



**COLD SPRING SCHOOL DISTRICT
BOARD OF TRUSTEES**

REGULAR BOARD MEETING / ANNUAL ORGANIZATION OF THE BOARD

**MONDAY, DECEMBER 10, 2018
5:30 PM**

**COLD SPRING SCHOOL AUDITORIUM
2243 SYCAMORE CANYON RD, SANTA BARBARA, CA, 93108**

Welcome to the meeting of the Cold Spring School District Governing Board.

Public Comments – Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda or within the Board's jurisdiction. In order to conduct district business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

Persons wishing to address the Board must turn in a Request to Address the Board form prior to the agenda item or prior to the Public Comments period if the item is not on the agenda.

During the Public Comments agenda item (Item 11), members of the public may bring before the Board matters that are not listed on the agenda. The Board shall take no action or discussion on any item not appearing on the posted agenda, except as authorized by law. (Education Code 35145.5, Government Code 54954.2)

Members of the public may address the Board on any item on the agenda either before or during the Board's consideration of the item. A Request to Address the Board must be turned in prior to the agenda item.

Individual speakers shall be allowed three (3) minutes to address the Board on each agenda or non-agenda item. The Board shall limit the total time for public input on each item to 15 minutes.

Accessibility – In compliance with the American Disabilities Act, if you need special assistance to participate in the meeting or need this agenda provided in disability-related alternative format, please contact the [Superintendent/Principal's Office](#).

Reports/Attachments – Members of the public may request a copy of the agenda, or a copy of the documents constituting the agenda packet, of any meeting of the Governing Board. Notification 72 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Upon request, the District shall also make available this agenda and all other public records associated with the meeting in appropriate alternative formats for persons with a disability.

Cell Phones / Electronic Devices – As a courtesy to all meeting attendees, please set cell phones and electronic devices to silent mode and engage in conversations outside the meeting room.

**COLD SPRING SCHOOL DISTRICT
BOARD OF TRUSTEES**

REGULAR BOARD MEETING / ANNUAL ORGANIZATION OF THE BOARD

AGENDA

**MONDAY, DECEMBER 10, 2018
5:30 PM**

**COLD SPRING SCHOOL AUDITORIUM
2243 SYCAMORE CANYON RD, SANTA BARBARA, CA, 93108**

REGULAR SESSION / ANNUAL ORGANIZATION OF THE BOARD

1. CALL TO ORDER.....5:30 PM

2. APPROVAL OF THE AGENDA

[Motion: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____ Abstain: _____]

3. CLOSED SESSION

3.A. Conference with Labor Negotiators (Gov. Code sec. 54957)
Agency designated representatives: Yuri Calderon and Dr. Amy Alzina
Employee organization: CSEA

4. PLEDGE OF ALLEGIANCE

5. ANNOUNCEMENT OF CLOSED SESSION ACTION

6. OATH OF OFFICE FOR NEWLY ELECTED TRUSTEESSUPERINTENDENT ALZINA

6.A. Recognition of Outgoing Board Members: Kim Ferrarin 2015-2018, and Leslie Kneafsey, 2016-2018.

The Board will take a short recess for refreshments outside of the auditorium.

6.B. Superintendent Alzina to administer Oath of Office to newly appointed Trustees in lieu of election: Michael Marino, Eric Schiller, and Jennifer Miller.

7. COLD SPRING SCHOOL MISSION STATEMENT

The mission of Cold Spring School is to provide a quality educational program in a secure family atmosphere, which fosters a balance of academic achievement, healthy personal development, social and environmental responsibility, and enthusiasm for lifelong learning.

Teachers, staff, parents, and the community will work together to create a school environment in which cooperative problem-solving, creativity, and innovative thinking are encouraged, and the unique potential of each individual student and employee is valued and nurtured.

8. ANNUAL ORGANIZATION OF THE BOARD.....2019 SCHOOL BOARD

8.A. Election of Board President / Passing of The Gavel

- Call for Nominations for Board President, 2019

Motion: _____ Second: _____ that nominations be closed and
that _____ be elected as Board President, 2019.

[Ayes: _____ Noes: _____ Absent: _____ Abstain: _____]

New Board President Presides Over Remainder of Meeting

8.B. Election of Vice President

- Call for Nominations for Vice President, 2019

Motion: _____ Second: _____ that nominations be closed and
that _____ be elected as Vice President, 2019.

[Ayes: _____ Noes: _____ Absent: _____ Abstain: _____]

8.C. Election of Board Clerk

- Call for Nominations for Board Clerk, 2019

Motion: _____ Second: _____ that nominations be closed and
that _____ be elected as Board Clerk, 2019.

[Ayes: _____ Noes: _____ Absent: _____ Abstain: _____]

**8.D. Santa Barbara County Committee on School District Organization, (See
Santa Barbara County Office of Education Form Attachment D)**

Rep: _____ / Alternate: (Optional) _____

Motion: _____, Second: _____, to appoint all
Board Representatives as agreed upon by the Board.

[Ayes: _____ Noes: _____ Absent: _____ Abstain: _____]

8.E. Establish Date, Time and Place of Regular Board Meetings for 2019

Motion: _____ Second: _____ to approve the Cold Spring School District
Board of Trustees Meeting Schedule for 2019, as shown in the attached
supplement.

[Ayes: _____ Noes: _____ Absent: _____ Abstain: _____]

9. APPROVAL OF MINUTES..... ITEM 9A

**9.A. Approval of Minutes of the November 13, 2018 Board Meeting, Regular
Session**

[Motion: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____ Abstain: _____]

10. RECOGNITIONS, RECEIPT OF GIFTS, ACKNOWLEDGEMENTS, AND ACCEPTANCES

11. PUBLIC COMMENTS

During this time, the Board President may acknowledge requests to speak on a topic not on the agenda. Persons wishing to address the Board should make a written request prior to this agenda item.

12. BOARD COMMENTS – COMMUNICATION/CORRESPONDENCE

Individual Board Members may share information or correspondence with the Board, staff and the public.

13. CONSENT AGENDA.....ITEMS 13A – 13B

The following items are routine and may be enacted by approval of a single motion. There will be no separate discussion of these items. Any item may be removed from the Consent Agenda upon request of a Board member.

Recommended that the board approve the following items as presented:

13.A. FINANCE REPORTS:

1. Warrants (attachment)
2. Regular payroll, November 2018: \$274,377.74
3. Other financial items

13.B. Ratification of Applications for Use of School Facilities, (3 total), as shown in the attached supplement

To ratify:

- Susan Iwanaga, Cold Spring Culinary Academy
- Warren Mendes, Musical Minds
- Beatriz Arroyo, Academic Chess

[Motion: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____ Abstain: _____]

14. SUPERINTENDENT REPORTITEMS 14A – 14D

14.A. Monthly Enrollment Update

14.B. January 9th Anniversary Community Event: Raising Our Light, an Evening of Remembrance in Montecito

14.C. Update Regarding the California Dashboard

14.D. Updates to Classified Job Descriptions

15. BUSINESS AND FINANCE.....ITEM 15A

15.A. Review and Approval of the 2018-19 First Interim Report

[Motion: _____ Second: _____ Ayes: _____ Noes: _____ Absent: _____ Abstain: _____]

16. ACTION AGENDA.....ITEMS 16A – 16E

16.A. Approval of Resolution 2018-19/6 Delegating Authority to Make Cash and Budget Transfers for the 2019 Calendar Year

[Motion:_____ Second:_____ Ayes:_____ Noes:_____ Absent:_____ Abstain:_____]

16.B. Approval of Authorized Signers: District Personnel Authorized to Act as District Agents

[Motion:_____ Second:_____ Ayes:_____ Noes:_____ Absent:_____ Abstain:_____]

16.C. Approval of the 2018-19 Comprehensive School Safety Plan

[Motion:_____ Second:_____ Ayes:_____ Noes:_____ Absent:_____ Abstain:_____]

16.D. Approval of the Single Plan for Student Achievement (SPSA)

[Motion:_____ Second:_____ Ayes:_____ Noes:_____ Absent:_____ Abstain:_____]

16.E. Review and/or Approval of Board Policies, Second Reading:

- BB 9110 Terms of Office
- BP 5144.1 Suspensions and Expulsions
- BP 6170.1 Transitional Kindergarten

[Motion:_____ Second:_____ Ayes:_____ Noes:_____ Absent:_____ Abstain:_____]

17. CONFERENCE AGENDA ITEM 17A

Conference items may recognize people and programs, provide reports, request operational actions, discuss proposals, or make recommendations. The Board may comment, provide direction or take action on these items. Generally, items requiring action will be placed on a following agenda.

17.A. Review and/or Approval of Board Policies, First Reading:

- Board Policy 6158 Independent Study

18. SUGGESTED BOARD AGENDA ITEMS FOR THE NEXT REGULAR MEETING

- Quarterly Williams Report
- Annual Audit
- Superintendent Symposium Announcement
- School Accountability Report Card (SARC)
- SELPA Contract
- Governance Manual Workshop
- PE Presentation
- Mission Statement

19. BOARD GOVERNANCE

19.A. Evaluation of Meeting

20. ADJOURNMENT

[Motion:_____ Second:_____ Ayes:_____ Noes:_____ Absent:_____ Abstain:_____]

Date of Next Regular Board Meeting: January 14, 2019 (Pending Board Approval)



SCHOOL BOARD REPRESENTATIVE THE
COUNTY COMMITTEE ON SCHOOL DISTRICT ORGANIZATION

Today's date: 12 / 10 / 18

District: Cold Spring School District

Completed by: Coral Godlis

Title: Executive Assistant

Our office needs the name of the governing board member that has been selected as your district's representative to the Santa Barbara County Committee on School District Organization ("County Committee").

Education Code Section 35023 specifies that the representative must be a member of your governing board and must be selected at your annual organizational meeting. The board representative will **not** be a member of the County Committee. **The singular function of the board representative is to nominate and elect the eleven members of the County Committee.** Elections are held in the fall. Board representatives will be directly notified by our office, with courtesy copies sent to their superintendents. You may name an alternate representative, but there is no requirement that you do so.

Name of representative: _____

Name of alternate representative: _____

Return completed form to:

School Business Advisory Services
Santa Barbara County Education Office

REFERENCE:
EC§35023

ATTACHMENT D

Cold Spring School District

Governing Board

Schedule of Regular Session Meetings – 2019

Meetings are scheduled for 6:00 PM on the second Monday of each month,
unless noted*

January 14, 2019

February 11, 2019

March 11, 2019

April 8, 2019

May 13, 2019

June 10, 2019

July 8, 2019

August 12, 2019

September 9, 2019

October 14, 2019

***November 12, 2019**

December 9, 2019
Annual Organizational Meeting

*The November Regular Session Board meeting is scheduled for November 12, 2019, a Tuesday, due to the second Monday of the month being Veteran's Day.



**COLD SPRING SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR BOARD MEETING**

MINUTES

**TUESDAY, NOVEMBER 13, 2018
5:00 PM**

**COLD SPRING SCHOOL AUDITORIUM
2243 SYCAMORE CANYON RD, SANTA BARBARA, CA, 93108**

Board Members

Jennifer Miller
Gregg Peterson
Kim Ferrarin
Leslie Kneafsey
Kathy Davidson

Administration / Staff

Dr. Amy Alzina, Superintendent/Principal
Coral Godlis, Executive Assistant
Dr. Conny Santa Cruz

General Counsel:

Yuri Calderon

1. CALL TO ORDER 5:00 PM

The meeting was called to order at 5:02 PM.

2. APPROVAL OF THE AGENDA

It was moved by Trustee Miller, seconded by Trustee Ferrarin, to approve the Agenda for Tuesday, November 13, 2018 with amendments.

Ayes: Davidson, Ferrarin, Kneafsey, Miller, Peterson; Noes: 0; Abstain: 0; Absent: 0;
The motion unanimously carried.

3. CLOSED SESSION

3.A. Public Employee Performance Evaluation (Gov. Code sec. 54957(e))
Title: Superintendent/Principal

3.B. Conference with Labor Negotiators (Gov. Code sec. 54957)
Agency designated representatives: Yuri Calderon and Dr. Amy Alzina
Employee organization: CSEA

3.C. Conference with Legal Counsel – Anticipated Litigation
One Case Subject to Section 54956.9 (d)(1), the Subject Matter is Redistricting
Under the CA Voters Rights Act

The Board returned from Closed Session and resumed the meeting at 6:15 PM.
Closed Session was tabled and would reconvene at the end of the Open Session meeting.

4. PLEDGE OF ALLEGIANCE

President Miller led the Pledge of Allegiance.

5. ANNOUNCEMENT OF CLOSED SESSION ACTION

There were no announcements made at this time from Closed Session.

6. COLD SPRING SCHOOL MISSION STATEMENT

Leslie Kneafsey read the Cold Spring School Mission Statement.

7. APPROVAL OF MINUTESITEMS 7A

7.A. Approval of Minutes of the October 8, 2018 Board Meeting, Regular Session

It was moved by Trustee Miller, seconded by Trustee Ferrarin, to approve the Minutes of the October 8, 2018 Board Meeting, Regular Session.

Ayes: Davidson, Ferrarin, Kneafsey, Miller; Noes: 0; Abstain: Peterson; Absent: 0;
The motion carried.

8. RECOGNITIONS, RECEIPT OF GIFTS, ACKNOWLEDGEMENTS, AND ACCEPTANCES

Dr. Alzina reported that the District received \$302,218 for the "restart" grant, this grant is a federal grant that is restricted for salaries. The money was deposited in the District's General Fund.

9. PUBLIC COMMENTS

There were no Public Comments comments to report.

10. BOARD COMMENTS – COMMUNICATION/CORRESPONDENCE

Trustee Davidson made a statement regarding the hotel accommodations for the CSBA Annual Education Conference. She reported that the Marriott Marquis's union workers were on strike. Ms. Davidson requested that the District make alternative accommodations for her stay because she would not cross a picket line.

11. CONSENT AGENDA.....ITEMS 11A – 11D

11.A. FINANCE REPORTS:

1. Warrants (attachment)
2. Regular payroll, October 2018: \$272,437.01
3. Other financial items

It was moved by Trustee Miller, seconded by Trustee Kneafsey, to approve the Finance Reports 1. through 3.

Ayes: Davidson, Ferrarin, Kneafsey, Miller, Peterson; Noes: 0; Abstain: 0; Absent: 0;
The motion unanimously carried.

11.B. Approval of the Out of County/Overnight Field Trip:

- Catalina Island Marine Institute (CIMI) for School Year 2018-19
- Pali Institute for School Year 2019-20

It was moved by Trustee Kneafsey, seconded by Trustee Ferrarin, to approve the Out of County/Overnight Field Trip: Catalina Island Marine Institute for 2018-19 and the Pali Institute for 2019-20.

Ayes: Davidson, Ferrarin, Kneafsey, Miller; Noes: 0; Abstain: Peterson; Absent: 0;
The motion carried.

11.C. Approval and/or Ratification of Applications for Use of School Facilities, (2 total), as shown in the attached supplement

- To ratify:
- SBMA Art Class, Rachael Krieps
- To approve:
- Program Class, Phil Landfried

It was moved by Trustee Peterson, seconded by Trustee Kneafsey, to approve and ratify the applications for Use of School Facilities.

Ayes: Davidson, Ferrarin, Kneafsey, Miller, Peterson; Noes: 0; Abstain: 0; Absent: 0;
The motion unanimously carried.

11.D. Personnel Action:

- One Classified Resignation
- Two Classified Assignments

It was moved by Trustee Peterson, seconded by Trustee Kneafsey, to approve the Personnel Action Item.

Ayes: Ferrarin, Kneafsey, Miller, Peterson; Noes: Davidson; Abstain: 0; Absent: 0;
The motion carried.

12. SUPERINTENDENT REPORT.....ITEMS 12A – 12D

12.A. Enrollment Report Update

There are 168 students enrolled at Cold Spring School for the 2018-19 school year.
The enrollment has been consistent since the start of the school year.

12.B. CA Physical Fitness Results Summary for the 2017-18 School Year

Dr. Alzina reported that 100% of the Cold Spring students that were tested are “physically fit”. They met the aerobic capacity benchmark, which was to run a mile under 10 minutes. Five students did not meet the goal for flexibility.

12.C. Date for the Board Organizational Meeting: December 10, 2018

Three new Board members will be sworn into office on December 10, 2018 and the incoming Board will elect its officers for 2019.

12.D. Update Regarding the Progress of Proposition 39: Energy Efficiency Act
Mr. Calderon and Dr. Santa Cruz put out a request for service for the HVAC system at Cold Spring School. The deadline for bids is November 15, 2018. The work is projected to be done over the Winter Break.

13. BUSINESS AND FINANCEITEM 13A

13.A. Approval of a Designation of Applicant's Agent Resolution for Non-State Agencies (Cal OES 130)

It was moved by Trustee Ferrarin, seconded by Trustee Kneafsey, to approve the Designation of Applicant's Agent Resolution for Non-State Agencies (Cal OES 130).

Ayes: Davidson, Ferrarin, Kneafsey, Miller, Peterson; Noes: 0; Abstain: 0; Absent: 0;
The motion unanimously carried.

14. ACTION AGENDAITEMS 14A – 14C

14.A. Approval of Resolution 2018-19/5: Uniform Public Construction Cost Accounting Procedures

It was moved by Trustee Ferrarin, seconded by Trustee Kneafsey, to approve Resolution 2018-19/5: Uniform Public Construction Cost Accounting Procedures.

Ayes: Davidson, Ferrarin, Kneafsey, Miller, Peterson; Noes: 0; Abstain: 0; Absent: 0;
The motion unanimously carried.

14.B. Approval of the Proposal for Project Management Services for Proposition 39 Projects and Installation of Back-up Generator

It was moved by Trustee Ferrarin, seconded by Trustee Kneafsey, to approve the Proposal for Project Management Services for Proposition 39 Projects and Installation of Back-up Generator.

Ayes: Ferrarin, Kneafsey, Miller, Peterson; Noes: Davidson; Abstain: 0; Absent: 0;
The motion carried.

14.C. Presentation and Approval of the District's Initial Proposal to the Cold Spring Education Association (CSEA) for the 2018-19 School Year for Review

This item was tabled until after the Closed Session at the end of the meeting.

It was moved by Trustee Peterson, seconded by Trustee Kneafsey, to approve the District's Initial Proposal to the Cold Spring Education Association (CSEA) for the 2018-19 School Year.

Ayes: Davidson, Ferrarin, Kneafsey, Miller, Peterson; Noes: 0; Abstain: 0; Absent: 0;
The motion unanimously carried.

15. CONFERENCE AGENDAITEM 15A

15.A. Review and/or Approval of Board Policies, First Reading:

- BB 9110
- BP 5144.1
- BP 6170.1

The Board requested these policies are added to the December Regular Board meeting for a second reading.

16. SUGGESTED BOARD AGENDA ITEMS FOR THE DECEMBER BOARD MEETING

- Board Reorganization

- First Interim Report
- Comprehensive School Safety Plan
- HVAC Prop 39 Project (Special Session Meeting)

17. BOARD GOVERNANCE

17.A. Evaluation of Meeting

There were no comments to report.

The Board adjourned the Open Session meeting at 7:10 PM and resumed Closed Session.

18. ADJOURNMENT

It was moved by Trustee Miller, seconded by Trustee Ferrarin, to adjourn the November 13, 2018 Regular Session meeting.

Ayes: Davidson, Ferrarin, Kneafsey, Miller, Peterson; Noes: 0; Abstain: 0; Absent: 0;
The motion unanimously carried.

The meeting was adjourned at 8:55 PM.

Kimberly Ferrarin, Board Clerk

Date

ReqPay12_SBCEOx

ReqPay12x - Board Report of Checks with
Comment

Checks Dated 11/01/2018 through 11/30/2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Unpaid Tax	Expensed Amount	Check Amount
01-542347	11/07/2018	Jean M. Gradias	01-5220	CA STEAM Symposium		838.14	838.14
01-542348	11/07/2018	Apple, Inc.	01-4400	3RD GRD LEASE TO OWN PROGRAM		1,839.60	1,839.60
01-542349	11/07/2018	Bitvision,LLC	01-5800	IT technician services		1,516.25	2,612.25
01-542349	11/07/2018	Bitvision,LLC	01-5800	Nov monthly IT billing		548.00	
01-542349	11/07/2018	Bitvision,LLC	01-5800	Oct monthly IT billing		548.00	
01-542350	11/07/2018	Empire Chemical Co., Inc. dba Empire Cleaning Supply	01-4300	Facility maintenance supplies		345.56	345.56
01-542351	11/07/2018	Literacy Partners	01-5800	Literacy workshop		3,600.00	3,600.00
01-542352	11/07/2018	Mission Tuxedos	01-4310	Chorus uniforms		288.00	288.00
01-542353	11/07/2018	Office Depot, Inc.	01-4310	OFFICE DEPOT BLANKET PO 2018-19		103.58	103.58
01-542354	11/07/2018	S.B. Home Improvement Center	01-4310	STEAM supplies		125.62	125.62
01-542355	11/07/2018	SISC III	01-3401	Health Insurance_November		8,291.00	47,659.80
01-542355	11/07/2018	SISC III	20-9510	Health Insurance_November		39,368.80	
01-542356	11/07/2018	Smart & Final	63-4301	Dolphin Center Food		264.25	264.25
01-542357	11/07/2018	Wells Fargo Vendor Fin Serv	01-5630	Copy machine instamtmt pmt		201.19	201.19
01-543242	11/14/2018	Coral L. Godlis	01-5220	ACSA Personnel Academy		239.36	239.36
01-543243	11/14/2018	Aqua Flo Supply	01-4300	wire staples		55.74	55.74
01-543244	11/14/2018	Calderon Law	01-5830	legal consulting		3,500.00	3,500.00
01-543245	11/14/2018	Crocker Group Corp dba Crocker Refrig Heat & Ai	01-5640	Heaters maintenance & repair		120.00	120.00
01-543246	11/14/2018	Department Of Justice	01-5850	fingerprinting		192.00	192.00
01-543247	11/14/2018	Empire Chemical Co., Inc. dba Empire Cleaning Supply	01-4300	maintenance supplies		476.72	476.72
01-543248	11/14/2018	Lenz Pest Control	01-5860	Underground trapping		280.00	280.00
01-543249	11/14/2018	Marborg Industries	01-5570	trash and recycle		974.14	974.14
01-543250	11/14/2018	Mccormix Corp.	01-4300	fuel		61.43	61.43
01-543251	11/14/2018	Montecito Water District	01-5530	Water		2,474.52	2,474.52
01-543252	11/14/2018	Office Depot, Inc.	01-4310	OFFICE DEPOT BLANKET PO 2018-19		279.07	279.07
01-543253	11/14/2018	Pali Institute, Inc.	01-5891	PALI CAMP 6TH GRADE FALL 2019		1,000.00	1,000.00
01-543254	11/14/2018	Santa Barbara Axxess, LLC	01-4300	Axxess books		4,340.00	4,340.00
01-543255	11/14/2018	SB County Education Office/Com munciations	01-4300	Business Cards		11.20	11.20
01-543256	11/14/2018	Southern Ca Edison Company	01-5510	Electric bill		1,614.77	1,614.77
01-543257	11/14/2018	Wells Fargo Vendor Fin Serv	01-5630	Copy Machine lease pmt		850.53	850.53
01-544372	11/28/2018	Brainpop.com LLC	01-4310	SUBSCRIPTION RENEWAL		2,550.00	2,550.00
01-544373	11/28/2018	Channel Plumbing, Inc.	01-4300	drain maintenance - boys restroom		268.02	268.02
01-544374	11/28/2018	Christy White Associates	01-5810	2017-18 district audit		4,608.00	4,608.00

ReqPay12x -

Checks

006 - Cold Spring School District

Generated for Susan Robinson (06ROBINSONS), Dec 3 2018

ReqPay12_SBCEOx

ReqPay12x - Board Report of Checks with
Comment

Checks Dated 11/01/2018 through 11/30/2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Unpaid Tax	Expensed Amount	Check Amount
01-544375	11/28/2018	Cox Communication-Org	01-5910	Nov 8-Dec 7 INTERNET		583.96	583.96
01-544376	11/28/2018	Cox Communication-Org	01-5910	Nov 12- Dec 11 telephone		837.02	837.02
01-544377	11/28/2018	Crocker Group Corp dba Crocker Refrig Heat & Ai	01-5640	replace thermostat room 3		248.22	248.22
01-544378	11/28/2018	Edmentum, Inc.	01-4310	SUBSCRIPTION RENEWAL		1,000.00	1,000.00
01-544379	11/28/2018	Empire Chemical Co., Inc. dba Empire Cleaning Supply	01-4300	Maintenance custodial supplies		173.34	474.84
01-544379	11/28/2018	Empire Chemical Co., Inc. dba Empire Cleaning Supply	01-4300	trash and recycle bins		301.50	
01-544380	11/28/2018	Jaya	01-4310	STEAM grade 6 project install		330.00	330.00
01-544381	11/28/2018	Nasco Modesto-Aristotle Corp	01-4310	ART ROOM SUPPLIES		346.05	346.05
01-544382	11/28/2018	Office Depot, Inc.	01-4310	OFFICE DEPOT BLANKET PO 2018-19		607.70	607.70
01-544383	11/28/2018	READ NATURALLY	01-4310	READING INTERVENTION - LICENSES		1,058.00	1,058.00
01-544384	11/28/2018	Santa Barbara County Education Offie/Superintendent's Offic	01-5310	superintendednt association annual dues		150.00	150.00
01-544385	11/28/2018	SBUSD	01-5200	emergency responce training		200.00	200.00
01-544386	11/28/2018	U.S. BANK CORPORATE PAYMENT SY STEM	01-4300	ASCA Law Books - CA HR		89.55	2,899.51
01-544386	11/28/2018	U.S. BANK CORPORATE PAYMENT SY STEM	01-4300	particulate mask for maintenance workers		15.87	
01-544386	11/28/2018	U.S. BANK CORPORATE PAYMENT SY STEM	01-4300	towels for student use		35.00	
01-544386	11/28/2018	U.S. BANK CORPORATE PAYMENT SY STEM	01-4300	wistles and lanyards for staff		159.94	
01-544386	11/28/2018	U.S. BANK CORPORATE PAYMENT SY STEM	01-4310	classroom paint-Edwards		25.91	
01-544386	11/28/2018	U.S. BANK CORPORATE PAYMENT SY STEM	01-4310	Count Money app for ipad		3.99	
01-544386	11/28/2018	U.S. BANK CORPORATE PAYMENT SY STEM	01-4310	Microphone product insurance		14.99	
01-544386	11/28/2018	U.S. BANK CORPORATE PAYMENT SY STEM	01-4310	Misic program microphones		287.70	
01-544386	11/28/2018	U.S. BANK CORPORATE PAYMENT SY STEM	01-4310	superhero capes - schoolwide art project for teambuilding		620.25	
01-544386	11/28/2018	U.S. BANK CORPORATE PAYMENT SY STEM	01-4310	superhero capes and masks		82.98	
01-544386	11/28/2018	U.S. BANK CORPORATE PAYMENT SY STEM	01-4400	hard case protectors for laptop computers		376.75	

ReqPay12_SBCEOx

ReqPay12x - Board Report of Checks with
Comment

Checks Dated 11/01/2018 through 11/30/2018

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Unpaid Tax	Expensed Amount	Check Amount
01-544386	11/28/2018	U.S. BANK CORPORATE PAYMENT SY STEM	01-4400	Laptop charging cart			447.16
01-544386	11/28/2018	U.S. BANK CORPORATE PAYMENT SY STEM	01-5220	admin training seminar			84.00
01-544386	11/28/2018	U.S. BANK CORPORATE PAYMENT SY STEM	01-5800	annual subscription renual -Office 365			99.99
01-544386	11/28/2018	U.S. BANK CORPORATE PAYMENT SY STEM	01-5800	Campus Security Cameras			312.00
01-544386	11/28/2018	U.S. BANK CORPORATE PAYMENT SY STEM	01-5800	LC>SC fiber patch cabel			9.94
01-544386	11/28/2018	U.S. BANK CORPORATE PAYMENT SY STEM	01-5800	monthly pmt -icloud storage			.99
01-544386	11/28/2018	U.S. BANK CORPORATE PAYMENT SY STEM	63-5860	Monthly pmt -dolphin ctr mgmt program			232.50

Pay01a

Payroll Summary by Org

Pay Date 11/30/2018

EARNINGS by Earnings Code			Income	Adjustments	TAXES	Employee	Employer	Total	Subject Grosses
No Gross Pay				1,359.20	Federal Withholding	17,646.73		17,646.73	171,924.86
Regular			201,251.10		State Withholding	6,562.73		6,562.73	171,924.86
					Social Security	2,924.93	2,924.93	5,849.86	47,176.51
					Medicare	2,770.81	2,770.81	5,541.62	191,090.26
					SUI		95.54	95.54	191,090.26
					Workers' Comp		1,012.77	1,012.77	191,090.26
TOTAL			201,251.10	1,359.20	SUBTOTAL	29,905.20	6,804.05	36,709.25	
EARNINGS by Group			Income	Adjustments	REDUCTIONS	Employee	Employer	Total	Subject Grosses
Base Pay			194,482.00		PERS	652.49	1,593.42	2,245.91	9,321.23
Miscellaneous			3,949.34	1,359.20	PERS / 62	2,062.83	5,322.72	7,385.55	29,469.12
Stipends			2,819.76		STRS / 60	14,405.23	22,879.66	37,284.89	140,538.67
					STRS / 62	639.85	1,020.76	1,660.61	6,270.00
					TSAs	1,405.00		1,405.00	
					Benefits	8,773.64	253.07	9,026.71	
					Misc	1,387.20		1,387.20	
TOTAL			201,251.10	1,359.20	SUBTOTAL	29,326.24	31,069.63	60,395.87	
EARNINGS			Person Type	Female Employees	DEDUCTIONS	Employee	Employer	Total	Subject Grosses
Certified			19	152,575.92	16	130,305.77			
Classified			22	48,675.18	17	39,877.65			
TOTAL			41	201,251.10	33	170,183.42			
Vendor Checks			4,628.33		Benefits		35,252.96	35,252.96	
Vendor Liabilities			143,348.41		Misc	1,318.13		1,318.13	13.80
			147,976.74	27	Summer Savings	14,300.53		14,300.53	85,802.92
					SUBTOTAL	15,618.66	35,252.96	50,871.62	
					TOTALS	74,850.10	73,126.64	147,976.74	

Vendor Summary for Pay Date 11/30/2018

Vendor Checks	4,628.33	6
Vendor Liabilities	143,348.41	21
	147,976.74	27

Cancel/Reissue for Process Date 11/30/2018

Reissued
Cancel Checks
Void ACH

BALANCING DATA

Gross Earnings	201,251.10	126,401.00 Net Pay
District Liability	73,126.64	74,850.10 Deductions
	274,377.74	73,126.64 Contributions
		274,377.74

NET

Direct Deposits	109,793.80	28
Checks	16,607.20	13
Partial Net ACH		
Negative Net		
Check Holds		
Zero Net		
TOTAL	126,401.00	41

Selection Grouped by Org, Filtered by (Org = 6, Starting Pay Date = 11/1/2018, Ending Pay Date = 11/30/2018)

ESCAPE ONLINE

Page 1 of 1

Cold Spring Elementary School District

2243 Sycamore Canyon Road • Santa Barbara, CA 93108 • Phone (805) 969-2678 • Fax (805) 969-0787

Application and Agreement for Community Use of School Facilities and Grounds

Event or Activity Information

Single Event:

Date requested: _____

Exact Hours of Use: _____

Note: School-connected organizations must apply by the deadline in order to receive priority scheduling. After the deadline, space is first come first serve.

Recurring Event:

If you need to use school facilities on a regular basis, you must apply on a quarterly schedule:

- Fall Quarter (Sept-Dec)
 Winter Quarter (Jan-Mar)
 Spring Quarter (April-Mid June)
 Summer Quarter (Mid June -Aug)

Start Date: Dec. 4, 2019 End Date: Feb 6, 2019
Days of Week: Td W Exact Time of Day: _____

OR

What Facility do you need? (Check all that apply)

- Auditorium Classroom Playground Basketball Court Kitchen
 Library Field Baseball Field Parking Lot Bathrooms

Applicant Information

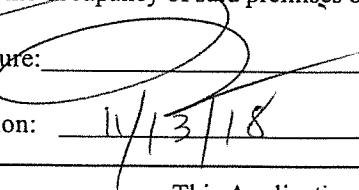
Group Name: Cold Spring Culinary Academy Contact Name: Susan Iwanaga
Address: 963 Chelham Way City & Zip: SB 93108
Phone: 805 969 4499 Email: lightzon@cox.net
Number of Participants: 6 Purpose: learn cooking skills + more

Is the activity open to the general public? Yes No

Is Applicant a non-profit organization? Yes No

Does your organization plan to charge an admission fee, collection of solicitation of funds? Yes No

I hereby certify that I have reviewed the **Use of School Facilities or Grounds Rules and Regulations** and shall be personally responsible, on behalf of our organization, for any damage or unnecessary abuse of school buildings, grounds, or equipment out of the occupancy of said premises by our organization.

Applicant Signature: 

Print: Susan Light Iwanaga

Date of Application: 11/13/18

This Application is not a valid permit until signed below.

District Use Only

Administrator Approval: Dr. Amy K. C. Lim Date: 11/14/18

Fee Determination: Direct-Cost Fair Rental

Certificate of Insurance: Verified & Attached

Total Due: \$ 0

Calendar check

Maintenance Director

Preliminary Approval

Board Approval

Cold Spring Elementary School District

2243 Sycamore Canyon Road • Santa Barbara, CA 93108 • Phone (805) 969-2678 • Fax (805) 969-0787

Application and Agreement for Community Use of School Facilities and Grounds

Event or Activity Information

Single Event:

Date requested: _____

Exact Hours of Use: _____

Note: School-connected organizations must apply by the deadline in order to receive priority scheduling. After the deadline, space is first come first serve.

OR

Recurring Event:

If you need to use school facilities on a regular basis, you must apply on a quarterly schedule:

- Fall Quarter (Sept-Dec)
 Winter Quarter (Jan-Mar)
 Spring Quarter (April-Mid June)
 Summer Quarter (Mid June -Aug)

Start Date: Dec 3, 2018 End Date: Feb 22, 2019
Days of Week: Thurs Exact Time of Day: 3:10 p.m.

What Facility do you need? (Check all that apply)

- Auditorium Classroom Playground Basketball Court Kitchen
 Library Field Baseball Field Parking Lot Bathrooms

Applicant Information

Group Name: Musical Minds

Contact Name: Warren Mendes

Address: P.O. Box 8477

City & Zip: Van Nuys, CA 91409

Phone: 310-478-5859

Email: mendes2000@hotmail.com

Number of Participants: _____ Purpose: _____

Is the activity open to the general public? Yes No

Is Applicant a non-profit organization? Yes No

Does your organization plan to charge an admission fee, collection of solicitation of funds? Yes No

I hereby certify that I have reviewed the **Use of School Facilities or Grounds Rules and Regulations** and shall be personally responsible, on behalf of our organization, for any damage or unnecessary abuse of school buildings, grounds, or equipment out of the occupancy of said premises by our organization.

Applicant Signature: W.M.

Print: Warren Mendes

Date of Application: _____

This Application is not a valid permit until signed below.

District Use Only

Administrator Approval: Dr. Amy M. Siline

Date: _____

Fee Determination: Direct-Cost Fair Rental

Total Due: \$ 0

Certificate of Insurance: Verified & Attached

Calendar check

Maintenance Director

Preliminary Approval

Board Approval

Application and Agreement for Community Use of School Facilities and Grounds

Event or Activity Information

Single Event:

Date requested: _____

Exact Hours of Use: _____

Note: School-connected organizations must apply by the deadline in order to receive priority scheduling. After the deadline, space is first come first serve.

OR

Recurring Event:

If you need to use school facilities on a regular basis, you must apply on a quarterly schedule:

- Fall Quarter (Sept-Dec)
- Winter Quarter (Jan-Mar)
- Spring Quarter (April-Mid June)
- Summer Quarter (Mid June -Aug)

Start Date: 12/07 End Date: 2/22
Days of Week: FRI Exact Time of Day: 3:05-4:05

FRIDAYS ONLY : 9 CLASSES

What Facility do you need? (Check all that apply)

- Auditorium
- Classroom
- Playground
- Basketball Court
- Kitchen
- Library
- Field
- Baseball Field
- Parking Lot
- Bathrooms

Applicant Information

Group Name: Academic Chess

Contact Name: Beatriz Areoyo

Address: 8307 Tampa Ave #6

City & Zip: Northridge 91324

Phone: 818-750-1114

Email: SantaBarbara@academicchess.net

Number of Participants: 8 min.

Purpose: Chess Lessons

Is the activity open to the general public? Yes No

Is Applicant a non-profit organization? Yes No

Does your organization plan to charge an admission fee, collection of solicitation of funds? Yes No

I hereby certify that I have reviewed the **Use of School Facilities or Grounds Rules and Regulations** and shall be personally responsible, on behalf of our organization, for any damage or unnecessary abuse of school buildings, grounds, or equipment out of the occupancy of said premises by our organization.

Applicant Signature: Beatriz Areoyo

Print: BEATRIZ AREYO

Date of Application: 11/15/2018

This Application is not a valid permit until signed below.

District Use Only

Administrator Approval: Dr. Amy M. Alzona

Date: 11-16-18

Fee Determination:

Direct-Cost Fair Rental

Certificate of Insurance:

Verified & Attached

Total Due: \$ 8

Calendar check

Maintenance Director

Preliminary Approval

Board Approval

SUPERINTENDENT REPORT 14.A.

DATE: December 10, 2018

TO: Governance Board

FROM: Amy Alzina, Superintendent/Principal

RE: Enrollment Report

2018-2019 Student Enrollment

Grade/Teacher	Total Students
K Ishikawa	22
1 ST Carey	18
2 ND Campbell	15
2 ND Thorpe	15
3 RD Gonzales	13
3 RD Callahan	14
4 TH Orwig/Wooten	22
5 TH Edwards	25
6 TH Pierce	24
Total	168 Students

Average Class Size

Grades	Students	Classes	Average
K,1,2,3	97	6	16.17
4,5,6	71	3	23.67
K-6	168	9	18.67

BUSINESS & FINANCE 15.A.

DATE: December 10, 2018
TO: Governance Board
FROM: Dr. Maria C. Santa Cruz, Business Manager
RE: FY 2018-19 First Interim Financial Report.

The requirements for districts to prepare Interim Financial Reports is outlined in AB 1200 and AB 1708. These statutes require county offices and the California Department of Education to closely monitor and review district budget and financial reports to ensure that local educational agencies throughout California adequately prepared to meet their financial obligations. During each fiscal year, two interim financial reports are required. In each of these reports, it will be determined if the District will be able to meet its current financial obligations and two subsequent fiscal years. One of the following certifications must be made:

1. Positive- the district will be able to meet its financial obligations for the current and two subsequent fiscal years.
2. Qualified- the district may not be able to meet its financial obligations for the current and two subsequent years.
3. Negative- the district will be unable to meet its financial obligations for the current and two subsequent years.

CERTIFICATION

Given the projected positive balances in all three years, a recommendation to approve a “positive” certification for this first interim report is provided. However, due to the continuous increase in the CalSTRS and CalPERS rates, as well as the historical structural deficit (over expenditures) in prior years; the use of solvency savings (monitoring of expenditures) continues to be advised.

The financial information and certification form included with this report indicated that Cold Spring School District will be able to meet its financial obligations through the FY 2020-21.

SUMMARY

The 2018-19 First Interim Report for Cold Spring School District represents the actual and projected financial position of the General Fund as of October 31, 2018 and must be submitted to the County Office of Education no later than December 15 of each year. Column A (Original Budget) represents summarized income or expenditure figures as approved in the adopted budget. Column B (Board Approved Operating Budget) represents the revised budget as changed by budget revisions and appropriation transfers through October 31, 2018. Column C (Actuals to Date) shows the funds received or spent through October 31, 2018. Column D (Projected Year Totals) provides projections for the income or expenditure figures through June 30, 2019. Column E (Difference) reflect the difference between column B and D, representing a positive or negative variance in projected balances. A positive difference in an expenditure item indicates that actual expenditures will be less than budgeted expenditures.

GENERAL FUND

The General Fund accounts for the primary operational activities of the District. The Interim Financial Report is submitted in the format prescribed by the State Office of Fiscal Management and Accountability.

In the development of this report, step & column for both certificated and classified staff have been adjusted accordingly using the planning factors criteria, as applicable for all years. Multi-Year budgeted assumptions (revenues and expenses) for this report were based on the following chart provided by The Common Message and the following financial planning factors provided by The School Services of California Dartboard 2018-19 Adopted State Budget:

Planning Factors Budget Assumptions for the 2018-19 First Interim Report and MYP			
Criteria	FY 2018-19	FY 2019-20	FY 2020-21
Cal STERS Employer Projected Rates	16.28%	18.13%	19.10%
Cal PERS Employer Projected Rates	18.062%	20.7%	23.4%
Mandated Block Grant per ADA	\$31.16	\$31.96	\$32.81
Mandated Cost Per ADA (one-time)	\$184	\$0	\$0
Lottery- Unrestricted per ADA	\$151	\$151	\$151
Lottery-Restricted per ADA	\$53	\$53	\$53

RESERVE FUNDS

The Reserve Funds are used to provide liquidity for capital expenditures and to provide cash flow for the General Fund in anticipation of property tax

disbursement. The District's funding depends on the growth of the general fund and year-over-year revenue increases. When determining an appropriate level of reserve, districts should consider multiple external and local factor including but not limited to: Natural disasters, State economic forecast and volatility, forecasted revenue growth versus projected expenditure increases, cash flow requirements and the relationship between budgeted reserves and actual cash on hand, short-term borrowing to manage cash flow, savings for future one-time planned expenditures, protection against unanticipated/unbudgeted expenditures, uncontrolled expenditures (i.e., increasing employer pension rates, step and column, medical premiums, inflation, and special education), and credit ratings and long-term borrowing costs.

Per the Business Administration and Steering Committee (2018), County offices continue to reinforce the need for reserves in excess of the minimum reserve for economic uncertainty. The required reserve for economic uncertainty represents only a few weeks of payroll for most districts. The Government Finance Officers Association recommends reserves, at minimum, equal to two months of average general fund operating expenditures, or about 17%.

Prudent reserves afford districts and their governing boards time to thoughtfully identify and implement budget adjustments over time. Inadequate reserves force districts to react quickly, often causing significant disruption to student programs and employees.

Regardless of the economic environment, districts always must be prepared to respond to employee requests for staff compensation and benefit increases. Nonetheless, fiscal solvency is paramount in negotiations and, if it is to be sustained, demands reasonable and accurate revenue and expenditure projections. One-time funds received year after year can begin to resemble ongoing funding, and districts may face pressure to use these funds for ongoing salary increases. One-time funding should only be used for flexible, scalable, and adjustable expenditures.

OTHER ENTERPRISE FUNDS

Fund 63 accounts for the operation of the Dolphin Center Child Care program. Ongoing monitoring of revenues vs expenditures and monthly reports have been provided to Governing Board since its implementation.

Recommendation

It is recommended to approve the attached certification indicating that based on the budgetary information available on October 31, 2018, the District will be able to meet its financial obligations for the current and two subsequent fiscal years (positive certification).

