



**Tuesday, June 25, 2019
Regular Board Meeting**

**Santa Ana Unified School District
Board of Education
Board Meeting Agenda
Closed Session: 3:00 p.m. - 6:00 p.m.
Open Session: 6:00 p.m.**

**Valerie Amezcua: President, Rigo Rodriguez, Ph.D.: Vice President, Alfonso Alvarez, Ed.D.: Clerk,
John Palacio: Member,
Stefanie P. Phillips, Ed.D.: Secretary/ Superintendent**

If special assistance is needed to participate in the Board meeting, please contact the Superintendent's office, at (714) 558-5512. Please call prior to the meeting to allow for reasonable arrangements to ensure accessibility to this meeting, per the Americans with Disabilities Act, Title II.

Mission Statement:

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

Role of the Board:

The Governing Board is elected by the community to provide leadership and citizen oversight of the District's schools. The Board works with the Superintendent to fulfill its major role, including:

- 1. Setting a direction for the District.**
- 2. Providing a basic organizational structure for the SAUSD by establishing policies.**
- 3. Ensuring accountability.**
- 4. Providing community leadership on behalf of the District and public education.**

Agenda Items provided to the Board of Education that include the description of items of business to be considered by the Board for approval at Board Meetings. These items contain recommendations; the Board may exercise action they believe is best for the SAUSD.

Board Meeting Documentation:

Any and all supporting materials are made available to the public by the Public Communication Office. They may be reached from 8:00 a.m. – 4:30 p.m. at (714) 558-5555.

Public Comments at Board Meetings:

The agenda shall provide members of the public the opportunity to address the Board regarding agenda items before or during the Board's consideration of the item. The agenda also provides members of the public an opportunity to testify at regular meetings on matters which are not on the agenda but which are within the subject matter jurisdiction of the Board.

Individual speakers are allowed three minutes to address the Board on agenda or nonagenda items. The Board may limit the total time for public input on each item to 20 minutes. With the Board's consent, the Board President may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The Board President may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

The Board urges that complaints and derogatory remarks against a District employee be made in writing on forms available in the Office of the Superintendent. This allows the District and the Board to examine more carefully the complaint and to initiate the appropriate investigation.

Persons wishing to address the Board on an item on the agenda or an item of business in the Board's jurisdiction are requested to complete a card. This card is to be submitted to the Recording Secretary. The Request to Address the Board of Education cards are located on the table in the foyer.

Televised Meeting Schedule:

The Regular Board of Education meetings are broadcast live on the second and fourth Tuesdays of each month on Channel 31. The meeting is replayed on Tuesdays at 6:00 p.m. and Saturdays at 3:00 p.m., following the Board of Education meeting.

Agenda and Minutes on District Website at <http://www.sausd.us>

1. Call to Order: 3:00 p.m.

2. Recess to Closed Session

2.1 With respect to every item of business to be discussed in Closed Session pursuant to Education Code Sections 355146, 48912, 48918, 49070: Student Expulsions and Discipline Issues

2.2 With respect to every item of business to be discussed in Closed Session pursuant to Paragraphs (2) to (5) of Subdivision (D) (E) of Government Code Section 54956.9 Conference with Legal Counsel-Existing Litigation: 30-2019-01068167-CU-WM-CSC; 30-2019-01069196-CU-MC-CJC; and LBI 1403835 Conference with Legal Counsel-Anticipated Litigation: Significant exposure to litigation pursuant to Government Code section 54956.9: Two Potential Cases

2.3 With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 54957: Public Employee Discipline/Dismissal/Release/Reassignment Public Employment: Elementary School Principal; Coordinator of Early College/Flex Programs; Coordinator of Special Education; and Discuss Terms of Employment Agreement, Public Employee

2.4 With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 54957.6: Conference with Labor Negotiator: SAEA, CSEA, SASPOA, CWA Bargaining Units Mark A. McKinney District Negotiator Unrepresented Employees: Certificated and Classified Management, Supervisory, and Confidential Employees not represented by a Union.

3. The Board may exercise discretion to adjourn to Closed Session at any time during this meeting to instruct its representatives regarding negotiations with represented and unrepresented employees.

4. Reconvene Regular Meeting

5. Pledge of Allegiance

6. Recognition/Acknowledgements

6.1 Mark McKinney, Associate Superintendent, Human Resources

7. Superintendent's Report

8. PUBLIC PRESENTATIONS (Pursuant to Government Code 54954.3)-Individuals or groups may make presentations or bring matters to the Board's attention that is within the Board's subject matter jurisdiction. Individual speakers are allowed three minutes to address the Board on agenda or non-agenda items.

9. Approval of Consent Calendar

9.1 Approval of Regular Board Meeting Minutes - June 11, 2019

9.2 Approval of Board Member Palacio to Attend the Harvard Graduate School of Education – Professional Education / Family Engagement Education July 22-25, 2019 in Cambridge, Massachusetts

- 9.3 Approval of Head Start Self-Assessment Corrective Action Plan for 2018-19 Program Year
- 9.4 Approval of Head Start Health and Safety Corrective Action Plan for 2018-19 Program Year
- 9.5 Approval of Pilot of Creative Writing: Finding Your Voice English Course for 12 Grade High School Students
- 9.6 Approval of Student Expulsion(s) for Violation of California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) According to Board Policy 5144.1
- 9.7 Ratification of Master Contract and/or Individual Service Agreement with Nonpublic Schools and Agencies for Students with Disabilities for 2018-19 School Year
- 9.8 Approval of Payment and Reimbursement of Costs Incurred for Students with Disabilities for 2018-19 School Year
- 9.9 Approval/Ratification of Listing of Agreements/Contracts with Santa Ana Unified School District for 2019-20 School Year
- 9.10 Approval/Ratification of Listing of No-Cost Community Partnership Agreements with Santa Ana Unified School District for 2019-20 School Year
- 9.11 Approval/Ratification of Listing of Software License Agreements with Santa Ana Unified School District for 2018-19 School Year
- 9.12 Approval/Ratification of Listing of Santa Ana Unified School District Public Works Projects Awarded Utilizing California Uniform Public Construction Cost Accounting Act for 2018-19 School Year
- 9.13 Ratification of Purchase Order Summary and Listing of all Purchase Orders, for the Period of May 22, 2019 through June 11, 2019
- 9.14 Ratification of Expenditure Summary and Warrants Issued Over \$25,000 for the Period of May 22, 2019 through June 11, 2019
- 9.15 Approval to Increase Adult Meal Prices in School Cafeterias for 2019-20 Fiscal Year
- 9.16 Approval of Personnel Calendar Including the Transition of Specific Staff Members with such Topics as: Hiring, Promotions, Transfers, Resignations, Retirements, and Leaves
- 9.17 Approval of Revised Job Description: Educational Interpreter for the Deaf and Hard of Hearing (DHH)
- 9.18 Adoption of Resolution No. 19/20-3298 - Authorization of California State Preschool Contract CSPP-9359 for 2019-20 Program Year
- 9.19 Adoption of Resolution No. 19/20-3299 - Authorization of California Prekindergarten and Family Literacy Contract CPKS-9061 for 2019-20 Program Year
- 9.20 Acceptance of Proposition 47- Conexiones Grant for Secondary Schools for 2019-23 School Years

10. Presentations

- 10.1 Special Programs & Associated Budgets for 2019-20 School Year Overview
- 10.2 Family and Community Engagement Update

11. Public Hearing

- 11.1 Special Education Annual Budget and Service Plans for 2019-20 School Year

12. Regular Agenda - Action Items

- 12.1 Adoption of Special Education Annual Budget and Service Plans for 2019-20 School Year
- 12.2 Local Control Accountability Plan Approval
- 12.3 Approval of Implementation of Dual Language Program at Monroe Elementary School

12.4 Adoption of 2019-20 Budget

12.5 Authorization to Extend Contracts for Home-to-School Student Transportation Services Districtwide

12.6 Authorization to Reject All Bids for Bid Package No. 1 – Drop-off at Villa Intermediate School

13. Board Reports

14. Adjournment

15. Future Meeting: Regular Board Meeting, Tuesday, July 23, 2019 at 6:00 p.m.

6. Recognition/Acknowledgements

Subject **6.1 Mark McKinney, Associate Superintendent, Human Resources**

Meeting Jun 25, 2019 - Regular Board Meeting

Access Public

Type Recognition

AGENDA ITEM BACKUP SHEET

TITLE: Retirement of Mark A. McKinney, Associate Superintendent, Human Resources

ITEM: Recognition

SUBMITTED BY: Valerie Amezcua, President

BACKGROUND INFORMATION:

The purpose of this agenda item is to recognize Mark McKinney, Associate Superintendent, Human Resources, on the occasion of his retirement.

RATIONALE:

The Board would like to thank Mark A. McKinney for his years of dedicated service, leadership and commitment to the students, staff and families of the SAUSD school community.

FUNDING:

No fiscal impact

RECOMMENDATION:

Recognize the Retirement of Mark McKinney, Associate Superintendent, Human Resources.

9. Approval of Consent Calendar

Subject **9.1 Approval of Regular Board Meeting Minutes - June 11, 2019**

Meeting Jun 25, 2019 - Regular Board Meeting

Access Public

Type

File Attachments
6-11-19 Board Meeting Minutes for Board Approval.pdf (3,474 KB)

Santa Ana Unified School District
1601 E Chestnut Avenue
Santa Ana, CA 92701

MINUTES

REGULAR BOARD MEETING
SANTA ANA BOARD OF EDUCATION

June 11, 2019

CALL TO ORDER

Board President Amezcua called the meeting to order at 4:35 p.m. Other members in attendance were Dr. Rodriguez, Dr. Alvarez, and Mr. Palacio.

CLOSED SESSION PRESENTATIONS

Ms. Amezcua asked those wishing to address the Board in matters pertaining to Closed Session to step to the lectern.

There were no individuals wishing to address the Board.

RECESS TO CLOSED SESSION

The Regular Board meeting recessed at 4:35 p.m. to consider student matters, existing litigation, anticipated litigation, personnel matters, and labor negotiations.

RECONVENE OPEN MEETING

The Regular Board meeting reconvened at 7:05 p.m.

Cabinet members present were Dr. Phillips, Dr. Jimenez, Dr. Stekol, Mr. McKinney, Dr. Allen, Dr. Llamas, Dr. Helguera, Mr. Roychowdhury, and Mr. Williams.

PLEDGE OF ALLEGIANCE

Lieutenant Chavez, led the Pledge of Allegiance.

REPORT OF ACTION TAKEN IN CLOSED SESSION

By a vote of 4-0, the Board took action to appoint Debra Carrillo, to the position of Coordinator of Student Achievement.

Motion: Mr. Palacio Seconded: Dr. Alvarez
Vote: Ayes: Ms. Amezcua, Dr. Rodriguez, Dr. Alvarez, and Mr. Palacio

RECOGNITION/ACKNOWLEDGEMENTS

CORE Districts' Academic Growth Awards

Superintendent Phillips introduced Rick Miller, CEO of CORE Districts, who presented Adams Elementary, Franklin Elementary, Gonzalo Felicitas Mendez Fundamental Intermediate, Madison Elementary, Martin Luther King, Jr. Elementary, Martin R. Heninger Elementary, and McFadden Intermediate Schools with the CORE Districts' Academic Growth Award. The principals from each of the school sites were present to receive the awards, Sara Shorey (Adams), Rita Pereira (Franklin), Gabriel Moreno (Mendez), Lisa Solomon (Madison), Eleanor Rodriguez (King), William Skelly (Heninger), and Ignacio Muniz (McFadden).

SUPERINTENDENT'S REPORT

Superintendent Phillips congratulated MacArthur Fundamental Intermediate, Thorpe Fundamental Elementary, Muir Fundamental Elementary, and Middle College High Schools for being identified as the 2018-19 Honor Roll Schools. She also congratulated all of our 2019 High School Senior Graduates. In addition, Superintendent read the statement below regarding charter schools.

As Superintendent of Schools for the Santa Ana Unified School District, I want to take this opportunity to set the record straight because there appears to be a lot of one-sided reporting over the dispute between the District and several charter schools for which the District has oversight responsibilities as the authorizing agency. I wish to emphasize five key points.

First, charter schools must comply with all of the terms and conditions of their charter authorizing documents.

Under California law, an entity that wishes to form a charter school within the boundaries of the School District must submit, usually to the School District, what is called a "charter petition" for approval. Since charter schools are a creature of legislation, the State of California has, in part, defined the terms of the relationship between a charter school and school district. The charter petition is required to address a number of specific matters, including a description of the academic program, and the petitioner is required to provide financial documents and address a variety of matters set out in the statute. If approved, this document becomes the school's operational document, called its "charter." The charter school is required to comply with this

charter, and the School District, as oversight agency, must hold the school accountable for following its charter and the law.

Second, charter schools authorized by the district have an obligation to contribute their fair share of funding to support special needs students in Santa Ana.

For each of the charter schools authorized by the Santa Ana Unified School District Board of Education, the School District provides services to charter students with special needs and the approved charter includes a provision specifying that the charter school must contribute to the School District a pro rata share of the cost of providing special education services, in excess of the funding received from the state and federal government, for special needs students served by the School District, including students at the charter schools. This obligation has been imposed by statute since 1999, and the law specifies that the School District must ensure that the charter schools make these payments. Therefore, as mentioned, the requirement is a part of each of the charters.

Third, just because the charters were not billed for these expenses in the past does not mean they can avoid paying them now.

In 2016, the School District commissioned an internal audit of its special education program. The resulting audit report noted that the School District had allowed the pro rata contribution to accumulate for each of the charter schools and that the School District had a duty to pursue this obligation as a matter of policy. In that regard, it was never the intent of the Board of Education to excuse or release any of the charter schools from their statutory obligation to contribute to the cost of providing services, despite claims now being made to the contrary. Like an individual's personal income taxes, the debt is owed to the government regardless of whether we receive an invoice from the IRS to pay our taxes.

Fourth, the district was willing to enter into talks about how to settle this debt but one charter said flatly that they weren't going to pay.

Faced with the audit information, the Board of Education instructed the Administration to open discussions with each of the charter schools for the purpose of sharing that the School District intended to seek the contribution owed but was willing to discuss payment terms (amount and payment schedule). To the School District's surprise, one of the charter schools indicated that it felt it owed nothing to the School District and would not negotiate any terms. It was only then that the School District considered withholding funding to the charter school as an offset against the statutorily imposed pro rata contribution owed by that charter school. The charter school then sought and obtained a preliminary injunction that precludes the School District from implementing the off-set until a full trial on the facts and law occurs at a later time. Because there is now litigation, in some form, involving all five charter schools, we are advised against making the topic a matter for open session discussion.

Fifth, despite the claims by the charter that the injunction supported their position on the debt, the judge was clear that this merely held the financial arrangement as status quo so we could mediate the dispute. He did not agree that the charters were right.

Even though, in news accounts, the charter school that brought the action proclaimed a victory, the court's ruling was not a decision on the merits. In fact, Judge Hoffer, at the hearing, stated that his ruling should not be considered a judgment in favor of the charter school's argument that it had no obligation to pay the School District what was owed and he strongly encouraged the parties to settle the dispute before trial.

In closing, the law is clear in terms of each charter school's obligation to pay a share of the costs of providing special education services. The decision to collect these payments is not an attempt to impair the existence of the charter schools, as some people have incorrectly alleged. Instead, the motivation is simple: the dollars that are owed by operation of law are for repayment of monies that the School District has already expended in providing important services to students in the School District and at each of the charter schools, and the funds will continue to be used for those purposes. The School District would be remiss if it did not seek this contribution.

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Dr. Phillips provided an update on Health Education and read the letter mailed out to parents.

The *2019 Health Education Curriculum Framework for California Public Schools* is aligned to California's 2008 health standards and includes additional guidance on teaching the sexual health content mandated in the *2016 California Healthy Youth Act (CHYA)*. CHYA requires students to receive medically accurate and unbiased comprehensive sexual health education and HIV prevention information once in middle school and once in high school. CHYA's required topics include the safety and effectiveness of contraceptive methods, sexually transmitted diseases, gender identity, sexual orientation, and healthy relationships. **Parents can opt out of CHYA completely by simply requesting a newly developed form from the school.**

The framework's focus is on guiding districts and teachers as they develop curriculum and instruction that enables students to make healthy choices and avoid high-risk behaviors. The framework's guidance includes suggestions on the use of gender-neutral and LGBTQ-inclusive language during health instruction to make classrooms safer learning environments free from bullying and harassment. Dispelling myths, breaking down stereotypes, and linking students to resources can help prevent bullying.

The District has learned that the use of the framework is optional. Resources in the framework are optional as well—the framework does not mandate curriculum or instructional practices. The framework covers the six content areas of physical and mental wellness: Nutrition and Physical Activity; Growth, Development, and Sexual Health; Injury, Prevention, and Safety; Alcohol, Tobacco, and Other Drugs; Mental, Emotional, and Social Health; and Personal and Community Health.

What does this mean for SAUSD?

- **Parents can continue to opt-out their children of CHYA by completing a form from their child's school.**
- **There is no change to the current curriculum and parents will be notified should there be changes.**
- **As a reminder, the district does not have a CHYA Board approved elementary curriculum.**
- **Also, staff has been meeting with parents and addressing their concerns.**

If you have any questions, regarding current CHYA approved curriculum at the intermediate and high school level or opt-out information, please speak to your child's principal or designee. Please let us know if you have questions.

