.00
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		9,422,534.00	7.74%	10,152,222.00	3.86%	10,543,957.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b> (Line A6 minus line B11)						
		1,039,045.00		1,476,016.00		1,084,281.00
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		11,265,000.00		12,304,045.00		13,780,061.00
2. Ending Fund Balance (Sum lines C and D1)		12,304,045.00		13,780,061.00		14,864,342.00
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	10,500.00		10,500.00		10,500.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	10,470,631.55		11,959,617.95		12,978,504.75
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,822,913.45		1,809,943.05		1,875,337.25
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		12,304,045.00		13,780,061.00		14,864,342.00

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. County School Service Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,822,913.45		1,809,943.05		1,875,337.25
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter other reserve projections in Columns C and E for subsequent years 1 and 2; current year - Column A - is extracted)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00				
b. Reserve for Economic Uncertainties	9789	0.00				
c. Unassigned/Unappropriated	9790	0.00				
3. Total Available Reserves (Sum lines E1a thru E2c)						
		1,822,913.45		1,809,943.05		1,875,337.25
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
B1d. Assistant Superintendent retiring. Position will not be replaced. B2d. Increase staffing at outdoor school.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
County Operations Grant ADA (Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted from Form A1, Line B5)						
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	635,968.00	0.00%	635,968.00	0.00%	635,968.00
2. Federal Revenues	8100-8299	5,635,892.00	-15.04%	4,788,112.00	0.00%	4,788,112.00
3. Other State Revenues	8300-8599	12,388,625.00	-1.24%	12,235,520.00	-0.64%	12,156,963.00
4. Other Local Revenues	8600-8799	7,949,672.00	-8.42%	7,280,198.00	-3.43%	7,030,198.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	944,868.00	0.00%	944,868.00	0.00%	944,868.00
6. Total (Sum lines A1 thru A5c)		27,555,025.00	-6.06%	25,884,666.00	-1.27%	25,556,109.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				6,658,091.00		6,792,151.00
b. Step & Column Adjustment				233,033.00		237,725.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(98,973.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	6,658,091.00	2.01%	6,792,151.00	3.50%	7,029,876.00
2. Classified Salaries						
a. Base Salaries				6,364,173.00		6,545,813.00
b. Step & Column Adjustment				222,746.00		229,103.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(41,106.00)		(21,503.00)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	6,364,173.00	2.85%	6,545,813.00	3.17%	6,753,413.00
3. Employee Benefits	3000-3999	5,848,082.00	5.28%	6,156,987.00	9.48%	6,740,761.00
4. Books and Supplies	4000-4999	1,079,989.00	-43.76%	607,389.00	-5.64%	573,123.00
5. Services and Other Operating Expenditures	5000-5999	4,756,024.00	-23.55%	3,636,145.00	-4.64%	3,467,341.00
6. Capital Outlay	6000-6999	212,303.00	-3.06%	205,803.00	0.00%	205,803.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	328,091.00	0.00%	328,091.00	0.00%	328,091.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	1,788,982.00	-0.82%	1,774,260.00	5.08%	1,864,380.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		27,035,735.00	-3.66%	26,046,639.00	3.52%	26,962,788.00
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)						
		519,290.00		(161,973.00)		(1,406,679.00)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 011, line F1e)		2,675,165.00		3,194,455.00		3,032,482.00
2. Ending Fund Balance (Sum lines C and D1)		3,194,455.00		3,032,482.00		1,625,803.00
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	3,194,455.00		3,032,482.00		1,625,803.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		3,194,455.00		3,032,482.00		1,625,803.00

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. County School Service Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated Amount	9790					
(Enter current year reserve projections in Column A, and other reserve projections in Columns C and E for subsequent years 1 and 2)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
B1d. Assistant Superintendent retiring. Position will not be replaced. Removal of LLM supplemental service positions. B2d. Removal of LLM supplemental service positions.						

Other Funds



# First Interim 2020-21 Other Funds Projections

	FUND 10 SELPA	FUND 11	FUND 12	FUND 13	FUND 17	Special Reserve	FUND 63	FUND 67	Total in Funds
	Pass-thru to Districts	Adult Education	Child Development	Child Nutrition	Special Reserve Non Cap.	Cap. Outlay	Enterprise Fund	Self Insurance	
<b>Beginning Balance</b>									
Prior Year Ending Bal.	9791	81,207.61	-	-	1,221,136.00	2,267,899.65	-	4,856,256.17	8,426,499.43
<b>Income</b>									
LCFF	8010-8099	-	-	-	-	-	-	-	-
Federal Revenues	8100-8299	343,737.00	53,117.00	-	-	-	-	-	3,857,875.00
State Revenues	8300-8599	3,159,750.00	4,542.00	-	-	-	-	-	7,933,862.00
Local Revenues	8600-8799	114,508.00	-	-	13,626.00	35,000.00	157,225.00	472,771.00	793,130.00
<b>Total Income</b>	8,230,591.00	3,617,995.00	57,659.00	-	13,626.00	35,000.00	157,225.00	472,771.00	12,584,867.00
<b>Expenditures</b>									
Salaries & Benefits	1000-3999	905,353.00	-	66,305.00	-	-	95,073.00	-	1,066,731.00
Books and Supplies	4000-4999	48,615.00	-	-	-	-	41,161.00	-	89,776.00
Services	5000-5999	438,812.00	55,659.00	-	-	-	20,991.00	412,771.00	928,233.00
Capital Outlay	6000-6599	16,266.00	-	-	-	-	-	-	16,266.00
Other Outgo	7100-7499	2,476,065.00	2,000.00	3,315.00	-	-	-	-	10,711,971.00
<b>Total Expenditures</b>	8,230,591.00	3,885,111.00	57,659.00	69,620.00	-	-	157,225.00	412,771.00	12,812,977.00
<b>Interfund Transfers</b>									
Transfers In	8910-8929	198,903.00	-	69,620.00	2,500.00	100,000.00	-	-	371,023.00
Transfers Out	7610-7629	-	-	-	20,016.00	-	-	-	20,016.00
8930-8999	-	-	-	-	-	-	-	-	-
All Other Contrib. to Rest.	7630-7699	-	-	69,620.00	(17,516.00)	100,000.00	-	-	351,007.00
<b>Total Transfers</b>		198,903.00	-	69,620.00	(17,516.00)	100,000.00	-	-	351,007.00
<b>Net Inc./Dec. in Fund Balance</b>		(68,213.00)	-	-	(3,890.00)	135,000.00	-	60,000.00	122,897.00
<b>Ending Fund Balance</b>		12,994.61	-	-	1,217,246.00	2,402,899.65	-	4,916,256.17	8,549,396.43

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	3,461,021.00	3,461,021.00	0.00	3,461,021.00	0.00	0.0%
3) Other State Revenue		8300-8599	5,084,906.00	5,084,906.00	1,477,689.00	4,769,570.00	(315,336.00)	-6.2%
4) Other Local Revenue		8600-8799	0.00	0.00	0.00	0.00	0.00	0.0%
5) TOTAL, REVENUES			8,545,927.00	8,545,927.00	1,477,689.00	8,230,591.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	8,545,927.00	8,545,927.00	1,667,127.00	8,230,591.00	315,336.00	3.7%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			8,545,927.00	8,545,927.00	1,667,127.00	8,230,591.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			0.00	0.00	(189,438.00)	0.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	(189,438.00)	0.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)			0.00	0.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
c) Committed		9740	0.00	0.00		0.00		
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>LCFF SOURCES</b>								
LCFF Transfers								
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>FEDERAL REVENUE</b>								
Pass-Through Revenues From Federal Sources		8287	3,461,021.00	3,461,021.00	0.00	3,461,021.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>3,461,021.00</b>	<b>3,461,021.00</b>	<b>0.00</b>	<b>3,461,021.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
Special Education Master Plan Current Year	6500	8311	3,843,507.00	3,843,507.00	885,181.00	3,803,509.00	(39,998.00)	-1.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	1,241,399.00	1,241,399.00	592,508.00	966,061.00	(275,338.00)	-22.2%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>5,084,906.00</b>	<b>5,084,906.00</b>	<b>1,477,689.00</b>	<b>4,769,570.00</b>	<b>(315,336.00)</b>	<b>-6.2%</b>
<b>OTHER LOCAL REVENUE</b>								
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
From Districts or Charter Schools		8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>8,545,927.00</b>	<b>8,545,927.00</b>	<b>1,477,689.00</b>	<b>8,230,591.00</b>		
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	4,702,420.00	4,702,420.00	592,508.00	4,427,082.00	275,338.00	5.9%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments								
To Districts or Charter Schools	6500	7221	3,843,507.00	3,843,507.00	1,074,619.00	3,803,509.00	39,998.00	1.0%
To County Offices	6500	7222	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	6500	7223	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>8,545,927.00</b>	<b>8,545,927.00</b>	<b>1,667,127.00</b>	<b>8,230,591.00</b>	<b>315,336.00</b>	<b>3.7%</b>
<b>TOTAL, EXPENDITURES</b>			<b>8,545,927.00</b>	<b>8,545,927.00</b>	<b>1,667,127.00</b>	<b>8,230,591.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	286,590.00	286,590.00	0.00	343,737.00	57,147.00	19.9%
3) Other State Revenue		8300-8599	3,149,200.00	3,149,200.00	0.00	3,159,750.00	10,550.00	0.3%
4) Other Local Revenue		8600-8799	199,000.00	199,000.00	0.00	114,508.00	(84,492.00)	-42.5%
5) TOTAL, REVENUES			3,634,790.00	3,634,790.00	0.00	3,617,995.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	366,665.00	366,665.00	68,509.63	356,225.00	10,440.00	2.8%
2) Classified Salaries		2000-2999	358,450.00	358,450.00	114,977.24	320,559.00	37,891.00	10.6%
3) Employee Benefits		3000-3999	301,233.00	301,233.00	66,561.78	228,569.00	72,664.00	24.1%
4) Books and Supplies		4000-4999	26,173.00	26,173.00	1,096.61	48,615.00	(22,442.00)	-85.7%
5) Services and Other Operating Expenditures		5000-5999	424,667.00	424,667.00	93,330.84	438,812.00	(14,145.00)	-3.3%
6) Capital Outlay		6000-6999	0.00	0.00	16,265.52	16,266.00	(16,266.00)	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	2,469,285.00	2,469,285.00	0.00	2,414,004.00	55,281.00	2.2%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	54,902.00	54,902.00	10,183.89	62,061.00	(7,159.00)	-13.0%
9) TOTAL, EXPENDITURES			4,001,375.00	4,001,375.00	370,925.51	3,885,111.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(366,585.00)	(366,585.00)	(370,925.51)	(267,116.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	314,085.00	314,085.00	0.00	198,903.00	(115,182.00)	-36.7%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			314,085.00	314,085.00	0.00	198,903.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(52,500.00)	(52,500.00)	(370,925.51)	(68,213.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	52,500.00	52,500.00		81,208.00	28,708.00	54.7%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			52,500.00	52,500.00		81,208.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			52,500.00	52,500.00		81,208.00		
2) Ending Balance, June 30 (E + F1e)			0.00	0.00		12,995.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			0.00	0.00		12,995.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>LCFF SOURCES</b>								
LCFF Transfers								
LCFF Transfers - Current Year		8091	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>FEDERAL REVENUE</b>								
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	286,590.00	286,590.00	0.00	343,737.00	57,147.00	19.9%
<b>TOTAL, FEDERAL REVENUE</b>			<b>286,590.00</b>	<b>286,590.00</b>	<b>0.00</b>	<b>343,737.00</b>	<b>57,147.00</b>	<b>19.9%</b>
<b>OTHER STATE REVENUE</b>								
Other State Apportionments								
All Other State Apportionments - Current Year		8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	2,469,285.00	2,469,285.00	0.00	2,414,004.00	(55,281.00)	-2.2%
Adult Education Program	6391	8590	634,616.00	634,616.00	0.00	700,447.00	65,831.00	10.4%
All Other State Revenue	All Other	8590	45,299.00	45,299.00	0.00	45,299.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>3,149,200.00</b>	<b>3,149,200.00</b>	<b>0.00</b>	<b>3,159,750.00</b>	<b>10,550.00</b>	<b>0.3%</b>
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	199,000.00	199,000.00	0.00	114,508.00	(84,492.00)	-42.5%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>199,000.00</b>	<b>199,000.00</b>	<b>0.00</b>	<b>114,508.00</b>	<b>(84,492.00)</b>	<b>-42.5%</b>
<b>TOTAL, REVENUES</b>			<b>3,634,790.00</b>	<b>3,634,790.00</b>	<b>0.00</b>	<b>3,617,995.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	298,079.00	298,079.00	45,647.35	283,639.00	14,440.00	4.8%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	68,586.00	68,586.00	22,862.28	72,586.00	(4,000.00)	-5.8%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>366,665.00</b>	<b>366,665.00</b>	<b>68,509.63</b>	<b>356,225.00</b>	<b>10,440.00</b>	<b>2.8%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	59,154.00	59,154.00	16,010.13	32,555.00	26,599.00	45.0%
Classified Support Salaries		2200	72,973.00	72,973.00	24,262.79	72,803.00	170.00	0.2%
Classified Supervisors' and Administrators' Salaries		2300	83,560.00	83,560.00	27,853.24	83,560.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	142,763.00	142,763.00	46,851.08	61,323.00	81,440.00	57.0%
Other Classified Salaries		2900	0.00	0.00	0.00	70,318.00	(70,318.00)	New
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>358,450.00</b>	<b>358,450.00</b>	<b>114,977.24</b>	<b>320,559.00</b>	<b>37,891.00</b>	<b>10.6%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	140,610.00	140,610.00	18,186.71	127,269.00	13,341.00	9.5%
PERS		3201-3202	46,139.00	46,139.00	13,327.18	20,523.00	25,616.00	55.5%
OASDI/Medicare/Alternative		3301-3302	22,154.00	22,154.00	6,399.83	14,343.00	7,811.00	35.3%
Health and Welfare Benefits		3401-3402	73,261.00	73,261.00	22,458.77	47,454.00	25,807.00	35.2%
Unemployment Insurance		3501-3502	362.00	362.00	92.47	309.00	53.00	14.6%
Workers' Compensation		3601-3602	11,456.00	11,456.00	2,920.07	9,671.00	1,785.00	15.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	7,251.00	7,251.00	1,848.08	6,121.00	1,130.00	15.6%
Other Employee Benefits		3901-3902	0.00	0.00	1,328.67	2,879.00	(2,879.00)	New
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>301,233.00</b>	<b>301,233.00</b>	<b>66,561.78</b>	<b>228,569.00</b>	<b>72,664.00</b>	<b>24.1%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	500.00	500.00	0.00	500.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	25,673.00	25,673.00	1,096.61	48,115.00	(22,442.00)	-87.4%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>26,173.00</b>	<b>26,173.00</b>	<b>1,096.61</b>	<b>48,615.00</b>	<b>(22,442.00)</b>	<b>-85.7%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	56,114.00	56,114.00	0.00	30,384.00	25,730.00	45.9%
Travel and Conferences		5200	16,080.00	16,080.00	0.00	16,080.00	0.00	0.0%
Dues and Memberships		5300	1,400.00	1,400.00	1,070.00	1,400.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	74,009.00	74,009.00	26,847.55	75,000.00	(991.00)	-1.3%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	164,026.00	164,026.00	0.00	144,162.00	19,864.00	12.1%
Professional/Consulting Services and Operating Expenditures		5800	109,288.00	109,288.00	63,523.54	168,036.00	(58,748.00)	-53.8%
Communications		5900	3,750.00	3,750.00	1,889.75	3,750.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>424,667.00</b>	<b>424,667.00</b>	<b>93,330.84</b>	<b>438,812.00</b>	<b>(14,145.00)</b>	<b>-3.3%</b>
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	16,265.52	16,266.00	(16,266.00)	New
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>16,265.52</b>	<b>16,266.00</b>	<b>(16,266.00)</b>	<b>New</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Tuition								
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	1,815,429.00	1,815,429.00	0.00	1,774,786.00	40,643.00	2.2%
To County Offices		7212	653,856.00	653,856.00	0.00	639,218.00	14,638.00	2.2%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>2,469,285.00</b>	<b>2,469,285.00</b>	<b>0.00</b>	<b>2,414,004.00</b>	<b>55,281.00</b>	<b>2.2%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	54,902.00	54,902.00	10,183.89	62,061.00	(7,159.00)	-13.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>54,902.00</b>	<b>54,902.00</b>	<b>10,183.89</b>	<b>62,061.00</b>	<b>(7,159.00)</b>	<b>-13.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>4,001,375.00</b>	<b>4,001,375.00</b>	<b>370,925.51</b>	<b>3,885,111.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	314,085.00	314,085.00	0.00	198,903.00	(115,182.00)	-36.7%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			314,085.00	314,085.00	0.00	198,903.00	(115,182.00)	-36.7%
<b>INTERFUND TRANSFERS OUT</b>								
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			314,085.00	314,085.00	0.00	198,903.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	99,248.00	99,248.00	0.00	53,117.00	(46,131.00)	-46.5%
3) Other State Revenue		8300-8599	7,827.00	7,827.00	0.00	4,542.00	(3,285.00)	-42.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.00	0.00	0.00	0.0%
5) TOTAL, REVENUES			107,075.00	107,075.00	0.00	57,659.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	103,075.00	103,075.00	0.00	55,659.00	47,416.00	46.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	4,000.00	4,000.00	0.00	2,000.00	2,000.00	50.0%
9) TOTAL, EXPENDITURES			107,075.00	107,075.00	0.00	57,659.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	0.00	0.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.00	0.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)			0.00	0.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	99,248.00	99,248.00	0.00	53,117.00	(46,131.00)	-46.5%
<b>TOTAL, FEDERAL REVENUE</b>			<b>99,248.00</b>	<b>99,248.00</b>	<b>0.00</b>	<b>53,117.00</b>	<b>(46,131.00)</b>	<b>-46.5%</b>
<b>OTHER STATE REVENUE</b>								
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
State Preschool	6105	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	7,827.00	7,827.00	0.00	4,542.00	(3,285.00)	-42.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>7,827.00</b>	<b>7,827.00</b>	<b>0.00</b>	<b>4,542.00</b>	<b>(3,285.00)</b>	<b>-42.0%</b>
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	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	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	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	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>107,075.00</b>	<b>107,075.00</b>	<b>0.00</b>	<b>57,659.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	53,075.00	53,075.00	0.00	30,659.00	22,416.00	42.2%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	50,000.00	50,000.00	0.00	25,000.00	25,000.00	50.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>103,075.00</b>	<b>103,075.00</b>	<b>0.00</b>	<b>55,659.00</b>	<b>47,416.00</b>	<b>46.0%</b>
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	4,000.00	4,000.00	0.00	2,000.00	2,000.00	50.0%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>4,000.00</b>	<b>4,000.00</b>	<b>0.00</b>	<b>2,000.00</b>	<b>2,000.00</b>	<b>50.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>107,075.00</b>	<b>107,075.00</b>	<b>0.00</b>	<b>57,659.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund		8911	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	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	54,000.00	54,000.00	0.00	0.00	(54,000.00)	-100.0%
3) Other State Revenue		8300-8599	4,200.00	4,200.00	0.00	0.00	(4,200.00)	-100.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.00	0.00	0.00	0.0%
5) TOTAL, REVENUES			58,200.00	58,200.00	0.00	0.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	186,730.00	186,730.00	13,370.40	50,484.00	136,246.00	73.0%
3) Employee Benefits		3000-3999	56,938.00	56,938.00	3,877.16	15,821.00	41,117.00	72.2%
4) Books and Supplies		4000-4999	196,000.00	196,000.00	0.00	0.00	196,000.00	100.0%
5) Services and Other Operating Expenditures		5000-5999	4,300.00	4,300.00	0.00	0.00	4,300.00	100.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	22,198.00	22,198.00	187.12	3,315.00	18,883.00	85.1%
9) TOTAL, EXPENDITURES			466,166.00	466,166.00	17,434.68	69,620.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>								
			(407,966.00)	(407,966.00)	(17,434.68)	(69,620.00)		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	407,966.00	407,966.00	0.00	69,620.00	(338,346.00)	-82.9%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			407,966.00	407,966.00	0.00	69,620.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	(17,434.68)	0.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	0.00		0.00		
2) Ending Balance, June 30 (E + F1e)			0.00	0.00		0.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted			0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	0.00	0.00		0.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
Child Nutrition Programs		8220	54,000.00	54,000.00	0.00	0.00	(54,000.00)	-100.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>54,000.00</b>	<b>54,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>(54,000.00)</b>	<b>-100.0%</b>
<b>OTHER STATE REVENUE</b>								
Child Nutrition Programs		8520	4,200.00	4,200.00	0.00	0.00	(4,200.00)	-100.0%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>4,200.00</b>	<b>4,200.00</b>	<b>0.00</b>	<b>0.00</b>	<b>(4,200.00)</b>	<b>-100.0%</b>
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	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	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.00	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>58,200.00</b>	<b>58,200.00</b>	<b>0.00</b>	<b>0.00</b>		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	178,278.00	178,278.00	13,370.40	50,484.00	127,794.00	71.7%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	8,452.00	8,452.00	0.00	0.00	8,452.00	100.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>186,730.00</b>	<b>186,730.00</b>	<b>13,370.40</b>	<b>50,484.00</b>	<b>136,246.00</b>	<b>73.0%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	33,025.00	33,025.00	696.10	5,099.00	27,926.00	84.6%
OASDI/Medicare/Alternative		3301-3302	13,001.00	13,001.00	1,020.60	3,862.00	9,139.00	70.3%
Health and Welfare Benefits		3401-3402	6,001.00	6,001.00	1,808.80	5,444.00	557.00	9.3%
Unemployment Insurance		3501-3502	94.00	94.00	6.71	25.00	69.00	73.4%
Workers' Compensation		3601-3602	2,950.00	2,950.00	211.25	799.00	2,151.00	72.9%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	1,867.00	1,867.00	133.70	506.00	1,361.00	72.9%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	86.00	(86.00)	New
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>56,938.00</b>	<b>56,938.00</b>	<b>3,877.16</b>	<b>15,821.00</b>	<b>41,117.00</b>	<b>72.2%</b>
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	16,000.00	16,000.00	0.00	0.00	16,000.00	100.0%
Noncapitalized Equipment		4400	5,000.00	5,000.00	0.00	0.00	5,000.00	100.0%
Food		4700	175,000.00	175,000.00	0.00	0.00	175,000.00	100.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>196,000.00</b>	<b>196,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>196,000.00</b>	<b>100.0%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	250.00	250.00	0.00	0.00	250.00	100.0%
Dues and Memberships		5300	250.00	250.00	0.00	0.00	250.00	100.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	300.00	300.00	0.00	0.00	300.00	100.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	2,500.00	2,500.00	0.00	0.00	2,500.00	100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,000.00	1,000.00	0.00	0.00	1,000.00	100.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>4,300.00</b>	<b>4,300.00</b>	<b>0.00</b>	<b>0.00</b>	<b>4,300.00</b>	<b>100.0%</b>
<b>CAPITAL OUTLAY</b>								
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>								
Transfers of Indirect Costs - Interfund		7350	22,198.00	22,198.00	187.12	3,315.00	18,883.00	85.1%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>22,198.00</b>	<b>22,198.00</b>	<b>187.12</b>	<b>3,315.00</b>	<b>18,883.00</b>	<b>85.1%</b>
<b>TOTAL, EXPENDITURES</b>			<b>466,166.00</b>	<b>466,166.00</b>	<b>17,434.68</b>	<b>69,620.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund		8916	407,966.00	407,966.00	0.00	69,620.00	(338,346.00)	-82.9%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>407,966.00</b>	<b>407,966.00</b>	<b>0.00</b>	<b>69,620.00</b>	<b>(338,346.00)</b>	<b>-82.9%</b>
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Long-Term Debt Proceeds								
Proceeds from Capital Leases		8972	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	0.0%
<b>(c) TOTAL, SOURCES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>USES</b>								
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			<b>407,966.00</b>	<b>407,966.00</b>	<b>0.00</b>	<b>69,620.00</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	13,626.00	13,626.00	3,171.74	13,626.00	0.00	0.0%
5) TOTAL, REVENUES			13,626.00	13,626.00	3,171.74	13,626.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			13,626.00	13,626.00	3,171.74	13,626.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	2,500.00	2,500.00	0.00	2,500.00	0.00	0.0%
b) Transfers Out		7600-7629	16,000.00	16,000.00	0.00	20,016.00	(4,016.00)	-25.1%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(13,500.00)	(13,500.00)	0.00	(17,516.00)		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			126.00	126.00	3,171.74	(3,890.00)		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	1,305,536.00	1,305,536.00		1,221,136.00	(84,400.00)	-6.5%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,305,536.00	1,305,536.00		1,221,136.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,305,536.00	1,305,536.00		1,221,136.00		
2) Ending Balance, June 30 (E + F1e)			1,305,662.00	1,305,662.00		1,217,246.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Restricted								
c) Committed		9740	0.00	0.00		0.00		
Stabilization Arrangements								
		9750	0.00	0.00		0.00		
Other Commitments								
		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments								
		9780	1,305,662.00	1,305,662.00		1,217,246.00		
Equipment Replacement/Purchases	0000	9780	1,305,662.00					
Equipment Replacement/Purchases	0000	9780		1,305,662.00				
Equipment Replacement and Purchases	0000	9780				1,217,246.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount			0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	13,626.00	13,626.00	3,171.74	13,626.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>13,626.00</b>	<b>13,626.00</b>	<b>3,171.74</b>	<b>13,626.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, REVENUES</b>			<b>13,626.00</b>	<b>13,626.00</b>	<b>3,171.74</b>	<b>13,626.00</b>		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund/CSSF		8912	2,500.00	2,500.00	0.00	2,500.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>2,500.00</b>	<b>2,500.00</b>	<b>0.00</b>	<b>2,500.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>								
To: General Fund/CSSF		7612	16,000.00	16,000.00	0.00	20,016.00	(4,016.00)	-25.1%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>16,000.00</b>	<b>16,000.00</b>	<b>0.00</b>	<b>20,016.00</b>	<b>(4,016.00)</b>	<b>-25.1%</b>
<b>CONTRIBUTIONS</b>								
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + e)</b>			<b>(13,500.00)</b>	<b>(13,500.00)</b>	<b>0.00</b>	<b>(17,516.00)</b>		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	35,000.00	35,000.00	5,148.23	35,000.00	0.00	0.0%
5) TOTAL, REVENUES			35,000.00	35,000.00	5,148.23	35,000.00		
<b>B. EXPENDITURES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.00	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.00	0.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			35,000.00	35,000.00	5,148.23	35,000.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	100,000.00	100,000.00	0.00	100,000.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			100,000.00	100,000.00	0.00	100,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			135,000.00	135,000.00	5,148.23	135,000.00		
<b>F. FUND BALANCE, RESERVES</b>								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	2,267,529.00	2,267,529.00		2,267,900.00	371.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,267,529.00	2,267,529.00		2,267,900.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,267,529.00	2,267,529.00		2,267,900.00		
2) Ending Balance, June 30 (E + F1e)			2,402,529.00	2,402,529.00		2,402,900.00		
Components of Ending Fund Balance								
a) Nonspendable								
Revolving Cash		9711	0.00	0.00		0.00		
Stores		9712	0.00	0.00		0.00		
Prepaid Items		9713	0.00	0.00		0.00		
All Others		9719	0.00	0.00		0.00		
b) Legally Restricted Balance		9740	0.00	0.00		0.00		
c) Committed								
Stabilization Arrangements		9750	0.00	0.00		0.00		
Other Commitments		9760	0.00	0.00		0.00		
d) Assigned								
Other Assignments		9780	2,402,529.00	2,402,529.00		2,402,900.00		
Building Construction and Improvement	0000	9780	2,402,529.00					
Building Construction and Improvement	0000	9780		2,402,529.00				
Building Construction and Improvements	0000	9780				2,402,900.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties		9789	0.00	0.00		0.00		
Unassigned/Unappropriated Amount		9790	0.00	0.00		0.00		



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>FEDERAL REVENUE</b>								
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>								
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Other Local Revenue								
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	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	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	35,000.00	35,000.00	5,148.23	35,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	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	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			35,000.00	35,000.00	5,148.23	35,000.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			35,000.00	35,000.00	5,148.23	35,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.00	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CAPITAL OUTLAY</b>								
Land		6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
From: General Fund/CSSF		8912	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	100,000.00	100,000.00	0.00	100,000.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			100,000.00	100,000.00	0.00	100,000.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
To: General Fund/CSSF		7612	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	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>								
<b>SOURCES</b>								
Proceeds								
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds								
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	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	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(c) TOTAL, SOURCES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>								
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(d) TOTAL, USES</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)</b>			100,000.00	100,000.00	0.00	100,000.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	403,210.00	403,210.00	6,251.74	157,225.00	(245,985.00)	-61.0%
5) TOTAL, REVENUES			403,210.00	403,210.00	6,251.74	157,225.00		
<b>B. EXPENSES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	154,478.00	154,478.00	16,548.44	70,360.00	84,118.00	54.5%
3) Employee Benefits		3000-3999	57,241.00	57,241.00	8,127.04	24,713.00	32,528.00	56.8%
4) Books and Supplies		4000-4999	110,500.00	110,500.00	58.93	41,161.00	69,339.00	62.8%
5) Services and Other Operating Expenses		5000-5999	42,206.00	42,206.00	505.35	20,991.00	21,215.00	50.3%
6) Depreciation		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			364,425.00	364,425.00	25,239.76	157,225.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			38,785.00	38,785.00	(18,988.02)	0.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	38,785.00	38,785.00	0.00	0.00	38,785.00	100.0%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(38,785.00)	(38,785.00)	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			0.00	0.00	(18,988.02)	0.00		
<b>F. NET POSITION</b>								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	0.00	0.00		0.00	0.00	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	0.00		0.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			0.00	0.00		0.00		
2) Ending Net Position, June 30 (E + F1e)			0.00	0.00		0.00		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position			0.00	0.00		0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>OTHER STATE REVENUE</b>								
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Sales								
All Other Sales		8639	1,625.00	1,625.00	332.00	332.00	(1,293.00)	-79.6%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	1,000.00	1,000.00	27.24	1,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	400,585.00	400,585.00	5,892.50	155,893.00	(244,692.00)	-61.1%
<b>TOTAL, OTHER LOCAL REVENUE</b>			403,210.00	403,210.00	6,251.74	157,225.00	(245,985.00)	-61.0%
<b>TOTAL, REVENUES</b>			403,210.00	403,210.00	6,251.74	157,225.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Teachers' Salaries		1100	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Instructional Salaries		2100	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Support Salaries		2200	116,926.00	116,926.00	10,044.84	55,634.00	61,292.00	52.4%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	8,452.00	8,452.00	1,908.76	5,726.00	2,726.00	32.3%
Other Classified Salaries		2900	29,100.00	29,100.00	4,594.84	9,000.00	20,100.00	69.1%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>154,478.00</b>	<b>154,478.00</b>	<b>16,548.44</b>	<b>70,360.00</b>	<b>84,118.00</b>	<b>54.5%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	34,495.00	34,495.00	3,079.66	7,423.00	27,072.00	78.5%
OASDI/Medicare/Alternative		3301-3302	11,618.00	11,618.00	1,340.56	5,607.00	6,011.00	51.7%
Health and Welfare Benefits		3401-3402	7,064.00	7,064.00	2,189.08	6,585.00	479.00	6.8%
Unemployment Insurance		3501-3502	78.00	78.00	8.74	37.00	41.00	52.6%
Workers' Compensation		3601-3602	2,441.00	2,441.00	278.17	1,162.00	1,279.00	52.4%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	1,545.00	1,545.00	176.03	735.00	810.00	52.4%
Other Employee Benefits		3901-3902	0.00	0.00	1,054.80	3,164.00	(3,164.00)	New
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>57,241.00</b>	<b>57,241.00</b>	<b>8,127.04</b>	<b>24,713.00</b>	<b>32,528.00</b>	<b>56.8%</b>
<b>BOOKS AND SUPPLIES</b>								
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	110,500.00	110,500.00	58.93	41,161.00	69,339.00	62.8%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>110,500.00</b>	<b>110,500.00</b>	<b>58.93</b>	<b>41,161.00</b>	<b>69,339.00</b>	<b>62.8%</b>
<b>SERVICES AND OTHER OPERATING EXPENSES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	500.00	500.00	0.00	500.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	39,306.00	39,306.00	505.35	17,926.00	21,380.00	54.4%
Professional/Consulting Services and Operating Expenditures		5800	2,400.00	2,400.00	0.00	2,565.00	(165.00)	-6.9%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENSES</b>			<b>42,206.00</b>	<b>42,206.00</b>	<b>505.35</b>	<b>20,991.00</b>	<b>21,215.00</b>	<b>50.3%</b>



Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>DEPRECIATION</b>								
Depreciation Expense		6900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, DEPRECIATION</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EXPENSES</b>			364,425.00	364,425.00	25,239.76	157,225.00		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	38,785.00	38,785.00	0.00	0.00	38,785.00	100.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			38,785.00	38,785.00	0.00	0.00	38,785.00	100.0%
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES (a-b+e)</b>			(38,785.00)	(38,785.00)	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>A. REVENUES</b>								
1) LCFF Sources		8010-8099	0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.00	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	463,892.00	463,892.00	15,686.97	472,771.00	8,879.00	1.9%
5) TOTAL, REVENUES			463,892.00	463,892.00	15,686.97	472,771.00		
<b>B. EXPENSES</b>								
1) Certificated Salaries		1000-1999	0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.00	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.00	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	403,892.00	403,892.00	64,045.30	412,771.00	(8,879.00)	-2.2%
6) Depreciation		6000-6999	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			403,892.00	403,892.00	64,045.30	412,771.00		
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			60,000.00	60,000.00	(48,358.33)	60,000.00		
<b>D. OTHER FINANCING SOURCES/USES</b>								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	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	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			60,000.00	60,000.00	(48,358.33)	60,000.00		
<b>F. NET POSITION</b>								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	4,856,709.00	4,856,709.00		4,856,256.00	(453.00)	0.0%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,856,709.00	4,856,709.00		4,856,256.00		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			4,856,709.00	4,856,709.00		4,856,256.00		
2) Ending Net Position, June 30 (E + F1e)			4,916,709.00	4,916,709.00		4,916,256.00		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position			4,916,709.00	4,916,709.00		4,916,256.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>OTHER STATE REVENUE</b>								
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.00	0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>								
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	60,000.00	60,000.00	11,654.62	60,000.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
In-District Premiums/Contributions		8674	202,862.00	202,862.00	(53,789.01)	200,000.00	(2,862.00)	-1.4%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	201,030.00	201,030.00	57,821.36	212,771.00	11,741.00	5.8%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			463,892.00	463,892.00	15,686.97	472,771.00	8,879.00	1.9%
<b>TOTAL, REVENUES</b>			463,892.00	463,892.00	15,686.97	472,771.00		

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>CERTIFICATED SALARIES</b>								
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CLASSIFIED SALARIES</b>								
Classified Support Salaries		2200	0.00	0.00	0.00	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.00	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>EMPLOYEE BENEFITS</b>								
STRS		3101-3102	0.00	0.00	0.00	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.00	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.00	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.00	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>BOOKS AND SUPPLIES</b>								
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.00	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>SERVICES AND OTHER OPERATING EXPENSES</b>								
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.00	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.00	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.00	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.00	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	403,892.00	403,892.00	64,045.30	412,771.00	(8,879.00)	-2.2%
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENSES</b>			<b>403,892.00</b>	<b>403,892.00</b>	<b>64,045.30</b>	<b>412,771.00</b>	<b>(8,879.00)</b>	<b>-2.2%</b>

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
<b>DEPRECIATION</b>								
Depreciation Expense		6900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION			0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, EXPENSES</b>			<b>403,892.00</b>	<b>403,892.00</b>	<b>64,045.30</b>	<b>412,771.00</b>		
<b>INTERFUND TRANSFERS</b>								
<b>INTERFUND TRANSFERS IN</b>								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>CONTRIBUTIONS</b>								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
<b>(e) TOTAL, CONTRIBUTIONS</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, OTHER FINANCING SOURCES/USES (a-b+e)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>		

## CRITERIA AND STANDARDS



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 interim certification.