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:			
		2018-19 Original Budget	2018-19 Board Approved Operating Budget	2018-19 Actuals to Date	2018-19 Projected Totals
01I	General Fund/County School Service Fund	GS	GS	GS	GS
09I	Charter Schools Special Revenue Fund				
10I	Special Education Pass-Through Fund				
11I	Adult Education Fund				
12I	Child Development Fund				
13I	Cafeteria Special Revenue Fund				
14I	Deferred Maintenance Fund				
15I	Pupil Transportation Equipment Fund				
17I	Special Reserve Fund for Other Than Capital Outlay Projects	G	G	G	G
18I	School Bus Emissions Reduction Fund				
19I	Foundation Special Revenue Fund				
20I	Special Reserve Fund for Postemployment Benefits	G	G	G	G
21I	Building Fund	G	G	G	G
25I	Capital Facilities Fund	G	G	G	G
30I	State School Building Lease-Purchase Fund				
35I	County School Facilities Fund				
40I	Special Reserve Fund for Capital Outlay Projects	G	G	G	G
49I	Capital Project Fund for Blended Component Units				
51I	Bond Interest and Redemption Fund	G	G	G	G
52I	Debt Service Fund for Blended Component Units				
53I	Tax Override Fund				
56I	Debt Service Fund				
57I	Foundation Permanent Fund				
61I	Cafeteria Enterprise Fund				
62I	Charter Schools Enterprise Fund				
63I	Other Enterprise Fund	G	G	G	G
66I	Warehouse Revolving Fund				
67I	Self-Insurance Fund				
71I	Retiree Benefit Fund				
73I	Foundation Private-Purpose Trust Fund				
AI	Average Daily Attendance	S	S		S
CASH	Cashflow Worksheet				S
CHG	Change Order Form				
CI	Interim Certification				S
ESMOE	Every Student Succeeds Act Maintenance of Effort				GS
ICR	Indirect Cost Rate Worksheet				S
MYPI	Multiyear Projections - General Fund				GS
MYPIO	Multiyear Projections - Special Reserve Fund for Other Than Capital				GS
SIAI	Summary of Interfund Activities - Projected Year Totals				G
01CSI	Criteria and Standards Review				S

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 (EC) sections 33129 and 42130)

Signed: _____
District Superintendent or Designee

Date: _____

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

To the County Superintendent of Schools:

This interim report and certification of financial condition are hereby filed by the governing board of the school district. (Pursuant to EC Section 42131)

Meeting Date: December 10, 2018

Signed: _____

President of the Governing Board

CERTIFICATION OF FINANCIAL CONDITION

POSITIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.

QUALIFIED CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district may not meet its financial obligations for the current fiscal year or two subsequent fiscal years.

NEGATIVE CERTIFICATION

As President of the Governing Board of this school district, I certify that based upon current projections this district will be unable to 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: Dr. Maria C. Santa Cruz

Telephone: 805-969-2678

Title: Business Manager

E-mail: msantacruz@coldspringSchool.net

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			Not Met
Met	Not Met		
1	Average Daily Attendance	Funded ADA for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.	X

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Projected enrollment for any of the current or two subsequent fiscal years has not changed by more than two percent since budget adoption.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio for the current and two subsequent fiscal years is consistent with historical ratios.	X	
4	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.		X
5	Salaries and Benefits	Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures has not changed by more than the standard for the current and two subsequent fiscal years.		X
6a	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.		X
6b	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.		X
7	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).	n/a	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard in any of the current or two subsequent fiscal years.	X	
9a	Fund Balance	Projected general fund balance will be positive at the end of the current and two subsequent fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the current and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
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?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures funded with one-time revenues that have changed since budget adoption by more than five percent?		X
S3	Temporary Interfund Borrowings	Are there projected temporary borrowings between funds?	X	
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)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general 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?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		<ul style="list-style-type: none"> If yes, have annual payments for the current or two subsequent fiscal years increased over prior year's (2017-18) annual payment? 		X
		<ul style="list-style-type: none"> 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? 	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		<ul style="list-style-type: none"> If yes, have there been changes since budget adoption in OPEB liabilities? 	X	
S7b	Other Self-insurance Benefits	Does the district operate any self-insurance programs (e.g., workers' compensation)?		X
		<ul style="list-style-type: none"> If yes, have there been changes since budget adoption in self-insurance liabilities? 	X	
S8	Status of Labor Agreements	As of first interim projections, are salary and benefit negotiations still unsettled for:		
		<ul style="list-style-type: none"> Certificated? (Section S8A, Line 1b) Classified? (Section S8B, Line 1b) Management/supervisor/confidential? (Section S8C, Line 1b) 	X	X
			n/a	
S8	Labor Agreement Budget Revisions	For negotiations settled since budget adoption, per Government Code Section 3547.5(c), are budget revisions still needed to meet the costs of the collective bargaining agreement(s) for:		
		<ul style="list-style-type: none"> Certificated? (Section S8A, Line 3) Classified? (Section S8B, Line 3) 	n/a	n/a
S9	Status of Other Funds	Are any funds other than the general fund projected to have a negative fund balance at the end of the current fiscal year?	X	

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior and current fiscal years?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior or current fiscal year?	X	
A5	Salary Increases Exceed COLA	Has the district 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?	X	
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

Description	Resource Codes	Object Codes	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)
A. REVENUES								
1) LCFF Sources	8010-8099		3,278,676.00	3,278,676.00	180,019.33	3,635,573.00	356,897.00	10.9%
2) Federal Revenue	8100-8299		0.00	0.00	0.00	0.00	0.00	0.0%
3) Other State Revenue	8300-8599		87,649.00	87,649.00	7,956.86	63,717.00	(23,932.00)	-27.3%
4) Other Local Revenue	8600-8799		21,653.17	21,653.17	141,582.42	174,847.03	153,193.86	707.5%
5) TOTAL, REVENUES			3,387,978.17	3,387,978.17	329,558.61	3,874,137.03		
B. EXPENDITURES								
1) Certificated Salaries	1000-1999		1,502,934.43	1,502,934.43	337,724.16	1,559,275.12	(56,340.69)	-3.7%
2) Classified Salaries	2000-2999		558,588.16	558,588.16	157,466.96	586,887.87	(28,299.71)	-5.1%
3) Employee Benefits	3000-3999		775,451.27	775,451.27	180,299.38	754,288.28	21,162.99	2.7%
4) Books and Supplies	4000-4999		252,558.24	229,197.24	130,196.10	252,376.76	(23,179.52)	-10.1%
5) Services and Other Operating Expenditures	5000-5999		326,468.46	326,468.46	100,263.07	339,713.82	(13,245.36)	-4.1%
6) Capital Outlay	6000-6999		0.00	23,361.00	30,985.00	80,985.00	(57,624.00)	-246.7%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299		289,759.00	289,759.00	5,108.23	289,759.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs	7400-7499		0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES	7300-7399		3,705,759.56	3,705,759.56	942,042.90	3,863,285.85		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			(317,781.39)	(317,781.39)	(612,484.29)	10,851.18		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In	8900-8929		42,975.00	42,975.00	0.00	42,975.00	0.00	0.0%
b) Transfers Out	7600-7629		9,058.89	9,058.89	116,055.91	125,114.80	(116,055.91)	-1281.1%
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			33,916.11	33,916.11	(116,055.91)	(82,139.80)		

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)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(283,865.28)	(283,865.28)	(728,540.20)	(71,288.62)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited		9791	730,604.50	730,604.50		730,604.50	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)			730,604.50	730,604.50		730,604.50		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			730,604.50	730,604.50		730,604.50		
2) Ending Balance, June 30 (E + F1e)			446,739.22	446,739.22		659,315.88		
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		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	0.00	0.00		115,000.00		
Text Book Adoption	0000	9780				60,000.00		
STEAM	0000	9780				15,000.00		
Lease To Own (50% Match)	0000	9780				20,000.00		
Technology	0000	9780				20,000.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties	9789		446,739.22	446,739.22		217,013.18		
Unassigned/Unappropriated Amount	9790		0.00	0.00		327,302.70		

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)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year	8011	90,129.00	90,129.00	54,076.00	90,129.00	0.00	0.00	0.0%
Education Protection Account State Aid - Current Year	8012	33,256.00	33,256.00	8,460.00	33,838.00	582.00	1.8%	
State Aid - Prior Years	8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions	8021	16,904.00	16,904.00	0.00	16,168.00	(736.00)	-4.4%	
Timber Yield Tax	8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes	8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes	8041	2,999,950.00	2,999,950.00	0.00	3,372,637.00	372,687.00	12.4%	
Unsecured Roll Taxes	8042	138,437.00	138,437.00	117,483.33	135,220.00	(3,217.00)	-2.3%	
Prior Years' Taxes	8043	0.00	0.00	0.00	(12,419.00)	(12,419.00)	New	
Supplemental Taxes	8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)	8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)	8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes	8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)								
Royalties and Bonuses	8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes	8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment	8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources		3,278,676.00	3,278,676.00	180,019.33	3,635,573.00	356,897.00	10.9%	
LCFF Transfers								
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	0.00	0.0%
Property Taxes Transfers	8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years	8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES		3,278,676.00	3,278,676.00	180,019.33	3,635,573.00	356,897.00	10.9%	
FEDERAL REVENUE								
Maintenance and Operations	8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement	8181	0.00	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			
Forest Reserve Funds	8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds	8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds	8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA	8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs	8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources	8287	0.00	0.00	0.00	0.00			
Title I, Part A, Basic	3010	8290						
Title I, Part D, Local Delinquent Programs	3025	8290						
Title II, Part A, Educator Quality	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 Education 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, 3185, 4050, 4123, 4124, 4126, 4127,							
Other NCLB / Every Student Succeeds Act	5510, 5630	8290						
Career and Technical Education	3500-3599	8290						
All Other Federal Revenue	All Other	8290		0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE				0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
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	0.0%
All Other State Apportionments - Prior Years	All Other	8319		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		62,381.00	62,381.00	0.00	37,594.00	(24,787.00) -39.7%
Lottery - Unrestricted and Instructional Materials		8560		25,258.00	25,258.00	7,956.86	26,123.00	865.00 3.4%
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	0.0%
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, 6690, 6695	8590						
California Clean Energy Jobs Act	6230	8590						
Specialized Secondary	7370	8590						
American Indian Early Childhood Education	7210	8590						
Quality Education Investment Act	7400	8590						
All Other State Revenue	All Other	8590		10.00	10.00	0.00	0.00	(10.00) -100.0%
TOTAL, OTHER STATE REVENUE				87,649.00	87,649.00	7,956.86	63,717.00	(23,932.00) -27.3%

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)
OTHER LOCAL REVENUE								
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		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		7,813.17	7,813.17	4,084.01	13,592.24	5,779.07	74.0%
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		0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees	8681		0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts	8689		0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment	8691		0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources	8697		0.00	0.00	0.00	0.00		
All Other Local Revenue	8699		13,840.00	13,840.00	137,498.41	161,254.79	147,414.79	1065.1%
Tuition	8710		0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In	8781-8783		0.00	0.00	0.00	0.00	0.00	0.0%
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%
TOTAL, OTHER LOCAL REVENUE			21,653.17	21,653.17	141,582.42	174,847.03	153,193.86	707.5%
TOTAL, REVENUES			3,387,978.17	3,387,978.17	329,558.61	3,874,137.03	486,158.86	14.3%

2018-19 First Interim
General Fund
Unrestricted (Resources 0000-1999)
Revenues, Expenditures, and Changes in Fund Balance

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	1100	1,234,785.39	1,234,785.39	252,462.87	1,281,948.71	(47,163.32)	-3.8%
Certificated Pupil Support Salaries	1200	1200	96,873.00	96,873.00	19,985.58	95,883.98	989.02	1.0%
Certificated Supervisors' and Administrators' Salaries	1300	1300	171,276.04	171,276.04	65,275.71	181,442.43	(10,166.39)	-5.9%
Other Certificated Salaries	1900	1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			1,502,934.43	1,502,934.43	337,724.16	1,559,275.12	(56,340.69)	-3.7%
CLASSIFIED SALARIES								
Classified Instructional Salaries	2100	2100	150,221.36	150,221.36	31,990.08	173,828.39	(23,607.03)	-15.7%
Classified Support Salaries	2200	2200	42,747.64	42,747.64	20,473.95	56,382.80	(13,635.16)	-31.9%
Classified Supervisors' and Administrators' Salaries	2300	2300	148,705.89	148,705.89	52,538.82	156,522.61	(7,816.72)	-5.3%
Clerical, Technical and Office Salaries	2400	2400	175,726.20	175,726.20	51,840.69	165,089.50	10,636.70	6.1%
Other Classified Salaries	2900	2900	41,187.07	41,187.07	623.42	35,064.57	6,122.50	14.9%
TOTAL, CLASSIFIED SALARIES			558,588.16	558,588.16	157,466.96	586,887.87	(28,299.71)	-5.1%
EMPLOYEE BENEFITS								
STRS	3101-3102	3101-3102	237,745.82	237,745.82	53,902.82	245,799.96	(8,054.14)	-3.4%
PERS	3201-3202	3201-3202	74,204.56	74,204.56	22,844.33	75,111.69	(907.13)	-1.2%
OASDI/Medicare/Alternative	3301-3302	3301-3302	58,085.56	58,085.56	16,141.74	57,957.80	127.76	0.2%
Health and Welfare Benefits	3401-3402	3401-3402	385,914.83	385,914.83	84,692.69	364,061.97	21,852.86	5.7%
Unemployment Insurance	3501-3502	3501-3502	1,414.62	1,414.62	237.19	979.67	434.95	30.7%
Workers' Compensation	3601-3602	3601-3602	18,085.88	18,085.88	2,480.61	10,377.19	7,708.69	42.6%
OPEB, Allocated	3701-3702	3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees	3751-3752	3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits	3901-3902	3901-3902	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			775,451.27	775,451.27	180,299.38	754,288.28	21,162.99	2.7%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials	4100	4100	13,000.00	13,000.00	69.00	13,000.00	0.00	0.0%
Books and Other Reference Materials	4200	4200	4,500.00	4,500.00	0.00	2,500.00	2,000.00	44.4%
Materials and Supplies	4300	4300	175,125.97	175,125.97	84,222.42	181,511.94	(6,385.97)	-3.6%
Noncapitalized Equipment	4400	4400	57,932.27	34,571.27	45,904.68	53,364.82	(18,793.55)	-54.4%
Food	4700	4700	2,000.00	2,000.00	0.00	2,000.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			252,558.24	229,197.24	130,196.10	252,376.76	(23,179.52)	-10.1%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services	5100	5100	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences	5200	5200	38,431.43	38,431.43	10,220.41	40,431.43	(2,000.00)	-5.2%
Dues and Memberships	5300	5300	8,371.74	8,371.74	4,365.35	8,371.74	0.00	0.0%
Insurance	5400-5450	5400-5450	11,643.00	11,643.00	12,862.62	11,643.00	0.00	0.0%
Operations and Housekeeping Services	5500	5500	68,709.25	68,709.25	26,076.67	69,363.61	(654.36)	-1.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements	5600	5600	24,871.73	24,671.73	4,992.24	24,671.73	0.00	0.0%
Transfers of Direct Costs	5710	5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund	5750	5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures	5800	5800	158,740.83	158,940.83	36,032.61	169,531.83	(10,591.00)	-6.7%
Communications	5900	5900	15,700.48	15,700.48	5,713.17	15,700.48	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			326,468.46	326,468.46	100,263.07	339,713.82	(13,245.36)	-4.1%

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)
CAPITAL OUTLAY								
Land	6100	6100	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements	6170	6170	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings	6200	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	6300	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment	6400	6400	0.00	23,361.00	30,985.00	80,985.00	(57,624.00)	-246.7%
Equipment Replacement	6500	6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	23,361.00	30,985.00	80,985.00	(57,624.00)	-246.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements	7110	7110	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools	7130	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	7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices	7142	7142	289,759.00	289,759.00	5,108.23	289,759.00	0.00	0.0%
Payments to JPAs	7143	7143	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues								
To Districts or Charter Schools	7211	7211	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices	7212	7212	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs	7213	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	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%
Debt Service								
Debt Service - Interest	7438	7438	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal	7439	7439	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			289,759.00	289,759.00	5,108.23	289,759.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs	7310	7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund	7350	7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			3,705,759.56	3,705,759.56	942,042.90	3,863,285.85	(157,526.29)	-4.3%

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)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	42,975.00	42,975.00	0.00	42,975.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	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			42,975.00	42,975.00	0.00	42,975.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
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	116,055.91	116,055.91	(116,055.91)	New
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	9,058.89	9,058.89	0.00	9,058.89	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			9,058.89	9,058.89	116,055.91	125,114.80	(116,055.91)	-1281.1%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
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%
USES								
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%
CONTRIBUTIONS								
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%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			33,916.11	33,916.11	(116,055.91)	(82,139.80)	(116,055.91)	-342.2%

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)
A. REVENUES								
1) LCFF Sources	8010-8099		0.00	0.00	0.00	0.00	0.00	0.0%
2) Federal Revenue	8100-8299		11,153.00	11,153.00	294,034.00	327,329.00	316,176.00	2834.9%
3) Other State Revenue	8300-8599		122,797.00	122,797.00	4,456.76	121,932.00	(865.00)	-0.7%
4) Other Local Revenue	8600-8799		0.00	0.00	0.00	0.00	0.00	0.0%
5) TOTAL, REVENUES			133,950.00	133,950.00	298,490.76	449,261.00		
B. EXPENDITURES								
1) Certificated Salaries	1000-1999		6,520.00	6,520.00	0.00	8,996.29	(2,476.29)	-38.0%
2) Classified Salaries	2000-2999		0.00	0.00	0.00	0.00	0.00	0.0%
3) Employee Benefits	3000-3999		115,086.00	115,086.00	0.00	115,968.71	(882.71)	-0.8%
4) Books and Supplies	4000-4999		10,034.00	10,034.00	0.00	9,169.00	865.00	8.6%
5) Services and Other Operating Expenditures	5000-5999		2,310.00	2,310.00	140.00	27,729.00	(25,419.00)	-1100.4%
6) Capital Outlay	6000-6999		190,000.00	190,000.00	0.00	190,000.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299		0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs	7400-7499		0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			323,950.00	323,950.00	140.00	351,863.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(190,000.00)	(190,000.00)	298,350.76	97,398.00		
D. OTHER FINANCING SOURCES/USES								
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 (E/B) (F)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(190,000.00)	(190,000.00)	298,350.76	97,398.00		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited	9791	222,239.00	222,239.00			222,239.00	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)		222,239.00	222,239.00			222,239.00		
d) Other Restatements	9795	0.00	0.00			0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)		222,239.00	222,239.00			222,239.00		
2) Ending Balance, June 30 (E + F1e)		32,239.00	32,239.00			319,637.00		
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	9740	32,239.00	32,239.00			319,637.00		
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	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)
LCFF SOURCES								
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		
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		
LCFF Transfers								
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		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%
TOTAL, LCFF SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
FEDERAL REVENUE								
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	0.00	0.0%
Special Education Discretionary Grants	8182		0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs	8220		0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities	8221		0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds	8260		0.00	0.00	0.00	0.00		
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		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%
Title I, Part A, Basic	3010	8290	8,843.00	8,843.00	(6,739.00)	12,202.00	3,359.00	38.0%
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, Educator Quality	4035	8290	2,310.00	2,310.00	(1,445.00)	2,909.00	599.00	25.9%

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 Education Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
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, 3185, 4050, 4123, 4124, 4126, 4127,					
Other NCLB / Every Student Succeeds Act	5510, 5630	8290	0.00	0.00	0.00	10,000.00	10,000.00	New
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	0.00	0.00	302,218.00	302,218.00	302,218.00	New
TOTAL, FEDERAL REVENUE			11,153.00	11,153.00	294,034.00	327,329.00	316,176.00	2834.9%
OTHER STATE REVENUE								
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	0.00	0.00	0.00	0.00	0.00	0.0%
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%
Child Nutrition Programs								
Mandated Costs Reimbursements								
Lottery - Unrestricted and Instructional Materi:	8560		10,034.00	10,034.00	4,456.76	9,169.00	(865.00)	-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	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
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%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	112,763.00	112,763.00	0.00	112,763.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			122,797.00	122,797.00	4,456.76	121,932.00	(865.00)	-0.7%

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)
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll	8615		0.00	0.00	0.00	0.00	0.00	0.0%
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		0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees	8681		0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts	8689		0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment	8691		0.00	0.00	0.00	0.00		
Pass-Through Revenues From Local Sources	8697		0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue	8699		0.00	0.00	0.00	0.00	0.00	0.0%
Tuition	8710		0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In	8781-8783		0.00	0.00	0.00	0.00	0.00	0.0%
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%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, REVENUES			133,950.00	133,950.00	298,490.76	449,261.00	315,311.00	235.4%

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)
CERTIFICATED SALARIES								
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		6,520.00	6,520.00	0.00	8,996.29	(2,476.29)	-38.0%
TOTAL, CERTIFICATED SALARIES			6,520.00	6,520.00	0.00	8,996.29	(2,476.29)	-38.0%
CLASSIFIED SALARIES								
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%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
STRS	3101-3102		113,824.46	113,824.46	0.00	114,227.60	(403.14)	-0.4%
PERS	3201-3202		0.00	0.00	0.00	0.00	0.00	0.0%
OASDI/Medicare/Alternative	3301-3302		94.54	94.54	0.00	130.44	(35.90)	-38.0%
Health and Welfare Benefits	3401-3402		1,129.18	1,129.18	0.00	1,558.04	(428.86)	-38.0%
Unemployment Insurance	3501-3502		3.26	3.26	0.00	4.49	(1.23)	-37.7%
Workers' Compensation	3601-3602		34.56	34.56	0.00	48.14	(13.58)	-39.3%
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%
TOTAL, EMPLOYEE BENEFITS			115,086.00	115,086.00	0.00	115,968.71	(882.71)	-0.8%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials	4100		10,034.00	10,034.00	0.00	9,169.00	865.00	8.6%
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%
TOTAL, BOOKS AND SUPPLIES			10,034.00	10,034.00	0.00	9,169.00	865.00	8.6%
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services	5100		0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences	5200		2,310.00	2,310.00	0.00	2,909.00	(599.00)	-25.9%
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		0.00	0.00	140.00	24,820.00	(24,820.00)	New
Communications	5900		0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,310.00	2,310.00	140.00	27,729.00	(25,419.00)	-1100.4%

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)
CAPITAL OUTLAY								
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	190,000.00	190,000.00	0.00	190,000.00	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%
TOTAL, CAPITAL OUTLAY			190,000.00	190,000.00	0.00	190,000.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
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	0.00	0.00	0.00	0.00	0.0%
To County Offices		6500	7222	0.00	0.00	0.00	0.00	0.0%
To JPAs		6500	7223	0.00	0.00	0.00	0.00	0.0%
ROC/P Transfers of Apportionments								
To Districts or Charter Schools		6360	7221	0.00	0.00	0.00	0.00	0.0%
To County Offices		6360	7222	0.00	0.00	0.00	0.00	0.0%
To JPAs		6360	7223	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.0%
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%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			323,950.00	323,950.00	140.00	351,863.00	(27,913.00)	-8.6%

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)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00		
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%
INTERFUND TRANSFERS OUT								
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%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00		
Proceeds								
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
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%
USES								
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%
CONTRIBUTIONS								
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%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			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 (E/B) (F)
A. REVENUES								
1) LCFF Sources	8010-8099		3,278,676.00	3,278,676.00	180,019.33	3,635,573.00	356,897.00	10.9%
2) Federal Revenue	8100-8299		11,153.00	11,153.00	294,034.00	327,329.00	316,176.00	2834.9%
3) Other State Revenue	8300-8599		210,446.00	210,446.00	12,413.62	185,649.00	(24,797.00)	-11.8%
4) Other Local Revenue	8600-8799		21,653.17	21,653.17	141,582.42	174,847.03	153,193.86	707.5%
5) TOTAL, REVENUES			3,521,928.17	3,521,928.17	628,049.37	4,323,398.03		
B. EXPENDITURES								
1) Certificated Salaries	1000-1999		1,509,454.43	1,509,454.43	337,724.16	1,568,271.41	(58,816.98)	-3.9%
2) Classified Salaries	2000-2999		558,588.16	558,588.16	157,466.96	586,887.87	(28,299.71)	-5.1%
3) Employee Benefits	3000-3999		890,537.27	890,537.27	180,299.38	870,256.99	20,280.28	2.3%
4) Books and Supplies	4000-4999		262,592.24	239,231.24	130,196.10	261,545.76	(22,314.52)	-9.3%
5) Services and Other Operating Expenditures	5000-5999		328,778.46	328,778.46	100,403.07	367,442.82	(38,664.36)	-11.8%
6) Capital Outlay	6000-6999		190,000.00	213,361.00	30,985.00	270,985.00	(57,624.00)	-27.0%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299		289,759.00	289,759.00	5,108.23	289,759.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs	7400-7499		0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			4,029,709.56	4,029,709.56	942,182.90	4,215,148.85		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(507,781.39)	(507,781.39)	(314,133.53)	108,249.18		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In	8900-8929		42,975.00	42,975.00	0.00	42,975.00	0.00	0.0%
b) Transfers Out	7600-7629		9,058.89	9,058.89	116,055.91	125,114.80	(116,055.91)	-1281.1%
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			33,916.11	33,916.11	(116,055.91)	(82,139.80)		

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)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(473,865.28)	(473,865.28)	(430,189.44)	26,109.38		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited	9791	952,843.50	952,843.50			952,843.50	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)		952,843.50	952,843.50			952,843.50		
d) Other Restatements	9795	0.00	0.00			0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)		952,843.50	952,843.50			952,843.50		
2) Ending Balance, June 30 (E + F1e)		478,978.22	478,978.22			978,952.88		
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	9740	32,239.00	32,239.00			319,637.00		
c) Committed						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			115,000.00		
Text Book Adoption	0000	9780				60,000.00		
STEAM	0000	9780				15,000.00		
Lease To Own (50% Match)	0000	9780				20,000.00		
Technology	0000	9780				20,000.00		
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties	9789	446,739.22	446,739.22			217,013.18		
Unassigned/Unappropriated Amount	9790	0.00	0.00			327,302.70		

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)
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	90,129.00	90,129.00	54,076.00	90,129.00	0.00	0.0%
Education Protection Account State Aid - Current Year		8012	33,256.00	33,256.00	8,460.00	33,838.00	582.00	1.8%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions								
Homeowners' Exemptions		8021	16,904.00	16,904.00	0.00	16,168.00	(736.00)	-4.4%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes								
Secured Roll Taxes		8041	2,999,950.00	2,999,950.00	0.00	3,372,637.00	372,687.00	12.4%
Unsecured Roll Taxes		8042	138,437.00	138,437.00	117,483.33	135,220.00	(3,217.00)	-2.3%
Prior Years' Taxes		8043	0.00	0.00	0.00	(12,419.00)	(12,419.00)	New
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.0%
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	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.0%
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%
Subtotal, LCFF Sources			3,278,676.00	3,278,676.00	180,019.33	3,635,573.00	356,897.00	10.9%
LCFF Transfers								
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	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%
TOTAL, LCFF SOURCES			3,278,676.00	3,278,676.00	180,019.33	3,635,573.00	356,897.00	10.9%
FEDERAL REVENUE								
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	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.0%
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	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%
Title I, Part A, Basic	3010	8290	8,843.00	8,843.00	(6,739.00)	12,202.00	3,359.00	38.0%
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, Educator Quality	4035	8290	2,310.00	2,310.00	(1,445.00)	2,909.00	599.00	25.9%

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 Education Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3185, 4050, 4123, 4124, 4126, 4127, 5510, 5630	8290	0.00	0.00	0.00	10,000.00	10,000.00	New
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	0.00	0.00	302,218.00	302,218.00	302,218.00	New
TOTAL, FEDERAL REVENUE			11,153.00	11,153.00	294,034.00	327,329.00	316,176.00	2834.9%
OTHER STATE REVENUE								
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	0.00	0.00	0.00	0.00	0.00	0.0%
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%
Child Nutrition Programs	8520		0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements	8550		62,381.00	62,381.00	0.00	37,594.00	(24,787.00)	-39.7%
Lottery - Unrestricted and Instructional Materi:	8560		35,292.00	35,292.00	12,413.62	35,292.00	0.00	0.0%
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	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
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%
Quality Education Investment Act	7400	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	112,773.00	112,773.00	0.00	112,763.00	(10.00)	0.0%
TOTAL, OTHER STATE REVENUE			210,446.00	210,446.00	12,413.62	185,649.00	(24,797.00)	-11.8%

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)
OTHER LOCAL REVENUE								
Other Local Revenue								
County and District Taxes								
Other Restricted Levies								
Secured Roll	8615		0.00	0.00	0.00	0.00	0.00	0.0%
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		7,813.17	7,813.17	4,084.01	13,592.24	5,779.07	74.0%
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		0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees	8681		0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts	8689		0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue								
Plus: Misc Funds Non-LCFF (50%) Adjustment	8691		0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources	8697		0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue	8699		13,840.00	13,840.00	137,498.41	161,254.79	147,414.79	1065.1%
Tuition	8710		0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In	8781-8783		0.00	0.00	0.00	0.00	0.00	0.0%
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%
TOTAL, OTHER LOCAL REVENUE			21,653.17	21,653.17	141,582.42	174,847.03	153,193.86	707.5%
TOTAL, REVENUES			3,521,928.17	3,521,928.17	628,049.37	4,323,398.03	801,469.86	22.8%

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 SALARIES								
Certificated Teachers' Salaries	1100	1,234,785.39	1,234,785.39	252,462.87	1,281,948.71	(47,163.32)	-3.8%	
Certificated Pupil Support Salaries	1200	96,873.00	96,873.00	19,985.58	95,883.98	989.02	1.0%	
Certificated Supervisors' and Administrators' Salaries	1300	171,276.04	171,276.04	65,275.71	181,442.43	(10,166.39)	-5.9%	
Other Certificated Salaries	1900	6,520.00	6,520.00	0.00	8,996.29	(2,476.29)	-38.0%	
TOTAL, CERTIFICATED SALARIES		1,509,454.43	1,509,454.43	337,724.16	1,568,271.41	(58,816.98)	-3.9%	
CLASSIFIED SALARIES								
Classified Instructional Salaries	2100	150,221.36	150,221.36	31,990.08	173,828.39	(23,607.03)	-15.7%	
Classified Support Salaries	2200	42,747.64	42,747.64	20,473.95	56,382.80	(13,635.16)	-31.9%	
Classified Supervisors' and Administrators' Salaries	2300	148,705.89	148,705.89	52,538.82	156,522.61	(7,816.72)	-5.3%	
Clerical, Technical and Office Salaries	2400	175,726.20	175,726.20	51,840.69	165,089.50	10,636.70	6.1%	
Other Classified Salaries	2900	41,187.07	41,187.07	623.42	35,064.57	6,122.50	14.9%	
TOTAL, CLASSIFIED SALARIES		558,588.16	558,588.16	157,466.96	586,887.87	(28,299.71)	-5.1%	
EMPLOYEE BENEFITS								
STRS	3101-3102	351,570.28	351,570.28	53,902.82	360,027.56	(8,457.28)	-2.4%	
PERS	3201-3202	74,204.56	74,204.56	22,844.33	75,111.69	(907.13)	-1.2%	
OASDI/Medicare/Alternative	3301-3302	58,180.10	58,180.10	16,141.74	58,088.24	91.86	0.2%	
Health and Welfare Benefits	3401-3402	387,044.01	387,044.01	84,692.69	365,620.01	21,424.00	5.5%	
Unemployment Insurance	3501-3502	1,417.88	1,417.88	237.19	984.16	433.72	30.6%	
Workers' Compensation	3601-3602	18,120.44	18,120.44	2,480.61	10,425.33	7,695.11	42.5%	
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%	
TOTAL, EMPLOYEE BENEFITS		890,537.27	890,537.27	180,299.38	870,256.99	20,280.28	2.3%	
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials	4100	23,034.00	23,034.00	69.00	22,169.00	865.00	3.8%	
Books and Other Reference Materials	4200	4,500.00	4,500.00	0.00	2,500.00	2,000.00	44.4%	
Materials and Supplies	4300	175,125.97	175,125.97	84,222.42	181,511.94	(6,385.97)	-3.6%	
Noncapitalized Equipment	4400	57,932.27	34,571.27	45,904.68	53,364.82	(18,793.55)	-54.4%	
Food	4700	2,000.00	2,000.00	0.00	2,000.00	0.00	0.0%	
TOTAL, BOOKS AND SUPPLIES		262,592.24	239,231.24	130,196.10	261,545.76	(22,314.52)	-9.3%	
SERVICES AND OTHER OPERATING EXPENDITURES								
Subagreements for Services	5100	0.00	0.00	0.00	0.00	0.00	0.0%	
Travel and Conferences	5200	40,741.43	40,741.43	10,220.41	43,340.43	(2,599.00)	-6.4%	
Dues and Memberships	5300	8,371.74	8,371.74	4,365.35	8,371.74	0.00	0.0%	
Insurance	5400-5450	11,643.00	11,643.00	12,862.62	11,643.00	0.00	0.0%	
Operations and Housekeeping Services	5500	68,709.25	68,709.25	26,076.67	69,363.61	(654.36)	-1.0%	
Rentals, Leases, Repairs, and Noncapitalized Improvements	5600	24,871.73	24,671.73	4,992.24	24,671.73	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	158,740.83	158,940.83	36,172.61	194,351.83	(35,411.00)	-22.3%	
Communications	5900	15,700.48	15,700.48	5,713.17	15,700.48	0.00	0.0%	
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES		328,778.46	328,778.46	100,403.07	367,442.82	(38,664.36)	-11.8%	

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)
CAPITAL OUTLAY								
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	190,000.00	190,000.00	0.00	190,000.00	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	23,361.00	30,985.00	80,985.00	(57,624.00)	-246.7%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			190,000.00	213,361.00	30,985.00	270,985.00	(57,624.00)	-27.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
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	289,759.00	289,759.00	5,108.23	289,759.00	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	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%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			289,759.00	289,759.00	5,108.23	289,759.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00		
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			4,029,709.56	4,029,709.56	942,182.90	4,215,148.85	(185,439.29)	-4.6%

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)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: Special Reserve Fund		8912	42,975.00	42,975.00	0.00	42,975.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	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			42,975.00	42,975.00	0.00	42,975.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
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	116,055.91	116,055.91	(116,055.91)	New
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	9,058.89	9,058.89	0.00	9,058.89	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			9,058.89	9,058.89	116,055.91	125,114.80	(116,055.91)	-1281.1%
OTHER SOURCES/USES								
SOURCES								
State Apportionments								
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds								
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
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%
USES								
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%
CONTRIBUTIONS								
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%
TOTAL, OTHER FINANCING SOURCES/USES			33,916.11	33,916.11	(116,055.91)	(82,139.80)	116,055.91	-342.2%
(a - b + c - d + e)								

Cold Spring Elementary
Santa Barbara CountyFirst Interim
General Fund
Exhibit: Restricted Balance Detail42 69161 0000000
Form 01I

Resource	Description	2018-19	Projected Year Totals
4127	ESSA: Title IV, Part A, Student Support and Immediate Aid to Restart School Operations	10,000.00	
5654		302,218.00	
6230	California Clean Energy Jobs Act	7,419.00	
Total, Restricted Balance			319,637.00

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)
A. REVENUES								
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	1,054.06	1,054.06	1,512.53	1,054.06	0.00	0.0%
5) TOTAL, REVENUES			1,054.06	1,054.06	1,512.53	1,054.06		
B. EXPENDITURES								
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		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,054.06	1,054.06	1,512.53	1,054.06		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	116,055.91	116,055.91	116,055.91	New
b) Transfers Out		7600-7629	42,975.00	42,975.00	0.00	42,975.00	0.00	0.0%
2) Other Sources/Uses		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
a) Sources								
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			(42,975.00)	(42,975.00)	116,055.91	73,080.91		

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)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(41,920.94)	(41,920.94)	117,568.44	74,134.97		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited	9791		377,565.85	377,565.85			377,565.85	0.00
b) Audit Adjustments	9793		0.00	0.00			0.00	0.00%
c) As of July 1 - Audited (F1a + F1b)			377,565.85	377,565.85			377,565.85	
d) Other Restatements	9795		0.00	0.00			0.00	0.00%
e) Adjusted Beginning Balance (F1c + F1d)			377,565.85	377,565.85			377,565.85	
2) Ending Balance, June 30 (E + F1e)			335,644.91	335,644.91			451,700.82	
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	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		191,810.03	191,810.03			0.00	
to fund reinstated positions as needed	0000	9780	191,810.03					
To fund reinstated positions as needed	0000	9780		191,810.03				
e) Unassigned/Unappropriated								
Reserve for Economic Uncertainties	9789		143,834.88	143,834.88			451,700.82	
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)
OTHER LOCAL REVENUE								
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	1,054.06	1,054.06	1,512.53	1,054.06	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%
TOTAL, OTHER LOCAL REVENUE			1,054.06	1,054.06	1,512.53	1,054.06	0.00	0.0%
TOTAL, REVENUES			1,054.06	1,054.06	1,512.53	1,054.06		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund/CSSF		8912	0.00	0.00	116,055.91	116,055.91	116,055.91	New
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	116,055.91	116,055.91	116,055.91	New
INTERFUND TRANSFERS OUT								
To: General Fund/CSSF		7612	42,975.00	42,975.00	0.00	42,975.00	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) TOTAL, INTERFUND TRANSFERS OUT			42,975.00	42,975.00	0.00	42,975.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	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%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	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%
CONTRIBUTIONS								
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(42,975.00)	(42,975.00)	116,055.91	73,080.91		

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)
A. REVENUES								
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	655.21	655.21	203.53	655.21	0.00	0.0%
5) TOTAL, REVENUES			655.21	655.21	203.53	655.21		
B. EXPENDITURES								
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		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			655.21	655.21	203.53	655.21		
D. OTHER FINANCING SOURCES/USES								
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)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			655.21	655.21	203.53	655.21		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited	9791		1,514.75	1,514.75		1,514.75	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)			1,514.75	1,514.75		1,514.75		
d) Other Restatements	9795		0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,514.75	1,514.75		1,514.75		
2) Ending Balance, June 30 (E + F1e)			2,169.96	2,169.96		2,169.96		
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	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		2,169.96	2,169.96		2,169.96		
Retiree Health Benefits	0000	9780	2,169.96					
Retiree Health Benefits	0000	9780		2,169.96				
Retiree Health Benefits	0000	9780				2,169.96		
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)
OTHER LOCAL REVENUE								
Interest	8660		655.21	655.21	203.53	655.21	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%
TOTAL, OTHER LOCAL REVENUE			655.21	655.21	203.53	655.21	0.00	0.0%
TOTAL, REVENUES			655.21	655.21	203.53	655.21		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund/CSSF	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%
INTERFUND TRANSFERS OUT								
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) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs	8965		0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs	7651		0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Restricted Revenues	8990		0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
(a - b + c - d + e)								

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)
A. REVENUES								
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	3,222.95	3,222.95	562.31	3,222.95	0.00	0.0%
5) TOTAL, REVENUES			3,222.95	3,222.95	562.31	3,222.95		
B. EXPENDITURES								
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		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			3,222.95	3,222.95	562.31	3,222.95		
D. OTHER FINANCING SOURCES/USES								
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								
4) TOTAL, OTHER FINANCING SOURCES/USES		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
			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)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,222.95	3,222.95	562.31	3,222.95		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited	9791		140,510.29	140,510.29		140,510.29	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)			140,510.29	140,510.29		140,510.29		
d) Other Restatements	9795		0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			140,510.29	140,510.29		140,510.29		
2) Ending Balance, June 30 (E + F1e)			143,733.24	143,733.24		143,733.24		
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		102,034.27	102,034.27		102,034.27		
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		41,698.97	41,698.97		41,698.97		
Accrued interest for Bond Projects	0000	9780	41,698.97					
Accrued interest for Bond projects	0000	9780		41,698.97				
Accrued Interest for Bond Projects	0000	9780				41,698.97		
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)
FEDERAL REVENUE								
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%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
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%
All Other State Revenue		8590	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
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%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	3,222.95	3,222.95	562.31	3,222.95	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%
TOTAL, OTHER LOCAL REVENUE			3,222.95	3,222.95	562.31	3,222.95	0.00	0.0%
TOTAL, REVENUES			3,222.95	3,222.95	562.31	3,222.95		

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)
CLASSIFIED SALARIES								
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%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
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%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
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%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
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%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			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)
CAPITAL OUTLAY								
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%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.00	0.00	0.00	0.0%
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%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			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)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
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%
INTERFUND TRANSFERS OUT								
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) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Sale of Bonds	8951		0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Sale/Lease- Purchase of Land/Buildings	8953		0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
County School Building 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%
USES								
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%
CONTRIBUTIONS								
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%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (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)
A. REVENUES								
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	31,389.14	31,389.14	1,342.01	31,389.14	0.00	0.0%
5) TOTAL, REVENUES			31,389.14	31,389.14	1,342.01	31,389.14		
B. EXPENDITURES								
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		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			31,389.14	31,389.14	1,342.01	31,389.14		
D. OTHER FINANCING SOURCES/USES								
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								
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)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			31,389.14	31,389.14	1,342.01	31,389.14		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited	9791		335,154.07	335,154.07			335,154.07	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)			335,154.07	335,154.07			335,154.07	
d) Other Restatements	9795		0.00	0.00			0.00	0.00 0.0%
e) Adjusted Beginning Balance (F1c + F1d)			335,154.07	335,154.07			335,154.07	
2) Ending Balance, June 30 (E + F1e)			366,543.21	366,543.21			366,543.21	
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		366,543.21	366,543.21			366,543.21	
Capital facilities projects	0000	9780	366,543.21					
Capital Facilities Projects	0000	9780		366,543.21				
Capital Facilities Projects	0000	9780					366,543.21	
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)
OTHER STATE REVENUE								
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%
All Other State Revenue	8590		0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
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%
Interest	8660		3,627.30	3,627.30	1,342.01	3,627.30	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								
Mitigation/Developer Fees	8681		27,761.84	27,761.84	0.00	27,761.84	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%
TOTAL, OTHER LOCAL REVENUE			31,389.14	31,389.14	1,342.01	31,389.14	0.00	0.0%
TOTAL, REVENUES			31,389.14	31,389.14	1,342.01	31,389.14		

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)
CERTIFICATED SALARIES								
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
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%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
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%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
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%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.00	0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES								
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%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			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)
CAPITAL OUTLAY								
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%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	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%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			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)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
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%
INTERFUND TRANSFERS OUT								
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) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Sale/Lessee- Purchase of Land/Buildings	8953		0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs	8965		0.00	0.00	0.00	0.00	0.00	0.0%
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%
USES								
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%
CONTRIBUTIONS								
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%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (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)
A. REVENUES								
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		2,123.92	2,123.92	2,170.74	2,170.74	46.82	2.2%
5) TOTAL, REVENUES			2,123.92	2,123.92	2,170.74	2,170.74		
B. EXPENDITURES								
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	8,530.51	8,530.51	(8,530.51)	New
5) Services and Other Operating Expenditures	5000-5999		0.00	0.00	9,721.49	9,721.49	(9,721.49)	New
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	18,252.00	18,252.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			2,123.92	2,123.92	(16,081.26)	(16,081.26)		
D. OTHER FINANCING SOURCES/USES								
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)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,123.92	2,123.92	(16,081.26)	(16,081.26)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited	9791		541,982.73	541,982.73		541,982.73	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)			541,982.73	541,982.73		541,982.73		
d) Other Restatements	9795		0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			541,982.73	541,982.73		541,982.73		
2) Ending Balance, June 30 (E + F1e)			544,106.65	544,106.65		525,901.47		
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		544,106.65	544,106.65		525,901.47		
Capital facilities projects	0000	9780	544,106.65					
Capital Facilities Projects	0000	9780		544,106.65				
Capital Facilities Project	0000	9780				525,901.47		
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)
FEDERAL REVENUE								
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%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
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%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Other Local Revenue								
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.0%
Sales		8631	0.00	0.00	0.00	0.00	0.00	0.0%
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	2,123.92	2,123.92	2,170.74	2,170.74	46.82	2.2%
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%
TOTAL, OTHER LOCAL REVENUE			2,123.92	2,123.92	2,170.74	2,170.74	46.82	2.2%
TOTAL, REVENUES			2,123.92	2,123.92	2,170.74	2,170.74		