PUBLIC PRESENTATIONS

Public speakers addressed the Board regarding the Taft DHH program, Charter School Funding, Special Needs, California Healthy Youth Act (CHYA), JFK Transportation, Roosevelt/Walker Community Center, Family and Community Engagement (FACE) Community Worker, and Best Interest of Students.

8.0 APPROVAL OF CONSENT CALENDAR

Moved by Ms. Amezcua, seconded by Dr. Rodriguez, and carried 4-0, to approve the Consent Calendar as follows:

- 8.1 Approval of Special Board Meeting Minutes - May 11, 2019 and Regular Board Meeting Minutes - May 21, 2019
- 8.2 Approval of Board President Valerie Amezcua's Attendance at Collaborative for Academic, Social, and Emotional Learning Exchange on October 2, 3, and 4, 2019 in Chicago, Illinois
- 8.3 Acceptance of Gifts in Accordance with Board Policy (BP) 3290 – Gifts, Grants, and Bequests
- 8.4 Approval of SAUSD Parent and Family Engagement Policy for 2019-20 School Year
- 8.5 Approval of Student Expulsion(s) for Violation of California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) According to Board Policy 5144.1

Dr. Llamas stated the SAUSD Board of Education moved to accept the finding of the facts of the expulsion hearing panel which found student #371457 violated 48900 © and 48915 (c(3)) of the California Education Code. The Board has moved to expel student from one calendar year to a two semester expulsion. Student may apply for readmission on or after December 20, 2019. The Board of Education has also added the participation in the SAUSD Diversion program as part of the student's rehabilitation plan.

- 8.6 Approval of Extended Field Trip(s) in Accordance with Board Policy (BP) 6153 – School-Sponsored Trips and Administrative Regulation (AR) 6153.1 – Extended School-Sponsored Trips
- 8.8 Approval/Ratification of Listing of No-Cost Community Partnership Agreements with Santa Ana Unified School District for 2018-19 and 2019-20 School Years
- 8.9 Approval/Ratification of Listing of Software License Agreements with Santa Ana Unified School District for 2018- 19 School Year
- 8.11 Ratification of Purchase Order Summary and Listing of all Purchase Orders, for the Period of May 8, 2019 through May 21, 2019
- 8.13 Approval of Declaration of Need for Fully Qualified Educators for 2019-2020 School Year
- 8.14 Approval of Revision to the 2019-2020 and 2020-2021 Academic School Calendar
- 8.15 Approval of Personnel Calendar Including the Transition of Specific Staff Members with such Topics as: Hiring, Promotions, Transfers, Resignations, Retirements, and Leaves

Items removed from Consent Calendar for discussion and separate action:

- 8.7 Approval/Ratification of Listing of Agreements/Contracts with Santa Ana Unified School District for 2018-19 and 2019-20 School Years

Moved by Ms. Amezcua, seconded by Mr. Palacio, and carried 4-0, to Approve/ratify the listing of agreements/contracts with Santa Ana Unified School District for the 2018-19 and 2019-20 school years.

- 8.10 Authorization to Utilize Piggyback Contracts for the Purchase of Classroom and Office Furniture

Moved by Ms. Amezcua, seconded by Dr. Alvarez, and carried 3-1, with Mr. Palacio dissenting, to authorize staff to utilize the contracts awarded by Torrance Unified School District for the purchase of classroom and office furniture, under Bid No. 10-04.09.19 for one year per President Amezcua.

8.12 Ratification of Expenditure Summary and Warrants Issued Over \$25,000 for the Period of May 8, 2019 through May 21, 2019

Moved by Ms. Amezcua, seconded by Dr. Rodriguez, and carried 4-0, to ratify expenditure summary report and detailed warrant listing report of all payments over \$25,000 for the period of May 8, 2019 through May 21, 2019.

Change in Order of Agenda

PUBLIC HEARING

Local Control Accountability Plan and 2019-20 Proposed Budget

Ms. Amezcua declared the Public Hearing open. She asked those wishing to address the Board to step to the lectern.

After hearing no comments, Ms. Amezcua declared the Public Hearing closed.

Change in Order of Agenda

11.5 Authorization to Reject all Bids for Bid No. 15-19, Home-to-School Transportation

Moved by Mr. Palacio, seconded by Dr. Rodriguez, and carried 4-0, to approve the rejection of all bids for Bid No. 15-19, for home-to-school transportation services.

11.6 Ratification of SAUSD Assistant Superintendent, Human Resources Employment Agreement for Hiacynth D. Martinez, Ed.D.

Moved by Dr. Rodriguez, seconded by Ms. Amezcua, and carried 4-0, to ratify the Assistant Superintendent, Human Resources employment agreement for Hiacynth D. Martinez, Ed.D. with SAUSD.

11.11 Authorization to Award a Contract for Bid Package No. 1 – Power Upgrade at Saddleback High School

Moved by Mr. Palacio, seconded by Ms. Amezcua, and carried 4-0, to authorize staff to award a contract to JRH Construction Company for Bid Package No. 1 – Power Upgrade at Saddleback High School.

11.12 Adoption Resolution No. 18/19-3296 - Non-School Use of the Garfield “Pacific

Electric Substation No. 14” Wellness Center

Moved by Dr. Alvarez, seconded by Ms. Amezcua, and carried 4-0, to Adopt Resolution 18/19-3296 – Non-School use of the Garfield “Pacific Electric Substation No. 14” Wellness Center, submit the adopted Board resolution to the Division of State Architect, notifying DSA that the “Red Car” building will only be used for Adult Education Wellness Center purposes only, and approve the posting of signage notifying the public “This building does not meet the structural standards imposed by law for earthquake safety”.

Change in order of agenda

PRESENTATION

Local Control Accountability Plan

Dr. Llamas provided the Board with information on the Local Control Accountability Plan.

Change in order of agenda

PUBLIC HEARING

2019-20 Proposed Budget

Ms. Amezcua declared the Public Hearing open. She asked those wishing to address the Board to step to the lectern.

After hearing no comments, Ms. Amezcua declared the Public Hearing closed.

Change in Order of Agenda

PRESENTATION

2019-20 Proposed Budget

Mr. Roychowdhury provided information on the 2019-20 Proposed Budget.

REGULAR AGENDA - ACTION ITEMS

- 11.1 Approval of Submission of Part I, Consolidated Application and Reporting System or funding to California State Department of Education for 2019-20 School Year

Moved by Ms. Amezcua, seconded by Dr. Alvarez, and carried 4-0, to approve submission of Part I of the Consolidated Application and Reporting System to the California State Department of Education for the 2019-20 school year.

- 11.2 Approval of the Local Control and Accountability Plan (LCAP) Federal Addendum

Moved by Ms. Amezcua, seconded by Mr. Palacio, and carried 4-0, to approve the LCAP Federal Addendum for the 2019-20 school year.

- 11.3 Approval of Migrant Education District Service Agreement (DSA) for 2019-20 School Year

Moved by Dr. Rodriguez, seconded by Ms. Amezcua, and carried 4-0, to approve the Migrant Education District Service Agreement (DSA) for 2019-20 school year.

- 11.4 Approval of Extended Learning's Engage 360° Plan

Moved by Dr. Rodriguez, seconded by Mr. Palacio, and carried 4-0, to approve the Extended Learning Engage 360° Plan.

- 11.7 Approval of New Job Description: Coordinator of Health Services/Home Hospital Instruction

Moved by Dr. Alvarez, seconded by Dr. Rodriguez, and carried 4-0, to approve the new job description: Coordinator of Health Services/Home Hospital Instruction.

- 11.8 Approval of New Job Description: Coordinator of Student Assistance (McKinney-Vento, Foster, Foreign Exchange Students)

Moved by Dr. Alvarez, seconded by Dr. Rodriguez, and carried 4-0, to approve the new job description: Coordinator of Student Assistance (McKinney-Vento, Foster, and Foreign Exchange Students).

- 11.9 Approval of New Job Description: Coordinator of Community Relations

Moved by Dr. Alvarez, seconded by Dr. Rodriguez, and carried 4-0, to approve the new job description: Coordinator of Community Relations.

- 11.10 Approval of New Job Description: Extended Learning Field Supervisor

Moved by Dr. Alvarez, seconded by Dr. Rodriguez, and carried 4-0, to approve the new

job description: Extended Learning Field Supervisor.

BOARD REPORTS

Ms. Amezcua recommended that District staff take a look at making adjustments and changes to support the Taft DHH Program.

ADJOURNMENT

There being no further business to come before the Board, the Board meeting was adjourned at 10:32 p.m.

The next Regular Meeting of the Board of Education is Tuesday, June 25, 2019, at 6:00 p.m.

ATTEST:

Stefanie P. Phillips, Ed.D.
Secretary
Santa Ana Board of Education

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
RESIGNATIONS 2018-19				
Diaz, Veronica	Teacher	Saddleback	May 31, 2019	
Sidor, Sara	Nurse	Health/Home-Hospital Instruction	May 17, 2019	
NEW HIRES/RE-HIRES				
Foster, Steve	Teacher	Santa Ana	May 8, 2019	Rehire - Temporary 44909 (20% contract)
Numagami, Raymond	Teacher	Jefferson	May 1, 2019	New Hire - Temporary 44920 (48% Contract)
CHANGE IN STATUS				
Vanags, Michael	Teacher	Segerstrom	August 23, 2019	From Temporary 44920 to Probationary I
LEAVE (21 duty days or more) - Without Pay and Without Benefits				
Walker, Kenneth	Teacher	Santa Ana	August 7, 2019 - May 29, 2020	
ABSENCE (3 to 20 duty days) - Without Pay with Benefits				
Mejia, Lilia	Teacher	Lowell	May 6, 2019 - May 10, 2019	

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
ABSENCE (3 to 20 duty days) - Without Pay with Benefits (continued)				
Rear, Lara	Teacher	Santa Ana	May 20, 2019 - May 31, 2019	
39-MONTH REEMPLOYMENT				
Davis, Nancy	Teacher	Segerstrom	May 1, 2019 - August 1, 2022	
Whitcomb, Haley	Teacher	Adams	May 9, 2019 - August 9, 2022	
EXTENDED WORK YEAR 2018-19				
Corell, Julie	Speech and Language Pathologist	Speech Department	June 12, 2019 - June 14, 2019	3 Additional Days
Kitzmann, Becky	Psychologist	Psychological Services	June 3, 2019 - June 7, 2019	5 Additional Days
EXTENDED WORK YEAR 2019-20				
Kitzmann, Becky	Psychologist	Psychological Services	July 15, 2019 - July 19, 2019	5 Additional Days
Patterson, Kimberly	Speech and Language Pathologist	Speech Department	July 15, 2019 - July 19, 2019	5 Additional Days

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
EXTENDED WORK YEAR 2019-20 (continued)				
	Speech and Language Pathologist	Speech Department	July 15, 2019 - July 19, 2019	5 Additional Days
EXTRA DUTY 2018-19				
Gregrow, Stacey	Teacher	Special Education	June 3, 2019 - June 28, 2019	Preschool Assessment Team
Lingren, Kathryn	Teacher	Mitchell	June 3, 2019 - June 20, 2019	Preschool Assessment Team
Ramirez, Scott	Teacher	Mitchell	June 24, 2019 - June 28, 2019	Preschool Assessment Team
Sommer, Kimberly	Teacher	Mitchell	June 3, 2019 - June 30, 2019	Preschool Assessment Team
EXTRA DUTY 2019-20				
Gregrow, Stacey	Teacher	Special Education	July 1, 2019 - July 11, 2019	Preschool Assessment Team
Ramirez, Scott	Teacher	Mitchell	July 1, 2019 - July 11, 2019	Preschool Assessment Team
Sommer, Kimberly	Teacher	Mitchell	July 1, 2019 - July 11, 2019	Preschool Assessment Team

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
SUMMER EXTENDED SCHOOL YEAR (ESY) TEACHERS				
Agahi, Fariba		Washington		
Ahluwalia, Amrita		Washington		
Allard, Nathan		Adult Transition		
Asker, Hebatalla		Washington		
Barrientos, Maria		Saddleback		
Basart, Michael		Carr		
Beer, Carly		Carr		
Benavides, Yajahira		Heninger		
Ben-Jacob, Ashley		Taft		
Berger, Jill		Segerstrom		
Berina, Noel II		Adult Transition		
Birnie, Spencer		Adult Transition		
Blair, Maureen		Taft		
Blankenship, Linda		Heninger		
Brown, Allison		Carr		
Caetta, James		Century		
Cairns, Joshua		Godinez		
Camacho, Elsa		Mitchell		
Cantey, Amanda		Washington		
Carlson, Jonathan		Carr		
Carney, Jann		Carr		
Castaneda, Francisco		Washington		
Castro, Daniel		Santa Ana		
Cervantes, Julissa		Heninger		
Childress, Allen		Kennedy		

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
SUMMER EXTENDED SCHOOL YEAR (ESY) TEACHERS (continued)				
Chino, Brenda		Esqueda		
Cifuentes, Adolfo		Heninger		
Collins, Rachelle		Santa Ana		
Contreras, Consuelo		Martin		
Contreras, Juan T.		Saddleback		
Cortez, Dany		Kennedy		
Cortez, Francisco		Valley		
Cota, Andrea		Martin		
Cuellar, Alice		Special Education		
De Leon, Marissa		Martin		
Delgado, Gabriel		Valley		
Delgado, Oscar		Chavez		
Denney, Linda		Heninger		
Detviler, Tammra		Santa Ana		
Diamond, Haylee		NOVA		
Dionicio, Perla		Martin		
Dodge, Scott		Carr		
Domingo, Crystal		Kennedy		
Edward, Marina		Heninger		
Ehlow, Lisa		Kennedy		
Ekno, Desiree		Adult Transition		
Elias, Andrea		Adult Transition		
Espenilla, Maria Menerva				
Taculog		Taft		
Espindola, Claudia		Adult Transition		

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
SUMMER EXTENDED SCHOOL YEAR (ESY) TEACHERS (continued)				
Espineli, Tabitha		Esqueda		
Espinoza, Nayely		Martin		
Esqueda, Edith		Kennedy		
Fedele, Stephen		Godinez		
Flores, Marilu		Kennedy		
Gabaldon, Robert		Valley		
Garcia, Francisco		Kennedy		
Garcia, John R.		Various Sites		
Gonzales, Christopher		Saddleback		
Gonzalez, Maria		Esqueda		
Gonzalez, Marina		Esqueda		
Gregory, Caitlyn		Carr		
Gregrow, Stacey		Special Education		
Guerra, Gustavo		Esqueda		
Gutierrez, Manuel		Washington		
Guzman, Allison		Washington		
Hackett, Jeanne		Kennedy		
Hanis, Susan		Martin		
Hanna, Howida		Mitchell		
Hass, Lindsey		Mitchell		
Hermocillo, Dana		Esqueda		
Hernandez, Robert		Valley		
Holley, Lori		Taft		
Howard, Phillip		Godinez		
Hsu, Maylin		Kennedy		

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
SUMMER EXTENDED SCHOOL YEAR (ESY) TEACHERS (continued)				
Huestis, Mindy		Mitchell		
Hughes, Shawna		Special Education		
Hunter, Mark		Carr		
Ingebrigtsen, Kortni		Martin		
Jacovides, Alexis		Godinez		
Jaramillo, Rosa		Taft		
Johnson, Leslie		Mitchell		
Kearns, Alice		Taft		
Kennedy, Cathleen		Adult Transition		
Kimney, Alison		Kennedy		
Kirby, Angela		Martin		
Leal-Avalos, Marisol		Carr		
Lee, Darlyn		Century		
Lee, Grant		Santa Ana		
Leenen, Rona		Kennedy		
Lemus, Martha		Washington		
Leonard, Sean		Godinez		
Lopez, Luis		Segerstrom		
Martinez, Juliana		Martin		
Martinez, Yobany		Valley		
Martinov, Elizabeth		Martin		
Mata, Lucia		Washington		
Mata-Azvedo, Theresa		Taft		
McConnell, Amanda		Century		
McCord, Kirby		Washington		

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
SUMMER EXTENDED SCHOOL YEAR (ESY) TEACHERS (continued)				
McMahon, Patrick		Carr		
Mendoza, Eskayla		Mitchell		
Meneses, Dulce		Martin		
Miyashiro, Maria		Kennedy		
Mohr, Lawrence		Century		
Momberg, Julie		Santa Ana		
Montano, Sabrina		Mitchell		
Montes, Karina		Taft		
Morales, Charleen		Esqueda		
Morris, Elisa		Mitchell		
Napier, Rodney		Kennedy		
Nelson, Kurt		Kennedy		
Newman, Heather		Martin		
Nguyen, Ngoc		Carr		
Nguyen-Lee, Cyndy		Heninger		
Nilsson, Tyler		Adult Transition		
Nolan, Mackenzie		Mitchell		
Nunez, Alejandro		Santa Ana		
O'Connell, James		Saddleback		
Olivas, Erika		Esqueda		
Olsen, Shane		Adult Transition		
Olsen, Terri		Carr		
Ontiveros, Cassandra		Washington		
Ortiz, Brenda		Saddleback		
O'Toole, Kimberly		Washington		