**CRITERIA AND STANDARDS**

**1. CRITERION: Average Daily Attendance**

STANDARD: Projected County Operations Grant average daily attendance (ADA) has not changed for any of the current fiscal year or two subsequent fiscal years by more than two percent since budget adoption. Projected ADA for county operated programs has not changed for any of the current fiscal year or two subsequent fiscal years by more than two percent since budget adoption.

County Office ADA Standard Percentage Range: -2.0% to +2.0%

**1A. Calculating the County Office's ADA Variances**

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise enter data into the first column for all fiscal years. If Form MYPI exists, County Operations Grant ADA will be extracted for the two subsequent years; otherwise enter this data. First Interim Projected Year Totals data for Current Year are extracted; enter data for the remaining two subsequent years into the second column.

Program / Fiscal Year	Estimated Funded ADA		Percent Change	Status
	Budget Adoption Budget (Form 01CS, Item 1B-2)	First Interim Projected Year Totals (Form AI) (Form MYPI)		

**County and Charter School  
Alternative Education Grant ADA  
(Form A/AI, Lines B1d and C2d)**

Current Year (2020-21)	51.00	35.00	-31.4%	Not Met
1st Subsequent Year (2021-22)	51.00	35.00	-31.4%	Not Met
2nd Subsequent Year (2022-23)	51.00	35.00	-31.4%	Not Met

**District Funded County Program ADA  
(Form A/AI, Line B2g)**

Current Year (2020-21)	290.47	290.77	0.1%	Met
1st Subsequent Year (2021-22)	290.47	290.77	0.1%	Met
2nd Subsequent Year (2022-23)	290.47	290.77	0.1%	Met

**County Operations Grant ADA  
(Form A/AI, Line B5)**

Current Year (2020-21)	22,225.73	22,196.22	-0.1%	Met
1st Subsequent Year (2021-22)	22,225.73	22,196.22	-0.1%	Met
2nd Subsequent Year (2022-23)	22,225.73	22,196.22	-0.1%	Met

**Charter School ADA and Charter School  
Funded County Program ADA  
(Form A/AI, Lines C1 and C3f)**

Current Year (2020-21)	26.10	13.00	-50.2%	Not Met
1st Subsequent Year (2021-22)	26.10	13.00	-50.2%	Not Met
2nd Subsequent Year (2022-23)	26.10	13.00	-50.2%	Not Met

**1B. Comparison of County Office ADA to the Standard**

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

- 1a. STANDARD NOT MET - Projected ADA for County Operations Grant or county operated programs has changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard, a description of the methods and assumptions used in projecting ADA, and what changes will be made to improve the accuracy of projections in this area.

Explanation:  
(required if NOT met)

Alternative Ed- School closures due to COVID affected enrollment. Charter School - Planning due to COVID delayed enrollment for first year Charter School. Extremely conservative estimates for out years.



**2. CRITERION: LCFF Revenue**

STANDARD: Projected LCFF revenue, for any of the current fiscal year or two subsequent fiscal years, has not changed by more than two percent since budget adoption.

County Office LCFF Revenue Standard Percentage Range: -2.0% to +2.0%

**2A. Calculating the County Office's Projected Change in LCFF Revenue**

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. In the First Interim column, Current Year data are extracted; enter data for the two subsequent years.

Fiscal Year	LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)		Percent Change	Status
	Budget Adoption (Form 01CS, Item 2C)	First Interim Projected Year Totals		
	Current Year (2020-21)	9,458,827.00		
1st Subsequent Year (2021-22)	9,458,827.00	9,944,145.00	5.1%	Not Met
2nd Subsequent Year (2022-23)	9,458,827.00	9,944,145.00	5.1%	Not Met

**2B. Comparison of County Office LCFF Revenue to the Standard**

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

- 1a. STANDARD NOT MET - Projected LCFF revenue has changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting LCFF revenue.

**Explanation:**  
(required if NOT met)

Increase based on no funding cuts compared to adopted budget being based on May revise. ADA figures have also been updated for revenue calculations.

**3. CRITERION: Salaries and Benefits**

STANDARD: Projected total salaries and benefits for any of the current fiscal year or two subsequent fiscal years has not changed by more than five percent since budget adoption.

County Office Salaries and Benefits Standard Percentage Range: -5.0% to +5.0%

**3A. Calculating the County Office's Projected Change in Salaries and Benefits**

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. In the First Interim column, Current Year data are extracted. If Form MYPI exists, Projected Year Totals data for the two subsequent years will be extracted; otherwise, enter this data.

Fiscal Year	Salaries and Benefits		Percent Change	Status
	Budget Adoption	First Interim		
	(Form 01, Objects 1000-3999) (Form 01CS, Item 3B)	Projected Year Totals (Form 01I, Objects 1000-3999) (Form MYPI, Lines B1-B3)		
Current Year (2020-21)	28,882,806.00	26,949,233.00	-6.7%	Not Met
1st Subsequent Year (2021-22)	29,557,702.00	27,939,097.00	-5.5%	Not Met
2nd Subsequent Year (2022-23)	31,054,608.00	29,450,051.00	-5.2%	Not Met

**3B. Comparison of County Office Salaries and Benefits to the Standard**

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

- 1a. STANDARD NOT MET - Projected salary and benefit costs have changed since budget adoption by more than the standard in any of the current fiscal year or two subsequent fiscal years. Provide reasons why the change(s) exceed the standard and a description of the methods and assumptions used in projecting salaries and benefits.

**Explanation:**  
(required if NOT met)

Removal and reduction of hard to fill special education positions/vacancies (will contract for services). Removal of multiple non-classroom based positions (fiscal, information technology, M&O). Removal of multiple outdoor education positions due to COVID closure.

**4. 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 current fiscal year or two subsequent fiscal years have not changed by more than five percent since budget adoption.

Changes that exceed five percent in any major object category must be explained.

County Office's Other Revenues and Expenditures Standard Percentage Range:	-5.0% to +5.0%
County Office's Other Revenues and Expenditures Explanation Percentage Range:	-5.0% to +5.0%

**4A. Calculating the County Office's Change by Major Object Category and Comparison to the Explanation Percentage Range**

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. First Interim data for Current Year are extracted. If First Interim Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the second column.

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

Object Range / Fiscal Year	Budget Adoption Budget (Form 01CS, Item 4B)	First interim Projected Year Totals (Fund 01/Form MYPI)	Percent Change	Change Is Outside Explanation Range
<b>Federal Revenue (Fund 01, Objects 8100-8299) (MYPI, Line A2)</b>				
Current Year (2020-21)	3,827,177.00	6,030,504.00	57.6%	Yes
1st Subsequent Year (2021-22)	3,815,422.00	5,182,724.00	35.8%	Yes
2nd Subsequent Year (2022-23)	3,815,422.00	5,182,724.00	35.8%	Yes

**Explanation:**  
(required if Yes)

Budget CARES act funding (\$916K). Establish multiple Workforce Innovation and Opportunity Act grants (\$1M), establish LEA Comprehensive Support and Improvement (CSI) grant (\$170K). Removed CARES act funding in out years.

<b>Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)</b>				
Current Year (2020-21)	9,022,003.00	12,482,307.00	38.4%	Yes
1st Subsequent Year (2021-22)	9,022,003.00	12,329,202.00	36.7%	Yes
2nd Subsequent Year (2022-23)	9,022,003.00	12,250,645.00	35.8%	Yes

**Explanation:**  
(required if Yes)

Increase in AB-602 due to equalization (\$2.3M), Low incidence increased by \$285K, School Based Mental Health increased \$151K. Establish California Learning Communities for School Success Program (LCSSP) budget (\$203K). Budget Department of Justice grant revenue (\$76K) and Tobacco Use Prevention Education (TUPE) for \$75K.

<b>Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)</b>				
Current Year (2020-21)	13,810,295.00	9,539,633.00	-30.9%	Yes
1st Subsequent Year (2021-22)	13,739,237.00	10,036,818.00	-26.9%	Yes
2nd Subsequent Year (2022-23)	13,739,237.00	9,786,818.00	-28.8%	Yes

**Explanation:**  
(required if Yes)

Other Local Revenue decreased due to excess costs caused by an increase in AB-602 funding and a decrease in Special Education expenses (\$3.5M). Projected revenue generated from our outdoor education decreased by \$1M due to extended closure caused by COVID-19.

<b>Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)</b>				
Current Year (2020-21)	988,575.00	1,489,100.00	50.6%	Yes
1st Subsequent Year (2021-22)	984,700.00	1,022,166.00	3.8%	No
2nd Subsequent Year (2022-23)	984,700.00	987,900.00	0.3%	No

**Explanation:**  
(required if Yes)

Materials and supplies increased due to Learning Loss Mitigation Funds budgeted \$447K and removed in out years.

<b>Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)</b>				
Current Year (2020-21)	4,004,070.00	6,987,995.00	74.5%	Yes
1st Subsequent Year (2021-22)	3,940,390.00	6,025,416.00	52.9%	Yes
2nd Subsequent Year (2022-23)	3,940,390.00	5,856,612.00	48.6%	Yes

**Explanation:**  
(required if Yes)

Establish Sutter County Childcare Assistance budget (\$800K) and multiple Workforce Innovation and Opportunity Act grant services (\$340K). Increase in contracted services for Special Education needs due to the inability to hire hard to fill positions (\$700K). Increase in professional development and contracted services due to CARES Act funding (\$255K).

**4B. Calculating the County Office's Change in Total Operating Revenues and Expenditures**

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Budget Adoption Budget	First Interim Projected Year Totals	Percent Change	Status
<b>Total Federal, Other State, and Other Local Revenues (Section 4A)</b>				
Current Year (2020-21)	26,659,475.00	28,052,444.00	5.2%	Not Met
1st Subsequent Year (2021-22)	26,576,662.00	27,548,744.00	3.7%	Met
2nd Subsequent Year (2022-23)	26,576,662.00	27,220,187.00	2.4%	Met
<b>Total Books and Supplies, and Services and Other Operating Expenditures (Section 4A)</b>				
Current Year (2020-21)	4,992,645.00	8,477,095.00	69.8%	Not Met
1st Subsequent Year (2021-22)	4,925,090.00	7,047,582.00	43.1%	Not Met
2nd Subsequent Year (2022-23)	4,925,090.00	6,844,512.00	39.0%	Not Met

**4C. Comparison of County Office Total Operating Revenues and Expenditures to the Standard Percentage Range**

DATA ENTRY: Explanations are linked from Section 4A if the status in Section 4B is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed since budget adoption by more than the standard in one or more of the current 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 4A above and will also display in the explanation box below.

**Explanation:**  
Federal Revenue  
(linked from 4A  
if NOT met)

Budget CARES act funding (\$916K). Establish multiple Workforce Innovation and Opportunity Act grants (\$1M), establish LEA Comprehensive Support and Improvement (CSI) grant (\$170K). Removed CARES act funding in out years.

**Explanation:**  
Other State Revenue  
(linked from 4A  
if NOT met)

Increase in AB-602 due to equalization (\$2.3M), Low incidence increased by \$285K, School Based Mental Health increased \$151K. Establish California Learning Communities for School Success Program (LCSPP) budget (\$203K). Budget Department of Justice grant revenue (\$76K) and Tobacco Use Prevention Education (TUPE) for \$75K.

**Explanation:**  
Other Local Revenue  
(linked from 4A  
if NOT met)

Other Local Revenue decreased due to excess costs caused by an increase in AB-602 funding and a decrease in Special Education expenses (\$3.5M). Projected revenue generated from our outdoor education decreased by \$1M due to extended closure caused by COVID-19.

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed since budget adoption by more than the standard in one or more of the current or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 4A above and will also display in the explanation box below.

**Explanation:**  
Books and Supplies  
(linked from 4A  
if NOT met)

Materials and supplies increased due to Learning Loss Mitigation Funds budgeted \$447K and removed in out years.

**Explanation:**  
Services and Other Exps  
(linked from 4A  
if NOT met)

Establish Sutter County Childcare Assistance budget (\$800K) and multiple Workforce Innovation and Opportunity Act grant services (\$340K). Increase in contracted services for Special Education needs due to the inability to hire hard to fill positions (\$700K). Increase in professional development and contracted services due to CARES Act funding (\$255K).

**5. CRITERION: Facilities Maintenance**

STANDARD: Identify changes that have occurred since budget adoption in the projected contributions for facilities maintenance funding as required pursuant to Education Code Section 17070.75, or in how the county office is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52066(d)(1) and 17002(d)(1).

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

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

DATA ENTRY: Enter the Required Minimum Contribution if Budget data does not exist. Budget data that exist will be extracted; otherwise, enter budget data into lines 1, if applicable, and 2. All other data are extracted.

	Required Minimum Contribution	First Interim Contribution Projected Year Totals (Fund 01, Resource 8150, Objects 8900-8999)	Status
1. OMMA/RMA Contribution	282,676.00	680,238.00	Met
2. Budget Adoption Contribution (information only) (Form 01CS, Criterion 5)		532,990.00	

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

- Not applicable (county office does not participate in the Leroy F. Greene School Facilities Act of 1998)
- Other (explanation must be provided)

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

**6. 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 county office's available reserves<sup>1</sup> as a percentage of total expenditures and other financing uses<sup>2</sup> in any of the current fiscal year or two subsequent fiscal years.

<sup>1</sup> Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the County School Service 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 County School Service Fund.

<sup>2</sup> A county office of education 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.

**6A. Calculating the County Office's Deficit Spending Standard Percentage Levels**

DATA ENTRY: All data are extracted or calculated.

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
County Office's Available Reserves Percentage (Criterion 8B, Line 9)	5.0%	5.0%	5.0%
<b>County Office's Deficit Standard Percentage Levels (one-third of available reserves percentage):</b>	1.7%	1.7%	1.7%

**6B. Calculating the County Office's Special Education Pass-through Exclusions (only for county offices that serve as the AU of a SELPA)**

DATA ENTRY: For SELPA AUs, if Form MYPI 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; Current Year data are extracted.

For county offices that serve as the AU of a SELPA (Form MYPI, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude pass-through funds distributed to SELPA members from the calculations for deficit spending and reserves?
2. If you are the SELPA AU and are excluding special education pass-through funds:
  - a. Enter the name(s) of the SELPA(s): Sutter County SELPA

	Current Year Projected Year Totals (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	7,264,530.00	7,264,530.00	7,264,530.00

**6C. Calculating the County Office's Deficit Spending Percentages**

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years into the first and second columns.

Fiscal Year	Projected Year Totals		Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
	Net Change in Unrestricted Fund Balance (Form 011, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 011, Objects 1000-7999) (Form MYPI, Line B11)		
Current Year (2020-21)	1,039,045.00	9,422,534.00	N/A	Met
1st Subsequent Year (2021-22)	1,476,016.00	10,152,222.00	N/A	Met
2nd Subsequent Year (2022-23)	1,084,281.00	10,543,957.00	N/A	Met

**6D. Comparison of County Office 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 any of the current year or two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

**7. CRITERION: Fund and Cash Balances**

A. FUND BALANCE STANDARD: Projected county school service fund balances will be positive at the end of the current fiscal year and two subsequent fiscal years.

**7A-1. Determining if the County Office's County School Service Fund Ending Balance is Positive**

DATA ENTRY: Current Year data are extracted. If Form MYPI exists, data for the two subsequent years will be extracted; if not, enter data for the two subsequent years.

Fiscal Year	Ending Fund Balance County School Service Fund Projected Year Totals (Form 01I, Line F2)/(Form MYPI, Line D2)	Status
Current Year (2020-21)	15,498,500.00	Met
1st Subsequent Year (2021-22)	16,812,543.00	Met
2nd Subsequent Year (2022-23)	16,490,145.00	Met

**7A-2. Comparison of the County Office's Ending Fund Balance to the Standard**

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

1a. STANDARD MET - Projected county school service fund ending balance is positive for the current fiscal year and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

B. CASH BALANCE STANDARD: Projected county school service fund cash balance will be positive at the end of the current fiscal year.

**7B-1. Determining if the County Office's Ending Cash Balance is Positive**

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance County School Service Fund (Form CASH, Line F, June Column)	Status
Current Year (2020-21)	1,469,346.00	Met

**7B-2. Comparison of the County Office's Ending Cash Balance to the Standard**

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

1a. STANDARD MET - Projected county school service fund cash balance will be positive at the end of the current fiscal year.

**Explanation:**  
(required if NOT met)

**8. CRITERION: Reserves**

STANDARD: Available reserves<sup>1</sup> for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts as applied to total expenditures and other financing uses<sup>2</sup>:

Percentage Level <sup>3</sup>	County Office Total Expenditures and Other Financing Uses <sup>3</sup>	
5% or \$71,000 (greater of)	0	to \$6,317,999
4% or \$316,000 (greater of)	\$6,318,000	to \$15,794,999
3% or \$632,000 (greater of)	\$15,795,000	to \$71,078,000
2% or \$2,132,000 (greater of)	\$71,078,001	and over

<sup>1</sup> Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the County School Service 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 County School Service Fund.

<sup>2</sup> A county office of education 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.

<sup>3</sup> Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (EC Section 2574), rounded to the nearest thousand.

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
County Office's Expenditures and Other Financing Uses (Criterion 8A1), plus SELPA Pass-through (Criterion 6B2b) if Criterion 6B, Line 1 is No:	36,458,269	36,198,861	37,506,745
<b>County Office's Reserve Standard Percentage Level:</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>



**8A. Calculating the County Office's Reserve Standard**

DATA ENTRY: If Form MYPI exists, all data are extracted or calculated. If not, enter data for line 1 for the two subsequent years; Current Year data are extracted.

	Current Year Projected Year Totals (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	36,458,269.00	36,198,861.00	37,506,745.00
2. Plus: Special Education Pass-through (Criterion 6B, Line 2b if Criterion 6B, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line A1 plus Line A2)	36,458,269.00	36,198,861.00	37,506,745.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line A3 times Line A4)	1,093,748.07	1,085,965.83	1,125,202.35
6. Reserve Standard - by Amount (From percentage level chart above)	632,000.00	632,000.00	632,000.00
7. <b>County Office's Reserve Standard (Greater of Line A5 or Line A6)</b>	<b>1,093,748.07</b>	<b>1,085,965.83</b>	<b>1,125,202.35</b>

**8B. Calculating the County Office's Available Reserve Amount**

DATA ENTRY: All data are extracted from fund data and Form MYPI. If Form MYPI does not exist, enter data for the two subsequent years.

Reserve Amounts (Unrestricted resources 0000-1999 except line 4)	Current Year Projected Year Totals (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. County School Service Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYPI, Line E1a)	0.00		
2. County School Service Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYPI, Line E1b)	1,822,913.45	1,809,943.05	1,875,337.25
3. County School Service Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYPI, Line E1c)	0.00	0.00	0.00
4. County School Service Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYPI, Line E1d)		0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYPI, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYPI, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYPI, Line E2c)	0.00		
8. County Office's Available Reserve Amount (Lines B1 thru B7)	1,822,913.45	1,809,943.05	1,875,337.25
9. County Office's Available Reserve Percentage (Information only) (Line 8 divided by Section 8A, Line 3)	5.00%	5.00%	5.00%
<b>County Office's Reserve Standard (Section 8A, Line 7):</b>	<b>1,093,748.07</b>	<b>1,085,965.83</b>	<b>1,125,202.35</b>
Status:	Met	Met	Met

**8C. Comparison of County Office Reserve Amount to the Standard**

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

1a. STANDARD MET - Available reserves have met the standard for the current year and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

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**SUPPLEMENTAL INFORMATION**

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

**S1. Contingent Liabilities**

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

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

Litigation - Petition for Writ of Mandate and Complaint for Injunctive and Declaratory Relief - Challenging the county Board's authority/jurisdiction to approve the petition for Pathways Charter Academy

**S2. Use of One-time Revenues for Ongoing Expenditures**

1a. Does your county office have ongoing county school service fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?

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. Temporary Interfund Borrowings**

1a. Does your county office have projected temporary borrowings between funds?  
(Refer to Education Code Section 42603)

1b. If Yes, identify the interfund borrowings:

**S4. Contingent Revenues**

1a. Does your county office have projected revenues for the current fiscal year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

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

**S5. Contributions**

Identify projected contributions from unrestricted resources in the county school service fund to restricted resources in the county school service fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if contributions have changed by more than \$20,000 and more than five percent since budget adoption.

Identify projected transfers to or from the county school service fund to cover operating deficits in either the county school service fund or any other fund for the current fiscal year and two subsequent fiscal years. Provide an explanation if transfers have changed by more than \$20,000 and more than five percent since budget adoption.

Identify capital project cost overruns that have occurred since budget adoption that may impact the county school service fund budget.

County Office's Contributions and Transfers Standard: -5.0% to +5.0%  
or -\$20,000 to +\$20,000

**S5A. Identification of the County Office's Projected Contributions, Transfers, and Capital Projects that may Impact the County School Service Fund**

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column. For Contributions, the First Interim's Current Year data will be extracted. Enter First Interim Contributions for the 1st and 2nd Subsequent Years. For Transfers In and Transfers Out, the First Interim's Current Year data will be extracted. If Form MYPI exists, the data will be extracted into the First Interim column for the 1st and 2nd Subsequent Years. If Form MYPI does not exist, enter data for 1st and 2nd Subsequent Years. Click on the appropriate button for Item 1d; all other data will be calculated.

Description / Fiscal Year	Budget Adoption (Form 01CS, Item S5A)	First Interim Projected Year Totals	Percent Change	Amount of Change	Status
<b>1a. Contributions, Unrestricted County School Service Fund (Fund 01, Resources 0000-1999, Object 8980)</b>					
Current Year (2020-21)	(849,822.00)	(944,868.00)	11.2%	95,046.00	Not Met
1st Subsequent Year (2021-22)	(849,822.00)	(944,868.00)	11.2%	95,046.00	Not Met
2nd Subsequent Year (2022-23)	(849,822.00)	(944,868.00)	11.2%	95,046.00	Not Met
<b>1b. Transfers In, County School Service Fund *</b>					
Current Year (2020-21)	54,785.00	20,016.00	-63.5%	(34,769.00)	Not Met
1st Subsequent Year (2021-22)	54,785.00	20,016.00	-63.5%	(34,769.00)	Not Met
2nd Subsequent Year (2022-23)	54,785.00	20,016.00	-63.5%	(34,769.00)	Not Met
<b>1c. Transfers Out, County School Service Fund *</b>					
Current Year (2020-21)	824,551.00	371,023.00	-55.0%	(453,528.00)	Not Met
1st Subsequent Year (2021-22)	824,551.00	530,388.00	-35.7%	(294,163.00)	Not Met
2nd Subsequent Year (2022-23)	824,551.00	530,388.00	-35.7%	(294,163.00)	Not Met

**1d. Capital Project Cost Overruns**

Have capital project cost overruns occurred since budget adoption that may impact the county school service fund operational budget?

No

\* Include transfers used to cover operating deficits in either the county school service fund or any other fund.

**S5B. Status of the County Office's Projected Contributions, Transfers, and Capital Projects**

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

1a. NOT MET - The projected contributions from the unrestricted county school service fund to restricted county school service fund programs have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify restricted programs and contribution amount for each program and whether contributions are ongoing or one-time in nature. Explain the county office's plan, with timeframes, for reducing or eliminating the contribution.

**Explanation:**  
(required if NOT met)

Increase in contributions is caused by a larger contribution to RRMA.

1b. NOT MET - The projected transfers in to the county school service fund have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify the amounts transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the county office's plan, with timeframes, for reducing or eliminating the transfers.

**Explanation:**  
(required if NOT met)

The transfers in decrease was caused by the COVID closure of our outdoor school which reduced the transfer in from the enterprise fund.

- 1c. NOT MET - The projected transfers out of the county school service fund have changed since budget adoption by more than the standard for any of the current year or subsequent two fiscal years. Identify the amounts transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the county office's plan, with timeframes, for reducing or eliminating the transfers.

**Explanation:**  
(required if NOT met)

Transfers out decreased due to lack of revenue generated from our closed outdoor school that is then transferred to Fund 13.

- 1d. NO - There have been no capital project cost overruns occurring since budget adoption that may impact the county school service fund operational budget.

**Project Information:**  
(required if YES)

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**S6B. Comparison of the County Office's Annual Payments to Prior Year Annual Payment**

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DATA ENTRY: Enter an explanation if Yes.

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

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

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

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

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

n/a

2. Yes - Funding sources will decrease or expire prior to the end of the commitment period, or one-time funding sources are being used for long-term commitment annual payments. Provide an explanation for how those funds will be replaced to continue annual debt service commitments.

**Explanation:**  
(Required if Yes)

**S7. Unfunded Liabilities**

Identify any changes in estimates for unfunded liabilities since budget adoption, and indicate whether the changes are the result of a new actuarial valuation.

**S7A. Identification of the County Office's Estimated Unfunded Liability for Postemployment Benefits Other Than Pensions (OPEB)**

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. Budget Adoption data that exist (Form 01CS, Item S7A) will be extracted; otherwise, enter Budget Adoption and First Interim data in items 2-4.

- 1. a. Does your county office provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4)
- b. If Yes to Item 1a, have there been changes since budget adoption in OPEB liabilities?
- c. If Yes to Item 1a, have there been changes since budget adoption in OPEB contributions?

2. OPEB Liabilities

	Budget Adoption (Form 01CS, Item S7A)	First Interim
a. Total OPEB liability	3,067,038.00	3,666,121.00
b. OPEB plan(s) fiduciary net position (if applicable)	0.00	0.00
c. Total/Net OPEB liability (Line 2a minus Line 2b)	3,067,038.00	3,666,121.00
d. Is total OPEB liability based on the county office's estimate or an actuarial valuation?	Actuarial	Actuarial
e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	Mar 18, 2019	Jun 30, 2019

3. OPEB Contributions

	Budget Adoption (Form 01CS, Item S7A)	First Interim
a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method		
Current Year (2020-21)	0.00	0.00
1st Subsequent Year (2021-22)	0.00	0.00
2nd Subsequent Year (2022-23)	0.00	0.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (Funds 01-70, objects 3701-3752)		
Current Year (2020-21)	209,057.00	191,844.00
1st Subsequent Year (2021-22)	209,057.00	191,844.00
2nd Subsequent Year (2022-23)	209,057.00	191,844.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)		
Current Year (2020-21)	174,853.00	156,413.00
1st Subsequent Year (2021-22)	193,210.00	161,376.00
2nd Subsequent Year (2022-23)	170,414.00	114,895.00
d. Number of retirees receiving OPEB benefits		
Current Year (2020-21)	17	14
1st Subsequent Year (2021-22)	17	14
2nd Subsequent Year (2022-23)	17	14

4. Comments:

**S7B. Identification of the County Office's Unfunded Liability for Self-insurance Programs**

DATA ENTRY: Click the appropriate button(s) for items 1a-1c, as applicable. Budget Adoption data that exist (Form 01CS, Item S7B) will be extracted; otherwise, enter Budget Adoption and First Interim data in items 2-4.

- 1. a. Does your county office 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 1b-4)
 

No
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- b. If Yes to item 1a, have there been changes since budget adoption in self-insurance liabilities?
 

n/a
-----
- c. If Yes to item 1a, have there been changes since budget adoption in self-insurance contributions?
 

n/a
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2. Self-Insurance Liabilities

	Budget Adoption (Form 01CS, Item S7B)	First Interim
a. Accrued liability for self-insurance programs		
b. Unfunded liability for self-insurance programs		

3. Self-Insurance Contributions

	Budget Adoption (Form 01CS, Item S7B)	First Interim
a. Required contribution (funding) for self-insurance programs		
Current Year (2020-21)		
1st Subsequent Year (2021-22)		
2nd Subsequent Year (2022-23)		
b. Amount contributed (funded) for self-insurance programs		
Current Year (2020-21)		
1st Subsequent Year (2021-22)		
2nd Subsequent Year (2022-23)		

4. Comments:



**S8. Status of Labor Agreements**

Analyze the status of all employee labor agreements. Identify new labor agreements that have been ratified since budget adoption, 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, upon settlement with certificated or classified staff:**

The county office of education must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the California Department of Education (CDE) with an analysis of the cost of the settlement and its impact on the operating budget.

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

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

DATA ENTRY: Click the appropriate Yes or No button for "Status of Certificated Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Certificated Labor Agreements as of the Previous Reporting Period**

Were all certificated labor negotiations settled as of budget adoption?   
 If Yes, complete number of FTEs, then skip to section S8B.  
 If No, continue with section S8A.

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

	Prior Year (2nd Interim) (2019-20)	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of certificated (non-management) full-time-equivalent (FTE) positions	63.7	66.5	66.5	66.5

1a. Have any salary and benefit negotiations been settled since budget adoption?  
 If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete questions 2-4.   
 If No, complete questions 5 and 6.

1b. Are any salary and benefit negotiations still unsettled?  
 If Yes, complete questions 5 and 6.

Negotiations Settled Since Budget Adoption

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

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

4. Salary settlement:

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?	<input type="text"/>	<input type="text"/>	<input type="text"/>

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
<b>One Year Agreement</b>			
Total cost of salary settlement	<input type="text"/>	<input type="text"/>	<input type="text"/>
% change in salary schedule from prior year	<input type="text"/>	<input type="text"/>	<input type="text"/>
or			
<b>Multiyear Agreement</b>			
Total cost of salary settlement	<input type="text"/>	<input type="text"/>	<input type="text"/>
% change in salary schedule from prior year (may enter text, such as "Reopener")	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

Negotiations Not Settled

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

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

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

1. Are costs of H&W benefit changes included in the interim 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

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Yes	Yes	Yes
913,418	913,418	913,418
Capped at \$14,100/FTE	Capped at \$14,100/FTE	Capped at \$14,100/FTE
0.0%	0.0%	0.0%

**Certificated (Non-management) Prior Year Settlements Negotiated Since Budget Adoption**

Are any new costs negotiated since budget adoption for prior year settlements included in the interim?

No		
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- If Yes, amount of new costs included in the interim 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 interim and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Yes	Yes	Yes
91,467	92,839	94,232
1.5%	1.5%	1.5%

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

1. Are savings from attrition included in the interim and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the interim and MYPs?

Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
No	No	No
No	No	No

**Certificated (Non-management) - Other**

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

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

DATA ENTRY: Click the appropriate Yes or No button for "Status of Classified Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Classified Labor Agreements as of the Previous Reporting Period**

Were all classified labor negotiations settled as of budget adoption?   
If Yes, complete number of FTEs, then skip to section S8C.  
If No, continue with section S8B.

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

	Prior Year (2nd Interim) (2019-20)	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of classified (non-management) FTE positions	201.4	189.7	189.7	189.7

1a. Have any salary and benefit negotiations been settled since budget adoption?  
If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete questions 2-4.   
If No, complete questions 5 and 6.

1b. Are any salary and benefit negotiations still unsettled?  
If Yes, complete questions 5 and 6.