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)
CLASSIFIED SALARIES								
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%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
EMPLOYEE BENEFITS								
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%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.00	0.00	0.00	0.0%
BOOKS AND SUPPLIES								
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	8,530.51	8,530.51	(8,530.51)	New
Noncapitalized Equipment		4400	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	8,530.51	8,530.51	(8,530.51)	New
SERVICES AND OTHER OPERATING EXPENDITURES								
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	2,403.37	2,403.37	(2,403.37)	New
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	7,318.12	7,318.12	(7,318.12)	New
Communications		5900	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	9,721.49	9,721.49	(9,721.49)	New

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)
CAPITAL OUTLAY								
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%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
Transfers of Pass-Through Revenues								
To Districts or Charter Schools		7211	0.00	0.00	0.00	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%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	18,252.00	18,252.00		

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)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
From: General Fund/CSSF		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%
INTERFUND TRANSFERS OUT								
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) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Proceeds								
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
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%
USES								
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%
CONTRIBUTIONS								
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%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (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)
A. REVENUES								
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	373.05	373.05	0.00	785.05	412.00	110.4%
4) Other Local Revenue		8600-8799	364,126.95	364,126.95	685.21	684,506.95	320,380.00	88.0%
5) TOTAL, REVENUES			364,500.00	364,500.00	685.21	685,292.00		
B. EXPENDITURES								
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	364,500.00	364,500.00	195,138.97	695,119.00	(330,619.00)	-90.7%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			364,500.00	364,500.00	195,138.97	695,119.00		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)								
			0.00	0.00	(194,453.76)	(9,827.00)		
D. OTHER FINANCING SOURCES/USES								
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)
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	(194,453.76)	(9,827.00)		
F. FUND BALANCE, RESERVES								
1) Beginning Fund Balance								
a) As of July 1 - Unaudited	9791		301,406.50	301,406.50		301,406.50	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)			301,406.50	301,406.50		301,406.50		
d) Other Restatements	9795		0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			301,406.50	301,406.50		301,406.50		
2) Ending Balance, June 30 (E + F1e)			301,406.50	301,406.50		291,579.50		
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		134,560.80	134,560.80		134,560.80		
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		166,845.70	166,845.70		157,018.70		
Bond Interest & Redemption	0000	9780	166,845.70					
Bond interest and redemption	0000	9780		166,845.70				
Bond Interest and Redemption	0000	9780				157,018.70		
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)
FEDERAL REVENUE								
All Other Federal Revenue	8290		0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER STATE REVENUE								
Tax Relief Subventions Voted Indebtedness Levies	8571		373.05	373.05	0.00	785.05	412.00	110.4%
Homeowners' Exemptions	8572		0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			373.05	373.05	0.00	785.05	412.00	110.4%
OTHER LOCAL REVENUE								
County and District Taxes Voted Indebtedness Levies	8611		362,203.88	362,203.88	0.00	675,143.88	312,940.00	86.4%
Secured Roll	8612		0.00	0.00	0.00	640.00	640.00	New
Unsecured Roll	8613		9.08	9.08	0.00	9.08	0.00	0.0%
Prior Years' Taxes	8614		296.98	296.98	0.00	5,296.98	5,000.00	1683.6%
Supplemental Taxes	8629		0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes	8660		1,617.01	1,617.01	685.21	3,417.01	1,800.00	111.3%
Interest	8662		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	8699		0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue	8799		0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			364,126.95	364,126.95	685.21	684,506.95	320,380.00	88.0%
TOTAL, REVENUES			364,500.00	364,500.00	685.21	685,292.00		
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Debt Service	7433		215,000.00	215,000.00	115,721.00	408,367.00	(193,367.00)	-89.9%
Bond Redemptions	7434		149,500.00	149,500.00	79,417.97	286,752.00	(137,252.00)	-91.8%
Bond Interest and Other Service Charges	7438		0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service - Interest	7439		0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal			364,500.00	364,500.00	195,138.97	695,119.00	(330,619.00)	-90.7%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			364,500.00	364,500.00	195,138.97	695,119.00		
TOTAL, EXPENDITURES			364,500.00	364,500.00	195,138.97	695,119.00		

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)
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
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%
INTERFUND TRANSFERS OUT								
To: General Fund		7614	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%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	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%
USES								
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%
CONTRIBUTIONS								
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%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (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)
A. REVENUES								
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		52,649.00	52,649.00	52.98	52,649.00	0.00	0.0%
5) TOTAL, REVENUES			52,649.00	52,649.00	52.98	52,649.00		
B. EXPENSES								
1) Certificated Salaries	1000-1999		0.00	0.00	0.00	0.00	0.00	0.0%
2) Classified Salaries	2000-2999		35,501.52	35,501.52	7,060.59	32,352.95	3,148.57	8.9%
3) Employee Benefits	3000-3999		16,890.37	16,890.37	3,432.74	16,743.70	146.67	0.9%
4) Books and Supplies	4000-4999		3,316.00	3,316.00	148.35	3,316.00	0.00	0.0%
5) Services and Other Operating Expenses	5000-5999		6,000.00	6,000.00	230.00	7,400.00	(1,400.00)	-23.3%
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			61,707.89	61,707.89	10,871.68	59,812.65		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(9,058.89)	(9,058.89)	(10,818.70)	(7,163.65)		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers a) Transfers In	8900-8929		9,058.89	9,058.89	0.00	9,058.89	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			9,058.89	9,058.89	0.00	9,058.89		

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)
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			0.00	0.00	(10,818.70)	1,895.24		
F. NET POSITION								
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		1,895.24		
Components of Ending Net Position								
a) Net Investment in Capital Assets	9796		0.00	0.00		1,895.24		
b) Restricted Net Position	9797		0.00	0.00		0.00		
c) Unrestricted Net Position	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)
OTHER STATE REVENUE								
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%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER LOCAL REVENUE								
Sales								
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	400.00	400.00	52.98	400.00	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		8689	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		8699						
All Other Local Revenue		8699	52,249.00	52,249.00	0.00	52,249.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			52,649.00	52,649.00	52.98	52,649.00	0.00	0.0%
TOTAL, REVENUES			52,649.00	52,649.00	52.98	52,649.00		

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)
CERTIFICATED SALARIES								
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%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.00	0.00	0.00	0.0%
CLASSIFIED SALARIES								
Classified Instructional Salaries	2100		21,387.50	21,387.50	4,299.76	21,498.80	(111.30)	-0.5%
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		14,114.02	14,114.02	2,760.83	10,854.15	3,259.87	23.1%
TOTAL, CLASSIFIED SALARIES			35,501.52	35,501.52	7,060.59	32,352.95	3,148.57	8.9%
EMPLOYEE BENEFITS								
STRS	3101-3102		0.00	0.00	71.56	71.56	(71.56)	New
PERS	3201-3202		3,863.01	3,863.01	776.62	3,883.11	(20.10)	-0.5%
OASDI/Medicare/Alternative	3301-3302		2,566.28	2,566.28	488.23	2,324.45	241.83	9.4%
Health and Welfare Benefits	3401-3402		10,266.50	10,266.50	2,057.26	10,286.30	(19.80)	-0.2%
Unemployment Insurance	3501-3502		16.78	16.78	3.36	15.36	1.42	8.5%
Workers' Compensation	3601-3602		177.80	177.80	35.71	162.92	14.88	8.4%
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%
TOTAL, EMPLOYEE BENEFITS			16,890.37	16,890.37	3,432.74	16,743.70	146.67	0.9%
BOOKS AND SUPPLIES								
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		3,316.00	3,316.00	148.35	3,316.00	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%
TOTAL, BOOKS AND SUPPLIES			3,316.00	3,316.00	148.35	3,316.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES								
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	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		6,000.00	6,000.00	230.00	7,400.00	(1,400.00)	-23.3%
Communications	5900		0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			6,000.00	6,000.00	230.00	7,400.00	(1,400.00)	-23.3%

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)
DEPRECIATION								
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%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Other Transfers Out								
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENSES			61,707.89	61,707.89	10,871.68	59,812.65		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	9,058.89	9,058.89	0.00	9,058.89	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			9,058.89	9,058.89	0.00	9,058.89	0.00	0.0%
INTERFUND TRANSFERS OUT								
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%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	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%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	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%
CONTRIBUTIONS								
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%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			9,058.89	9,058.89	0.00	9,058.89		

Cold Spring Elementary
Santa Barbara County2018-19 First Interim
AVERAGE DAILY ATTENDANCE42 69161 0000000
Form AI

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)
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	163.17	163.17	163.17	163.17	0.00	0%
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)	0.00	0.00	0.00	0.00	0.00	0%
4. Total, District Regular ADA (Sum of Lines A1 through A3)	163.17	163.17	163.17	163.17	0.00	0%
5. District Funded County Program ADA						
a. County Community Schools	0.00	0.00	0.00	0.00	0.00	0%
b. Special Education-Special Day Class	2.93	2.93	2.93	2.93	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%
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]	0.00	0.00	0.00	0.00	0.00	0%
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	2.93	2.93	2.93	2.93	0.00	0%
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	166.10	166.10	166.10	166.10	0.00	0%
7. Adults in Correctional Facilities	0.00	0.00	0.00	0.00	0.00	0%
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ACTUALS THROUGH THE MONTH OF (Enter Month Name):										
A. BEGINNING CASH			916,545.76	845,950.08	812,974.33	519,533.78	539,709.16	666,598.56	1,547,542.38	1,243,404.11
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		13,519.00	13,519.00	21,979.00	13,519.00			9,383.50	10,409.50
Property Taxes	8020-8079					117,483.33	469,152.28	1,169,167.39		
Miscellaneous Funds	8080-8099									
Federal Revenue	8100-8299				(8,184.00)	302,218.00			2,826.00	7,263.00
Other State Revenue	8300-8599				12,413.62	0.00		15,051.00	36,549.00	36,549.00
Other Local Revenue	8600-8799		4,461.32	105,445.69	7,373.68	24,301.73	18,726.38	87.00		2,516.00
Interfund Transfers In	8910-8929		42,975.00							
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			60,955.32	118,964.69	33,582.30	457,522.06	487,878.66	1,184,305.39	48,758.50	56,737.50
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		19,303.17	17,894.70	151,699.71	148,826.58	152,575.92	149,662.00	150,015.00	152,132.00
Classified Salaries	2000-2999		29,262.59	37,144.89	43,933.91	47,125.57	48,675.18	52,634.08	52,920.08	54,311.08
Employee Benefits	3000-3999		30,290.07	21,335.57	78,391.85	50,281.86	79,761.64	77,337.86	68,743.08	65,606.64
Books and Supplies	4000-4999		25,080.84	21,472.98	41,621.08	42,021.20	7,926.52	5,788.00	4,603.00	25,000.00
Services	5000-5999		22,802.43	26,788.51	26,382.80	24,429.33	23,050.00	17,939.63	31,615.61	24,815.61
Capital Outlay	6000-6599			30,985.00			45,000.00		45,000.00	50,000.00
Other Outgo	7000-7499					5,108.23				136,969.77
Interfund Transfers Out	7600-7629					116,055.91	4,000.00			
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			126,739.10	155,621.65	342,029.35	433,848.68	360,989.26	303,361.57	352,896.77	508,835.10
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199	(13,815.00)	13,815.00	0.00	0.00	0.00				
Accounts Receivable	9200-9299	(40,081.77)	15,607.00	4,082.87	8,834.03	0.00				
Due From Other Funds	9310	(9,487.12)	(6,047.41)		6,172.47	(5,000.00)				
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL		(63,383.89)	23,374.59	4,082.87	15,006.50	(5,000.00)	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599	27,086.15	28,186.49	401.66	0.00	(1,502.00)	0.00			
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		27,086.15	28,186.49	401.66	0.00	(1,502.00)	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		(90,470.04)	(4,811.90)	3,681.21	15,006.50	(3,498.00)	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			(70,595.68)	(32,975.75)	(293,440.55)	20,175.38	126,889.40	880,943.82	(304,138.27)	(452,097.60)
F. ENDING CASH (A + E)			845,950.08	812,974.33	519,533.78	539,709.16	666,598.56	1,547,542.38	1,243,404.11	791,306.51
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ACTUALS THROUGH THE MONTH OF (Enter Month Name):									
A. BEGINNING CASH		791,306.51	461,593.13	1,254,221.41	1,219,860.45				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	10,409.50	10,409.50	10,409.50	10,409.50			123,967.00	123,967.00
Property Taxes	8020-8079	8,534.00	1,169,167.39	289,050.80	289,050.81			3,511,606.00	3,511,606.00
Miscellaneous Funds	8080-8099							0.00	0.00
Federal Revenue	8100-8299	7,553.00	7,263.00		8,390.00			327,329.00	327,329.00
Other State Revenue	8300-8599	6,149.38	5,929.00	36,459.00	36,549.00			185,649.00	185,649.00
Other Local Revenue	8600-8799	2,755.00	9,180.23					174,847.03	174,847.03
Interfund Transfers In	8910-8929							42,975.00	42,975.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		35,400.88	1,201,949.12	335,919.30	344,399.31	0.00	0.00	4,366,373.03	4,366,373.03
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	150,933.00	152,351.29	160,418.10	162,459.94			1,568,271.41	1,568,271.41
Classified Salaries	2000-2999	54,903.08	53,302.08	53,922.08	58,753.25			586,887.87	586,887.87
Employee Benefits	3000-3999	72,453.57	76,781.86	70,084.86	179,188.13			870,256.99	870,256.99
Books and Supplies	4000-4999	13,000.00	24,000.00	9,176.00	41,856.14			261,545.76	261,545.76
Services	5000-5999	23,824.61	28,575.61	26,679.22	90,539.46			367,442.82	367,442.82
Capital Outlay	6000-6599	50,000.00		50,000.00				270,985.00	270,985.00
Other Outgo	7000-7499		70,310.00		77,371.00			289,759.00	289,759.00
Interfund Transfers Out	7600-7629		4,000.00		1,058.89			125,114.80	125,114.80
All Other Financing Uses	7630-7699							0.00	0.00
TOTAL DISBURSEMENTS		365,114.26	409,320.84	370,280.26	611,226.81	0.00	0.00	4,340,263.65	4,340,263.65
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199							13,815.00	
Accounts Receivable	9200-9299							28,523.90	
Due From Other Funds	9310							(4,874.94)	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	37,463.96	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599							27,086.15	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	27,086.15	
Nonoperating								0.00	
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	10,377.81	
E. NET INCREASE/DECREASE (B - C + D)		(329,713.38)	792,628.28	(34,360.96)	(266,827.50)	0.00	0.00	36,487.19	26,109.38
F. ENDING CASH (A + E)		461,593.13	1,254,221.41	1,219,860.45	953,032.95				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								953,032.95	

Cold Spring Elementary
Santa Barbara CountyFirst Interim
2018-19 Projected Year Totals
Every Student Succeeds Act Maintenance of Effort Expenditures42 69161 0000000
Form ESMOE

Section I - Expenditures	Funds 01, 09, and 62			2018-19 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	4,340,263.65
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	15,111.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	270,985.00
3. Debt Service	All	9100	5400-5450, 5800, 7430- 7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	125,114.80
6. All Other Financing Uses	All	9100 9200	7699 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				396,099.80
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				3,929,052.85

Cold Spring Elementary
Santa Barbara CountyFirst Interim
2018-19 Projected Year Totals
Every Student Succeeds Act Maintenance of Effort Expenditures42 69161 0000000
Form ESMOE

Section II - Expenditures Per ADA		2018-19 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form AI, Column C, sum of lines A6 and C9)*		166.10
B. Expenditures per ADA (Line I.E divided by Line II.A)		23,654.74
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)		Total
A. Base expenditures (Preloaded expenditures extracted from prior year Unaudited Actuals MOE calculation). (Note: If the prior year MOE was not met, in its final determination, CDE will adjust the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	3,790,303.98	23,280.54
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	3,790,303.98	23,280.54
B. Required effort (Line A.2 times 90%)	3,411,273.58	20,952.49
C. Current year expenditures (Line I.E and Line II.B)	3,929,052.85	23,654.74
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2020-21 may be reduced by the lower of the two percentages)	0.00%	0.00%

*Interim Periods - Annual ADA not available from Form AI. For your convenience, Projected Year Totals Estimated P-2 ADA is extracted. Manual adjustment may be required to reflect estimated Annual ADA.

Cold Spring Elementary
Santa Barbara CountyFirst Interim
2018-19 Projected Year Totals
Every Student Succeeds Act Maintenance of Effort Expenditures42 69161 0000000
Form ESMOE

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

Part I - General Administrative Share of Plant Services Costs

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

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

- | | | |
|---|-------|------------|
| 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) | _____ | 198,866.59 |
| 2. Contracted general administrative positions not paid through payroll | | |
| a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. | | |
| b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit. | | |

B. Salaries and Benefits - All Other Activities

- | | | |
|--|-------|--------------|
| 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) | _____ | 2,826,549.68 |
|--|-------|--------------|

C. Percentage of Plant Services Costs Attributable to General Administration

- | | | |
|---|-------|-------|
| (Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) | _____ | 7.04% |
|---|-------|-------|

Part II - Adjustments for Employment Separation Costs

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

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

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

A. Normal Separation Costs (optional)

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

B. Abnormal or Mass Separation Costs (required)

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

0.00

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

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	206,475.03
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	5,346.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	25,934.58
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	237,755.61
9. Carry-Forward Adjustment (Part IV, Line F)	0.00
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	237,755.61

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	2,358,999.62
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	559,615.11
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 5100)	0.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	0.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 5100)	2,000.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	145,830.24
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	7,750.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	0.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	342,454.27
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
15. Child Development (Fund 12, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Cafeteria (Funds 13 and 61, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
17. Foundation (Funds 19 and 57, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
18. Total Base Costs (Lines B1 through B12 and Lines B13b through B17, minus Line B13a)	3,416,649.24

C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment(For information only - not for use when claiming/recovering indirect costs)
(Line A8 divided by Line B18)6.96%**D. Preliminary Proposed Indirect Cost Rate**(For final approved fixed-with-carry-forward rate for use in 2020-21 see www.cde.ca.gov/fg/ac/ic)
(Line A10 divided by Line B18)6.96%

Part IV - Carry-forward Adjustment

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

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

A. Indirect costs incurred in the current year (Part III, Line A8)	<u>237,755.61</u>
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	<u>0.00</u>
2. Carry-forward adjustment amount deferred from prior year(s), if any	<u>0.00</u>
C. Carry-forward adjustment for under- or over-recovery in the current year	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (7.64%) times Part III, Line B18); zero if negative	<u>0.00</u>
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (7.64%) times Part III, Line B18) or (the highest rate used to recover costs from any program (0%) times Part III, Line B18); zero if positive	<u>0.00</u>
D. Preliminary carry-forward adjustment (Line C1 or C2)	<u>0.00</u>
E. Optional allocation of negative carry-forward adjustment over more than one year	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	<u>not applicable</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
LEA request for Option 1, Option 2, or Option 3	<u>1</u>
F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)	<u>0.00</u>

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	3,635,573.00	0.00%	3,635,573.00	0.00%	3,635,573.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	63,717.00	-52.24%	30,429.00	0.00%	30,429.00
4. Other Local Revenues	8600-8799	174,847.03	-16.12%	146,653.00	0.00%	146,653.00
5. Other Financing Sources						
a. Transfers In	8900-8929	42,975.00	-100.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	0.00	0.00%		0.00%	
6. Total (Sum lines A1 thru A5c)		3,917,112.03	-2.67%	3,812,655.00	0.00%	3,812,655.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				1,559,275.12		1,590,460.62
b. Step & Column Adjustment				31,185.50		31,809.21
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,559,275.12	2.00%	1,590,460.62	2.00%	1,622,269.83
2. Classified Salaries						
a. Base Salaries				586,887.87		598,625.63
b. Step & Column Adjustment				11,737.76		11,972.51
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	586,887.87	2.00%	598,625.63	2.00%	610,598.14
3. Employee Benefits	3000-3999	754,288.28	5.02%	792,153.55	3.10%	816,710.31
4. Books and Supplies	4000-4999	252,376.76	5.00%	265,000.00	-13.21%	230,000.00
5. Services and Other Operating Expenditures	5000-5999	339,713.82	-6.65%	317,128.00	0.00%	317,128.00
6. Capital Outlay	6000-6999	80,985.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	289,759.00	5.00%	304,247.00	0.00%	304,247.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	125,114.80	-92.81%	9,000.00	0.00%	9,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		3,988,400.65	-2.80%	3,876,614.80	0.86%	3,909,953.28
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(71,288.62)		(63,959.80)		(97,298.28)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01I, line F1e)		730,604.50		659,315.88		595,356.08
2. Ending Fund Balance (Sum lines C and D1)		659,315.88		595,356.08		498,057.80
3. Components of Ending Fund Balance (Form 01I)						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	115,000.00		40,000.00		10,000.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	217,013.18		201,893.94		203,560.86
2. Unassigned/Unappropriated	9790	327,302.70		353,462.14		284,496.94
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		659,315.88		595,356.08		498,057.80

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	217,013.18		201,893.94		203,560.86
c. Unassigned/Unappropriated	9790	327,302.70		353,462.14		284,496.94
(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	451,700.82		451,700.00		451,700.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)		996,016.70		1,007,056.08		939,757.80
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	327,329.00	-96.59%	11,153.00	0.00%	11,153.00
3. Other State Revenues	8300-8599	121,932.00	0.00%	121,932.00	0.00%	121,932.00
4. Other Local Revenues	8600-8799	0.00	0.00%		0.00%	
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	0.00	0.00%		0.00%	
6. Total (Sum lines A1 thru A5c)		449,261.00	-70.38%	133,085.00	0.00%	133,085.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries				8,996.29		8,996.29
a. Base Salaries						
b. Step & Column Adjustment						
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	8,996.29	0.00%	8,996.29	0.00%	8,996.29
2. Classified Salaries				0.00		0.00
a. Base Salaries						
b. Step & Column Adjustment						
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	0.00	0.00%	0.00	0.00%	0.00
3. Employee Benefits	3000-3999	115,968.71	0.00%	115,968.71	0.00%	115,968.71
4. Books and Supplies	4000-4999	9,169.00	0.00%	9,169.00	0.00%	9,169.00
5. Services and Other Operating Expenditures	5000-5999	27,729.00	-2.16%	27,130.00	0.00%	27,130.00
6. Capital Outlay	6000-6999	190,000.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%		0.00%	
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)		351,863.00	-54.17%	161,264.00	0.00%	161,264.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		97,398.00		(28,179.00)		(28,179.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01I, line F1e)		222,239.00		319,637.00		291,458.00
2. Ending Fund Balance (Sum lines C and D1)		319,637.00		291,458.00		263,279.00
3. Components of Ending Fund Balance (Form 01I)						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	319,637.00		291,458.00		263,279.00
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)		319,637.00		291,458.00		263,279.00

Description	Object Codes	Projected Year Totals (Form 0II) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 Projection (E)
E. AVAILABLE RESERVES						
1. General 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)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	Projected Year Totals (Form 011) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	3,635,573.00	0.00%	3,635,573.00	0.00%	3,635,573.00
2. Federal Revenues	8100-8299	327,329.00	-96.59%	11,153.00	0.00%	11,153.00
3. Other State Revenues	8300-8599	185,649.00	-17.93%	152,361.00	0.00%	152,361.00
4. Other Local Revenues	8600-8799	174,847.03	-16.12%	146,653.00	0.00%	146,653.00
5. Other Financing Sources						
a. Transfers In	8900-8929	42,975.00	-100.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		4,366,373.03	-9.63%	3,945,740.00	0.00%	3,945,740.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				1,568,271.41		1,599,456.91
b. Step & Column Adjustment				31,185.50		31,809.21
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	1,568,271.41	1.99%	1,599,456.91	1.99%	1,631,266.12
2. Classified Salaries						
a. Base Salaries				586,887.87		598,625.63
b. Step & Column Adjustment				11,737.76		11,972.51
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	586,887.87	2.00%	598,625.63	2.00%	610,598.14
3. Employee Benefits	3000-3999	870,256.99	4.35%	908,122.26	2.70%	932,679.02
4. Books and Supplies	4000-4999	261,545.76	4.83%	274,169.00	-12.77%	239,169.00
5. Services and Other Operating Expenditures	5000-5999	367,442.82	-6.31%	344,258.00	0.00%	344,258.00
6. Capital Outlay	6000-6999	270,985.00	-100.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	289,759.00	5.00%	304,247.00	0.00%	304,247.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	125,114.80	-92.81%	9,000.00	0.00%	9,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		4,340,263.65	-6.97%	4,037,878.80	0.83%	4,071,217.28
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		26,109.38		(92,138.80)		(125,477.28)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 011, line F1e)		952,843.50		978,952.88		886,814.08
2. Ending Fund Balance (Sum lines C and D1)		978,952.88		886,814.08		761,336.80
3. Components of Ending Fund Balance (Form 011)						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	319,637.00		291,458.00		263,279.00
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	115,000.00		40,000.00		10,000.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	217,013.18		201,893.94		203,560.86
2. Unassigned/Unappropriated	9790	327,302.70		353,462.14		284,496.94
f. Total Components of Ending Fund Balance		978,952.88		886,814.08		761,336.80
(Line D3f must agree with line D2)						

Description	Object Codes	Projected Year Totals (Form 01I) (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 Projection (E)
E. AVAILABLE RESERVES (Unrestricted except as noted)						
1. General Fund	9750	0.00		0.00		0.00
a. Stabilization Arrangements	9789	217,013.18		201,893.94		203,560.86
b. Reserve for Economic Uncertainties	9790	327,302.70		353,462.14		284,496.94
c. Unassigned/Unappropriated	979Z			0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)	9750	0.00		0.00		0.00
a. Stabilization Arrangements	9789	451,700.82		451,700.00		451,700.00
b. Reserve for Economic Uncertainties	9790	0.00		0.00		0.00
c. Unassigned/Unappropriated		996,016.70		1,007,056.08		939,757.80
3. Total Available Reserves - by Amount (Sum lines E1 thru E2c)		22.95%		24.94%		23.08%
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)						
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00				
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form AI, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		163.17		156.46		151.54
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		4,340,263.65		4,037,878.80		4,071,217.28
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)		4,340,263.65		4,037,878.80		4,071,217.28
d. Reserve Standard Percentage Level (Refer to Form 01CSI, Criterion 10 for calculation details)		5%		5%		5%
e. Reserve Standard - By Percent (Line F3c times F3d)		217,013.18		201,893.94		203,560.86
f. Reserve Standard - By Amount (Refer to Form 01CSI, Criterion 10 for calculation details)		67,000.00		67,000.00		67,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		217,013.18		201,893.94		203,560.86
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)	YES			YES		YES

Description	Object Codes	Projected Year Totals (A)	% Change (Cols. C-A/A) (B)	2019-20 Projection (C)	% Change (Cols. E-C/C) (D)	2020-21 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	0.00	0.00%		0.00%	
4. Other Local Revenues	8600-8799	1,054.06	-100.00%		0.00%	
5. Other Financing Sources						
a. Transfers In	8900-8929	116,055.91	-100.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	0.00	0.00%		0.00%	
6. Total (Sum lines A1 thru A5c)		117,109.97	-100.00%	0.00	0.00%	0.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries	1000-1999	0.00	0.00%		0.00%	
2. Classified Salaries	2000-2999	0.00	0.00%		0.00%	
3. Employee Benefits	3000-3999	0.00	0.00%		0.00%	
4. Books and Supplies	4000-4999	0.00	0.00%		0.00%	
5. Services and Other Operating Expenditures	5000-5999	0.00	0.00%		0.00%	
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%		0.00%	
9. Other Financing Uses						
a. Transfers Out	7600-7629	42,975.00	-100.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section E below)						
11. Total (Sum lines B1 thru B10)		42,975.00	-100.00%	0.00	0.00%	0.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		74,134.97		0.00		0.00
D. FUND BALANCE						
1. Net Beginning Fund Balance	9791-9795	377,565.85		451,700.82		451,700.82
2. Ending Fund Balance (Sum lines C and D1)		451,700.82		451,700.82		451,700.82
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	0.00				
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00				
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	451,700.82				
2. Unassigned/Unappropriated	9790	0.00		451,700.82		451,700.82
f. Total Components of Ending Fund Balance (Line D3f must agree with Line D2)		451,700.82		451,700.82		451,700.82
E. ASSUMPTIONS						
Please provide below or on a separate attachment the assumptions used to determine the projections for the first and second subsequent fiscal years.						

First Interim
2018-19 Projected Year Totals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Indirect Costs - Interfund Transfers In 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
001 GENERAL FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00	0.00	42,975.00	125,114.80
091 CHARTER SCHOOLS SPECIAL REVENUE FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00	0.00	0.00	0.00
101 SPECIAL EDUCATION PASS-THROUGH FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00	0.00	0.00	0.00
111 ADULT EDUCATION FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00	0.00	0.00	0.00
121 CHILD DEVELOPMENT FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00	0.00	0.00	0.00
131 CAFETERIA SPECIAL REVENUE FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00	0.00	0.00	0.00
141 DEFERRED MAINTENANCE FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00	0.00	0.00	0.00
151 PUPIL TRANSPORTATION EQUIPMENT FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00	0.00	0.00	0.00
171 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	116,055.91	42,975.00		
181 SCHOOL BUS EMISSIONS REDUCTION FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00	0.00		
191 FOUNDATION SPECIAL REVENUE FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00	0.00		
201 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00	0.00		
211 BUILDING FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00	0.00		
251 CAPITAL FACILITIES FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00	0.00		
301 STATE SCHOOL BUILDING LEASE/PURCHASE FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00	0.00		
351 COUNTY SCHOOL FACILITIES FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00	0.00		
401 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00	0.00		
491 CAP PROJ FUND FOR BLENDED COMPONENT UNITS Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00	0.00		
511 BOND INTEREST AND REDEMPTION FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00	0.00		
521 DEBT SVC FUND FOR BLENDED COMPONENT UNITS Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00	0.00		
531 TAX OVERRIDE FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00	0.00		
561 DEBT SERVICE FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00	0.00		
571 FOUNDATION PERMANENT FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00	0.00		
611 CAFETERIA ENTERPRISE FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00	0.00		

First Interim
2018-19 Projected Year Totals
SUMMARY OF INTERFUND ACTIVITIES
FOR ALL FUNDS

Description	Direct Costs - Interfund Transfers In 5750	Indirect Costs - Interfund Transfers In 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
621 CHARTER SCHOOLS ENTERPRISE FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00	0.00	0.00	0.00
631 OTHER ENTERPRISE FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	9,058.89	0.00		
661 WAREHOUSE REVOLVING FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00	0.00		
671 SELF-INSURANCE FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00	0.00		
711 RETIREE BENEFIT FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation			0.00			
731 FOUNDATION PRIVATE-PURPOSE TRUST FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation	0.00	0.00	0.00			
761 WARRANT/PASS-THROUGH FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation						
951 STUDENT BODY FUND Expenditure Detail Other Sources/Uses Detail Fund Reconciliation						
TOTALS	0.00	0.00	0.00	168,089.80	168,089.80	

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: Funded average daily attendance (ADA) for any of the current fiscal year or two subsequent fiscal years has not changed by more than two percent since budget adoption.

District's ADA Standard Percentage Range: -2.0% to +2.0%

1A. Calculating the District's ADA Variances

DATA ENTRY: Budget Adoption data that exist for the current year will be extracted; otherwise, enter data into the first column for all fiscal years. First Interim Projected Year Totals data that exist for the current year will be extracted; otherwise, enter data for all fiscal years. Enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for all fiscal years.

Estimated Funded ADA

Fiscal Year	Budget Adoption Budget (Form 01CS, Item 1A)	First Interim Projected Year Totals (Form A1, Lines A4 and C4)	Percent Change	Status
Current Year (2018-19) District Regular Charter School	163.00	163.17 0.00	0.1%	Met
	Total ADA 163.00	163.17		
1st Subsequent Year (2019-20) District Regular Charter School	163.00	163.00	0.0%	Met
	Total ADA 163.00	163.00		
2nd Subsequent Year (2020-21) District Regular Charter School	163.00	163.00	0.0%	Met
	Total ADA 163.00	163.00		

1B. Comparison of District ADA to the Standard

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

- 1a. STANDARD MET - Funded ADA has not changed since budget adoption by more than two percent in any of the current year or two subsequent fiscal years.

Explanation:
(required if NOT met)

N/A

2. CRITERION: Enrollment

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

District's Enrollment Standard Percentage Range: -2.0% to +2.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Budget Adoption data that exist will be extracted; otherwise, enter data into the first column for all fiscal years. Enter data in the second column for all fiscal years. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment			Status
	Budget Adoption (Form 01CS, Item 3B)	First Interim CBEDS/Projected	Percent Change	
Current Year (2018-19)				
District Regular	167	167		
Charter School				
Total Enrollment	167	167	0.0%	Met
1st Subsequent Year (2019-20)				
District Regular	168	168		
Charter School				
Total Enrollment	168	168	0.0%	Met
2nd Subsequent Year (2020-21)				
District Regular	168	168		
Charter School				
Total Enrollment	168	168	0.0%	Met

2B. Comparison of District Enrollment to the Standard

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

- 1a. STANDARD MET - Enrollment projections have not changed since budget adoption by more than two percent for the current year and two subsequent fiscal years.

Explanation:
(required if NOT met)

N/A

3. CRITERION: ADA to Enrollment

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

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

DATA ENTRY: Unaudited Actuals data that exist will be extracted into the P-2 ADA column for the First Prior Year; otherwise, enter First Prior Year data. P-2 ADA for the second and third prior years are preloaded. Budget Adoption data that exist will be extracted into the Enrollment column; otherwise, enter Enrollment data for all fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Form 01CS, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2015-16)			
District Regular	149	151	
Charter School			
Total ADA/Enrollment	149	151	98.7%
Second Prior Year (2016-17)			
District Regular	166	169	
Charter School			
Total ADA/Enrollment	166	169	98.2%
First Prior Year (2017-18)			
District Regular	166	170	
Charter School	0		
Total ADA/Enrollment	166	170	97.6%
		Historical Average Ratio:	98.2%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			98.7%

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

DATA ENTRY: Estimated P-2 ADA will be extracted into the first column for the Current Year; enter data in the first column for the subsequent fiscal years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years. All other data are extracted.

Fiscal Year	Estimated P-2 ADA (Form A1, Lines A4 and C4)	Enrollment CBEDS/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Current Year (2018-19)				
District Regular	163	167		
Charter School	0			
Total ADA/Enrollment	163	167	97.6%	Met
1st Subsequent Year (2019-20)				
District Regular	156	168		
Charter School				
Total ADA/Enrollment	156	168	92.9%	Met
2nd Subsequent Year (2020-21)				
District Regular	152	168		
Charter School				
Total ADA/Enrollment	152	168	90.5%	Met

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

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

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

Explanation:
(required if NOT met)

N/A

4. 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.

District's LCFF Revenue Standard Percentage Range: -2.0% to +2.0%

4A. Calculating the District'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)			Status
	Budget Adoption (Form 01CS, Item 4B)	First Interim Projected Year Totals	Percent Change	
Current Year (2018-19)	3,279,382.00	3,635,573.00	10.9%	Not Met
1st Subsequent Year (2019-20)	3,341,782.00	3,635,573.00	8.8%	Not Met
2nd Subsequent Year (2020-21)	3,404,772.00	3,635,573.00	6.8%	Not Met

4B. Comparison of District 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)

Per Santa Barbara County Assessor's Office, they projected a decrease of 9% in revenues during FY 2018-19 Budget Development. Per J-29 the apportionment for FY 2018-19 in Property Taxes was \$3,511,606 vs. \$3,155,291 projected during Budget Adoption.

5. CRITERION: Salaries and Benefits

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

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

DATA ENTRY: Unaudited Actuals data that exist for the First Prior Year will be extracted; otherwise, enter data for the First Prior Year. Unaudited Actuals data for the second and third prior years are preloaded.

Fiscal Year	Unaudited Actuals - Unrestricted (Resources 0000-1999)			Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)		
Third Prior Year (2015-16)	2,972,874.40	3,649,701.34		81.5%
Second Prior Year (2016-17)	3,052,992.19	3,798,343.77		80.4%
First Prior Year (2017-18)	2,901,836.57	3,628,941.39		80.0%
		Historical Average Ratio:		80.6%

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
District's Reserve Standard Percentage (Criterion 10B, Line 4)	5.0%	5.0%	5.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	75.6% to 85.6%	75.6% to 85.6%	75.6% to 85.6%

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

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

Fiscal Year	Projected Year Totals - Unrestricted (Resources 0000-1999)			Status
	Salaries and Benefits (Form 01I, Objects 1000-3999) (Form MYPI, Lines B1-B3)	Total Expenditures (Form 01I, Objects 1000-7499) (Form MYPI, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	
Current Year (2018-19)	2,900,451.27	3,863,285.85	75.1%	Not Met
1st Subsequent Year (2019-20)	2,981,239.80	3,867,614.80	77.1%	Met
2nd Subsequent Year (2020-21)	3,049,578.28	3,900,953.28	78.2%	Met

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

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

- 1a. STANDARD NOT MET - Projected ratio of unrestricted salary and benefit costs to total unrestricted expenditures has changed by more than the standard 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 salaries and benefits.

Explanation:
(required if NOT met)

Current FY 2018-19 is reflecting the financial impact from previous reductions in personnel: Reduction of PE teaching position, reduction of .50 custodian position, and reduction of FTE for all TAs.

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state and other local) or expenditures (including books and supplies, and services and other operating), for any of the 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.

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

6A. Calculating the District'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 the 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 district's explanation percentage range.

Object Range / Fiscal Year	Budget Adoption Budget (Form 01CS, Item 6B)	First Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYPI, Line A2)				
Current Year (2018-19)	11,153.00	327,329.00	2834.9%	Yes
1st Subsequent Year (2019-20)	11,153.00	11,153.00	0.0%	No
2nd Subsequent Year (2020-21)	11,153.00	11,153.00	0.0%	No

Explanation:
(required if Yes)

The district received a Federal Grant "Re-start Grant" for \$302,218 (1-Time money). It also includes Title I, II, IV revenues.

Object Range / Fiscal Year	Budget Adoption Budget (Form 01CS, Item 6B)	First Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
Other State Revenue (Fund 01, Objects 8300-8599) (Form MYPI, Line A3)				
Current Year (2018-19)	210,446.00	185,649.00	-11.8%	Yes
1st Subsequent Year (2019-20)	153,236.00	152,361.00	-0.6%	No
2nd Subsequent Year (2020-21)	153,236.00	152,361.00	-0.6%	No

Explanation:
(required if Yes)

Adjustment in projected revenue in 1 Time discretionary Funds from \$344 per ADA to \$184 per ADA.

Object Range / Fiscal Year	Budget Adoption Budget (Form 01CS, Item 6B)	First Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYPI, Line A4)				
Current Year (2018-19)	21,653.17	174,847.03	707.5%	Yes
1st Subsequent Year (2019-20)	146,653.00	146,653.00	0.0%	No
2nd Subsequent Year (2020-21)	146,653.00	146,653.00	0.0%	No

Explanation:
(required if Yes)

Various donations were received (Katy Perry, S.B. Bowl, & United Way. It also included some collected revenue from A/R.

Object Range / Fiscal Year	Budget Adoption Budget (Form 01CS, Item 6B)	First Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
Books and Supplies (Fund 01, Objects 4000-4999) (Form MYPI, Line B4)				
Current Year (2018-19)	262,592.24	261,545.76	-0.4%	No
1st Subsequent Year (2019-20)	190,084.00	274,169.00	44.2%	Yes
2nd Subsequent Year (2020-21)	190,184.00	239,169.00	25.8%	Yes

Explanation:
(required if Yes)

Implementation of Curriculum and Instructional material.

Object Range / Fiscal Year	Budget Adoption Budget (Form 01CS, Item 6B)	First Interim Projected Year Totals (Fund 01) (Form MYPI)	Percent Change	Change Is Outside Explanation Range
Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYPI, Line B5)				
Current Year (2018-19)	328,778.46	367,442.82	11.8%	Yes
1st Subsequent Year (2019-20)	309,438.00	344,258.00	11.3%	Yes
2nd Subsequent Year (2020-21)	309,435.00	344,258.00	11.3%	Yes

Explanation:
(required if Yes)

Various repairs and operating expenditures.

6B. Calculating the District'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
Total Federal, Other State, and Other Local Revenue (Section 6A)				
Current Year (2018-19)	243,252.17	687,825.03	182.8%	Not Met
1st Subsequent Year (2019-20)	311,042.00	310,167.00	-0.3%	Met
2nd Subsequent Year (2020-21)	311,042.00	310,167.00	-0.3%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Section 6A)				
Current Year (2018-19)	591,370.70	628,988.58	6.4%	Not Met
1st Subsequent Year (2019-20)	499,522.00	618,427.00	23.8%	Not Met
2nd Subsequent Year (2020-21)	499,619.00	583,427.00	16.8%	Not Met

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

DATA ENTRY: Explanations are linked from Section 6A if the status in Section 6B is Not Met; no entry is allowed below.

- 1a. STANDARD NOT MET - One or more projected operating revenue have changed since budget adoption by more than the standard in one or more of the current year or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Federal Revenue (linked from 6A if NOT met)	The district received a Federal Grant "Re-start Grant" for \$302,218 (1-Time money). It also includes Title I, II, IV revenues.
Explanation: Other State Revenue (linked from 6A if NOT met)	Adjustment in projected revenue in 1 Time discretionary Funds from \$344 per ADA to \$184 per ADA.
Explanation: Other Local Revenue (linked from 6A if NOT met)	Various donations were received (Katy Perry, S.B. Bowl, & United Way. It also included some collected revenue from A/R.

- 1b. STANDARD NOT MET - One or more total operating expenditures have changed since budget adoption by more than the standard in one or more of the current year or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Books and Supplies (linked from 6A if NOT met)	Implementation of Curriculum and Instructional material.
Explanation: Services and Other Exps (linked from 6A if NOT met)	Various repairs and operating expenditures.

7. 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 district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

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

NOTE: The Proposition 51 school facility program requires the district to deposit a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year (as EC Section 17070.75 read on January 1, 2015).

For all other school facility programs, AB 104 (Chapter 13, Statutes of 2015, effective January 1, 2016) requires the district to deposit into the account, for the 2017-18 to 2019-20 fiscal years, a minimum that is the greater of the following amounts:

- A. The lesser of three percent of the total general fund expenditures and other financing uses for that fiscal year or the amount that the district deposited into the account for the 2014-15 fiscal year; or
- B. Two percent of the total general fund expenditures and other financing uses for that fiscal year.

DATA ENTRY: Enter the Required Minimum Contribution if Budget data does not exist. If EC 17070.75(e)(1) and (e)(2) apply, input 3%. 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	0.00	0.00	Met
2. Budget Adoption Contribution (information only) (Form 01CS, Criterion 7, Lines 2c/3e)		121,163.05	

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

<input checked="" type="checkbox"/>	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
<input type="checkbox"/>	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
<input type="checkbox"/>	Other (explanation must be provided)

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

--

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in any of the current fiscal year or two subsequent fiscal years.

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

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

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

DATA ENTRY: All data are extracted or calculated.