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
SUMMER EXTENDED SCHOOL YEAR (ESY) TEACHERS (continued)				
Padilla, Debbie		Washington		
Peck, Stephanie		Segerstrom		
Pedraza, Ernesto		Heninger		
Pelosi, Carol		Heninger		
Pena, Giancarlo		Special Education		
Perkins, Melissa		Esqueda		
Ponce, Magaly		Carr		
Pondell, Katrina		Adult Transition		
Pulido, Analiz		Mitchell		
Quintero, Eliseo		Mitchell		
Ramsay, Cynthia		Heninger		
Reh, Myava		Esqueda		
Reyes Herrera, Rosendo		Esqueda		
Reyes, Robert		Kennedy		
Rincon, Rosa		Heninger		
Rogers, Brandon		Segerstrom		
Rosenberg, Joel		Santa Ana		
Rubio, Paul		Esqueda		
Ruiz, Mirna		Mitchell		
Salgado, Jazmine		Mitchell		
Sanchez, Susan		Heninger		
Sandoval, Damaris		Mitchell		
Sandoval, Paula		Segerstrom		
Schellinger, Maurya		Heninger		
Schlenker, Nicholas		Century		

CERTIFICATED PERSONNEL CALENDAR

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Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
SUMMER EXTENDED SCHOOL YEAR (ESY) TEACHERS (continued)				
Sevilla, Juan		Martin		
Shanks, Saldetor		Godinez		
Shipley, Elizabeth		Mitchell		
Sleiman, Angela		Heninger		
Smith, Blake		Valley		
Smith, Michelle		Taft		
Stotelmeyer, Stephanie		Segerstrom		
Stout, John		Special Education		
Strazzulla, Shannon		Esqueda		
Striegl, Telly		Adult Transition		
Swanson, Eric		Taft		
Tal, Samara		Lorin Grisct		
Tarnow, Paula		Valley		
Tellez, Stephanie		Mitchell		
Torres, Josue		Martin		
Torres-Leyva, Angelica		Esqueda		
Tran, Lisa		Mitchell		
Trupp, Christena		Century		
Tucker, Adriana		Lorin Grisct		
Uranga, Yvonne		Mitchell		
Vazquez, Hugo		Adult Transition		
Vijayvargiya, Shalini		Kennedy		
Wagstaff, Kelli		Washington		
Watson, Lindsay		Washington		
Watts, Matthew		Godinez		

CERTIFICATED PERSONNEL CALENDAR

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Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
SUMMER EXTENDED SCHOOL YEAR (ESY) TEACHERS (continued)				
Weiss, Debra		Saddleback		
Wellikson, Leah		Kennedy		
Whitney, Liam		Valley		
Wright, Katie		Heninger		
Zanca, Rita		Taft		
Zarate, Rosa		Adult Transition		
Zwickl, Lynne		Kennedy		
SUMMER EXTENDED SCHOOL YEAR (ESY) SPEECH AND LANGUAGE PATHOLOGIST				
Cho, David		Martin		
Corell, Julie		Speech Department		
Curtis, Christina		Carr		
Dickerson, Susan		Washington		
Dolan, Laura		Speech Department		
Gonzales, Brenda		Kennedy		
Mayer, Charlotte		Kennedy		
Patterson, Jennifer		Speech Department		
Purdy, Christine		Mitchell		
Richtsmeier, Ethan		Speech Department		
Rogers, Tracy		Taft		
Schultz, Kristin		Esqueda		
Tamayo-Nikolenko, Judith		Heninger		
Thomson, Rozaline		Washington		

CERTIFICATED PERSONNEL CALENDAR

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Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
SUMMER EXTENDED SCHOOL YEAR (ESY) SPEECH AND LANGUAGE PATHOLOGIST (continued)				
Truong, Lisa		Speech Department		
Wallace, Karen		Martin		
CHANGE IN CONTRACT LENGTH 2019-20				
Hackett, Jeanne	Teacher	Hoover	August 7, 2019	From 60% to 100% contract
Malczynski, Jan	Speech and Language Pathologist	Speech Department	August 7, 2019	From 60% to 100% contract
Rezvani, Niloufar	Psychologist	Psychological Services	August 5, 2019	From 75% to 100% contract
Rodebaugh, Jeanne	Teacher	Century High	August 7, 2019	From 60% to 80% contract
Ryan, Lisa	Psychologist	Psychological Services	August 5, 2019	From 60% to 100% contract
Spearman, Suzanne	Psychologist	Psychological Services	August 5, 2019	From 75% to 100% contract
PARTIAL CONTRACTS 2019-20				
Blash, Megan	Teacher	Godinez	August 7, 2019	80% Continuing Contract
Bojorquez, Linsey	Teacher	Century	August 7, 2019	80% Continuing Contract
Corell, Julie	Speech and Language Pathologist	Speech Department	August 7, 2019	80% Continuing Contract

CERTIFICATED PERSONNEL CALENDAR

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Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
PARTIAL CONTRACTS 2019-20 (continued)				
Fiocca, Sharon	Speech and Language Pathologist	Speech Department	August 7, 2019	60% Continuing Contract
Hefner, Anne	Speech and Language Pathologist	Speech Department	August 7, 2019	50% Continuing Contract
Hishiki, Ella	Speech and Language Pathologist	Speech Department	August 7, 2019	80% Continuing Contract
Ingersoll, Laura	Speech and Language Pathologist	Speech Department	August 7, 2019	60% Continuing Contract
Lee Giuseffi, Robyn	Curriculum Specialist	K-12 Curriculum Instruction/Staff Development	July 1, 2019	80% Continuing Contract
Maeda, Eileen	Teacher	Visual and Performing Arts	August 7, 2019	80% Continuing Contract
Murgolo, Kimberly	Teacher	Alternative Education	August 7, 2019	40% Continuing Contract
Nguyen, Dana	Teacher	Santa Ana	August 7, 2019	80% Continuing Contract
Nieto Miller, Paula	Teacher	Godinez	August 7, 2019	80% Continuing Contract
Orrante, Rebecca	Speech and Language Pathologist	Speech Department	August 7, 2019	90% Continuing Contract

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
PARTIAL CONTRACTS 2019-20 (continued)				
Prouty, Katrina	Speech and Language Pathologist	Speech Department	August 7, 2019	60% Continuing Contract
Rodriguez-Thomas, Rocio	Teacher	Santa Ana	August 7, 2019	80% Continuing Contract
Ryan, Brittney	Speech and Language Pathologist	Speech Department	August 7, 2019	40% Continuing Contract
Skelton, Susan	Psychologist	Psychological Services	August 5, 2019	90% Continuing Contract
Smith, Gladys	Nurse	Child Development	August 7, 2019	40% Continuing Contract
Sutherland, Nancy	Teacher	Lorin Griset	August 7, 2019	40% Continuing Contract
Torres Lomeli, Araceli	Speech and Language Pathologist	Speech Department	August 7, 2019	90% Continuing Contract
York, Jennifer	Teacher	Godinez	August 7, 2019	40% Continuing Contract
SHARED CONTRACTS 2019-20				
Galindo-Werner, Lisa	Teacher	Adams	August 7, 2019	40% Contract
Smith, Carolann	Teacher	Adams	August 7, 2019	60% Contract
Avram, Sarah	Teacher	Carver	August 7, 2019	50% Contract
Sills, Stacey	Teacher	Carver	August 7, 2019	50% Contract

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
SHARED CONTRACTS 2019-20 (continued)				
Cardenas, Jennifer	Teacher	Esqueda	August 7, 2019	80% Contract
Frederick, Carolyn	Teacher	Esqueda	August 7, 2019	20% Contract
Ledergerber, Amber	Teacher	Esqueda	August 7, 2019	80% Contract
Pilla, Julia	Teacher	Esqueda	August 7, 2019	20% Contract
Mouat, Amy	Teacher	Fremont	August 7, 2019	50% Contract
Wellikson, Leah	Teacher	Fremont	August 7, 2019	50% Contract
Mauga, Nicholl	Teacher	Greenville	August 7, 2019	40% Contract
Simon, Tracy	Teacher	Greenville	August 7, 2019	60% Contract
Brainard, Laurin	Teacher	Heninger	August 7, 2019	45% Contract
Ixmay, Jana	Teacher	Heninger	August 7, 2019	55% Contract
Hagmann, Jennifer	Teacher	Muir	August 7, 2019	50% Contract
Kenyon, Allison	Teacher	Muir	August 7, 2019	50% Contract
Rowen, Stacey	Teacher	Muir	August 7, 2019	50% Contract
Sebens, Amber	Teacher	Muir	August 7, 2019	50% Contract
Bravo-Taylor, Alina	Teacher	Roosevelt	August 7, 2019	60% Contract
Raya, Erin	Teacher	Roosevelt	August 7, 2019	40% Contract

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
SHARED CONTRACTS 2019-20 (continued)				
Dickey, Melissa	Teacher	Roosevelt	August 7, 2019	50% Contract
Hall, Jannette	Teacher	Roosevelt	August 7, 2019	50% Contract
Lemberger, Diane	Teacher	Roosevelt	August 7, 2019	40% Contract
Sherman, Colleen	Teacher	Roosevelt	August 7, 2019	60% Contract
Blois, Laurie	Teacher	Segerstrom	August 7, 2019	40% Contract
Harkins, Kathryn	Teacher	Segerstrom	August 7, 2019	60% Contract
Smith, Katrina	Teacher	Taft	August 7, 2019	50% Contract
Yen, Ju-Yin	Teacher	Taft	August 7, 2019	50% Contract
Pitman, Marin	Teacher	Thorpe	August 7, 2019	50% Contract
Stable, Katherine	Teacher	Thorpe	August 7, 2019	50% Contract
Bustamante, Carolina	Teacher	Walker	August 7, 2019	20% Contract
Ly, Alyssa	Teacher	Walker	August 7, 2019	80% Contract
Call, Brenda	Teacher	Walker	August 7, 2019	75% Contract
Kinan, Karen	Teacher	Walker	August 7, 2019	25% Contract
Deems, Lindsey	Teacher	Washington	August 7, 2019	75% Contract
Kretzschmar, Jeanne	Teacher	Washington	August 7, 2019	25% Contract

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LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
SUMMER SCHOOL PRINCIPALS				
Clark, Dana		Chavez		
Cordova, Oralía		Santa Ana		
Greendale, Chad		Reach Academy		
Jackson, Annette		Godinez		
Lee, Michael		Godinez		
Mherian, Gamila		Saddleback		
Michael, David		Century		
Nunez, Jesus		Century		
Parra, Michael		Lorin Grisct		
Shin, Nata		Segerstrom		
Tennelle, Ivori		Valley		
Tran, Ngoc H.		Valley		
Werner, Scott		Segerstrom		
Zamudio, Felipe Jr.		Godinez		
SUMMER SCHOOL COUNSELORS				
Aguirre, Martha		Saddleback		
Andrade, Monica		Century		
Castillo, Leslie		Segerstrom		
Castro, Elizabeth		Godinez		
Cervantes, Maria del Lourdes		Santa Ana		
Chavez, Veronica		Godinez		
DiLullo, Aimee		Valley		

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
SUMMER SCHOOL COUNSELORS (continued)				
Enriquez, Carolina		Independent Study Program		
Garcia-Ortiz, Gloria		Valley		
Gonzalez, Frankie		Segerstrom		
Griset-Villanueva, Gabrielle		Segerstrom		
Guillen, Andres		Valley		
Hall, Matthew		Godinez		
Holguin, Michelle		Godinez		
Lara, Maria		Segerstrom		
Mejia, Monica		Segerstrom		
Menchaca, Beau		Century		
Nunez, Isabel		Santa Ana		
Padilla, Alejandro		Valley		
Perez, Sandra		Valley		
Perez, Veronica		Santa Ana		
Quezada, Fabiola		Saddleback		
Ruvalcaba, Jennifer		Century		
Sachs, Stephanie		Saddleback		
Sanchez, Marta		Century		
Valenzuela, Alba		Godinez		
Vazquez, Mireya		Century		
Villarreal, Nancy		Saddleback		
Whitehead, Cheri		Santa Ana		

CERTIFICATED PERSONNEL CALENDAR

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Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
SUMMER SCHOOL TEACHERS				
Anaya, Felipe		Lorin Grisnet		
Andaya, Jessica		Santa Ana		
Anderson, Carolyn		Santa Ana		
Apostol, Barbara		Godinez		
Ashkiani, Ali		Century		
Avila, David		Lorin Grisnet		
Barba, David		Independent Study Program		
Barrientos, Maria		Chavez		
Beaman, Francene		Godinez		
Booker, Howard		Lorin Grisnet		
Boukova, Roumyana		Century		
Bradshaw, Christopher		Segerstrom		
Bravo, Alexandra		Saddleback		
Brenneman, Robert		Godinez		
Callanan, Jill		Saddleback		
Campos, Joao		Santa Ana		
Cantu, Malissa		Segerstrom		
Cardenas, Marisol		Chavez		
Caroompas, John III		Godinez		
Carranza, Adrianna		Santa Ana		
Cervantes, Alfredo		Saddleback		
Chan, Jenny		Century		
Chawke, Michael		Valley		
Chen, George		Segerstrom		

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Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
SUMMER SCHOOL TEACHERS (continued)				
Christman, Molly		Chavez		
Clupper, Michael		Lorin Grisct		
Contreras, Luis		Santa Ana		
Contreras, Miriam		Godinez		
Coronel, Ismael		Segerstrom		
Cortes, Teodoro		Independent Study Program		
Cortez, Heriberto		Santa Ana		
Covey, Richard		Chavez		
Curtis, Matthew		Middle College		
Czaja, Gregory		Segerstrom		
De La Vega, Abram		Segerstrom		
De Santiago, Martin		Godinez		
Diulio, Nickolas		Santa Ana		
Doane, Courtney		Valley		
Dreyer, Claire		Valley		
Dreyer, Mary		Godinez		
Dugan, Laurie		Segerstrom		
Dukus, Robert		Santa Ana		
Echeverria, Daniel		Valley		
Elizondo, Gerard		Godinez		
Ells, Rachel		Lorin Grisct		
Elmasry, Fareed		Santa Ana		
Elway, Mark		Godinez		
Espinoza, Emilio		Valley		

CERTIFICATED PERSONNEL CALENDAR

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Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
SUMMER SCHOOL TEACHERS (continued)				
Espinoza, Rosalina		Century		
Fabella, Thanh Trang		Segerstrom		
Fenwick, Randolph		Segerstrom		
Florance, Joseph		Chavez		
Gallardo, Eddie		Godinez		
Garcia, Joseph		Chavez		
Garcia, Teresa		Godinez		
Garcia-Chau, Elsa		Valley		
Garcia-Lopez, Araceli		Santa Ana		
Gentile, Nicholas		Segerstrom		
Golden, Darcee		Valley		
Gomez, Adrian		Segerstrom		
Gomeztrejo, Fred		Valley		
Gonzalez, Graciela		Godinez		
Gordon, Roger		Valley		
Gore, Dinesh		Segerstrom		
Govier, Robert		Chavez		
Green, Eric		Valley		
Guerrero, Elizabeth		Century		
Gutierrez, Fernando		Godinez		
Harris, Donzelle		Santa Ana		
Harrison, Thomas		Lorin Griset		
Hess, Thomas		Segerstrom		
Hinman, Robert		Santa Ana		
Humphrey, Geraldine		Valley		

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
SUMMER SCHOOL TEACHERS (continued)				
Johnston, Margery		Century		
Jovel Ayala, Victor		Independent Study Program		
Kadinoff, Naomi		Saddleback		
Kirchberg, John		Saddleback		
Koeler, James		Saddleback		
Kong, Dawn		Saddleback		
Konstan, Mona		Santa Ana		
Lapic, Andrew		Valley		
Larragoiti, Nancy		Godinez		
Loh, Brenda		Segerstrom		
Lopez, Veronica		Valley		
Lucas, Bryan		Saddleback		
Mackenzie, Marcus		Lorin Grisct		
Malagon, Arnulfo		Chavez		
Maldonado, Gloria		Chavez		
Manntai, Eric		Valley		
Manntai, Jessica		Century		
Martinez, Roman		Santa Ana		
Mateo, Amelia		Segerstrom		
Mc Cook, Robert		Santa Ana		
McCluskey, Kameron		Valley		
Miranda, Ivan		Segerstrom		
Mirhashemi, Niloufar		Saddleback		
Mohammadi, Mehdi		Lorin Grisct		

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
SUMMER SCHOOL TEACHERS (continued)				
Moore, Nguyet		Santa Ana		
Morales, Karina		Lorin Grisnet		
Morales-Mandler, Elvia		Godinez		
Musngi, Noemi		Godinez		
Nguyen, Han		Santa Ana		
Nguyen, Shiline		Santa Ana		
Peimbert, Barbara		Saddleback		
Pena, Maricela		Lorin Grisnet		
Petrova, Nikolina		Santa Ana		
Pham, Vikki		Lorin Grisnet		
Pinto, Franklin		Godinez		
Poderoso, Charie		Valley		
Pola, Kevin		Godinez		
Priess, Ann		Godinez		
Putros, Danial		Chavez		
Quezada, Ana-Brenda		Segerstrom		
Ramirez, Angelica		Valley		
Ramirez, Robert		Santa Ana		
Reekers, Annie		Century		
Rendon, Rocio		Santa Ana		
Reuter, David		Segerstrom		
Reynozo, Jesse		Lorin Grisnet		
Robison, James		Santa Ana		
Rodriguez-Thomas, Rocio		Santa Ana		
Romero, Analu		Santa Ana		