Negotiations Settled Since Budget Adoption

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

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

4. Salary settlement:

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?	<input type="text"/>	<input type="text"/>	<input type="text"/>

**One Year Agreement**

Total cost of salary settlement	<input type="text"/>	<input type="text"/>	<input type="text"/>
% change in salary schedule from prior year	<input type="text"/>	<input type="text"/>	<input type="text"/>

or

**Multiyear Agreement**

Total cost of salary settlement	<input type="text"/>	<input type="text"/>	<input type="text"/>
% change in salary schedule from prior year (may enter text, such as "Reopener")	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

Negotiations Not Settled

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

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

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

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are costs of H&W benefit changes included in the interim and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	992,325	992,325	992,325
3. Percent of H&W cost paid by employer	Capped at \$10,800/FTE	Capped at \$10,800/FTE	Capped at \$10,800/FTE
4. Percent projected change in H&W cost over prior year	0.0%	0.0%	0.0%

**Classified (Non-management) Prior Year Settlements Negotiated Since Budget Adoption**

Are any new costs negotiated since budget adoption for prior year settlements included in the interim?

No		
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If Yes, amount of new costs included in the interim and MYPs  
If Yes, explain the nature of the new costs:

**Classified (Non-management) Step and Column Adjustments**

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Are step & column adjustments included in the interim and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	151,510	153,783	156,089
3. Percent change in step & column over prior year	1.5%	1.5%	1.5%

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

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

**Classified (Non-management) - Other**

List other significant contract changes that have occurred since budget adoption and the cost impact of each (i.e., hours of employment, leave of absence, bonuses, etc.):

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**S8C. Cost Analysis of County Office's Labor Agreements - Management/Supervisor/Confidential Employees**

DATA ENTRY: Click the appropriate Yes or No button for "Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period." There are no extractions in this section.

**Status of Management/Supervisor/Confidential Labor Agreements as of the Previous Reporting Period**

Were all managerial/confidential labor negotiations settled as of budget adoption?   
 If Yes or n/a, complete number of FTEs, then skip to S9.  
 If No, continue with section S8C.

**Management/Supervisor/Confidential Salary and Benefit Negotiations**

	Prior Year (2nd Interim) (2019-20)	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of management, supervisor, and confidential FTE positions	37.0	38.0	38.0	38.0

1a. Have any salary and benefit negotiations been settled since budget adoption?  
 If Yes, and the corresponding public disclosure documents have not been filed with the CDE, complete question 2.   
 If No, complete questions 3 and 4.

1b. Are any salary and benefit negotiations still unsettled?  
 If Yes, complete questions 3 and 4.

**Negotiations Settled Since Budget Adoption**

2. Salary settlement:

	Current Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Is the cost of salary settlement included in the interim 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

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

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

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

**Management/Supervisor/Confidential Step and Column Adjustments**

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

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

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

**S9. Status of Other Funds**

Analyze the status of other funds that may have negative fund balances at the end of the current fiscal year. If any other fund has a projected negative fund balance, prepare an interim report and multiyear projection for that fund. Explain plans for how and when the negative fund balance will be addressed.

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**S9A. Identification of Other Funds with Negative Ending Fund Balances**

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DATA ENTRY: Click the appropriate button in Item 1. If Yes, enter data in Item 2 and provide the reports referenced in Item 1.

1. Are any funds other than the county school service fund projected to have a negative fund balance at the end of the current fiscal year?

No
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If Yes, prepare and submit to the reviewing agency a report of revenues, expenditures, and changes in fund balance (e.g., an interim fund report) and a multiyear projection report for each fund.

2. If Yes, identify each fund, by name and number, that is projected to have a negative ending fund balance for the current fiscal year. Provide reasons for the negative balance(s) and explain the plan for how and when the problem(s) will be corrected.

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**ADDITIONAL FISCAL INDICATORS**

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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 A2 through A8; Item A1 is automatically completed based on data from Criterion 7.

- A1. Do cash flow projections show that the county office will end the current fiscal year with a negative cash balance in the county school service fund? (Data from Criterion 7B-1, Cash Balance, are used to determine Yes or No)
  
- A2. Is the system of personnel position control independent from the payroll system?
  
- A3. Is the County Operations Grant ADA decreasing in both the prior and current fiscal years?
  
- A4. Are new charter schools operating in county office boundaries that impact the county office's ADA, either in the prior or current fiscal year?
  
- A5. Has the county office entered into a bargaining agreement where any of the current or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?
  
- A6. Does the county office provide uncapped (100% employer paid) health benefits for current or retired employees?
  
- A7. Does the county office have any reports that indicate fiscal distress? (If Yes, provide copies to the CDE.)
  
- A8. 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:**  
(optional)

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**End of County Office First Interim Criteria and Standards Review**

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BOARD AGENDA ITEM: Investment Statements

BOARD MEETING DATE: December 11, 2020

AGENDA ITEM SUBMITTED FOR:

- Action
- Reports/Presentation
- Information
- Public Hearing
- Other (specify)

PREPARED BY:

Ron Sherrod

SUBMITTED BY:

Ron Sherrod

PRESENTING TO BOARD:

Ron Sherrod

BACKGROUND AND SUMMARY INFORMATION:

The Investment Statement as of October 31, 2020 from the County Treasurer will be presented.

Steven L. Harrah, CPA  
Treasurer-Tax Collector



Christina N. Hernandez  
Assistant Treasurer-Tax Collector

November 10, 2020

To: Sutter County Board of Supervisors

Re: Sutter County Investment Portfolio Report for October 31, 2020

Following is the Sutter County Investment Portfolio report as of October 31, 2020. The schedule includes all short-term, mid-term and long-term investments held at the conclusion of business on the final day of the month. The Sutter County Treasurer and Tax Collector is given authority over the pooled investment portfolio through Board delegation pursuant to Government Code §27000.1. Investment activities of the pooled treasury are governed by Government Code §53601 as incorporated in the Sutter County Investment Policy. Investment of the county's, school districts' and special district's surplus funds start with the objective of safety of the principle to minimize possibility losses. Following safety is the liquidity objective to provide coverage of day to day operations and to meet contingency as they arise. The final objective is earning a reasonable return or yield on the funds invested. The Sutter County Investment Policy may be found on the Treasurer's webpage at: [https://www.suttercounty.org/assets/pdf/ttc/Investment\\_Policy\\_2020.pdf](https://www.suttercounty.org/assets/pdf/ttc/Investment_Policy_2020.pdf)

As Treasurer and Tax Collector, I certify that this document reflects the government agencies' pooled investments and that all investments are in compliance with the County of Sutter Investment Policy.

The combined cash and investments in the county treasury total \$252,805,156 and will provide sufficient cash flow liquidity to meet estimated pooled treasury expenditures for the next six months.

Invested treasury funds total \$231,307,597 with \$48,814,948 under the management of the Local Agency Investment Fund and California Asset Management Program. The Bank of New York, which provides third-party safekeeping services to Sutter County, provides market value data. The dollar-weighted average maturity of invested funds is 1021 days.

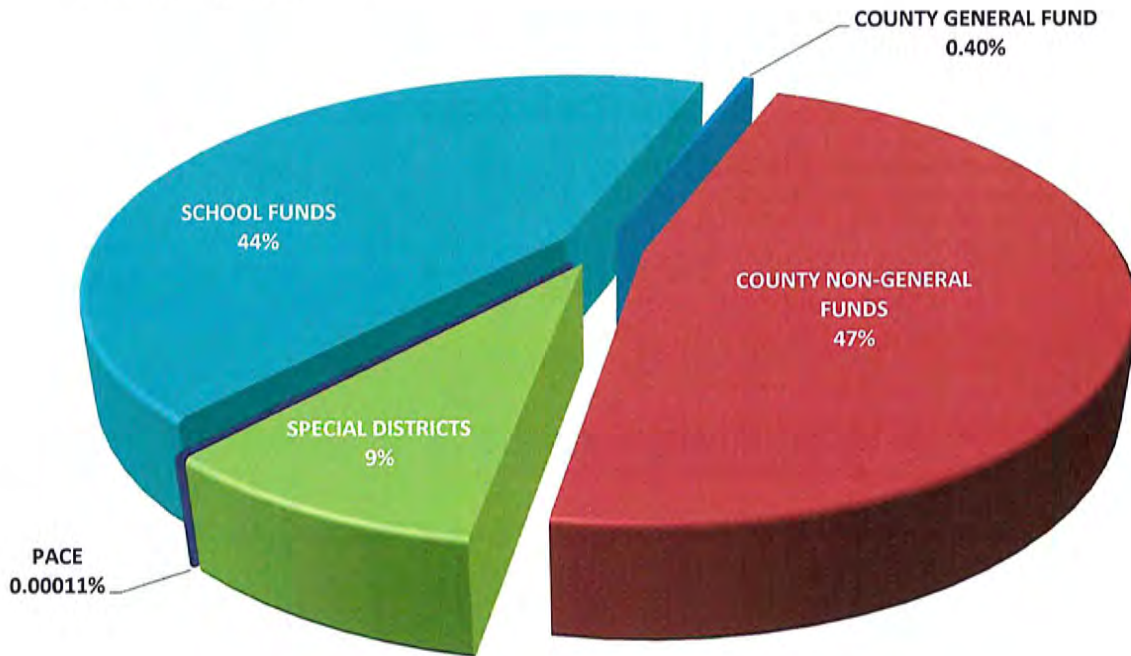
Investments are selected based on criteria contained in the Sutter County Investment Policy, which emphasizes safety, liquidity, yield and diversification. Therefore, the interest rates will fluctuate, and the types of investments will vary depending upon county needs and market availability on a particular day.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "Steven L. Harrah", is written over a printed name and title.

Steven L. Harrah, CPA  
Treasurer and Tax Collector

Sutter County  
Pooled Treasury Participants  
October 31, 2020



The Pooled Treasury is comprised of 352 separate funds representing the County's General Fund, County Non-General funds, special districts, school districts and funds collected and held for the various PACE programs that are authorized by the City of Yuba City.

At the close of business October 31, 2020 pool participants' cash and investment balances consisted of the following:

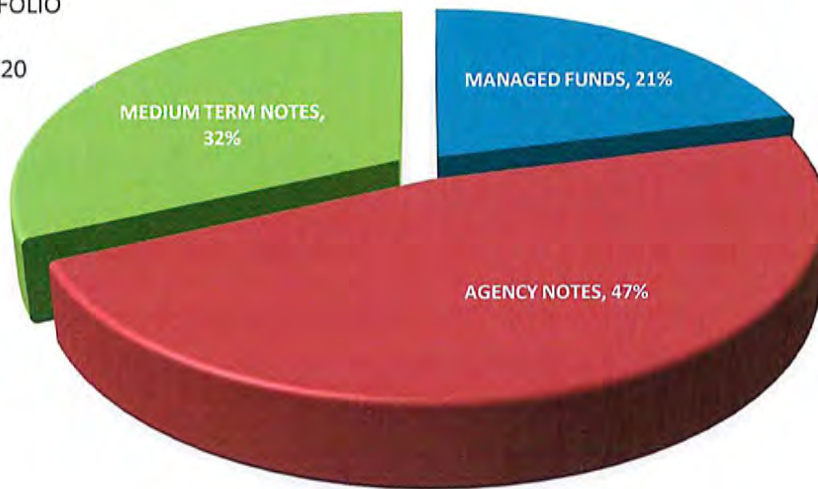
COUNTY GENERAL FUND	0.4%
COUNTY NON-GENERAL FUNDS	46.8%
SPECIAL DISTRICTS	8.9%
SCHOOL FUNDS	43.9%

The pooled portfolio is comprised of three major classes of assets. At October 31, 2020 agency notes made up 47%, medium term notes represented 32% and funds under management within the Local Area Investment Fund (LAIF) and the California Asset Management Program (CAMP) completing the portfolio at 21%.

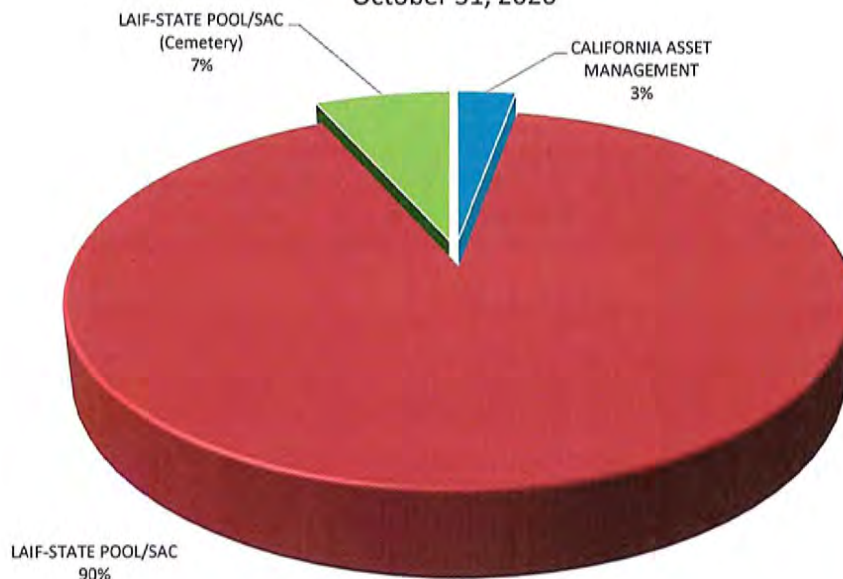
All assets are in compliance with the Sutter County Investment Policy and adhere to the requirements of California Government Code §53601-§53645 and §16429.1-§16429.3, which relate to the investing in the Local Area Investment Fund (LAIF)

Within the three major classes of assets the portfolio is further diversified, again, operating within the constraints of California Government Code and the Sutter County Investment Policy. The following charts provide a quick glance of the make-up of each category.

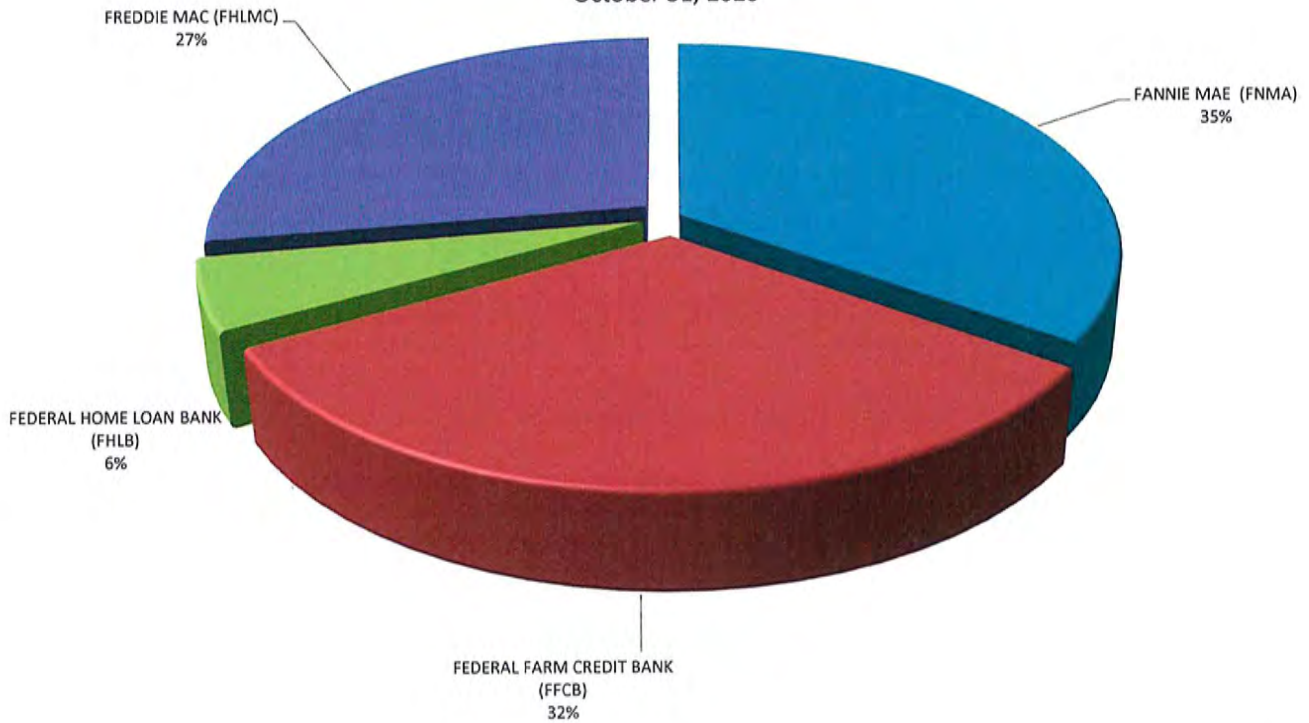
SUTTER COUNTY  
INVESTMENT PORTFOLIO  
CATAGORIES  
OCTOBER 31, 2020



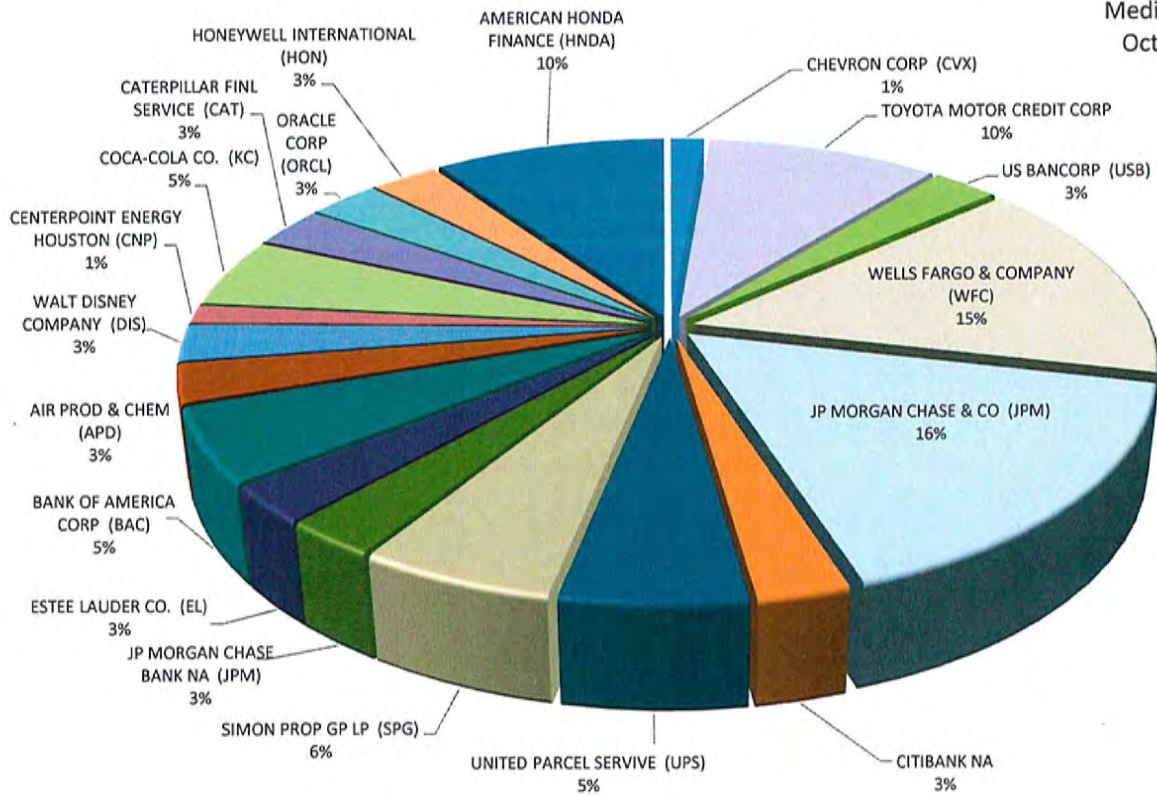
Sutter County  
Managed Funds  
October 31, 2020



Sutter County  
Agency Notes  
October 31, 2020

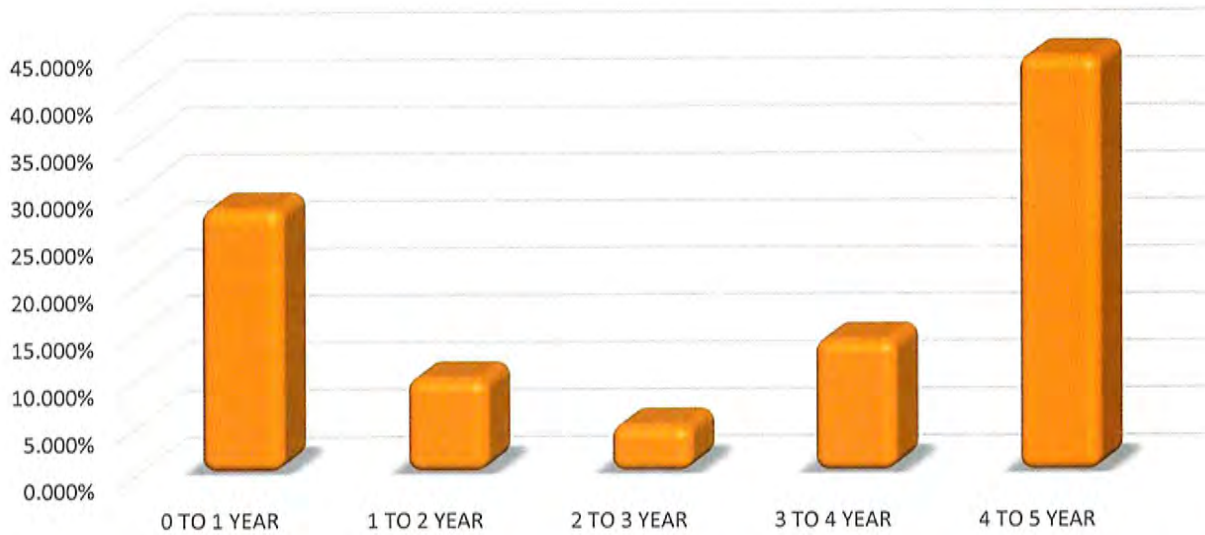


Sutter County  
Medium Term Notes  
October 31, 2020



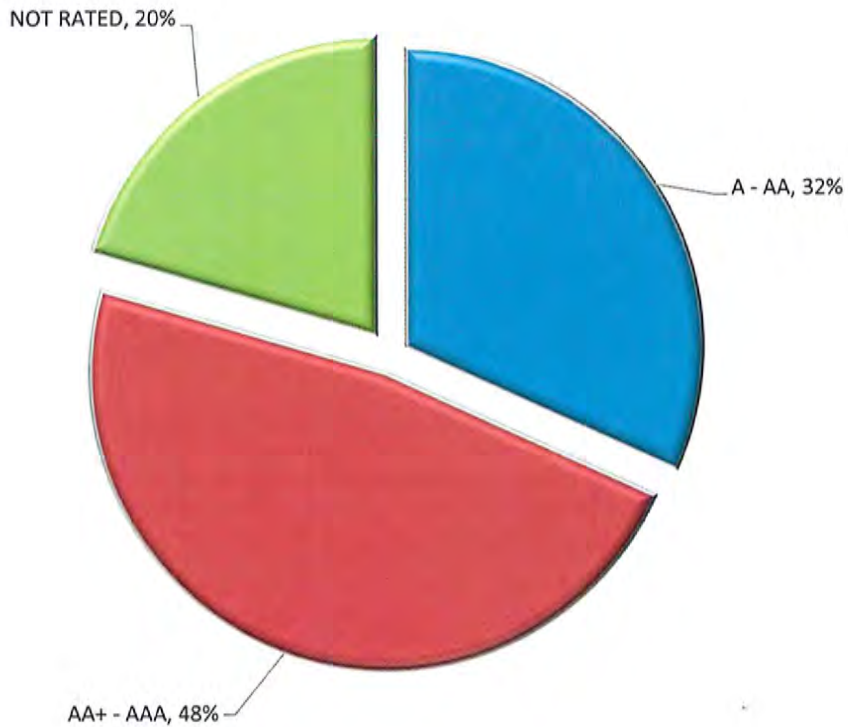
All investments conform to California Government Code §56301 with maturities of no more than five years.

### Sutter County Pooled Portfolio Aging October 31, 2020

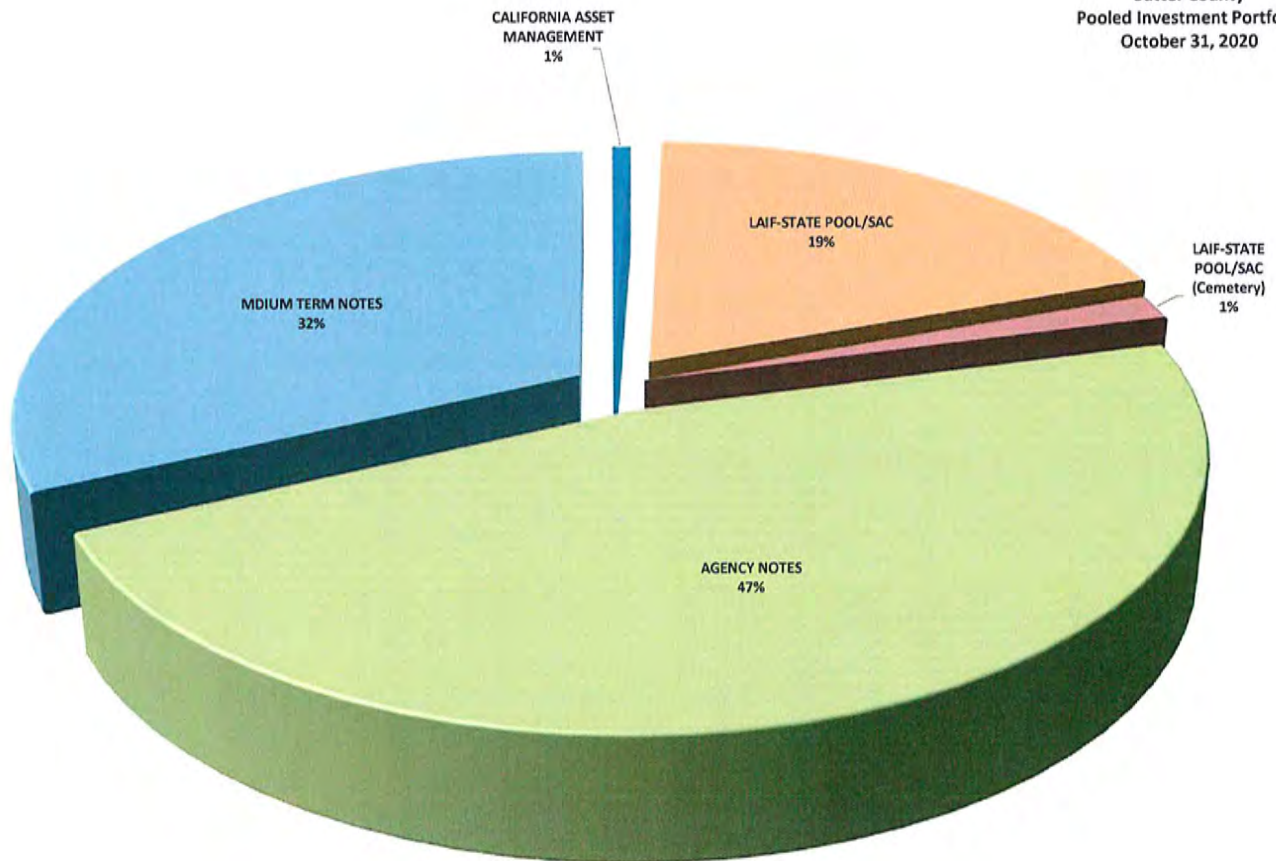


Investments in the pool must have a category rating of A or better at the time of purchase, as prescribed in the Sutter County Investment Policy, with the exception of LAIF, which is authorized in GC §16429.1-§16429.3.

### Sutter County Pooled Portfolio Asset Ratings October 31, 2020



Sutter County  
Pooled Investment Portfolio  
October 31, 2020



	<u>BOOK VALUE</u>	<u>PERCENTAGE OF MANAGED PORTFOLIO</u>	<u>INVESTED % OF POOLED PORTFOLIO</u>	<u>AVERAGE DAYS TO MATURITY</u>	<u>AVERAGE YIELD</u>
CAMP	\$1,405,824.08	0.61%	0.62%	1	0.27%
LOCAL AGENCY INVESTMENT FUND (COUNTY)	44,123,742.94	19.07%	19.35%	1	0.62%
LOCAL AGENCY INVESTMENT FUND (CEMETERY)	3,285,381.45	1.42%	-	1	0.62%
MEDIUM TERM NOTES	73,445,798.47	31.74%	32.20%	986	1.84%
AGENCY NOTES	<u>109,109,849.74</u>	<u>47.16%</u>	<u>47.84%</u>	<u>1,449</u>	<u>0.84%</u>
<b>TOTAL MANAGED INVESTMENTS</b>	<b>\$231,370,596.68</b>	<b>100.00%</b>		<u>1,183</u>	<u>1.26%</u>
LESS: LAIF FUNDS NOT POOLED	<u>3,285,381.45</u>	<u>1.42%</u>			
<b>TOTAL POOLED INVESTMENTS</b>	<b><u>\$228,085,215.23</u></b>	<b><u>98.58%</u></b>	<b><u>100.00%</u></b>	<b><u>1,182</u></b>	<b><u>1.27%</u></b>

**SUTTER COUNTY  
INVESTMENT PORTFOLIO  
October 31, 2020**



**TREASURY**

NUMBER	INSTITUTION/BRANCH	CUSIP	BOOK VALUE	MARKET VALUE	PAR VALUE	DATE	DATE	TOTAL	CURRENT	YIELD	RATE
						INVESTED	MATURES	DAYS			
2020-00A	CALIFORNIA ASSET MANAGEMENT	0	1,405,824.08	1,405,824.08	1,405,824.08	N/A	N/A	N/A	0.27000%	0.27000%	0.27000%
2020-00B	LAIF-STATE POOL/SAC	0	44,123,742.94	44,123,742.94	44,123,742.94	N/A	N/A	N/A	0.62000%	0.62000%	0.62000%
2020-00C	LAIF-STATE POOL/SAC (Cemetery)	0	3,285,381.45	3,285,381.45	3,285,381.45	N/A	N/A	N/A	0.62000%	0.62000%	0.62000%
<b>TOTAL MANAGED FUNDS</b>			<b>48,814,948.47</b>	<b>48,814,948.47</b>	<b>48,814,948.47</b>						