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
District's Available Reserve Percentages (Criterion 10C, Line 9)	23.0%	24.9%	23.1%
District's Deficit Spending Standard Percentage Levels (one-third of available reserve percentage):	7.7%	8.3%	7.7%

8B. Calculating the District'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			Status
	Net Change in Unrestricted Fund Balance (Form 01I, Section E) (Form MYPI, Line C)	Total Unrestricted Expenditures and Other Financing Uses (Form 01I, Objects 1000-7999) (Form MYPI, Line B11)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	
Current Year (2018-19)	(71,288.62)	3,988,400.65	1.8%	Met
1st Subsequent Year (2019-20)	(63,959.80)	3,876,614.80	1.6%	Met
2nd Subsequent Year (2020-21)	(97,298.28)	3,909,953.28	2.5%	Met

8C. Comparison of District Deficit Spending to the Standard

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

- 1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in any of the current year or two subsequent fiscal years.

Explanation:
(required if NOT met)

N/A

9. CRITERION: Fund and Cash Balances

A. FUND BALANCE STANDARD: Projected general fund balance will be positive at the end of the current fiscal year and two subsequent fiscal years.

9A-1. Determining if the District's General 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.

Ending Fund Balance
General Fund
Projected Year Totals

Fiscal Year	(Form 01I, Line F2) (Form MYPI, Line D2)	Status
Current Year (2018-19)	978,952.88	Met
1st Subsequent Year (2019-20)	886,814.08	Met
2nd Subsequent Year (2020-21)	761,336.80	Met

9A-2. Comparison of the District's Ending Fund Balance to the Standard

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

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

Explanation:
(required if NOT met)

N/A

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

9B-1. Determining if the District's Ending Cash Balance is Positive

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

Ending Cash Balance
General Fund

Fiscal Year	(Form CASH, Line F, June Column)	Status
Current Year (2018-19)	953,032.95	Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

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

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

Explanation:
(required if NOT met)

N/A

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the current fiscal year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

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

Percentage Level	District ADA		
5% or \$67,000 (greater of)	0	to	300
4% or \$67,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

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

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

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

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
District Estimated P-2 ADA (Current Year, Form AI, Lines A4 and C4. Subsequent Years, Form MYPI, Line F2, if available.)	163	156	152
District's Reserve Standard Percentage Level:	5%	5%	5%

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

DATA ENTRY: For SELPA AUs, if Form 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 districts that serve as the AU of a SELPA (Form MYPI, Lines F1a, F1b1, and F1b2):

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

	Current Year Projected Year Totals (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYPI exists, all data will be 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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. Expenditures and Other Financing Uses (Form 011, objects 1000-7999) (Form MYPI, Line B11)	4,340,263.65	4,037,878.80	4,071,217.28
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	4,340,263.65	4,037,878.80	4,071,217.28
4. Reserve Standard Percentage Level	5%	5%	5%
5. Reserve Standard - by Percent (Line B3 times Line B4)	217,013.18	201,893.94	203,560.86
6. Reserve Standard - by Amount (\$67,000 for districts with less than 1,001 ADA, else 0)	67,000.00	67,000.00	67,000.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	217,013.18	201,893.94	203,560.86

10C. Calculating the District'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)

1. General Fund - Stabilization Arrangements
(Fund 01, Object 9750) (Form MYPI, Line E1a)
2. General Fund - Reserve for Economic Uncertainties
(Fund 01, Object 9789) (Form MYPI, Line E1b)
3. General Fund - Unassigned/Unappropriated Amount
(Fund 01, Object 9790) (Form MYPI, Line E1c)
4. General Fund - Negative Ending Balances in Restricted Resources
(Fund 01, Object 979Z, if negative, for each of resources 2000-9999)
(Form MYPI, Line E1d)
5. Special Reserve Fund - Stabilization Arrangements
(Fund 17, Object 9750) (Form MYPI, Line E2a)
6. Special Reserve Fund - Reserve for Economic Uncertainties
(Fund 17, Object 9789) (Form MYPI, Line E2b)
7. Special Reserve Fund - Unassigned/Unappropriated Amount
(Fund 17, Object 9790) (Form MYPI, Line E2c)
8. District's Available Reserve Amount
(Lines C1 thru C7)
9. District's Available Reserve Percentage (Information only)
(Line 8 divided by Section 10B, Line 3)

	Current Year Projected Year Totals (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
	0.00		
	217,013.18	201,893.94	203,560.86
	327,302.70	353,462.14	284,496.94
	0.00	0.00	0.00
	0.00		
	451,700.82	451,700.00	451,700.00
	0.00	0.00	0.00
	996,016.70	1,007,056.08	939,757.80
	22.95%	24.94%	23.08%
District's Reserve Standard (Section 10B, Line 7):	217,013.18	201,893.94	203,560.86
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

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

Explanation:
(required if NOT met)

N/A

SUPPLEMENTAL INFORMATION

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

S1. Contingent Liabilities

- 1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that have occurred since budget adoption that may impact the budget?
- 1b. If Yes, identify the liabilities and how they may impact the budget:

N/A

No

S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your district have ongoing general 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:

Two teaching positions are funded by Foundation donation in FY 2018-19 at an approximate cost of \$190,000. In future years, if funds are not available, these positions may be eliminated.

Yes

S3. Temporary Interfund Borrowings

- 1a. Does your district have projected temporary borrowings between funds?
(Refer to Education Code Section 42603)
- 1b. If Yes, identify the interfund borrowings:

No

S4. Contingent Revenues

- 1a. Does your district 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:

No

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general 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 general fund to cover operating deficits in either the general 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 general fund budget.

District's Contributions and Transfers Standard:	-5.0% to +5.0% or -\$20,000 to +\$20,000
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S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General 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, if Form MYP exists, the data will be extracted into the First Interim column for the Current Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Current Year, and 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
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)					
Current Year (2018-19)	0.00	0.00	0.0%	0.00	Met
1st Subsequent Year (2019-20)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2020-21)	0.00	0.00	0.0%	0.00	Met
1b. Transfers In, General Fund *					
Current Year (2018-19)	42,975.00	42,975.00	0.0%	0.00	Met
1st Subsequent Year (2019-20)	0.00	0.00	0.0%	0.00	Met
2nd Subsequent Year (2020-21)	0.00	0.00	0.0%	0.00	Met
1c. Transfers Out, General Fund *					
Current Year (2018-19)	9,058.89	125,114.80	1281.1%	116,055.91	Not Met
1st Subsequent Year (2019-20)	9,000.00	9,000.00	0.0%	0.00	Met
2nd Subsequent Year (2020-21)	9,000.00	9,000.00	0.0%	0.00	Met

1d. Capital Project Cost Overruns

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

No

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

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

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

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

Explanation:
(required if NOT met)

--

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

Explanation:
(required if NOT met)

--

- 1c. NOT MET - The projected transfers out of the general 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 district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

In FY 2018-19 a transfer for the amount of \$116,055.91 (source of this money was various donations) was made from fund 01 to Fund 17.

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

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payment for the current fiscal year and two subsequent fiscal years.

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

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

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

DATA ENTRY: If Budget Adoption data exist (Form 01CS, Item S6A), long-term commitment data will be extracted and it will only be necessary to click the appropriate button for Item 1b. Extracted data may be overwritten to update long-term commitment data in Item 2, as applicable. If no Budget Adoption data exist, click the appropriate buttons for items 1a and 1b, and enter all other data, as applicable.

1. a. Does your district have long-term (multiyear) commitments?
(If No, skip items 1b and 2 and sections S6B and S6C)
- Yes
- b. If Yes to Item 1a, have new long-term (multiyear) commitments been incurred since budget adoption?
- No
2. If Yes to Item 1a, list (or update) all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in Item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2018
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases				
Certificates of Participation				
General Obligation Bonds	22	Property Tax collections for GO bonds	7433, 7434	3,418,753
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences		Fund 01, Employee coding	2XXX	6,300

Other Long-term Commitments (do not include OPEB):

TOTAL:			3,425,053

Type of Commitment (continued)	Prior Year (2017-18)	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
Capital Leases				
Certificates of Participation				
General Obligation Bonds	337,578	364,500	393,700	425,196
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences	5,000	5,000	5,000	5,000

Other Long-term Commitments (continued):

Total Annual Payments:	342,578	369,500	398,700	430,196
Has total annual payment increased over prior year (2017-18)?	Yes	Yes	Yes	Yes

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

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the current or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

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

Payments per debt service has increasing repayment scheduel. These are GO Bonds and do not impact district's financials.

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

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

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

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

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 District'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 district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 1b-4)

Yes

- b. If Yes to Item 1a, have there been changes since budget adoption in OPEB liabilities?

No

- c. If Yes to Item 1a, have there been changes since budget adoption in OPEB contributions?

No

2. OPEB Liabilities

- a. Total OPEB liability
b. OPEB plan(s) fiduciary net position (if applicable)
c. Total/Net OPEB liability (Line 2a minus Line 2b)

Budget Adoption (Form 01CS, Item S7A)		First Interim
112,963.00		112,963.00
0.00		0.00
112,963.00		112,963.00

- d. Is total OPEB liability based on the district's estimate or an actuarial valuation?

Actuarial	Actuarial
Jul 01, 2015	Jul 01, 2015

3. OPEB Contributions

- a. OPEB actuarially determined contribution (ADC) if available, per actuarial valuation or Alternative Measurement Method

Current Year (2018-19)
1st Subsequent Year (2019-20)
2nd Subsequent Year (2020-21)

Budget Adoption (Form 01CS, Item S7A)		First Interim
14,942.00		14,942.00
14,942.00		14,942.00
14,942.00		14,942.00

- b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund)
(Funds 01-70, objects 3701-3752)

Current Year (2018-19)
1st Subsequent Year (2019-20)
2nd Subsequent Year (2020-21)

0.00	0.00
0.00	0.00
0.00	0.00

- c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

Current Year (2018-19)
1st Subsequent Year (2019-20)
2nd Subsequent Year (2020-21)

5,000.00	5,000.00
2,500.00	2,500.00
0.00	0.00

- d. Number of retirees receiving OPEB benefits

Current Year (2018-19)
1st Subsequent Year (2019-20)
2nd Subsequent Year (2020-21)

7	7
7	7
7	7

4. Comments:

Retirees can receive, if eligible, \$5000 per year toward the cost of health benefits after 20 years of service with the district. \$6000 after 25 years and \$7000 after 30 years. The benefit is only offered to certificated employees. Retirees must be at least 55 years old and the benefits stop at age 65. Currently, only one retiree receives benefits. Other retirees participate in the district health plan as self-pays.

S7B. Identification of the District'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 district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB; which is covered in Section S7A) (If No, skip items 1b-4)

Yes

- b. If Yes to item 1a, have there been changes since budget adoption in self-insurance liabilities?

No

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

No

2. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
b. Unfunded liability for self-insurance programs

Budget Adoption (Form 01CS, Item S7B)		First Interim
55,000.00		55,000.00
0.00		0.00

3. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs

Current Year (2018-19)
1st Subsequent Year (2019-20)
2nd Subsequent Year (2020-21)

Budget Adoption (Form 01CS, Item S7B)		First Interim
21,929.00		21,929.00
18,300.00		18,300.00
18,300.00		18,300.00

- b. Amount contributed (funded) for self-insurance programs

Current Year (2018-19)
1st Subsequent Year (2019-20)
2nd Subsequent Year (2020-21)

Budget Adoption (Form 01CS, Item S7B)		First Interim
21,929.00		21,929.00
18,300.00		18,300.00
18,300.00		18,300.00

4. Comments:

Distict is a member of SIPE, a JPA for workers compensation insurance.

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

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

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

DATA ENTRY: 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?

No

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) (2017-18)	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Number of certificated (non-management) full-time-equivalent (FTE) positions	14.0	14.0	14.0	14.0

1a. Have any salary and benefit negotiations been settled since budget adoption?

No

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

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

If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

If Yes, complete questions 6 and 7.

Yes

Negotiations Settled Since Budget Adoption

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

n/a

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

No

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

n/a

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Current Year
(2018-19)

1st Subsequent Year
(2019-20)

2nd Subsequent Year
(2020-21)

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

No

No

No

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

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")

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

Once settlement is reached, the salary commitments will be paid with 1-Time money reserve for salaries.

Negotiations Not Settled

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

15,577

7. Amount included for any tentative salary schedule increases

Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
295,000	295,000	295,000
90.0%	90.0%	90.0%
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?

- If Yes, amount of new costs included in the interim and MYPs
If Yes, explain the nature of the new costs:

Yes	11,572	11,800	12,040
-----	--------	--------	--------

Ongoing COLA increase, inflated by 2% step increase in the out years.

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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
30,000	30,000	30,000
0.0%	0.0%	0.0%

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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
No	No	No
Yes	Yes	Yes

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.):

S8B. Cost Analysis of District'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. No
If No, continue with section S8B.

Classified (Non-management) Salary and Benefit Negotiations

	Prior Year (2nd Interim) (2017-18)	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Number of classified (non-management) FTE positions	15.0	13.5	13.5	13.5

1a. Have any salary and benefit negotiations been settled since budget adoption? No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.
If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.
If No, complete questions 6 and 7.

1b. Are any salary and benefit negotiations still unsettled?

If Yes, complete questions 6 and 7. Yes

Negotiations Settled Since Budget Adoption

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

2b. Per Government Code Section 3547.5(b), was the collective bargaining agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the collective bargaining agreement?

If Yes, date of budget revision board adoption: n/a

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Current Year
(2018-19)

1st Subsequent Year
(2019-20)

2nd Subsequent Year
(2020-21)

Is the cost of salary settlement included in the interim and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

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

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits 6,624

Current Year
(2018-19)

1st Subsequent Year
(2019-20)

2nd Subsequent Year
(2020-21)

7. Amount included for any tentative salary schedule increases 0 0 0

Classified (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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
82,000	82,000	82,000
90.0%	90.0%	90.0%
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?

- If Yes, amount of new costs included in the interim and MYPs
If Yes, explain the nature of the new costs:

Yes	9,000	9,200	9,300
-----	-------	-------	-------

Ongoing increase of COLA.

Classified (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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
11,500	11,500	11,500

Classified (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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
No	No	No
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.):

Note: All Teacher Aide positions were reduced to 3.75 hours effective FY-2018-19.

S8C. Cost Analysis of District'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?

n/a

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) (2017-18)	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Number of management, supervisor, and confidential FTE positions	3.0	3.0	3.0	3.0

- 1a. Have any salary and benefit negotiations been settled since budget adoption?

If Yes, complete question 2.

If No, complete questions 3 and 4.

n/a

- 1b. Are any salary and benefit negotiations still unsettled?

If Yes, complete questions 3 and 4.

n/a

Negotiations Settled Since Budget Adoption

2. Salary settlement:

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
4. Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential 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 (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. Are step & column adjustments included in the interim and MYPs?			
2. Cost of step & column adjustments			
3. Percent change in step and column over prior year			

Management/Supervisor/Confidential 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 and column over prior year

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. Are costs of other benefits included in the interim and MYPs?			
2. Total cost of other benefits			

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

3. Percent change in cost of other benefits over prior year

	Current Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. Are costs of other benefits included in the interim and MYPs?			
2. Total cost of other benefits			

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.

S9A. Identification of Other Funds with Negative Ending Fund Balances

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 general fund projected to have a negative fund balance at the end of the current fiscal year?

 No

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.

ADDITIONAL FISCAL INDICATORS

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

DATA ENTRY: Click the appropriate Yes or No button for items A2 through A9; Item A1 is automatically completed based on data from Criterion 9.

- A1. Do cash flow projections show that the district will end the current fiscal year with a negative cash balance in the general fund? (Data from Criterion 9B-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 enrollment decreasing in both the prior and current fiscal years?

- A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior or current fiscal year?

- A5. Has the district 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 district provide uncapped (100% employer paid) health benefits for current or retired employees?

- A7. Is the district's financial system independent of the county office system?

- A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education.)

- A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

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

Comments:
(optional)

End of School District First Interim Criteria and Standards Review

**RESOLUTION OF THE GOVERNING BOARD
DELEGATION OF GOVERNING BOARD POWERS DUTIES
AUTHORITY TO MAKE CASH AND BUDGET TRANSFERS**

Resolution 2018-19/6

Whereas, Education Code Section 35161 provides that “The governing board of any school district may execute any powers delegated by law to it or to the district of which it is the governing board, and shall discharge any duty imposed by law upon it or upon the district of which it is the governing board...;” and

Whereas, Education Code Section 35161 further provides that the governing board “...may delegate to an officer or employee of the district any of those powers or duties. The governing board, however, retains ultimate responsibility over the performance of those powers or duties so delegated;” and

Whereas, the governing board of the Cold Spring School District recognizes that, while the authority provided in Education Code Section 35161 authorizes the board to delegate any of its powers and duties, the governing board retains the ultimate responsibility over the performance of those powers and duties; and

Whereas, the governing board further recognizes that where other Education Code provisions authorize a delegation of authority for a specific purpose, but impose restrictions on such delegated authority, these restrictions must be observed;

Now, Therefore, Be It Resolved that, in accordance with the authority provided in Education Code Section 35161, the governing board of the Cold Spring School District hereby delegates to the following officers or employees of the district, the authority to make cash and budget transfers between and within district funds as necessary for the payment of obligations of the district effective from the date this resolution is passed through the year-end accrual phase without submitting the transfers as part of a specific board resolution.

Amy Alzina, Superintendent/Principal	n/a
Authorized District Employee/Officer	Authorized District Employee/Officer
Maria Santa Cruz, Business Manager	n/a
Authorized District Employee/Officer	Authorized District Employee/Officer

Passed and adopted this 10 day of December, 2018 by the following vote:

Ayes:

Noes:

Absent:

Abstain:

Board President's Signature: _____ Date: ____/____/____

Note for Escape Financial System Users: The district must have an active employee with Escape access authorized to perform cash and budget transfers. This resolution is needed in order to grant activity permissions necessary to authorize certain budget and cash transfers (i.e., interfund cash transfers and deposits) in Escape.

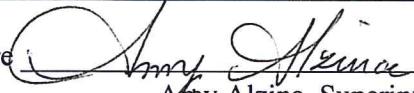
REFERENCE:
K-12: EC§35161

ATTACHMENT H (1) – K-12 DISTRICTS



**AUTHORIZED SIGNATURES
DISTRICT PERSONNEL APPROVED BY THE BOARD
TO ACT AS DISTRICT AGENTS**

DISTRICT: Cold Spring School District

Signature 	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Contracts <input checked="" type="checkbox"/> Payroll
Typed Name/Title <u>Amy Alzina, Superintendent/Principal</u>	
Signature 	<input checked="" type="checkbox"/> Commercial <input checked="" type="checkbox"/> Contracts <input checked="" type="checkbox"/> Payroll
Typed Name/Title <u>Maria Santa Cruz, Business Manager</u>	
Signature _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll
Typed Name/Title <u>n/a</u>	
Signature _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll
Typed Name/Title <u>n/a</u>	
Signature _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll
Typed Name/Title <u>n/a</u>	
Signature _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll
Typed Name/Title <u>n/a</u>	
Signature _____	<input type="checkbox"/> Commercial <input type="checkbox"/> Contracts <input type="checkbox"/> Payroll
Typed Name/Title <u>n/a</u>	

I certify that the above individuals are authorized to act as agents of the governing board.

Board President Signature: _____ Date: ____/____/____

REFERENCE:
K-12: EC§42632, 42633, 17604
COMMUNITY COLLEGE: EC§85232, 85233, 85655

Note for Escape Financial System Users: The district must have an active employee with access to Escape in order to authorize accounts payable. This form is needed in order to grant activity permissions necessary to authorize payments in Escape.

ACTION 16.C.

DATE: December 10, 2018

TO: Governing Board

FROM: Amy Alzina, Superintendent/Principal

RE: Review and Approval of 2018-19 Comprehensive School Safety Plan

SUMMARY

At the beginning of each school year, the Cold Spring staff reviews the Comprehensive School Safety Plan and makes appropriate revisions to reflect new staff, procedures, regulations, and/or protocols.

This year's revised/updated plan is included in the packet for Board approval. Santa Barbara County Sheriff's Office personnel have reviewed and approved the plan. The Comprehensive School Safety Plan also was reviewed and approved on November 17, 2018, by the Cold Spring School Site Council.

RECOMMENDATION

It is recommended that the Board approve the 2018-19 Comprehensive School Safety Plan as shown in the attached supplement.

Comprehensive School Safety Plan

SB 187 Compliance Document

**2018-2019
School Year**

School: Cold Spring Elementary School

CDS Code: 42691616045348

District: Cold Spring Elementary School District

Address: 2243 Sycamore Canyon Road
Santa Barbara, CA 93108

Date of Adoption: December 10, 2018

Approved by:

Name	Title	Signature	Date
Mike Marino	School Site Council/LCAP Advisory President		
Kevin Taylor	Montecito Operations Chief		
Brad Welch	Lieutenant SB County Sheriff's Office	MJ #2861	12/6/18
Jennifer Miller	CSSD Board President		
Amy Alzina	Superintendent/Principal		

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Senate Bill 187: Comprehensive School Safety Plan Purpose

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at www.coldspringschool.net.

Safety Plan Vision

The Governance Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

Components of the Comprehensive School Safety Plan (EC 32281)

Cold Spring Elementary School Safety Committee

Assessment of School Safety

Comprehensive Safety Plan

The Governance Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

(cf. 0510 - School Accountability Report Card)

(cf. 5131 - Conduct)

(cf. 5137 - Positive School Climate)

The school site council shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. (Education Code 32281)

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The Board shall review the comprehensive school safety plan in order to ensure compliance with state law, Board policy, and administrative regulation.

The Board shall approve the plan at a regularly scheduled meeting.

(cf. 9322 - Agenda/Meeting Materials)

The Superintendent/Principal or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

(cf. 1340 - Access to District Records)

By October 15 of each year, the Superintendent/Principal or designee shall notify the California Department of Education if the school has not complied with the requirements of Education Code 32281. (Education Code 32288)

(cf. 1312.3 - Uniform Complaint Procedures)

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J) Comprehensive Safety Plan

Content of the Safety Plan

The school safety plan shall include an assessment of the current status of school crime committed on campus and at school-related functions. (Education Code 32282)

The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety. The plan shall include the development of all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164

(cf. 5141.4 - Child Abuse Prevention and Reporting)

2. Routine and emergency disaster procedures including, but not limited to:

a. Adaptations for students with disabilities in accordance with the Americans with Disabilities Act

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 6159 - Individualized Education Program)

b. An earthquake emergency procedure system in accordance with Education Code 32282

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

(cf. 3516.3 - Earthquake Emergency Procedure System)

c. A procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

(cf. 1330 - Use of School Facilities)

(cf. 3516.1 - Fire Drills and Fires)

(cf. 3516.2 - Bomb Threats)

(cf. 3516.5 - Emergency Schedules)

(cf. 3543 - Transportation Safety and Emergencies)

3. Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079

(cf. 4158/4258/4358 - Employee Security)

5. A discrimination and harassment policy consistent with the prohibition against discrimination pursuant to Education Code 200-262.4

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"

(cf. 5132 - Dress and Grooming)

7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school

(cf. 5142 - Safety)

8. A safe and orderly school environment conducive to learning

(cf. 5137 - Positive School Climate)

9. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

(cf. 5144 - Discipline)

10. Hate crime reporting procedures

(cf. 5145.9 - Hate-Motivated Behavior)

Regulation COLD SPRING ELEMENTARY SCHOOL DISTRICT

approved: February 5, 2009 Santa Barbara, California

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Cold Spring ESD | BP 5141.4 Students

Child Abuse And Prevention And Reporting

The Governance Board recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse.

(cf. 6143 - Courses of Study)

The Superintendent/Principal shall seek to incorporate community resources into the district's child abuse prevention programs. To the extent feasible, the Superintendent/Principal or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

(cf. 1020 - Youth Services)

Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent/Principal shall establish procedures for the identification and reporting of such incidents in accordance with law.

(cf. 0450 - Comprehensive Safety Plan)

Employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The Superintendent/Principal shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Superintendent/Principal shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

The Governance Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

The Superintendent/Principal or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the district's comprehensive school safety plan. (Education Code 32282)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3516.3 - Earthquake Emergency Procedure System)

In developing the district emergency plans, the Superintendent/Principal or designee shall collaborate with city and county emergency responders, including local public health administrators.

The Superintendent/Principal or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating district and site-level emergency and disaster preparedness plans.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

(cf. 1330 - Use of School Facilities)

School employees are considered disaster service workers and are subject to disaster service activities assigned to them. (Government Code 3100)

(cf. 4112.3/4212.3/4312.3 - Oath or Affirmation)

(cf. 4119.3/4219.3/4319.3 - Duties of Personnel)

Public Agency Use of School Buildings for Emergency Shelters

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

(cf. 1330 - Use of School Facilities)

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

3. Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5131.7 - Weapons and Dangerous Instruments)

The Board of Trustees desires students and staff to be free from the danger presented by firearms and other weapons and recognizes that they have the right to a safe and secure campus free from psychological and physical harm.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

Possession of Weapons

The Board prohibits any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, at school-related or school-sponsored activities away from school, or while going to or coming from school.

(cf. 3515.3 - District Police/Security Department)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Students possessing or threatening others with any weapon, dangerous instrument, or imitation firearm are subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations.

Under the power granted to the Board to maintain order and discipline in the school and to protect the safety of students, staff, and the public, any school employee is authorized to confiscate a weapon, dangerous instrument, or imitation firearm from any person on school grounds.

(cf. 4158/4258/4358 - Employee Security)

(Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151)

(cf. 5125 - Student Records)

(cf. 5138 - Conflict Resolution/Peer Mediation)

Cold Spring ESD | BP 5144.1 Students

Suspension And Expulsion/Due Process

The Governance Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

(cf. 5144 - Discipline)

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.

(cf. 6145 - Extracurricular and Cocurricular Activities)

(Education Code 48900.5)

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be those specified in law and/or administrative regulation.

Student Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent/Principal or designee shall comply with procedures for notices and appeals as specified in administrative regulation and/or law. (Education Code 48911, 48915, 48915.5)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Decision Not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

4. Procedures to notify teachers of dangerous students pursuant to Education Code 49079

(cf. 4158/4258/4358 - Employee Security)

Cold Spring ESD | AR 4158 Personnel

Employee Security

An employee may use reasonable and necessary force when necessary for self-defense, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects on or within the control of a student. (Education Code 44807, 49001)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144 - Discipline)

Employees shall promptly report to the Superintendent/Principal any attack, assault or physical threat made against them by a student.

Both the employee and the Superintendent/Principal shall promptly report such instances to the appropriate local law enforcement agency. (Education Code 44014)

In addition, employees shall promptly report to the Superintendent/Principal and may report to law enforcement, any attack, assault or threat made against them on school grounds by any other individual.

(cf. 3515.2 - Disruptions)

An employee whose person or property is injured or damaged by willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian. (Education Code 48905)

(cf. 3515.4 - Recovery for Property Loss or Damage)

Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent/Principal or designee shall inform the teacher of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

(cf. 5125 - Student Records)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent/Principal or designee shall inform any of the student's teacher(s) that the student was suspended from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

(Welfare and Institutions Code 827)

Procedures to Maintain Confidentiality of Student Offenses

In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the Superintendent/Principal or designee shall send the staff member a written notification requesting him/her to review a student's file in the school office as soon as practicable. This notification shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the Superintendent/Principal or designee.

The staff member shall also initial the student's file when reviewing it in the school office. Once the district has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file constitutes district compliance with the requirement to provide notice to the teacher.

Cold Spring ESD | AR 4258 Personnel

Employee Security

An employee may use reasonable and necessary force when necessary for self-defense, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects on or within the control of a student. (Education Code 44807, 49001)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5144 - Discipline)

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(cf. 3515.4 - Recovery for Property Loss or Damage)

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(cf. 5125 - Student Records)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent/Principal or designee shall inform any of the student's teacher(s) that the student was suspended from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism or graffiti, the Superintendent/Principal or designee shall disseminate this information to the counselor(s) who directly supervises or reports on the student's behavior or progress. The Superintendent/Principal also may inform any teacher or administrator he/she thinks may need the information so as to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of his/her offense, the Superintendent/Principal shall hold the court's information in a separate confidential file until the student is returned to public school. If the student is returned to a different district, the Superintendent/Principal shall transmit the information provided by the student's parole or probation officer to the Superintendent/Principal of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first; it shall then be destroyed. (Welfare and Institutions Code 827)

Procedures to Maintain Confidentiality of Student Offenses

In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the Superintendent/Principal or designee shall send the staff member a written notification requesting him/her to review a student's file in the school office as soon as practicable. This notification shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the Superintendent/Principal or designee.

The staff member shall also initial the student's file when reviewing it in the school office. Once the district has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file constitutes district compliance with the requirement to provide notice to the teacher.

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(cf. 5144 - Discipline)

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(cf. 3515.2 - Disruptions)

An employee whose person or property is injured or damaged by willful misconduct of a student may ask the district to pursue legal action against the student or the student's parent/guardian. (Education Code 48905)

(cf. 3515.4 - Recovery for Property Loss or Damage)

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(cf. 5125 - Student Records)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

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Any court-initiated information that a teacher, counselor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

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Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first; it shall then be destroyed. (Welfare and Institutions Code 827)

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The staff member shall also initial the student's file when reviewing it in the school office. Once the district has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file constitutes district compliance with the requirement to provide notice to the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

5. A discrimination and harassment policy consistent with the prohibition against discrimination pursuant to Education Code 200-262.4

(cf. 1312.3 - Uniform Complaint Procedures)

Uniform Complaint Procedures

Except as the Board of Trustees may otherwise specifically provide in other district policies, these uniform complaint procedures (UCP) shall be used to investigate and resolve only the complaints specified in BP 1312.3.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 4030 - Nondiscrimination in Employment)

Compliance Officers

The district designates the individual identified below as the employee responsible for coordinating the district's response to complaints and for complying with state and federal civil rights laws. The individual also serve as the compliance officer specified in AR 5145.3 - Nondiscrimination/Harassment as the responsible employee to handle complaints regarding unlawful discrimination (such as discriminatory harassment, intimidation, or bullying). The individual(s) shall receive and coordinate the investigation of complaints and shall ensure district compliance with law.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

Dr. Amy Alzina, Superintendent/Principal

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The compliance officer who receives a complaint may assign another compliance officer to investigate and resolve the complaint. The compliance officer shall promptly notify the complainant and respondent, if applicable, if another compliance officer is assigned to the complaint.

In no instance shall a compliance officer be assigned to a complaint in which he/she has a bias or conflict of interest that would prohibit him/her from fairly investigating or resolving the complaint. Any complaint against a compliance officer or that raises a concern about the compliance officer's ability to investigate the complaint fairly and without bias shall be filed with the Superintendent/Principal or designee who shall determine how the complaint will be investigated.

The Superintendent/Principal or designee shall ensure that employees assigned to investigate and resolve complaints receive training and are knowledgeable about the laws and programs at issue in the complaints to which they are assigned. Training provided to such employees shall cover current state and federal laws and regulations governing the program, applicable processes for investigating and resolving complaints, including those alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), applicable standards for reaching decisions on complaints, and appropriate corrective measures. Assigned employees may have access to legal counsel as determined by the Superintendent/Principal or designee.

(cf. 4331 - Staff Development)

(cf. 9124 - Attorney)

The compliance officer or, if necessary, any appropriate administrator shall determine whether interim measures are necessary during and pending the result of an investigation. The interim measures shall remain in place until the compliance officer determines that they are no longer necessary or until the district issues its final written decision, whichever occurs first.

Notifications

The district's UCP policy and administrative regulation shall be posted in all district schools and offices, including staff lounges and student government meeting rooms. (Education Code 234.1)

The Superintendent/Principal or designee shall annually provide written notification of the district's UCP, including information regarding unlawful student fees, local control and accountability plan (LCAP) requirements, and requirements related to the educational rights of foster youth, homeless students, and former juvenile court school students to students, employees, parents/guardians, the district advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (Education Code 262.3, 48853, 48853.5, 49013, 49069.5, 51225.1, 51225.2, 52075; 5 CCR 4622)

(cf. 0420 - School Plans/Site Councils)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 1220 - Citizen Advisory Committees)

(cf. 3260 - Fees and Charges)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.3 - Education for Juvenile Court School Students)

The annual notification, complete contact information of the compliance officer(s), and information related to Title IX as required pursuant to Education Code 221.61 shall be posted on the district web site and may be provided through district-supported social media, if available.

(cf. 1113 - District and School Web Sites)

(cf. 1114 - District-Sponsored Social Media)

The Superintendent/Principal or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, have access to the relevant information provided in the district's policy, regulation, forms, and notices concerning the UCP.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning the UCP shall be translated into that language, in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant UCP information for parents/guardians with limited English proficiency.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal antidiscrimination laws, if applicable
3. Advise the complainant of the appeal process, including, if applicable, the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies, such as the U.S. Department of Education's Office for Civil Rights (OCR) in cases involving unlawful discrimination (such as discriminatory harassment, intimidation, or bullying).
4. Include statements that:
 - a. The district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline.
 - c. A complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) must be filed not later than six months from the date it occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent/Principal or designee for good cause upon written request by the complainant setting forth the reasons for the extension.
 - d. Complaints should be filed in writing and signed by the complainant. If a complainant is unable to put his/her complaint in writing, for example, due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint.

e. If a complaint is not filed in writing but the district receives notice of any allegation that is subject to the UCP, the district shall take affirmative steps to investigate and address the allegations, in a manner appropriate to the particular circumstances.

If the allegation involves retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) and the investigation confirms that discrimination has occurred, the district will take steps to prevent recurrence of discrimination and correct its discriminatory effects on the complainant, and on others, if appropriate.

f. A student enrolled in a public school shall not be required to pay a fee for his/her participation in an educational activity that constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities.

g. The Board is required to adopt and annually update the LCAP in a manner that includes meaningful engagement of parents/guardians, students, and other stakeholders in the development and/or review of the LCAP.

h. A foster youth shall receive information about educational rights related to his/her educational placement, enrollment in and checkout from school, as well as the responsibilities of the district liaison for foster youth to ensure and facilitate these requirements and to assist the student in ensuring proper transfer of his/her credits, records, and grades when he/she transfers between schools or between the district and another district.

In any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the respondent also shall have the right to file an appeal with the CDE in the same manner as the complainant, if he/she is dissatisfied with the district's decision.

i. The complainant has a right to appeal the district's decision to the CDE by filing a written appeal within 15 calendar days of receiving the district's decision.

In any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the respondent also shall have the right to file an appeal with the CDE in the same manner as the complainant, if he/she is dissatisfied with the district's decision

j. The appeal to the CDE must include a copy of the complaint filed with the district and a copy of the district's decision.

k. Copies of the district's UCP are available free of charge.

District Responsibilities

All UCP-related complaints shall be investigated and resolved within 60 calendar days of the district's receipt of the complaint unless the complainant agrees in writing to an extension of the timeline. (5 CCR 4631)

For complaints alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall inform the respondent when the complainant agrees to an extension of the timeline for investigating and resolving the complaint.

The compliance officer shall maintain a record of each complaint and subsequent related actions, including steps taken during the investigation and all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in the allegations shall be notified when a complaint is filed and when a decision or ruling is made. However, the compliance officer shall keep all complaints or allegations of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) confidential except when disclosure is necessary to carry out the investigation, take subsequent corrective action, conduct ongoing monitoring, or maintain the integrity of the process. (5 CCR 4630, 4964)

Filing of Complaints

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

All complaints shall be filed in writing and signed by the complainant. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Complaints shall also be filed in accordance with the following rules, as applicable:

1. A complaint alleging district violation of applicable state or federal law or regulations governing adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and training programs, child care and development programs, child nutrition programs, and special education programs may be filed by any individual, public agency, or organization. (5 CCR 4630)
2. Any complaint alleging noncompliance with law regarding the prohibition against requiring students to pay student fees, deposits, and charges or any requirement related to the LCAP may be filed anonymously if the complaint provides evidence, or information leading to evidence, to support an allegation of noncompliance. A complaint about a violation of the prohibition against the charging of unlawful student fees may be filed with the principal of the school or with the Superintendent/Principal or designee. However, any such complaint shall be filed no later than one year from the date the alleged violation occurred. (Education Code 49013, 52075; 5 CCR 4630)
3. A complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) may be filed only by a person who alleges that he/she personally suffered the unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to it. The complaint shall be initiated no later than six months from the date when the alleged unlawful discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination. The time for filing may be extended for up to 90 days by the Superintendent or designee for good cause upon written request by the complainant setting forth the reasons for the extension. (5 CCR 4630)
4. When a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) is filed anonymously, the compliance officer shall pursue an investigation or other response as appropriate, depending on the specificity and reliability of the information provided and the seriousness of the allegation.
5. When the complainant of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying) or the alleged victim, when he/she is not the complainant, requests confidentiality, the compliance officer shall inform him/her that the request may limit the district's ability to investigate the conduct or take other necessary action. When honoring a request for confidentiality, the district shall nevertheless take all reasonable steps to investigate and resolve/respond to the complaint consistent with the request.

Investigation of Complaint

Within 10 business days after the compliance officer receives the complaint, the compliance officer shall begin an investigation into the complaint.

Within one business day of initiating the investigation, the compliance officer shall provide the complainant and/or his/her representative with the opportunity to present the information contained in the complaint to the compliance officer and shall notify the complainant and/or his/her representative of the opportunity to present the compliance officer with any evidence, or information leading to evidence, to support the allegations in the complaint. Such evidence or information may be presented at any time during the investigation.

In conducting the investigation, the compliance officer shall collect all available documents and review all available records, notes, or statements related to the complaint, including any additional evidence or information received from the parties during the course of the investigation. He/she shall individually interview all available witnesses with information pertinent to the complaint, and may visit any reasonably accessible location where the relevant actions are alleged to have taken place. At appropriate intervals, the compliance officer shall inform both parties of the status of the investigation.

To investigate a complaint alleging retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the compliance officer shall interview the alleged victim(s), any alleged offenders, and other relevant witnesses privately, separately, and in a confidential manner. As necessary, additional staff or legal counsel may conduct or support the investigation.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in the dismissal of the complaint because of a lack of evidence to support the allegation. Similarly, a respondent's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, failure or refusal to cooperate in the investigation, or engagement in any other obstruction of the investigation may result in a finding, based on evidence collected, that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

In accordance with law, the district shall provide the investigator with access to records and other information related to the allegation in the complaint and shall not in any way obstruct the investigation. Failure or refusal of the district to cooperate in the investigation may result in a finding based on evidence collected that a violation has occurred and in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

The compliance officer shall apply a "preponderance of the evidence" standard in determining the veracity of the factual allegations in a complaint. This standard is met if the allegation is more likely to be true than not.

Report of Findings

Unless extended by written agreement with the complainant, a final decision shall be sent to the complainant within 60 calendar days of the district's receipt of the complaint. Within 30 calendar days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report, as described in the section "Final Written Decision" below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five business days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. When required by law, the matter shall be considered in closed session. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 calendar days of the district's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

In resolving any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), the respondent also shall be sent the district's decision and, in the same manner as the complainant, may file a complaint with the Board if dissatisfied with the decision.

Final Written Decision

The district's decision on how it will resolve the complaint shall be in writing and shall be sent to the complainant and respondent. (5 CCR 4631)

In consultation with district legal counsel, information about the relevant part of a decision may be communicated to a victim who is not the complainant and to other parties who may be involved in implementing the decision or are affected by the complaint, as long as the privacy of the parties is protected. In a complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying), notice of the district's decision to the alleged victim shall include information about any sanction to be imposed upon the respondent that relates directly to the alleged victim.

If the complaint involves a limited-English-proficient student or parent/guardian and the student involved attends a school at which 15 percent or more of the students speak a single primary language other than English, then the decision shall also be translated into that language. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

For all complaints, the decision shall include: (5 CCR 4631)

1. The findings of fact based on the evidence gathered. In reaching a factual determination, the following factors may be taken into account:

- a. Statements made by any witnesses
 - b. The relative credibility of the individuals involved
 - c. How the complaining individual reacted to the incident
 - d. Any documentary or other evidence relating to the alleged conduct
 - e. Past instances of similar conduct by any alleged offenders
 - f. Past false allegations made by the complainant
2. The conclusion(s) of law
 3. Disposition of the complaint
 4. Rationale for such disposition

For complaints of retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the disposition of the complaint shall include a determination for each allegation as to whether retaliation or unlawful discrimination has occurred.

The determination of whether a hostile environment exists may involve consideration of the following:

- a. How the misconduct affected one or more students' education
- b. The type, frequency, and duration of the misconduct
- c. The relationship between the alleged victim(s) and offender(s)
- d. The number of persons engaged in the conduct and at whom the conduct was directed
- e. The size of the school, location of the incidents, and context in which they occurred
- f. Other incidents at the school involving different individuals

5. Corrective action(s), including any actions that have been taken or will be taken to address the allegations in the complaint and including, with respect to a student fees complaint, a remedy that comports with Education Code 49013 and 5 CCR 4600

For complaints of unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the decision may, as required by law, include:

- a. The corrective actions imposed on the respondent
 - b. Individual remedies offered or provided to the complainant or another person who was the subject of the complaint, but this information should not be shared with the respondent.
 - c. Systemic measures the school has taken to eliminate a hostile environment and prevent recurrence
6. Notice of the complainant's and respondent's right to appeal the district's decision to the CDE within 15 calendar days, and procedures to be followed for initiating such an appeal

The decision may also include follow-up procedures to prevent recurrence or retaliation and for reporting any subsequent problems.

For complaints alleging unlawful discrimination based on state law (such as discriminatory harassment, intimidation, and bullying), the decision shall also include a notice to the complainant that:

1. He/she may pursue available civil law remedies outside of the district's complaint procedures, including seeking assistance from mediation centers or public/private interest attorneys, 60 calendar days after the filing of an appeal with the CDE. (Education Code 262.3)
2. The 60 days moratorium does not apply to complaints seeking injunctive relief in state courts or to discrimination complaints based on federal law. (Education Code 262.3)
3. Complaints alleging discrimination based on race, color, national origin, sex, gender, disability, or age may also be filed with the U.S. Department of Education, Office for Civil Rights at www.ed.gov/ocr within 180 days of the alleged discrimination.

Corrective Actions

When a complaint is found to have merit, the compliance officer shall adopt any appropriate corrective action permitted by law. Appropriate corrective actions that focus on the larger school or district environment may include, but are not limited to, actions to reinforce district policies; training for faculty, staff, and students; updates to school policies; or school climate surveys.

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate remedies that may be offered to the victim but not communicated to the respondent may include, but are not limited to, the following:

1. Counseling
2. Academic support
3. Health services
4. Assignment of an escort to allow the victim to move safely about campus
5. Information regarding available resources and how to report similar incidents or retaliation
6. Separation of the victim from any other individuals involved, provided the separation does not penalize the victim
7. Restorative justice
8. Follow-up inquiries to ensure that the conduct has stopped and there has been no retaliation
9. Determination of whether any past actions of the victim that resulted in discipline were related to the treatment the victim received and described in the complaint

For complaints involving retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), appropriate corrective actions that focus on a student offender may include, but are not limited to, the following:

1. Transfer from a class or school as permitted by law
2. Parent/guardian conference
3. Education regarding the impact of the conduct on others
4. Positive behavior support
5. Referral to a student success team
6. Denial of participation in extracurricular or co-curricular activities or other privileges as permitted by law
7. Disciplinary action, such as suspension or expulsion, as permitted by law

When an employee is found to have committed retaliation or unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), the district shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and collective bargaining agreement.

The district may also consider training and other interventions for the larger school community to ensure that students, staff, and parents/guardians understand the types of behavior that constitute unlawful discrimination (such as discriminatory harassment, intimidation, or bullying), that the district does not tolerate it, and how to report and respond to it.