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
SUMMER SCHOOL TEACHERS (continued)				
Sanborn, Katrinka		Saddleback		
Scanlon, Brian		Valley		
Schoonmaker, Rory		Santa Ana		
Sechrest, Eric		Saddleback		
Sharar, Edward		Segerstrom		
Shelton, Arlyn		Chavez		
Sirgy, Michelle		Century		
Smith, Thomas		Santa Ana		
Snyder, William		Segerstrom		
Solares, Elizabeth		Godinez		
Stack, Theresa		Santa Ana		
Sterner-Hargrave, Christy		Segerstrom		
Stevens, Kelly		Segerstrom		
Streckfus, Anne Marie		Century		
Tagalao, Joseph		Saddleback		
Tappa, Shane		Santa Ana		
Terich, Michael Jr.		Godinez		
Terwilliger, Erik		Segerstrom		
Tomlinson, Beth		Century		
Tran, Chi		Godinez		
Turner, Rosalind		Santa Ana		
Urrea, Gustavo		Chavez		
Uytingco, Emmanuel		Segerstrom		
Vela, Eddie		Lorin Griset		
Volmer, Susan		Saddleback		

CERTIFICATED PERSONNEL CALENDAR

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Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
SUMMER SCHOOL TEACHERS (continued)				
Vu, Lan		Segerstrom		
Warffuel, Mark		Century		
Watts, Matthew		Valley		
Werdel, Timothy		Segerstrom		
West, Jeffrey		Century		
Wong, David		Chavez		
Wood, Michael		Independent Study Program		
Wren, Christopher		Chavez		
Yetko, Claire		Century		
You, Hahnuel		Century		
Young, Jeffrey		Century		
Zamora, Erica		Santa Ana		

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
RESIGNATION FOR PURPOSE OF RETIREMENT				
Cortez, Esther	Student Support Paraprofessional Special Education	Valley	June 28, 2019	
Fernandez, Felix	Custodian	Lincoln	July 12, 2019	
Glass, Vickie	Job Training Assistant Special Education	Transition Programs	June 6, 2019	
Pham, Sau	Media Systems Engineer	PIO	June 28, 2019	
Reid Sr., Everett	Plant Custodian Elementary	Walker	June 30, 2019	
Samayoa, Maria	Instructional Assistant Severely Disabled	Kennedy	May 30, 2019	
Velasco, Albar	Computer Technician I	Romero-Cruz	May 30, 2019	
RESIGNATIONS				
Barajas De Vega, Gloria	Activity Monitor	Santiago	May 3, 2019	
Carmichael, Christopher	Custodian	Harvey	June 11, 2019	
Cruz, Mayra	Activity Monitor	Jackson	May 30, 2019	
Humphrey, Jacqueline	Autism Paraprofessional	Mitchell	May 20, 2019	
Jauregui, Melissa	After School Instructional Provider	Harvey	May 14, 2019	
Lightfoot-Orszewski, Donna	Activity Monitor	Taft	May 30, 2019	
Martinez, Dolores	After School Instructional Provider	Fremont	May 30, 2019	
Navarro, Armida	Library Media Technician	Romero-Cruz	June 7, 2019	

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
ABSENCES (3 to 20 duty days) - Without Pay				
Glass, Vickie	Job Training Assistant Special Education	Transition Programs	June 3, 2019 - June 6, 2019	Personal
Pineda, Jesus	Community Worker	Adams	May 6, 2019 - May 10, 2019	Personal
Vargas, Vanessa	Autism Paraprofessional	Washington	May 16, 2019 - May 30, 2019	Personal
39 MONTH REEMPLOYMENT (100 Day Differential Ended)				
Acosta, Hortencia	Nutrition Services Assistant	Nutrition Services	April 26, 2019	
Ilagan, Rochelle	After School Instructional Provider	Walker	May 15, 2019	
PROBATIONARY APPOINTMENTS				
Davis, Brent	District Safety Officer	McFadden	August 2, 2019	Grade/Step 31/1
Huerta Castro, Arturo	Activity Monitor	Santa Ana	May 13, 2019	Grade/Step 10/1
Little, Nathanael	Media Design/Production Specialist	Communications Department	July 12, 2019	Grade/Step 40/1
Lopez, Katelyn	After School Instructional Provider	After School Programs	May 13, 2019	Grade/Step 16/1
Lucas, Leslie	After School Instructional Provider	After School Programs	May 13, 2019	Grade/Step 16/1
Martinez Bermudez, Andrea	Student Support Paraprofessional Special Education	Godinez	May 16, 2019	Grade/Step 19/1

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
PROBATIONARY APPOINTMENTS (Continuation)				
Meza, Jacquelin	After School Instructional Provider	After School Programs	April 30, 2019	Grade/Step 16/1
Mojica, Ezekiel	Student Support Paraprofessional Special Education	Fremont	May 10, 2019	Grade/Step 19/1
Perez, Jehiely	After School Instructional Provider	After School Programs	May 6, 2019	Grade/Step 16/1
Rasmussen, Judy	Early Learning Specialist	Child Development	June 12, 2019	Level/Step 14/1
Roman, Lorena	After School Instructional Provider	After School Programs	May 28, 2019	Grade/Step 16/1
Saucedo, Michael	Computer Technician I	King	May 6, 2019	Grade/Step 28/1
Vasquez, Serena	After School Instructional Provider	After School Programs	May 6, 2019	Grade/Step 16/1
Venegas, Gabriela	Site Clerk	Adams	May 20, 2019	Grade/Step 24/1
PROMOTIONAL APPOINTMENTS				
Cortez, Fernando	HVAC Mechanic II	Building Services	June 12, 2019	From HVAC Mechanic I Grade/Step 30/3 to Grade/Step 40/1

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
PROMOTIONAL APPOINTMENTS (Continuation)				
Pantoja, Angel	Stadium Support Technician	Building Services	June 12, 2019	From Groundskeeper Grade/Step 24/6 to Grade/Step 34/2
Santos, Cristina	School Office Assistant Secondary	Sierra	June 12, 2019	From SSP Sp. Ed. Grade/Step 19/2 to Grade/Step 24/1
Slater II, Laurence	Senior Groundskeeper		June 12, 2019	From Groundskeeper Grade/Step 24/6 to Grade/Step 30/4
REAPPOINTMENTS (Returned from LOA)				
Leon, Andre	Instructional Assistant Severely Disabled	Transition Programs	May 13, 2019	Grade/Step 20/4
Leyva, Silvia	Instructional Assistant Severely Disabled	Mitchell	May 20, 2019	Grade/Step 20/4
Oseguera, Cynthia	Student Support Paraprofessional Special Education	Lowell	May 13, 2019	Grade/Step 19/3

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
REASSIGNMENTS (Change of work site)				
Figueroa, Roxana	After School Instructional Provider	Lincoln	May 3, 2019	From Itinerant
Morales, Monica	After School Instructional Provider	McFadden	April 25, 2019	From Itinerant
Munivez, Hector	Autism Paraprofessional	Lathrop	March 19, 2019	From Century
Paulet, Silvana	After School Instructional Provider	King	May 3, 2019	From Itinerant
Pinedo, David	District Safety Officer	Carr	June 12, 2019	From Century
Torres, Elizabeth	Autism Paraprofessional	Itinerant	May 13, 2019	From Century
TEMPORARY ASSIGNMENTS				
Allen, Brian	Interim Director of Building Services	Building Services	May 16, 2019 - June 14, 2019	Level/Step 52/1
Ayers, Wellindara	Senior Administrative Secretary	PSS	May 15, 2019 - June 15, 2019	Grade/Step 31/5
Barraza, Erica	Food Service Supervisor High School	Nutrition Services	May 1, 2019 - May 30, 2019	Grade/Step 31/1
Chavarria-Ortiz, Luis	Lead Custodian High School	Century	May 1, 2019 - May 21, 2019	Grade/Step 28/3 + Diff.
Covarrubias, Veronica	School Office Manager Elementary	Adams	March 28, 2019 - June 13, 2019	Grade/Step 28/5
Garcia, Lisset	School Office Assistant Secondary	Century	May 22, 2019 - June 13, 2019	Grade/Step 24/2
Garcia, Rebecca	Nutrition Services Lead Satellite	Nutrition Services	May 1, 2019 May 17, 2019	Grade/Step 17/4
Giron de Castro, Julia	Roving Lead Custodian	District Office/Villa	May 28, 2019 - June 3, 2019	Grade/Step 28/2 + Diff.

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
TEMPORARY ASSIGNMENTS (Continuation)				
Gonzaga, Eric	Plant Custodian Intermediate	Building Services	May 22, 2019 - June 28, 2019	Grade/Step 32/1
Gonzalez, Maria	Nutrition Services Lead Production Kitchen	Nutrition Services	May 1, 2019 - May 30, 2019	Grade/Step 21/4
Gonzalez, Mayra	Administrative Secretary	K12 Teaching & Learning	May 14, 2019 - May 21, 2019	Grade/Step 30/1
Guzman, Angel	Senior Groundskeeper	Building Services	April 18, 2019 - May 29, 2019	Grade/Step 30/5
Huizar, Renato	Nutrition Services Lead Production Kitchen	Nutrition Services	May 1, 2019 - May 30, 2019	Grade/Step 21/4
Maciel, Elizabeth	School Office Manager High School	Century	May 22, 2019 - June 14, 2019	Grade/Step 30/5
Martinez, Araceli	Roving Lead Custodian	Pio Pico/Lowell	May 1, 2019 - May 31, 2019	Grade/Step 28/2 + Diff.
Mendez Herrera, Jose	Delivery Driver	Nutrition Services	May 1, 2019 - May 30, 2019	Grade/Step 24/3
Mendoza, Esther	Administrative Secretary Human Resources	Human Resources	May 1, 2019 - May 31, 2019	Grade/Step 31/6 + Bil.
Mendoza, Jonathan	Roving Lead Custodian	Building Services	May 1, 2019 - May 31, 2019	Grade/Step 28/4 + Diff.
Nieto, Cesar	Plant Custodian Elementary	Wilson	June 3, 2019 - June 10, 2019	Grade/Step 28/5
Perales, Guadalupe	Senior Groundskeeper	Building Services	May 10, 2019 - May 24, 2019	Grade/Step 30/5

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
TEMPORARY ASSIGNMENTS (Continuation)				
Quezada, Xylon	Manager of Food Services Operations	Nutrition Services	May 1, 2019 - May 31, 2019	Level/Step 25/1
Romero, Sara	Food Service Supervisor Intermediate	Nutrition Services	May 1, 2019 - May 6, 2019	Grade/Step 27/1
Slater, Laurence	Senior Groundskeeper	Building Services	May 1, 2019 - June 11, 2019	Grade/Step 30/5
Tapia, David	Intermediate Lead Custodian	Spurgeon	May 16, 2019 - May 22, 2019	Grade/Step 25/6
Todd, Bryan	Senior Groundskeeper	Building Services	May 13, 2019 - May 31, 2019	Grade/Step 30/5
Vega, Emanuel	Plant Custodian Intermediate	Sierra	April 19, 2019 - April 23, 2019	Grade/Step 32/6
Visoso, Janet	Food Service Supervisor Intermediate	Nutrition Services	May 1, 2019 - May 30, 2019	Grade/Step 27/2
White, Lynette	Executive Secretary	Superintendent's Office	May 22, 2019 - July 30, 2019	Grade/Step 33/5 Confidential
BILINGUAL COMPENSATION				
Contreras, Yesenia	School Police Officer	School Police Services	April 30, 2019	
Noguera, Juan-	School Police Officer	School Police Services	April 26, 2019	
Ojeda, Angel	School Police Officer	School Police Services	April 23, 2019	

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
BILINGUAL COMPENSATION (Continuation)				
Rivera, Felix	School Police Officer	School Police Services	April 19, 2019	
Sanchez, Luis	School Police Officer	School Police Services	April 30, 2019	
HOURLY APPOINTMENT				
Torres, Diana	Instructional Assistant Provider	Segerstrom	May 10, 2019	Grade/Step 16/1
SUBSTITUTES				
Flores, Francisco	Custodian		May 10, 2019	Grade/Step 23/1
Guzman, Roxanne	Activity Supervisor	Santa Ana	May 6, 2019	Grade/Step 10/1
Palacios, Javier	Custodian		May 10, 2019	Grade/Step 23/1
ATHLETIC SPECIALIST				
Alaman Sr., Alvin	Head Tennis Coach	Valley	February 4, 2019	\$28.60
Barrette, Levelle	Assistant Softball Coach	Valley	January 28, 2019	\$22.85
Brown, Andrew	Assistant Baseball Coach	Valley	January 28, 2019	\$22.88
Campuzano, Isaias	Assistant Track Coach	Valley	February 4, 2019	\$22.88
Castro, Joshua	Assistant Baseball Coach	Valley	February 14, 2019	\$22.88
Cazares, Alexander	Assistant Baseball Coach	Valley	February 14, 2019	\$22.88
Godinez, Rafael	Assistant Track Coach	Valley	February 4, 2019	\$22.88
Huynh, Tommy	Assistant Volleyball Coach	Valley	February 4, 2019	\$22.88

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
ATHLETIC SPECIALIST (Continuation)				
Johnson, Ryan	Assistant Spring Football Coach	Valley	May 13, 2019	\$28.60
Lammers, Frederick	Assistant Swim Coach	Valley	February 4, 2019	\$22.88
Mohr, James	Assistant Spring Football	Valley	May 31, 2019	\$28.60
Mohr, Joseph	Assistant Spring Football Coach	Valley	May 13, 2019	\$28.60
Nava, Imelda	Assistant Track Coach	Segerstrom	February 4, 2019	\$22.88
Nava Gonzales, Jarvier	Assistant Softball Coach	Valley	January 28, 2019	\$22.88
Nieto, Judith	Assistant Volleyball Coach	Segerstrom	February 4, 2019	\$22.88
Nuñez, Alvaro	Assistant Softball Coach	Valley	January 28, 2019	\$22.88
Padilla, Magaly	Assistant Tennis Coach	Segerstrom	February 4, 2019	\$22.88
Pineda Torres, Gerzain	Assistant Track Coach	Valley	February 4, 2019	\$22.88
Rodriguez, Drake	Assistant Baseball Coach	Valley	January 28, 2019	\$22.88
Sanchez, Sulema	Assistant Track Coach	Valley	February 4, 2019	\$22.88
Sanchez Loaeza, Jesus	Assistant Volleyball Coach	Valley	December 7, 2018	\$22.88
Sanders, Turan	Assistant Track Coach	Valley	February 4, 2019	\$22.88
Santana, Jesus	Assistant Volleyball Coach	Valley	February 4, 2019	\$22.88
Sophabmixay, Peter	Assistant Swim Coach	Valley	February 4, 2019	\$22.88
Valencia, Valentin	Assistant Softball Coach	Valley	January 28, 2019	\$22.88
Wines-Hernandez, Amber	Assistant Swim Coach	Segerstrom	February 4, 2019	\$22.88
EXTRA DUTY				
Anderson, Cheryl	Occupational Therapist	Speech Department	June 3, 2019 - June 28, 2019	\$54.46
Bruhl, Karla	Preschool Teacher	Migrant Education	June 3, 2019 - June 28, 2019	\$33.33

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 11, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
EXTRA DUTY (Continuation)				
Guibert, Clemencia	Bilingual Technician	Mitchell	May 31, 2019 - June 30, 2019	\$33.02
Pulido, Rocio	Bilingual Technician	Mitchell	May 31, 2019 - June 30, 2019	\$29.98
Salas, Martha	Bilingual Technician	Mitchell	May 31, 2019 - June 30, 2019	\$31.47
Stieglitz, Emily	Occupational Therapist	Speech Department	June 3, 2019 - June 28, 2019	\$57.19
Tapia Mendoza, Ana	Site Clerk	Greenville	June 14, 2019 - June 20, 2019	\$25.85
Torres, Elizabeth	Site Clerk	Greenville	June 14, 2019 - June 20, 2019	\$23.42



SANTA ANA UNIFIED SCHOOL DISTRICT

COORDINATOR OF HEALTH SERVICES / HOME HOSPITAL INSTRUCTION

JOB SUMMARY:

Under direction of the Assistant Superintendent of K-12 School Performance and Culture or designee, supervise, develop, coordinate and manage Health Services and Home/Hospital Instruction (HHI) programs district-wide to support and improve student health outcomes resulting in increased academic success for students.