**MANAGED FUNDS**

**AGENCIES NOTES**

2016-169/172	FEDERAL FARM CREDIT BANK (FFCB)	3133EGL60	3,996,974.32	4,068,280.00	4,000,000.00	11/29/16	11/29/21	1,826	1.73050%	1.75000%	1.75000%
2017-022	FANNIE MAE (FNMA)	3136G4MQ3	2,000,000.00	2,056,580.00	2,000,000.00	03/29/17	03/29/22	1,826	2.11030%	2.17000%	2.17000%
2019-155	FEDERAL FARM CREDIT BANK (FFCB)	3133ELD4H	3,999,263.69	4,005,160.00	4,000,000.00	12/16/19	12/16/22	1,086	1.70780%	1.71000%	1.71000%
2019-158	FREDDIE MAC (FHLMC)	3134GUD23	3,000,000.00	3,026,400.00	3,000,000.00	12/23/19	12/23/24	1,827	1.78430%	1.80000%	1.80000%
2019-161	FEDERAL HOME LOAN BANK (FHLB)	3130AHLR9	4,000,000.00	4,006,600.00	4,000,000.00	12/18/19	12/18/23	1,461	1.94700%	1.85000%	1.85000%
2020-002	FREDDIE MAC (FHLMC)	3134GUQ94	4,000,000.00	4,044,400.00	4,000,000.00	01/10/20	01/10/25	1,827	1.78020%	1.80000%	1.80000%
2020-044	FEDERAL HOME LOAN BANK (FHLB)	3130AJFB0	1,000,000.00	1,001,630.00	1,000,000.00	03/25/20	03/25/24	1,461	1.19800%	1.20000%	1.20000%
2020-045	FEDERAL FARM CREDIT BANK (FFCB)	3133ELU79	3,125,000.00	3,132,906.25	3,125,000.00	03/26/20	03/26/25	1,826	1.29670%	1.30000%	1.30000%
2020-047	FEDERAL FARM CREDIT BANK (FFCB)	3133ELV49	2,000,000.00	2,000,820.00	2,000,000.00	04/01/20	04/01/24	1,461	1.19940%	1.20000%	1.20000%
2020-103	FANNIE MAE (FNMA)	3136G4XE8	2,000,000.00	2,000,240.00	2,000,000.00	06/22/20	12/22/23	1,278	0.51990%	0.52000%	0.52000%
2020-104	FREDDIE MAC (FHLMC)	3134GVV62	1,000,000.00	1,000,120.00	1,000,000.00	06/30/20	06/30/25	1,826	0.79990%	0.80000%	0.80000%
2020-107	FEDERAL FARM CREDIT BANK (FFCB)	3133ELN67	4,000,000.00	4,000,040.00	4,000,000.00	06/23/20	06/23/21	365	0.21000%	0.21000%	0.21000%
2020-108	FEDERAL FARM CREDIT BANK (FFCB)	3133ELN75	4,000,000.00	3,998,960.00	4,000,000.00	06/23/20	12/23/21	548	0.23010%	0.23000%	0.23000%
2020-109	FREDDIE MAC (FHLMC)	3134GV2L1	4,000,000.00	3,978,080.00	4,000,000.00	06/30/20	06/30/25	1,826	0.77420%	0.77000%	0.77000%
2020-110	FEDERAL HOME LOAN BANK (FHLB)	3130AJSF7	1,000,000.00	985,960.00	1,000,000.00	07/08/20	01/08/25	1,645	0.65930%	0.65000%	0.65000%
2020-123	FANNIE MAE (FNMA)	3136G4ZR7	4,000,000.00	3,983,040.00	4,000,000.00	07/21/20	07/21/25	1,826	0.70300%	0.70000%	0.70000%
2020-125/135	FEDERAL FARM CREDIT BANK (FFCB)	3133ELX25	7,997,983.41	8,000,080.00	8,000,000.00	07/29/20	01/22/24	1,272	0.47000%	0.47000%	0.47000%
2020-126	FREDDIE MAC (FHLMC)	3134GWAR7	4,000,000.00	4,003,960.00	4,000,000.00	07/21/20	07/21/25	1,826	0.74930%	0.75000%	0.75000%
2020-127	FREDDIE MAC (FHLMC)	3134GWDK9	4,000,000.00	4,001,160.00	4,000,000.00	07/29/20	07/29/25	1,826	0.71980%	0.72000%	0.72000%
2020-130	FANNIE MAE (FNMA)	3136G4ZA4	3,995,961.63	3,979,440.00	4,000,000.00	07/22/20	07/15/25	1,819	0.60310%	0.60000%	0.60000%
2020-134	FANNIE MAE (FNMA)	3136G4G31	4,000,000.00	3,972,040.00	4,000,000.00	07/30/20	07/20/25	1,816	0.65460%	0.65000%	0.65000%
2020-136	FANNIE MAE (FNMA)	3136G4D75	4,000,000.00	3,974,920.00	4,000,000.00	07/30/20	07/29/25	1,825	0.60380%	0.60000%	0.60000%
2020-137	FANNIE MAE (FNMA)	3136G4C43	4,000,000.00	3,972,600.00	4,000,000.00	08/14/20	08/14/25	1,826	0.65450%	0.65000%	0.65000%
2020-140	FANNIE MAE (FNMA)	3136G4G98	2,000,000.00	1,985,320.00	2,000,000.00	08/12/20	08/12/25	1,826	0.56410%	0.56000%	0.56000%
2020-141	FREDDIE MAC (FHLMC)	3134GWKL9	2,000,000.00	1,982,880.00	2,000,000.00	08/12/20	08/12/25	1,826	0.60520%	0.60000%	0.60000%
2020-149	FANNIE MAE (FNMA)	3136G4H71	1,999,609.42	1,989,820.00	2,000,000.00	08/18/20	08/18/25	1,826	0.50260%	0.50000%	0.50000%
2020-150	FANNIE MAE (FNMA)	3136G4N74	2,000,000.00	1,986,980.00	2,000,000.00	08/21/20	08/21/25	1,826	0.56370%	0.56000%	0.56000%
2020-155	FANNIE MAE (FNMA)	3136G4X32	2,000,000.00	1,987,820.00	2,000,000.00	08/26/20	08/26/25	1,826	0.60370%	0.60000%	0.60000%
2020-159	FEDERAL FARM CREDIT BANK (FFCB)	3133EL4W1	3,996,057.27	3,975,680.00	4,000,000.00	09/04/20	08/25/25	1,816	0.61370%	0.61000%	0.61000%
2020-161	FREDDIE MAC (FHLMC)	3134GWP75	2,000,000.00	1,997,140.00	2,000,000.00	09/23/20	09/23/25	1,826	0.62590%	0.62500%	0.62500%
2020-168	FREDDIE MAC (FHLMC)	3134GWW51	2,000,000.00	1,992,820.00	2,000,000.00	09/30/20	09/30/25	1,826	0.50180%	0.50000%	0.50000%
2020-169	FEDERAL FARM CREDIT BANK (FFCB)	3133EMBE1	1,999,000.00	1,994,580.00	2,000,000.00	09/30/20	03/28/24	1,275	0.30080%	0.30000%	0.30000%
2020-179	FREDDIE MAC (FHLMC)	3134GW4Z6	4,000,000.00	3,988,240.00	4,000,000.00	10/27/20	10/27/25	1,826	0.54160%	0.54000%	0.54000%
2020-180	FANNIE MAE (FNMA)	3135G06B4	2,000,000.00	1,996,040.00	2,000,000.00	10/22/20	10/22/25	1,826	0.56110%	0.56000%	0.56000%



**SUTTER COUNTY**  
**INVESTMENT PORTFOLIO**  
**October 31, 2020**



TREASURY	NUMBER	INSTITUTION/BRANCH	CUSIP	BOOK VALUE	MARKET VALUE	PAR VALUE	INVESTED DATE	MATURES DATE	INVESTED DAYS	TOTAL DAYS	YIELD	RATE
	2020-185	FANNIE MAE (FNMA)	3136646K4	4,000,000.00	3,994,280.00	4,000,000.00	10/28/20	07/28/25	1,734	1,734	0.50070%	0.50000%
	2016-078	WELLS FARGO & COMPANY (WFC)	94988RN31	2,000,000.00	1,999,400.00	2,000,000.00	06/07/16	06/07/21	1,826	1,826	1.24990%	1.99888%

TOTAL AGENCY NOTES 111,109,849.74 111,064,496.25 111,125,000.00

**MEDIUM TERM NOTES**

2016-187	US BANCORP (USB)	91159HHL7	2,000,313.55	2,006,640.00	2,000,000.00	12/16/16	01/29/21	1,505	1,505	2.34220%	2.35000%
2017-002	CHEVRON CORP (CVX)	166764BG4	998,938.97	1,006,220.00	1,000,000.00	01/09/17	05/18/21	1,588	1,588	2.08290%	2.10000%
2017-071	WELLS FARGO & COMPANY (WFC)	95000N2L2	2,000,000.00	1,988,240.00	2,000,000.00	06/27/17	06/27/22	1,826	1,826	0.93880%	0.9325%
2017-086	TOYOTA MOTOR CREDIT CORP	89236TEA9	2,000,000.00	1,988,500.00	2,000,000.00	08/03/17	06/26/22	1,788	1,788	0.47060%	0.55600%
2017-149	TOYOTA MOTOR CREDIT CORP	89236TEH4	2,000,000.00	1,968,640.00	2,000,000.00	12/07/17	08/07/21	1,278	1,278	2.28580%	2.25000%
2018-068	TOYOTA MOTOR CREDIT CORP	89236TEX9	1,000,000.00	999,390.00	1,000,000.00	05/22/18	04/26/21	1,070	1,070	0.41500%	0.44450%
2018-151	JP MORGAN CHASE & CO (JPM)	46647PAT3	3,998,078.28	4,012,160.00	4,000,000.00	11/23/18	06/18/22	1,303	1,303	0.84070%	1.53270%
2019-022	CITIBANK NA	17325FAR9	2,003,196.40	2,005,680.00	2,000,000.00	02/15/19	07/23/21	889	889	0.77690%	0.84000%
2019-025	WELLS FARGO & COMPANY (WFC)	949746SP7	4,015,559.52	4,008,240.00	4,000,000.00	03/04/19	02/11/22	1,075	1,075	1.18010%	1.40824%
2019-122	UNITED PARCEL SERVICE (UPS)	911312BT2	4,019,104.14	4,238,200.00	4,000,000.00	11/01/19	09/01/24	1,766	1,766	2.07640%	2.20000%
2019-123	SIMON PROP GP LP (SPG)	828807CR6	4,207,850.10	4,316,320.00	4,000,000.00	11/01/19	02/01/24	1,553	1,553	3.47520%	3.75000%
2019-132	JP MORGAN CHASE & CO (JPM)	46632FQP3	2,000,000.00	1,980,000.00	2,000,000.00	11/18/19	11/18/22	1,096	1,096	2.12120%	2.10000%
2019-136	JP MORGAN CHASE & CO (JPM)	48128GM49	4,000,000.00	4,019,800.00	4,000,000.00	11/19/19	11/27/24	1,835	1,835	2.28870%	2.30000%
2019-143	ESTEE LAUDER CO. (EL)	29736RAN0	2,004,590.78	2,109,000.00	2,000,000.00	12/10/19	12/01/24	1,818	1,818	1.89660%	2.00000%
2019-144	AIR PROD & CHEM (APD)	009158AV8	2,090,624.19	2,186,460.00	2,000,000.00	12/10/19	07/31/24	1,695	1,695	3.06430%	3.35000%
2019-148	CENTERPOINT ENERGY HOUSTON (CNP)	15188XAP3	1,000,000.00	1,007,710.00	1,000,000.00	12/10/19	06/01/21	539	539	1.83580%	1.85000%
2019-150	WALT DISNEY COMPANY (DIS)	254687FK7	1,984,371.97	2,075,980.00	2,000,000.00	12/10/19	08/30/24	1,725	1,725	1.68600%	1.75000%
2019-151	JP MORGAN CHASE BANK NA (JPM)	46632FQV0	2,000,000.00	1,968,800.00	2,000,000.00	12/19/19	06/19/23	1,278	1,278	2.08250%	2.05000%
2019-172	BANK OF AMERICA CORP (BAC)	05048WF62	3,994,909.33	3,957,120.00	4,000,000.00	01/03/20	12/13/24	1,806	1,806	2.27440%	2.25000%
2020-074	WELLS FARGO & COMPANY (WFC)	95001D6U9	1,000,000.00	1,013,850.00	1,000,000.00	04/30/20	04/30/23	1,095	1,095	2.12060%	2.15000%
2020-075	WELLS FARGO & COMPANY (WFC)	95001D6W5	2,000,000.00	2,011,860.00	2,000,000.00	04/30/20	04/30/25	1,826	1,826	2.48530%	2.50000%
2020-078	COCA-COLA CO. (KC)	191216CN8	3,719,173.76	3,770,840.55	3,431,000.00	05/01/20	03/25/25	1,789	1,789	2.68410%	2.95000%
2020-079	TOYOTA MOTOR CREDIT CORP	89236TDK8	2,052,526.56	2,100,840.00	2,000,000.00	05/01/20	10/18/23	1,265	1,265	2.14200%	2.25000%
2020-080	CATERPILLAR FINL SERVICE (CAT)	14912L6C0	2,153,312.53	2,185,100.00	2,000,000.00	05/01/20	06/09/24	1,500	1,500	3.02050%	3.30000%
2020-093	ORACLE CORP (ORCL)	68389XB1	2,129,303.16	2,139,420.00	2,000,000.00	06/01/20	04/01/25	1,765	1,765	2.33710%	2.50000%
2020-096	HONEYWELL INTERNATIONAL (HON)	438516CB0	2,044,069.99	2,053,340.00	2,000,000.00	06/04/20	06/01/25	1,823	1,823	1.31490%	1.35000%
2020-153	JP MORGAN CHASE & CO (JPM)	48128GV98	2,000,000.00	1,981,720.00	2,000,000.00	08/28/20	08/28/25	1,826	1,826	0.75310%	0.75000%
2020-166/176	AMERICAN HONDA FINANCE (HNSA)	02865WDN8	7,029,884.24	7,019,320.00	7,000,000.00	09/24/20	09/10/25	1,812	1,812	0.99720%	1.00000%

TOTAL MEDIUM TERM NOTES 71,445,798.47 72,131,390.55 70,431,000.00

AVERAGE 1.25730% 1.31102%

**TOTAL POOLED PORTFOLIO**

231,370,596.68 232,010,835.27 230,370,948.47

Transactions  
For the Month ended

October 31, 2020

Treasury Number	CUSIP CONF#	Settlement Date	Broker	Asset	Rate / COUPON	Purchase at Cost	Sale / Call	Maturities	Coupon Received
<b>MANAGED FUNDS</b>									
2020-171	1615314	10/1/2020	LAIF	LAIF (2020-00B)	0.6850%		3,000,000.00		
2020-172	STMT	10/1/2020	CAMP	CAMP DIVIDEND	0.2700%	369.37			369.37
2020-173	1615452	10/5/2020	LAIF	LAIF (2020-00B)	0.6850%		3,000,000.00		
2020-174	1615540	10/6/2020	LAIF	LAIF (2020-00B)	0.6850%		3,000,000.00		
2020-175	165541	10/8/2020	LAIF	LAIF (2020-00B)	0.6850%		4,000,000.00		
2020-177	1615900	10/13/2020	LAIF	LAIF (2020-00B)	0.6850%	2,000,000.00			
2020-178	1615958	10/14/2020	LAIF	LAIF (2020-00B)	0.6850%	5,000,000.00			
2020-181	1618512	10/16/2020	LAIF	LAIF (2020-00B)	0.6850%	4,000,000.00			
2020-182	1618613	10/19/2020	LAIF	LAIF (2020-00B)	0.6850%	2,000,000.00			
2020-183	STMT	10/15/2020	LAIF	LAIF (2020-00B)	0.8400%		94,642.25		94,642.25
2020-184	STMT	10/15/2020	LAIF	LAIF (2020-00C)	0.8400%	6,961.66			6,961.66
2020-186	1618936	10/23/2020	LAIF	LAIF (2020-00B)	0.6850%		4,000,000.00		
2020-187	1619094	10/27/2020	LAIF	LAIF (2020-00B)	0.6850%		2,000,000.00		
2020-188	1619264	10/29/2020	LAIF	LAIF (2020-00B)	0.6850%	4,000,000.00			
2020-189	1619327	10/30/2020	LAIF	LAIF (2020-00B)	0.6850%		7,000,000.00		
						<u>17,101,973.28</u>	<u>26,000,000.00</u>		<u>101,973.28</u>

**PURCHASES/SALES/CALLS/MATURITIES**

2020-176	02665WDN8	10/14/2020	FNH	AMERICAN HONDA FINANCE (HNDA)	1.0000%	4,019,120.00			
2020-052	3133ELWC4	10/9/2020	CALL	FEDERAL FARM CREDIT BANK (FFCB)	1.1500%		2,000,000.00		
2020-057	3134GVJY5	10/16/2020	CALL	FREDDIE MAC (FHLMC)	1.0000%		2,000,000.00		9,944.44
2020-058	3134GVKA5	10/16/2020	CALL	FREDDIE MAC (FHLMC)	1.2000%		2,000,000.00		11,933.34
2020-062	3134GVKG2	10/16/2020	CALL	FREDDIE MAC (FHLMC)	1.0000%		4,000,000.00		19,888.89
2020-059	3134GVKJ6	10/16/2020	CALL	FREDDIE MAC (FHLMC)	1.1500%		4,000,000.00		22,872.24
2020-179	3134GW4Z6	10/27/2020	VINING	FREDDIE MAC (FHLMC)	0.5400%	4,000,000.00			
2020-180	3135G06B4	10/22/2020	CANTOR	FANNIE MAE (FNMA)	0.5600%	2,000,000.00			
2020-185	3136G46K4	10/28/2020	WEDBUSH	FANNIE MAE (FNMA)	0.5000%	4,000,000.00			
						<u>14,019,120.00</u>	<u>14,000,000.00</u>	<u>0.00</u>	<u>64,638.91</u>

**COUPONS**

2020-093	68389XBT1	10/1/2020		ORACLE CORP (ORCL)	2.5000%				25,000.00
2020-047	3133ELVA9	10/1/2020		FEDERAL FARM CREDIT BANK (FFCB)	1.2000%				12,000.00
2020-079	89236TDK8	10/19/2020		TOYOTA MOTOR CREDIT	2.2500%				22,500.00
2019-022	17325FAR9	10/23/2020		CITIBANK NA	0.8400%				4,219.22
2018-068	89236TEX9	10/26/2020		TOYOTA MOTOR CREDIT	0.4445%				1,111.25
2020-074	95001D6U9	10/30/2020		WELLS FARGOS & CO. (WFC)	2.1500%				10,750.00
2020-075	95001D6W5	10/30/2020		WELLS FARGOS & CO. (WFC)	2.5000%				25,000.00
				Total coupons from bonds					<u>100,580.47</u>
				Total coupons received this period					<u>267,192.66</u>

Total portfolio activity 31,121,093.28 40,000,000.00 0.00

Reconciliation		
Total Change due to activity		(8,878,906.72)
Portfolio balance	September 30, 2020	240,249,503.40
Total Pool Portfolio	October 31, 2020	<u>231,370,596.68</u>

BOARD AGENDA ITEM: Facilities Update

BOARD MEETING DATE: December 11, 2020

AGENDA ITEM SUBMITTED FOR:

Action

Reports/Presentation

Information

Public Hearing

Other (specify)

PREPARED BY:

Ron Sherrod

SUBMITTED BY:

Ron Sherrod

PRESENTING TO BOARD:

Ron Sherrod

BACKGROUND AND SUMMARY INFORMATION:

A monthly update on facilities will be presented to the Board.

BOARD AGENDA ITEM: To Select a replacement Board Member Representative of the Real Property Disposition Committee

BOARD MEETING DATE: December 11, 2020

AGENDA ITEM SUBMITTED FOR:

- Action
- Reports/Presentation
- Information
- Public Hearing
- Other (specify)

PREPARED BY:

Ron Sherrod

SUBMITTED BY:

Ron Sherrod

PRESENTING TO BOARD:

Ron Sherrod

BACKGROUND AND SUMMARY INFORMATION:

The Board member currently serving on the Real Property Disposition Committee will be vacating his seat on the Board at the end of the current calendar year. Accordingly a new representative of the Real Property Disposition Committee will need to be selected.

BOARD AGENDA ITEM: To select and convene the Superintendent's Salary Committee

BOARD MEETING DATE: December 11, 2020

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

Action

Ron Sherrod

Reports/Presentation

SUBMITTED BY:

Information

Ron Sherrod

Public Hearing

PRESENTING TO BOARD:

Other (specify)

Ron Sherrod

BACKGROUND AND SUMMARY INFORMATION:

Education Code Section 1209 states that a county superintendent of schools shall not increase his or her salary, financial remuneration, benefits, or pension in any manner or for any reason without bringing the matter to the attention of the county board of education for its discussion at a regularly scheduled public meeting of the board and without the approval of the county board of education.

Select and convene the committee to review the Superintendent's current step placement and consider advancement on the current salary schedule.

Agenda Item No. 12.0

BOARD AGENDA ITEM: Disclosure of Collective Bargaining Agreement for Sutter County Superintendent of Schools Employee Association (CSEA), chapter #634

BOARD MEETING DATE: December 11, 2020

AGENDA ITEM SUBMITTED FOR:

Action

Reports/Presentation

Information

Public Hearing

Other (specify)

PREPARED BY:

Nicolaas Hoogeveen

SUBMITTED BY:

Nicolaas Hoogeveen

PRESENTING TO BOARD:

Ron Sherrod

BACKGROUND AND SUMMARY INFORMATION:

The disclosure of Collective Bargaining Agreement is a statement of costs associated with the agreement with the Sutter County Superintendent of Schools Employee Association (CSEA), Chapter # 634 for July 1, 2019 through June 30, 2020.

**DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**

In Accordance with AB 1200 (Statutes of 1991, Chapter 1213) and GC 3547.5

Sutter County Superintendent of Schools

School District

Name of Bargaining Unit: California Schools Employee Association, Chapter #634 (CSEA)

Certificated \_\_\_\_\_ Classified  X

The proposed agreement covers the period beginning  July 1, 2019  and ending  June 30, 2020  and will be acted upon by the Governing Board at its meeting on  December 11, 2020

**A. Proposed Change in Compensation**

Compensation	Cost Prior to Proposed Agreement	Fiscal Impact of Proposed Agreement		
		Current Year Increase/Decrease 2020-21	Year 2 Increase/Decrease 2021-22	Year 3 Increase/Decrease 2022-23
1. <b>Salary Schedule</b>	\$ 7,831,859	\$ -	\$ -	\$ -
		0.00%	0.00%	0.00%
2. <b>Other Compensation</b> Stipends, Bonuses, etc.		\$ -	\$ -	\$ -
<b>Description of Other Compensation</b>				
3. <b>Statutory Benefits</b> STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 2,233,608	\$ -	\$ -	\$ -
		0.00%	0.00%	0.00%
4. <b>Health/Welfare Plans</b>	\$ 968,925	\$ 67,950.00	\$ -	\$ -
		7.01%	0.00%	0.00%
5. <b>Total Compensation</b> Add items 1 thru 4 to equal 5	\$ 11,034,392	\$ 67,950	\$ -	\$ -
		0.62%	0.00%	0.00%
6. <b>Step and Column</b> Due to movement plus any changes due to the settlement. This is a subset of Item No. 1		\$ -		
7. <b>Total Number of Represented Employees</b> (Use FTEs if appropriate)		188.75	188.75	188.75
8. <b>Total Compensation Cost for Average Employee</b>	\$ 58,460	\$ 360.00	\$ -	\$ -
		0.62%	0.00%	0.00%

\* Includes PERS employer contribution rate increases.

Disclosure of Collective Bargaining Agreement  
Page 2

9. Were any additional steps, columns, or ranges added to the schedules? If yes, please explain.

No.

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10. Are staffing adjustments necessary for the district to implement the proposed agreement?  
If yes, please provide details.

No.

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11. Describe any contingency language included in the proposed agreement (e.g. reopeners, etc.).

None.

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12. Will this agreement create, increase, or decrease deficit spending in the current or subsequent two years?

No.

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13. Please identify the source of funding for the proposed agreement for the current year.

Increased costs will be absorbed by programs by either decreasing expenditures or increasing revenue.

---

14. If this is a single-year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e. what will allow the district to afford this contract beyond the current year)?

N/A

---

15. If this is a multi-year agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years?

General Fund unrestricted for programs that are not self-balancing.

---

16. Based on the district's multi-year projection, do unrestricted reserves continue to remain at, or above, the State's required minimum reserve level in the current and two subsequent years? If no, how does the district plan to restore its unrestricted reserves?

Yes.

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17. Other

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Disclosure of Collective Bargaining Agreement  
Page 3

**B. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**

	<b>Column 1 Latest Board- Approved Budget Before Settlement 2020-21 Budget</b>	<b>Column 2 Adjustments as a Result of Settlement</b>	<b>Column 3 Other Revisions</b>	<b>Column 4 Total Current Budget (Columns 1+2+3)</b>
REVENUES				
LCFF (8010-8099)	\$ 9,458,827	\$ -	\$ -	\$ 9,458,827
Remaining Revenues (8100- 8799)	\$ 26,659,475	\$ -	\$ -	\$ 26,659,475
<b>TOTAL REVENUES</b>	<b>\$ 36,118,302</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 36,118,302</b>
EXPENDITURES				
1000 Certificated Salaries	\$ 9,056,793	\$ -	\$ -	\$ 9,056,793
2000 Classified Salaries	\$ 11,659,568	\$ -	\$ -	\$ 11,659,568
3000 Employee Benefits (Stat.)	\$ 6,144,172	\$ -	\$ -	\$ 6,144,172
Health & Welfare	\$ 2,022,273	\$ 67,950	\$ -	\$ 2,090,223
4000 Books and Supplies	\$ 988,575	\$ -	\$ -	\$ 988,575
5000 Services and Operating Expenses	\$ 4,004,070	\$ -	\$ -	\$ 4,004,070
6000 Capital Outly	\$ 373,091	\$ -	\$ -	\$ 373,091
7000 Other	\$ 246,041	\$ -	\$ -	\$ 246,041
<b>TOTAL EXPENDITURES</b>	<b>\$ 34,494,583</b>	<b>\$ 67,950</b>	<b>\$ -</b>	<b>\$ 34,562,533</b>
OPERATING SURPLUS (DEFICIT)	\$ 1,623,719	\$ (67,950)	\$ -	\$ 1,555,769
OTHER SOURCES AND TRANSFERS IN	\$ 54,785	\$ -	\$ -	\$ 54,785
OTHER USES AND TRANSFERS OUT	\$ (824,551)	\$ -	\$ -	\$ (824,551)
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	<b>853,953</b>	<b>\$ (67,950)</b>	<b>\$ -</b>	<b>\$ 786,003</b>
BEGINNING BALANCE	\$ 12,722,779	\$ -	\$ -	\$ 12,722,779
<b>ENDING BALANCE</b>	<b>\$ 13,576,732</b>	<b>\$ (67,950)</b>	<b>\$ -</b>	<b>\$ 13,508,782</b>

BOARD AGENDA ITEM: Approval of the SCSOS-Feather River Academy Budget Overview for Parents

BOARD MEETING DATE: December 11, 2020

AGENDA ITEM SUBMITTED FOR:

- Action
- Reports/Presentation
- Information
- Public Hearing
- Other (specify)

PREPARED BY:

Brian Gault and SCSOS Business

SUBMITTED BY:

Brian Gault

PRESENTING TO BOARD:

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

Senate Bill (SB) 98 added EC Section 43509, which changed the adoption date for the Budget Overview for Parents for the 2020–21 school year. For 2020–21, local governing boards or governing bodies are required to adopt and submit the Budget Overview for Parents on or before December 15, 2020, in conjunction with the LEA’s first interim budget report.

SB 820 requires that the Budget Overview for Parents template and instructions to include the following for 2020–21: The specific amount of federal funds allocated to the LEA under the Coronavirus Aid, Relief, and Economic Security (CARES) Act, the total Budgeted Expenditures in the Learning Continuity and Attendance Plan (Learning Continuity Plan) and Total Budgeted Expenditures that Contribute to Increasing or Improving Services for Unduplicated Pupils in the Learning Continuity Plan.

Statute also requires: To the greatest extent practicable, the Budget Overview for Parents should use language that is understandable and accessible to parents.

The SCSOS-Feather River Academy Budget Overview for Parents has been developed following requirements established under SB98 and SB820 and is being presented for approval.



# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: SCSOS - FRA

CDS Code: 51105120114207

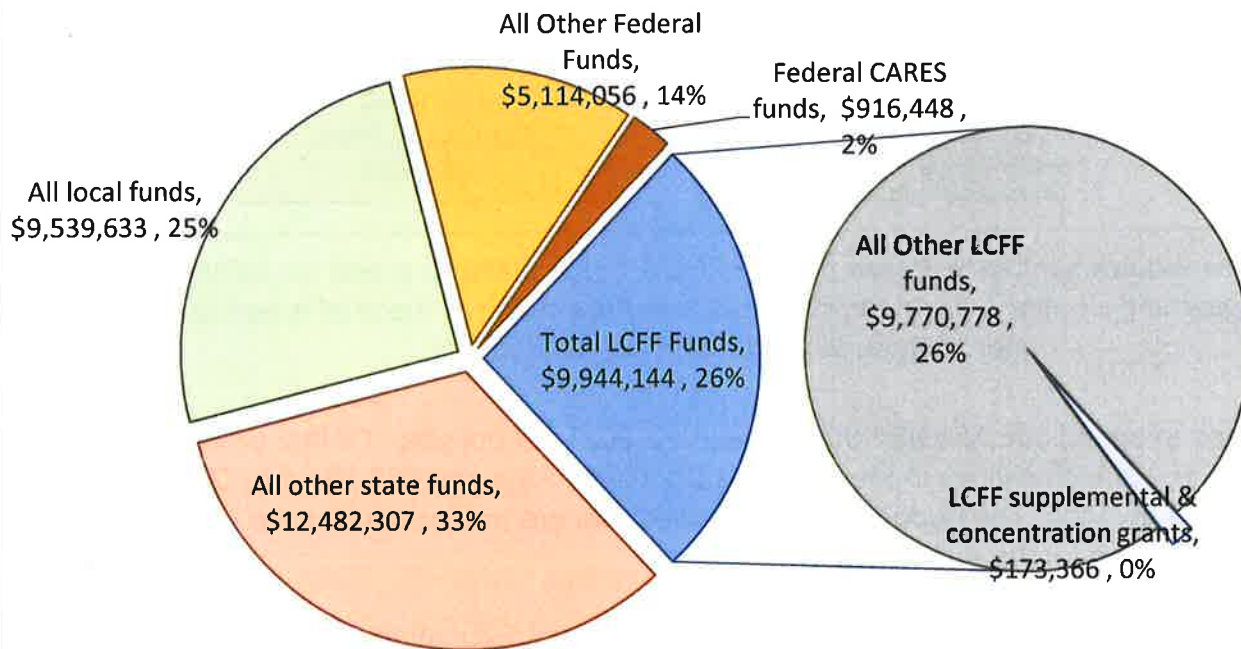
School Year: 2020-2021

LEA contact information: Brian Gault [briang@sutter.k12.ca.us](mailto:briang@sutter.k12.ca.us)

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 2020-2021 School Year

### Projected Revenue by Fund Source

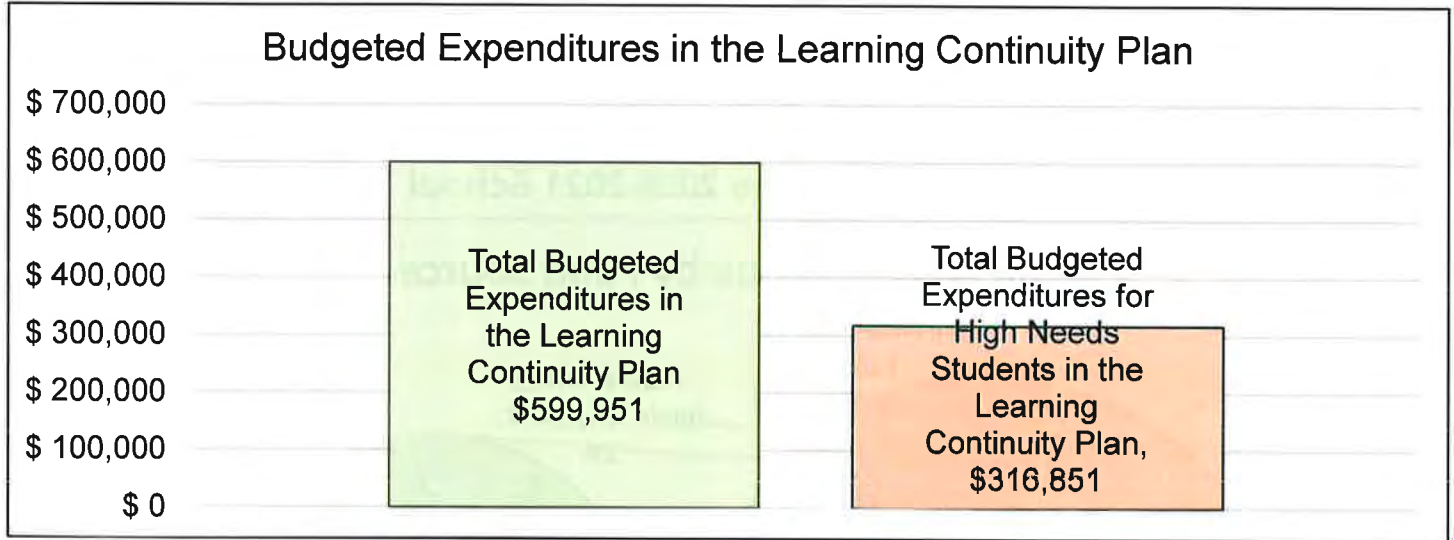


This chart shows the total general purpose revenue SCSOS - FRA expects to receive in the coming year from all sources.

The total revenue projected for SCSOS - FRA is \$37,996,588.00, of which \$9,944,144.00 is Local Control Funding Formula (LCFF) funds, \$12,482,307.00 is other state funds, \$9,539,633.00 is local funds, and \$6,030,504.00 is federal funds. Of the \$6,030,504.00 in federal funds, \$916,448.00 are federal CARES Act funds. Of the \$9,944,144.00 in LCFF Funds, \$173,366.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much SCSOS - FRA plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

SCSOS - FRA plans to spend \$35,756,964.00 for the 2020-2021 school year. Of that amount, \$599,951.00 is tied to actions/services in the Learning Continuity Plan and \$35,157,013.00 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

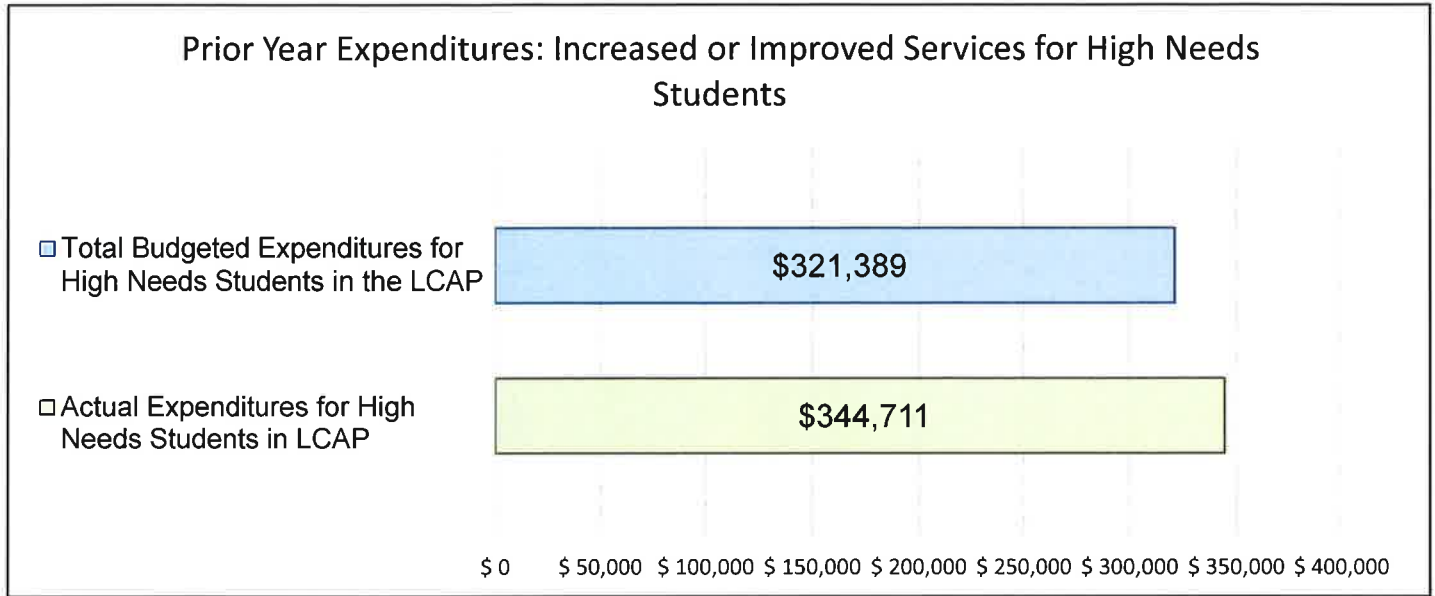
The general fund operating expenses of the Sutter County Office of Education that are not included in the Learning Continuity Plan include base level school staffing costs as well as support services beyond schools and students, fiscal services and administration of non student related programs, contracted services such as maintenance, business, special education, technology, routine maintenance on equipment, buildings and vehicles.

## Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-2021, SCSOS - FRA is projecting it will receive \$173,366.00 based on the enrollment of foster youth, English learner, and low-income students. SCSOS - FRA must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. SCSOS - FRA plans to spend \$316,851.00 towards meeting this requirement, as described in the Learning Continuity Plan.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2019-2020



This chart compares what SCSOS - FRA budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what SCSOS - FRA actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-2020, SCSOS - FRA's LCAP budgeted \$321,389.00 for planned actions to increase or improve services for high needs students. SCSOS - FRA actually spent \$344,711.00 for actions to increase or improve services for high needs students in 2019-2020.



BOARD AGENDA ITEM: Approve Pathways Charter Academy Budget Overview for Parents

BOARD MEETING DATE: December 11, 2020

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

Action

Brian Gault and SCSOS Business

Reports/Presentation

SUBMITTED BY:

Information

Brian Gault

Public Hearing

PRESENTING TO BOARD:

Other (specify)

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

Senate Bill (SB) 98 added EC Section 43509, which changed the adoption date for the Budget Overview for Parents for the 2020–21 school year. For 2020–21, local governing boards or governing bodies are required to adopt and submit the Budget Overview for Parents on or before December 15, 2020, in conjunction with the LEA’s first interim budget report.

SB 820 requires that the Budget Overview for Parents template and instructions to include the following for 2020–21: The specific amount of federal funds allocated to the LEA under the Coronavirus Aid, Relief, and Economic Security (CARES) Act, the total Budgeted Expenditures in the Learning Continuity and Attendance Plan (Learning Continuity Plan) and Total Budgeted Expenditures that Contribute to Increasing or Improving Services for Unduplicated Pupils in the Learning Continuity Plan.

Statute also requires: To the greatest extent practicable, the Budget Overview for Parents should use language that is understandable and accessible to parents.

The Pathways Charter Academy Budget Overview for Parents has been developed following requirements established under SB98 and SB820 and is being presented for approval.



# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: PCA

CDS Code: 51105120140152

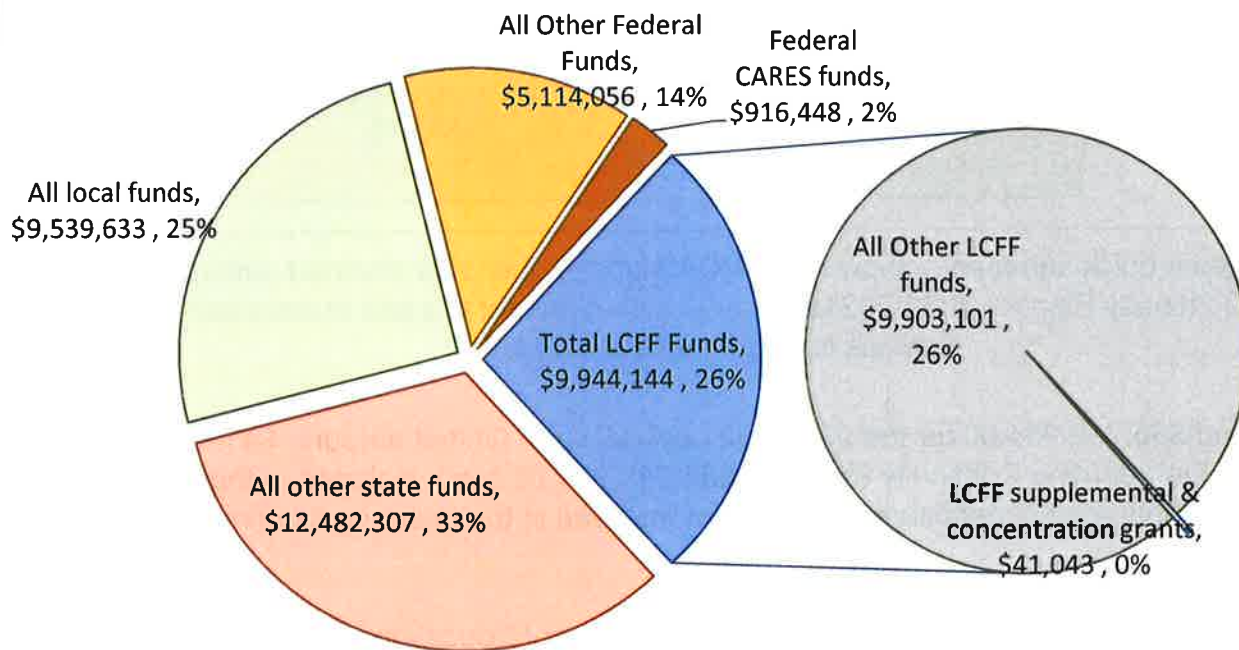
School Year: 2020-2021

LEA contact information: Brian Gault [briang@sutter.k12.ca.us](mailto:briang@sutter.k12.ca.us)

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 2020-2021 School Year

### Projected Revenue by Fund Source

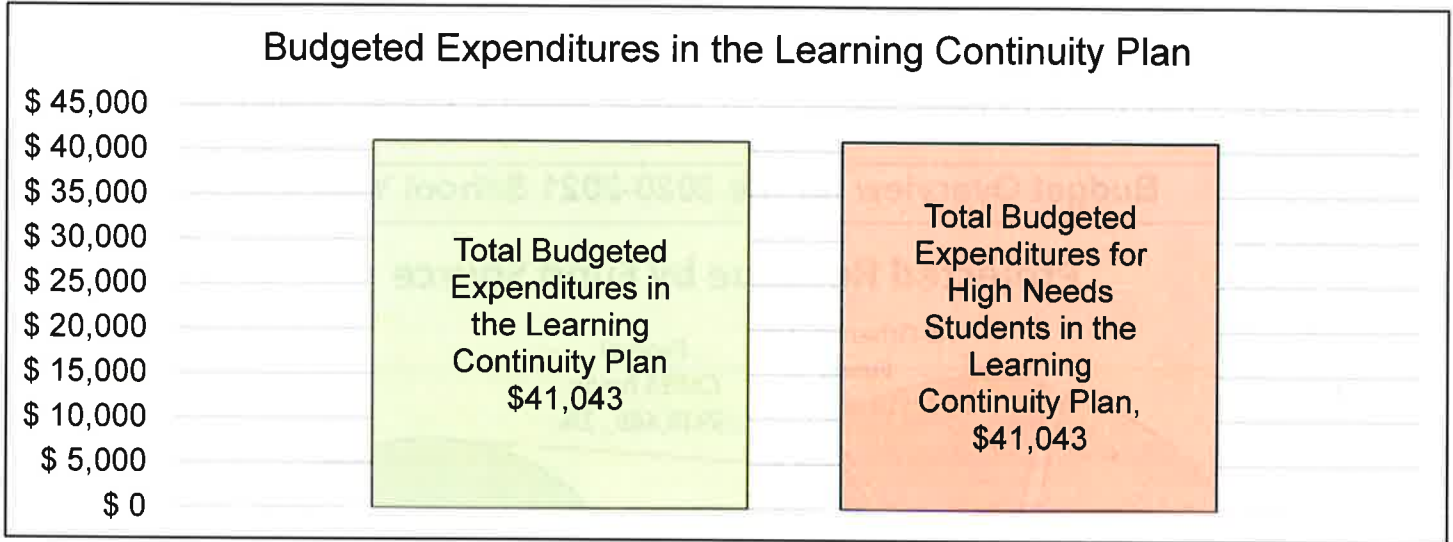


This chart shows the total general purpose revenue PCA expects to receive in the coming year from all sources.

The total revenue projected for PCA is \$37,996,588.00, of which \$9,944,144.00 is Local Control Funding Formula (LCFF) funds, \$12,482,307.00 is other state funds, \$9,539,633.00 is local funds, and \$6,030,504.00 is federal funds. Of the \$6,030,504.00 in federal funds, \$916,448.00 are federal CARES Act funds. Of the \$9,944,144.00 in LCFF Funds, \$41,043.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much PCA plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

PCA plans to spend \$35,756,964.00 for the 2020-2021 school year. Of that amount, \$41,043.00 is tied to actions/services in the Learning Continuity Plan and \$35,715,921.00 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

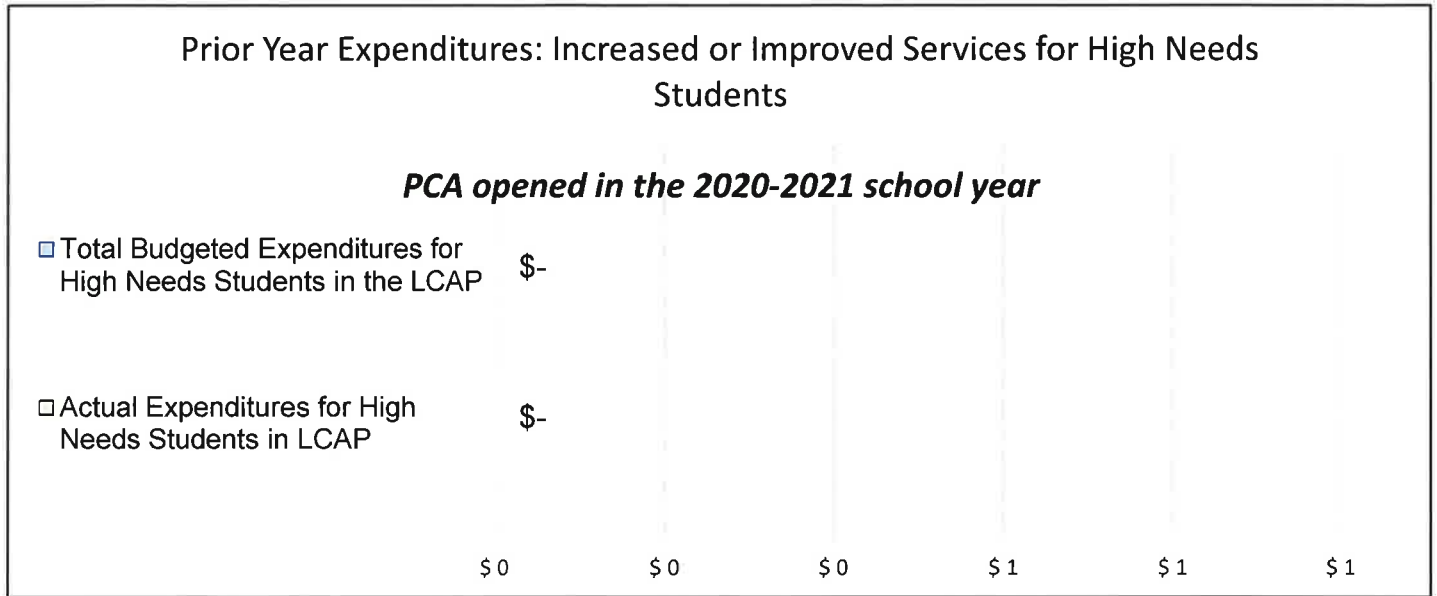
The general fund operating expenses of the Sutter County Office of Education that are not included in the Learning Continuity Plan include base level school staffing costs as well as support services beyond

## Increased or Improved Services for High Needs Students in the Learning Continuity Plan for the 2020-2021 School Year

In 2020-2021, PCA is projecting it will receive \$41,043.00 based on the enrollment of foster youth, English learner, and low-income students. PCA must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. PCA plans to spend \$41,043.00 towards meeting this requirement, as described in the Learning Continuity Plan.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2019-2020



This chart compares what PCA budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what PCA actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-2020, PCA's LCAP budgeted \$n/a for planned actions to increase or improve services for high needs students. PCA actually spent \$n/a for actions to increase or improve services for high needs students in 2019-2020.



Agenda Item No 15.0

BOARD AGENDA ITEM: The Learning Continuity and Attendance Plan adopted at the September 23, 2020 Board Meeting, are presented for approval.

BOARD MEETING DATE: December 11, 2020

AGENDA ITEM SUBMITTED FOR:

- Action
- Reports/Presentation
- Information
- Public Hearing
- Other (specify)

PREPARED BY:

Brian Gault

SUBMITTED BY:

Brian Gault

PRESENTING TO BOARD:

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

As the COVID situation has evolved, some additional actions and expenditures are being proposed for addition to the Learning Continuity and Attendance Plan. There was also a change to provide clarity and alignment with the Budget Overview for Parents.

Amendments (currently in red text) to the Learning Continuity and Attendance Plan adopted at the September 23, 2020 Board Meeting, are presented for approval.

# Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sutter County Superintendent of Schools	Tom Reusser Superintendent	530-822-2931

## General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Sutter County schools shut down in-person instruction on March 17, 2020. While parents and community members have expressed their appreciation for the frequency of communication and the efforts made to provide meaningful instruction through the end of the 19-20 school year, it is common knowledge that instructional delivery, connectedness and student engagement was less than ideal. Learning loss and social emotional issues are a reality we will need to address as we plan for 20-21. Many parents have shared that they had a difficult time getting their children to engage in distance learning and for those who did engage, many parents were frustrated as they tried to answer questions and support their children to complete challenging assignments.

Stakeholders and educational experts agree that certain populations including homeless, foster, English learners and special education students may have struggled with the distance learning model and may experience learning loss even more than others.

Local educators and the broader community have clearly expressed the desire to return to in-person instruction as soon as it is deemed safe for students, staff and community. It is also evident that it may be necessary to transition between Distance Learning, Hybrid and Tradition models multiple times during the school year. It is worth noting that for the summer Extended School Year for 19-20, a record number of students did voluntarily enroll in the program.

Sutter County Superintendent of Schools programs serve expelled youth, students referred by probation, students referred by the Student Attendance Review Board and Special Education students requiring specific IEP services that require a more restrictive environment than a traditional school setting can offer. The COVID closures have magnified the diverse needs these groups require. All in-person and distance learning plans keep the needs of these unique groups in mind first and foremost as this is the population we serve.

## Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

School staff began purposely engaging with stakeholders soon after the March 17 closure to in person instruction. Individual phone calls and home visits have proven to be the most effective and informative way to solicit input. Programs operated by SCSOS are small and intimate by

nature. This allows for regular, person to person, communication between school staff and families. School staff made extensive efforts and were successful in contacting nearly every family multiple times through the Spring 19-20 semester and as we have prepared for fall 20-21. Bilingual staff are used to communicate with our Spanish and Punjabi speaking families.

In addition to personal phone calls, parent surveys, more formal parent/teacher conferences, and emails were frequently used to gain feedback from parents and students. Translators are always used to ensure that all messages are delivered in native language.

Feedback from certificated and classified bargaining groups was solicited through informal discussion, agendized staff meetings and formal negotiations.

The school districts in Sutter County are also significant stakeholder groups. County superintendents began meeting daily via zoom in March in order to collaborate and share resources. Meetings moved to three days per week for a period of time and then as we transitioned to Summer and Fall the meetings continue one day per week. Participation has remained strong and information sharing has been valued. Site administrators and teachers also communicated frequently and gathered input from school district staff, students and families.

The Operations Written Report was approved by the Board on June 24, 2020 and posted to the SCSOS website soon after.

The certificated bargaining unit met on July 24, 28, 31 and on August 3, 6 to discuss instructional offerings and develop MOUs for Distance Learning.

A Parent Advisory Committee (PAC) meeting was held September 3 to gain formal input on the proposed actions and expenditures and the first draft of the Learning Continuity Attendance Plan. No suggestions or questions were submitted as a result of that meeting. A second Parent Advisory Committee meeting is planned for September 17 to present the plan with any revisions based on input that may come out of the September 9 public hearing and prior to Board approval at the September 23 meeting.

Weekly staff meetings with distance learning, student engagement, social and emotional well being of students and staff as a standing agenda item took place in March-June and August-September.

Multiple meetings (7/15, 7/28, 8/11, 9/3) were held with a variety of SCSOS departments (Business, SELPA, SpEd, ROP/CTE, CIA, SSO) represented to solicit input, collaborate on actions and expenditures and draft the Learning Continuity Plan.

Distance Learning/Hybrid Learning Plans and proposed LCP actions and expenditures were presented for public input at the August 18 board meeting. Opportunity for input was advertised on our webpage, including a Zoom link for remote participation. Translators are available upon request.

Proposed instructional plans and LCAP actions and expenditures were published to the SCSOS website and Facebook with a link soliciting written input.

A Public Hearing of the draft Learning Continuity and Attendance Plan was held at the September 9, 2020 board meeting.

The Learning Continuity and Attendance Plan was presented for adoption at the September 23, 2020 board meeting.

[A description of the options provided for remote participation in public meetings and public hearings.]

All public meetings, including Parent Advisory Committee and Board Meetings, were advertised a minimum of 72 hours before the meeting and participation was made available through Zoom which has a teleconferencing option. Translation services were provided as requested.

SCSOS provides three distinct programs that serve unique populations and have a unique set of stakeholders. While there are many commonalities to the feedback, the uniqueness and program specific feedback led us to keep the feedback separate.

### **Bargaining Unit**

Safety first, choice of work from home or classroom during distance learning, cleaning and health protocols, and adequate technology for distance learning instruction were identified priorities.

### **Parents and Students**

SPED - Parents were happy with the extent of contact and intervention by teachers. However, they really wanted their children to return to in-person instruction even if it only by appointment and for IEP services. The unique needs of students with special needs really requires social interaction and instruction. This was the part that a lot of parents reported missing out on due to the current pandemic. Families were very happy with how quickly SCSOS Special Education got work home to students. Due to the intensive nature of our students, they struggle with technology access and require hand over hand instruction which has put added pressure on parents.

FRA - Feather River Academy parents and students appreciated the frequency of communication from teachers and other staff. In these communications, parents expressed concern over the struggles to support their students when the students themselves lacked motivation during spring 2020. Many parents described that students felt more connected and motivated when they were in school as opposed to distance learning. Barriers also included many parents inability to understand the technology and curriculum in order to support student's work production. Staff input and support has been very important as we move forward with the distance learning model. Parents asked if there were ways that the students and parents could meet staff for extra support if warranted.

CTE/ROP - Parents and Students of the CTE/ROP programs appreciated the attempts to deliver online learning during the COVID Pandemic. Stakeholders shared barriers to instruction which included: lack of a consistent instructional delivery platform; lack of resources at home (laptops, connectivity CTE instructional materials, supplies and equipment); Most stakeholders (nearly 95% surveyed) preferred in-person instruction for CTE programs as long as instruction was provided in a "safe" environment

### **Community**

SPED - Family Soup (community advocate organization) provided parent survey data including the need for increased communication between families and school staff with a focus on Spanish and Punjabi speaking families.

### **Staff**

SPED - collaboration and input indicated a need to focus extra services on our most at risk populations; English learners, foster youth, homeless youth, and special education. Our staff acknowledged the difficulty of access for our students and provided as much support as they could to our families. Again, our students need the hand over hand instruction which simply cannot be done via the distance learning model.

FRA - Staff was very involved in the design of the distance learning plan. Staff echoed the parents sentiment that students were having a hard time engaging when the closures happened in the spring 2020. Staff met weekly from March through the end of June to work on how to reach students. Staff shared frustrations that students do better with on-person instruction. During the closure, many students have stated to staff that they can't or didn't want to participate in school activities. This was evident in the lack of active engagement in classes. Staff



engaged with outside agencies as well as the Student Support and Outreach department to reach our higher risk students such as our homeless youth and foster youth with more frequent outreach and more resources.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

### **All Programs**

Development and approval of the Operations Written Report provided a solid foundation for the Learning Continuity and Attendance Plan. Stakeholder input was informative during the writing of the plan and feedback on the content of the COVID Operations Report was useful in planning for the 2020-21 school year.

The most common and primary need identified by stakeholders in all programs was the need to ensure connectivity for all students. Based on that message SCSOS purchased and distributed additional devices and hotspots. Staff will continue to make frequent contact to ensure connectivity is maintained and will provide resources if there is a change in circumstances in the home.

Another need identified from multiple stakeholder groups was the need for proactive engagement strategies and school support for addressing students resisting engagement. Based on this feedback, multiple departments and community partners developed tiered reengagement strategies and school staff began work to develop school connectivity activities and incentive programs. Plans include increasing staffing to support engagement including instructional aides and/or increasing the hours of existing staff (probation, counseling, teachers).

Based on the feedback that students and parents were struggling with technology issues, tech support lines and virtual office hours are being provided to support students and parents during distance learning.

In response to parents' concern with learning loss and students' frustration with the independent completion of assigned work, we are piloting Edgenuity curriculum with the My Path component. This online curriculum provides individualized learning paths with targeted, data-driven, and engaging independent study friendly instruction. Since the curriculum is new to our staff, professional development will also be provided for staff on curriculum implementation. Tutors will be hired and assigned via a formal request process to provide additional support to foster youth, homeless youth, and other students identified with learning loss and/or who are struggling to complete work.

Based on feedback from teachers and parents that indicated an increased demand for mental health, we will explore increasing support from community partners such as Probation, Mental Health, Child Welfare, and Yuba City Police Department to develop resources and to monitor and intervene on social emotional topics and issues. Kelvin was purchased and will be used to administer confidential "Pulse Surveys" to add additional monitoring and intervention capabilities. Professional development is also being provided for staff on Positive Behavior Intervention Support.

Ensuring the health and safety of our students and staff was identified as a priority by all stakeholders. CDPH guidance was used to establish protocols and purchase PPE supplies to maximize safety during in person contact.

### **Specific to our Special Education Programs**

Ongoing collaboration with Family Soup will be used to identify family and student needs according to family perspectives. The need for additional parent training specific to target the areas of student/child behavior, social/emotional and distance learning. Beginning September 2020, Family Soup and SpEd will hold a weekly parent support and training group.

Family Soup provided parent survey data including the need for increased communication between families and school staff with a focus on Spanish and Punjabi speaking families. In response, interpreter services were increased.

### **Specific to Feather River Academy**

Feather River Academy moved to an online curriculum to ensure continuity between distance, hybrid, and traditional instructional models and includes more embedded support for “independent” work completion.

Frequent parent communication, including individual phone calls, emails, School Messenger, and home visits to all families will continue in order to gather current information and gain insight as full distance learning proceeds. This will include questions concerning student engagement, technology needs (needed devices and internet service), nutritional needs, and family support.

Professional development is being provided for staff including curriculum implementation, PBIS Tier I training through both an in school and distance learning lens, PLC training, and specific distance learning techniques/tools such as Google classroom and Zoom training.

## **Continuity of Learning**

### **In-Person Instructional Offerings**

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

#### **Feather River Academy- 2020/21 [Instructional Model Road Map](#) and [Plan for Classroom-based Instructional Activities](#)**

**Additional supports are provided by increasing the adult to student ratio (teachers and instructional aides) beyond base allocations, in order to engage the students, provide additional prevention and intervention activities.**

#### **Hybrid Schedule**

In order to provide a safe and high quality instructional program for our families, FRA has developed the following hybrid program for our first stage of returning to in-school instruction. To minimize the number of students on campus at one time and maintain stable cohorts of students, an A/B schedule will be employed. Each group will attend school for 3 hours per day for in-person instruction in ELA, Math, ELD and intervention then be assigned a minimum of one hour of work to complete at home to meet their instructional requirements and student needs.

#### **Group A Schedule:**

Attend school from 8:30 am - 11:30 pm

Teachers will rotate on the hour from class to class. Students will remain in the same classroom.

Breaks will be facilitated and coordinated to ensure that cohorts of students do not intermingle.

At 11:30 am students will get their lunch and will be instructed to eat in a specific area socially distanced from Group B and then promptly leave campus. There will be no inter-mingling between group A and group B.

### **Cleaning Between Cohorts**

At 11:30, custodial staff as well as FRA staff will come into all classrooms and common areas and will sanitize the rooms to prepare for group B. Teachers will be on a duty free lunch during this time.

### **Group B Schedule:**

At 11:30 students will get their lunch and will be instructed to eat in a specific area socially distanced from Group A and then promptly go to class. There will be no mingling between group A and B.

Attend school from 12:00 pm - 3:00 pm

If permissible at the time of reopening, teachers will rotate on the hour from class to class to provide subject specific instruction. Students will remain in the same classroom.

Breaks will be facilitated and coordinated to ensure that cohorts of students do not intermingle.

### **MTSS Considerations**

An SEL (Social-Emotional Learning) Support team also coordinates with outside agencies when needed to provide social and emotional support. FRA staff will use a referral process that identifies students showing signs of need and/or who are struggling to engage in school activities, home life, or by parent request. FRA and SSO staff will work together to identify needs and then target resources for those students.

### **Health and Safety Considerations**

To maintain an appropriate level of health and safety, a plan has been developed at FRA that includes the following:

- Sanitation plan to occur before school, between A/B groups, and after school. This includes cleaning and sanitizing each classroom, common areas and restrooms.
- Social distancing considerations
- Wearing of masks
- Temperature check stations when students, staff and parents arrive.
- Students will stay with their assigned group and teachers will move from room to room.
- A clean room for parent conferences will be established and cleaned between appointments.
- Identify a space when a student exhibits symptoms where they can wait for parents to pick up.
- Classrooms, common areas, restrooms, and office areas will have hand sanitizer and disinfectants for frequent use.

Within the first five days of school, staff will administer the STAR Math and ELA assessments to identify a baseline of where students are academically. Additionally, staff will continually assess learning loss utilizing content specific assessments and monitoring usage reports in the online curriculum (Edgenuity) to assess students and identify needs, areas of growth, and to plan instruction. STAR assessment data is imported into Edgenuity MyPath which generates a learning path focusing on the concepts the student is equipped to learn. Age-appropriate

instruction via direct-instruction videos and prescriptive practice is designed to fill holes, strengthen foundational skill and mitigate learning loss. Detailed and dynamic reports on student progress in real time, so teachers can instantly identify topics students are struggling with and provide immediate in-person support.

Assessment data will be used to create Individual Learning Plans (ILPs) where significant learning loss is identified. Interventions assigned through the ILP include individual tutoring during or after school hours, targeted intervention with teachers built into the weekly schedule in addition to services provided after school hours or assignment to learning labs staffed with instructional aides during school hours.

The STAR assessments will occur at least quarterly or more if the teacher chooses. Assessments are embedded in Edgenuity including unit pretests, lesson quizzes and end of unit exams. Data from these ongoing assessments will allow for monitoring the effectiveness of the supports.

When students are allowed on campus for in person instruction, transportation and attendance outreach is provided to students with exceptional needs. FRA leases a van and employs an Attendance Outreach Coordinator to provide this resource. Arrangements for transportation to and from school are made with some students/families preferring that a bus pass is provided while others prefer direct transportation in the school van. Home visits are conducted when students develop a pattern of absence.

### **Special Education and CTE/ROP**

Classrooms are hosted on school district sites across Sutter County and therefore mirror, to the degree possible, the instructional schedules, models and safety protocol as the hosting school sites. It is imperative that we work with our stakeholder districts in this area to ensure continuity across the SELPA for our Special Education students.

### **Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
<b>Increased staff to student staffing ratio (1 additional teacher fte) LCFF</b>	<b>\$93,500</b>	<b>Y</b>
2- 6hr Instructional Aides LLMF\$11,400/LCFF or CSI \$14,350 - \$25,750 x2 \$51,500	\$51,500	Y
After Hours Intervention/Tutoring (\$100/hr, 2 hrs/wk, 15 weeks) - Teacher support after normal schools hours for students with an emphasis on targeting Foster, SED and ELs- LLMF ½ LCFF or Title I ½	\$6,000	Y
Purchase 1 year subscription of on-line curriculum (Edgenuity) to promote ease of transition between in-school and distance learning - highly engaging program with many built in supports, electives, A-G courses, CTE courses, MTSS courses- LLMF	\$23,500	N
Purchase incentives, Boom Cards, PEC's, home activities, task boxes, and consumables (SPED)	\$31,000	N
Student Attendance and Outreach Coordinator	\$80,322	Y
Van lease, mileage, bus passes	\$8,300	Y

# Distance Learning Program

## Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

### Feather River Academy

In order to ensure continuity of learning while transitioning between in-person and distance learning, Edgenuity curriculum is used for in-person, hybrid and distance learning to ensure continuity through the transition between various educational settings.

Distance learning expectations/norms will be provided and clearly communicated during orientation appointments to include:

- Students will engage daily with teachers and staff through Zoom meetings. Subject specific synchronous meetings are scheduled at multiple times per day with each teacher. Synchronous and asynchronous participation will be documented daily by teachers.
- Student engagement in the Edgenuity online learning program is required and tracked for each course assigned.
- Instructional aides and teacher office hours will be available for extra support.
- Students will complete work in a timely manner as assigned.
- Students will complete assessments from home.

In order to keep parents informed on how their students are performing in school and to keep a high level of student and parent engagement, parents will be notified frequently on student progress and participation. Staff will communicate as needed including positive communication to parents. In the event a student is not engaged in distance learning, the Tiered Re Engagement Plan will be followed in order to remove barriers and increase attendance and engagement.

In order to provide a quality program for our families, FRA has developed a comprehensive distance learning schedule and system of support. Students have been assigned a daily morning meeting with an Advisory Teacher. The primary purpose of Advisory being social emotional monitoring, school culture building activities and logistics/scheduling. Students will transition from Advisory to virtually attend three scheduled classes each day. Students will be assigned to the appropriate teacher based on course enrollment. Distance learning curriculum will be provided and managed through the online Edgenuity Courseware platform. Students will be given logins to access the curriculum and personalized courses. Daily live interaction/instruction to support appropriate progress will take place through Zoom meetings. All technology will be provided as needed. This includes chromebooks and hotspots. New teacher laptops were purchased to facilitate Distance Learning.

When school begins, teachers will administer the STAR Math and ELA assessments to identify academic needs. Additionally, staff will assign benchmark assessments in Edgenuity to assess students and identify needs, growth and to plan instruction.

The STAR assessments will occur at least quarterly in order to monitor growth. Other assessments in Edgenuity or teacher generated assessments will also be used to track student growth. Data from these assessments will identify strengths and weaknesses in student knowledge. Use of assessment data will be used to create the student Individual Learning Plan to provide what the students need to help encourage academic growth.

Interventions will be planned by staff to provide the following supports:

The My Path program which is part of the Edgenuity platform uses the data from both the STAR and Edgenuity Placement exams to develop an appropriate, individualized, learning path.

Students identified with significant learning loss will be invited for small group in-person instruction. Tutoring and individual support will be assigned with instructional aides during school or with a teacher after normal school hours as needed.

### **CTE**

Online/Blended instruction is necessary to ensure access to and the delivery of high quality CTE curriculum in a safe and equitable learning environment. Investments in CANVAS LMS and Portforlium will ensure: A. Access to high quality curriculum that serves multiple student populations/sites through a blended/online platform. B. Alignment with Yuba College CTE programs to ensure seamless transitions between programs. Curriculum serves FRA, PCA and districts in the Tri-County area.

### **SPED**

#### [Distance Learning Plan](#)

Special education students will not return to in-person instruction until guidance from CDPH and CDE have declared it safe and allowable.

Special Education students will continue to access instruction identified in their IEP's as well as a variety of modified methods as measured by successful completion of goals and objectives set forth in their IEP's. Student and family activities will be designed around instructional objectives with materials provide to families, i.e.: incentives, Boom Cards, PEC's, home activities, task boxes, and consumables.

Each special education student and family will have a defined and individualized service plan to bridge the gap between the IEP's and efforts of staff to ensure continuity of effort. There will also be a weekly check-in with each family to formalize the support to families at home on distance learning. **In order to support the need for frequent communication, a short-term increase in translator hours/staffing has been initiated.** A goal matrix will be created by the Teacher identifying IEP goals and activities that can be provided by families to support goals.

### **SCSOS**

**In order to ensure the continuity of instructional services to our students, laptops computers are necessary for certain essential functions within the Business Department. Given the current environment of COVID-19 and the resulting potential for frequent workplace closures as the virus spreads throughout the community and within the organization, these essential functions require the ability to operate remotely in order to ensure that employees are compensated, vendors are paid, and finances are properly managed. These functions are vital to ensure that staff have the resources they need to provide high quality instruction to our students and that classrooms, both in-class and distance learning, remain operational.**

## **Access to Devices and Connectivity**

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

All families were contacted with a needs assessment survey to gather data on technology needs. These methods of contact include personal phone calls, emails, school messenger notifications and flyers mailed home.

To ensure access to online learning platforms, Feather River Academy, CTE/ROP and Special Education provided laptops, chromebooks and hotspots to all students as needed. Devices are issued to each family with an opportunity for a 1-1 technology and distance learning orientation within the first week of school.

Parents will be responsible for any devices that are checked out to them. Kajeet hotspots are monitored by the admin for data usage. Alerts are sent to the admin if there is no or low data usage which will initiate a phone call from the admin notifying parents to support students engaging in distance learning.

Laptops were purchased for staff to improve their ability to provide distance learning remotely.

**Additional temporary technology support was allocated in order to address the need for timely set-up and distribution of devices and associated support necessary to ensure connectivity for all.**

## **Pupil Participation and Progress**

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

### **Feather River Academy**

The minimum instructional minute requirement for FRA students is 240 minutes per day. This requirement will be met or exceeded through a combination of synchronous instructional time and asynchronous work completion.

Student engagement and attendance will be documented and monitored using Aeries and Weekly Engagement Logs. Participation and production in synchronous sessions and completion of asynchronous assignments will be closely monitored as an early warning system to identify students who need support to engage meaningfully.