If a complaint alleging noncompliance with the laws regarding student fees, deposits, and other charges, physical education instructional minutes for students in elementary schools, or any requirement related to the LCAP is found to have merit, the district shall provide a remedy to all affected students and parents/guardians subject to procedures established by regulation of the State Board of Education. (Education Code 49013, 51223, 52075)

For complaints alleging noncompliance with the laws regarding student fees, the district shall attempt in good faith, by engaging in reasonable efforts, to identify and fully reimburse all affected students and parents/guardians who paid the unlawful student fees within one year prior to the filing of the complaint. (Education Code 49013; 5 CCR 4600)

Appeals to the California Department of Education

Any complainant who is dissatisfied with the district's final written decision may file an appeal in writing with the CDE within 15 calendar days of receiving the district's decision. (Education Code 222, 48853, 48853.5, 49013, 49069.5, 51223, 51225.1, 51225.2, 51228.3, 52075; 5 CCR 4632)

When a respondent in any complaint alleging unlawful discrimination (such as discriminatory harassment, intimidation, and bullying) is dissatisfied with the district's final written decision, he/she, in the same manner as the complainant, may file an appeal with the CDE.

The complainant or respondent shall specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the district's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant or respondent has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the written decision
3. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision
4. A copy of the investigation file including, but not limited to, all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the district's uniform complaint procedures
7. Other relevant information requested by the CDE

Regulation COLD SPRING ELEMENTARY SCHOOL DISTRICT

approved: February 5, 2009 Santa Barbara, California

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Cold Spring ESD | AR 4119.11 Personnel

Sexual Harassment

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the work or educational setting when: (Education Code 212.5; 5 CCR 4916)

1. Submission to the conduct is made explicitly or implicitly a term or condition of the individual's employment.
2. Submission to or rejection of such conduct by the individual is used as the basis for an employment decision affecting him/her.
3. The conduct has the purpose or effect of having a negative impact upon the individual's work or has the purpose or effect of creating an intimidating, hostile, or offensive work environment. The conduct is sufficiently severe, persistent, pervasive, or objectively offensive so as to create a hostile or abusive working environment or to limit the individual's ability to participate in or benefit from an education program or activity.
4. Submission to or rejection of the conduct by the other individual is used as the basis for any decision affecting him/her regarding benefits, services, honors, programs, or activities available at or through the district.

Other examples of actions that might constitute sexual harassment, whether committed by a supervisor, a co-worker, or a non-employee, in the work or educational setting, include, but are not limited to:

1. Unwelcome verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcome sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions, or the spreading of sexual rumors
2. Unwelcome visual conduct such as drawings, pictures, graffiti, or gestures; sexually explicit emails; displaying sexually suggestive objects
3. Unwelcome physical conduct such as massaging, grabbing, fondling, stroking, or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over, or impeding normal movements

Prohibited sexual harassment may also include any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Training

Every two years, the Superintendent/Principal or designee shall ensure that supervisory employees receive at least two hours of classroom or other effective interactive training and education regarding sexual harassment. All newly hired or promoted supervisory employees shall receive training within six months of their assumption of the supervisory position. (Government Code 12950.1)

The district's training and education program for supervisory employees shall include information and practical guidance regarding the federal and state laws on the prohibition against and the prevention and correction of sexual harassment, and the remedies available to the victims of sexual harassment in employment. The training shall also include all of the content specified in 2 CCR 7288.0 and practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation. (Government Code 12950.1; 2 CCR 7288.0)

In addition, the Superintendent/Principal or designee shall ensure that all employees receive periodic training regarding the district's sexual harassment policy, particularly the procedures for filing complaints and employees' duty to use the district's complaint procedures.

Notifications

A copy of the Board policy and this administrative regulation shall: (Education Code 231.5)

1. Be displayed in a prominent location in the main administrative building, or other area of the school where notices of district rules, regulations, procedures, and standards of conduct are posted
2. Be provided to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year or whenever a new employee is hired

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

3. Appear in any school publication that sets forth the district's comprehensive rules, regulations, procedures, and standards of conduct

All employees shall receive either a copy of information sheets prepared by the California Department of Fair Employment and Housing (DFEH) or a copy of district information sheets that contain, at a minimum, components on: (Government Code 12950)

1. The illegality of sexual harassment
2. The definition of sexual harassment under applicable state and federal law
3. A description of sexual harassment, with examples
4. The district's complaint process available to the employee

(cf. 4031 - Complaints Concerning Discrimination in Employment)

5. The legal remedies and complaint process available through DFEH and the Equal Employment Opportunity Commission (EEOC)
6. Directions on how to contact DFEH and the EEOC

7. The protection against retaliation provided by 2 CCR 7287.8 for opposing harassment prohibited by law or for filing a complaint with or otherwise participating in an investigation, proceeding, or hearing conducted by DFEH and the EEOC

In addition, the district shall post, in a prominent and accessible location, DFEH's poster on discrimination in employment and the illegality of sexual harassment. (Government Code 12950)

Regulation COLD SPRING ELEMENTARY SCHOOL DISTRICT

Cold Spring ESD | BP 4219.11 Personnel

Sexual Harassment

arrow Previous bar Next arrow

The Board of Trustees prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 4030 - Nondiscrimination in Employment)

The Superintendent/Principal or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff
(cf. 4112.9/4212.9/4312.9 - Employee Notifications)
3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (5 CCR 4964)

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor or the Superintendent/Principal.

A supervisor or other district administrator who receives a harassment complaint shall promptly notify the Superintendent/Principal or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4031 - Complaints Concerning Discrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

(cf. 4031 - Complaints Concerning Discrimination in Employment)

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

Cold Spring ESD | BP 4319.11 Personnel

Sexual Harassment

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(cf. 4117.4 - Dismissal)

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5145.3 - Nondiscrimination/Harassment)

Cold Spring ESD | BP 5145.3 Students

Nondiscrimination/Harassment

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District programs and activities shall be free from discrimination, including harassment, with respect to a student's actual or perceived sex, gender, ethnic group identification, race, national origin, religion, color, physical or mental disability, age or sexual orientation.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 5146 - Married/Pregnant/Parenting Students)

(cf. 6164.6 - Identification and Education under Section 504)

The Board of Trustees shall ensure equal opportunities for all students in admission and access to the educational program, guidance and counseling programs, athletic programs, testing procedures, and other activities. School staff and volunteers shall carefully guard against segregation, bias and stereotyping in instruction, guidance and supervision. The district may provide male and female students with separate shower rooms and sexual health and HIV/AIDS prevention classes in order to protect student modesty.

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

(cf. 6164.2 - Guidance/Counseling Services)

The Board prohibits intimidation or harassment of any student by any employee, student or other person in the district. Staff shall be alert and immediately responsive to student conduct which may interfere with another student's ability to participate in or benefit from school services, activities or privileges.

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 5145.7 - Sexual Harassment)

Students who harass other students shall be subject to appropriate discipline, up to and including counseling, suspension and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

(cf. 4118 - Suspension/Disciplinary Action)

(cf. 4218 - Dismissal/Suspension/Disciplinary Action)

(cf. 5131 - Conduct)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

The Board hereby designates the following position as Coordinator for Nondiscrimination to handle complaints regarding discrimination and inquiries regarding the district's nondiscrimination policies:

Superintendent/Principal

2243 Sycamore Canyon Road

Santa Barbara, CA 93108

(805) 969-2378

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Any student who feels that he/she is being harassed should immediately contact the Coordinator for Nondiscrimination. Any student who observes an incident of harassment should report the harassment to a school employee, whether or not the victim files a complaint.

Employees who become aware of an act of harassment shall immediately report the incident to the Coordinator for Nondiscrimination. Upon receiving a complaint of discrimination or harassment, the Coordinator shall immediately investigate the complaint in accordance with the grievance procedures specified in AR 5145.7 - Sexual Harassment. Where the Coordinator finds that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim.

The Coordinator shall also advise the victim of any other remedies that may be available. The Coordinator shall refer the matter to law enforcement where required.

(cf. 5145.7 - Sexual Harassment)

Cold Spring ESD | BP 5145.7 Students

Sexual Harassment

The Governance Board is committed to maintaining an educational environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students by other students, employees, or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against persons who complain, testify, assist, or otherwise participate in district complaint processes.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Instruction/Information

The Superintendent/Principal or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction)

Complaint Process

Any student who feels that he/she is being or has been sexually harassed by a school employee, another student, or a non-employee on school grounds or at a school-related activity (e.g., a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

The Superintendent/Principal or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent/Principal or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Disciplinary Actions

Any student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-6, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

(cf. 5131 - Conduct)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Confidentiality and Record-Keeping

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 5125 - Student Records)

The Superintendent/Principal or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in the school.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

6. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"

(cf. 5132 - Dress and Grooming):

The Governance Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

(cf. 4119.22 - Dress and Grooming)

(cf. 5145.2 - Freedom of Speech/Expression)

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

(cf. 5144 - Discipline)

Gang-Related Apparel

The Superintendent/Principal, staff and parents/guardians may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5136 - Gangs)

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

7. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school

(cf. 5142 - Safety):

Safe Routes To School Program

The Governance Board recognizes that walking, bicycling, and other forms of active transport to school promote students' physical activity and reduce vehicle traffic and air pollution in the vicinity of schools. As part of the district's coordinated approach to supporting student wellness and safety and enhancing student learning, the Superintendent/Principal or designee shall develop and implement strategies to establish and promote safe routes to school program activities.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3510 - Green School Operations)

(cf. 3514 - Environmental Safety)

(cf. 5030 - Student Wellness)

(cf. 5142 - Safety)

The Superintendent/Principal may identify a program coordinator or establish district and/or school site committees to oversee and coordinate related activities.

The Superintendent/Principal may collaborate with local public works and public safety departments, transportation agencies, other city and county agencies, school staff, students, parents/guardians and parent organizations, health organizations, community organizations, and/or businesses in the development, implementation, and evaluation of strategies.

(cf. 1020 - Youth Services)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1230 - School-Connected Organizations)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 6020 - Parent Involvement)

Strategies shall be based on the grade levels of the students and an assessment of the conditions and needs of each school and the surrounding neighborhoods.

The Superintendent/Principal shall explore the availability of grant funds and other sources of funding to support related projects and activities.

(cf. 1260 - Educational Foundation)

(cf. 3100 - Budget)

(cf. 3290 - Gifts, Grants and Bequests)

(cf. 7110 - Facilities Master Plan)

The Superintendent/Principal shall periodically report to the Board on the implementation of program activities and progress toward program goals. Such reports may include, but not be limited to, levels of participation in promotional and educational activities, survey results of parent/guardian attitudes about allowing their child to walk or bicycle to school, tallies of the numbers of students using various modes of travel to and from school and how these numbers have changed over time, records of student attendance and on-time arrival, and injury data within the school and/or district attendance boundaries.

(cf. 0500 - Accountability)

Emergencies on the way TO and FROM School

Instruct students to follow protective procedures outlined under specific emergencies with regard to protective position and safety precautions. If students are on their way to school, they should continue to school; if going home, continue home.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

Cold Spring School will conduct a morning assembly focused around promoting a positive safe and orderly school climate and cardiovascular fitness

Element:

Morning Assembly and 100 Mile Club

Opportunity for Improvement:

To increase the percentage of cardiovascular fit students at Cold Spring Elementary School by 10 percent

Objectives	Action Steps	Resources	Lead Person	Evaluation
All k-6th grade students will participate in the 100 Mile Running Club by running 25 minutes a week in the morning.	Facilitate all school running each morning at morning assembly.	Lap cards	Amy Alzina	Daily assessment
100% of fifth-grade students will run the mile faster than the state requirement by running at least a half of a mile three times a week without stopping to walk.	Facilitate running in PE classes three times each week.	PE teacher scores and training	Christian Garfield	Scores three times each week of fifth graders entered and saved and state fitness testing
The Superintendent/Principal and Physical Education Specialist will recognize students for their running achievements at the morning assembly for reaching the following mile markers: 25, 50, 75, 100, 150, 200.	Each teacher k-6, organizing lap score cards for each student in each classroom.	Teacher lap cards	Amy Alzina	Lap cards/recognition

Component:
Character Development

Element:
John Wooden Pyramid of Success

Opportunity for Improvement:
Character development will improve classroom and playground behavior and success

Objectives	Action Steps	Resources	Lead Person	Evaluation
Introduce Weekly Pillar	Introduce weekly pillar at morning assembly each week	Pyramid of Success book	Amy Alzina	Calendar
Sixth Grade Promotion	Award students' character development and success at sixth grade promotion	Pyramid of Success book, certificates, frames	Amy Alzina and Justin Pierce	awards
Pyramid of Success Sign	Create a large Pyramid of Success sign	Pyramid of Success book, artist	Amy Alzina and Amber O'Neill	sign

Component:
Emergency Drills

Element:
Conduct Monthly Emergency Drills

Opportunity for Improvement:

To improve the clarity of the CSS Safety Plan

Objectives	Action Steps	Resources	Lead Person	Evaluation
To conduct monthly school wide emergency drills	The principal will collaborate with the staff to organize and conduct monthly emergency drills.	CSS Safety Plan	Amy Alzina	Record log that is in the office.
To participate in the California Great Shakeout on October 18th	Register Cold Spring School to participate in the Great Shakeout. Organize and connect with staff, Montecito fire and law enforcement a mock earthquake scenario to be used in the earthquake drill.	https://www.shakeout.org	Amy Alzina	Record log that is in the office.
To inform the students regarding earthquake and fire procedures for when they are at home and at school.	Connect with the American Red Cross to implement the Pillowcase project at Cold Spring School on October 18, 2018.	https://www.redcross.org/local/colorado/about-us/our-work/pillowcase-project.html	Amy Alzina	The student quiz at the end of the assembly.
To collaborate with the Office Of Emergency Management regarding our disaster preparedness procedures	Meet regularly with the OEM to receive safety updates regarding Fire and Storm protocols.	https://readysbc.org	Amy Alzina	verbal feedback from the OEM and SBCEO.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Cold Spring Elementary School Student Conduct Code

Conduct Code Procedures

Discipline

The Governance Board desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

(cf. 6020 - Parent Involvement)

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or removed from school in accordance with law, Board policy and administrative regulation. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515 - Campus Security)

(cf. 3515.3 - District Police/Security Department)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5136 - Gangs)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6164.5 - Student Success Teams)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Staff shall enforce disciplinary rules fairly, consistently and without discrimination.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 5145.3 - Nondiscrimination/Harassment)

The Superintendent/Principal or designee shall provide professional development as necessary to assist staff in developing classroom management skills and implementing effective disciplinary techniques.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(J) Hate Crime Reporting Procedures and Policies

Hate-Motivated Behavior

In order to create a safe learning environment for all students, the Governance Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism and Graffiti)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5141.52 - Suicide Prevention)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5147 - Dropout Prevention)

(cf. 5149 - At-Risk Students)

The Superintendent/Principal or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6020 - Parent Involvement)

The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6141.94 - History-Social Science Instruction)

The Superintendent/Principal or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Superintendent. Upon receiving such a complaint, the Coordinator/Superintendent shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5131- Conduct)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.7 - Sexual Harassment)

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Superintendent and/or law enforcement, as appropriate.

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

(cf. 6164.2 - Guidance/Counseling Services)

Safety Plan Review, Evaluation and Amendment Procedures

Comprehensive Safety Plan

The Governance Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

(cf. 0510 - School Accountability Report Card)

(cf. 5131 - Conduct)

(cf. 5137 - Positive School Climate)

The school site council shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. (Education Code 32281)

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The Board shall review the comprehensive school safety plan in order to ensure compliance with state law, Board policy, and administrative regulation.

The Board shall approve the plan at a regularly scheduled meeting.

(cf. 9322 - Agenda/Meeting Materials)

The Superintendent/Principal or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

(cf. 1340 - Access to District Records)

By October 15 of each year, the Superintendent/Principal or designee shall notify the California Department of Education if the school has not complied with the requirements of Education Code 32281. (Education Code 32288)

(cf. 1312.3 - Uniform Complaint Procedures)

Safety Plan Appendices

Emergency Contact Numbers

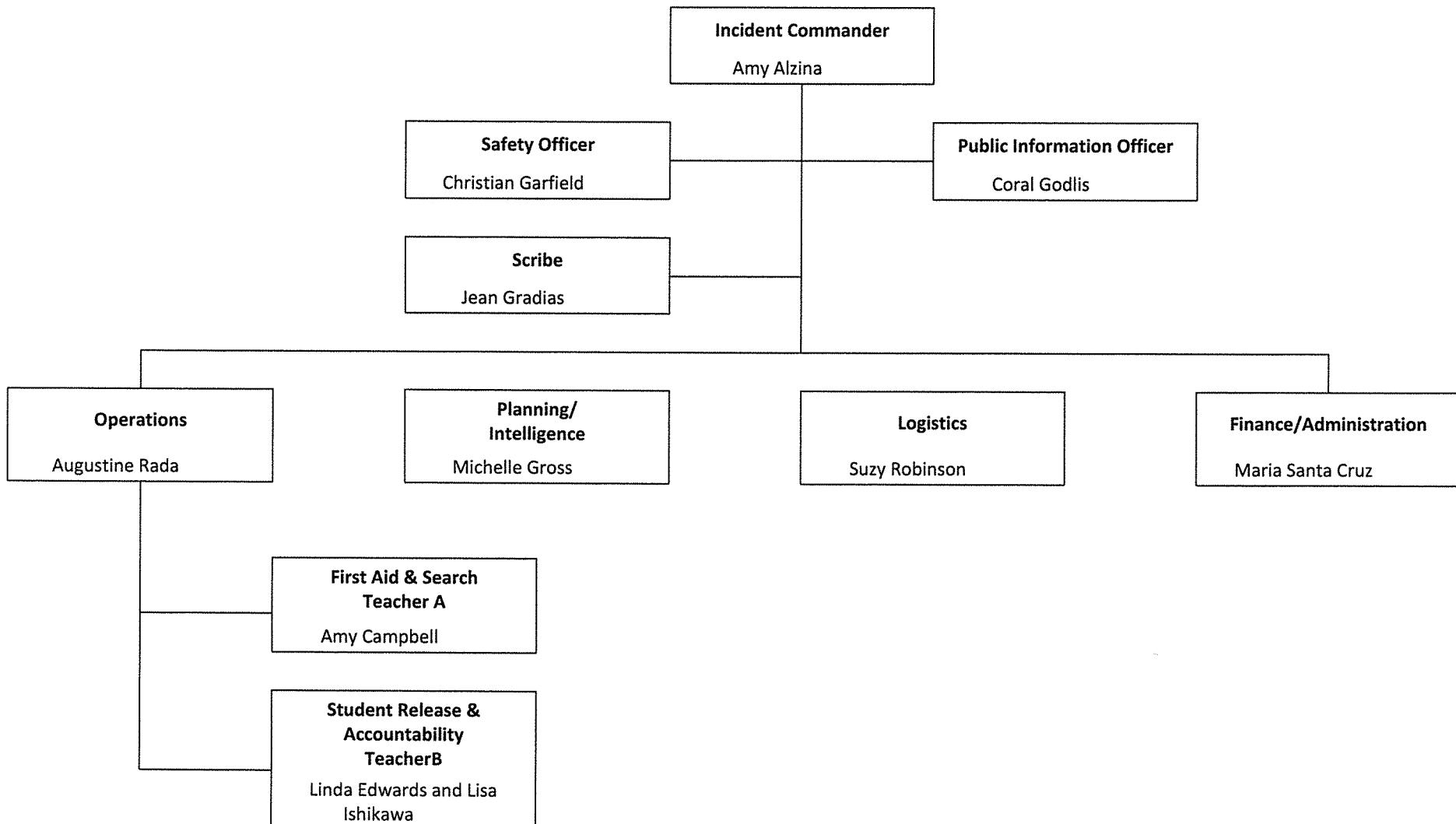
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Montecito Fire Department	805.969.7762	
Public Utilities	PG&E	1.800.743.5000	
Local Hospitals	Cottage Hospital	805-682-7111	
American National Red Cross	Red Cross Hotline	1.800.733.2767	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Parent Meeting - Review of Safety Plan	November 6, 2018 at 8:30am	Cold Spring School
School Site Council - Review of Safety Plan	November 7, 2018 at 7:30am	Cold Spring School
Staff Meeting - Review of Safety Plan	November 7, 2018 at 2:45 pm	Cold Spring School
Staff Meeting - Review of Safety Plan Procedures	December 5, 2018 at 2:45pm	Cold Spring School
The superintendent/principal attends regular meetings with the OEM in order to ensure CSS remains in a non-evacuation area. In addition, the superintendent/principal sends ParentSquare notifications to parents and staff whenever changes arrive from the OEM.		

Cold Spring Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Responsibilities

COMMAND CENTER

Incident Commander

1. Initiate school site emergency plans.
2. Inspect pupils/site to determine immediate needs. Communicate with team leaders and custodian.
3. Report condition of pupils/site(s) to MERRAG, County Schools,
4. Secure all pupil records.

Custodial

1. Shuts off all utilities as needed.
2. Puts out fires if necessary.
3. Surveys and reports all damage to the principal.
4. Assists the principal in performing other duties as assigned.

Command Center Team Leader

1. Staff the phones and/or emergency communications equipment.
2. Readies pupil records for removal.
3. Initiates emergency calls. (911)
4. Organizes parent volunteers for school assistance.
5. Keeps logs of activities and written reports. (see log format)

Team

1. Coordinates communication of all teams.
2. Relays/receives messages. Determines if additional help is needed.
3. Reports back to Incident Commander.
4. Communicates with outside emergency assistance.
5. Assigns staff to new areas as needed.
6. Keeps a log-times, volunteers, equipment usage

OPERATIONS TEAMS

First Aid Team

1. Takes its direction from the school nurse if she is on-site.
2. Sets up first aid station for the care of injured pupils/personnel in the first aid area (outdoor lunch area).
3. Reports physical condition of pupils/personnel to Incident Commander.
4. Determines need for additional medical help, including hospitalization.
5. Keeps a written record of injury treatment, time of treatment and names of those treated.

Search and Rescue Team

1. Report to Preparedness Container. Get hard hats and Search and Rescue bags.
2. Teams conduct a sweep of their half of the site. Mark areas as safe or unsafe with tape. Check for fire, gas and water leaks, electrical hazards and structural damage. Determine safest routes through campus.
3. Mark doors with duct tape indicating clear areas. Report back to custodial team and Incident Commander safety hazards and safe areas.
4. Put out small fires with fire extinguishers located throughout the school.

5. Search for trapped, or injured persons as directed by the team leaders. Report findings to Command Center.

Emergency Assembly Area Team/Reunification

1. Team leader reports to the Command Center the roll count including the names of missing students for each class.
2. Students are relocated to areas determined as safe and appropriate for long-term shelter.
3. Act as caretakers of the students.
4. Comfort students. Care for small cuts and bruises. Supervise games or activities of students.
5. Records times of parent contacts and releases to parents on the classroom Emergency List.

Buddy Teachers

1. Take roll. Indicate injured or missing students on Name Tag sheet. The form is taken directly to the Emergency Assembly Area by the teacher or the buddy teacher.
2. When leaving classroom, visually check to see if buddy or class next door exits the building.
3. Teachers assigned to the Emergency Assembly Area should assume responsibility for their buddy classes.
4. All teachers should make sure their classes have been removed to the Emergency Assembly Area before reporting to their team assignment areas.
5. Forms are collected by the Emergency Assembly Team Leader and sent to the Command Center by a runner.

All Staff

1. Direct pupils to carry out emergency actions.
2. Render immediate first aid.
3. Assist buddy teacher/other teachers as needed.
4. Restore order.
5. Report condition of pupils/site to the team leaders/Incident Commander.
6. Take roll; keep track of children as they are released and records with whom they leave the site.
7. Supervise children at all times until relieved of responsibilities by the Incident Commander.

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

*See STANDARD RESPONSE PROTOCOLS in Appendix

All Emergencies

1. Use common sense. Remain calm. Remember that the safety and well-being of pupils is the first priority.
2. Use extreme caution when entering or leaving buildings.
3. Do not light candles, matches, cigarettes, etc., since there may be leaking gas lines or flammable material present.
4. If the odor of gas is present, report this immediately to the person of authority.
5. Keep pupils away from fallen or damaged electrical wires.
6. Turn on the radio to get official emergency information.
7. Use the telephone only to report emergencies. Leave lines clear for emergency operations.

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKOUT! GET INSIDE. LOCK OUTSIDE DOORS.

*STUDENTS

Return inside

Business as usual

*TEACHER

Bring everyone indoors

Lock perimeter doors

Increase situational awareness

Business as usual

Take attendance

LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT. (The fire alarm or intercom "Lockdown" will signal a LOCKDOWN)

*STUDENTS

Move away from sight

Maintain silence

Do not open the door

TEACHER

Lock interior doors

Turn out the lights

Move away from sight

Do not open the door

Maintain silence

Take attendance

EVACUATE! TO ANNOUNCED LOCATION.

*STUDENTS

Bring your phone

Leave your stuff behind

Follow instructions

*TEACHER

Lead evacuation to location

Take attendance

Notify if missing, extra or injured students

SHELTER! HAZARD AND SAFETY STRATEGY. (Earthquake)

*STUDENTS

Comprehensive School Safety Plan

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground
*TEACHER
Lead safety strategy
Take attendance

Definitions: Incidents, Emergencies, Disasters

Incident

An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources. Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional emergency operations center (EOC) is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions.

Emergency

The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it. Emergency is also used in SEMS terminology to describe agencies or facilities (e.g., Emergency Response Agency, Emergency Operations Center).

Disaster

A disaster is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning (e.g., an earthquake or flash flood) or they may develop from one or more incidents (e.g., a major wildfire or hazardous materials discharge). Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed.

There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a local emergency. Emergency operations centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOC's.

Step Two: Identify the Level of Emergency

LOCKOUT!, LOCKDOWN! EVACUATE! SHELTER!

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

State of war emergency
State of emergency
State of local emergency

Step Three: Determine the Immediate Response Action

Levels of Response

Response levels are used to describe the type of event: the area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the school district. Response levels are closely tied to emergency proclamations issued by the head of local government.

Response Level 0 - Readiness and Routine Phase

On-going routine response by the school district to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident (e.g., gas leak, sewer back-up, assault, bomb threat, toxic spill, medical emergency, shooting) occurs. A Level 3 response requires school/site coordinators to implement guidelines contained within this document and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected area working in concert with Santa Barbara School District to respond. The affected cities and the County of Santa Barbara will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of Santa Barbara will proclaim a local emergency. Then, the State of California will declare a state of emergency. A presidential declaration of an emergency or major disaster is requested by the state. Examples of major disasters are the Jesusita Fire of May 2009 and La Conchita flooding in 2001. When local jurisdictions declare a state of emergency, the district board can declare the same.

Step Four: Communicate the Appropriate Response Action

Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid. Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers. While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Activities identified in this plan have either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOP) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with SOP, checklists, and are periodically trained in activation and execution.

Response Phase

The response phase is the time when agencies implement previously prepared plans.

Pre-Impact: recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOC's may be activated and evacuation may begin.

Immediate Impact: emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident command posts and EOC's may be activated and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

Types of Emergencies & Specific Procedures

Aircraft Crash

Fallen Aircraft

The principal determines the emergency action to be taken.

Students and staff must keep a safe distance from the aircraft.

Teachers must account for all their pupils by taking roll.

Lock-Out - Shelter in Place

A Lock-Out may be directed if there should be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood. In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site and "shelter-in-place" procedures apply.

The following steps should be followed when instructed or when an alerting system triggers a Lock-Out:

Shelter-Go inside the nearest building or classroom, remain there and lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the principal and/or public safety responders.

Shut-Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

Listen-Remain quiet to hear critical instructions from school officials. If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

Additional steps for teachers and staff (if appropriate)

Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.

A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Animal Disturbance

Lock-Out - Shelter in Place

A Lock-Out may be directed if there should be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood. In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site and "shelter-in-place" procedures apply.

The following steps should be followed when instructed or when an alerting system triggers a shelter-in-place:

Shelter-Go inside the nearest building or classroom, remain there and lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the principal and/or public safety responders.

Shut-Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

Listen-Remain quiet to hear critical instructions from school officials. If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

Additional steps for teachers and staff (if appropriate)

Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.

A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

Advise students to remain sheltered until the “all-clear” signal is given by a school or local official.

Armed Assault on Campus

LOCKDOWN - LOCKS, LIGHTS, OUT OF SIGHT

A lockdown alert is sounded if there is a sniper, armed intruder or active shooter on campus. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and respond to the situation based upon training and drills. This is also true for students who may need to become resources for substitutes or who are alone when an event occurs. Remember, the lockdown response is a partnership with local law enforcement.

Immediate actions

Call 9-1-1

Students and staff go into classrooms/buildings or run to off-site evacuation areas and get out of sight.

Lockdown includes building door barricades, internal barricades, covering windows and turning off/dimming lights.

Notify administration.

Administration notifies the superintendent.

Superintendent notifies the Ellen Barger at the SBCEO and the Governance Board

Intermediate activities

Place a red card under the door/in a window if you have a serious injury in the classroom.

Take roll and conduct anxiety-reducing activities.

Evacuation

Prepare students and yourself for a quick evacuation.

Follow directions of law enforcement when they arrive.

LOCKDOWN:

In the event of an intruder(s) who poses a danger to the school, a lockdown signal shall be used to alert employees and/or the signal will be the fire alarm.

When staff members hear the alarm they will keep their students in the classroom. If students are outdoors, they should go to the classroom or other closest safe area for lockdown. While in the lockdown situation, students should be directed to stay away from windows and get out of sight. They should remain in lockdown until staff member comes to the classroom to unlock the door and announce that all is clear.

Relocation Plans:

Two escape route action plans can be implemented if the school site must be evacuated. The staff should be given the signal, “Take your class to Relocation Area #1 (or #2). Staff members will escort their classes to the designated area and supervise them in the same manner as a fire or earthquake drill.

Relocation Route #1 -- Montecito Covenant Church

Students exit school through the Cold Spring Road parking lot gate. They will walk along the sidewalk to the end of the parking lot and walk along Cold Spring Road to the Church. Students and staff will assemble by class in the same manner as a fire drill.

Relocation Route #2 - Lovik Field

Students will exit school through the Orwig Corridor. They will walk down Paso Robles Drive to Chelham Way and use the walkway to enter the Orwig Corridor. Students and staff will assemble by class in the same manner as a fire drill.

When classes have reached the relocation area, they will be supervised until the all clear to return to campus has been given. Teachers will take class emergency lists to the relocation site and take attendance.

If the decision is made to release students to their families, emergency release procedures will be in effect. News media will be notified that students are being released to their families and the site location. Students will be released to adults listed on the emergency card only. Adults taking the students will sign next to the students' name on the class list.

Biological or Chemical Release

Nuclear Attack

Follow procedures outlined under "Earthquakes" with the exception of leaving the building. If buildings remain intact, remain inside until further directions are given. It is important to remain in a protective position through both the explosion, heat wave (5-15 seconds after the explosion) and blast wave (15-60 seconds after the explosion).

Chemical Accident

Warning of a chemical accident is usually received from the fire or police department or from civil defense authorities when such accidents occur sufficiently near a school to be a threat to student and personal safety.

1. The superintendent/principal makes the decision to evacuate the school site if any immediate decision is necessary. In making this decision, the toxicity, volatility, flammability and potential explosive behavior of the chemical must be considered.
2. Students and staff evacuate the site walking crosswind and never directly with or against the wind carrying the fumes.

LOCKOUT

A Lock-Out may be directed if there should be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood. In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site and "shelter-in-place" procedures apply.

Additional steps for teachers and staff (if appropriate)

Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.

A school official (or student if no official present) should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

LOCKDOWN and Take Cover

Take cover consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation. If outdoors, take cover consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event of a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat. Take cover is appropriate for, but not limited to, the following:

severe windstorm (short warning),
biological or chemical threat,
sniper attack,
rabid animal on school grounds.

Bomb Threat/ Threat Of violence

Bomb Threats

1. Evacuate buildings according to fire drill plans

2. The Incident Commander contacts the Sheriff's Department.
3. Staff and students remain clear of the buildings until local authorities determine the next step.

Standard Response Procedures Basic Actions

Most emergency responses are covered by the following basic actions.

LOCKOUT

Bring everyone indoors
Lock perimeter doors
Increase situational awareness
Business as usual
Take attendance

Evacuate

Evacuation consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site. Leave Building is appropriate for, but not limited to, the following emergencies:

fire,
peacetime bomb threat,
chemical accident,
explosion or threat of an explosion,
following an earthquake,
other similar occurrences that might make the building uninhabitable,
at the onset of a lockdown alert, when teacher/supervisor has ascertained that leaving is the best option.

LOCKDOWN/Shelter

Take cover consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation. If outdoors, take cover consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event of a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat. Lockdown is appropriate for, but not limited to, the following:

severe windstorm (short warning),
biological or chemical threat,
sniper attack,
rabid animal on school grounds.

Bus Disaster

Emergencies on the way TO and FROM School

Instruct students to follow protective procedures outlined under specific emergencies with regard to protective position and safety precautions. If students are on their way to school, they should continue to school; if going home, continue home.

Flash Flood

1. Immediately move children to higher ground.
2. Turn off utilities if instructed.
3. Do not touch electrical equipment if you are wet or standing in water.
4. Do not walk through moving water.
5. Do not drive in flooded areas.
6. Wash hands frequently when exposed to flood water.
7. Throw away any food that has come in contact with flood water.

Dry Lightning

When the lightning is six miles away.
(Flash-to-bang time of 30 seconds or less).
Move inside quickly and calmly.

Must remain indoors for 30 minutes after each Lightning strike.
CSS staff will monitor local conditions.

All Emergencies

1. Use common sense. Remain Calm. Remember that the safety and well-being of pupils is the first priority.
2. Use extreme caution when entering or leaving buildings.
3. Do not light candles, matches, cigarettes, etc., since there may be leaking gas lines or flammable material present.
4. If the odor of gas is present, report this immediately to the person of authority.
5. Keep pupils away from fallen or damaged electrical wires.
6. Turn on the radio to get official emergency information.
7. Use the telephone only to report emergencies. Leave lines clear for emergency operations.

School Process for Release of Student Custody

1. Adults collecting students go directly to the office to be directed to the location of their child(ren).
2. The teacher records the name of the adult to whom the child(ren) are released, using the School Emergency List.

Disorderly Conduct

Conduct

The Governance Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

(cf. 5112.5 - Open/Closed Campus)

(cf. 5131.1 - Bus Conduct)

(cf. 6145.2 - Athletic Competition)

Conduct is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful toward their teachers, other staff, students, and volunteers.

Students and parents/guardians shall be notified of school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others

(cf. 0450 - Comprehensive Safety Plan)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5142 - Safety)

2. Conduct that disrupts the orderly classroom or school environment

(cf. 5131.4 - Student Disturbances)

3. Harassment of students or staff, such as bullying, including cyberbullying, intimidation, hazing or initiation activity, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause bodily harm or emotional suffering, in accordance with the section entitled "Bullying/Cyberbullying" below

"Cyberbullying" includes the transmission of communications, posting of harassing messages, direct threats, social cruelty, or other harmful texts, sounds, or images on the Internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation or friendships.

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

4. Damage to or theft of property belonging to students, staff, or the district

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism, Theft and Graffiti)

5. Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose, including employment

Prior to bringing a laser pointer on school premises, students shall first obtain permission from the Superintendent/Principal or designee. The Superintendent/Principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.

6. Use of profane, vulgar, or abusive language

(cf. 5145.2 - Freedom of Speech/Expression)

7. Plagiarism or dishonesty in school work or on tests

(cf. 5131.9 - Academic Honesty)

(cf. 6162.54 - Test Integrity/Test Preparation)

(cf. 6162.6 - Use of Copyrighted Materials)

8. Inappropriate attire

(cf. 5132 - Dress and Grooming)

9. Tardiness or unexcused absence from school

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Truancy)

10. Failure to remain on school premises in accordance with school rules

11. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drug in violation of school rules

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5131.62 - Tobacco)

(cf. 5131.63 - Steroids)

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. The Superintendent/Principal or designee shall notify local law enforcement as appropriate.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6020 - Parent Involvement)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Students also may be subject to discipline for any off-campus conduct during nonschool hours which poses a threat or danger to the safety of students, staff, or district property, or substantially disrupts the educational program of the district or any other district in accordance with law, Board policy, or administrative regulation.

Possession/Use of Cellular Phones and Other Mobile Communications Devices

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. (Education Code 48901.5)

Students may possess or use on school campus personal electronic signaling devices including, but not limited to, pagers and cellular/digital telephones, as well as other mobile communications devices including, but not limited to, digital media players, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, and laptop computers, provided that such devices do not disrupt the educational program or school activity and are not used for illegal or unethical activities such as cheating on assignments or tests.

If a disruption occurs or a student uses any mobile communications device for improper activities, a school employee shall direct the student to turn off the device and/or shall confiscate it. If the school employee finds it necessary to confiscate the device, he/she shall return it at the end of the class period or school day.

In accordance with the Board's policy and administrative regulation on search and seizure, a school official may search a student's mobile communications device, including, but not limited to, reviewing messages or viewing pictures.

(cf. 5145.12 - Search and Seizure)

Students shall not use mobile communications devices, even in hands-free mode, while driving on school grounds or to or from a school-related activity.

A student who violates this policy may be prohibited from possessing a mobile communications device at school or school-related events and/or may be subject to further discipline in accordance with Board policy and administrative regulation.

Bullying/Cyberbullying

The Board desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct.

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

The district may provide students instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates students about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying. This instruction may involve parents/guardians, staff, and community members.

(cf. 1220 - Citizen Advisory Committees)

(cf. 6163.4 - Student Use of Technology)

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/guardians and students also may be provided with similar information.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

(cf. 5136 - Gangs)

AR 5145.7 - Sexual Harassment.

Earthquake

All district personnel must make arrangements regarding their own families and home. In an emergency, all personnel are to complete their assigned duties and remain until properly relieved by their site administrator.

In the absence of any one of the following employees, the Incident Commander will designate available personnel to assume his/her duties. The duties of the staff are listed below. Instructional assistants will help in the Student Assembly Area unless assigned elsewhere.

EARTHQUAKE EMERGENCY PROCEDURES

STEP #1

WHEN YOU HEAR THE SIGNAL OVER THE INTERCOM ("SHELTER/EARTHQUAKE"), OR IN THE EVENT YOU FEEL AN EARTHQUAKE

WHEREVER YOU ARE EVERYONE DOES THE "DUCK, COVER & HOLD" MANEUVER

REMEMBER:

- Duck, cover, and hold no matter where you are
- Do not stand in doorways

- Get away from glass
- Every step you take increases your chances of getting

injured-stay put until shaking stops

STEP #2

AFTER THE SHAKING STOPS

EVACUATE STUDENTS TO THE EMERGENCY ASSEMBLY AREA

COMPLETE STUDENT REPORT FORM MAKE SURE YOUR STUDENTS ARE CARED FOR

PROCEED TO THE ASSIGNED AREA, IF DIFFERENT FROM THE EMERGENCY AREA

REMEMBER TO:

- Evaluate the situation carefully
- Stay calm; calm your students
- Select alternate evacuation route if you encounter safety hazards; report these hazards to nearest team leader
- Help your students feel comfortable
- Report to your assigned area and begin completion of tasks

STEP #3

PROCEED WITH TASK ASSIGNMENTS

COMPLETE ASSIGNMENTS/ASSESS PROGRESS

REPORT FINDINGS

TO APPROPRIATE TEAM LEADERS

RECORD YOUR FINDINGS

STAY CALM, MOVE EFFICIENTLY

WHEN RELIEVED OF ASSIGNMENT,

EVALUATE YOUR ACTIONS

REMEMBER:

- Stay calm
- Know your assignment tasks
- Calm others
- Complete paperwork
- Work together

TASKS - ALL STAFF

1. Direct pupils to carry out emergency actions.
2. Render immediate first aid.
3. Assist buddy teacher/other teachers as needed.

4. Restore order.
5. Report condition of pupils/site to the team leaders/Incident Commander.
6. Take roll; keeps track of children as they are released and records with whom they leave the site.
7. Supervise children at all times until relieved of responsibilities by the Incident Commander.

TASKS - INCIDENT COMMANDER

1. Initiate school site emergency plans.
2. Inspect pupils/site to determine immediate needs.
Communicate with team leaders and custodian.
3. Report condition of pupils/site(s) to the Assistant Superintendent for Instructional Service Services.
4. Advise the Superintendent/Principal if removal of pupils to an alternate site is necessary.
5. Secure all pupil records.

TASKS - CUSTODIAL

1. Shuts off all utilities as needed.
2. Puts out fires if necessary.
3. Surveys and reports all damage to the principal.
4. Assists the principal in performing other duties as assigned.

TASKS - OFFICE MANAGER

1. Staff the phones and/or emergency communications equipment.
2. Readies pupil records for removal.
3. Initiates emergency calls. (911)
4. Organizes parent volunteers for school assistance.
5. Keeps logs of activities and written reports. (see log format)

TASKS - OPERATIONS TEAM MEMBERS

1. Assist Office Manager.
2. Coordinate communication among all teams.
3. Relays/receives messages. Determines if additional help is needed.
4. Reports back to Incident Commander.
5. Assists in rescue. Helps transport victims.

6. Communicates with outside emergency assistance.

7. Assigns staff to new areas as needed.

8. Keeps a log - times, volunteers, equipment usage

TASKS - FIRST AID TEAM

1. Takes its direction from the school nurse if on-site.

2. Sets up first aid station for the care of injured pupils/personnel in the first aid area (outdoor lunch area).

3. Reports physical condition of pupils/personnel to Incident Commander.

4. Determines need for additional medical help, including hospitalization.

5. Keeps a written record of injury treatment, time of treatment and names of those treated.

TASKS - DAMAGE/SAFETY ASSESSMENT TEAMS

(2 teams; See site maps)

1. Report to Preparedness Container. Get hard hats and Search and Rescue bags.

2. Teams A & B conduct a sweep of their half of the site. Mark areas as safe or unsafe with tape. Check for fire, gas and water leaks, electrical hazards and structural damage. Determine safest routes through campus.

3. Mark doors with duct tape indicating clear areas. Report back to custodial team and Incident Commander safety hazards and safe areas.

4. Put out small fires with classroom extinguishers.

5. Search for trapped, or injured persons as directed by the team leaders. Report findings to Command Center.

6. Complete inventory of equipment; need for replacement.

TASKS - EMERGENCY ASSEMBLY AREA TEAM

1. Receives/relays messages. Designates runners (5th and 6th grade students) to go between the assembly area and the parent unification area (Parent Communication/Unification Team).

2. Team leader reports to the Command Center the roll count for each class.

3. Act as caretakers of the students.

4. Comfort students. Care for small cuts and bruises. Supervise games or activities of students.

TASKS - PARENT COMMUNICATION/REUNIFICATION TEAM

1. Relays/receives messages. Sends 5th and 6th grade students to Emergency Assembly Area when necessary.

2. Designates student escort (parent or volunteer aide) to pick up students that are to be released to parents or other designated adults listed on the Emergency Card.

3. Team leader reports to the Operations Center.

4. Records times of parent contacts and releases to parents in a log (see log and runner forms).

TASKS - CAMPUS SECURITY TEAM

1. Routes volunteers.
2. Routes media.
3. Routes Fire and Rescue crews.
4. Reports to Command Center.

TASKS - BUDDY TEACHERS

1. Take roll. Indicate injured or missing students on Student Form. The form is taken directly to the Emergency Assembly Area by the teacher or the buddy teacher.
2. When leaving classroom, visually check to see if buddy or class next door exit the building.
3. Teachers assigned to the Emergency Assembly Area should assume responsibility for their buddy classes.
4. All teachers should make sure their classes have been removed to the Emergency Assembly Area before reporting to their team assignment areas.
5. Forms are collected by the Emergency Assembly Team Leader and sent to the Command Center.

Explosion or Risk Of Explosion

Explosion

Follow procedures for earthquakes:

All district personnel must make arrangements regarding their own families and home. In an emergency, all personnel are to complete their assigned duties and remain until properly relieved by their site administrator.