REPRESENTATIVE DUTIES:

- Provide leadership to the district on health-related protocols and procedures. **E**
- Responsible for implementation of both short and long term program goals and objectives to ensure Health Services is effective and efficient in serving the health and home instruction needs of SAUSD students. **E**
- Supervise and evaluate all program staff including but not limited to School Nurses, Licensed Vocational Nurses, and Home Instruction teachers. **E**
- Provide staff development and training to Health/HHI Services staff to safeguard best practices and most current protocols are implemented program-wide. **E**
- Provide staff development and training to school administrators, certificated and classified staff, and parents, and Wellness Centers on health-related topics and concerns. **E**
- Coordinate efforts to recruit, hire, and onboard new Health Services staff. **E**
- Oversee and manage budget, provide updates and reports. **E**
- Develop systems and procedures to facilitate communication, collaboration and case management with community partners and other agencies providing medical services to students and families of the District. **E**
- Develop and coordinate partnerships with community-based agencies to promote school-based flu clinics, and other medical, vision and dental services. **E**
- Responsible for program reports, documentation, data collection to assure program compliance and effectiveness. Evaluate program components for compliance with district, state, and federal guidelines/standards. **E**
- Facilitate and support emergency responses and preparation for district EOC operations. **E**

**COORDINATOR OF HEALTH SERVICES / HOME HOSPITAL
INSTRUCTION (CONTINUE)**

REPRESENTATIVE DUTIES: (Continued)

- Perform related duties as assigned. E

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Oral and written communication skills.
- Board Policies and Administrative Regulations.
- Applicable sections of Education Code.
- Effective staff development practices.
- Effective practices and procedures for school-based health services.
- Effective collaboration strategies.
- Understanding of standards for school nursing.
- Cultural competency, understanding of the community.
- Understanding of Special Education.
- District guidelines and emergency systems.

Ability to:

- Collaborate with community partners and various district departments.
- Work effectively with parents and medical community.
- Effectively supervise and support Health/HHI personnel.
- Compile data and prepare reports demonstrating program effectiveness.
- Work under pressure and manage crisis situations.
- Perform essential functions of the job.

EDUCATION AND EXPERIENCE:

Any combination equivalent to Master's degree and five years' experience in school nursing as a certificated employee and two years administrative experience pertaining to health services.

LICENSES AND OTHER REQUIREMENTS:

- Valid California teaching or service credential.
- Valid administrative credential.
- Valid California drivers' license.
- Bilingual desirable.

**COORDINATOR OF HEALTH SERVICES / HOME HOSPITAL
INSTRUCTION (CONTINUE)**

WORKING CONDITIONS:

Environment:

- Office environment.
- Drive vehicle between different school sites.

Physical Abilities:

- Hearing and speaking accurately to exchange information in an effective and clear manner.
- Vision for driving and reading program-related materials.
- Sitting and standing.
- Dexterity of hands to operate equipment.
- Lifting or moving objects, normally not exceeding twenty (20) pounds.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job pursuant to the Interactive Process.

Board Approved: 6/11/19



SANTA ANA UNIFIED SCHOOL DISTRICT
COORDINATOR OF STUDENT ASSISTANCE (MCKINNEY-VENTO,
FOSTER, FOREIGN EXCHANGE STUDENTS)

JOB SUMMARY:

Under direction of Assistant Superintendent of K-12 School Performance and Culture and/or administrative designee, supervise, develop, coordinate and manage McKinney-Vento Homeless Student Assistance, Foster Youth Programs and Foreign Exchange Student Assistance district-wide to facilitate, support and improve student retention, recruitment, attendance, social-emotional well-being and academic outcomes.

REPRESENTATIVE DUTIES:

- Provide leadership to the district on policies, systems and programs related to McKinney-Vento Homeless Student Assistance, Foster Youth Programs and Foreign Exchange Student Assistance. **E**
- Responsible for implementation of both short and long term program goals and objectives to ensure McKinney-Vento, Foster and Foreign Exchange assistance is effective and efficient in serving the enrollment, attendance and academic needs of SAUSD students. **E**
- Supervise and evaluate all program staff, develop collaborative relationships with school-based staff to eliminate barriers prohibiting student and program implementation. **E**
- Provide staff development and training to Wellness Centers, school administration and all support staff, both certificated and classified, to safeguard best practices and maximize linkages and support for students and their families. Training will also ensure protocols are implemented district-wide. **E**
- Provide resources, linkages and support to parents and families to maximize student success. **E**
- Coordinate efforts to recruit, hire, and onboard new staff and increase the number of Interns serving students and families of McKinney-Vento, Foster, and Foreign Exchange Assistance Programs. **E**
- Oversee and manage several budgets, provide updates and reports with accuracy and timeliness. **E**
- Develop systems and procedures to facilitate communication, collaboration and case management with community partners and other agencies providing support services to students and families of the District. This includes development and coordination of

COORDINATOR OF STUDENT ASSISTANCE (MCKINNEY-VENTO, FOSTER, FOREIGN EXCHANGE STUDENTS) (CONTINUE)

REPRESENTATIVE DUTIES: (Continued)

partnerships with community-based agencies to promote linkages to basic needs, mental health, medical, vision and dental services. **E**

- Responsible for program reports, documentation, data collection to assure program compliance and effectiveness. Evaluate program components for compliance with district, state, and federal guidelines/standards. **E**
- Facilitate support groups, clubs or linkages with Wellness Centers to promote student connections, resiliency, and cohesiveness with peers and staff at school sites. **E**
- Seek, write and develop new grant applications supporting the enhancement and expansion of McKinney-Vento, Foster and Foreign Exchange Student Assistance Programs. **E**
- Perform related duties as assigned. **E**

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Oral and written communication skills.
- Board Policies and Administrative Regulations.
- Applicable sections of Education Code.
- Effective staff development practices.
- Effective practices and procedures for school-based student assistance programs.
- Effective collaboration strategies.
- Understanding of state and federal guidelines for grants.
- Cultural competency, including understanding of the local community as well as cultures of international students.
- Understanding of enrollment guidelines of Homeland Security.
- District guidelines for McKinney-Vento and Foster support strategies.

Ability to:

- Collaborate with community partners and various district departments.
- Work effectively with parents and community partnerships.
- Effectively supervise and support student assistance personnel.
- Compile data and prepare reports demonstrating program effectiveness.
- Work under pressure and manage crisis situations.
- Perform essential functions of the job.

COORDINATOR OF STUDENT ASSISTANCE (MCKINNEY-VENTO, FOSTER, FOREIGN EXCHANGE STUDENTS) (CONTINUE)

EDUCATION AND EXPERIENCE:

Any combination equivalent to Master's degree and four years' experience in student support services pertaining to McKinney-Vento, Foster or Foreign Exchange Student Assistance Programs or similar student support services.

LICENSES AND OTHER REQUIREMENTS:

- Valid California teaching or Pupil Personnel Services Credential.
- Valid administrative credential desirable.
- Valid California driver's license.
- Bilingual desirable.

WORKING CONDITIONS:

Environment:

- Office environment.
- Drive vehicle between different school sites.

Physical Abilities:

- Hearing and speaking accurately to exchange information in an effective and clear manner.
- Vision for driving and reading program-related materials.
- Sitting and standing.
- Dexterity of hands to operate equipment.
- Lifting or moving objects, normally not exceeding twenty (20) pounds.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

Board Approved: 6/11/19



SANTA ANA UNIFIED SCHOOL DISTRICT
COORDINATOR OF COMMUNITY RELATIONS

JOB SUMMARY:

Under direction of the Director of Community Relations, coordinate, assist and act as a liaison between District Office staff and all stakeholders, including, but not limited to school site staff, parents, students, and community members.

REPRESENTATIVE DUTIES:

- Serve as a liaison and community resource for students, staff, parents, parent groups, community groups, and advisory committees. **E**
- Act as a liaison using mediation skills between all stakeholders in an interpersonal skilled manner, by using courtesy, tact, diplomacy, sensitivity, patience, and professionalism. **E**
- Promote and coordinate involvement by parent, business community and civic representatives in the implementation of the traditional and school improvement programs. **E**
- Facilitate development of District programs and practices responding to community needs, interests, and/or concerns. **E**
- Support and inform the development informational and/or promotional materials to highlight District programs. **E**
- Represent District at meetings and host important visitors. **E**
- Monitor and support the use of community resources and the effectiveness of those resources in meeting District/community needs. **E**
- Facilitate family-District communication and assist with the resolutions of problems. Work collaboratively with school sites, District departments, and various program staff to assure coordination of services. **E**
- Coordinate in the implementation of an effective system for communicating with internal and external stakeholders. **E**
- Support, facilitation, and establish positive public relations strategies and strong working relationships with community groups, and various community organizations to support District efforts and provide resources and supports for students and families. **E**

COORDINATOR OF COMMUNITY RELATIONS (CONTINUE)

REPRESENTATIVE DUTIES: (Continued)

- Represent the District at a variety of conference and workshops to maintain current knowledge of applicable laws, codes, rules, and regulations. **E**
- Attend staff and committee meetings as assigned. **E**
- Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

Knowledge of:

- District policies and procedures.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Budget preparation and control.
- Socio-economic and urban issues.
- School site leadership in an administrative capacity.
- Community, city and District.

Ability to:

- Communicate to a variety of audiences both orally and in writing.
- Plan and manage special events.
- Speak, read and write in Spanish preferred.
- Perform a variety of complex functions and coordinate projects and staff.
- Communicate effectively both orally and in writing.
- Establish and maintain cooperative and effective working relationships with all levels of staff, students, and the public.
- Utilize good interpersonal skills.
- Demonstrate good judgment, tact, diplomacy, patience, professionalism, and courtesy.
- Operate standard modern office equipment, including computers and related software applications.
- Analyze situations accurately and adopt an effective course of action.
- Work in a multiethnic setting.
- Work independently with little direction.
- Use a variety of mediation skills in different and at times tense settings.
- Plan and organize work to meet schedules and timelines, maintain records and prepare correspondence.
- Complete assignments with many interruptions.
- Understand the internal workings of Santa Ana and engage stakeholders.
- Engage in school and city community activities.

COORDINATOR OF COMMUNITY RELATIONS (CONTINUE)

EDUCATION AND EXPERIENCE:

Any combination equivalent to a Bachelor's degree in community and governmental relations or four years of professional experience in community relations; non-profit community-based organization experience. Bilingual/biliterate English-Spanish preferred.

LICENSES AND OTHER REQUIREMENTS:

- Valid California Driver's License.
- Must have the ability to obtain and maintain vehicle insurance under the District's vehicle insurance policy.
- Fluent oral and written skills in Spanish are required for designated assignment.

WORKING CONDITIONS:

Environment:

- Office environment, school sites and community.
- Numerous interruptions.
- Frequent travel to and between school sites and community agencies.
- Drive a vehicle to conduct work.

Physical Abilities:

- Hearing and speaking accurately to exchange information and make presentations.
- Seeing to read a variety of materials and drive a vehicle.
- Sitting or standing for extended periods.
- Dexterity of hands and fingers to operate a computer keyboard and other office equipment.
- Lifting or moving objects, normally not exceeding forty (40) pounds.

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job.

Board Approved: 6/11/19



SANTA ANA UNIFIED SCHOOL DISTRICT

EXTENDED LEARNING FIELD SUPERVISOR

JOB SUMMARY:

Under direction of the Director of Extended Learning Programs or designee, provide general supervision to, coordinate with, and monitor Extended Learning programs at assigned school sites; assess program quality, compliance, and operations; prepare a variety of records and reports related to assigned activities; recruit, train, and evaluate personnel.

REPRESENTATIVE DUTIES:

- Visit before and after school program sites to observe, monitor and recommend procedures, practices and methods of effective after school operations and programming. **E**
- Recommend improvement of before and after school services and procedures. **E**
- Identify training and coaching needs of After School employees (e.g. After School Quality Standards, Attendance Improvement Plans, etc.) **E**
- Train and monitor Extended Learning program sites to ensure compliance with Federal and State grant requirements and regulations, and District policies, regulations, and procedures pertaining to the Department. **E**
- Supervise, monitor, and support schools' and departments' regarding before and after school work performance and effectiveness. **E**
- Assist with monitoring and ensuring before and after school sites maintain the grant required staff to student ratio. **E**
- Recommend program equipment and supply purchases for sites. **E**
- Assist in the interviewing and recommendation process of candidates for employment in the Extended Learning Department. **E**
- Develop and maintain relationships with school community stakeholders. **E**
- Act as liaison between site based staff and Department administrators. **E**
- Communicate effectively with students, staff, supervisors, parents, and the community. **E**

EXTENDED LEARNING FIELD SUPERVISOR (CONTINUE)

REPRESENTATIVE DUTIES: (Continue)

- Maintain professional and courteous conduct. **E**
- Promote a positive, productive, and respectful working environment. **E**
- Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Federal and State grant requirements and regulations pertaining to After School programs.
- Principles and practices of administration, supervision, safety, and training.
- Principles and practices of Quality After School Programs.
- Problem solving, analytical, and time management skills.
- Principles of record keeping and record management.
- Oral and written communications skills.
- Operation of computer hardware and software.

Ability to:

- Work effectively with school administrators, District employees, labor representatives, and other stakeholders.
- Understand and explain complex rules and procedures.
- Train employees to supervise and work in schools.
- Understand and supervise the implementation of after school program services, staff to student ratios, and staff performance.
- Prepare and maintain records and reports in accordance with Federal, State, and District standards.
- Train and supervise employees to use established work procedures.
- Evaluate the performance of Extended Learning employees.
- Establish and maintain effective working relationships with others.
- Work independently with little direction.
- Meet deadlines.
- Communicate effectively with others.
- Perform the essential functions of the job.

EXTENDED LEARNING FIELD SUPERVISOR (CONTINUE)

EDUCATION AND EXPERIENCE:

High School Diploma or GED and a minimum of an Associate's Degree in any of the following programs: Human Services, Child Development, Sociology, Human Development or related field and two years of supervisory or management experience.

LICENSES AND OTHER REQUIREMENTS:

- Valid California driver's license

WORKING CONDITIONS:

Environment:

- Before and after school program areas and office environment.
- Indoor and outdoor environments.
- Drive vehicle to conduct work.

Physical Abilities:

- Hearing and speaking accurately to exchange information.
- Seeing to monitor program service operations, read a variety of materials and drive a vehicle.
- Bending at the waist, kneeling or crouching.
- Lifting, carrying, pushing or pulling objects, normally not exceeding thirty (30) pounds.
- Reaching overhead, above the shoulders and horizontally.
- Standing and walking for extended periods of time.
- Fine motor dexterity to type and utilize computer and other electronics.

Hazards:

- N/A

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job pursuant to the Interactive Process.

Board Approved: 6/11/19

9. Approval of Consent Calendar

Subject	9.2 Approval of Board Member Palacio to Attend the Harvard Graduate School of Education – Professional Education / Family Engagement Education July 22-25, 2019 in Cambridge, Massachusetts
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	

AGENDA ITEM BACKUP SHEET

TITLE: Approval of Board Member Palacio to Attend the Harvard Graduate School of Education – Professional Education / Family Engagement Education July 22-25, 2019 in Cambridge, Massachusetts

ITEM: Consent

SUBMITTED BY: Stefanie P. Phillips, Ed.D., Superintendent

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval for Board Member Palacio to attend the Harvard Graduate School of Education – Professional Education / Family Engagement in Education July 22-25, 2019 in Cambridge, Massachusetts. Final application deadline Friday, July 12, 2019. Applications will be reviewed and tuition will be at \$2,500 per person.

RATIONALE:

Family Engagement in Education prepares educators to create a school culture that honors and respects the knowledge that families bring to the learning process. With guidance from Harvard faculty and district and community leaders, participants study best practices in family engagement and identify strategies they can use to promote student learning and improve educational outcomes for all.

FUNDING:

General Funds: \$6,600

RECOMMENDATION:

Approve Board Member Palacio's attendance to the Harvard Graduate School of Education – Professional Education / Family Engagement Education July 22-25, 2019 in Cambridge, Massachusetts.

9. Approval of Consent Calendar

Subject	9.3 Approval of Head Start Self-Assessment Corrective Action Plan for 2018-19 Program Year
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	
Goals	<p>GOAL 1 - All students will have equitable access to a high-quality core curricular and instructional program (BASE and ALL STUDENTS)</p> <p>ACTION 1.5 Provide all student sub-groups with increased access to early childhood education programs including preschool, full day kinder at pilot schools, age appropriate literacy and numeracy programs, and early interventions.</p> <p>SERVICES 1.05004 Head Start Preschool Services</p>

AGENDA ITEM BACKUP SHEET

TITLE: Approval of Head Start Self-Assessment Corrective Action Plan for 2018-19 Program Year

ITEM: Consent

SUBMITTED BY: Daniel Allen, Ed.D., Assistant Superintendent, Teaching & Learning

PREPARED BY: Charlotte Ervin, Coordinator, Head Start

ITEM SUMMARY:

- Head Start Self-Assessment Correction Action Plan for the 2018-19 program year

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the Head Start Self-Assessment Corrective Action Plan for the 2018-19 program year, which complies with the federal regulations of the Performance Standards and Head Start Act. The regulations state the Self Assessment Corrective Action Plans and findings must be approved annually by the Board of Education. The self assessment reviews all program areas for compliance in the following areas: education, health, safety, nutrition, family and community partnerships, program design and management, and eligibility, recruitment, selection, enrollment, and attendance (ERSEA).

RATIONALE:

Each year the Head Start program completes a self assessment and a corrective action plan must be developed. This self assessment is a review of all program areas and is different from the review completed by the Grantee of the Orange County Head Start which monitors for compliance and quality. It is a self review to ensure that the program is in compliance with federal regulations of the Head Start Act and Performance Standards.

FUNDING:

No Fiscal Impact

RECOMMENDATION:

Approve the Head Start Self-Assessment Corrective Action Plan for the 2018-19 program year.