Certificated teachers will assign lessons and certify time value of both synchronous and asynchronous assignments

Daily participation in synchronous (ZOOM) sessions for the purpose of instruction and maintaining school connectedness is required and will be recorded in the SIS and Weekly Engagement Logs.

Completion of time valued asynchronous work will be recorded using the Weekly Engagement Log.

Students will be required to engage in assigned online Edgenuity courses according to individual pacing/timelines established. Edgenuity learning platform provides several useful reports that will be used to monitor student success and intervene when needed.

### **CTE**

In order to implement accountability and quantify student learning outcomes, CANVAS will be used to track student attendance in online synchronous and asynchronous instructional settings. CANVAS will also use *Blue Button* for Zoom type delivery and be used as a single sign-on platform to track all online student activity. The Portfolium program uses a digital badging platform to showcase student work and issue digital badges for competency mastery. In addition, staff will develop and implement outreach plans, new instructional materials and delivery methods that mitigate lost instruction time.

### **Special Education**

Special education teachers will make daily contact with each student and family, this constitutes attendance for that assigned student. Participation will be logged daily. Students or parents who do not respond to the teacher after three days will be considered truant and will receive a visit from Sped staff or a truant officer at their home. Tiered re-engagement strategies will be implemented by teachers and Administration to reinforce attendance/participation.

Student incentives will be attempted first but a lack of participation or refusal of parental support will initiate a parent meeting at the County office in a “Clean Room” to address next steps.

Students and families are provided a weekly distance learning plan which includes both asynchronous and synchronous assignments that meet the student's individual needs. Teachers provide daily zoom instruction and provide alternative forms of communication dependent on need. Students will continue to work on IEP goals with support from both the educational staff and the family. Progress monitoring on goals will continue with current data to show growth or lack of. Students asynchronous work is returned to the Teacher on a weekly basis to ensure that students are actively engaging. Due to the unique needs of our students, a great deal of communication occurs between the Teacher and parent to assist students in accessing the appropriate lessons. A great deal of our Special Education program is aimed at functional academics and skills including community based instruction. Teachers are working with families on their daily activities to ensure that these opportunities involve additional teaching.

## **Distance Learning Professional Development**

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

### **Feather River Academy**

Teachers and staff will receive multiple trainings throughout the 20-21 school year to be able to transition between in-person and distance learning.

Edgenuity delivers professional personalized learning sessions to support teachers in meeting the needs of every student. Training covers core curriculum, credit recovery courses, intervention programs, and supplemental instruction that can be used in blended and online learning implementations to ensure students and teachers have access to engaging resources that propel success and meet students' diverse learning needs. Training in the use of real-time data with teacher-led instruction makes it possible to personalize learning for every student.

Over the summer, teachers participated in the “Mind the Gaps Institute” in order to prepare to mitigate learning loss. This two day virtual training was designed by Solution Tree to help teachers support students more effectively during distance learning.

Professional development is planned to support the PBIS (Positive Behavior Interventions and Supports) program to build positive culture and to encourage engagement especially while students are engaged in distance learning. The first session was conducted on August 3, 2020 with 11 additional sessions of training and coaching scheduled throughout the year.

PLC (Professional Learning Community) training with a focus on collaboration to improve instructional delivery and intervention protocols during distance and hybrid learning is planned. The first session is August 26, 2020 with follow-up sessions scheduled throughout the 2020-2021 school year.



Sutter County Superintendent of Schools Curriculum and Instruction Coordinators provided a series of trainings on Google Classroom in the Spring 2020. Follow up sessions to support engagement via Google Classroom, Google Meets and Zoom are being scheduled during the summer and Fall semester.

Trauma Informed Practices training will be provided by SSO to all FRA staff.

### **CTE**

Initial and ongoing PD is scheduled to ensure effective and efficient delivery of instruction and support systems of CANVAS, and Portfolium.

### **SPED**

Professional Development will be given to staff on new curriculum such as Wonder Works, Star, Handwriting Without Tears, Touch Math, and Unique. Topics of distance learning, equity, synchronous and asynchronous instruction, and maintaining relationships during stressful times will be given. Staff will continue to receive support in the “Nurtured Heart Approach.”

Preservice [Professional Development Days on 6/6 and 6/7](#) included sessions specific to facilitating learning via distance learning and incorporated distance learning considerations in all sessions.

### **Curriculum, Instruction, and Accountability**

Professional Development will ensure teachers are prepared to teach and engage students through a new platform of teaching and learning. Therefor professional development around distance learning strategies and engagement will be provided county wide

## **Staff Roles and Responsibilities**

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Teachers will be expected to provide instruction through an online curriculum platform. They will be required to learn engagement strategies for virtual instruction. For online curriculum, the teacher role changes significantly. In many cases they are not providing the high quality first instruction, rather they are monitoring student progress and success with the online curriculum/instruction and intervening with individual students or groups as indicated by program data and personal check-ins in the manner of a flipped classroom. They will be required to keep engagement records which differ from typical daily participation points. They will have the responsibility to educate students about health protocols and to ensure that safety procedures and hygiene procedures are followed. They may be responsible for some sanitation. Teachers may be required to transition between teaching from classroom to home in a fluid manner.

In addition to their normal duties, our staff has shown flexibility and willingness to take on the roles of technology support, social worker and social and emotional support provider during the Covid-19 pandemic.

Staff is frequently surveyed to provide input on the decisions concerning roles and responsibilities. All staff will be part of ensuring policies created for distance learning and hybrid learning models are appropriate and what is best for kids. Instructional aides, outreach coordinator, probation officer and other classified staff will be providing extra support for lunch duty and supervision for in-school learning models. FRA will partner with the SSO department to provide MTSS support for students and families. FRA staff communicates immediately when student or family concerns arise.

Expectations for staff have been established and are set forth in MOU’S with CSEA and CTA identified specifically for Distance Learning.

## Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

In response to stakeholder input based on Spring 2020 distance learning efforts, Feather River Academy staff, Student Support and Outreach staff, and Attendance Recovery officers will prioritize resources to ensure personal and technological connections. Staff are assigned to provide increased contact and frequent communication specifically for our students with unique needs. All departments include bilingual staff to ensure access for non-english speaking families.

Following [CDPH permission and guidelines](#), students with unique needs (Foster, Homeless, English Learner and identified Low Income) will be brought on campus for in person small group instruction, support, and intervention.

English learners will receive integrated language instruction through the Edgenuity platform through the following methods:

- Active Reading
- On-screen translation
- Vocabulary development
- Close reading
- Lesson Support
- E-writing scaffolded writing supports

Designated ELD- will occur during small blocks of time scheduled and embedded into each core class period. Students identified and English Learners will receive dedicated instruction and support related to academic vocabulary, listening/speaking and reading/writing. In addition, Instructional Aides will be assigned to check in with ELs and provide support on a daily basis.

All students with unique needs will be provided additional targeted support based on academic assessments, parent surveys and student articulated needs. Academic assessments will include benchmark, formative and summative assessments through STAR, Edgenuity or teacher created assessments. Targeted support will include in person, small group instruction, 1:1 Tutoring for Foster, staff assigned to monitor Edgenuity progress reports and intervene quickly when needed.

All students with IEPs will receive the supports, accommodations and modifications described in the IEP. Support for pupils with unique needs are identified in each student's IEP with mandated timelines and accountability. Special Education who continue to struggle with distance learning will have additional contact from the special education teacher and/or paraprofessional. These contacts will be virtual as well as 1 on 1 when allowed. In cases where services can not be provided due to distance learning the IEP team will consider if the loss can be recouped through "Compensatory Services" as outlined and identified in the IEP.

FRA staff will work with social workers, Student Support and Outreach counselors and outreach specialists to coordinate services for students in foster and homeless programs or who are socioeconomically disadvantaged. Teachers may schedule 1 on 1 meetings when allowable and tutors will be assigned to provide additional support for students identified through the established process. Instructional aides will be assigned to join synchronous instruction in order to provide support to specific students in break-out rooms. All school staff will provide additional

support to families by offering opportunities for training in the use of educational technology and curriculum. Bilingual staff will provide support for non English speaking families.

During COVID closures and distance learning, it was incredibly difficult to maintain proper identification of foster youth to offer and provide necessary resources and support, Foster Focus will be adopted to increase continuity of support and services provided by Foster Youth Service Coordinating Program. Because there were a handful of homeless families that had a difficult time resolving connectivity for distance learning, 5 Kajeet / Data Plans will be purchased to increase continuity of distance learning for our homeless families.

Foster and Homeless students will be provided school supplies, personal items and other items and services to allow children and youths to participate fully in school activities to reduce negative impacts of their situation academically, socially, and emotionally.

Social Worker and Resource (Foster) Parent feedback has been consistent with needing additional support for distance learning for this student group that already suffers from significant learning loss. Tutors (Project Academic Student Success -(PASS) Assistants) will be recruited and hired to support our homeless and foster youth students. Individual virtual or in-person (with social distancing measures) appointments will be scheduled. Students will complete reading and math assessments to determine a baseline then re-assessed regularly to determine appropriate academic interventions.

Students with unique needs will be encouraged to enroll in, and supported to be successful in, ROP/CTE to increase engagement and relevance for school.

### **Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]**

Description	Total Funds	Contributing
Purchase 90 New Laptops/Chromebooks (30 FRA/60 ROP/CTE) LLMF	\$81,000	Y
20 Kajeet / Data Plans for May - October (FRA) LLMF \$6000 Subscription for November - June LLMF or LCFF \$4800	\$10,800	Y
<b>Additional temporary technology support personnel LLMF</b>	<b>\$10,000</b>	<b>N</b>
STAR Renaissance Math and ELA Assessment Subscription LCFF	\$2,500	N
2- 6hr Instructional Aides LLMF\$11,400/LCFF or CSI \$14,350 - \$25,750 x2 \$51,500	Duplicate	Y
After Hours Intervention/Tutoring (\$100/hr, 2 hrs/wk, 15 weeks) - Teacher support after normal schools hours for students with an emphasis on targeting Foster, SED and ELs- LLMF ½ LCFF/Title I	Duplicate	Y
Purchase of on-line curriculum to promote ease of transition between in-school and distance learning - highly engaging program with many built in supports, electives, A-G courses, CTE courses, MTSS courses- see <i>Actions Related to In-Person Instructional Offerings - LLMF</i>	Duplicate	N
Purchase new teacher laptops to provide better in-person and virtual instruction - technology requirements are required for successful implementation- see <i>Actions Related to In-Person Instructional Offerings- LLMF</i>	\$6,000	N
<i>Mind the Gaps</i> and PLC training for staff to increase effectiveness of collaborative planning for instruction and intervention- see <i>Actions Related to In-Person Instructional Offerings CSI</i>	\$13,100	N
<i>PBIS training to build positive culture to help motivate students to engage - student engagement, particularly</i>	\$30,000	N

<i>concerning at-home instruction and engagement to be addressed.- see Actions Related to In-Person Instructional Offerings -CSI</i>		
Additional ROP/CTE staff time was needed (March-May) to develop and implement outreach plans and new instructional materials and delivery methods that mitigated lost instruction time LLMF	\$18,000	N
<b>SpEd- temporary increase the staffing/hours for translators LLMF</b>	<b>\$19,000</b>	<b>N</b>
SpEd- increased production of home task boxes and weekly student packets the demand on copy machines, laminators, document cameras and APPs has caused a backlog of work that can only be addressed by providing increased access to these equipment	\$19,000	N
Student Incentives for attendance, engagement and participation in after school intervention LCFF/Lottery	\$6,000	Y
Investments in CANVAS LMS and Portforlium 1200 users (including PD)	\$90,000	N
Establishing a Foster Focus Licensing Agreement will increase identification of foster youth and establish a case management data system to ensure educational support of foster youth.	\$1,500	Y
5 Kajeet / Data Plans will be purchased to increase continuity of distance learning for our homeless families	\$1,555	Y
Tutors (Project Academic Student Success Assistants- PASS) for Homeless and Foster Youth with Resource families during distance learning with social distancing protocols will support Foster families.	\$15,000	Y
<b>Purchase laptop computers to allow essential functions, within the business department, to operate remotely in order to ensure finances are managed and staff have the resources to provide high quality instruction, both in the classroom and during distance learning.</b>	<b>\$24,219</b>	<b>N</b>

## **Pupil Learning Loss**

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

### **Feather River Academy**

When students return to school, whether in distance learning or in-person, staff will administer several assessments to identify any learning loss in order to guide future instruction and intervention plans targeting individual student needs. Staff will administer both the STAR Math and STAR ELA assessments to establish a baseline at the beginning of the 2020-2021 school year. Staff will also use assessments built into the Edgenuity curriculum to identify, course specific, academic deficiencies. The STAR baseline data is integrated into Edgenuity MyPath intervention curriculum to create individualized learning paths addressing identified areas of deficit. MyPath provides robust tracking and monitoring reports that allow teachers to support students in progressing at the intended rate. The STAR assessments will be administered at least quarterly (more frequently for our students with unique needs) as an additional progress monitoring tool.

The most recent ELPAC assessment data will guide the designated ELD groupings and content/curriculum. Teachers will utilize MyPath and Designated ELD time which is built into each core subject in order to provide targeted support for language development based on the ELD standards integrated into core content curriculum. Individual or small group tutoring/intervention will be provided.

### **Special Education**

Special Education Teachers have the skill of scaffolding instruction and continually assessing students and meeting their individual needs. Teachers will continue to do this to the best of their ability. Sped is using additional technology curriculum or intervention and resources to assist in learning loss. Teachers continually assist parents in the engagement piece which includes incentives to assist students in re-engaging into the distance learning program.

## **Pupil Learning Loss Strategies**

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

### **Feather River Academy**

ESY/Summer School was provided in the June of 2020 in order to mitigate learning loss. The three weeks of increased instructional time allowed for targeted support for students identified to have learning loss or to be struggling with distance learning or online work production. Student enrollment in ESY for summer 2020 was greatly increased when compared to prior years. Staff reported a higher level of engagement and participation than in prior years.

Staff will provide the following support to all students with some resources reserved or prioritized for our students with unique needs. Interventions in place, designed specifically to address learning loss include:

- Individual or small group tutoring (Tutoring for all Foster, EL and Low Income provided weekly)
- After School Intervention classes taught by teachers
- Address mental wellness so that students can attend and access instruction. Social and Emotional supports are embedded in daily instruction as well as target for individuals or small groups
- Implement a robust Tiered Reengagement Plan to maximize attendance and participation in core instruction and intervention.

Students will be administered their benchmark assessments in STAR and Edgenuity within the first weeks of school starting in 20-21. English learners, low-income students, foster and homeless youth, and students with exceptional needs will be assigned an Instructional Aide to provide guidance and ensure smooth progress through MyPath, a targeted intervention program. Additionally, instructional aides and teachers will schedule tutoring to target academic areas of need. This will be scheduled during in-school learning, after the normal school hours or when available during distance learning. MyPath is a targeted intervention program that uses specific data to provide instruction and intervention. For students with unique needs including English learners, these assessments will be used monthly to provide additional monitoring and support.

In addition:

- Additional staff from Student Support and Outreach will provide MTSS supports as needed.
- Probation officer is on campus to ensure lines of communication and provide support to families and students when needed. The Probation Officer will also support student engagement strategies.
- Administrator, Probation Officer, and outreach staff will perform home visits when needed to engage with families.
- Facilitate SART meetings. (Student Attendance Review Team) with FRA staff, probation, parents and students to identify strategies for reengagement in school.
- Facilitate SARB meetings (Student Attendance Review Board) with the SART team as well as the SARB committee and outside community resources to identify resources and strategies to improve student engagement in school.

### **Special Education**

Extended School Year for SPED was provided June 11th-July 9th in order to reduce skill regression and lack of skill recoupment.

Assessments and progress monitoring will be provided to assess students. IEP's will be held to identify areas of learning loss and goals will be created to support students in regaining learning loss. On going data will guide teachers in providing scaffold instruction in order to mitigate the learning loss.

Para Educators will be utilized to support instruction and to run small groups and run identified activities.

## **Effectiveness of Implemented Pupil Learning Loss Strategies**

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

### **Feather River Academy**

Edgenuity, MyPath and STAR all provide extensive data on student engagement and academic progress. This data is available to all teachers and administrators through the on-line curriculum for progress monitoring. Data will be used to monitor progress, continually identify needs and measure the effectiveness of prescribed interventions.

PLC and PBIS training will be provided to staff to support the use of data in guiding instruction and engagement strategies. This will allow specific data practice to be developed to ensure regular and systematic evaluation of data. When FRA students are able to return to in-person instruction, the whole team will use academic data collected from the STAR assessments, Edgenuity assessment and teacher created assessments to guide instruction. The PBIS team will use behavioral data gathered from Aeries records as well as SWIS (School-wide Information Systems) data to guide decisions affecting student behavior and learning.

Standard teacher grading as well as formative and summative assessments will be evaluated through the PLC process to monitor student success and adjust accordingly.

### **SPED**

IEP progress monitoring will utilize data to inform goals and assess effectiveness of instruction. Teams will evaluate at each IEP the effectiveness of services and identify if they meet the current needs of each student.

## Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Summer School was provided	\$5,720	Y
2- 6hr Instructional Aides LLMF\$11,400/LCFF or CSI \$14,350 - \$25,750 x2 \$51,500	Duplicate	Y
After Hours Intervention/Tutoring (\$100/hr, 2 hrs/wk, 15 weeks) - Teacher support after normal schools hours for students with an emphasis on targeting Foster, SED and ELs- LLMF ½ LCFF/Title I	Duplicate	Y
Refine diagnostic assessment the Present Levels of Strengths and Weaknesses model and process (PSW instruments \$20,000 and Updated Teacher Assessments instrument \$30,000 identified) will be used. (SPED)	\$50,000	N

## Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

### Feather River Academy

Feather River Academy collaborated with the Student Support and Outreach (SSO) Department and Sutter County Probation to develop and provide a comprehensive Multi-Tiered System of Support (MTSS) to promote and address the mental health and social-emotional well-being of the students, staff and families of Feather River Academy. Data to drive the implementation of the MTSS will be collected through intake interviews, Kelvin Pulse Surveys, and Student/ Family Check-ins via phone calls or home visits. These forms of data collection will provide us with data to drive and target mental health and social-emotional needs to address. The Social-emotional Learning (SEL) support team will include School Counselors, an SSO Specialist, and a School Resource Probation Officer (SRO). The role of the SRO is a non-punitive, restorative role that is an additional referral resource.

Feather River Academy (FRA) is a County Community School, all students at FRA are “at promise.” Most come with Tier 2 and 3 social and behavioral services written into their rehabilitation plan. Students are assigned to a counselor for case management. Upon enrollment, all students go through an intake process with the SEL Support Team to triage and identify needs and educational barriers. School Counselor staffing will be increased for the 2020-2021 school year and will include multiple school counselors with smaller caseloads. Additionally, FRA and SSO staff will work jointly to create a referral process to identify specific student needs and provide support in identified areas of immediate need.

### **Tier 1 Supports**

Teachers will implement a daily screening via a check-in method using questions developed by the school counseling team to screen for signs and symptoms of social emotional needs during the Advisory period by the teacher.

School Counselor and SSO Specialist will Implement WhyTry Curriculum to all students. WhyTry is an evidence-based SEL curriculum designed for students who have experienced trauma and other adversities.

Kelvin Pulse Surveys administered bi-weekly to students, parents and staff. Pulse surveys would allow for quick, efficient evaluations of the mental well-being of students, parents and staff. This will increase the identification of gaps of service as well as can quickly connect a person in need of social-emotional support with resources.

The mental health and social-emotional well-being was a large need communicated for students, parents and staff alike during Spring Semester 2020. The need for identification and linkage to resources to support the mental health and social-emotional well-being is necessary. A Credentialed Counselor will compile relevant local community resources to support the social emotional needs and well-being of pupils and staff during the school year. Counselor(s) will coordinate services with local collaborative partners in addition to supplementing with support groups for parents, staff and students as determined necessary through needs conducted assessments.

## **Tier 2 Supports**

Student/ Family concerns that are identified in the Universal Screening process will be referred to the SEL Support team to identify and triage needs. Supports will include individual counseling, participation in a small counseling group or an evidence-based program. Groups will be developed and implemented based on data from Pulse surveys, screening measures and staff recommendation. Data from these measures will be compiled to identify the most urgent needs to be addressed for Tier 2 services.

## **Tier 3 Supports**

If student SEL goals are still not met, the SEL Support team will collaboratively identify Tier 3 students and develop a support plan. The support plan may include increased individual counseling services, referral to outside resources including mental health referrals, and case management. Case management includes the “warm handoff” model to work with families to assist the student and families accessing programs and community resources. Student goals and progress will be assessed on a bi-weekly basis by the SEL team.

In order to prepare staff to identify trauma and other social emotional impacts of the COVID 19 environment and to support students mental health they will receive training including but not limited to:

- CASEL CARES: On-demand Webinar – Starting an Unprecedented School Year with SEL
- CASEL CARES: Strategies for Being Your Best Possible “Self” with Dr. Marc Brackett
- On-Demand Webinar: Tier 1 Social, Emotional and Behavioral Supports to Restart Learning During a Crisis
- Article: 8 Strategies for Building Belonging With Students and Families Virtually
- Podcast: Everyday SEL
- Managing Anxiety Around COVID-19 Tips for You and Your School Community
- On-Demand Webinar – Mindfulness Strategies for Adult and Student Wellness
- Boston Hospital – On-line training series to build capacity to address students’ social, emotional, and behavioral health needs.  
<https://www.childrenshospital.org/taponline#>

The mental health and social emotional well-being of staff is a primary concern as well. Weekly staff meetings will include mental wellness check-ins and self-care activities. A School Counselor has been compiling local and useful resources to maintain on a Padlet for our staff to access as needed. Resources include Mental Health Counseling, Support Groups, Self-Care tips, and Professional Development opportunities.



## **Special Education**

Teachers and Paraeducators who become aware of students with social or emotional needs will be referred to a counselor or mental health services

Professional Development Days on June 6th-7th included sessions specific to addressing mental health needs via and/or during distance learning and incorporated mental health and social emotional well-being considerations in all sessions. Special Education has Psychologists that are part of the team that support on-going mental health needs of students and staff.

## **Student Support and Outreach**

Google surveys were conducted. The mental health and social-emotional well being was a large need communicated for students, parents and staff alike. The need for identification and linkage to resources to support the mental health and social-emotional well-being is necessary. A Credentialed Counselor will compile relevant local community resources to support the social emotional needs and well-being of pupils and staff during the school year. Counselor(s) will coordinate services with local collaborative partners in addition to supplementing with support groups for parents, staff and students as determined necessary through needs conducted assessments.

The use of Pulse surveys will allow for quick, efficient evaluations of the mental well-being of students, parents and staff. This will increase the identification of gaps of service as well as can quickly connect a person in need of social-emotional support with resources.

# **Pupil and Family Engagement and Outreach**

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not is not engaging in instruction and is at risk of learning loss.]

## **Feather River Academy**

Staff will collect attendance daily based on online engagement, assignments completed, phone calls and tutoring sessions. Engagement will be tracked and monitored using Weekly Engagement Logs. Our written Tiered Re-Engagement Plan will be followed to quickly provide outreach to students and families identified and not attending or engaging.

## **Key Elements of the Tiered Re-Engagement Plan:**

### **Tier 1**

- Create a Positive School Culture
- Ensure connectivity
- Thorough Orientation to Distance Learning
- Ensure engaging instruction
- Clear expectations and definition of success (PBIS)
- Incentives for engagement and improvement

- Timely and supportive communication

## Tier 2

- Establish communication: home visit, wellness check
- Staff member or Team to partner with family to address barriers to attendance
- Schedule SST or SART

## Tier III

- Schedule CFT or SARB to establish a multi-disciplinary team to provide wraparound services

## Distance Learning Attendance/Engagement Practices

- School staff to make personal contact after day 1 of absence to let the student know he/she was missed and what they missed.
- Staff to make personal contact after day 2 of absence to problem solve and identify any barriers.
- Letter #1 will be mailed home after the day 3 of absence. If communication has not been established a home visit or wellness check should be requested.
- Letter #2 will be mailed home and a SART or SST meeting will be scheduled for continued absences or for a second week of 60% absent.
- SARB or CFT will be required if absences continue.

## **Special Education**

Student engagement is essential to student success in a traditional in-person school setting, as well as during Distance Learning. Tiered reengagement strategies have been developed to help teachers and related service providers reach out to families, case managers and/or school/program administration to ensure multiple opportunities are provided to reinforce positive and productive engagement, as well as re-engage students in their learning should there be a series of absences and/or disengagement.

### [Tiered Reengagement Plan](#)

## **Student Support and Outreach**

The attendance recovery officers and SSO specialists will support the comprehensive Tiered Re-Engagement Plan to address the needs of students and families that are not meeting compulsory education requirements through attendance and engagement. Student engagement and attendance is necessary to address learning loss and close achievement gaps. Probation Attendance Recovery Officer will be available to assist schools in pupil engagement and outreach. This includes conducting home visits following LEA's efforts to make contact, providing outreach and connecting the families to local resources for support and/ or facilitating Child/ Family Team (CFT) meetings either virtually or with social distancing measures to identify and remove barriers to student engagement when students are not meeting compulsory education requirements. Attendance Recovery Officer is bilingual in Spanish. (LOUSD)

# School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Ensuring students have access to healthy meals is extremely important whether instruction is in-person or through distance learning. Changes to the food service operation include Health and Hygiene Promotion and Cleaning and Sanitation protocols.

Sutter County Superintendent of Schools contracts with Yuba City Unified School District to provide grab and go meals for families at several locations. During distance learning, Feather River Academy staff will notify all families of food service locations. FRA will also work with Yuba Sutter food bank to provide and deliver supplemental food for low income families.

Changes in process and protocol have been made to the food service program for in-person classroom-based instruction. Mealtimes are staggered to allow for the podding of students and cleaning between meal services. Students in the AM session will eat their lunch in the classroom prior to dismissal. Students in the PM session will be provided lunch, in a separate facility upon arrival. Students will be seated to ensure proper social distancing while eating. The AM group will be dismissed to leave campus and classrooms will be cleaned prior to the PM group transitioning from lunch to classroom. Sneeze guards and partitions have been installed at the food line and distribution locations. School lunch items are packaged to allow for easy selection. Students are served on disposable trays with disposable utensils. Food will not be shared with other students.

### Health and Hygiene Promotion

Promoting healthy hygiene practices apply to all staff and students and include: teaching and reinforcing handwashing and use of a cloth face covering by employees when near other employees or students; having adequate supplies including soap, hand sanitizer, and tissues; posting sign on how to stop the spread of COVID-19;

### Cleaning and Sanitation

In addition to standard food safety procedures followed in the food service department, standard operating procedures for sanitation of school kitchen and cafeteria has been updated; employees have been trained on health and safety protocols, including correct application of disinfectants and maintaining physical distancing.

## Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Mental Health and Social and Emotional Well-Being	Increase of ¼ counselor LCFF- \$5585, LLMF - \$6,850	\$12,435	Y
Mental Health and Social and Emotional Well-Being	Kelvin Subscription for Pulse Surveys	\$5,000	N

Pupil and Family Engagement and Outreach	Increase regional Attendance Recovery Officer staffing	\$27,946	Y
Mental Health and Social and Emotional Well-Being	Counselor- Initial development of SE and Mental Well-being resource page(s)	\$4,206	Y
Mental Health and Social and Emotional Well-Being	Counselor- Resource maintenance and support groups	\$4,567	Y

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income students		
1.86%	\$152,432		

### Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Our entire Distance and Hybrid Learning Models were designed with the needs of these three critical subgroups in mind. Our experience with Distance Learning in the Spring, the input from key stakeholder groups, and our general knowledge of the needs of this student population has reinforced our belief that learning loss due to COVID could be catastrophic without increased support. That being said, the entire student population at FRA is at extreme risk for not graduating, dropping out or being incarcerated. The potential for losing any connection to school is extremely high. While our standard mode of operation includes extensive academic and social emotional support services the need to modify and increase these supports during Distance Learning is high.

Upon considering the needs, conditions and circumstances of our low-income students, foster youth and English learners the decision was made to provide increased staffing at FRA to allow for increased adult to student ratio in order to support prevention and intervention activities and reduce the barriers to school success for primarily these high needs student groups. Base level staffing formulas currently indicate a need for two credentialed teachers. An additional teaching fte has been added to increase quantity and quality of support principally directed for our low-income, foster youth and English learners. Individual Learning plans are developed for each student and case management is provided for these high needs student groups. Funding is used to ensure small class sizes and supply resources that reduce other barriers to accessing education such as transportation, clothing, and school supplies.

While connectivity and access to devices is a challenge for all students, it is particularly challenging for Foster Youth, English learners, and low-income students. Kajeet devices and chromebooks were distributed first to Foster Youth, ELs and low-income students and remaining available devices were provided to additional students in need.

Edgenuity curriculum is designed with the UDL(Universal Design for Learning) guidelines in mind, provides equal opportunities for learning, and addresses the reality of learner variability. Edgenuity courses are designed, developed, and validated to reflect multiple means of representation, expression, and engagement. Lessons in Edgenuity feature multimodal instruction that presents essential information in a variety of formats, provides specific vocabulary instruction, models problem solving, and develops executive functions. Videos, graphic organizers, and a variety of media represent content in audio, visual, and verbal formats. Edgenuity lessons provide students with opportunities to express their knowledge in multiple ways, including interactive simulations, open-response questions, and essays. On-screen instructors explicitly model procedural knowledge, problem-solving strategies, and executive function.

While all students will benefit from MyPath, our adoption committee identified this resource as critical for our Foster Youth, English learners, and Low-Income students. These students will be assigned additional staff support to ensure acceptable progress along the personalized learning path.

With the onset of Covid-19 in March 2020, it was apparent that our students were going to struggle. Staff identified the students who needed the most support and this included our Foster Youth, English learners, and low income students. For our distance learning plan for fall 2020, teachers will provide a quality experience for all. We are also using several methods of targeting these more at-risk groups. The methods include providing additional technology and training for the technology. In addition, we are providing an increased number of contacts for low-income, Foster youth, and English learners through phone and zoom to support and provide tutoring with an instructional aide and teachers as tutors. Instructional aide staffing has been increased to provide support for English learners, foster youth, and low income students. While at FRA this includes many of our students, high needs students' needs are considered first. The aide is responsible for checking in daily with these students and providing tutoring when necessary. In addition, they will be supporting SPED students.

Additionally, Student Support and Outreach will provide emotional support through counseling and probation to target the highest needs students and provide extra support.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The minimum proportionality percentage for increased and improved services for low income, foster youth, and English learners is 1.86%. We are meeting the minimum proportionality using LCFF funding and far exceeding that threshold with the addition of Learning Loss Mitigation Funds. Increased and improved supports and services include:

Professional development specific to meeting the needs of low-income, foster youth, and English learners with high ACE scores and/or identified academic deficiencies is being provided.

After school intervention classes, facilitated by teachers, with English Learner, Foster and low-income students given priority.

Tutors (Project Academic Student Success -(PASS) Assistants) will be recruited and hired to support our homeless and foster youth students. Individual virtual or in-person (with social distancing measures) appointments will be scheduled. Students complete reading and math assessments to determine a baseline then re-assessed regularly to determine appropriate academic interventions.

Transportation is provided to Low Income and Foster students during any form of in person instruction. FRA employs a Student Attendance and Outreach Coordinator to monitor student attendance, conduct home visits and provide transportation. FRA leases a van and pays mileage for this purpose.

School supplies including literature and task boxes are being supplied to Low Income, and Foster students. English Learners will receive the same with the addition of language support material including English to Spanish Dictionaries.

BOARD AGENDA ITEM: The Feather River Academy, School Plan for Student Achievement, is Being Submitted for Approval

BOARD MEETING DATE: December 11, 2020

AGENDA ITEM SUBMITTED FOR:

- Action
- Reports/Presentation
- Information
- Public Hearing
- Other (specify)

PREPARED BY:

John Kovach and Brian Gault

SUBMITTED BY:

Brian Gault

PRESENTING TO BOARD:

Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

For the 2020–21 school year, in the absence of the LCAP, all schools operating Title I, Part A Schoolwide Programs (including charter schools and single school districts) are required to develop a SPSA consistent with the requirements in *EC* Section 64001.

For the 2020–21 school year, charter schools and single school districts may convene a Schoolsite Council or may use the stakeholder engagement process for the Learning Continuity Plan for the development and approval of their SPSA.

For the 2020–21 school year, all LEAs, including single school districts and charter schools (Title I or non-Title I), must use the SPSA planning process to meet CSI/ATSI planning requirements.

For the 2020-21 school year, charter schools and single school districts may establish a Schoolsite Council or may use the stakeholder engagement process for the Learning Continuity Plan for the development and approval of their CSI/ATSI plans.

The Feather River Academy, School Plan for Student Achievement, has been developed following established requirements and is being presented for approval.



**“Focus on Responsibility and Academics”**

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Feather River Academy	51-10512-00142207	December 7, 2020	December 11, 2020

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program  
Comprehensive Support and Improvement



Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Feather River Academy will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards and California Dashboard Indicators. School goals will influence the entire educational program of the school and are aligned with the goals of the LCAP regarding student outcomes and student and parent engagement. Goals will support the school in improving state Dashboard indicators related to: school climate, academic achievement, graduation rate, college and career readiness, and local indicators as defined in the Dashboard.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Feather River Academy developed a one-year (2020-2021) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan draft was reviewed by the school's School Site Council on November 19, 2020. In school year 2019-2020, Feather River Academy initiated a needs assessment process that included a review of the school's mission and educational expectation, data, assessments and learning gaps identified by staff through assessments. Throughout the 2019-2020 school year, assessment, attendance and discipline data were reviewed and discussed in the creation of the 20-21 SPSA. In Fall 2020, the draft of the 2020-2021 plan was presented to stakeholders through School Site Council and Staff Meetings and for further input and adjustments. The revised draft was reviewed and approved with input from SSC, Staff and ELAC in November 2020. Goals and specific strategies were planned to increase student achievement and decrease discipline and truancy rates. PBIS was introduced and surveys from staff and students helped to drive the work around behavior and truancy.