In the absence of any one of the following employees, the Incident Commander will designate available personnel to assume his/her duties. The duties of the staff are listed below. Instructional assistants will help in the Student Assembly Area unless assigned elsewhere.

EARTHQUAKE EMERGENCY PROCEDURES

STEP #1

WHEN YOU HEAR THE SIGNAL OVER THE INTERCOM, OR IN THE EVENT OF AN EARTHQUAKE

WHEREVER YOU ARE EVERYONE DOES THE "DUCK, COVER & HOLD" MANEUVER

REMEMBER:

- Duck, cover, and hold no matter where you are
- Do not stand in doorways
- Get away from glass
- Every step you take increases your chances of getting

injured-stay put until shaking stops

NOTES:

STEP #2

AFTER THE SHAKING STOPS

EVACUATE STUDENTS TO THE EMERGENCY ASSEMBLY AREA

COMPLETE STUDENT REPORT FORM MAKE SURE YOUR STUDENTS ARE CARED FOR

PROCEED TO THE ASSIGNED AREA, IF DIFFERENT FROM THE EMERGENCY AREA

REMEMBER TO:

- Evaluate the situation carefully
- Stay calm; calm your students
- Select alternate evacuation route if you encounter safety hazards; report these hazards to nearest team leader
- Help your students feel comfortable
- Report to your assigned area and begin completion of tasks

NOTES:

STEP #3

PROCEED WITH TASK ASSIGNMENTS

COMPLETE ASSIGNMENTS/ASSESS PROGRESS

REPORT FINDINGS TO APPROPRIATE TEAM LEADERS

RECORD YOUR FINDINGS

STAY CALM, MOVE EFFICIENTLY

WHEN RELIEVED OF ASSIGNMENT,

EVALUATE YOUR ACTIONS

REMEMBER:

- Stay calm
- Know your assignment tasks
- Calm others
- Complete paperwork
- Work together

Notes:

TASKS - ALL STAFF

1. Direct pupils to carry out emergency actions.
2. Render immediate first aid.
3. Assist buddy teacher/other teachers as needed.
4. Restore order.

5. Report condition of pupils/site to the team leaders/Incident Commander.
6. Take roll; keeps track of children as they are released and records with whom they leave the site.
7. Supervise children at all times until relieved of responsibilities by the Incident Commander.

TASKS - INCIDENT COMMANDER

1. Initiate school site emergency plans.
2. Inspect pupils/site to determine immediate needs.

Communicate with team leaders and custodian.
3. Report condition of pupils/site(s) to the Assistant Superintendent for Instructional Service Services.
4. Advise the Superintendent/Principal if removal of pupils to an alternate site is necessary.
5. Secure all pupil records.

TASKS - CUSTODIAL

1. Shuts off all utilities as needed.
2. Puts out fires if necessary.
3. Surveys and reports all damage to the principal.
4. Assists the principal in performing other duties as assigned.

TASKS - OFFICE MANAGER

1. Staff the phones and/or emergency communications equipment.
2. Readies pupil records for removal.
3. Initiates emergency calls. (911)
4. Organizes parent volunteers for school assistance.
5. Keeps logs of activities and written reports. (see log format)

TASKS - OPERATIONS TEAM MEMBERS

1. Assist Office Manager.
2. Coordinate communication among all teams.
3. Relays/receives messages. Determines if additional help is needed.
4. Reports back to Incident Commander.
5. Assists in rescue. Helps transport victims.
6. Communicates with outside emergency assistance.

7. Assigns staff to new areas as needed.
8. Keeps a log - times, volunteers, equipment usage

TASKS - FIRST AID TEAM

1. Takes its direction from the school nurse if on-site.
2. Sets up first aid station for the care of injured pupils/personnel in the first aid area (outdoor lunch area).
3. Reports physical condition of pupils/personnel to Incident Commander.
4. Determines need for additional medical help, including hospitalization.
5. Keeps a written record of injury treatment, time of treatment and names of those treated.

TASKS - DAMAGE/SAFETY ASSESSMENT TEAMS

(2 teams; See site maps)

1. Report to Preparedness Container. Get hard hats and Search and Rescue bags.
2. Teams A & B conduct a sweep of their half of the site. Mark areas as safe or unsafe with tape. Check for fire, gas and water leaks, electrical hazards and structural damage. Determine safest routes through campus.
3. Mark doors with duct tape indicating clear areas. Report back to custodial team and Incident Commander safety hazards and safe areas.
4. Put out small fires with classroom extinguishers.
5. Search for trapped, or injured persons as directed by the team leaders. Report findings to Command Center.
6. Complete inventory of equipment; need for replacement.

TASKS - EMERGENCY ASSEMBLY AREA TEAM

1. Receives/relays messages. Designates runners (5th and 6th grade students) to go between the assembly area and the parent unification area (Parent Communication/Unification Team).
2. Team leader reports to the Command Center the roll count for each class.
3. Act as caretakers of the students.
4. Comfort students. Care for small cuts and bruises. Supervise games or activities of students.

TASKS - PARENT COMMUNICATION/REUNIFICATION TEAM

1. Relays/receives messages. Sends 5th and 6th grade students to Emergency Assembly Area when necessary.
2. Designates student escort (parent or volunteer aide) to pick up students that are to be released to parents or other designated adults listed on the Emergency Card.
3. Team leader reports to the Operations Center.
4. Records times of parent contacts and releases to parents in a log (see log and runner forms).

TASKS - CAMPUS SECURITY TEAM

1. Routes volunteers.
2. Routes media.
3. Routes Fire and Rescue crews.
4. Reports to Command Center.

TASKS - BUDDY TEACHERS

1. Take roll. Indicate injured or missing students on Student Form. The form is taken directly to the Emergency Assembly Area by the teacher or the buddy teacher.
2. When leaving classroom, visually check to see if buddy or class next door exit the building.
3. Teachers assigned to the Emergency Assembly Area should assume responsibility for their buddy classes.
4. All teachers should make sure their classes have been removed to the Emergency Assembly Area before reporting to their team assignment areas.
5. Forms are collected by the Emergency Assembly Team Leader and sent to the Command Center.

Fire in Surrounding Area

Wildfire Procedures

CSS staff will initiate this plan upon notification or observation of a wildfire in the CSS area that is a possible threat to the school.

Begin emergency procedures:

- Establish a command center in the office
- During class time: Notify classrooms through intercom to Lock-Out
(If there is no electrical power, office staff will go directly to classrooms.)
- During recess: set off the fire alarm for students and staff to lockdown and wait for announcement to "Evacuate to the Assembly Area."
- Staff members begin wildfire plan responsibilities

CLASSROOM PROCEDURES FOR WILDFIRE

- Students/staff in Room 12 return to regular classroom.
- Students/staff in Room 15, return to regular classroom.
- Students and staff in Room 14 (Dolphin Center) return to regular classroom.
- Students in music, library, reading, SDC, RSP, speech return to classrooms.

Steps for students with breathing problems or asthma

1. comfort/reassure/relax – maintain in sitting position.
2. locate inhaler
3. administer medication as needed
4. call 911 if breathing problem increases

Evacuation from School

If notified to evacuate by local authorities, the Superintendent/Principal will notify the staff to evacuate to Franklin Elementary School (1111 East Mason Street).

MTD busses may be available to transport students and staff.

Otherwise, teachers, staff, and available parents will drive students to the evacuation site.

All staff take their emergency backpack and binder. Students should wear name tags.

Once evacuation procedures begin, all students must be transported to the evacuation site. Students cannot be taken directly home.

At the evacuation site, classes will reassemble in a designated area and the student release system will start again.

Augustine Rada and Christian Garfield and other staff conduct sweep of all buildings and secure school.

Wildfire:

In the event of wildfire in the vicinity of Cold Spring School, the school staff and students will initiate the following procedures:

The superintendent/principal will establish an emergency command center in the Office. All communication systems will be initiated – on site walkie-talkie system and MERRAG radio. Evacuation procedures/materials will be readied and on stand-by. Local media will be monitored.

Staff and students will be notified to take “shelter-in-place.” “Shelter-in-place” requires students and staff to remain indoors with windows and doors closed. All students working with specialists will return to their assigned classrooms. Students and staff working in the portable classrooms will move to another location in the school. Students will not be excused to restrooms without adult escort.

Parents coming on campus to pick up students will go directly to their children’s classrooms. Students will be released to parents at the students’ classrooms. Teachers will sign-out each student on the Emergency Release Form. Students will be released only to adults listed on the students’ Emergency Release Cards.

COLD SPRING SCHOOL WILL EVACUATE THE SCHOOL ONLY IF DIRECTED BY LOCAL AUTHORITIES. In most cases, the Montecito Fire Department has advised us to “shelter-in-place,” even if flames are present on the school campus. Students are considered safer in the protection of the school’s buildings, than evacuating by foot. If advised by the local authorities to evacuate, the Cold Spring staff will take whatever steps are necessary to evacuate the school using staff vehicles and vans or buses provided by local agencies.

Relocation Plans (See attached Storm Readiness Plan):

If Cold Spring School students and staff are ordered or advised to evacuate the school by local authorities, the following procedures will be implemented.

The superintendent/principal will communicate the plan to evacuate the school to the staff and identify the relocation site.

Franklin Elementary School

1111 East Mason Street

Santa Barbara

Students will stay together with their class and walk to the parking lot. The teachers will record the students’ names and the vehicle they enter.

Students entering vehicles during an all-school evacuation must proceed to the predetermined relocation site. Students are not to be released to their parents until the students are checked in at the relocation site.

When classes have reached the relocation area, they will be supervised until the all clear to return to campus has been given. Teachers will take class emergency lists to the relocation site and take attendance.

If the decision is made to release students to their families, emergency release procedures will be in effect. News media will be notified that students are being released to their families and the site location. Students will be released to adults listed on the emergency card only. Adults taking the students will sign next to the students' name on the class list.

Fire on School Grounds

Building Fire

1. At the sound of the intercom signal "Evacuate" students line up at the door and proceed in an orderly, quiet fashion to assembly area on the primary basketball courts. Students are to remain at this location under the supervision of their teachers until further instructions (911 should be called).
2. Teachers insure that all students evacuate the building safely and take attendance. Report any missing students to the incident commander immediately.

Flooding

See appendices: "Storm Readiness Evacuation Plan" and "Trauma Informed Practices to Support Teachers"

A Debris Flow or Flood

A Debris Flow or Flood may cause the area to be inundated with mud, rocks, vegetation and/or water. This can either cause destruction or isolate the school.

An Event Happens with Little or No Warning:

- *Call 911
- *Move students to a safe refuge area: Classrooms and/or auditorium
- *Maintain accountability of students and staff
- *Alert others on your way but do not stop until you are out of harm's way.
- *Be prepared to move if necessary
- *Communicate with parents the status of the school and students via ParentSquare Smart Alert
- *Encourage parents to stay put and stay safe

An Evacuation Order has been Issued by Authorities During Non-School Hours

- *Notify parents that school will be closed
- *Secure Cold Spring School
- *Secure an alternate campus to hold school: El Rancho Campus in Goleta (7421 Mirano Dr., Goleta, CA)

An Evacuation Order has been Issued by Authorities During School Hours

- *If the order is issued and does not occur for more than 4 hours, then notify parents to pick up their student
- *For students whose parents cannot pick up their student within 2 hours take the student to the alternative pick-up site outside of the Evacuation Order and Warning Area: Franklin Elementary School (1111 E. Mason Street, Santa Barbara, CA)
- *Maintain accountability of students and staff
- *Secure School

If the order is to occur in less than 2 hours, notify parents to pick up their student immediately

For students whose parents cannot pick up their student within 1 hour. Staff will take students to the alternative pick-up site outside of the Evacuation Order and Warning Area: Franklin Elementary School (1111 E. Mason Street, Santa Barbara, CA)

Flash Flood

1. Immediately move children to higher ground.
2. Turn off utilities if instructed.
3. Do not touch electrical equipment if you are wet or standing in water.
4. Do not walk through moving water.
5. Do not drive in flooded areas.
6. Wash hands frequently when exposed to flood water.
7. Throw away any food that has come in contact with flood water.

Dry Lightning

1. When the lightning is six miles away.
2. (Flash-to-bang time of 30 seconds or less).
3. Move inside quickly and calmly.
4. Must remain indoors for 30 minutes after each Lightning strike.
5. CSS staff will monitor local conditions.

Loss or Failure Of Utilities

Shelter in place

Incident commander assess situation

Secure generators, bathroom facilities as needed

Use back up food and water stores as needed

Walkie-talkies used for communication of staff

Contact OEM, SBCEO, School Board

Motor Vehicle Crash

Emergencies on the way TO and FROM School

Instruct students to follow protective procedures outlined under specific emergencies with regard to protective position and safety precautions. If students are on their way to school, they should continue to school; if going home, continue home.

Flash Flood

1. Immediately move children to higher ground.
2. Turn off utilities if instructed.
3. Do not touch electrical equipment if you are wet or standing in water.
4. Do not walk through moving water.
5. Do not drive in flooded areas.
6. Wash hands frequently when exposed to flood water.
7. Throw away any food that has come in contact with flood water.

Dry Lightning

When the lightning is six miles away.

(Flash-to-bang time of 30 seconds or less).

Move inside quickly and calmly.

Must remain indoors for 30 minutes after each Lightning strike.

CSS staff will monitor local conditions.

All Emergencies

1. Use common sense. Remain Calm. Remember that the safety and well-being of pupils is the first priority.
2. Use extreme caution when entering or leaving buildings.
3. Do not light candles, matches, cigarettes, etc., since there may be leaking gas lines or flammable material present.
4. If the odor of gas is present, report this immediately to the person of authority.

5. Keep pupils away from fallen or damaged electrical wires.
6. Turn on the radio to get official emergency information.
7. Use the telephone only to report emergencies. Leave lines clear for emergency operations.
8. Call 9-1-1

School Process for Release of Student Custody

1. Adults collecting students go directly to the office to be directed to the location of their child(ren).
2. The teacher records the name of the adult to whom the child(ren) are released, using the School Emergency List.

Psychological Trauma

*See attached PowerPoint: "Trauma Informed Practices to Support Teachers"

Assess staff needs

Provide Staff with time to debrief before students arrive

Determine which teachers may need more support in debriefing with students

Provide staff with resources for coping and recovery

Create a system to identify students who may need more support

Spreadsheet about students with loss and heightened risk factors

Track absences and connect with families

Provide on-going opportunities for staff to support each other

Provide information to families

Suspected Contamination of Food or Water

Shelter in place

Incident commander assess situation

Secure bathroom facilities as needed

Use back up food and water stores as needed

Contact 9-1-1

Contact OEM, SBCEO, School Board

Unlawful Demonstration or Walkout

Incident Commander assess situation

Hold students in classrooms

CSSD Evacuation Plan Storm Readiness

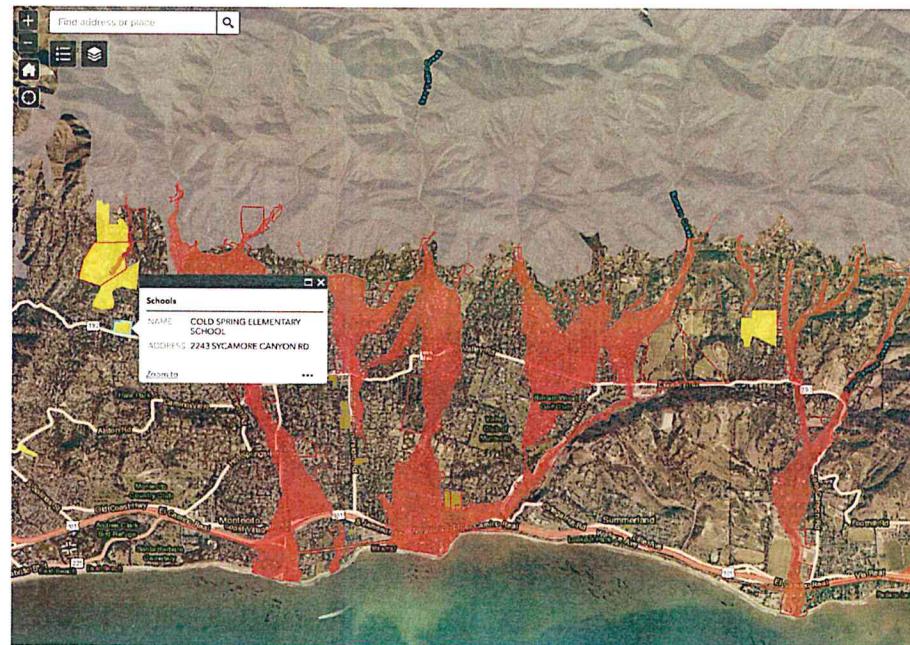
Superintendent/Principal Dr. Amy M. Alzina
2018-2019



Debris Flow Risk Areas: Evacuation Order Zones

Go to: <https://ReadySBC.org>

Cold Spring School is NOT in an Evacuation Order Zone



72-Hour Storm Evacuation Timeline

 **Storm Readiness**

Some storms will be predictable and authorities will be able to provide ample time for the community members to get their home and family **READY**.

They will have time to get **SET** by preparing their method of transportation and gathering their belongings.

They will have time to **GO** with plenty of time to get to a safe place.

However, sometimes a storm can quickly develop and cause a flash flood and debris flow with little or no warning.

Officials may only be able to alert the public with just a few minutes notice, or none at all.

It is imperative that you understand the seriousness of the situation and are always prepared.

For more information, go to ReadySBC.org.

READY SBC.org SIGN-UP PLAN UNDERSTAND 

If at any time you feel unsafe, take immediate action and do not wait for a notification to evacuate.

READY **Weather ADVISORY** 72 to 48 hours before storm

Alert! Be Aware!



- County Office of Emergency Management is alerting the community to an upcoming storm of duration and intensity to pose a possible risk to life or property.
- Community members should closely monitor the situation.
- Have a family plan; Where you will go? What will you need?
- Prepare your home.

SET **Evacuation WARNING** 48 to 24 hours before storm

Prepare To Leave!



- Santa Barbara County Sheriff's Office is warning all that there is a high possibility of an evacuation due to an incoming storm with duration or intensity to pose a risk to life or property.
- Arrange transportation, confirm your evacuation plan, gather items from your home and be ready to leave.
- People with access and functional needs or with large animals should take action as needed.

GO! **Evacuation ORDER** 24 hours or less before storm

Leave Now!



- Santa Barbara County Sheriff's Office orders you to leave now if you are in a designated evacuation area.
- The incoming storm poses an extreme risk for loss of life and property in designated areas. Persons who refuse to comply with an evacuation order will not be forcibly removed from their home. However, they should not expect rescue or other lifesaving assistance after the onset of the emergency event.
- If flooding/debris flow happens, you may be stranded for several days.
- Authorities will return people home as soon as it is safe to do so.

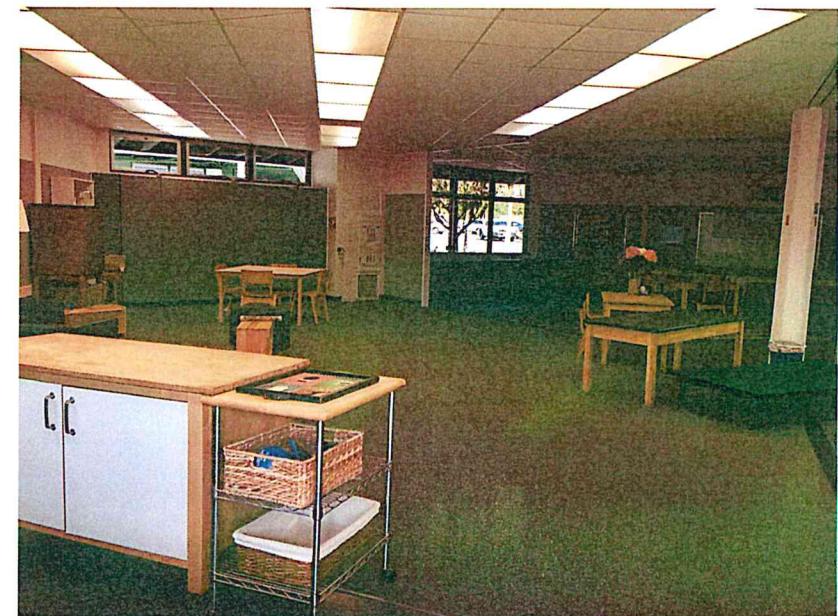
An Event Happens with Little or No Warning

A Debris Flow or Flood may cause the area to be inundated with mud, rocks, vegetation and/or water. This can either cause destruction or isolate the school.

- An event that happens with little or no warning
 - Call 911
 - Move students to a safe refuge area: Classrooms and/or auditorium
 - Maintain accountability of students and staff
 - Alert others on your way but do not stop until you are out of harm's way.
 - Be prepared to move if necessary
 - Communicate with parents the status of the school and students via ParentSquare Smart Alert
 - Encourage parents to stay put and stay safe

An Evacuation Order has been issued by authorities during non-school hours

- Superintendent/principal will notify parents that school will be closed
- Superintendent/principal and director of facilities will Secure the School
- Secure an alternate campus to hold school: **El Rancho Campus in Goleta (7421 Mirano Dr., Goleta, CA)**



An Evacuation Order or Warning has been issued by authorities during school hours

- If the order is issued and does not occur for **more than 4 hours**, then notify parents to pick up their student
- For students whose parents cannot pick up their student within 2 hours. Take the student to the alternative pick-up site outside of the Evacuation Order and Warning Area: **Franklin Elementary School (1111 E. Mason Street, Santa Barbara, CA)**
- Maintain accountability of students and staff
- Secure School

If the order is to occur in **less than 2 hours**, notify parents to pick up their student immediately

- For students whose parents cannot pick up their student within 1 hour. Staff will take students to the alternative pick-up site outside of the Evacuation Order and Warning Area: **Franklin Elementary School (1111 E. Mason Street, Santa Barbara, CA)**
- Maintain accountability of students and staff
- Secure School

Be Storm Ready

- ReadySBC.org
- AwareAndPrepare.org

Aware & Prepare Alerts

It is critical that people in Santa Barbara County register to receive emergency alerts. Sign up at www.AwareAndPrepare.org. If we can't reach you, we can't alert you.



For Information, call 211

SANTA BARBARA COUNTY READY

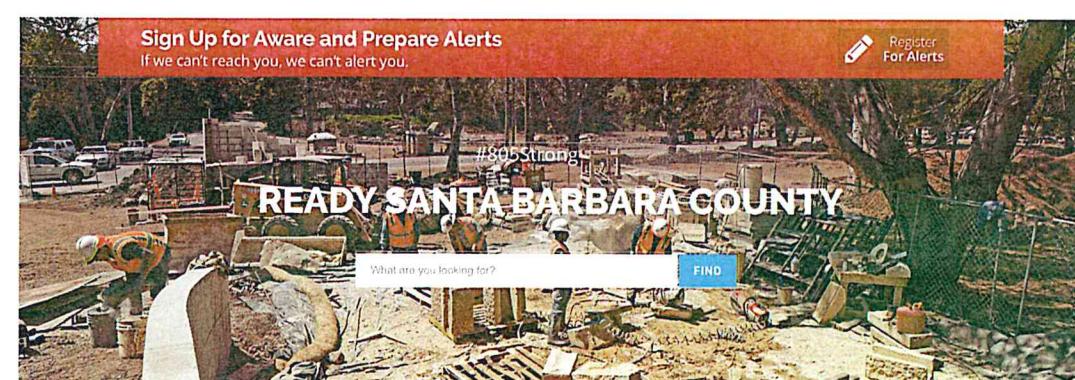
Storm Readiness • News • Rebuild and Repair • Health & Safety • Resources • FAQs • Maps • English •

Sign Up for Aware and Prepare Alerts
If we can't reach you, we can't alert you.

#SOSStrong

READY SANTA BARBARA COUNTY

What are you looking for? FIND



Winter 2018 Debris Flow Risk Map Now Available

Updated on October 25th, 2018



This map shows the areas that are at risk for debris flows. Updated on October 25th, 2018. These areas will be included in an evacuation during a predicted debris flow causing storm. This map will be updated when additional analysis is complete, estimated to be December 1st, 2018.

View Map

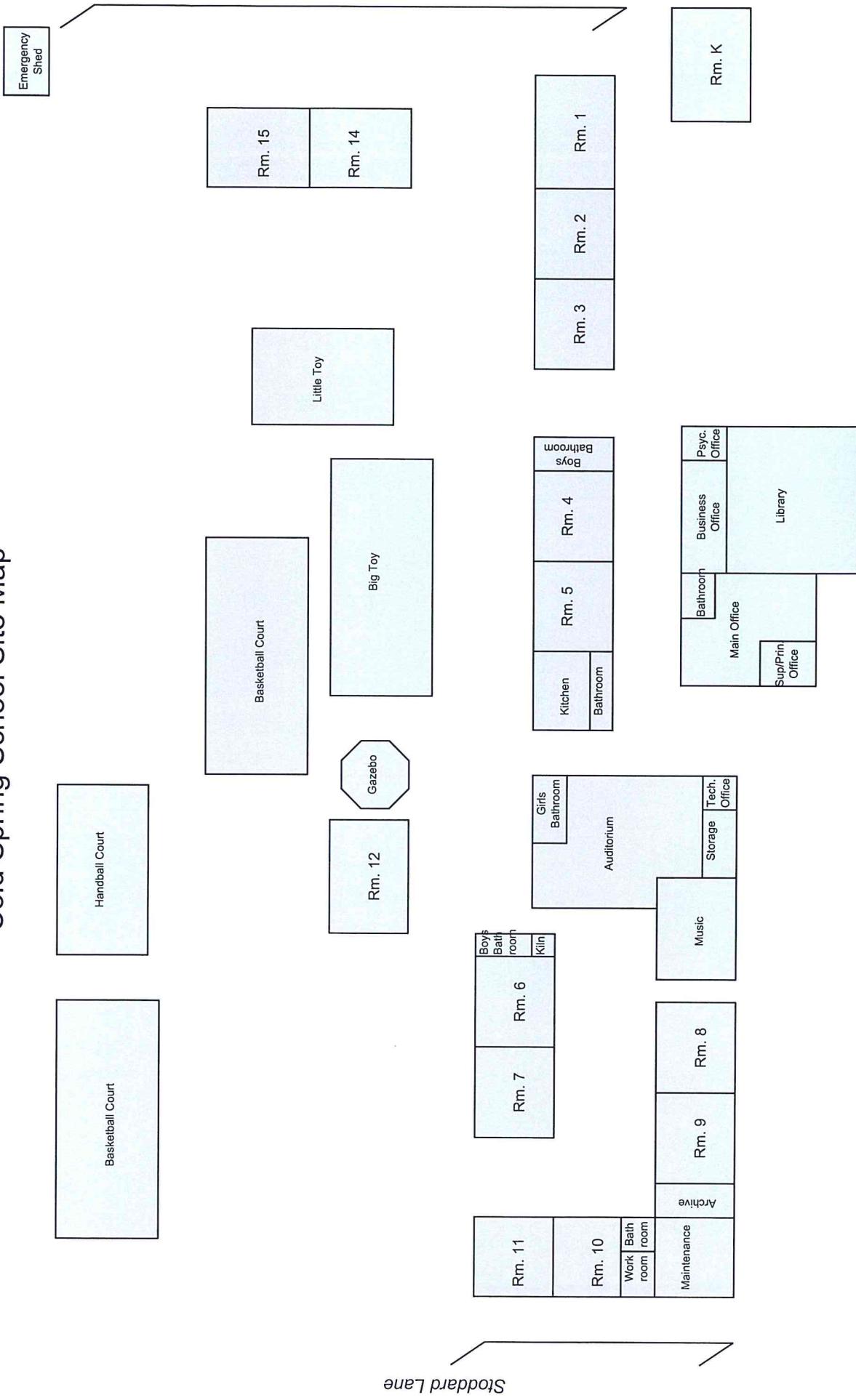
Are You Prepared for an Emergency and Potential Evacuation?



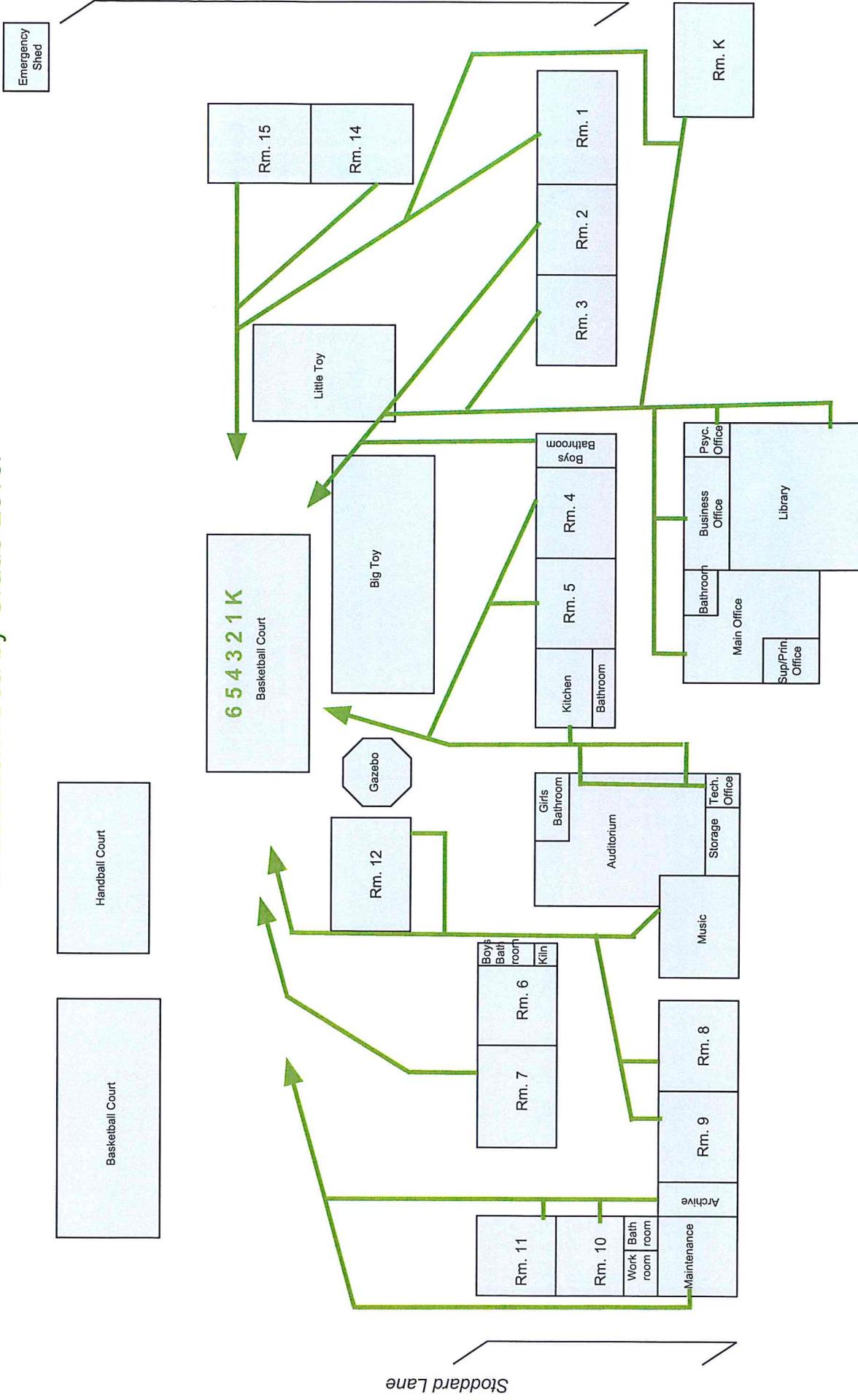
Read the Ready! Set! Go! brochure to learn the steps officials will take and how to be prepared. Some storms will be predictable and authorities will be able to provide ample time for the community members to get their home and family READY. However, sometimes a storm can quickly develop and cause a flash flood and debris flow with little or no warning. It is imperative that you understand the seriousness of the situation and are always prepared.

View Brochure

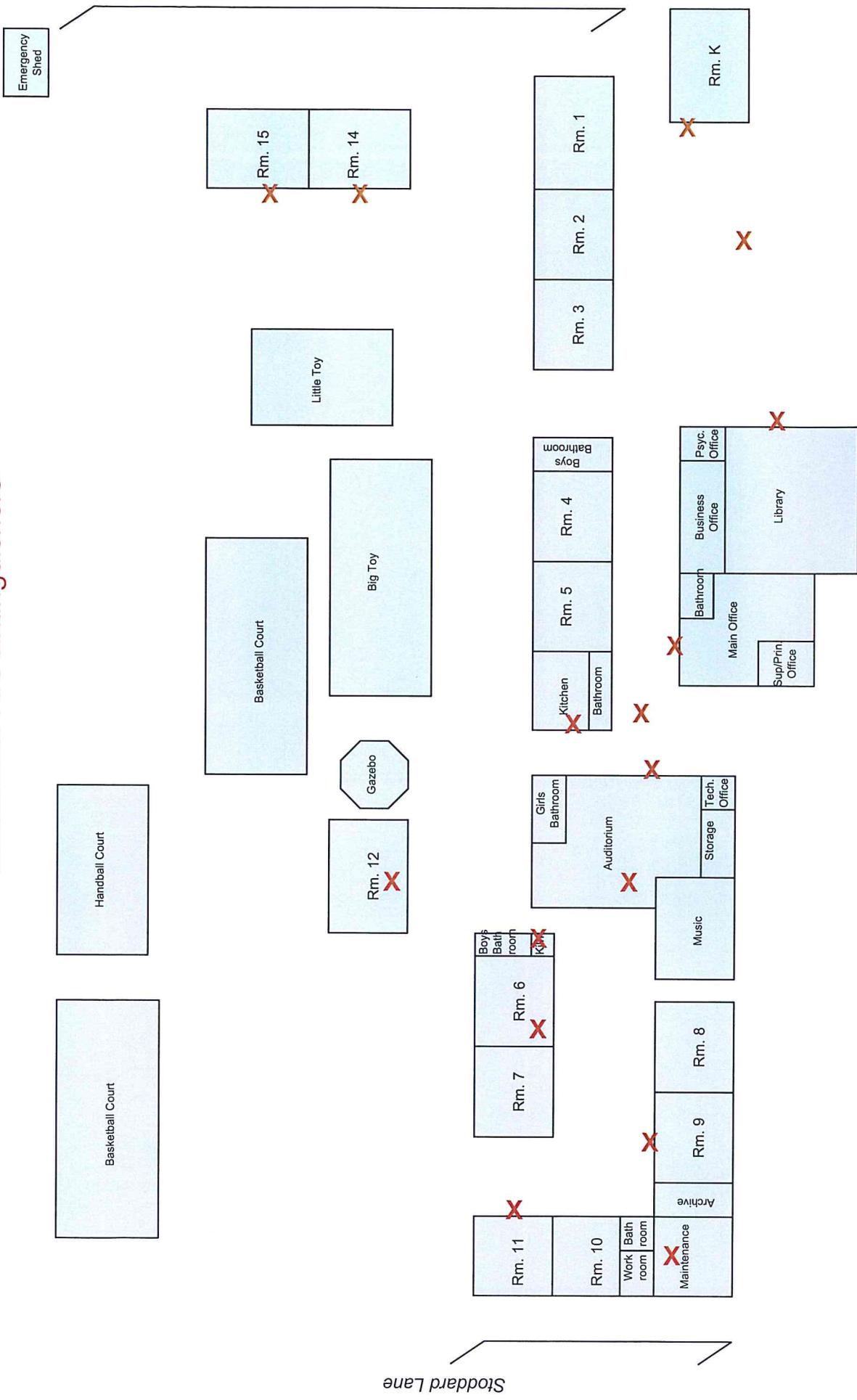
Cold Spring School Site Map



Evacuation Area by Grade Level



Location of Fire Extinguishers



Cold Spring School Site Disaster Plan Staff Assignments

Earthquake/Building Fire Procedures

All district personnel must make arrangements regarding their own families and home. In an emergency, all personnel are to complete their assigned duties and remain until properly relieved by their site administrator.

In the absence of any one of the following employees, the Incident Commander will designate available personnel to assume his/her duties. The duties of the staff are listed below. Instructional assistants will help in the Student Assembly Area unless assigned elsewhere.

Responsibilities	Location/Actions
Incident Commander: -Team Leader: Amy Alzina	Gazebo Coordinate all activities Contact for media and OES
Custodial/Facility and Search & Rescue -Team Leader: Augustine Rada Area 2(Primary/office) Justin Pierce – Christian Garfield Area 1(Upper/Aud) Augustine Rada (Lindsay Stark) Alternate: Sarah DiSalvo Transport Team: Amber, Rebekah Prato, Joel Orr, Fred, Christian, Justin, Lindsay, Augustine	Evaluate facility CHANNEL 1 Gas, electrical, water shut off as needed. Report status to Incident Commander Conduct search and rescue Joel Orr Justin Pierce gets emergency barrel
Command Center: -Team Leader: Coral Godlis Sarah DiSalvo Michelle Gross Coral Godlis Misha Lewis (alt.Amber O'Neill)	Gazebo Staff Attendance and scribe Communication to Search & Rescue Communication to Assembly/Attendance External Communication MERRAG radio Communication to first aid
First Aid Team: -Team Leader: Amy Campbell (alt Maria Santa Cruz) -Log Keeper/Communications: Jean Gradias -Triage (I, L ,D): Johanna Thorpe -Open Emergency Container: Amy Campbell or Maria Santa Cruz	Location: blacktop outside room 15 CH 4 Take master roll sheets, health condition Remove supplies and set up area Evaluation into "immediate" or "later"
Emergency Assembly Area Team: Team Leader: Linda Edwards (alt Stephanie Carey) Lisa Ishikawa, Mari Callahan, Kelly Orwig, , Lara Wooten, Stephanie Carey, All instructional aides	Evacuate to BB courts CHANNEL 6 Collect roll sheets from each teacher Put name tags on all students Report missing students to Command Cntr Move students to upper field Hold students until all clear or release
Parent Communication/Reunification: Students are released by the classroom teachers at the Emergency Assembly Area	Use classroom release forms ONLY release students to names on list

Cold Spring School Site Disaster Plan Staff Assignments

Buddy Teachers

Visually check to see if buddy or class next door exits the building. Teachers assigned to the Emergency Assembly Area should assume responsibility for their buddy classes. All teachers should make sure their classes have been removed to the Emergency Assembly Area before reporting to their team assignment areas. Each teacher needs to complete the inventory form indicating injured or missing students. The form should be taken directly to the Emergency Assembly Area by the teacher or the buddy teacher. These forms will be collected by the Emergency Assembly Team Leader and sent to the Command Center by a 6th grade runner.

Mari Callahan	Lisa Ishikawa	Stephanie Carey
Johanna Thorpe	Amy Campbell	
Linda Edwards	Lara Wooten/Kelly Orwig	Amber O'Neill
Justin Pierce	Becki Gonzales	Jean Gradias
Misha Lewis	Office Staff	Resource Room
Sarah DiSalvo	Christian Garfield	
SDC	Dolphin	
Office Staff	Maria Santa Cruz /Suzy Robinson	Resource Room

Class Coverage at Assembly Area

Teachers moving to other assignments give backpacks to supervising teachers.

<u>Grade</u>	<u>Teacher</u>	<u>Instructional Assistant</u>	<u>Supervise Class or Grade Dismissal</u>
K	Lisa Ishikawa	Heather Shennum	Lisa Ishikawa
1	Stephanie Carey	Janine Dallow	Stephanie Carey
1	Mari Callahan	Susie Friedenberg	
2	Johanna Thorpe	Susan Iwanaga	Mari Callahan
2	Amy Campbell	Joann Fox	
3	Becki Gonzales	Christina Rogers	
4	Kelly Orwig/Lara Wooten	Joel Orr	Orwig/Wooten
5	Linda Edwards to Assembly Leader	Roxana Williams Jill Wolf	Linda Edwards

Cold Spring School Site Disaster Plan Staff Assignments

6	Justin Pierce go to Search and Rescue	Erin Goligoski	
STEM	Jean Gradias go to First Aid		Becki Gonzales

Wildfire Procedures

CSS staff will initiate this plan upon notification or observation of a wildfire in the CSS area that is a possible threat to the school.

Begin emergency procedures:

- Establish a command center in the office
- During class time: Notify classrooms through intercom to "Shelter in Place"
- (If there is no electrical power, office staff will go directly to classrooms.)
- During recess: set off the fire alarm for students and staff to lockdown and wait for announcement to "Evacuate to the Assembly Area."
- Staff members begin wildfire plan responsibilities

Responsibilities	Location/Actions
Incident Commander: -Team Leader: Amy Alzina	Office Coordinate all activities
Command Center: Coral Godlis	Office Outside Communication – answer the phone, listen to emergency radio broadcasts
Amy Alzina	Communication to MERRAG & Westmont May need to be on playground or parking lot
Michelle Gross	Communication to classrooms
Sarah DiSalvo	Communicate to Search and Rescue, Channel 1 ALL WALKIE TALKIES ON CHANNEL "2"
Custodial/Facility and Search & Rescue -Team Leader: Augustine Rada	Exterior area of facilities 1. Move emergency supplies from shed to auditorium
Area 2(Primary/office) Christian Garfield	2. Gas, electrical shut off as needed.
Area 1(Upper/and) Augustine Rada	3. Set up fire extinguishers & hose stations
Alternate: Afternoon Custodian	4. Report status to Incident Commander 5. Direct parents to classrooms for student release 6. Conduct search and rescue as needed
First Aid Team: -Team Leader: Amy Campbell -Log Keeper/Communications: Amy Campbell	Location: on stage Take master roll sheets, health condition Remove supplies and set up area
-Triage (I, L ,D): Amber O'Neill, Mari Callahan	Evaluation into "immediate" or "later"
Classrooms for Shelter in Place Classroom teachers	Permanent Classrooms – move from portables Take student attendance
Instructional assistants	Report missing students to Command Cntr
Specialists – report to library	Prepare classrooms

Cold Spring School Site Disaster Plan Staff Assignments

	Prepare for student release SEE REVERSE SIDE
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CLASSROOM PROCEDURES FOR WILDFIRE

- Students/staff in Room 12 return to regular classroom.
- Students/staff in Room 15, return to regular classroom.
- Students and staff in Room 1 (**Dolphin Center**) return to regular classroom.
- Students in music, library, reading, SDC, RSP, speech return to classrooms.

Rooms 1, 2, 3	Rooms 4, 5, 6, 7	Rooms K, 8-11, Music
Take attendance for students and staff assigned to your classroom. Put on student name tags.	Take attendance for students and staff assigned to your classroom. Put on student name tags.	Take attendance for students and staff assigned to your classroom. Put on student name tags.
Notify command center of students/staff missing	Notify command center of students/staff missing	Notify command center of students/staff missing
		Shut off exhaust fan
Close windows and doors	Close windows and doors	Close windows and doors
Turn off heater to "Off"	Rooms 5 & 7 turn controller to off – 4 & 6 do nothing	Push control button to "System Off"
Get our emergency binder from backpack	Get our emergency binder from backpack	Get our emergency binder from backpack
Set up student release system – parents/guardians must sign students out!	Set up student release system – parents/guardians must sign students out!	Set up student release system – parents/guardians must sign students out!
Comfort students – reassure	Comfort students – reassure	Comfort students – reassure
Refer to Medical Conditions list for students with asthma & the location of meds	Refer to Medical Conditions list for students with asthma & the location of meds	Refer to Medical Conditions list for students with asthma & the location of meds

Steps for students with breathing problems or asthma

1. comfort/reassurance/relax – maintain in sitting position.
2. locate inhaler
3. administer medication as needed
4. call 911 if breathing problem increases

Cold Spring School Site Disaster Plan Staff Assignments

Evacuation from School

If notified to evacuate by local authorities, the Superintendent/Principal will notify the staff to evacuate to **Franklin Elementary School (1111 East Mason Street, Santa Barbara)**.