<p>File Attachments Information- Self Assessment Corrective Action Plan 18-19 final.pdf (276 KB)</p>

**SANTA ANA UNIFIED SCHOOL DISTRICT-HEAD START
ANNUAL PROGRAM SELF-ASSESSMENT CORRECTIVE ACTION PLAN 2018-19**

Program Design & Management

REVIEWER(S): Charlotte S. Ervin

HS/EHS Regulation Citation No	Area of Concern or Non-Compliance	Corrective Action Plan	Person(s) Responsible	Completion Target Date	Validation of Completion
HS Act.642	Governance – Governance Boards at each of the sites was not consistently updated with meeting minutes parent Committee, Policy Committee and Board Meeting minutes.	Parent Education will ensure that all boards are updated with current meeting minutes. Community Workers will assist in keeping the Board updated. Information will be added to the monitoring checklist.	Head Start Coordinator Parent Education Specialist	June 30,2019 And ongoing	Training Agenda and Sign In Sheet
HS Act.642	Fiscal – Items at the centers were moved from classroom or a disposal request was complete and the inventory was not updated.	Develop an organized system for monitoring inventory to ensure that a list is updated and is assign a staff member to oversee the process. Train staff on the process and a new Service Area Plans, Policies and Procedures (SAPPP) will be developed.	Head Start Coordinator	June 30,2019 And ongoing	SAPPP and meeting and Training Sign In Sheet

**SANTA ANA UNIFIED SCHOOL DISTRICT-HEAD START
ANNUAL PROGRAM SELF-ASSESSMENT CORRECTIVE ACTION PLAN 2018-19**

Nutrition/Health **REVIEWER(S):** Charlotte Ervin, Gladys Smith

HS/EHS Regulation Citation No. & Brief Description	Area of Concern or Non-Compliance	Corrective Action Plan	Person(s) Responsible	Completion Target Date	Validation of Completion
1302.46	Physical missing necessary information hemoglobin and screenings. Follow up on Heights and weights not completed in a timely manner. All height and weights were not recorded in Child Plus.	Child all physicals and dental exams will be uploaded into Child Plus. The Nurse will meet with the Senior administration clerk weekly to ensure physicals are provided and follow up is conducted regularly. Community Workers will not submit incomplete exams to the administration office.	Head Start Coordinator Nurse	June 30, 2019 And ongoing	July 1, 2019 And ongoing Child Plus reports

Education **REVIEWERS:** Paul Salazar, Thach Nguyen, Javier Ramirez, Fabiola Soto

HS/EHS Regulation Citation No. & Brief Description	Area of Concern or Non-Compliance	Corrective Action Plan	Person(s) Responsible	Completion Target Date	Validation of Completion
	High Scope Curriculum Plan Do Review process was not consistently implemented in the classrooms as noted in the daily routine .	High Curriculum Fidelity Checklist will be used to monitor the classroom and ensure curriculum fidelity. High Scope Training will be completed twice a year in the Spring and the Fall.	Assistant Coordinator of Education and Disabilities	August 2019	Meeting Sign In Sheets and Agendas
1304.16	CLASS Score in Classroom Organization was below the contract. 5.7 a score of 6 is needed.	The program will continue to work with staff to increase scores in Classroom Organization to train mentor and coach staff to increase scores.	Assistant Coordinator of Education and Disabilities	August 7, 2019 and ongoing	June 30, 2019 Training Sign In Sheets Agency Staff Quality
Education 1302.32 1302.33	Developmental Screening Parent concerns on the ASQ and ASQ SE we incorrectly marked or incomplete scores were not correctly marked. Screening s not consistently documented in child plus.	All developmental screening will be turned into to the Administration office to be reviewed.	Assistant Coordinator of Education and Disabilities	September 15, 2019 Ongoing	June 30, 2019 Coordinator Tracking Sheet

**SANTA ANA UNIFIED SCHOOL DISTRICT-HEAD START
ANNUAL PROGRAM SELF-ASSESSMENT CORRECTIVE ACTION PLAN 2018-19**

Disabilities / Mental Health REVIEWER(S): Charlotte S. Ervin- No Concern

Eligibility, Recruitment, Selection, Enrollment & Attendance REVIEWER(S): Charlotte S. Ervin, Lizet Ruelas

HS/EHS Regulation Citation No. & Brief Description	Area of Concern or Non-Compliance	Corrective Action Plan	Person(s) Responsible	Completion Target Date	Validation of Completion (Date)
PS 1302. 12	Enrollment - Applications were missing information including race and ethnicity Birthday and application date did not match for some parents. Children full name not added to the application.	All applications will be thoroughly reviewed by the Head Start coordinator and community workers to ensure accuracy and thoroughness of information on the application. Incomplete application will be returned.	Head Start Coordinator Community workers	June 30, 2019 Ongoing	June 30, 2019 Weekly Attendance Reports Staff Meeting Notes

Family and Community Partnerships REVIEWER(S): Daicy Cruz, Lizet Ruelas, Brisa Cenicerros and Adriana Jimenez

HS/EHS Regulation Citation No. & Brief Description	Area of Concern or Non-Compliance	Corrective Action Plan	Person(s) Responsible	Completion Target Date	Validation of Completion (Date)
PS 1302. 52	At one of the centers, 10 % of the files reviewed had incomplete Family Partnership Agreements.	Coordinator will continue to work with the Community Worker to ensure that FPA's are completed. A report will be completed weekly on the status. Coordinator will review child plus weekly.	Community Worker HS Coordinator	June 30, 2019 Ongoing	June 30, 2019 Weekly Attendance Reports Staff Meeting Notes

**SANTA ANA UNIFIED SCHOOL DISTRICT-HEAD START
ANNUAL PROGRAM SELF-ASSESSMENT CORRECTIVE ACTION PLAN 2018-19**

Eligibility, Recruitment, Selection, Enrollment & Attendance

REVIEWER(S): Charlotte S. Ervin, Lizet Ruelas

HS/EHS Regulation Citation No. & <u>Brief</u> Description	Area of Concern or Non-Compliance	Corrective Action Plan	Person(s) Responsible	Completion Target Date	Validation of Completion (Date)
PS 1302. 12	Enrollment Applications were missing information including race and ethnicity.	All applications will be thoroughly reviewed by the Head Start coordinator and community workers to ensure accuracy and thoroughness of information on the application. Incomplete application will be returned.	Head Start Coordinator Community workers	June 30, 2019 Ongoing	June 30, 2019 Weekly Attendance Reports Staff Meeting Notes

Family and Community Partnerships

REVIEWER(S): Daicy Cruz, Lizet Ruelas, and Adriana Jimenez

HS/EHS Regulation Citation No. & <u>Brief</u> Description	Area of Concern or Non-Compliance	Corrective Action Plan	Person(s) Responsible	Completion Target Date	Validation of Completion (Date)
PS 1302. 52	Not all FPA 's was documented in Child Plus at a few of the centers.	Coordinator will continue to work with the Community Worker to ensure that FPA's are completed in Child Plus and follow up A report will be completed weekly on the status. Coordinator will review child plus weekly.	Community Worker HS Coordinator	September 1, 2019 and Ongoing	June 30, 2018 Weekly Attendance Reports Staff Meeting Notes

9. Approval of Consent Calendar

Subject	9.4 Approval of Head Start Health and Safety Corrective Action Plan for 2018-19 Program Year
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	
Goals	<p>GOAL 1 - All students will have equitable access to a high-quality core curricular and instructional program (BASE and ALL STUDENTS)</p> <p>ACTION 1.5 Provide all student sub-groups with increased access to early childhood education programs including preschool, full day kinder at pilot schools, age appropriate literacy and numeracy programs, and early interventions.</p> <p>SERVICES 1.05004 Head Start Preschool Services</p>

AGENDA ITEM BACKUP SHEET

TITLE: Approval of Head Start Health and Safety Corrective Action Plan for 2018-19 Program Year

ITEM: Consent

SUBMITTED BY: Daniel Allen, Ed.D., Assistant Superintendent, Teaching & Learning

PREPARED BY: Charlotte Ervin, Coordinator, Head Start

ITEM SUMMARY:

- Head Start Health and Safety Corrective Action Plan for 2018-19 program year

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval for the Head Start Health and Safety Corrective Action Plan for the 2018-19 program year. The Office of Head Start (OHS) has moved from indefinite grant project periods to five-year project periods for all Head Start grantees. This requires changes in OHS funding practices and oversight of Head Start programs. Changes in oversight include improved communication between federal staff and grantees, as well as ongoing analysis of data to determine the type of support needed by grantees. Orange County Head Start completed and Health and Safety Review and Corrective Action plan is required.

RATIONALE:

The main purpose of the improved oversight is to assure the quality of the program services, the effectiveness of the management systems, and the achievement of outcomes for children, families, and communities. The governing body, which includes the Policy Committee and the District Board of Education, must certify that the Health and Safety Review was conducted and corrective action plan was developed for any noncompliance areas.

FUNDING:

No Fiscal Impact

RECOMMENDATION:

Approve the Head Start Health and Safety Corrective Action Plan for 2018-19 program year.

<p>File Attachments Information- Health and Safety Screener Report and CAP Concerns.pdf (222 KB)</p>

Orange County Head Start, Inc.

GRANTEE ONGOING MONITORING REPORT: Health and Safety Concerns Report

Program Name: SAUSD

Program Year: 2018-2019

ONGOING MONITORING RESULTS - Completed by Grantee Only					CORRECTIVE ACTION PLAN To Be Completed by Delegate		
Regulation	System or Service Area	Compliance Level	Compliance Measure (Description) (Health and Safety Screener Checklist question numbers cited next to each item below)	OCHS Assigned Due Date	Corrective Action Plan	Person(s) Responsible	Timeline for Completion (Date)
45 CFR 1302.47(b)(ix)	Health, Safety and Ongoing Maintenance	Concern	Adams: <ul style="list-style-type: none"> ● Chipping paint on playground. (6i) ● Rust on various parts of gate. (19) ● Numerous ants throughout playground. (37aa) 	Correction Due: 6/30/19	A work order will be placed to remove all rust from the fence and will be painted. Playground structures will be painted. Pest Control will be contacted to spray the facility .	Head Start Coordinator SAUSD Building Services Staff Assistant Coordinator of Education and Disabilities	June 30,2019
		<i>Continued from previous page</i>	Broadway: <ul style="list-style-type: none"> ● Playground bus has more than one crack. (6b) ● Playground play house is chipping paint. (6i) ● Playground speed sign is chipping paint. (6i) ● More than one playground bike is chipping paint. (6i) ● A vent on the playground is missing a nut from the bolt. (6j) 	Correction Due: 6/30/19	All materials and equipment will be painted and will be regularly scheduled on an annual basis in the month of July and August The Chain will be removed from the playground during the time that children are present. Custodial staff will clean the playground equipment weekly. Hinge on the gate will be replaced	Head Start Coordinator SAUSD Building Services Staff Assistant Coordinator of Education and Disabilities Head Start Custodial Staff	June 30, 2019

			<ul style="list-style-type: none"> • Outside furniture/equipment had dirt in more than one area. (16) • Heavy metal chain found outside on top of the water table. (17b) • Double gate has a damaged hinge leaving a hole with a sharp edge. (19) • Room 2 sink faucet corroded. (34g) • Room 2 sink was dirty. (34g) 		Room 2 Facet will be replaced and the staff will clean the sink after being used.		
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		<i>Continued from previous page</i>	<ul style="list-style-type: none"> Room 1 activity table is missing a screw. (35b) Room 1 chair has a loose screw. (35b) Room 1 child sofa is damaged. (35b) Room 2 child sofa in house area is tattered on corners and arms. (35b) Room 2 damaged blinds on the exit doors. (35c) Room 1 has a plastic container with cracks. (35e) Room 1 puppet tree stand is wobbly and with missing parts. (35e) Room 1 window edge has plaster damage. (41a) Center was not inviting and décor was very poor; looked very crowded. (45) More than one fire extinguisher is above 5 feet high. (48) Kitchen fire extinguisher obstructed. (48) Room 2 has an exit door obstructed. (56) One office has a power strip/surge connected to an extension cord. (59) Room 1 child restroom has a yellow stain/dirt on the floor. (70) 	Correction Due: 6/30/19	<p>All worn furniture will be removed and replaced. Teachers will conduct a daily and weekly check.</p> <p>Blinds will be removed from the door.</p> <p>Room arrangement and center materials will be discussed with staff and any necessary materials will be added to the centers.</p> <p>Health and Safety Checklist will be completed on a daily and weekly basis and submitted to the Assistant Coordinator. Head Start Secretary to complete workers and follow up to ensure that items are repaired.</p> <p>All floors will be stripped of wax and cleaned. Yellow build up is from waxing linoleum floors. It leaves a yellow film on the floor.</p> <p>Fire extinguishers and door exits will not be obstructed. Teaching staff will ensure compliance.</p> <p>Fire extinguishers will be mounted according to Health and Safety regulations.</p>	<p>Head Start Coordinator SAUSD Building Services Staff Custodial Staff Teaching Staff</p>	June 30,2019
		<i>Continued from previous page</i>	<p>Edison:</p> <ul style="list-style-type: none"> Play structure has a broken clamp by the south side. (6h) Play structure has chipping paint. (6i) 	Correction Due: 6/30/19	Clamps will be replaced on the structures. Building Services will review condition of window and door frames and replace as necessary.	<p>Head Start Coordinator and SAUSD Building Service Custodial Staff</p>	June 30,2019

			<ul style="list-style-type: none"> ● Bike path has chipping/peeling paint. (6i) ● One of the tricycles is missing a wheel cap. (6j) ● More than one exterior window wood frame by the playground is damaged. (19) ● Playground has rust on more than one location. (19) ● Grass area is uneven creating a potential trip hazard. (22c) ● Room 402 child chair is damaged. (35b) ● Room 402 child sofa is damaged. (35b) ● Room 402, door out to the playground, the frame is damaged. (35c) 		<p>Worn or torn furniture will be removed from the classroom and playground. Teachers will regularly complete health and safety checklist.</p> <p>Monthly HS custodial staff will add sand to playground to ensure uneven surfaces are leveled.</p>	Teaching Staff	
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		<i>Continued from previous page</i>	<p>Jackson:</p> <ul style="list-style-type: none"> • Play structure has a loose bolt underneath across from double slide. (5) • Playground picnic table has rust underneath. (6e) • Appears that two activity items are missing or were removed from the play structure from the original design. (6h) • Northeast pole of the play structure has chipping paint. (6i) • Three blue bikes have chipping paint on handle bars. (6i) • Pour-in-Place has a hole/damage by the southwest side. (10) • Privacy screen is damaged across from Room 13. (12) 	Correction Due: 6/30/19	<p>All materials and equipment will be painted and will be regularly scheduled for maintenance.</p> <p>Pour in place surfacing on the playground will be replaced.</p> <p>Health and safety checks will be completed by staff and parents weekly to ensure the playground is safe.</p>	Head Start Coordinator and SAUSD Building Service Custodial Staff	June 30,2019
		<i>Continued from previous page</i>	<ul style="list-style-type: none"> • Both gate lock handles on the playground have chipping paint and rusty areas. (13) • More than one pole of the play structure has bird droppings. (17b) • Spider webs on play structure. (17c) • Outside Room 14 door to the playground has stucco damage. (19) • Room 12, exterior window, wood ha termite damage. (19) • More than one location of the playground surface has uneven ground. (22c) 	Correction Due: 6/30/19	<p>Cubbies will be bolted to the wall.</p> <p>Any structural and grounds maintenance will be addressed by Building Services staff and repaired. Worker orders are placed.</p> <p>Worn or torn furniture will be removed from the classroom and playground. Teachers will regularly complete health and safety checklist.</p>	Head Start Coordinator and SAUSD Building Service Custodial Staff Teaching Staff	June 30,2019

			<ul style="list-style-type: none"> • Room 13 inside cabinet was very dirty and has spider webs; center staff started to clean the area. (32) • Room 1, more than one table leg cap has rust. (35b) • Room 14 broom play holder is loose. (35b) • Room 14 play coat rack is damaged/loose. (35b) • Room 14 play stove Plexiglas has cracks. (35c) • Cable used for TV is hanging loose in the back of Room 13. (35g) • Room 13 has a blue cubby approximately 48 inches high not secured/bolted to the wall. (42) 				
		<i>Continued from previous page</i>	<ul style="list-style-type: none"> • Room 13 has a section taped off with yellow construction paper. (44) • Room 13 manual fire alarm was obstructed with a paint easel; removed by reviewer and notified the site supervisor. (COS) (46b) • Room 14 has an activity area in front of the manual fire alarm. (46b) • Fire extinguisher was obstructed with a paint easel; removed by reviewer and notified the site supervisor. (COS) (48) • Room 14 an electrical extension cord is being used to power the refrigerator. (60) • Room 14 exit door to the playground has an evacuation 	Correction Due: 6/30/19	All areas will be accessible to the children. Any doorways and obstructions will be removed to provide a clear pathway. Extension cords will be removed from the classroom.	Head Start Coordinator and SAUSD Building Service Custodial Staff Teaching staff	June 30,2019

			route approximately 5 feet away from the door. (83)				
		<i>Continued from previous page</i>	<p>Kennedy:</p> <ul style="list-style-type: none"> ● Graffiti drawing on outside of tunnel on blue play structure. (6) ● Chipping paint and rust throughout green play structure. (6i) ● Paint starting to peel on left blue bench closest to green play structure. (6i) ● Small cracks on blue Pour-in-Place by the green play structure. (10) ● Cobwebs under slide. (17b) ● Bird droppings near bottom pole of green slide near "window." (17b) ● Chipping paint throughout top pole of playground gate. (19) ● Room 102 top outlet in Writing Area covered with red tape. (58) 	Correction Due: 6/30/19	<p>Outlet covers will be provided to ensure that all outlets are covered.</p> <p>All materials and equipment will be painted and will be continuously scheduled on an annual basis in the month of July and August.</p> <p>Pour in place surfacing will be replaced.</p> <p>HS Custodial Staff will clean the playground weekly on Fridays.</p>	Head Start Coordinator and SAUSD Building Service Custodial Staff	June 30,2019
		<i>Continued from previous page</i>	<p>Mitchell:</p> <ul style="list-style-type: none"> ● Cracks present throughout playground. There are also circular/round cracks in playground. (6b) ● Rust on play structure on bottom of pole. (6e) ● Blue and yellow tricycles missing caps on wheels. (6j) ● Bottom of slide has worn area. (10) ● Large piece of fabric became loose, used to cover visibility to street/construction. (12) 	Correction Due: 6/30/19	<p>All materials and equipment will be painted and will be regularly scheduled for maintenance.</p> <p>Any structural and grounds maintenance will be addressed by Building Services once all worker orders are placed.</p>	Head Start Coordinator and SAUSD Building Service Custodial Staff	June 30, 2019