The needs assessment identified gaps in Math with areas of focus such as foundational concepts, English with writing skills, and Science with laboratory activities, reports, and presentations. The need to increase parent involvement was also heavily discussed, with a variety of suggestions and strategies to be implemented in 20-21. It was determined that continued support in Math, ELA and Science was needed to increase rigor, student engagement, and task alignment to the common core standards. FRA will continue to fund two full time instructional aides to support students in Math, English, and sciences. It was determined that a firmer plan for content support, including scheduling dates for data analysis of common assessments and reteaching activities across the courses would better support students and teachers.

Additionally, the California Healthy Kids Survey is implemented annually. School will administer in 2021 for new data. Panorama surveys will be administered during the 20-21 school year to all students to gather more data for review.

Overall, parents staff and students are satisfied with the FRA program overall. Parents have communicated that they are appreciative of all the efforts FRA makes to improve students access, learning and that we include a focus on MTSS as well as career readiness for after high school. Students acknowledge a difficulty in working at their highest ability so have communicated that they would like more support in improving as students.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Through the implementation of Positive Behavioral Interventions and Supports (PBIS) the department conducted over one hundred informal classroom observations outside the teacher and staff evaluation process. The rate of behavior with specific praise towards students was tracked and

reported out to the department as a whole. Throughout the school year, the rate of behavior specific praise towards students has increased in all clusters. Classroom observations happen informally on a daily/weekly basis as the principal checks in to see if teachers are in need of support. Formal observations are conducted as part of the teacher evaluation process. Overall, teachers are engaging their students in learning and are also working individually with students to make sure that they are succeeding in developing better academic and social skills. The principal has an open door policy and is readily available for staff and students to stop in and discuss ideas and any concerns.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

### Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Alternative education students face unique challenges in their educational experiences. Due to their transient nature, it is not uncommon for them to arrive with education deficits and a significant lack of motivation issues. A major priority for us is to truly ascertain where a student is functioning academically, and build out from there. We have added rigor to our curriculum to prepare 11th-grade students to take the CAASPP in the Spring, and all students to either return to their comprehensive sites, or to be college or career ready when they graduate. Aligning ourselves as a PLC has improved our students' access and familiarity to the new Edgenuity curriculum. We have built supports for our ESL students to advance on the ELPAC, as well. For the 2020/2021 school year, the focus for FRA is on instructional strategies and technology incorporation for all students and staff as we are now 1:1.

Interventions that are put in place are customized and strategic. Many of our students require credit recovery. Teachers are assessing students weekly and during each six week grading period to ensure that they are making adequate progress towards reaching their goals (graduating, college, career or returning to the comprehensive). Data is analyzed regularly during staff meetings. Formative assessments every week also guide teachers in making adjustments to their instruction as well as knowing which students require intervention.

Professional development is ongoing to support all teachers. The current focus is on Common Core State Standard implementation and course alignment in Edgenuity, lesson plan/unit development, engagement strategies, and Google applications. Participation in PLCs and meetings with specialists assists in improving all teachers.

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA) District and state adopted materials are used for teaching in all classrooms. The school provides all students with SCSOS Governing Board-adopted standards-based instructional materials in ELA, Math, Social Studies, Science, and other appropriate subject areas to all student groups.

### Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All students are assessed using multiple measures including site-based, classroom and curriculum embedded assessments. The assessments include Edgenuity assessments, Renaissance Learning assessments, and teacher created assessments. Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Standards.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All professional development is designed to support transition to and implement of the California Standards and 21st century teaching and learning practices through the support of the Sutter County Office of Education CIA department.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include district provided TOSAs, administrators, department chairpersons, grade level leads, teacher leaders, and outside consultants.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Designated time for teacher collaboration occurs on a regular basis but is not limited to grade level or department on site due to the limited number of teachers. Additional collaboration by grade level/department occurs with district staff during professional development meetings.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All instructional materials are aligned, or is being aligned to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Mathematics Social Studies and Sciences.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Supporting struggling students is a priority in our program as most of our students come to FRA with learning difficulties in multiple areas. Teachers collaborate with specialists, instructional aides and administrative staff to determine intervention schedules. Building the master schedule is centered upon credit recovery and a prioritization of interventions. On our site, we schedule students individually based on their grade level, academic needs, and progress towards graduation. We embed intervention into every instructional effort in each course for each and every student. Additional support is provided through both "push in" "pull out" methods by our teaching staff and instructional aides on a weekly basis.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Every student has access to standards-based instructional materials as required by the Williams Act.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

## **Opportunity and Equal Educational Access**

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, 1:1 tutoring, and core support classes in Edgenuity. Supports are based on individual student needs.

Evidence-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), ILP program in Edgenuity, Renaissance benchmark testing resources and supports through data, target meetings, goal setting meetings, MTSS supports thorough counseling and outreach coordinators. FRA staff is also undergoing training in both PLC for academics and PBIS for behavior management.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents are encouraged to get involved in their child's learning by attending scheduled parent-student meetings, participation in a decision-making group, or attending school events. Parents stay informed on upcoming events and school activities through the dissemination of parent handbooks, annual notifications, and regularly connect with parents via written announcements and school messenger announcements. CDS has a shared School Site Council with Pathways Charter Academy that advises the administration on a variety of issues and approves expenditures for state and federal programs at the school. At each meeting, school progress is discussed, suggestions and ideas are taken are used to guide activities, concerns, and questions are addressed. Parents are one of the many groups involved in the development of the SPSA; members review the plan and review student data. The review process is most active in the Spring and Fall, evaluated, and the plan is revised to address student achievement based on data

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC) and the combined Parent Advisory Committee meets several times a year determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, and advisory committees monitor the school's SPSA. Staff and other school personnel also meet weekly and throughout the year discuss the activities and services that will be implemented to support all students' academic achievement and needs. Staff meetings occur weekly and any concerns or needs to adjust the plan are addressed at these weekly meetings as well.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Currently, we are providing 2 instructional aides that support classroom instruction, utilizing the most current research classroom-based instructional strategies as well as structures that develop a climate where all students learn. Title II funds supplement county office funds used for professional development for teachers, principals, and other school leaders. Professional development is currently focused on sustaining Professional Learning Communities, on providing an equitable education that focuses on what students need to perform at high levels; PBIS, to decrease disciplinary incidents and increase the time students spend in class learning; and our new online curriculum Edgenuity that was introduced and adopted in the Fall of 2020 as our board approved curriculum.

Fiscal support (EPC)

The fiscal support for these services comes in the way of salary, instructional support materials, professional development for various and multiple staff throughout the year, support staff for our programs PBIS.



# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

Consultation with parents, students, teachers and staff is an ongoing part of the planning process as is conferring with county personnel.

Input gathered to create the Learning Continuity and Attendance Plan was also used in the planning process for this SPSA/Annual Review and Update. Gathering input included: Attendance concerns, MTSS needs, family connectivity, student engagement and success, Career and College planning, graduation requirements and goal setting.

The Parent Advisory Committee was consulted at Meetings on September 3, September 17, November 19, December 7 in the fall of 2020.

Parents were consulted through surveys on March 26, April 2, 16 and 30, May 7, 14 and 21, August 12 and 27, September 3 and 17, October 1, 15, and 29, November 5, 12 and 19. Input from parents was also gathered through phone calls and home visits occurring on a minimum of a weekly basis between March and now. Parents were also contacted weekly or several times a week to gather input for school support for their students.

Students were consulted through surveys on October 1, 8, 15, 22, 27, and 29, November 2, 3, 5, 9, 10, 12, 16 and 17. Input from students was also gathered through conversations on a weekly basis between March and now.

School faculty and staff were consulted through surveys on September 1 and 15, October 6, and 20, and November 3 and 17. Input from faculty and staff is also gathered through an agenda item at weekly staff meetings.

Multiple SCSOS departments (Business, SELPA, Special Education, ROP/CTE, Curriculum and Instruction, Student Support and Outreach) met to plan on July 7, July 28, August 11, September 3, October 15, November 5, and November 12.

All Districts served by SCSOS were consulted at a regular weekly Zoom Conferences from March to now.

The community was also encouraged to attend board meetings and provide input on September 9 and September 23.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

A review of the comprehensive needs assessment determined the need to focus on greater support for students who struggle to meet the requirements for high school graduation and the need to increase college and career readiness. A greater emphasis on social emotional learning, conflict

mediation, and mentoring is also needed, as students continued to be suspended for fighting and possession/under the influence of marijuana. Due to the COVID pandemic that our students are currently experiencing and the transition to distance learning, there is a need to provide adequate technology and connectivity to bolster student success.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	2.33%	%	0%	2		0
African American	4.65%	4.17%	4.35%	4	2	2
Asian	3.49%	8.33%	6.52%	3	4	3
Filipino	%	%	0%			0
Hispanic/Latino	51.16%	43.75%	50%	44	21	23
Pacific Islander	%	%	0%			0
White	29.07%	37.5%	30.43%	25	18	14
Multiple/No Response	4.65%	4.17%	2.17%	4	2	3
<b>Total Enrollment</b>				86	48	46

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	2		
Grade 8	9	4	1
Grade 9	10	5	5
Grade 10	21	11	10
Grade 11	17	16	12
Grade 12	27	12	18
<b>Total Enrollment</b>	86	48	46

### Conclusions based on this data:

1. School enrollment dropped dramatically between the 17-18 and 18-19 year due to local districts pulling back non expelled youth.
2. Less younger students are being referred at this time. 71% of our student body is grade 11 and 12.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	8	1	2	9.3%	2.1%	4.3%
Fluent English Proficient (FEP)	15	10	7	17.4%	20.8%	15.2%
Reclassified Fluent English Proficient (RFEP)	6	1	0	46.2%	12.5%	0.0%

### Conclusions based on this data:

1. FRA will need to address the drop in RFEP students and analyze if we are providing appropriate EL instruction.
2. Ensure the ELPAC is administered barring any COVID delays for the Spring 2021.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	4	*	*	4	*	*	4			100
Grade 8	*	*	7	*	*	7	*	*	7			100
Grade 11	21	*	17	14	*	12	14	*	12	66.7		70.6
All	42	37	28	27	16	23	27	16	23	64.3	43.2	82.1

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2418.	*	2448.	7.14	*	0.00	0.00	*	8.33	7.14	*	25.00	85.71	*	66.67
All Grades	N/A	N/A	N/A	3.70	6.25	4.35	0.00	0.00	4.35	7.41	6.25	26.09	88.89	87.50	65.22

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	7.14	*	0.00	14.29	*	33.33	78.57	*	66.67
All Grades	3.70	6.25	4.35	22.22	6.25	34.78	74.07	87.50	60.87

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	7.14	*	8.33	14.29	*	33.33	78.57	*	58.33
All Grades	3.70	0.00	8.70	11.11	6.25	17.39	85.19	93.75	73.91

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	7.14	*	0.00	35.71	*	58.33	57.14	*	41.67
All Grades	3.70	6.25	4.35	37.04	12.50	52.17	59.26	81.25	43.48

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	7.14	*	8.33	7.14	*	25.00	85.71	*	66.67
All Grades	3.70	6.25	8.70	11.11	0.00	26.09	85.19	93.75	65.22

**Conclusions based on this data:**

1. Overall, students in the "At or near Standard increased over time.
2. Students "Below Standard" decreased over time.
3. Students above standard decreased over time.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	4	*	*	4	*	*	4			100
Grade 8	*	*	7	*	*	7	*	*	7			100
Grade 11	21	*	17	15	*	11	15	*	11	71.4		64.7
All	42	37	28	26	15	22	26	15	22	61.9	40.5	78.6

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 11	2394.	*	2420.	0.00	*	0.00	0.00	*	0.00	0.00	*	0.00	100.0	*	100.0
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	6.67	4.55	0.00	0.00	0.00	100.0	93.33	95.45

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 7	*	*	*	*	*	*	*	*	*	
Grade 8	*	*	*	*	*	*	*	*	*	
Grade 11	0.00	*	0.00	0.00	*	0.00	100.0	*	100.0	
All Grades	0.00	0.00	0.00	0.00	6.67	4.55	100.0	93.33	95.45	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	0.00	*	0.00	0.00	*	0.00	100.0	*	100.0
All Grades	0.00	0.00	4.55	0.00	13.33	9.09	100.0	86.67	86.36

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 7</b>	*	*	*	*	*	*	*	*	*
<b>Grade 8</b>	*	*	*	*	*	*	*	*	*
<b>Grade 11</b>	0.00	*	0.00	20.00	*	18.18	80.00	*	81.82
<b>All Grades</b>	0.00	0.00	0.00	15.38	13.33	22.73	84.62	86.67	77.27

**Conclusions based on this data:**

1. There has been no increase in students who are above "Standard not met" over time.
2. Math interventions will need to be addressed with teachers and aides.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students									
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>48</b>	<b>93.8</b>	<b>2.1</b>	<b>2.1</b>

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	1	2.1
Foster Youth	1	2.1
Homeless	1	2.1
Socioeconomically Disadvantaged	45	93.8
Students with Disabilities	12	25.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	4.2
Asian	4	8.3
Hispanic	21	43.8
Two or More Races	1	2.1
White	18	37.5







### Conclusions based on this data:

1. Almost all students are socioeconomically disadvantaged.
2. A large percentage of students are on an IEP.
3. Hispanics make up a majority of the population.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  No Performance Color	<b>Graduation Rate</b>  No Performance Color	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  No Performance Color	<b>Chronic Absenteeism</b>  No Performance Color	
<b>College/Career</b>  No Performance Color		

#### Conclusions based on this data:

1. Suspensions are a concern, behavior management development will be brought in to help staff deal with difficult students.
2. We will need to identify the causes of such high suspension rates and attempt to stop them.

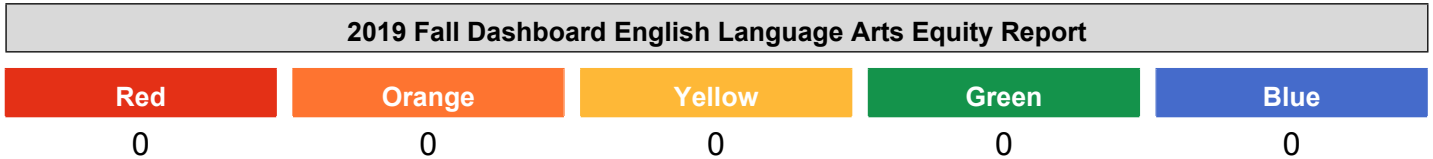
# School and Student Performance Data

## Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>No Performance Color</p> <p>123.2 points below standard</p> <p>11</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>123.2 points below standard</p> <p>11</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
0 Students	Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 8

**Conclusions based on this data:**

1. Test scores that were captured showed the most students are well below standard in English.

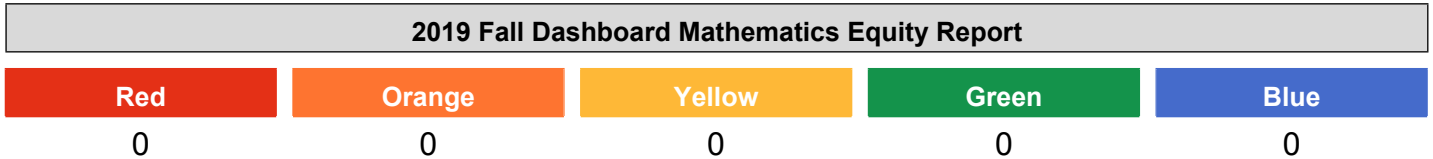
# School and Student Performance Data

## Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:






This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10</p>	<p><b>English Learners</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
	Less than 11 Students - Data Not Displayed for Privacy 1	Less than 11 Students - Data Not Displayed for Privacy 7

**Conclusions based on this data:**

1. Not enough students completed the math portion to give accurate data.
2. Estimates are that most students are far below grade level in math.

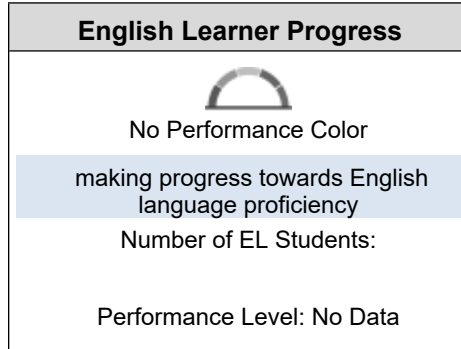


# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
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#### Conclusions based on this data:

1. Not enough data to get accurate information.
2. Data will need to come from ELPAC data and in class assessments.

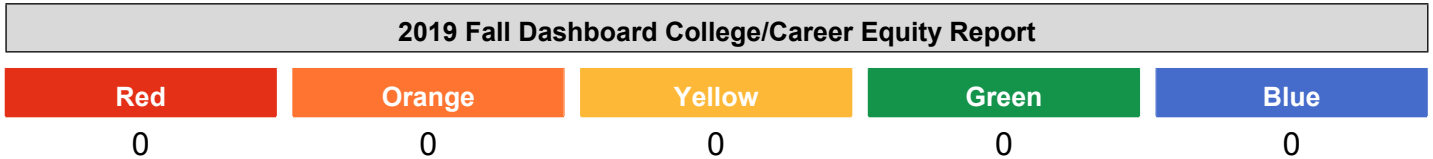
# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p> <p>No Performance Color</p> <p>6.3</p> <p>Increased +6.3</p> <p>16</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 Students</p>

**2019 Fall Dashboard College/Career by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

**2019 Fall Dashboard College/Career 3-Year Performance**

<b>Class of 2017</b>	<b>Class of 2018</b>	<b>Class of 2019</b>
0 Prepared	0 Prepared	6.3 Prepared
4.2 Approaching Prepared	4.2 Approaching Prepared	0 Approaching Prepared
95.8 Not Prepared	95.8 Not Prepared	93.8 Not Prepared

**Conclusions based on this data:**

1. More students are classified as prepared and less as not prepared as time has gone on.

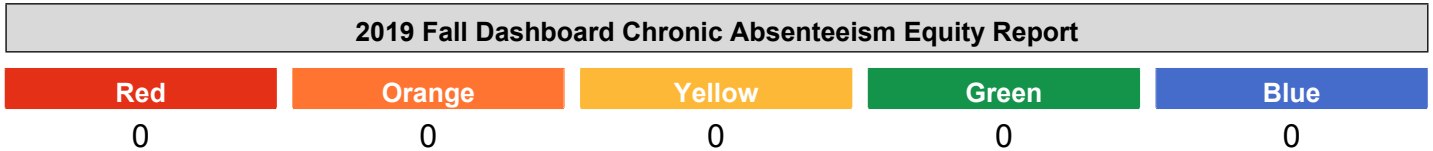
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>11</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>11</p>	<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2

**Conclusions based on this data:**

1. Not enough data to get an accurate estimate on attendance.
2. Using SIS data, we can see that attendance is an area of need.

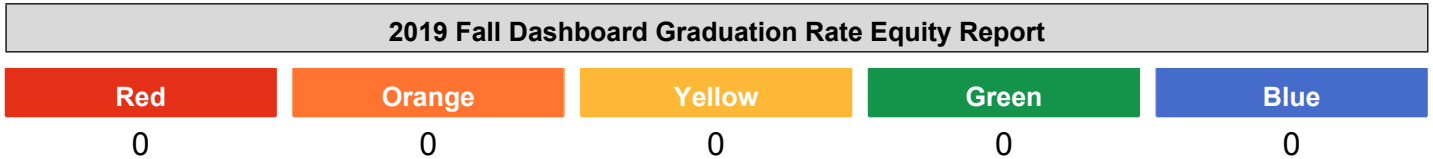
# School and Student Performance Data

## Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>No Performance Color</p> <p>68.8</p> <p>Maintained -2.1</p> <p>16</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>66.7</p> <p>Declined -4.8</p> <p>15</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>

**2019 Fall Dashboard Graduation Rate by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

**2019 Fall Dashboard Graduation Rate by Year**

<b>2018</b>	<b>2019</b>
70.8	68.8

**Conclusions based on this data:**

1. Graduation rates dropped over time.
2. Make goal setting a priority so students can see exactly what they need to do to graduate.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

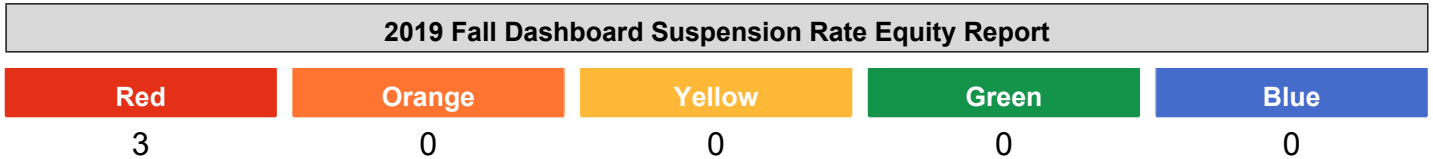
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest  
Performance



Highest  
Performance

This section provides number of student groups in each color.









This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>31.7</p> <p>Increased +16.9</p> <p>101</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>34.8</p> <p>Increased +18.4</p> <p>92</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>50</p> <p>Increased +27.8</p> <p>20</p>



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 6	
Hispanic	Two or More Races	Pacific Islander	White
 Red <div style="background-color: #d9e1f2; padding: 5px; text-align: center;">29.6</div> Increased +10.1 54	 No Performance Color Less than 11 Students - Data 6		 Red <div style="background-color: #d9e1f2; padding: 5px; text-align: center;">32.3</div> Increased +23.5 31

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	14.8	31.7

**Conclusions based on this data:**

1. Suspensions more then doubled over time.
2. Behavior management and issues surrounding the reasons why students are being suspended needs to be looked at from a data perspective.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Conditions of Learning related to Graduation, and Career and College Readiness

## LEA/LCAP Goal

2019-20 LCAP Goal #1 Provide interventions in areas of academic, social, emotional, behavior and attendance and #5 Improve career readiness for middle and high school students.

## Goal 1

Provide conditions of learning that will develop college and career ready students

## Identified Need

What data did you use to form this goal?

California Department of Education Dashboard indicate that 6.3% of FRA students were career and college ready. This is an increase of 6.3% from the previous year.

Surveys with students indicate that they have a lack of understanding on what career and college ready means, and how to access opportunities after high school. Families are often lacking understanding as well and are unable to support students in these opportunities.

Based on assessments in Renaissance Learning, Edgenuity and teacher created assessments, almost all students are struggling to achieve grade level in all content areas.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	2019 Dashboard- 68.8% Graduated	Increase by 5%
Students enrolled in ROP courses complete the courses successfully.	No students passed the final certifications in any ROP course	Increase qualifying scores by 60%.
EL students will reach RFEP status through ELPAC assessments.	ELPAC delayed due to Covid 19	Increase percentage of EL students who reach RFEP status by 30%
Students scoring Moderately Developed to Well Developed on the ELPAC	NA	30%
Career and College Ready Dashboard Indicator	2019 Dashboard - 6.3% increase	Increase by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP ELA Dashboard Indicator	2019 Dashboard- 123.2 points below	Improve to 110 points below
CAASP Math Dashboard Indicator	2019 Dashboard data sample too small (less than 11)	Establish a baseline score with students performing on the nearly met or met proficiency

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Purchase curriculum, materials and supplies to support CCSS and intervention to improve student access and proficiency. Instruction will be aligned with the CCSS, NGSS and ELD standards using FRA staff. Including the purchase and increased use of technology for instruction, student engagement and assessment via the purchase of improved equipment and software.

#### Person(s) Responsible

- Site Principal
- Classroom Teachers
- Director of Student support services
- Classified staff

#### Task

- Purchase new sets of chromebooks for students and laptops for teachers \$17,560
- Purchase of hotspots to provide connectivity to students sat home \$12, 079
- Purchase new online curriculum Edgenuity \$13,500
- Purchase new printed curriculum for SPED students \$8,340
- Purchase PPE screens and anti-glare screens \$4,286
- Minimum days will occur every Wednesday to provide time for individual student evaluation, staff collaboration, and professional development.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

17,560

#### Source(s)

CRF - Learning Loss Mitigation  
4000-4999: Books And Supplies

13,500	CRF - Learning Loss Mitigation 5800: Professional/Consulting Services And Operating Expenditures
8,340	CRF - Learning Loss Mitigation 4000-4999: Books And Supplies
12,079	CRF - Learning Loss Mitigation 4000-4999: Books And Supplies
4,286	CRF - Learning Loss Mitigation 4000-4999: Books And Supplies

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Provide quality, ongoing professional development and collaboration via release time for staff needs to be focused on student achievement (PLC, ELD).

#### Person(s) Responsible

- School Counselor
- Site Principal
- Director of Student Support Services

#### Task/Date

- Provide PD for Edgenuity \$3,000
- Solution Tree PLC Training for teachers \$13,000
- Mind the Gaps training \$1,500
- Aeries staff training \$1,500
- PLC Summer Institute \$21,950
- SCSOS CIA Department trainings including ELD Theresa Hancock, Science NGSS training, Google Classroom
- Summer PD for distance learning \$619
- County office support \$1,308

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

CRF - Learning Loss Mitigation

	5800: Professional/Consulting Services And Operating Expenditures
13,000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures
1,500	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures
1,500	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures
21,950	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures
619	CRF - Learning Loss Mitigation 1000-1999: Certificated Personnel Salaries
150	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures
1,308	Title II Part A: Improving Teacher Quality 7000-7439: Other Outgo

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Provide additional support for case management of students by increasing adult to student ratio to support activities that engage students and provide intervention and prevention activities.

#### Person(s) Responsible

- School Counselor
- Site Principal
- Director of Student Support Services
- Superintendent

#### Task/Date

- Increase school counselor position to assist in student support intervention and MTSS. \$4,185 plus benefits of \$3,112
- Increase or maintain adult to student ratio for smaller class sizes. \$87,715 plus \$8,649
- Hire instructional aide for student support. \$22,062 plus benefits of \$6,225
- Provide opportunity for tutoring \$1,000
- County office indirect support \$11,100 plus \$1,078

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
87715	Title I 1000-1999: Certificated Personnel Salaries
8,649	Title IV Part A: Student Support and Academic Enrichment 1000-1999: Certificated Personnel Salaries
7,297	CRF - Learning Loss Mitigation 1000-1999: Certificated Personnel Salaries
28,287	CRF - Learning Loss Mitigation 2000-2999: Classified Personnel Salaries
1,000	CRF - Learning Loss Mitigation 1000-1999: Certificated Personnel Salaries
11,100	Title I 7000-7439: Other Outgo
1,078	Title IV Part A: Student Support and Academic Enrichment 7000-7439: Other Outgo

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All RFEP

**Strategy/Activity**

For redesignated fluent English proficient learners: RFEP students will be assigned to an individual staff member for monitoring and support to assure academic success

Person(s) Responsible

- Site Principal
- School Counselor
- Classroom teachers

Task/Date

- The counselor will monitor outcomes of students who are identified as RFEP to ensure they were maintaining academic success.
- Staff will participate in PD to provide designated and integrated ELD.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# Annual Review

**SPSA Year Reviewed: 2018-19**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

N/A- no SPSA in 18-19

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A- no SPSA in 18-19

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A- no SPSA in 18-19

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student engagement

## LEA/LCAP Goal

2019-20 LCAP Goal #2 Identify barriers and strategies to overcome those barriers to improve school environmental scales as reported in California Healthy Kids Survey (CHKS) and support all students by creating a school climate that is safe.

## Goal 2

FRA will provide an engaging environment that will increase student engagement, attendance and reduces suspension rates.

## Identified Need

Suspension rates are too high and attendance rates are too low. Student engagement is not at an appropriate level. These findings are based on the CDE dashboard as well as local data.

What data did you use to form this goal?

- Individual Learning Plans (ILP)
- Suspension and attendance and CHKS.

How will the school evaluate the progress of this goal?

- Monitor local suspension data through Aeries.
- 6 week intervention check to ensure ILP is being followed.
- Stakeholders Meeting Reports
- Students transitioning back to their home school District's without loss of credits.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	Caring Adults- 32%, School Connectedness- 37%, Academic Motivation- 23%	Increase all areas by 10%
Suspension Rates	2019 Dashboard 31.7% suspended, increase of 16.9%	Decrease suspensions by 15%
Panorama Survey	Not established- new metric	Establish a baseline score with students indicating >50% on Caring Adults, School Connectedness
Dashboard Chronic Absenteeism	Not enough data less than 11 students	Establish a baseline.
Dashboard Suspension Rates	31.7% Suspended (Increase of 16.9% from prior year)	Reduce suspensions by 15%.



Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Meetings held with expelled youth to review their progress toward meeting their rehabilitation plan and the terms of their readmission as determined by their district of residence. Students will also set goals, create an ILP and enroll in appropriate courses based on need.

Each student who enrolls at FRA must attend an orientation with their parent(s)/guardian. Each condition is review and the expectation for clearing the expulsion is set in place. Placement in an FRA program is based on these conditions.

### Person(s) Responsible

- Site Principal
- Classroom teachers
- School Counselor
- Student
- Parents

### Task

- Meetings to be held quarterly.
- Increase counselor position to support students. \$3,015

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

### Amount(s)

3,015

### Source(s)

Comprehensive Support and Improvement (CSI)  
1000-1999: Certificated Personnel Salaries

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Staff will engage in PD to improve school culture and engagement through the training and implementation of PBIS.

### Person(s) Responsible

- School Counselor
- Site Principal
- Student
- Parent

**Task**

- PBIS training \$30,000
- PBIS signage and incentives \$5,000.
- Travel and conference for SEL training \$10,820
- Professional Development \$14,940

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30,000	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures
5,000	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies
10,820	Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures
14,940	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Increase instructional aide position to help provide restorative practices, increase attendance rates, and increase student engagement in school.

**Person(s) Responsible**

- School Counselor
- Site Principal
- Student

- Parent

**Task**

- Increase or recruit and hire additional instructional aide time. \$16,986
- County Support \$3,356
- Increase teacher support after hours \$2,856

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
16,986	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries
3,356	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits
2,856	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students, with a focus on students with disabilities, socioeconomically disadvantaged students and white.

**Strategy/Activity**

Increased county support in participation in the differentiated assistance process. Identify targeted supports to increase attendance and reduce suspensions.

**Person(s) Responsible**

- Assistant Superintendent
- CIA Director
- Site Principal
- DA support team

**Task**

- County Office Support:

Director of Curriculum and Instruction \$9, 418

Coordinator of Student Support and Outreach \$6,722

Assistant Superintendent of Educational Services \$11,231

Additional benefits \$10,000

- County Indirect Support \$18, 349

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,418	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries
6,722	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries
11,231	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries
18,349	Comprehensive Support and Improvement (CSI) 7000-7439: Other Outgo
10,000	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on parent engagement for students in unique populations.

#### Strategy/Activity

Provide transportation or bus passes for all students.

Provide school supplies for homeless youth.

Provide mileage to support homeless and foster youth with transportation to and from school.

Create school webpage to increase communication and student engagement.

#### Task

- Purchase bus passes as needed \$3,705
- Purchase school supplies for homeless youth \$400
- Mileage costs for homeless and foster \$150
- Build webpage \$275

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,705	Title I 5000-5999: Services And Other Operating Expenditures
400	Title I 4000-4999: Books And Supplies
150	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures
275	Title IV Part A: Student Support and Academic Enrichment 5800: Professional/Consulting Services And Operating Expenditures

## Annual Review

### SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

NA

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

NA

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

NA

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$125,048
Total Federal Funds Provided to the School from the LEA for CSI	\$170,123
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$391,141.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$170,123.00
CRF - Learning Loss Mitigation	\$95,968.00
Title I	\$102,920.00
Title II Part A: Improving Teacher Quality	\$12,128.00
Title IV Part A: Student Support and Academic Enrichment	\$10,002.00

Subtotal of additional federal funds included for this school: \$391,141.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$391,141.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

## Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	170,123.00
CRF - Learning Loss Mitigation	95,968.00
Title I	102,920.00
Title II Part A: Improving Teacher Quality	12,128.00
Title IV Part A: Student Support and Academic Enrichment	10,002.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	138,522.00
2000-2999: Classified Personnel Salaries	45,273.00
3000-3999: Employee Benefits	13,356.00
4000-4999: Books And Supplies	47,665.00
5000-5999: Services And Other Operating Expenditures	3,855.00
5800: Professional/Consulting Services And Operating Expenditures	110,635.00
7000-7439: Other Outgo	31,835.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	33,242.00
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	16,986.00

3000-3999: Employee Benefits	Comprehensive Support and Improvement (CSI)	13,356.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	5,000.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	150.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	83,040.00
7000-7439: Other Outgo	Comprehensive Support and Improvement (CSI)	18,349.00
1000-1999: Certificated Personnel Salaries	CRF - Learning Loss Mitigation	8,916.00
2000-2999: Classified Personnel Salaries	CRF - Learning Loss Mitigation	28,287.00
4000-4999: Books And Supplies	CRF - Learning Loss Mitigation	42,265.00
5800: Professional/Consulting Services And Operating Expenditures	CRF - Learning Loss Mitigation	16,500.00
1000-1999: Certificated Personnel Salaries	Title I	87,715.00
4000-4999: Books And Supplies	Title I	400.00
5000-5999: Services And Other Operating Expenditures	Title I	3,705.00
7000-7439: Other Outgo	Title I	11,100.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	10,820.00
7000-7439: Other Outgo	Title II Part A: Improving Teacher Quality	1,308.00
1000-1999: Certificated Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	8,649.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	275.00
7000-7439: Other Outgo	Title IV Part A: Student Support and Academic Enrichment	1,078.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	243,918.00
Goal 2	147,223.00



# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
John Kovach	Principal
Sydni Beaver	Other School Staff
Ron Fagan	Other School Staff
Kary Hauck	Parent or Community Member
James Morasch	Classroom Teacher
Laura Keeney	Parent or Community Member
Christina Jorgensen	Parent or Community Member
Lorena Heredia	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

Other: Parent Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 12/7/2020.