MTD busses may be available to transport students and staff.

Otherwise, teachers, staff, and available parents will drive students to the evacuation site.

All staff take their emergency backpack and binder. Students should wear name tags.

Once evacuation procedures begin, all students must be transported to the evacuation site.

Students cannot be taken directly home.

At the evacuation site, classes will reassemble in a designated area and the student release system will start again.

Augustine Rada and Christian Garfield and other staff conduct sweep of all buildings and secure school.

CONTENTS OF THE CLASSROOM EMERGENCY BACKPACK

Individual Classroom Folder (Red Folder)

- Classroom Evacuation Route
- Class List/Name tags
- Emergency Release Form
- Site Disaster/Emergency Plan

First Aid Kit

Antiseptic Wash

Whistle

Flashlights

Small Survival Water

Emergency Blanket

Small Saline eye Wash

Large Bandage

Feminine Napkins

Zip Lock Bag For Waste

Student Activities

Two orange vests (for teacher and instructional aide)

Pencil and Paper

Personal Items (optional)

- Additional clothes/shoes (for warmth and comfort)
- 2-3 day supply of medications

CONTENTS OF EMERGENCY RESPONSE KIT

Three plastic kits located in Principal's office, Emergency Shed, at SB Sheriff's Office

Red Binder

- Master Student List
- Master Employee List

Cold Spring School Site Disaster Plan Staff Assignments

- Emergency Phone Tree
- Student Health Condition List
- After school program schedule and student list
- Maps of Utility Shut-off
- Evacuation Routes/Emergency Assembly Area
- School Map (Blueprint)
- Montecito area map

Cold Spring School Site Disaster Plan Staff Assignments

Responsibilities

COMMAND CENTER

Incident Commander

1. Initiate school site emergency plans.
2. Inspect pupils/site to determine immediate needs. Communicate with team leaders and custodian.
3. Report condition of pupils/site(s) to MERRAG, County Schools,
4. Secure all pupil records.

Custodial

1. Shuts off all utilities as needed.
2. Puts out fires if necessary.
3. Surveys and reports all damage to the principal.
4. Assists the principal in performing other duties as assigned.

Command Center Team Leader

1. Mans the phones and/or emergency communications equipment.
2. Readies pupil records for removal.
3. Initiates emergency calls. (911)
4. Organizes parent volunteers for school assistance.
5. Keeps logs of activities and written reports. (see log format)

Team

1. Coordinates communication of all teams.
2. Relays/receives messages. Determines if additional help is needed.
3. Reports back to Incident Commander.
4. Communicates with outside emergency assistance.
5. Assigns staff to new areas as needed.
6. Keeps a log-times, volunteers, equipment usage

Cold Spring School Site Disaster Plan Staff Assignments

OPERATIONS TEAMS

First Aid Team

1. Takes its direction from the school nurse if she is on-site.
2. Sets up first aid station for the care of injured pupils/personnel in the first aid area (outdoor lunch area).
3. Reports physical condition of pupils/personnel to Incident Commander.
4. Determines need for additional medical help, including hospitalization.
5. Keeps a written record of injury treatment, time of treatment and names of those treated.

Search and Rescue Team

1. Report to Preparedness Container. Get hard hats and Search and Rescue bags.
2. Teams conduct a sweep of their half of the site. Mark areas as safe or unsafe with tape. Check for fire, gas and water leaks, electrical hazards and structural damage. Determine safest routes through campus.
3. Mark doors with duct tape indicating clear areas. Report back to custodial team and Incident Commander safety hazards and safe areas.
4. Put out small fires with fire extinguishers located throughout the school.
5. Search for trapped, or injured persons as directed by the team leaders. Report findings to Command Center.

Emergency Assembly Area Team/Reunification

1. Team leader reports to the Command Center the roll count including the names of missing students for each class.
2. Students are relocated to areas determined as safe and appropriate for long-term shelter.
3. Act as caretakers of the students.
4. Comfort students. Care for small cuts and bruises. Supervise games or activities of students.
5. Records times of parent contacts and releases to parents on the classroom Emergency List.

Cold Spring School Site Disaster Plan Staff Assignments

Buddy Teachers

1. Take roll. Indicate injured or missing students on Name Tag sheet. The form is taken directly to the Emergency Assembly Area by the teacher or the buddy teacher.
2. When leaving classroom, visually check to see if buddy or class next door exits the building.
3. Teachers assigned to the Emergency Assembly Area should assume responsibility for their buddy classes.
4. All teachers should make sure their classes have been removed to the Emergency Assembly Area before reporting to their team assignment areas.
5. Forms are collected by the Emergency Assembly Team Leader and sent to the Command Center by a runner.

All Staff

1. Direct pupils to carry out emergency actions.
2. Render immediate first aid.
3. Assist buddy teacher/other teachers as needed.
4. Restore order.
5. Report condition of pupils/site to the team leaders/Incident Commander.
6. Take roll; keep track of children as they are released and records with whom they leave the site.
7. Supervise children at all times until relieved of responsibilities by the Incident Commander.

Cold Spring School Site Disaster Plan Staff Assignments

General Procedures

Building Fire - EVACUATE

1. At the sound of the EVACUATE over the intercom, students and staff evacuate to the assembly area on the basketball courts. Students are to remain at this location under the supervision of their teachers until further instructions (911 should be called).
2. Teachers insure that all students evacuate the building safely and take attendance. Report any missing students to the incident commander immediately.

Earthquakes - SHELTER IN PLACE

Students Inside Building:

1. The teacher, or other person of authority, implements the action by saying, "SHELTER IN PLACE" - "DUCK, COVER AND HOLD." Students and others in the room immediately drop to their knees under furniture with backs to the windows, if possible. One or both hands should be placed over the head with arms over ears; lay forehead on knees and keep eyes closed. One or both hands should be used to hold the desk legs in order to keep the furniture from shifting. Students remain in one of these positions until the teacher gives the next instruction.
2. After the tremor stops and there is no danger from falling objects, the teacher moves children from any room hazards, e.g., windows, heavy, suspended light fixtures, and bookcases. As soon as possible the teacher supervises the orderly removal of students from the building to the designated evacuation area, edge of the first basketball court at the west end of the playground.
3. Teachers must account for all students under their supervision by taking roll.
4. After roll calls have been taken, all staff reports to assigned areas to carry out their respective tasks.

Students Outside Buildings:

1. At the first sign of a tremor, students and personnel must move away from the buildings, trees, and utility wires to the grade level designated areas.
2. Teachers join their students as soon as possible to take roll and then to report to their designated areas to complete their tasks.

Cold Spring School Site Disaster Plan Staff Assignments

Wildfire - SHELTER IN PLACE

In the event of wildfire in the vicinity of Cold Spring School, the school staff and students will initiate the following procedures:

The superintendent/principal will establish an emergency command center in the Office. All communication systems will be initiated – on site walkie-talkie system and MERRAG radio. Evacuation procedures/materials will be readied and on stand-by. Local media will be monitored.

Staff and students will be notified to take “shelter-in-place.” “Shelter-in-place” requires students and staff to remain indoors with windows and doors closed. All students working with specialists will return to their assigned classrooms. Students and staff working in the portable classrooms will move to another location in the school. Students will not be excused to restrooms without adult escort.

Parents coming on campus to pick up students will go directly to their children’s classrooms. Students will be released to parents at the students’ classrooms. Teachers will sign-out each student on the Emergency Release Form. Students will be released only to adults listed on the students’ Emergency Release Cards.

COLD SPRING SCHOOL WILL EVACUATE THE SCHOOL ONLY IF DIRECTED BY LOCAL AUTHORITIES. In most cases, the Montecito Fire Department has advised us to “shelter-in-place,” even if flames are present on the school campus. Students are considered safer in the protection of the school’s buildings, than evacuating by foot. If advised by the local authorities to evacuate, the Cold Spring staff will take whatever steps are necessary to evacuate the school using staff vehicles and vans or buses provided by local agencies.

Relocation Plans:

If Cold Spring School students and staff are ordered or advised to evacuate the school by local authorities, the following procedures will be implemented.

The superintendent/principal will communicate the plan to evacuate the school to the staff and identify the relocation site.

**Franklin Elementary School Santa Barbara
1111 East Mason Street
Santa Barbara**

Students will stay together with their class and walk to the parking lot. The teachers will record the students’ names and the vehicle they enter.

Students entering vehicles during an all-school evacuation must proceed to the predetermined relocation site. Students are not to be released to their parents until the students are checked in at the relocation site.

Cold Spring School Site Disaster Plan Staff Assignments

When classes have reached the relocation area, they will be supervised until the all clear to return to campus has been given. Teachers will take class emergency lists to the relocation site and take attendance.

If the decision is made to release students to their families, emergency release procedures will be in effect. News media will be notified that students are being released to their families and the site location. Students will be released to adults listed on the emergency card only. Adults taking the students will sign next to the students' name on the class list.

LOCKDOWN:

In the event of an intruder(s) who poses a danger to the school, a lockdown signal shall be used to alert employees. The signal will be the fire alarm or "LOCKDOWN" over the intercom.

When staff members hear the alarm they will keep their students in the classroom and lock the doors and get out of sight. If students are outdoors, they should go to the classroom or other closest safe area for lockdown. While in the lockdown situation, students should be directed to stay away from windows and use a duck and cover position out of sight. They should remain in lockdown until staff member comes to the classroom to unlock the door and announce that all is clear.

Relocation Plans:

Two escape route action plans can be implemented if the school site must be evacuated.

The staff should be given the signal, "Take your class to Relocation Area #1 (or #2). Staff members will escort their classes to the designated area and supervise them in the same manner as a fire or earthquake drill.

Relocation Route #1 -- Montecito Covenant Church

Students exit school through the Cold Spring Road parking lot gate. They will walk along the sidewalk to the end of the parking lot and walk along Cold Spring Road to the Church. Students and staff will assemble by class in the same manner as a fire drill.

Relocation Route #2 -- Lovic Field.

Students will exit school through the Orwig Corridor. They will walk down Paso Robles Drive to Chelham Way and use the walkway to enter Westmont. Students and staff will assemble by class in the same manner as a fire drill.

When classes have reached the relocation area, they will be supervised until the all clear to return to campus has been given. Teachers will take class emergency lists to the relocation site and take attendance.

If the decision is made to release students to their families, emergency release procedures will be in effect. News media will be notified that students are being released to their families and the site location. Students will be released to adults

Cold Spring School Site Disaster Plan Staff Assignments

listed on the emergency card only. Adults taking the students will sign next to the students' name on the class list.

Bomb Threats - EVACUATE

1. Evacuate buildings according to fire drill plans
2. The Incident Commander contacts the Sheriff's Department.
3. Staff and students remain clear of the buildings until local authorities determine the next step.

Explosion - EVACUATE

Follow procedures for earthquakes.

Nuclear Attack - SHELTER IN PLACE

Follow procedures outlined under "Earthquakes" with the exception of leaving the building. If buildings remain intact, remain inside until further directions are given. It is important to remain in a protective position through both the explosion, heat wave (5-15 seconds after the explosion) and blast wave (15-60 seconds after the explosion).

Chemical Accident - EVACUATE

Warning of a chemical accident is usually received from the fire or police department or from civil defense authorities when such accidents occur sufficiently near a school to be a threat to student and personal safety.

1. The superintendent/principal makes the decision to evacuate the school site if any immediate decision is necessary. In making this decision, the toxicity, volatility, flammability and potential explosive behavior of the chemical must be considered.
2. Students and staff evacuate the site walking crosswind and never directly with or against the wind carrying the fumes.

Severe Windstorm - SHELTER IN PLACE

Warning of a windstorm is usually received via radio, television or civil defense officials. If time permits, parents may be contacted and children sent home or picked up at school. However, if high winds develop without sufficient warning:

1. Assemble students in buildings, against an inside wall.
2. Close doors and blinds.
3. Teachers must account for all pupils by taking roll.

Fallen Aircraft

The principal determines the emergency action to be taken.

Students and staff must keep a safe distance from the aircraft.

Teachers must account for all their pupils by taking roll.

Emergencies on the way TO and FROM School

Instruct students to follow protective procedures outlined under specific emergencies with regard to protective position and safety precautions. If students are on their way to school, they should continue to school; if going home, continue home.

Cold Spring School Site Disaster Plan Staff Assignments

Flash Flood

1. Immediately move children to higher ground.
2. Turn off utilities if instructed.
3. Do not touch electrical equipment if you are wet or standing in water.
4. Do not walk through moving water.
5. Do not drive in flooded areas.
6. Wash hands frequently when exposed to flood water.
7. Throw away any food that has come in contact with flood water.

Dry Lightning

1. When the lightning is six miles away.
2. (Flash-to-bang time of 30 seconds or less).
3. Move inside quickly and calmly.
4. Must remain indoors for 30 minutes after each Lightning strike.
5. CSS staff will monitor local conditions.

All Emergencies

1. Use common sense. Remain Calm. Remember that the safety and well-being of pupils is the first priority.
2. Use extreme caution when entering or leaving buildings.
3. Do not light candles, matches, cigarettes, etc., since there may be leaking gas lines or flammable material present.
4. If the odor of gas is present, report this immediately to the person of authority.
5. Keep pupils away from fallen or damaged electrical wires.
6. Turn on the radio to get official emergency information.
7. Use the telephone only to report emergencies. Leave lines clear for emergency operations.

School Process for Release of Student Custody

1. Adults collecting students go directly to the office to be directed to the location of their child(ren).
2. The teacher records the name of the adult to whom the child(ren) are released, using the School Emergency List.

Cold Spring School Site Disaster Plan Staff Assignments

STUDENT REPORT FORM

STUDENTS MISSING FROM CLASS:	STUDENTS ABSENT:
STUDENTS TAKEN TO FIRST AID:	
TAKEN TO FIRST AID BY:	
STUDENTS WHO ARE INJURED AND CANNOT BE MOVED	
TEACHER NAME:	ROOM NUMBER:

Cold Spring School Site Disaster Plan Staff Assignments

ACTIVITY LOG

Cold Spring School Site Disaster Plan Staff Assignments

**SCHOOL EMERGENCY PREPAREDNESS
POINTS TO REMEMBER**

- Take all drills seriously
- The way you train is the way you behave
- Do the drop, cover and hold maneuver
- Know your evacuation route
- Evacuate the building as quickly and calmly as possible
- Complete the Student Report Form and make sure it goes to the Emergency Assembly Area
- Students will look to you for direction
- How the adults behave will determine how the students behave
- Slow down, relax, and move efficiently
- Be flexible
- Use your common sense
- This is a practice for directing people in a crisis
- Expect the unexpected
- The complex does not work in an emergency

Cold Spring School Site Disaster Plan Staff Assignments

EARTHQUAKE EMERGENCY PROCEDURES STEP #1

**WHEN YOU HEAR
THE SIGNAL OVER THE INTERCOM,
OR IN THE EVENT OF AN EARTHQUAKE**

**WHEREVER YOU ARE
EVERYONE DOES THE
"DUCK, COVER & HOLD" MANEUVER**

REMEMBER:

- Duck, cover, and hold no matter where you are
- Do not stand in doorways
- Get away from glass
- Every step you take increases your chances of getting injured-stay put until shaking stops

NOTES:

Cold Spring School Site Disaster Plan Staff Assignments

STEP #2

AFTER THE SHAKING STOPS

**EVACUATE STUDENTS TO THE
EMERGENCY ASSEMBLY AREA**

**COMPLETE STUDENT REPORT FORM MAKE SURE
YOUR STUDENTS ARE CARED FOR**

**PROCEED TO THE ASSIGNED AREA,
IF DIFFERENT FROM THE EMERGENCY AREA**

REMEMBER TO:

- Evaluate the situation carefully
- Stay calm; calm your students
- Select alternate evacuation route if you encounter safety hazards; report these hazards to nearest team leader
- Help your students feel comfortable
- Report to your assigned area and begin completion of tasks

NOTES:

Cold Spring School Site Disaster Plan Staff Assignments

STEP #3

PROCEED WITH TASK ASSIGNMENTS

COMPLETE ASSIGNMENTS/ASSESS PROGRESS

**REPORT FINDINGS
TO APPROPRIATE TEAM LEADERS**

RECORD YOUR FINDINGS

STAY CALM, MOVE EFFICIENTLY

**WHEN RELIEVED OF ASSIGNMENT,
EVALUATE YOUR ACTIONS**

REMEMBER:

- Stay calm
- Know your assignment tasks
- Calm others
- Complete paperwork
- Work together

Notes:

Cold Spring School Site Disaster Plan Staff Assignments

TASKS - ALL STAFF

1. Direct pupils to carry out emergency actions.
2. Render immediate first aid.
3. Assist buddy teacher/other teachers as needed.
4. Restore order.
5. Report condition of pupils/site to the team leaders/Incident Commander.
6. Take roll; keeps track of children as they are released and records with whom they leave the site.
7. Supervise children at all times until relieved of responsibilities by the Incident Commander.

Cold Spring School Site Disaster Plan Staff Assignments

TASKS - INCIDENT COMMANDER

1. Initiate school site emergency plans.
2. Inspect pupils/site to determine immediate needs.
Communicate with team leaders and custodian.
3. Report condition of pupils/site(s) to the Assistant Superintendent for Instructional Service Services.
4. Advise the Superintendent if removal of pupils to an alternate site is necessary.
5. Secure all pupil records.

Cold Spring School Site Disaster Plan Staff Assignments

TASKS - CUSTODIAL

1. Shuts off all utilities as needed.
2. Puts out fires if necessary.
3. Surveys and reports all damage to the principal.
4. Assists the principal in performing other duties as assigned.

Cold Spring School Site Disaster Plan Staff Assignments

TASKS - OFFICE MANAGER

1. Mans the phones and/or emergency communications equipment.
2. Readies pupil records for removal.
3. Initiates emergency calls. (911)
4. Organizes parent volunteers for school assistance.
5. Keeps logs of activities and written reports. (see log format)

Cold Spring School Site Disaster Plan Staff Assignments

TASKS - OPERATIONS TEAM MEMBERS

1. Assist Office Manager.
2. Coordinate communication among all teams.
3. Relays/receives messages. Determines if additional help is needed.
4. Reports back to Incident Commander.
5. Assists in rescue. Helps transport victims.
6. Communicates with outside emergency assistance.
7. Assigns staff to new areas as needed.
8. Keeps a log - times, volunteers, equipment usage

Cold Spring School Site Disaster Plan Staff Assignments

TASKS - FIRST AID TEAM

1. Takes its direction from the school nurse if on-site.
2. Sets up first aid station for the care of injured pupils/personnel in the first aid area (outdoor lunch area).
3. Reports physical condition of pupils/personnel to Incident Commander.
4. Determines need for additional medical help, including hospitalization.
5. Keeps a written record of injury treatment, time of treatment and names of those treated.

Cold Spring School Site Disaster Plan Staff Assignments

TASKS - DAMAGE/SAFETY ASSESSMENT TEAMS
(2 teams)

1. Report to Preparedness Container. Get hard hats and Search and Rescue bags.
2. Teams A & B conduct a sweep of their half of the site. Mark areas as safe or unsafe with tape. Check for fire, gas and water leaks, electrical hazards and structural damage. Determine safest routes through campus.
3. Mark doors with duct tape indicating clear areas. Report back to custodial team and Incident Commander safety hazards and safe areas.
4. Put out small fires with classroom extinguishers.
5. Search for trapped, or injured persons as directed by the team leaders. Report findings to Command Center.
6. Complete inventory of equipment; need for replacement.

Cold Spring School Site Disaster Plan Staff Assignments

TASKS - EMERGENCY ASSEMBLY AREA TEAM

1. Receives/relays messages. Designates runners (5th and 6th grade students) to go between the assembly area and the parent unification area (Parent Communication/Unification Team).
2. Team leader reports to the Command Center the roll count for each class.
3. Act as caretakers of the students.
4. Comfort students. Care for small cuts and bruises. Supervise games or activities of students.

Cold Spring School Site Disaster Plan Staff Assignments

TASKS - PARENT COMMUNICATION/REUNIFICATION TEAM

1. Relays/receives messages. Sends 5th and 6th grade students to Emergency Assembly Area when necessary.
2. Designates student escort (parent or volunteer aide) to pick up students that are to be released to parents or other designated adults listed on the Emergency Card.
3. Team leader reports to the Operations Center.
4. Records times of parent contacts and releases to parents in a log (see log and runner forms).

Cold Spring School Site Disaster Plan Staff Assignments

TASKS - CAMPUS SECURITY TEAM

1. Routes volunteers.
2. Routes media.
3. Routes Fire and Rescue crews.
4. Reports to Command Center.

Cold Spring School Site Disaster Plan Staff Assignments

TASKS - BUDDY TEACHERS

1. Take roll. Indicate injured or missing students on Student Form. The form is taken directly to the Emergency Assembly Area by the teacher or the buddy teacher.
2. When leaving classroom, visually check to see if buddy or class next door exit the building.
3. Teachers assigned to the Emergency Assembly Area should assume responsibility for their buddy classes.
4. All teachers should make sure their classes have been removed to the Emergency Assembly Area before reporting to their team assignment areas.
5. Forms are collected by the Emergency Assembly Team Leader and sent to the Command Center.

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKOUT! GET INSIDE. LOCK OUTSIDE DOORS.

STUDENTS

Return inside
Business as usual

TEACHER

Bring everyone indoors
***Lock perimeter doors**
Increase situational awareness
Business as usual
Take attendance



LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

(Fire Alarm)

STUDENTS

Move away from sight
Maintain silence
Do not open the door

TEACHER

Lock interior doors
Turn out the lights
Move away from sight
***Do not open the door**
Maintain silence
Take attendance



EVACUATE! TO ANNOUNCED LOCATION.

STUDENTS

Bring your phone
Leave your stuff behind
Follow instructions

TEACHER

Lead evacuation to location
Take attendance
Notify if missing, extra or injured students



SHELTER! HAZARD AND SAFETY STRATEGY.

STUDENTS

Hazard	Safety Strategy
Fire	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

TEACHER

Lead safety strategy
Take attendance



***Do not evacuate until a member of the search and rescue team unlocks your door.**



STUDENT SAFETY

A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

SRP

Our school is expanding the safety program to include the Standard Response Protocol (SRP). The SRP is based on these four actions. Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

LOCKOUT - "Secure the Perimeter"

LOCKDOWN - "Locks, Lights, Out of Sight"

EVACUATE - "To the Announced Location"

SHELTER - "For a Hazard Using a Safety Strategy"

TRAINING

Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year.

More information can be found at

<http://iloveuguys.org>



LOCKOUT GET INSIDE. LOCK OUTSIDE DOORS

Lockout is called when there is a threat or hazard outside of the school building.

STUDENTS:

- Return to inside of building
- Do business as usual

TEACHERS

- Recover students and staff from outside building
- Increased situational awareness
- Do business as usual
- Take roll, account for students

LOCKDOWN

LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building.



EVACUATE TO A LOCATION

Evacuate is called to move students and staff from one location to another.



SHELTER

FOR A HAZARD USING SAFETY STRATEGY

Shelter is called when the need for personal protection is necessary.



SAMPLE HAZARDS:

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

STUDENTS:

- Appropriate hazards and safety strategies

TEACHERS:

- Appropriate hazards and safety strategies
- Take roll, account for students



TEACHER GUIDANCE AFTER A LOCKDOWN DRILL

In 2010, Dr. David Benke tackled a gunman at Deer Creek Middle School in Littleton, Colorado. A 35 year veteran teacher, Dr. Benke offers his conversation with students after a Lockdown Drill. This is provided as guidance for a conversation with students.

TALKING TO KIDS ABOUT THE SRP

There is a great deal of variation between elementary and high school. Elementary Students are much more willing to do what they are told. High school students always think they know better than adults. Perhaps with high school students our best goal is compliance rather than agreement.

BEFORE THE DRILL

This is important to insure that the drill is done well. Use the wall poster to get the conversation started.



Emphasize that the rules; no phones, silence, lights out, out of sight, locked doors, are all absolutes. Talking, poking each other, texting, will all result in a trip to administration and a requirement to redo the drill during lunch or after school until it is done perfectly.

THIS IS SERIOUS.

You are drilling to save lives. A phrase I found useful is, "I'm trying to keep you safe. I am not going to apologize for trying to save you."

Be sure the students know someone may come by to try the door. They are to maintain silence.

SAFE ZONE

Point out where the students are to sit and hide. Be sure to find an area that is not visible from a hall window. If a student can see out the hall window, a bad guy can see in.

Check the doors and windows to your room. Are they all lockable from the correct side? If they aren't, then submit an order to have the lock changed. I kept my door locked all the time. It took a year and three requests before we could get a lock changed. Be politely persistent.

DECIDE ON YOUR STATION IN THE ROOM.

Will you sit with the kids?

Will you station yourself in ambush with what ever improvised weapon you can find?

Play baseball during a free period with the kids once a year. It gives you an excuse to have a bat in your room.

AFTER THE DRILL

This is important for the students to do Scenario Based Thinking.

The first question is crucial. After the first one the students realize that it is really ok to ask and you will probably have to end the discussion after about 10 minutes when the "what ifs" start to become absurd.

Therefore you might want to prime the pump by asking. "How many of you wonder what would happen if you are... (in the hall, in the restroom, at lunch)?"

Remember they aren't, just, trying to get out of class. I know your subject is important. You wouldn't want to teach it otherwise. But you are giving a kid a skill that is important for her entire life.

WHAT IF I AM IN THE HALL?

We will check the halls quickly before we lock and turn the lights out. Get to a classroom, any classroom, as quickly as you can and lock down.

If the classroom is already locked and lights out then find a place to hide. Do not go from classroom to classroom. We will not open the door for anyone because that person could be held hostage. If someone has a legitimate need to get in the room that person will have a key.

Call on students and ask if they have a thought about where to hide if they are in the hall. Talk about the difference between cover and concealment.

WHAT IF I AM AT LUNCH?

The same procedure applies.

WHAT IF I AM IN THE RESTROOM?

The same procedure applies.

WHAT IF A BAD GUY COMES IN THE ROOM?

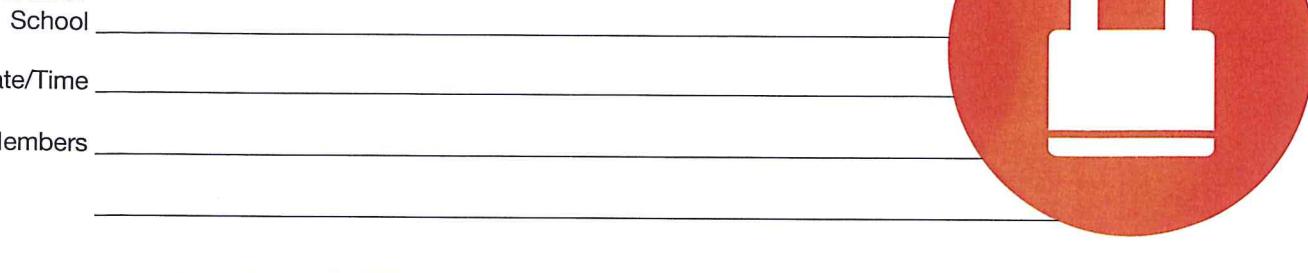
The kids should know to evacuate. Tell them which door and to where, preferably to another room to lock down. Decide what you are going to do because the next question will be, "Mrs. Faversham? What are you going to do?"

WHAT IF I AM OUTSIDE?

Go to (name your evacuation site). Ask if they know how to get there. Discuss how to get to the evacuation site the fastest way. Or get in the school, get in a classroom and lock down.

Let the cops do their job. If you need help go to a teacher.

LOCKDOWN DRILL WORKSHEET



School _____

Date/Time _____

Team Members _____

Stopwatch Time _____ Student Population _____ Staff Count _____

Room#							
Locks	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Lights	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Out of Sight	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Door Knock	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Why?	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Options	<input type="checkbox"/> Yes <input type="checkbox"/> No						

Notes _____

Room#							
Locks	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Lights	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Out of Sight	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Door Knock	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Why?	<input type="checkbox"/> Yes <input type="checkbox"/> No						
Options	<input type="checkbox"/> Yes <input type="checkbox"/> No						

Notes _____

Trauma Informed Approaches to Support Cold Spring School

— Dr. Amy Alzina —
Superintendent/Principal

Purpose:

- Support for you to support and empower others
- Resources for your classroom
- Limit reinventing the wheel - save your energy

Reminder to self:

There is no perfect response. We will all be okay.

School-Wide Response

1. Assess staff needs
 - a. Provide Staff with time to debrief before students arrive: Tuesday, 7:45am
 - b. Determine which teachers may need more support in debriefing with students
2. Provide staff with resources for coping and recovery
3. Create a system to identify students who may need more support
 - a. Spreadsheet about students with loss and heightened risk factors
4. Track absences and connect with families
5. Provide on-going opportunities for staff to support each other
6. Provide information to families

Trauma-Informed Approaches for Cold Spring Students

Post Crisis Response

Objectives

- Self-care
 - Trauma-informed understanding of student responses
 - Recovery and resiliency
 - Increased risk factors and signs of students who need more support
 - How you can help: Trauma-informed practices in the classroom
 - Resources & handouts
 - Questions?
-

Self-Care

- Flight reminder: "Please put on your oxygen mask before assisting others"
- Know your own limits
- You will have similar reactions to your students
- Ask for help - EAP 1-800-999-7222
- Give yourself permission to relax or zone out
- Lean on your community

The ABCs of Self-Care

Priorities for educators/caregivers:

- Awareness - Assess your own stress level, thoughts and behaviors.
 - Balance - Seek balance in work, personal and family life, rest, and leisure.
 - Connection - Social connection reduces stress (co-workers, friends, family, and community).
-

Student Responses

- Expect a wide variety of responses
 - Guilt, Fear, Worry, Disbelief, Sadness, Anger, Shock, and more
 - Emotional and behavioral responses can shift
 - Changes should be expected to last for at least 6 weeks if not longer
 - There is no normal reaction to loss, and no timeline for recovery
-

Domain	Negative Responses	Positive Responses
Cognitive	Confusion, disorientation, worry, intrusive thoughts and images, self-blame	Determination and resolve, sharper perception, courage, optimism, faith
Emotional	Shock, sorrow, grief, sadness, fear, anger, numb, irritability, guilt and shame	Feeling involved, challenged, mobilized
Social	Extreme withdrawal, interpersonal conflict	Social connectedness, altruistic helping behaviors
Physiological	Fatigue, headache, muscle tension, stomachache, increased heart rate, exaggerated startle response, difficulties sleeping	Alertness, readiness to respond, increased energy

What to Expect...

Student Responses: Preschool

- thumb sucking
 - bedwetting
 - clinging to parents
 - sleep disturbances
 - loss of appetite
 - fear of the dark
 - regression in behavior
 - withdrawal from friends and routines
-

What to Expect...

Student Responses: Elementary

- irritability
 - aggressiveness
 - clinginess
 - nightmares
 - school avoidance
 - poor concentration
 - withdrawal from activities and friends
 - repetition of questions and stories
-

What to Expect...

Student Responses: Middle / High School

- sleeping and eating disturbances
 - agitation
 - increase in conflicts
 - physical complaints
 - delinquent behavior
 - poor concentration
 - maladaptive coping (drug or alcohol use, severe aggression)
-

Risk Factors for Heightened Reactions

- Exposure to the actual event
- Personal injury or loss of a loved one
- Level of caregiver/family support
- Displacement from their home or community
- Limited / interrupted access to required medication
- Pre-existing risks
 - Previous traumatic experience
 - Mental illness
 - Immigration status
 - Low SES/financial hardships

Other Risk Factors

Remember, a small minority of children may be at risk of posttraumatic stress disorder (PTSD):

- Re-experiencing the disaster during play and/or dreams
- Anticipating or feeling that the disaster is happening again
- Avoiding reminders of the disaster
- General numbness to emotional topics
- Increased arousal symptoms

Also please consider children of first responders!

When To Seek / Recommend Additional Assistance

When you observe:

- Intense feelings of discomfort
- Significant symptoms that persist longer than six weeks
- Suicidal thoughts or planning
 - [Know The Signs](#)
- Other self-destructive acting out (sexual, aggressive, or substance use)
- Intense family conflict

Where To Seek Additional Assistance

- Amy Alzina, cell- 805-895-3652 or email - aalzina@coldspringschool.net
- School psychologist, Beth Laurie
- Family, Youth and Children's Services: (800) 565-4300

Supporting Displaced Students

- Take time to talk to them one-on-one
 - Assess basic needs
 - Pre-conference with student → what information they want shared and how they want to be introduced
 - Assign a buddy to help them learn class and school routines
 - Offer choices to them to increase their sense of control
-

Stress Reactions and Changes are NORMAL

- Healing and recovery is the norm and expectation
- Emotions and behaviors can change with frequent reminders
 - Sirens, smoke, driving by damage
- It is normal to have a stress response that may last for prolonged amount of time.

How we respond will help with the healing process

How You Can Help - General Guidelines

- Remain calm and reassuring
 - “We will be okay”
- Acknowledge and normalize their feelings
 - Active Listening → Paraphrase or reiterate what is said. There are no wrong feelings.
 - Ex: “This is hard” or “It’s okay to be sad”
- Encourage students to talk about fire-related events
 - Multimodal
 - Don’t force it
 - Follow their lead

How You Can Help - General Guidelines

- Promote positive coping and problem-solving skills
 - Proactive: review spaces and activities that they can use when feeling upset
 - Be flexible
 - Model the skills
 - Emphasize their resilience and the community's resilience
 - Focus on what they have done before to feel better when upset or sad
 - Focus on identifying the helpers
 - Strengthen social bonds and peer supports
 - Collaborative group work, encourage them to be kind to one another
 - Take care of YOU
-

How You Can Help - Getting Back to “Normal”

- Overall well-being (students and staff) is enhanced by returning to school
- Routines = Comfort
- Re-connecting with friends and community is healing

How You Can Help - Foster Resiliency

- Resiliency means adapting well after tragedy.
- A resilient student is able to access coping strategies (not perfectly)
- Encourage, re-teach, and model coping tools:
 - ❖ Deep breaths
 - ❖ Listen to music
 - ❖ Drawing
 - ❖ Provide time for social connection
 - ❖ Use social stories as needed

How You Can Help - Classroom Specifics

- Maintain structure and routine
- Shorter lesson plans
 - attention/concentration may be impacted
- Slower pace
- Increase time for personal expression and discussions (e.g., community circles)
- Plan hands-on activities
- Structured opportunities for positive social connections
- Reduce homework
- Expect an overall performance decline
- Model positive coping skills
- Stick to the facts
- Limit media exposure

How You Can Help - Special Needs Considerations

- Structure, consistency, and routines
 - Consider triggers and cues, anticipate rather than react
 - Use social stories
 - Assess need for closer supervision
 - Provide choices to lend control
 - Visuals and hands on materials
-

Classroom Activities - Group Discussions

Classroom meetings / group discussions → can help validate their feelings about experiences

- ❖ Set-up norms/expectations
 - ❖ Focus on positives
 - ❖ Promote a sense of security
 - ❖ Highlight all the help and togetherness in the community
 - ❖ May need to happen regularly and with more frequency - Repetition helps children process
-

Restorative Practices

- Opportunity to have students openly share their feelings and thoughts with peers and adults in a circle format
- Can include a “talking piece” to encourage structure and consistency
- Begin with low risk questions and gradually to medium to high risk questions
- Questions may include:
 - What has happened?
 - What have you thought about since you...
 - What could you do to make things better?

Classroom Activities - Elementary

Creative expression

- ❖ Students can draw, write, or talk about what they best remember, or respond to questions or topics
- ❖ Structured sentence starters can help prompt thoughts and reactions

Hands on / active tasks

- ❖ Gross motor activities (exercises to music, skipping, jumping)
- ❖ Help children can *organize* or *build* projects (scrapbooks, replicas, etc.) to provide a sense of mastery and a chance to organize what may be chaotic and confusing events

Sample Script for Teachers

The fires have impacted all of us. It is normal to have many different emotions and reactions. Some of you may feel scared, angry, guilty, shocked, or relieved and these emotions may change and may last awhile.

I want you to know that Cold Spring School is a safe place, and that all teachers are here for you. Today, and over the next couple of weeks, we are going to support each other and take time to talk about what has happened.

- ❖ Review ground rules for discussion → respect, right to pass
 - ❖ Allow for emotional expression
 - ❖ Conclude all discussions with a focus on positives (e.g., safety, helping hands)
-

Discussion Starters

- What has this been like for you?
 - How have you been taking care of yourself?
 - How have you been taking care of others?
 - Where have you seen helpers?
 - How can we support each other?
 - How did you help your family during or after the disaster?
 - How could you help your family if you were in another disaster?
 - Did anything good or positive happen because of the disaster? Did you learn anything?
 - What has this experience made you grateful for?
-

- Take a Break -

Brainstorm with your community of teachers about appropriate activities for their grade level and school site.

Ideas may include...

- ❖ Letters to firefighters
- ❖ Posters thanking first responders
- ❖ Sentence starters / writing prompts
- ❖ Create a social story for your classroom
- ❖ Community circles
- ❖ Classroom volunteer / fundraising activities

- During Breakout -

- Check In (How are you and your team doing with this information?)
 - What are your concerns for your classroom?
 - How will you create time/space to assess the needs of your students?
 - What will your schedule look like for the first day/week?
-

Responding to Students

- Authentic listening
- Be genuine
- Be direct and developmentally appropriate

Examples of acknowledging feelings and behaviors:

- I hear you're worried. That is normal. Right now you are safe and have people to help you.
- We don't know the answer yet, but we are going to figure it out.
- It's okay to be angry. Would you like to take a quick break or listen to music right now?

Responding to Students

Reframe and focus on the positive:

"This is the time to talk about kindness and how can we support each other."

"We don't decide what is worse. We just try to help each other"

"This is really hard and we are all going to be okay."

Remember...

- There is not a perfect answer - there is not a perfect thing to say.
- Trust yourself in the moment - you know what to do because you care.
- We want to fix but we can't. We can listen and support.

Responding to Students

What about getting emotional in front of my students?

- It is okay for kids to see you upset → label how you are feeling and model coping
- If you are on the verge of a major meltdown get help from a nearby teacher so that you can take care of yourself

How do I respond to students who can't stop worrying?

- Empower them to focus on the things they have control over
- "This has been a scary time, there are many things to worry about . Right now you are safe."

Responding to Students

AVOID...

- Forcing students to tell their stories
 - Probing for personal details
 - Saying things like “everything will be OK,” or “at least you survived.”
 - Say what you think people should feel or how people should have acted
 - Be negative about available help
 - Make promises you can’t keep such as “it will all get back to normal soon.”
-

Resources

National Association of School Psychologists. (2015). *Helping children after a natural disaster: Information for families and educators* [handout]. Bethesda, MD: Author.

<http://www.apa.org/helpcenter/wildfire.aspx>

<http://www.nctsn.org/trauma-types/natural-disasters/fires/wildfires#q6>

<https://www.ready.gov/coping-with-disaster>

http://www.nctsn.org/sites/default/files/pfa/english/appendix_e3_when_terrible_things_happen.pdf

<http://smhp.psych.ucla.edu/pdfdocs/crisis/crisis.pdf>

<https://www.cdc.gov/disasters/wildfires/afterfire.html>

<https://www.schoolcounselor.org/school-counselors/professional-development/learn-more/helping-kids-during-crisis>

<https://www.tacanow.org/family-resources/helping-children-with-asd-adjust-to-the-major-fires/>

Have Questions?

Amy Alzina

Cell - 805-895-3652

Email - aalzina@coldspringschool.net

We Are Cold Spring School Strong



ACTION ITEM 16.D

DATE: December 10, 2018

TO: Governance Board

FROM: Amy Alzina, Superintendent/Principal

RE: Approval of the Cold Spring School Plan for Student Achievement

The Cold Spring School Plan for Student Achievement is aligned to the LCAP and is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp). The total funds provided to the school through the ConApp amount to \$25,030.00. The School Site Council/LCAP Advisory Committee has approved these funds to be used to off-set the cost of the Reading Intervention teacher and professional development for teachers that align with the SPSA Goals for student achievement.

The Supplemental Data report speaks to the effectiveness of the schools effort to provide appropriate research based intervention and enrichment strategies to the students at Cold Spring School.

In English Language Arts, the students increased significantly from the previous year by making a 21.2 point gain in student achievement compared to the state average gain of 2.2 points. As a result, the Cold Spring School students are scoring 93.2 points above the state average. These gains in student achievement can be attributed to the EXCELLENT job classroom teachers, the special education teacher and the reading intervention teacher are doing to meet the individual needs of at-risk students through effective intervention strategies.

In Mathematics, the students at Cold Spring School continue to score amongst the highest in Santa Barbara County and the state. The Cold Spring School students are scoring 125.5 points above the state average. The students increased significantly from the previous year by making a 23.4 point gain compared to the state average gain of 1.3 points. The dramatic gain in student achievement can be attributed to the classroom teachers and specialist teachers working in close collaboration to ensure critical math standards are incorporated into every specialist classroom through project based learning, before school math club enrichment support and small group, differentiated instruction from the classroom teachers and instructional assistants.

Recommendation: Approve the 2018-2019 Cold Spring School Plan for Student Achievement.

School Year: **2018-19**



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

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

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

School Name	Cold Spring Elementary School
Address	2243 Sycamore Canyon Road Santa Barbara, CA 93108
County-District-School (CDS) Code	42691616045348
Principal	Dr. Amy Alzina
District Name	Cold Spring Elementary School District

SPSA Revision Date	December 7, 2018
Schoolsite Council (SSC) Approval Date	December 7, 2018
Local Board Approval Date	December 10, 2018

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

THE MISSION OF COLD SPRING SCHOOL is to provide a quality educational program in a secure, family atmosphere, which fosters a balance of academic achievement, healthy personal development, social and environmental responsibility, and enthusiasm for lifelong learning. Teachers, staff, parents, and the community will work together to create an environment in which cooperative problem solving, creativity, and innovative thinking are encouraged and the unique potential and of each individual student and employee is valued and nurtured.

School Profile

History of Cold Spring School

The Cold Spring School District began legally on April 5, 1889, when a small plot of ground, a portion of Lot 162 of Old Pueblo Land of Santa Barbara was set aside for a school on the south side of Sycamore Canyon Road. Cold Spring School began legally in 1889, but five years passed before a building was ready for use in 1894. The first school property was deeded to the School District Oct. 18, 1889, and the second section was deeded Dec. 4, 1889. This property was deeded to the Union Realty Company on Jan. 26, 1927, at the time of the building of the present school.