			<ul style="list-style-type: none"> • Head start children were not outdoors using playground during monitoring; however, playground is very large and non-Head Start children were observed playing throughout playground where adult visibility could become a potential supervision issue. (15) • The gate with green loose fabric has an area where bolts are missing. (17b) • Play structure has spider webs under climbing steps. (17b) • There is an area with abrupt pavement (sand area) level changes. (22c) 		<p>Areas on the playground will be assigned to staff to ensure adequate supervision.</p> <p>Staff will ensure that the playground is safe by conducting the Health and safety checklist daily to ensure spider webs are removed.</p> <p>Any structural and grounds maintenance will be addressed by Building Services once all worker orders are place</p> <p>Green fence material will be secured .</p>		
		<i>Continued from previous page</i>	<p>Monte Vista:</p> <ul style="list-style-type: none"> • Rooms 45-46 playground sharp edges on fence wires. (6a) • Rooms 45-46 separating section of play structure tunnel, large enough for adult finger to catch on. (6d) • Rooms 45-46 playground play structure rust on top supports. (6e) • Wood rot on building corner. (6f) • Exterior wall attached to playground chipping paint. (6i) • Room 8 playground missing wheel nut cover on bike. (6j) • Rooms 8-9 playground not cleaned daily. (16) 	Correction Due: 6/30/19	<p>Any structural and grounds maintenance will be addressed by Building Services staff once all worker orders are placed.</p> <p>All materials and equipment will be painted and will be regularly scheduled for maintenance.</p>	Head Start Coordinator and SAUSD Building Service Custodial Staff Teaching Staff	June 30, 2019

			<ul style="list-style-type: none"> • Rooms 45-46 playground, bird feces on top railing of fencing. Rooms 8-9, feces on playground outside next to building. (17b) • Playground for Rooms 8-9 and 45-46, spider webs and spider eggs in numerous locations. (17c) 				
		<i>Continued from previous page</i>	<ul style="list-style-type: none"> • Room 45 table legs rusted on both tables. (34c) • Chipped corner, child sink cabinet Room 45. (34f) • Room 45 bathroom floor stained, rusted door hinges and soiled. Caked soil behind toilet. (34h) • Screw protruding within reach of children. (36) • Rooms 8-9 playground shed open areas under structure potential pest issue. (37h) • Large cabinet with rolling casters not attached to wall. Room 8 cubbies not attached to wall. (42) • First aid kit not inventoried monthly. (66) 	Correction Due: 6/30/19	<p>All materials and equipment will be painted and will be continuously scheduled on an annual basis in the month of July and August.</p> <p>Any structural and grounds maintenance will be addressed by Building Services once all worker orders are placed.</p> <p>Health and Safety concern will be addressed with individual teachers.</p>	Head Start Coordinator and SAUSD Building Service Custodial Staff Teaching Staff	June 30, 2019
		<i>Continued from previous page</i>	<p>Roosevelt:</p> <ul style="list-style-type: none"> • Sharp edges, rust/rot, and cracks, bench facing Room 2 in front of large tree. (6a) • Green play structure has rust. (6e) • Green play structure has chipping paint. (6i) • Blue play structure has chipping paint (did not observe HS Outside Time, 	Correction Due: 6/30/19	<p>All materials and equipment will be painted and will be continuously scheduled on an annual basis in the month of July and August.</p> <p>Any structural and grounds maintenance will be addressed by Building Services once all worker orders are placed.</p>	Head Start Coordinator and SAUSD Building Service Custodial Staff Teaching Staff	June 30, 2019

			<p>unable to determine if HS children also use this play structure.) (6i)</p> <ul style="list-style-type: none"> ● Black Pour-in-Place has large cracks and holes throughout. (10) ● Green play structure is dirty. (16) ● Green play structure has cobwebs. (17b) ● Tree by blue play structure has protruding roots. (22b) ● Room 1, plastic food in house area was dirty/poor condition. (35a) ● Room 1, House Area toy oven handle had chipping paint, and oven and washing machine in house area was missing plastic window. (35b) ● Room 2, white shelf in Block Area has chipping paint. (35b) ● Room 1, exit sign above door leading to the hallway was not clearly visible. (52) 		<p>All worn and torn materials will be removed from the classroom and replaced. All staff food will be placed in labeled containers in the classroom</p> <p>Pour in place surfacing will be replaced.</p>		
		<i>Continued from previous page</i>	<ul style="list-style-type: none"> ● Staff food unmarked in Rooms 1 and 2, refrigerators/freezer. (63) ● Classroom 1, materials were on top of emergency food bin. (68) ● Room 2, girl's bathroom smelled of urine and the toilet had rust. Soap on floor. Soap dispenser by sink had spilled and accumulated on the floor as children used it. Reviewer cleaned up the soap and 	Correction Due: 6/30/19	<p>Cleanliness of the restrooms will be addressed with the custodial staff. The Day custodian at the site will be asked to clean between class periods</p> <p>Evacuations sign will be corrected and placed at the correct location.</p>	Head Start Coordinator and SAUSD Building Service Custodial Staff	June 30, 2019

			<p>suggested placing a trash can underneath. (70)</p> <ul style="list-style-type: none">• Missing evacuation signs by Room 1 door leading to the outside and hallways. (83)				
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9. Approval of Consent Calendar

Subject	9.5 Approval of Pilot of Creative Writing: Finding Your Voice English Course for 12 Grade High School Students
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	
Goals	<p>GOAL 1 - All students will have equitable access to a high-quality core curricular and instructional program (BASE and ALL STUDENTS)</p> <p>ACTION 1.1 - Provide equitable student access to a high quality rigorous, CA state standards-based, core instructional program with CA standards aligned instructional materials, differentiated academic supports, aligned assessments, and technology-based resources.</p> <p>SERVICES 1.01001 District Approved State Adopted Textbooks</p>

AGENDA ITEM BACKUP SHEET

TITLE: Approval of Pilot of Creative Writing: Finding Your Voice English Course for 12 Grade High School Students

ITEM: Consent

SUBMITTED BY: Daniel Allen, Ed.D., Assistant Superintendent, Teaching and Learning

PREPARED BY: Ed Winchester, Director, Secondary Curriculum and Instruction

ITEM SUMMARY:

- Students will have increased course options in English/Language Arts
- Creative Writing: Finding Your Voice can be taken as a 12th grade "B" English Course or as a 12th grade ELA "G" elective credit
- Godinez Fundamental, Santa Ana and Valley high schools will be piloting this course during the 2019-20 school year. If the pilot is successful, we anticipate this course being offered at other SAUSD high schools

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval for a pilot of a revised English course, Creative Writing: Finding Your Voice. Godinez Fundamental, Santa Ana and Valley high schools will be piloting this course during the 2019-20 school year. If the pilot is successful, we anticipate this course being offered at other SAUSD high schools.

RATIONALE:

SAUSD is committed to offering a wide variety of high quality A-G course options for our students. Creative Writing: Finding Your Voice helps with this commitment because it is an A-G "B" approved course, meaning that students can take it as a replacement for the typical 12 grade English course (ERWC or AP English), or they can take it in addition to their English course as a "G" elective. This enhances opportunity for students who have a passion for reading, writing and storytelling to take courses that will help them prepare for college and career in their area of interest.

FUNDING:

No Fiscal Impact

RECOMMENDATION:

Approve the pilot of Creative Writing: Finding Your Voice English course for 12 grade high school students.

File Attachments

Information- Course Outline- creative writing.pdf (191 KB)

Santa Ana Unified School District

COURSE OUTLINE

Course Title:	Creative Writing: Finding Your Voice UC A-G		
District Course #:	172AF/ 172AS		
School(s) Offering:	Hector Godinez Fundamental High School Santa Ana High School Valley High School		
Department:	Teaching & Learning	Grade Level: 11 th , 12 th	
Course Length:	Full Year (Two Semesters)		
Subject Area:	English (B)/ English		
UC Honors Designation?	No		
Prerequisites:	C or better in previous year's English class (Recommended)		

COURSE DESCRIPTION

COURSE OVERVIEW:

Creative Writing is a year-long course open to 11- 12th grade students. Using a range of technologies, the course is structured in a partial workshop format where students examine elements of creative writing, poetry, fiction and creative non-fiction and practice using their own writer's toolbox, including tone, diction, figurative language, detail, imagery, point of view, organization and syntax. Constructive feedback of students' work by members of the class along with expository analysis of literature from each unit are essential for students to find their own writing voice. This course stresses the reading and writing connection, addressing of the Common Core College and Career Readiness Anchor Standards in Reading, Writing, Listening and Speaking.

1. Finding Your Voice & Exploring Elements of Creative Writing
2. Fiction: short stories/ novels/ narrative
3. Poetry: variety of styles
4. Non-fiction: expository/ Informational, argumentative and blogging/ vlogging
5. Stage and Screen
6. Graphic Novel

COURSE CONTENT:

Student Outcomes

1. Writing confidently in variety of genres.
2. Demonstrate and apply the understanding of writer's voice.
3. Analyze complex texts in terms of grammatical, syntactical and rhetorical features and effectiveness.
4. Demonstrate an understanding of the process of writing.
5. Demonstrate an understanding of writing for variety purposes, audiences and styles.
6. Understand and utilize academic language in peer collaboration in the writing process.

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7. Participate constructively in group critical analysis of student written work.
8. Become effective and critical listeners and speakers.
9. Utilize technology as a tool to research, collaborate, revise, publish and present their work.

Unit Assignment(s):

Daily Journals: Students will complete daily journals, in addition to the creative works required within each unit; the source of these exercises will be generated from the required text, writing prompt texts with pre-generated prompts, and teacher generated prompts related to the unit of study. Students will gain a better understanding of the formats of the different types of creative writing through the use of these journals.

Other:

- Weekly assignments that relate to the unit under study that allow students to develop and practice the skills and knowledge they are acquiring. These will be completed over the course of a couple of days and will be shared with classmates and teacher.
- Summative assessments that include writing assignments reflective of the culminating experience for each unit studied, such as creating a Google Site to post and publish work and putting together a poetry portfolio.

Course Objectives

The aim of Creative Writing is to further develop and to enhance the student's critical and creative thinking abilities and creative production through

- Developing, enhancing, and practicing writing skills.
- Engaging in the creation of literary works of a variety of types, including narrative, expository/informational and argumentative.
- Exploring the works of published authors.
- Analyzing the structure and components of literary styles.
- Developing a critical capacity to express values and respond to a variety of human experience and complexity of human written expression.
- Developing/ enhancing/ utilizing the writer's tools and digital media to produce publishable work.
- Comprehending diverse individual and cultural perspectives.

Unit Assignment(s):

Culminating experience each semester will be demonstrated via progress of units under study. Students will generate a website through the use of Google Suite and the Sites app to post and publish work in all of the units studied in semester one and two. In addition, students will be required to complete all major projects for each unit, which are Fiction, Poetry, Non-Fiction, Stage and Screen, and Graphic Novel. These assignments will help students to develop 21st century skills while also working towards finding their voice and developing their knowledge of the different types of creative writing.

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Unit One: Introduction to Creative Writing

In this unit students will explore what creative writers do and questions they ask. Students will also develop and strengthen their writer's toolbox, which includes demonstrating understanding of writer's voice as well as gaining knowledge of specific genres and skills they will be applying to their own writing. Different forms of publication and the publication process will be examined.

Skills that will be applied:

Utilizing a variety of digital tools for publication. Understanding, identifying, and analyzing the different genres Developing basic understanding of literary elements.

Unit Assignment(s):

Students will design and create a website that they will use to post and publish their work throughout the school year. The creation of this website will be done using Google Sites and will include sub-pages within the site that students can access when needed. Subpages that will be developed in this unit include Writer's Toolbox and Genres that they can reference as they progress through each semester.

Unit Two: Writing Fiction

Students will discuss and analyze elements of fiction, specifically short story and novel format, such as plot, characterization, point of view, dialogue and forms of figurative language. Using their knowledge, they will apply these skills to their own works of fiction. Through collaboration and peer review they will revise, develop, and publish their work utilizing technology.

Unit Assignment(s):

This unit will include two major assignments as fiction encompasses both short and long fiction. One major assignment will have students using one of the mentor texts as a model to develop and write their own short story. Another major assignment will have students participate in National Novel Writing Month, which includes small activities that will keep students on track towards writing their own 50,000 word novel in the month of November.

Unit Three: Writing Poetry

Students will read a variety of poetic forms and analyze the elements with a specific focus on: speaker's attitude, imagery, tone, rhythm, sound devices and figurative language. Through this lens, students will determine central idea or theme, and thus will be able to apply these elements to creating their own works poetry. Through workshop feedback, writers will then revise and develop their own works, eventually publishing and presenting

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work in various in-person and digital mediums.

Unit Assignment(s):

The major summative assessments of this unit are two-fold. First, students will develop a poetry portfolio, that will be both digital and printed, of their best culminating works from the unit. Second, students will write a spoken word poem on a topic with personal meaning, to be performed in an in-class poetry slam. Through these assignments students will have the opportunity to demonstrate their understanding of poetic techniques and performance poetry.

Unit Four: Writing Non-Fiction

Students will infuse a creative thread to create non-fiction works. They will read and respond to informational text, citing relevant textual evidence to support writing of well-structured expository, argumentative and narrative essays. Students will explore memoirs, guides, how-to's, and biography to develop writing skills, writer's voice and insights into the human experience.

Unit Assignment(s):

Students will write a rhetorical analysis of an essay, either one of the mentor texts or an essay of their choosing, and examine it using knowledge developed within the unit of rhetorical devices and structure. This essay will be typed using MLA format and submitted on paper and will also be published on each student's Google Site developed in unit one. Through this assignment students will gain an understanding of persuasive and argumentative techniques that will allow them to gain the attention of their audience within their own writing.

Unit Five: Writing Drama for Stage and Screen

Students will understand and analyze aspects of the stage and film, including reading scripts, stage directions, musical scores, monologues, dialogue, soliloquy, character analysis and other elements as they examine different media. The unit will culminate in a scene performance in which students portray a character with a range of emotions while considering the context of social, political, historical, and/or environmental factors that faces the character.

Unit Assignment(s):

Students will be offered a list of plays that they will read individually and examine for elements that encompass a stage production to which they will then compare and contrast to the film adaptation culminating in a final assessment that asks students to generate their

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own film adaptations that will be pitched to the class. This assignment asks them to utilize knowledge of both stage and screen elements as well as have a deep understanding of the play of their choosing. Additionally, students will develop their public speaking skills and work on expressing their ideas in a clear and professional manner by pitching their film to panel of their peers.

Unit Six: Graphic Novel as Literature

Through analysis of visual texts, students will evaluate the literary merit of the graphic novel medium. Within the connection of art and dialogue, students will explore the writer's perspective, point of view and theme. These forms of popular culture provide a visual vocabulary of sorts for scaffolding writing techniques, particularly dialogue, tone, and mood. This unit of study will engage students in authentic, graphic/text-based activities.

Unit Assignment(s):

Students will engage in activities that allow them to evaluate the literary merit of the graphic novel. In addition, students will complete one page for a graphic novel using one of the mentor texts as a model for their own project. They will then write a brief explanation explaining the page of their novel that will be shared in both small groups and with the whole class.