Attested:



Principal, John Kovach on 12/7/2020

Agenda Item No. 17.0

BOARD AGENDA ITEM: The Pathways Charter Academy School Plan for Student Achievement is Being Submitted for Approval

BOARD MEETING DATE: December 11, 2020

AGENDA ITEM SUBMITTED FOR:

- Action
- Reports/Presentation
- Information
- Public Hearing
- Other (specify)

PREPARED BY:

John Kovach and Joe Hendrix

SUBMITTED BY:

Brian Gault

PRESENTING TO BOARD:

Joe Hendrix

BACKGROUND AND SUMMARY INFORMATION:

For the 2020–21 school year, in the absence of the LCAP, all schools operating Title I, Part A Schoolwide Programs (including charter schools and single school districts) are required to develop a SPSA consistent with the requirements in *EC* Section 64001.

For the 2020–21 school year, charter schools and single school districts may convene a Schoolsite Council or may use the stakeholder engagement process for the Learning Continuity Plan for the development and approval of their SPSA.

The Pathways Charter Academy School Plan for Student Achievement has been developed following established requirements and is being presented for approval.

School Year: **2020-21**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pathways Charter Academy	51 10512 0140152	December 7, 2020	December 11, 2020

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Charter School Plan

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Pathways Charter Academy will meet ESSA requirements to support academic achievement so that all students, particularly the lowest-achieving students and most at-risk students, demonstrate proficiency on the State's academic standards and California Dashboard Indicators. School goals will influence the entire educational program of the school and will be aligned with the goals of the LCAP regarding student outcomes and student and parent engagement. Goals will support the school in improving state Dashboard indicators related to: school climate, academic achievement, graduation rate, college and career readiness, and local indicators as defined in the Dashboard.



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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

PCA utilized surveys to collect data from stakeholders to develop our Learning Continuity and Attendance Plan and our 2020 School Plan for Student Achievement. Because we are a small school, we were also able to meet with stakeholders face-to-face to gather input for our plan. Stakeholder surveys focused on: Career and College Readiness, Graduation goals, meeting rehabilitation plans, going back to the comprehensive school if desired, MTSS needs, family supports, school culture, ISP goal setting and planning.

PCA developed a one-year (2020-2021) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan draft was reviewed by the school's School Site Council on November 19, 2020. In school year 2019-2020, as PCA was planning the opening process as a new school, we initiated a needs assessment process that included a review of the school's mission and educational expectation, data, assessments and learning gaps identified by staff through assessments. Throughout the 2019-2020 planning process, a focus on planning for assessment, attendance and discipline data was reviewed and discussed in the creation of the 20-21 SPSA. In Fall 2020, the draft of the 2020-2021 plan was presented to stakeholders through School Site Council and Staff Meetings and for further input and adjustments. The revised draft was reviewed and approved with input from SSC, Staff and ELAC in November 2020. Goals and specific strategies were planned to increase student achievement and decrease discipline and truancy rates. PBIS was introduced and surveys from staff and students helped to drive the work around behavior and truancy.

The needs assessment identified the need to provide a comprehensive curricular platform that included Math with areas of focus such as foundational concepts, English with writing skills, and Science with virtual laboratory activities, reports, and presentations. The need to increase parent involvement was also heavily discussed, with a variety of suggestions and strategies to be implemented in 20-21. It was determined that continued support in Math, ELA and Science was needed to increase rigor, student engagement, and task alignment to the common core standards.

Additionally the California Healthy Kids Survey is implemented annually. School will administer in 2021 for new data. Panorama surveys will be administered during the 20-21 school year to all students to gather more data for review.

Overall, parents staff and students are satisfied with the PCA program. Parents have communicated that they are appreciative of all the efforts PCA makes to improve students access, learning and that we include a focus on MTSS as well as career readiness for after high school. Students acknowledge a difficulty in working at their highest ability so have communicated that they would like more support in improving as students

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

PCA did not open until the 2020-2021 school-year and has only one teacher. Therefore, our teacher participates in a professional learning community with Feather River Academy staff. Last year, through the implementation of Positive Behavioral Interventions and Supports (PBIS), and PLC training. Currently, our PCA teacher is on track to be observed informally multiple times during the 2020-2021 school-year. Findings to date are: The PCA program is up and running with 17 students and overall, is running well. The ISP program, paperwork and accountability are being conducted at a high level with good positivity. Student engagement is increasing as the current COVID pandemic has provided some challenges for this school year.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

PCA utilizes (Renaissance Learning) assessments to identify student learning levels, modify instruction, and improve student achievement. Upon enrollment, or at the beginning of each year, students complete the formal benchmark assessment. Students' results are evaluated and used to prescribe interventions and drive instruction using the My Path curriculum. Each student is provided with an individualized learning plan that appropriately starts at their learning level and progresses to bring them up to grade level or extend their learning to meet their specific goals.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Student progress is monitored through the My Path component of our curriculum. In addition to monitoring progress toward the prescribed learning path, students retake benchmark assessments each trimester to monitor progress, adjust learning paths, and modify interventions/extentions.



## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

PCA currently has one teacher on staff, who is highly qualified and appropriately credentialed.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

As mentioned above, PCA's teacher is appropriately credentialed. We have also purchased curriculum specific professional development based on teacher input and our teacher participates in professional development opportunities with Feather River Academy staff.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to content standards through curriculum-specific professional development. Professional development is aligned to staff's professional needs by including staff in the planning and selection of professional development. Monitoring student progress by utilizing a standards based assessment system provides us with data to target areas where students need improved support. By including a discussion of students' needs during our professional development planning process, we are able to align some professional development to students' needs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

PCA partners with the Sutter County Superintendent of Schools (SCSOS) Office to provide ongoing instructional assistance and support for our teacher. SCSOS provides academic specialists as well as social-emotional support specialists who are available to support PCA staff as needed.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration within the school is not possible because we only have one teacher. However, because of our relationship with Feather River Academy and the Sutter County Superintendent of Schools office, our teacher is able to regularly collaborate with peers. Currently, PCA staff collaborates with peers at FRA weekly through staff meetings, PD, and PLC meetings.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

PCA completed a formal adoption process to ensure our curriculum and materials are aligned to content standards. Through this process, we selected Edgenuity with My Path and Renaissance Learning software. We also utilize professional development, including the teacher evaluation process, to align instruction to performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

PCA meets the recommended instructional minutes for reading/language arts and mathematics. Because PCA is an independent study program, students earn credit based upon work completion.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

PCA utilizes Edgenuity's pacing guide features as well as My Path to ensure appropriate pacing schedules and sufficient intervention exists for students. Through weekly meetings between the student and teacher, goals are constantly being set and followed through the Edgenuity platform. Students have the flexibility to complete the required work, or to work beyond what is expected and complete more class work for more credits leading to graduation. Edgenuity has built in intervention programs which are utilized by the student through guidance from the classroom teacher.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

PCA purchased sufficient curriculum and instructional materials to ensure that all student groups have appropriate standards-based instructional materials available.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

PCA completed our adoption process to ensure our instructional materials, including intervention materials, are standards-aligned and high school students have access to standards-aligned core courses. We adopted the Edgenuity Curriculum that is supported with My Path and Renaissance Learning.

## **Opportunity and Equal Educational Access**

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

In addition to individualized learning plans, an individualized success plan is developed to ensure all students receive the services necessary to meet standards. Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, 1:1 tutoring, and core support classes in Edgenuity. Supports are based on individual student needs.

Evidence-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), ILP program in Edgenuity, Renaissance benchmark testing resources and supports, target meetings, goal setting meetings, and MTSS supports through counseling and outreach coordinators. Staff is also undergoing training in both PLC for academics and PBIS for behavior management.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents are encouraged to get involved in their child's learning by attending scheduled parent student meetings, participation in a decision-making group, or attending school events. Parents stay informed on upcoming events and school activities through the dissemination of parent handbooks, annual notifications, and regularly connect with parents via written announcements and school messenger announcements. FRA has a shared School Site Council with Pathways Charter Academy that advises the administration on a variety of issues and approves expenditures for state and federal programs at the school. At each meeting, school progress is discussed, suggestions and ideas are taken are used to guide activities, concerns, and questions are addressed. Parents are one of the many groups involved in the development of the SPSA; members review the plan and review student data. The review process is most active in the Spring and Fall, evaluated, and the plan is revised to address student achievement based on data.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC) and the combined Parent Advisory Committee meets several times a year determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, and advisory committees monitor the school's SPSA. Staff and other school personnel also meet weekly and throughout the year discuss the activities and services that will be implemented to support all students' academic achievement and needs. Staff meetings occur weekly and any concerns or needs to adjust the plan are addressed at these weekly meetings as well.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Currently, PCA does not receive state categorical funding through the Consolidate Application.

Fiscal support (EPC)

NA

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Consultation with parents, students, teachers and staff is an ongoing part of the planning process as is conferring with county personnel.

Input gathered to create the Learning Continuity and Attendance Plan was also used in the planning process for this SPSA/Annual Review and Update. Gathering input included: Attendance concerns,

MTSS needs, family connectivity, student engagement and success, Career and College planning, graduation requirements and goal setting.

The Parent Advisory Committee was consulted at Meetings on September 3, September 17, November 19, December 7 in the fall of 2020.

Parents were consulted through surveys on March 26, April 2, 16 and 30, May 7, 14 and 21, August 12 and 27, September 3 and 17, October 1, 15, and 29, November 5, 12 and 19. Input from parents was also gathered through phone calls and home visits occurring on a minimum of a weekly basis between March and now. Parents were also contacted weekly or several times a week to gather input for school support for their students.

Students were consulted through surveys on October 1, 8, 15, 22, 27, and 29, November 2, 3, 5, 9, 10, 12, 16 and 17. Input from students was also gathered through conversations on a weekly basis between March and now.

School faculty and staff were consulted through surveys on September 1 and 15, October 6, and 20, and November 3 and 17. Input from faculty and staff is also gathered through an agenda item at weekly staff meetings.

Multiple SCSOS departments (Business, SELPA, Special Education, ROP/CTE, Curriculum and Instruction, Student Support and Outreach) met to plan on July 7, July 28, August 11, September 3, October 15, November 5, and November 12.

All Districts served by SCSOS were consulted at a regular weekly Zoom Conferences from march to now.

The community was also encouraged to attend board meetings and provide input on September 9 and September 23.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

A review of the comprehensive needs assessment from our existing sister-county community school determined the need to focus on greater support for students who struggle to meet the requirements for high school graduation and the need to increase college and career readiness. A greater emphasis on social emotional learning, conflict mediation, and mentoring is also needed, as students continued to be suspended for fighting and possession/under the influence of marijuana. Due to the COVID pandemic that our students are currently experiencing and the transition to distance learning, there is a need to provide adequate technology and connectivity to bolster student success.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	%			
African American	%	%	%			
Asian	%	%	%			
Filipino	%	%	%			
Hispanic/Latino	%	%	%			
Pacific Islander	%	%	%			
White	%	%	%			
Multiple/No Response	%	%	%			
<b>Total Enrollment</b>						

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20

### Conclusions based on this data:

1. No prior-year data exists for PCA
2. Based on current year data, a need exists for a quality independent study county community school program.
3. Based on current year data, younger students are looking for an independent study county community school based program.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20

**Conclusions based on this data:**

1. No prior-year data exists for PCA.
2. Based on current enrollment that includes English Learner students, PCA will need to provide a high-quality English Language Development program.
3. PCA will need to Ensure the ELPAC is administered barring any COVID delays for the Spring 2021.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
All Grades	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	

Writing Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	

Listening Demonstrating effective communication skills										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	

Research/Inquiry Investigating, analyzing, and presenting information										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	

### Conclusions based on this data:

- No prior-year data exists for PCA. Therefore we analyzed data from the school where most students previously attended. Based on our analysis, for the greatest success, we need to identify each student's level of learning and create individualized learning paths for each student.
- PCA needs curriculum that provides an opportunity for targeted intervention and monitoring of progress for data based decision making.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
All Grades	N/A	N/A	N/A												

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19

### Conclusions based on this data:

1. No prior-year data exists for PCA. Therefore we analyzed data from the school where most students previously attended. Based on our analysis, for the greatest success, we need to identify each student's level of learning and create individualized learning paths for each student.
2. PCA needs curriculum that provides an opportunity for targeted intervention and monitoring of progress for data based decision making.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students									
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

**Conclusions based on this data:**

1. No prior-year data exists for PCA. However, there are English Learner students currently enrolled at PCA. Based on current enrollment and an analysis of data from the school where most students previously attended, we need to implement a quality English Language Development program to meet students' individual needs.
2. PCA needs curriculum that provides for effective integrated and designated ELD.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage

### Conclusions based on this data:

1. No prior-year data exists for PCA. However: 82% of current students are socio-economically disadvantaged; 29% are Hispanic; 5.88% are Asian; 5.88% are Black/African American; 41.18% are White; and 5.88% are "Multiple"
2. Based on current enrollment: our curriculum must be relative to students from differing races/ethnicities; our climate must be conducive to success for students from various races/ethnicities; and teachers must be skilled in providing equitable access to learning for students from various races/ethnicities.

# School and Student Performance Data

## Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

Academic Engagement

Conditions & Climate

### Conclusions based on this data:

1. No prior-year data exists for PCA. Therefore we analyzed data from the school where most students previously attended. Based on our analysis, suspensions are a concern, so behavior management development should be brought in to help staff deal with difficult students
2. We will need to watch for a trend in suspensions and implement early efforts to address the root cause for increased suspensions.

# School and Student Performance Data

## Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

#### Conclusions based on this data:

1. No prior-year data exists for PCA. Therefore we analyzed data from the school where most students previously attended. Test scores that were captured showed that most students were well below standard in English, so we need a high quality English Language Arts curriculum that allows us to identify each student's level of learning and create individualized ELA learning paths for each student.
2. PCA should identify supports needed by socioeconomically disadvantaged students to help them achieve success.
3. PCA needs curriculum that provides an opportunity for targeted intervention and monitoring of progress for data based instructional planning for ELA, and staff should receive curriculum specific professional development to help ensure curriculum is used properly to support student learning in ELA.

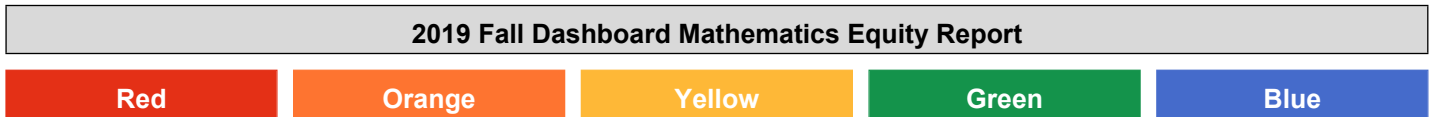
# School and Student Performance Data

## Academic Performance Mathematics

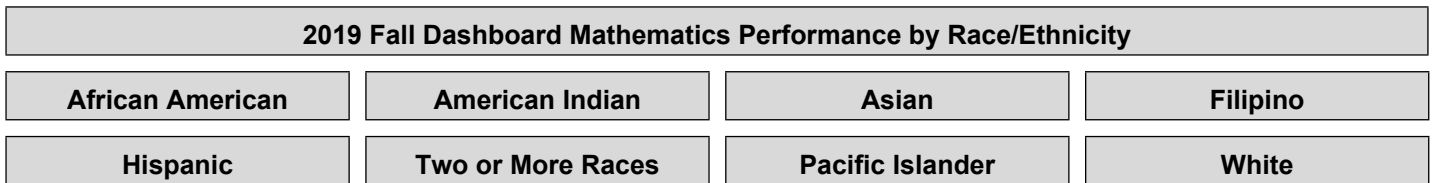
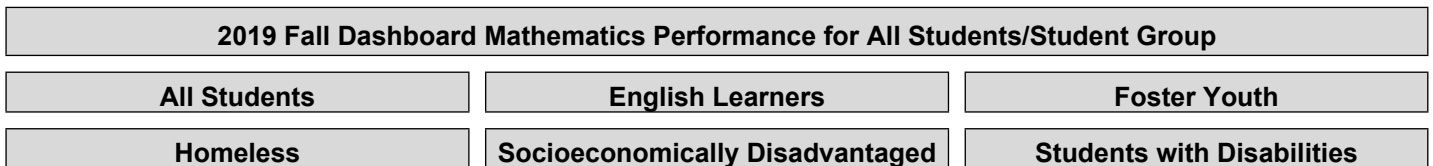
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

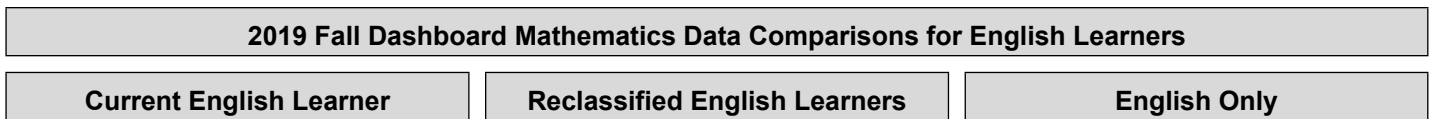
This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.



### Conclusions based on this data:

1. No prior-year data exists for PCA. Therefore we analyzed data from the school where most students previously attended. Due to the lack of completed assessments, there was not enough data to make conclusions with confidence. One assumption is that less mathematics assessments were completed because students struggled more in mathematics. Therefore, we need a strong curriculum
2. PCA should identify supports needed by socioeconomically disadvantaged students to help them achieve success.
3. PCA needs curriculum that provides an opportunity for targeted intervention and monitoring of progress for data based instructional planning for Mathematics, and staff should receive curriculum specific professional development to help ensure curriculum is used properly to support student learning in Mathematics.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
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#### Conclusions based on this data:

1. No prior-year data exists for PCA. Therefore we analyzed data from the school where most students previously attended, but there was not enough data to confidently draw conclusions. With this in mind, the fact that we have English-Learner Students leads us to conclude that we must provide a high quality program for English Language Development.
2. PCA must also evaluate staff's ability to provide quality English Language Development instruction and provide appropriate professional development to support student success.

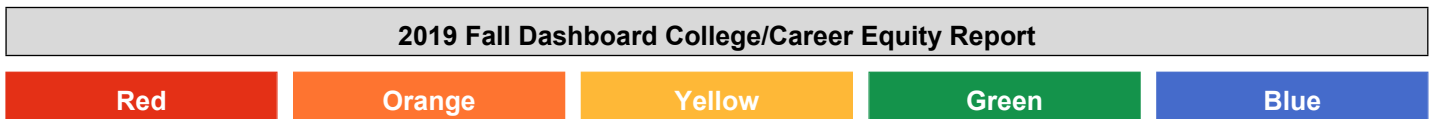
# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

1. No prior-year data exists for PCA. Therefore we analyzed data from the school where most students previously attended, and found that the number of students identified as "prepared" is increasing.
2. County Community School students are interested in college/career pathways.
3. College/career interests can be leveraged to help students find meaning in school and become more successful.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

### 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

### Conclusions based on this data:

1. No prior-year data exists for PCA. Therefore we analyzed data from the school where most students previously attended, and found that enough data does not exist to confidently draw conclusions. However, an analysis of local data shows that attendance is an issue.
2. PCA should look into supports needed by students to arrive at school on time and ready to learn.

# School and Student Performance Data

## Academic Engagement Graduation Rate

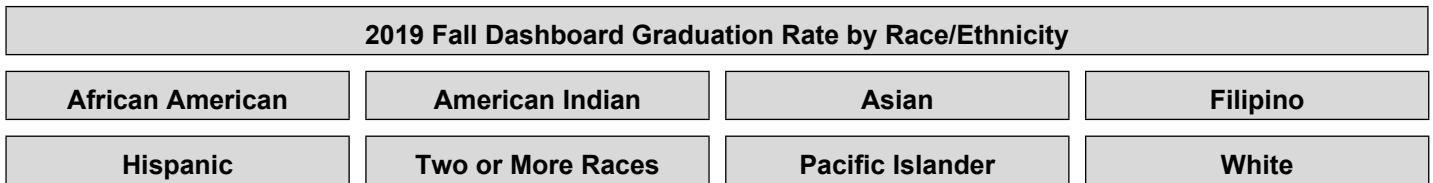
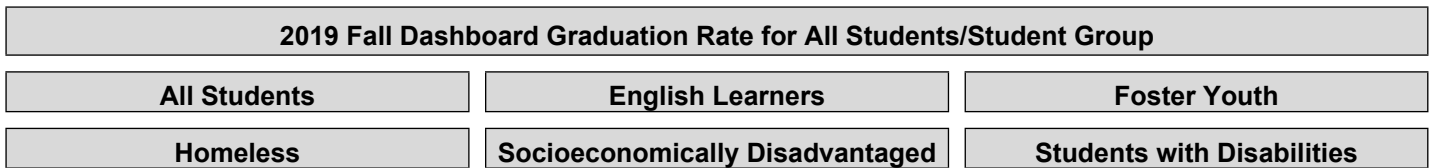
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

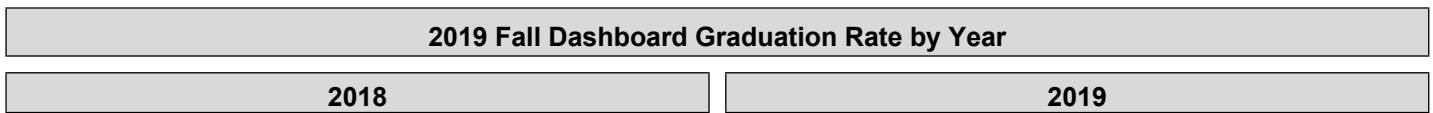
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



### Conclusions based on this data:

1. No prior-year data exists for PCA. Therefore we analyzed data from the school where most students previously attended, and found that graduation rates decreased.
2. Students need more support to help increase graduation success.
3. PCA should make goal setting a priority so students can see exactly what they need to do to graduate, and students should receive supports to help them meet their goals.

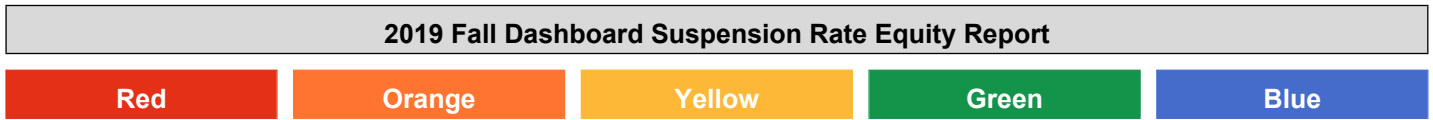
# School and Student Performance Data

## Conditions & Climate Suspension Rate

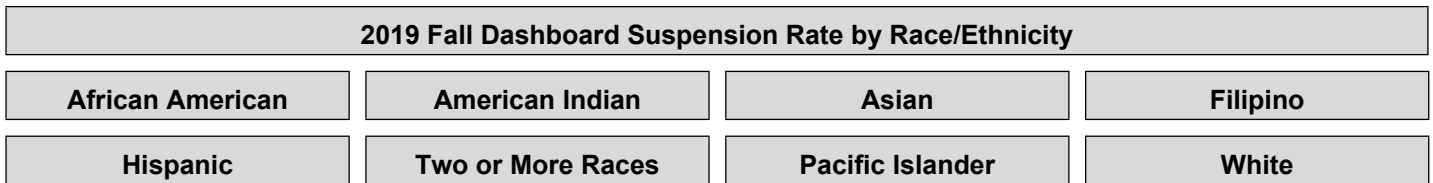
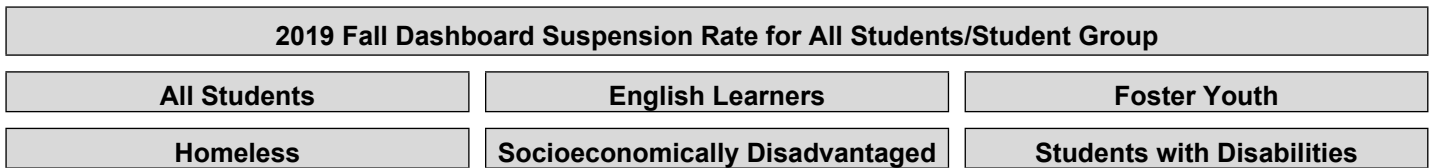
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



This section provides a view of the percentage of students who were suspended.



### Conclusions based on this data:

1. No prior-year data exists for PCA. Therefore we analyzed data from the school where most students previously attended, and found that suspensions more than doubled.
2. Teachers need professional development to help improve the conditions, climate, and suspension rates at PCA.
3. Behavior management and issues surrounding the reasons why students are being suspended needs to be looked at from a data perspective.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Conditions of Learning related to graduation, and Career and College Readiness

## LEA/LCAP Goal

PCA is a new school and does not yet have an LCAP.

## Goal 1

Ensure that all students are college and career ready by providing rigorous, relevant, high quality instruction.

## Identified Need

What data did you use to form this goal?

Since PCA is a new school, we looked at FRA data since many of the students at PCA came from FRA. The California Department of Education Dashboard indicate that 6.3% of FRA students were career and college ready. This is an increase of 6.3% from the previous year.

Surveys with students indicate that they have a lack of understanding on what career and college ready means, and how to access opportunities after high school. Families are often

lacking understanding as well and are unable to support students in these opportunities.

What data did you use to form this goal?

Because previous year data was not available for PCA, we used data from the school where most students previously attended (Feather River Academy):

- CASSPP assessment in ELA for 11th grade.
- Algebra 1/integrated Math 1 passing rates Renaissance Learning Assessments

What were the findings from the analysis of this data?

Based on assessments in Renaissance Learning, Edgenuity and teacher created assessments, almost all students are struggling to achieve grade level in all content areas.

Students likely scored below "Standard Met" on their previous CAASPP English Language Arts/Literacy Assessment and experienced learning loss due to COVID-19.

Students likely scored below "Standard Met" on their previous CAASPP Mathematics Assessment and experienced learning loss due to COVID-19.

The number of students that met standards increased by 2.4-3.0% in both ELA and Math. However, many students still scored below "Standard Met".

The number of students passing Algebra 1/Integrated Math needs to improve.

It is difficult to analyze Renaissance Learning data due to the high mobility of students and a very small sample size.

Assessments need to be administered more frequently and consistently.

Assessment will now be administered at the end of new student orientation.

How will the school evaluate the progress of this goal?

Analysis of CAASPP Assessment results in both ELA and Mathematics

Increase in the number of students who successfully transition back to their home schools or graduate successfully from PCA.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Language Arts Assessment results	Establish a baseline	The baseline score for "all students" and all significant subgroups will be equal to or greater than the corresponding countywide average scores for county community schools.
CAASPP Mathematics Assessment results	Establish a baseline	The baseline score for "all students" and all significant subgroups will be equal to or greater than the corresponding countywide average scores for county community schools.
ELPAC Assessment results	Establish a baseline	The baseline score for will be equal to or greater than the corresponding countywide average scores for county community schools.
Dashboard College/Career for All Students/Student Groups	Establish a baseline	The baseline score for "all students" and all significant subgroups will be equal or greater than the corresponding countywide average scores for county community schools.
Dashboard Academic Engagement & Graduation Rate	Establish a baseline	The baseline score for "all students and all significant subgroups will be equal or greater than the corresponding countywide average scores for county community schools.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Provide all students with highly-qualified teacher(s) in each subject area.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
47,688	LCFF 1000-1999: Certificated Personnel Salaries Teacher Salary
3,205	Other 3000-3999: Employee Benefits Teacher Salary
10,000	LCFF 3000-3999: Employee Benefits Teacher Benefits

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Provide all students with California Common Core Standards aligned curriculum in all core subjects.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,000	CRF - Learning Loss Mitigation 4000-4999: Books And Supplies Edgenuity Curriculum, Star Integration, My Path

### Strategy/Activity 3

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Provide all students with opportunities to enroll in career education courses and to explore career interests.  
  
Students have the choice of enrolling either in CTE course in the Edgenuity platform or they may enroll in SCSOS ROP course.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Edgenuity and ROP courses are offered .

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Language Learners

**Strategy/Activity**

Provide English Language Learners with effective English Language Development instruction to support reclassification within three years.  
Staff will be offered the opportunity to participate in PD to support both integrated and designated instruction in ELD.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Provide all students with technology to successfully engage the curriculum

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8,753

Source(s)

CRF - Learning Loss Mitigation  
4000-4999: Books And Supplies

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Improve instruction for all students by providing staff with professional development focusing on best instructional practices and curriculum specific training.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

CRF - Learning Loss Mitigation  
5000-5999: Services And Other Operating  
Expenditures  
Edgenuity PD

## Annual Review

### SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

No Analysis is needed because the school is in the first year of implementing the goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A



Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Conditions of Learning Related to School Conditions and Climate

## LEA/LCAP Goal

PCA is a new school and does not yet have an LCAP.

## Goal 2

Maintain a positive school climate; including fostering positive relationships between staff, students, parents, and the community

## Identified Need

Since PCA is a new school, data was gathered from each student's prior school of enrollment. Suspension rates are too high and attendance rates are too low. Student engagement is not at an appropriate level. These findings are based on the CDE dashboard as well as local data.

What data did you use to form this goal?

- CDE Dashboard data
- Individual Learning Plans (ILP)
- Suspension data, attendance data and CHKS (California Healthy Kids Survey).

Based on analyses indicated above:

- Students likely have a history of chronic absenteeism, which may have been exacerbated by the effects of the COVID-19 pandemic.

How will the school evaluate the progress of this goal?

- Monitor local suspension data through Aeries.
- 6 week intervention check to ensure ILP is being followed.
- Stakeholders Meeting Reports
- Students transitioning back to their home school District's without loss of credits.

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Dashboard Chronic Absenteeism Equity Report

Establish a baseline.

The baseline score for "all students" and all significant subgroups will be equal to or "higher performing" than the corresponding countywide average scores for county community schools.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Suspension Rate Equity Report	Establish a baseline.	The baseline score for "all students" and all significant subgroups will be equal to or "higher performing" than the corresponding countywide average scores for county community schools.
Panorama survey Report	Establish a baseline.	The baseline score for "all students" and all significant subgroups will be equal to the corresponding countywide average scores for county community schools.
Healthy Kids Survey Report	Establish a baseline.	The baseline score for "all students" and all significant subgroups will be equal to the corresponding countywide average scores for county community schools.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Improve the school climate for all students by providing staff with professional development focusing on Positive Behavioral Interventions and Supports (PBIS).

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

1000

#### Source(s)

LCFF  
5000-5999: Services And Other Operating Expenditures  
Professional Development to include (Travel & Conference)

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Improve the school climate for all students by providing counselors and staff to supply multi-tiered systems of support.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23,762	LCFF 0001-0999: Unrestricted: Locally Defined Counselor Salary
14,558	LCFF 1000-1999: Certificated Personnel Salaries Principal Salary
8,940	LCFF 2000-2999: Classified Personnel Salaries School Secretary Salary
20,812	LCFF 3000-3999: Employee Benefits Employee Benefits

## Annual Review

**SPSA Year Reviewed: 2018-19**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

No Analysis is needed because the school is in the first year of implementing the goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Facilities

## LEA/LCAP Goal

PCA is a new school and does not yet have an LCAP.

## Goal 3

Provide modern, safe school facilities that support student success.

## Identified Need

PCA is a new school opening up on a limited budget to spend on improvements to facilities.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State Facilities Inspection Tool	Establish a baseline.	PCA facilities will be identified as in "Good Repair" on the FIT.
Williams Complaints	Establish a baseline.	There will be no unresolved complaints.
Annual Surveys	Establish a baseline.	The majority of students, parents, and staff will "agree" or "strongly agree" that PCA facilities are clean, safe, and support learning.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide staff to ensure PCA facilities are safe and clean.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide materials and supplies to ensure PCA facilities are safe and clean.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

## Annual Review

### SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

No Analysis is needed because the school is in the first year of implementing the goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$147,218.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
CRF - Learning Loss Mitigation	\$17,253.00

Subtotal of additional federal funds included for this school: \$17,253.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$126,760.00
Other	\$3,205.00

Subtotal of state or local funds included for this school: \$129,965.00

Total of federal, state, and/or local funds for this school: \$147,218.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
CRF - Learning Loss Mitigation	17,253.00
LCFF	126,760.00
Other	3,205.00

## Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	23,762.00
1000-1999: Certificated Personnel Salaries	62,246.00
2000-2999: Classified Personnel Salaries	8,940.00
3000-3999: Employee Benefits	34,017.00
4000-4999: Books And Supplies	16,753.00
5000-5999: Services And Other Operating Expenditures	1,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	CRF - Learning Loss Mitigation	16,753.00
5000-5999: Services And Other Operating Expenditures	CRF - Learning Loss Mitigation	500.00
0001-0999: Unrestricted: Locally Defined	LCFF	23,762.00
1000-1999: Certificated Personnel Salaries	LCFF	62,246.00
2000-2999: Classified Personnel Salaries	LCFF	8,940.00



3000-3999: Employee Benefits	LCFF	30,812.00
5000-5999: Services And Other Operating Expenditures	LCFF	1,000.00
3000-3999: Employee Benefits	Other	3,205.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	78,146.00
Goal 2	69,072.00

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

Other: Parent Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 12/7/2020.

Attested:



Principal, John Kovach on 12/7/2020