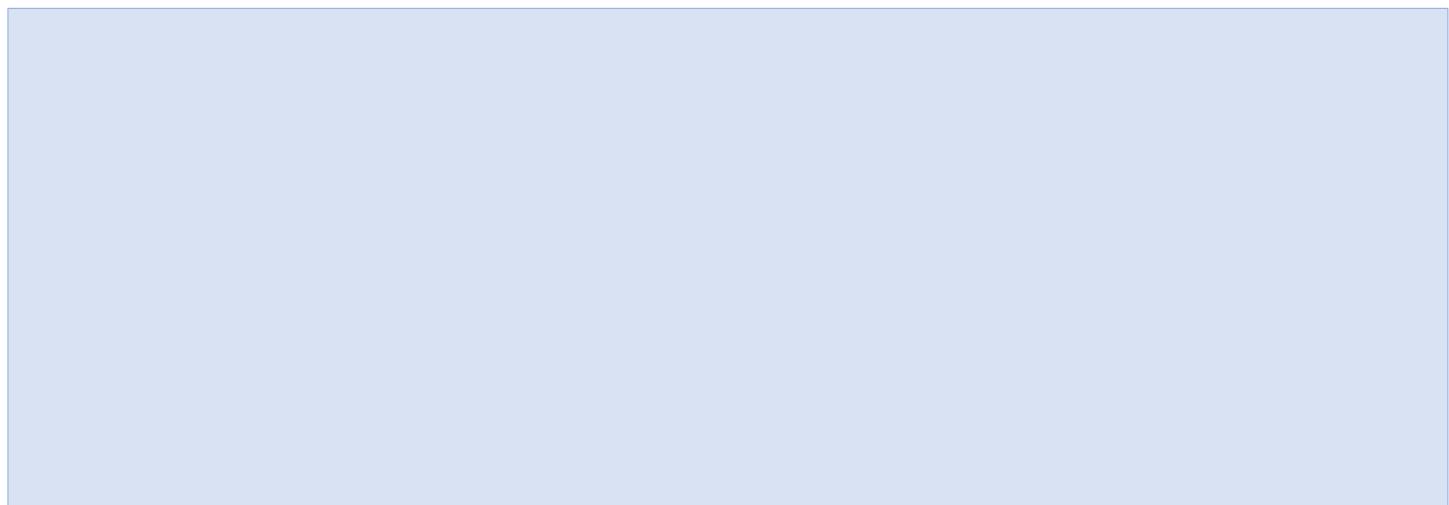
Cold Spring School is a TK-6 public elementary school District embarking on its 129th year of providing high quality education to children. We are a one-school District, and our enrollment this year is approximately 169 children. The school is proud of its comprehensive approach to elementary education that prepares children for success throughout their educational career, and helps them become active participants in our community. One fundamental key to this approach lies in our low student-to-teacher ratios (the K-6 class size average is 18), which gives personal attention to each student by a dedicated and talented faculty, coupled with strong support from parents and community members alike. The caliber of education provided by our staff of highly skilled and enthusiastic teachers gives our students strength, understanding, and compassion — values that will benefit our country and future generations.

Another key factor is our strong academic program that provides students with a strong base in fundamental skills and concepts while promoting critical thinking skills, problem solving, and creativity. Cold Spring School students consistently demonstrate high levels of academic achievement on the California Standards Tests and as they move through the junior high and high school programs.

But it's the school's impressive support of the visual and performing arts programs as well as specialists' programs in physical education and STEAM whose aim is to create deeper connections to the core classroom through project based learning that completes its whole child approach to teaching and learning. The Specialist programs are designed to be complementary with and integrated into other aspects of learning with the goal that each child gains a sense of confidence and enthusiasm that comes from being creative.

Parents play an integral role at Cold Spring School. Parents volunteer to assist in the classrooms, organize class activities, and support the teachers. At the school level, parents have numerous ways to be involved and support learning. The Parent Club actively supports the school community by sponsoring social events, welcoming new families, and raising funds to provide playground equipment and classroom learning materials. In addition, the Parent Club coordinates after-school enrichment programs, and many other programs that benefit our students. The School Site Council (SSC) — comprised of parents and staff — meets monthly to monitor and recommend improvement for the school's academic program. The SSC also serves as the District's Local Control and Accountability (LCAP) Advisory Board. The Safe Routes to School Committee promotes a safer neighborhood for the students and their families to walk and ride bikes to school, and schedules numerous safety programs (bike rodeo, assemblies) for the students. The Cold Spring School Foundation, a 501.c.3 nonprofit organization, donates approximately \$150,000 per year in support of specialists' programs in art, library, music, physical education, and technology.

There was extensive outreach in regards to the Local Control Accountability Plan that aligns with the Single Plan for Student Achievement via Parent Club, the Cold Spring School Foundation, monthly Principal Coffee's, the LCAP Advisory Board, ParentSquare posts, Board meetings, faculty forums, private input meetings with the superintendent and every teacher, and more. It is important to note that the Cold Spring School community suffered dual disasters of the Thomas Fire and the January 9, 2018, Debris Flow. The school community lost a grade six and kindergarten student as well as dozens of our students lost their homes and possessions, and the school had to be evacuated on four separate occasions. Because of the disasters, much of our parent and faculty engagement this year has been spent on student safety, on preparing for our alternative campuses during regular evacuations if necessary, in distributing timely information. This year, a large focus has also been spent on preserving the integrity of the district's LCAP goals which are tied to the Single Plan for student achievement goals. We are extremely proud of our parent and community collaboration as we strive to support and ensure every child is college and career ready!



Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council/LCAP Advisory Committee has given input and approval into the School Site Plan that aligns to the LCAP goals and actions.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Group	Student Enrollment by Subgroup					
	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.0%	0.0%	0.0%	0	0	0
African American	1.3%	1.2%	.59%	2	2	2
Asian	4.0%	4.7%	2.38%	6	8	7
Filipino	0.0%	0.0%	0.0%	0	0	0
Hispanic/Latino	7.3%	9.4%	9.52%	11	12	17
Pacific Islander	0.0%	0.0%	0.0%	0	0	0
White	84.1%	80%	82.15%	127	149	136
Multiple/No Response	2.7%	2.4%	5.36%	4	2	6
	Total Enrollment			151	173	168

Student Enrollment Enrollment By Grade Level

Grade	Student Enrollment by Grade Level		
	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	25	32	18
Grade 1	19	27	30
Grade 2	21	19	27
Grade 3	24	22	20
Grade 4	20	26	25
Grade 5	25	22	25
Grade 6	21	25	24
Total Enrollment	155	173	169

Conclusions based on this data:

1. The enrollment numbers at Cold Spring School continue to remain stable despite the Thomas Fire and January 9th Debris Flow. This can be attributed to a strong teaching staff and school community.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners			2			1%
Fluent English Proficient			3			1.76
Reclassified Fluent English Proficient			3			1.76

Conclusions based on this data:

1. Currently, the district has two English Language Learners. It is the goal of the district to reclassify all English Language Learners before they exist Cold Spring School.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3		22	20		22	19		22	19		100	95
Grade 4		26	24		26	23		26	23		100	95.8
Grade 5		22	27		22	27		22	27		100	100
Grade 6		23	24		22	22		22	22		95.7	91.7
All Grades		93	95		92	91		92	91		98.9	95.8

Grade Level	Overall Achievement for All Students													
	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met	
15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2466.	2539.		45.45	84.21		31.82	10.53		13.64	5.26		9.09	0.00
Grade 4	2530.	2545.		46.15	60.87		38.46	26.09		11.54	4.35		3.85	8.70
Grade 5	2589.	2592.		54.55	51.85		31.82	44.44		13.64	3.70		0.00	0.00
Grade 6	2631.	2610.		63.64	40.91		27.27	50.00		9.09	9.09		0.00	0.00
All Grades	N/A	N/A	N/A	52.17	58.24		32.61	34.07		11.96	5.49		3.26	2.20

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts									
	% Above Standard			% At or Near Standard			% Below Standard			
15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17
Grade 3		40.91	89.47		36.36	10.53			22.73	0.00
Grade 4		38.46	47.83		57.69	47.83			3.85	4.35
Grade 5		54.55	51.85		40.91	48.15			4.55	0.00
Grade 6		59.09	54.55		36.36	31.82			4.55	13.64
All Grades		47.83	59.34		43.48	36.26			8.70	4.40

Grade Level	Writing Producing clear and purposeful writing									
	% Above Standard			% At or Near Standard			% Below Standard			
15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17
Grade 3		63.64	68.42		22.73	26.32			13.64	5.26
Grade 4		53.85	65.22		42.31	26.09			3.85	8.70
Grade 5		59.09	70.37		40.91	29.63			0.00	0.00
Grade 6		72.73	45.45		27.27	54.55			0.00	0.00
All Grades		61.96	62.64		33.70	34.07			4.35	3.30

Grade Level	Listening Demonstrating effective communication skills							
	% Above Standard			% At or Near Standard			% Below Standard	
15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	27.27	68.42		63.64	31.58		9.09	0.00
Grade 4	42.31	30.43		57.69	69.57		0.00	0.00
Grade 5	40.91	29.63		59.09	70.37		0.00	0.00
Grade 6	36.36	31.82		63.64	68.18		0.00	0.00
All Grades	36.96	38.46		60.87	61.54		2.17	0.00

Grade Level	Research/Inquiry Investigating, analyzing, and presenting information							
	% Above Standard			% At or Near Standard			% Below Standard	
15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	40.91	68.42		45.45	26.32		13.64	5.26
Grade 4	34.62	69.57		57.69	26.09		7.69	4.35
Grade 5	72.73	59.26		22.73	40.74		4.55	0.00
Grade 6	59.09	63.64		40.91	36.36		0.00	0.00
All Grades	51.09	64.84		42.39	32.97		6.52	2.20

Conclusions based on this data:

1. The data clearly illustrates how effective the PLC process has been in creating intervention and enrichment lessons for all students as teachers plan their lesson in response to student data.
2. The percent of students falling below the standard dropped from 6.52% to 2.2%. Therefore, the intervention strategies and support provided by the classroom teachers, special education teacher and the reading specialist are effective.
3. The percent of students scoring above the standard increased dramatically from 51.09% to 64.84%. Therefore, teachers are doing an excellent job ensuring all students are being challenged at his/her level by providing enrichment lessons for slightly above grade level students.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students													
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3		22	20		22	19		22	19		100	95	
Grade 4		26	24		26	24		26	24		100	100	
Grade 5		22	27		22	27		22	27		100	100	
Grade 6		23	24		22	22		22	22		95.7	91.7	
All Grades		93	95		92	92		92	92		98.9	96.8	

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2511.	2571.		63.64	94.74		31.82	5.26		0.00	0.00		4.55	0.00	
Grade 4	2552.	2564.		46.15	66.67		38.46	20.83		15.38	12.50		0.00	0.00	
Grade 5	2587.	2608.		63.64	77.78		13.64	11.11		18.18	11.11		4.55	0.00	
Grade 6	2617.	2621.		59.09	59.09		9.09	27.27		31.82	13.64		0.00	0.00	
All Grades	N/A	N/A	N/A	57.61	73.91		23.91	16.30		16.30	9.78		2.17	0.00	

Concepts & Procedures Applying mathematical concepts and procedures													
Grade Level	% Above Standard			% At or Near Standard			% Below Standard						
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3		77.27	94.74		18.18	5.26				4.55	0.00		
Grade 4		69.23	70.83		26.92	20.83				3.85	8.33		
Grade 5		63.64	74.07		27.27	22.22				9.09	3.70		
Grade 6		63.64	59.09		22.73	40.91				13.64	0.00		
All Grades		68.48	73.91		23.91	22.83				7.61	3.26		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems													
Grade Level	% Above Standard			% At or Near Standard			% Below Standard						
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3		68.18	89.47		27.27	10.53				4.55	0.00		
Grade 4		65.38	62.50		30.77	33.33				3.85	4.17		
Grade 5		59.09	77.78		27.27	18.52				13.64	3.70		
Grade 6		45.45	40.91		45.45	59.09				9.09	0.00		
All Grades		59.78	67.39		32.61	30.43				7.61	2.17		

Grade Level	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3		63.64	89.47		31.82	10.53		4.55	0.00
Grade 4		53.85	66.67		42.31	29.17		3.85	4.17
Grade 5		59.09	70.37		22.73	25.93		18.18	3.70
Grade 6		63.64	59.09		31.82	40.91		4.55	0.00
All Grades		59.78	70.65		32.61	27.17		7.61	2.17

Conclusions based on this data:

1. The data clearly illustrates how effective the PLC process has been in creating intervention and enrichment lessons for all students as teachers plan their lesson in response to student data.
2. The percent of students falling below the standard dropped from 7.61% to 2.17%. The laser focused collaborative approach amongst classroom teachers and specialist teachers to create project based lessons built around critical math standards has proven to be an effective intervention and enrichment strategy as the percent of students scoring above the standard increased dramatically from 59.78% to 70.65%.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 3	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 3		*	*	*					*
All Grades		*	*	*					*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 3	*	*							*
All Grades	*	*							*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 3				*	*				*
All Grades					*	*			*

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
Grade 3	*	*						*
All Grades	*	*						*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
Grade 3	*	*						*
All Grades	*	*						*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 3			*	*			*
All Grades			*	*			*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 3			*	*			*
All Grades			*	*			*

Conclusions based on this data:

1. In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 11 or fewer students had tested.

School and Student Performance Data

Status and Change Report English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
English Language Arts (3-8)		90	87.2 points above the standard	Increased 21.2 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		90	87.2 points above the standard	Increased 21.2 points
English Learners		*		
Foster Youth		NA		
Homeless		NA		
Socioeconomically Disadvantaged		*		
Students with Disabilities		*		
African American		*		
American Indian		NA		
Asian		*		
Filipino		NA		
Hispanic		*		
Pacific Islander		NA		
Two or More Races		*		

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2018 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	*		
EL - English Learner Only	*		
English Only			

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2018 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
English Language Arts (3-8)	*			

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. The students at Cold Spring School continue to score amongst the highest in Santa Barbara County and the state. The students increased significantly from the previous year by making a 21.2 point gain in student achievement compared to the state average gain of 2.2 points. As a result, the Cold Spring School students are scoring 93.2 points above the state average. These gains in student achievement can be attributed to the classroom teachers, special education teacher and reading intervention teacher doing an EXCELLENT job meeting the individual needs of at-risk students through effective intervention strategies.

School and Student Performance Data

Status and Change Report Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		91	89.1 points above the standard	Increased 23.4 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2018 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		91	89.1 points above the standard	Increased 23.4 points
English Learners		*		
Foster Youth		NA		
Homeless		NA		
Socioeconomically Disadvantaged		*		
Students with Disabilities		*		
African American		*		
American Indian		NA		
Asian		*		
Filipino		NA		
Hispanic		*		
Pacific Islander		NA		
Two or More Races		*		

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2018 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	*		
EL - English Learner Only	*		
English Only			

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2018 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3
Mathematics (3-8)	*			

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. The students at Cold Spring School continue to score amongst the highest in Santa Barbara County and the state. The Cold Spring School students are scoring 125.5 points above the state average. The students increased significantly from the previous year by making a 23.4 point gain compared to the state average gain of 1.3 points. The dramatic gain in student achievement can be attributed to the classroom teachers and specialist teachers working in close collaboration to ensure critical math standards are incorporated into every specialist classroom through project based learning, before school math club enrichment support and small group, differentiated instruction in the classroom.

School and Student Performance Data

Detailed Report Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	2016	2017

English Learners

*

*

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator			
Student Group	Prepared	Approaching Prepared	Not Prepared

Class of 2016

NA

NA

NA

For the Fall 2018 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicators (Grades 3-8)		
Indicator	2016	2017
English Language Arts	68	87.2 points above the standard
Mathematics	68.3	89.1 points above the standard

Assessment Performance Results for Grade 11

Indicator	2016	2017
English Language Arts	NA	NA
Mathematics	NA	NA

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. The students made significant gains in both ELA and Math placing the school in the Blue performance level (Highest Performance).

School and Student Performance Data

Detailed Report School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	(0)	(0)

Conclusions based on this data:

1. Cold Spring Elementary School maintained zero expulsions and suspensions for the 2017-2018 school year. Cold Spring School provides a safe and secure learning environment for all children.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Reading/Language Arts

Goal Statement

All students in grades 3-6 will meet or exceed the ELA standards.

LCAP Goal

LCAP Goal 1: All students in grades 3-6 will meet or exceed the ELA standards.

Basis for this Goal

1. 2017-2018 CAASPP results
2. Renaissance Learning STAR Reading and DIBELS (K-2)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP results	92% of students in grades 3-6 are at or above the ELA standard on the CAASPP	Ongoing formative assessments will identify students at independent and instructional reading levels. The assessment data will be used to inform instructional practices. Students needing additional support will be identified and provided additional assistance based on their needs. School-wide, grade three through six students will increase their performance as demonstrated on the ELA portion of the CAASPP.

Planned Strategies/Activities

Strategy/Activity 1

Support 75% Reading Specialist who will provide ELD for English Learners, administer ELPAC testing and serve as the K-3rd grade Reading Intervention Teacher

Students to be Served by this Strategy/Activity

At-Risk Students - Reading Intervention Students

Timeline

August 2018-June 2019

Person(s) Responsible

Amy Alzina, Misha Lewis and Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	41048
Source	General Fund 01
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Partial Salary for Reading Specialist, includes .75% increase & step & column
Amount	25435
Source	General Fund 01
Budget Reference	3000-3999: Employee Benefits
Description	Health Insurance
Amount	2000
Source	General Fund 01
Budget Reference	4000-4999: Books And Supplies
Description	**Curriculum Materials
Amount	7904
Source	None Specified
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Partial Salary for Reading Specialist, includes .75% increase & step & column *Funding Source - Low Performing Student Block Grant
Amount	10000
Source	None Specified
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Partial Salary for Reading Specialist, includes .75% increase & step & column *Funding Source - Title IV
Amount	12202
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Partial Salary for Reading Specialist, includes .75% increase & step & column

Strategy/Activity 2

Reading/Writing professional development opportunities provided for teachers

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2019

Person(s) Responsible

Amy Alzina

Proposed Expenditures for this Strategy/Activity

Amount	2909
Source	Title II Part A: Improving Teacher Quality
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

1. To increase the percentage of students meeting or exceeding the California State Standards on the CAASPP assessment to 100% .
2. To provide time for classroom teachers and specialist teachers to review critical math standards which is needed to support project based learning.

LCAP Goal

LCAP GOAL 2: All students in grades 3-6 will be performing mathematically at or above the California grade level standard as evidenced by the CAASPP assessment.

Fully implement standards as observed by classroom observations. All students, including English Learners will have full access to the standards.

Basis for this Goal

2017-2018 CAASPP Results

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP	90% of 3-6 students met/exceeded California grade level standards as evidenced by the CAASPP assessment.	100% of 3-6 students meet/exceed standards as evidenced by the CAASPP assessment.

Planned Strategies/Activities

Strategy/Activity 1

Continued collaboration and planning amongst teachers to support project based learning during Wednesday professional development offerings.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2018-June 2019

Person(s) Responsible

Amy Alzina

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	General Fund 01
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	25,030.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	101,417.00

Allocations by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Amy Alzina	Principal
Johanna Thorpe	Classroom Teacher
Mike Marino	Parent or Community Member
Justin Pierce	Classroom Teacher
Erin Goligoski	Parent or Community Member
Cynde Boller	Parent or Community Member
Angela D'Amour	Parent or Community Member
Jean Gradias	Classroom Teacher
Maria Santa Cruz	Other School Staff
Kelly Wheeler	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Supplemental Data Report

Single Plan for Student Achievement, 2018-19
Cold Spring School

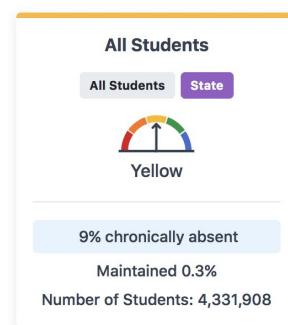
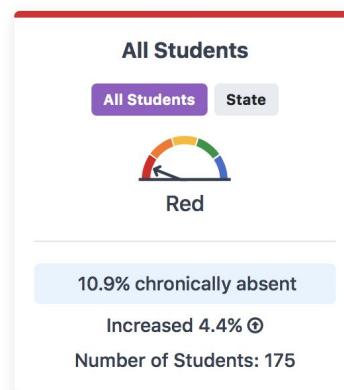


LCAP Goal 7 Data: (Student Engagement, P6)

Chronic Absenteeism

All Students

Explore 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.



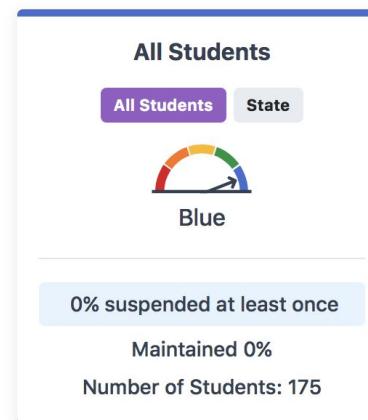
Conclusions based on this data: The percentage of chronic absenteeism is above the county and state average. Many families take extended vacations during the school year. The superintendent/principal is making an effort to reduce this percentage to below 4% by enforcing the SARB process, intervention strategies that include letters to parents and conferences when patterns of attendance issues arise. In addition, the superintendent/principal will be bringing forth a recommendation to the CSSD Governance Board to adopt a Board Policy that allows for credit recovery through an Independent Study Contract when special circumstances arise.

LCAP Goal 6 Data: (School Climate, P6)

Suspension Rate

All Students

Explore 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.



Data and Conclusions: Cold Spring Elementary School maintained zero expulsions and suspensions for the 2017-2018 school year. Cold Spring School provides a safe and secure learning environment for all children.

LCAP Goal 8 Data: (Parent Involvement, P3)

Local Indicators

[LEARN MORE](#)

**Basics: Teachers,
Instructional Materials,
Facilities**

STANDARD MET

[View More Details ➔](#)

[LEARN MORE](#)

Parent Engagement

STANDARD MET

[View More Details ➔](#)

[LEARN MORE](#)

Local Climate Survey

STANDARD MET

[View More Details ➔](#)

Conclusions based on this data: ParentSquare, a 21st century school-home communication platform, was launched in August 2017 to better connect the Cold Spring School and families more effectively and frequently through two-way group messaging and private conversations as well as to invite families to actively take part in opportunities concerning their children with volunteer requests, surveys and RSVPs. All the Cold Spring staff and families are currently enrolled in ParentSquare. Therefore, the superintendent, teachers and staff are able to reach all stakeholders. The superintendent/principal sends out a weekly Wednesday message via ParentSquare updating parents on the latest happening of the school. In addition to providing a communication platform, the school continues to be committed towards providing parent education nights to support the school-home connection around the core curriculum in the following academic/social-emotional areas: Reading/Writing, Cybersecurity, Attendance and Parent Engagement/Involvement. The School Site Council (SSC)/LCAP Advisory Board— comprised of parents and staff — meets monthly to monitor and recommend improvement for the school's academic program. The SCC supports parent participation in decision-making around the SARC, School Safety Plan, California Dashboard, LCAP and School Site Plan. Throughout the year, the Superintendent/Principal holds parent meetings to solicit input in schoolwide decision making around the district LCAP.

LCAP Goal 8 Data: (School Climate, P6)

The overall effectiveness of the actions/services have resulted in the strong majority of stakeholders reported that they strongly agree/agree to the following statements on the Parent LCAP Survey which indicates a strong school climate and culture.

- Q28. This school is a supportive and inviting place for students to learn. - 100%
- Q31. This school uses objective data such as surveys, truancy counts, and test scores in making school improvement decisions. - 94.78%
- Q33. This school facilitates parent involvement. - 96.55%
- Q34. This school encourages parents to be active partners in educating their child. - 96.55%
- Q35. Teachers at this school communicate with parents about what their children are expected to learn in class. - 96.55%
- Q36. Parent feel welcome to participate at this school. - 98.3%
- Q38. This school is a safe place for students. - 99.15%
- Q39. This school has clean and well-maintained facilities and property. - 98.29%
- Q40. Cold Spring School collaborates well with community organizations. - 97.41%
- Q41. Cold Spring School emphasizes helping students with their social, emotional, and behavioral problems. - 95.73%

Conclusions based on this data:
The parents at Cold Spring School have a high sense of connectedness.

LCAP Goals 1&2 Data: CAASPP (Student Achievement, P4)

CAASPP Comparison Model

Cold School School	ELA: % Met or Exceeds	Math: % Met or Exceeds
2018	92%	90%
2017	84%	80%

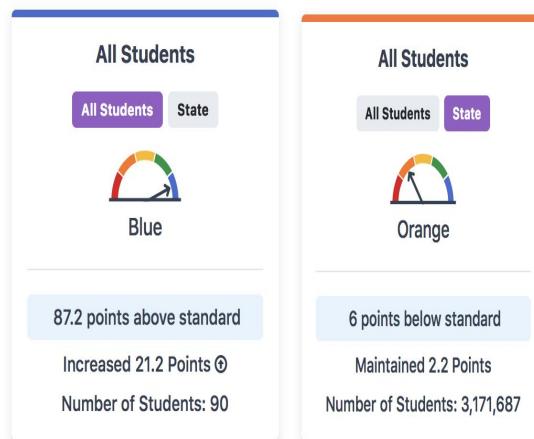
Conclusions based on this data: The only subgroup the Cold Spring School district has is the white subgroup where 92% of the students Met/Exceeded the ELA Standards and 90% of students Met/Exceeded the Math Standards. These outstanding scores in student achievement are a testament to how committed every teacher is to ensuring EVERY student is successful each and every day!

LCAP Goal 1 Data: CAASPP English Language Arts (Student Achievement, P4)

English Language Arts

All Students

Explore 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.



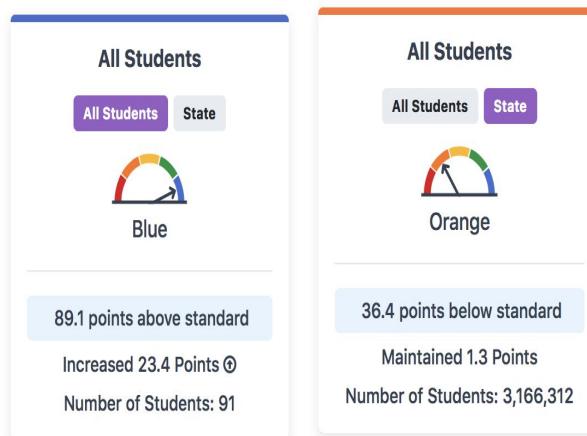
Conclusions based on this date: The students at Cold Spring School continue to score amongst the highest in Santa Barbara County and the state. The students increased significantly from the previous year by making a 21.2 point gain in student achievement compared to the state average gain of 2.2 points. As a result, the Cold Spring School students are scoring 93.2 points above the state average. These gains in student achievement can be attributed to the classroom teachers, special education teacher and reading intervention teacher doing an EXCELLENT job meeting the individual needs of at-risk students through effective intervention strategies.

LCAP Goal 2 Data: CAASPP Mathematics (Student Achievement, P4)

Mathematics

All Students

Explore 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: The students at Cold Spring School continue to score amongst the highest in Santa Barbara County and the state. The Cold Spring School students are scoring 125.5 points above the state average. The students increased significantly from the previous year by making a 23.4 point gain compared to the state average gain of 1.3 points. The dramatic gain in student achievement can be attributed to the classroom teachers and specialist teachers working in close collaboration to ensure critical math standards are incorporated into every specialist classroom through project based learning, before school math club enrichment support and small group, differentiated instruction in the classroom.

LCAP Goal 7 Data: (Student Achievement, P4)

2017-18 California Physical Fitness Report Overall - Summary of Results Cold Spring Elementary

Additional information can be found at the California Department of Education [Physical Fitness Test Web page](#).

Physical Fitness Area	Total Tested ¹ in Grade 5	Number Grade 5 Students in HFZ ²	% Grade 5 Students in Needs Improvement	% Grade 5 Students in Needs Improvement - Health Risk	Total Tested ¹ in Grade 7	Number Grade 7 Students in HFZ ²	% Grade 7 Students in Needs Improvement	% Grade 7 Students in Needs Improvement - Health Risk	Total Tested ¹ in Grade 9	Number Grade 9 Students in HFZ ²	% Grade 9 Students in Needs Improvement	% Grade 9 Students in Needs Improvement - Health Risk
Aerobic Capacity	27	27	100.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0
Body Composition	27	27	100.0	0.0	0	0	0.0	0.0	0	0	0.0	0.0
Abdominal Strength	27	26	96.3	3.7	N/A	0	0	0.0	N/A	0	0.0	0.0
Trunk Extension Strength	27	27	100.0	0.0	N/A	0	0	0.0	N/A	0	0.0	N/A
Upper Body Strength	27	27	100.0	0.0	N/A	0	0	0.0	N/A	0	0.0	N/A
Flexibility	27	22	81.5	18.5	N/A	0	0	0.0	N/A	0	0.0	N/A

¹ Includes partially tested students

² HFZ is an acronym for Healthy Fitness Zone a registered trademark of The Cooper Institute

** To protect confidentiality scores are not shown when the number of students tested is 10 or less

N/A Not applicable

The PFT is based on the FITNESSGRAM/ACTIVITYGRAM software, owned by the Cooper Institute, Dallas, TX, and published by Human Kinetics, Champaign, IL. The PFT is created and copyrighted by the California Department of Education (CDE) under a license agreement with Human Kinetics. The FITNESSGRAM is a registered trademark of The Cooper Institute.

The PFT performance standards are available on the [CDF FITNESSGRAM Healthy Fitness Zone Charts Web page](#). Information about the FITNESSGRAM is available on the [Human Kinetics Web site](#) (Outside Source).

Conclusions based on this data:

The Cold Spring School students are physically fit as 100% met the aerobic capacity benchmark.

[Cold Spring ESD](#) | BB 9110 Board Bylaws

TERMS OF OFFICE

◀ [Previous](#) | [Next](#) ▶

The Governing Board shall consist of five members whose terms shall be staggered so that as nearly as practicable, one half of the members shall be elected in each year in which the Board's elections are regularly held~~odd numbered year~~.

(*cf. 9220 – Governing Board Elections*)

The term of office for Board members elected in regular elections shall be four years, commencing on the ~~first~~second Friday in December ~~next succeeding~~following their election. (Education Code [5017](#))

(*cf. 9223 - Filling Vacancies*)

(*cf. 9224 - Oath or Affirmation*)

(*cf. 9250 - Remuneration, Reimbursement and Other Benefits*)~~Board member terms expire four years after their initial election on the first Friday in December following the election of new members. (Education Code [5000](#))~~

~~Board members whose terms have A member whose term has~~ expired shall continue to discharge the duties of ~~the~~ office until ~~his/her~~their successors have ~~successor has~~ qualified by taking the oath of office. (Education Code 5017; Government Code 1302, 1360; Education Code 5017)

~~If a regularly scheduled Board election date is changed due to consolidation with a statewide or municipal general election, the term of incumbent Board members shall be extended to align with the next applicable election. (Elections Code 10404.5)~~

(*cf. 9220 – Governing Board Elections*)

(*cf. 9223 - Filling Vacancies*)

(*cf. 9224 - Oath or Affirmation*)

(*cf. 9250 - Remuneration, Reimbursement, and Other Benefits*)

Legal Reference:

EDUCATION CODE

[5000-5033](#) *Election of school district board members*

[35010](#) *Control of district*

[35012](#) *Board members; number, election and terms*

[35107](#) *Eligibility*

ELECTIONS CODE

[1302](#) *Local elections, school district election*

[10400-10418](#) *Consolidation of elections*

[140050-14057](#) *California Voter Participation Rights Act*

GOVERNMENT CODE

[1302](#) *Continuance in office until qualification of successor*

[1303](#) *Exercising functions of office without having qualified*

[1360](#) *Necessity of taking constitutional oath*

Management Resources:
WEBSITES
CSBA: <http://www.csba.org>

Bylaw COLD SPRING ELEMENTARY SCHOOL DISTRICT
adopted: December 14, 2009 Santa Barbara, California

Revised:

Cold Spring ESD | BP 5144.1 Students

SUSPENSION AND EXPULSION/DUE PROCESS

The Governing Board desires to provide District students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of District students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

(cf. 5131 - Conduct)

(cf. 5131.1 - Bus Conduct)

(cf. 5131.2 - Bullying)

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring at Cold Spring School or at another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus

(cf. 5112.5 - Open/Closed Campus)

4. During, going to, or coming from a school-sponsored activity

The Board of Trustees has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction.

(cf. 5144 - Discipline)

Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.

(cf. 6145 - Extracurricular and Co-curricular Activities)

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. (Education Code 48900.5)

~~Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.~~

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the District's nondiscrimination policies.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Appropriate Use of Suspension Authority

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-6" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to a suspension.

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent/Principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence

(cf. 5131.7 - Weapons and Dangerous Instruments)

2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K-6" and "Additional Grounds for Suspension and Expulsion: Grades 4-6," the Superintendent/Principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

Student Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent/Principal or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation and/or law. (Education Code 48911, 48915, 48915.5, 48918)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Disabilities))

Maintenance and Monitoring of Outcome Data

The Superintendent/Principal or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent/Principal or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

(cf. 0460 - Local Control and Accountability Plan)

Decision Not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

233 Hate violence

1981-1981.5 Enrollment of students in community school

1981 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35145 Open board meetings

35146 Closed sessions (re suspensions)

35291 Rules (for government and discipline of schools)

35291.5 Rules and procedures on school discipline

48645.5 Readmission; contact with juvenile justice system

48660-48666 Community day schools

48853.5 Foster youth

48660-48667 Community day schools

48900-48927 Suspension and expulsion

48950 Speech and other communication

48980 Parental notifications

49073-49079 Privacy of student records

52052 Numerically significant student subgroups

52060-52077 Local control and accountability plan

64000-64001 Consolidated application

CIVIL CODE

47 Privileged communication

48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt

54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia

11053-11058 Standards and schedules

LABOR CODE

230.7 Employee time off to appear in school on behalf of a child

Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined

240 Assault defined

241.2 Assault fines

242 Battery defined

243.2 Battery on school property

243.4 Sexual battery

245 *Assault with deadly weapon*
245.6 *Hazing*
261 *Rape defined*
266c *Unlawful sexual intercourse*
286 *Sodomy defined*
288 *Lewd or lascivious acts with child under age 14*
288a *Oral copulation*
289 *Penetration of genital or anal openings*
417.27 *Laser pointers*
422.55 *Hate crime defined*
422.6 *Interference with exercise of civil rights*
422.7 *Aggravating factors for punishment*
422.75 *Enhanced penalties for hate crimes*
626.2 *Entry upon campus after written notice of suspension or dismissal without permission*
626.9 *Gun-Free School Zone Act of 1995*
626.10 *Dirks, daggers, knives, razors or stun guns*
868.5 *Supporting person; attendance during testimony of witness*
WELFARE AND INSTITUTIONS CODE
729.6 *Counseling*
UNITED STATES CODE, TITLE 18
921 *Definitions, firearm*
UNITED STATES CODE, TITLE 20
1415(K) *Placement in alternative educational setting*
7961 *Gun-free schools*
7151 *Gun free schools*
COURT DECISIONS
T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267
Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421
Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H., (2001) 85 Cal.App.4th 1321
Garcia v. Los Angeles Board of Education (1991) 123 Cal.App.3d 807
Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182
John A. v. San Bernardino School District (1982) 33 Cal. 3d 301
ATTORNEY GENERAL OPINIONS
84 Ops.Cal.Atty.Gen. 146 (2001)
80 Ops.Cal.Atty.Gen. 348 (1997)
80 Ops.Cal.Atty.Gen. 91 (1997)
80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS
Dear Colleague Letter on the Nondiscriminatory Administration of School Discipline, January 2014
WEB SITES
CSBA: <http://www.csba.org>
California Attorney General's Office: <http://www.caag.state.ca.us>
California Department of Education: <http://www.cde.ca.gov>
U.S. Department of Education, Office for Civil Rights:
<http://www.ed.gov/about/offices/list/ocr/docs/crdc-2012-data-summary.pdf>
U.S. Department of Education, Office of Safe and Healthy Students:
<https://www2.ed.gov/about/offices/list/oese/osh>

-of Safe and Drug-Free Schools: <http://www.ed.gov/about/offices/list/osdfs/index.html>

Policy COLD SPRING ELEMENTARY SCHOOL DISTRICT
adopted: June 8, 2009 Santa Barbara, California

Revised: _____

[Cold Spring ESD](#) | BP 6170.1 Instruction

TRANSITIONAL KINDERGARTEN

The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The TK program shall assist students in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

The District's TK program shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among District preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in the development, implementation, and evaluation of the district's TK program.

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

Eligibility

The District's TK program shall admit children whose fifth birthday is from September 2 through December 2. (Education Code 48000)

Parents/guardians of eligible children shall be notified of the availability of the TK program and age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

Curriculum and Instruction

The District's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education (CDE). It shall be designed to facilitate students' development in essential skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6011 - Academic Standards)

(cf. 6174 - Education for English Learners)

TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

Staffing

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.

(cf. 4112.2 - Certification)

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, 2020, have at least 24 units in early childhood education and/or child development, comparable experience in a preschool setting, and/or a child development teacher permit issued by CTC. (Education Code 48000)

The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children.

(cf. 4131 - Staff Development)

Continuation to Kindergarten

Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.

Assessment

The Superintendent/Principal or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. He/she shall monitor and regularly report to the Board regarding program implementation and the progress of students in meeting related academic standards.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

Legal Reference:

EDUCATION CODE

8235 California State Preschool Program

8973 Extended-day kindergarten

37202 School calendar; equivalency of instructional minutes

44258.9 Assignment monitoring by county superintendent of schools

46111 Kindergarten, hours of attendance

46114-46119 Minimum school day, kindergarten

46300 Computation of ADA, inclusion of kindergarten and transitional kindergarten

- 48000 *Age of admission, kindergarten and transitional kindergarten*
- 48002 *Evidence of minimum age required to enter kindergarten or first grade*
- 48003 *Kindergarten annual report*
- 48200 *Compulsory education, starting at age six*

Management Resources:

CSBA PUBLICATIONS

What Boards of Education Can Do About Kindergarten Readiness, Governance Brief, May 2016

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Transitional Kindergarten FAQs

Desired Results Developmental Profile, 2015

Transitional Kindergarten Implementation Guide: A Resource for California Public School District Administrators and Teachers, 2013

California Preschool Curriculum Framework, Vol. 3, 2013

California Preschool Learning Foundations, Vol. 3, 2012

California Preschool Curriculum Framework, Vol. 2, 2011

California Preschool Learning Foundations, Vol. 2, 2010

California Preschool Curriculum Framework, Vol. 1, 2010

California Preschool Learning Foundations, Vol. 1, 2008

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Kindergarten Association: <http://www.ckanet.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Transitional Kindergarten California: <http://www.tkcalifornia.org>

Policy COLD SPRING ELEMENTARY SCHOOL DISTRICT

adopted: _____ Santa Barbara, California

Cold Spring School District

Board Policy

Independent Study

BP 6158

Instruction

The Governing Board authorizes independent study as an optional alternative instructional strategy for eligible students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

(cf. 5147 - Dropout Prevention)

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6200 - Adult Education)

The Superintendent/Principal or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, a home-based format, and an online course.

(cf. 0420.4 - Charter School Authorization)

(cf. 6181 - Alternative Schools/Programs of Choice)

A student's participation in independent study shall be voluntary. Students participating in independent study shall have the right, at any time, to enter or return to the regular classroom mode of instruction. (Education Code 51747; 5 CCR 11700)

Parents/guardians of students who are interested in independent study shall contact the Superintendent/Principal or designee. The Superintendent/Principal or designee shall approve independent study for an individual student only upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than he/she would in the

regular classroom setting.

The minimum period of time for any independent study option shall be five consecutive school days.

Written Agreements

The Superintendent/Principal or designee shall ensure that a written master agreement and, as appropriate, a learning agreement for students participating in course-based independent study exist for each participating student as prescribed by law. (Education Code 51747, 51749.5)

The master agreement shall specify the length of time in which each independent study assignment must be completed. Because excessive leniency in the duration of independent study assignments may result in a student falling behind his/her peers and increase the risk of dropping out of school, independent study assignments shall be no more than one week for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Superintendent/Principal or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student misses three assignments, unless the student's written agreement specifies a lower or higher number of missed assignments based on the nature of the assignments, the total number of assignments, and/or other unique circumstances.

Student-Teacher Conferences

Supervising teachers should establish an appropriate schedule for student-teacher conferences in order to help identify students falling behind in their work or in danger of failing or dropping out of school. Teachers are expected to monitor student progress and work closely with each student to determine the amount and type of contact needed for the student to be successful in the program.

Missing appointments with the supervising teacher without valid reasons may trigger an evaluation to determine whether the student should remain in independent study.

Program Evaluation

The Superintendent/Principal or designee shall annually report to the Board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard

indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent/Principal shall determine areas for program improvement as needed.

(cf. 0500 - Accountability)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

Legal Reference:

EDUCATION CODE

17289 Exemption for facilities

41976.2 Independent study programs; adult education funding

42238 Revenue limits

42238.05 Local control funding formula; average daily attendance

44865 Qualifications for home teachers and teachers in special classes and schools

46200-46208 Instructional day and year

46300-46307.1 Methods of computing average daily attendance

47612.5 Independent study in charter schools

48204 Residency

48206.3 Home or hospital instruction; students with temporary disabilities

48220 Classes of children exempted

48340 Improvement of pupil attendance

48915 Expulsion; particular circumstances

48916.1 Educational program requirements for expelled students

48917 Suspension of expulsion order

49011 Student fees

51225.3 Requirements for high school graduation

51745-51749.6 Independent study programs

52522 Adult education alternative instructional delivery

52523 Adult education as supplement to high school curriculum; criteria

56026 Individuals with exceptional needs

58500-58512 Alternative schools and programs of choice

FAMILY CODE

6550 Authorization affidavits

CODE OF REGULATIONS, TITLE 5

11700-11703 Independent study

19819 State audit compliance

UNITED STATES CODE, TITLE 20

6301 Highly qualified teachers

COURT DECISIONS

Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365

EDUCATION AUDIT APPEALS PANEL DECISIONS
Lucerne Valley Unified School District, Case No. 03-02 (2005)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Elements of Exemplary Independent Study

WEB SITES

California Consortium for Independent Study: <http://www.ccis.org>

California Department of Education, Independent Study: <http://www.cde.ca.gov/sp/eo/is>

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

Board approved:

**Cold Spring School District
Board Meeting Agenda Items
2018-19 School Year**

<u>July 2018</u>	<u>August 2018</u>	<u>September 2018</u>	<u>October 2018</u>	<u>November 2018</u>	<u>December 2018</u>
<ul style="list-style-type: none"> • Quarterly Williams Report • Discussion of building and portables • Discussion of CSBA Governance Standards • Review Superintendent Eval (Closed Session) • Dolphin Center Update • Technology Update • Lease to Own 3rd Grade Laptop 	<ul style="list-style-type: none"> • Update on Professional Learning Plan • Opening of School Timeline • Review of Board Protocols and Complaint Procedures • Discuss Timeline to update CSSD “Beliefs, Visions, Goals” • Technology Use Plan 	<ul style="list-style-type: none"> • Unaudited Actuals • Sufficiency of Textbooks • CAASPP Results • GANN Resolution 	<ul style="list-style-type: none"> • Quarterly Williams Report • MacBook Pilot Lease Program • Update on STEAM Program • California Dashboard Local Indicators: Priorities 1, 2, 3 and 6 Self-Report 	<ul style="list-style-type: none"> • CA Physical Fitness Results • Update Regarding the Progress of Proposition 39: Energy Efficiency Act • Sup/Prin Check In Eval 	<ul style="list-style-type: none"> • Board Reorganization • First Interim Report • Comprehensive School Safety Plan • Review Mission Statement • Beliefs, Visions, Goals • District Reserves • Summary Single Plan for Student Achievement (SPSA)
<u>January 2019</u>	<u>February 2019</u>	<u>March 2019</u>	<u>April 2019</u>	<u>May 2019</u>	<u>June 2019</u>
<ul style="list-style-type: none"> • Quarterly Williams Report • Annual Audit • Superintendent Symposium Announcement • School Accountability Report Card (SARC) • SELPA Contract • Governance Manual Workshop • PE Presentation • HVAC project 	<ul style="list-style-type: none"> • Proposed Calendar for Subsequent School Year • Budget Workshop • Draft District Calendar 	<ul style="list-style-type: none"> • Second Interim Report • Approve District Calendar 2019-20 • Sup/Prin Check In Eval 	<ul style="list-style-type: none"> • Quarterly Williams Report • Discussion of Preliminary Budget • CSS Foundation Grant Request (2019-20 sch yr) 	<ul style="list-style-type: none"> • Recognition of Parent Volunteers • Budget Update (Staffing) • Board Self Evaluation 	<ul style="list-style-type: none"> • Approval of LCAP • Adoption of Budget • EPA Expenditure Plan • Superintendent Evaluation