COURSE MATERIALS

Textbook:

Title:	Author:	Publisher:	Edition:	Website:	Primary
The Practice of Creative Writing: A Guide for Students	Heather Sellers	Bedford/ St. Martin's	Third Edition	https://www.amazon.com/Practice-Creative-Writing-Guide-Students/dp/1319040160	Yes

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Library Texts:

Title:	Author:	Publisher:	Edition:	Website:	Primary
On Writing: 10th Anniversary Edition: A Memoir of the Craft	Stephen King	Scribner	Anniversary edition (July 6, 2010)	https://www.amazon.com/Writing-10th-Anniversary-Memoir-Craft/dp/1439156816	Yes
Bird by Bird: Some Instructions on Writing and Life	Anne Lamott	Anchor	1 edition (September 1, 1995)	https://www.amazon.com/Bird-Some-Instructions-Writing-Life/dp/0385480016	No
American Born Chinese	Gene Luen Yang	First Second	1 st edition (September 5, 2006)	https://www.amazon.com/American-Born-Chinese-Gene-Luen-ebook/dp/B003H4VYQ0	Yes
Bird-watching at Night-from War Dances	Alexie Sherman	Grove Press	Reprint edition (August 3, 2010)	http://here-be-nospace.tumblr.com/post/34606907426/bird-watching-at-night	Yes
Dog Custody-from At the drive-in volcano: poems	Aimee nezhukumathil	Tupelo Press	1 st pbk.ed, 2007	https://www.worldcat.org/title/at-the-drive-in-volcano-poems/oclc/145504665	Yes
Do Not Go Gentle into That Good Night- from From The Poems of Dylan Thomas	Dylan Thomas	From The Poems of Dylan Thomas	New Directions	https://www.poets.org/poetsorg/peom/do-not-go-gentle-good-night	Yes

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Additional Information:

Course Author:

Jason Crabbe
Curriculum Director
jason.crabbe@sausd.us
714-558-5813

Retroactive Years:

2018-19 - Santa Ana Unified School District, Lorin Griset Academy , Santa Ana High School , Saddleback High School , Valley High School , Century High School , Middle College High School , Chavez High School , Segerstrom High School , Hector Godinez Fundamental High School , REACH Academy

9. Approval of Consent Calendar

Subject	9.6 Approval of Student Expulsion(s) for Violation of California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) According to Board Policy 5144.1
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Jun 25, 2019
Absolute Date	Jun 25, 2019
Fiscal Impact	No
Budget Source	No Fiscal Impact
Recommended Action	Approve the student expulsion(s) for violation of the California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) according to Board Policy 5144.1.
Goals	<p>GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.</p> <p>ACTION 3.5 - Ensure equitable access for all students to the core instructional program through District-wide implementation of Positive Behavior Interventions and Supports (PBIS) by embedding restorative and trauma informed practices and social emotional learning into school structures.</p> <p>SERVICES 3.05005 Restorative practices</p>

AGENDA ITEM BACKUP SHEET

TITLE: Approval of Student Expulsion(s) for Violation of California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) According to Board Policy 5144.1

ITEM: Consent

SUBMITTED BY: Sonia R. Llamas, Ed.D., L.C.S.W., Assistant Superintendent, K-12 School Performance and Culture

ITEM SUMMARY:

- Number of students: 1
- Eligible to reapply: 06/25/20
- Placement: REACH

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of student expulsion(s) for violation of Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c).

RATIONALE:

The following student(s) were recommended for expulsion from the District for various terms. The student(s) received a hearing before the administrative hearing panel, which found student(s) to have received due process and to be guilty of the charges brought forth. The panel has recommended the respective expulsion terms and remediation conditions for Board approval.

FUNDING:

No Fiscal Impact

RECOMMENDATION:

Approve the student expulsion(s) for violation of the California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and/or 48915(c) according to Board Policy 5144.1.

SL:sz

File Attachments
[Expulsions June 25 2019.docx.pdf \(157 KB\)](#)



Santa Ana Unified School District

Pupil Support Services/School Climate

Recommendations for Expulsion(s)

Board Meeting: 06/25/2019

	<u>Student Name</u>	<u>School/Grade</u>	<u>Charges</u>	<u>Recomm. Options</u>	<u>Placement</u>	<u>Date Eligible to Reapply</u>
1.	370160	MacArthur/8	C	2A	REACH	06/25/20

SUMMARY LIST OF SUBDIVISIONS UNDER THE CALIFORNIA EDUCATION CODE, SECTION 48900

- | | |
|--|---|
| (A) Caused, attempted, or threatened to cause physical injury | (N) Committed or attempted to commit a sexual assault as defined by PC 261 or sexual battery PC 243.4 |
| (B) Possessed, sold, furnished a weapon, dangerous object, explosives | (O) Harassed, threatened or intimidated a student who is a complaining witness in a school disciplinary proceeding for the purposed of either preventing that student by being a witness or retaliating against that student by being a witness |
| (C) Possessed, used, sold, furnished, or under the influence of any controlled substance (e.g. marijuana, cocaine, alcohol, intoxicants) | (P) Offering to sell or selling SOMA |
| (D) Offered, arranged, or negotiated to sell any controlled substance and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance | (Q) Hazing |
| (E) Committed or attempted to commit robbery or extortion | (R) Engaged in the act of bullying, included but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of section 32261, directed specifically toward a pupil or school personnel |
| (F) Caused or attempted to cause damage to school or private property | (T) Aids or abets in physical injury |
| (G) Stole or attempted to steal school or private property | (.2) Engaged in sexual harassment (Grades 4-12 only), vulgarity |
| (H) Possessed or used tobacco or tobacco products | (.3) Engaged in hate crime (Grades 4-12 only) |
| (I) Committed an obscene act or engaged in habitual profanity or vulgarity | (.4) Harassment, threat, intimidation (Grades 4-12 only) |
| (J) Possessed, offered, or arranged to sell paraphernalia | (.7) Terrorist threats against school officials, school property or both |
| (K) Disrupted school activities or willfully defied valid authority | |
| (L) Knowingly received stolen school or private property | |
| (M) Possessed an imitation firearm | |

EXPULSION RECOMMENDATIONS

- Option 1 to expel for one semester
- Option 1A to expel for one semester and suspend enforcement of the expulsion order
- Option 2 to expel for two semesters
- Option 2A to expel for one calendar year (from the date of the Board meeting)
- Option 3 to expel for two semesters and suspend enforcement of the entire expulsion order
- Option 4 to expel for two semesters and suspend enforcement of the second semester of the expulsion order
- Option 5 to reject the Findings of Fact and not expel (only the Board can recommend this Option)

9. Approval of Consent Calendar

Subject	9.7 Ratification of Master Contract and/or Individual Service Agreement with Nonpublic Schools and Agencies for Students with Disabilities for 2018-19 School Year
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Fiscal Impact	Yes
Dollar Amount	\$43,500.00
Budgeted	Yes
Budget Source	Special Education Department
Recommended Action	Ratify the master contract and/or individual service agreement with nonpublic schools and agencies for students with disabilities for the 2018-19 school year.
Goals	<p>GOAL 1 - All students will have equitable access to a high-quality core curricular and instructional program (BASE and ALL STUDENTS)</p> <p>ACTION 1.9 - In addition to services provided to low income students, foster youth, and English learners, students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) in order to improve outcomes and close the achievement gap, including graduation rate and/or performance on statewide assessments.</p> <p>SERVICES 1.09015 NonPublic/NonPublic Agency</p>

AGENDA ITEM BACKUP SHEET

TITLE: Ratification of Master Contract and/or Individual Service Agreement with Nonpublic Schools and Agencies for Students with Disabilities for 2018-19 School Year

ITEM: Consent

SUBMITTED BY: Mayra Helguera, Ed.D., Assistant Superintendent, Special Education/SELPA

ITEM SUMMARY: 4 students with disabilities will be served per IEP team recommendation

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board ratification of a master contract and/or individual service agreement with nonpublic schools and agencies for students with disabilities. These students require services that addresses academic, social-emotional, and other unique needs as identified in the student's Individualized Education Program (IEP). The student's IEP team recommended services from a nonpublic school and/or a nonpublic agency as necessary, pursuant to an IEP or settlement agreement.

Student #349741 is an 11th grader from Godinez High School. Due to behavioral maladjustment, student was recommended to receive nonpublic school services by student's IEP team. On 04/29/19, student began attending Olive Crest Academy (nonpublic school).

Student #354396 is a 7th grader at Spurgeon Intermediate School. Due to behavioral maladjustment, which adversely impacted attendance, student's IEP team agreed to the introduction of 240 minutes of weekly wrap services on 03/21/19.

Student #406705 is a 7th grader attending Rossier Park Jr./High School (nonpublic school). Student transferred into SAUSD from Garden Grove Unified School District (GGUSD) on 04/10/19. On 04/11/19, and to comply with IEP, SAUSD continued student's placement at Rossier Park Jr./High School.

Student #413617 is a 6th grade student from McFadden Intermediate School. Student presents with a history of significant maladaptive behaviors. Due to these maladaptive behavioral concerns, student's IEP team agreed to 480 minutes of weekly wrap services on 04/16/19.

RATIONALE:

The District is required to provide appropriate education, at no cost to parents, for all student with exceptional needs who reside within the District. If a program is not available, necessary contract services are required through a private provider.

FUNDING:

\$43,500

RECOMMENDATION:

Ratify the master contract and/or individual service agreement with nonpublic schools and agencies for students with disabilities for the 2018-19 school year.

Student ID#	Amount	Master Contract and Individual Service Agreement for Nonpublic School/Agency
349741	\$10,000	Olive Crest Academy
354396	\$8,000	Seneca Family of Agencies
406705	\$10,500	Rossier Park Jr./High School
413617	\$15,000	Seneca Family of Agencies

9. Approval of Consent Calendar

Subject	9.8 Approval of Payment and Reimbursement of Costs Incurred for Students with Disabilities for 2018-19 School Year
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Fiscal Impact	Yes
Dollar Amount	\$56,125.00
Budgeted	Yes
Budget Source	Special Education
Recommended Action	Approve the payment and reimbursement of costs incurred for students with disabilities for the 2018-19 school year.
Goals	<p>GOAL 1 - All students will have equitable access to a high-quality core curricular and instructional program (BASE and ALL STUDENTS)</p> <p>ACTION 1.9 - In addition to services provided to low income students, foster youth, and English learners, students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) in order to improve outcomes and close the achievement gap, including graduation rate and/or performance on statewide assessments.</p> <p>SERVICES 1.09016 Due Process, Litigation</p>

AGENDA ITEM BACKUP SHEET

TITLE: Approval of Payment and Reimbursement of Costs Incurred for Students with Disabilities for 2018-19 School Year

ITEM: Consent

SUBMITTED BY: Mayra Helguera, Ed.D., Assistant Superintendent, Special Education/SELPA

PREPARED BY: Darek Jaronczyk, Director, Special Education, Juliana Sauvao, Director, Special Education

ITEM SUMMARY:

Payment of legal fees, parent reimbursement and compensatory education services per settlement agreement for 3 students with disabilities by licensed schools, providers, and/or agencies.

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of payment and reimbursement of costs incurred by parents of three students with disabilities. The Individuals with Disabilities Education Act and its amendments (IDEA and IDEIA) provide due process rights to parents of students with disabilities that afford them the option of submitting claims to the California Office of Administrative Hearings (OAH). Parents most often state that school districts have not met the free and appropriate public education (FAPE) standard as provided in the law, i.e., that the student has not made adequate educational progress. This formal claim results in alternative dispute resolution sessions that involve a due process hearing officer provided by OAH. To work cooperatively with parents and to avoid costly and adversarial due process hearings that include legal representation, school districts work diligently toward settlement of these legal claims. As provided in other civil rights legislation, this claim provides for reimbursement of parent's legal fees.

RATIONALE:

The parties on the attached list participated in a resolution session and mediation following the filing of a due process hearing and agreed to resolve the dispute by reimbursing those applicable for costs incurred.

Student ID#:	Amount:	Expenditure:	Payee:
347790	\$12,500 \$14,500	Attorney Fees Educational Services	Augustin Egelsee, L.L.P. Licensed providers, and/or agencies for prospective compensatory education
416092	\$10,000 \$4,125	Educational Expenses and Attorney Fees Educational Services	Timothy A. Adams and Associates, APLC Client Trust Account Parent Reimbursement
442535	\$7,500 \$7,500	Attorney Fees Educational Services	Augustin Egelsee, L.L.P. Licensed providers, and/or agencies for prospective compensatory education

FUNDING:

Special Education: Not to Exceed \$56,125

RECOMMENDATION:

Approve the payment and reimbursement of costs incurred for students with disabilities for the 2018-19 school year.

9. Approval of Consent Calendar

Subject	9.9 Approval/Ratification of Listing of Agreements/Contracts with Santa Ana Unified School District for 2019-20 School Year
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Jun 25, 2019
Absolute Date	Jun 25, 2019
Fiscal Impact	Yes
Budgeted	Yes
Budget Source	Various Funds
Recommended Action	Approve/ratify the listing of agreements/contracts with Santa Ana Unified School District for the 2019-20 school year.
Goals	<p>GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.</p> <p>ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service.</p> <p>SERVICES 3.07010 Purchasing Services</p>

AGENDA ITEM BACKUP SHEET

TITLE: Approval/Ratification of Listing of Agreements/Contracts with Santa Ana Unified School District for 2019-20 School Year

ITEM: Consent

SUBMITTED BY: Manoj Roychowdhury, Assistant Superintendent, Business Services

PREPARED BY: Jonathan Geiszler, Director, Purchasing and Stores

ITEM SUMMARY:

- Agreements/Contracts for the 2019-20 school year

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval/ratification of the listing of agreements/contracts with Santa Ana Unified School District for the 2019-20 school year.

RATIONALE:

Consultants have been requested by school sites and District staff to enhance and support educational programs and provide professional development to improve student achievement.

FUNDING:

Various Funds

RECOMMENDATION:

Approve/ratify the listing of agreements/contracts with Santa Ana Unified School District for the 2019-20 school year.

MR:jg:mm

File Attachments

2019-20 Consultant Listing, June 25_r.pdf (484 KB)

PIO.K12 Insight LCAP.pdf (712 KB)

PIO.K12 Insight Let's Talk.pdf (713 KB)

PSS.OCAPICA.pdf (417 KB)

SpEd.Howard Taras.pdf (535 KB)

TS.CollegeSpring.pdf (714 KB)

Annual Listing of Consultants/Contracted Services

June 25, 2019

2019-20 Consultants Recommended for Board Approval

#	NAME	DEPARTMENT	SUMMARY OF WORK	FUNDING SOURCE	2018-19 Contract	2019-20	Start Date	End Date
1	K12 Insight, LLC	Public Information Office	This consultant provides consultant services for LCAP support, surveys, and ongoing communication support between the District and the community.	General Fund	\$98,000.00	\$98,000.00	7/1/2019	6/30/2020
2	K12 Insight, LLC	Public Information Office	This consultant provides the online engagement platform Let's Talk, a software platform to serve as a single, centralized, secure cloud-based repository of all incoming questions, comments, concerns, suggestions, and compliments by any stakeholder in the District who has access to the feature that is accessible through the District and School websites and mobile application.	General Fund	\$121,522.50	\$121,522.00	7/1/2019	6/30/2020
3	OAPICA	Pupil Support Services	Restorative practices and violence prevention services	Site Discretionary	\$54,210.00	\$60,060.00	7/1/2019	6/30/2020
4	Howard Taras, MD, UC San Diego School of Medicine	Special Ed	Medical consultation to the District regarding students medical and health needs related to educational planning.	Special Ed.	\$20,000.00	\$20,000.00	7/1/2019	6/30/2020
5	CollegeSpring	Transition Support Services	SAT preparation programming to selected juniors	College and Career Readiness	\$80,000.00	\$98,000.00	7/1/2019	6/30/2020
Total						\$397,582.00		

Independent Contractor Agreement

This AGREEMENT is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as “DISTRICT,” and K12 Insight, LLC hereinafter referred to as “CONTRACTOR.”

WHEREAS, DISTRICT is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required;

WHEREAS, DISTRICT is in need of such special services and advice; and WHEREAS, CONTRACTOR is specially trained and experienced and competent to perform the special services required by the DISTRICT, and such services are needed on a limited basis;

NOW, THEREFORE, the parties agree as follows:

1. **Services to be provided by CONTRACTOR:** This consultant provides consultant services for LCAP support, surveys, and ongoing communication support between the District and the community.

2. **Term:** CONTRACTOR shall commence providing services under this AGREEMENT on **7/1/2019** and will diligently perform as required and complete performance by **6/30/2020**.

3. **Compensation:** DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed Ninety Eight Thousand Dollars and No Cents Dollars (\$98,000).

4. **Expenses:** DISTRICT shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for DISTRICT, except as follows: N/A.

5. **Independent Contractor:** CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she and all of his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. CONTRACTOR assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. CONTRACTOR shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees.

6. **Materials:** CONTRACTOR shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this AGREEMENT, except as follows: N/A.
CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession.

7. **Metrics:** The DISTRICT and PARTNER will partake in monthly coordination meetings at mutually agreed upon times and dates to discuss the progress of the program. DISTRICT and PARTNER will also mutually establish criteria and process for ongoing program assessment/evaluation such as, but not limited to the district's assessment metrics and other state metrics [(Measures of Academic Progress – English, SBAC – 11th grade, Redesignation Rates, mutually developed rubric score/s, student attendance, and Social Emotional Learning (SEL) data)]. The DISTRICT and PARTNER will also engage in annual review of program content to ensure standards alignment that comply with DISTRICT approved coursework. The PARTNER will provide their impact data based upon these metrics.

8. **Data Sharing:** In order to facilitate the evaluation of the program, the DISTRICT and PARTNER will share aggregate student data for the purposes of determining program impact in compliance with the Family Education Rights and Privacy Act (“FERPA”). CONTRACTOR needs access to the following data:

--

Confidentiality Compliance:

To affect the transfer of data subject to federal, state and local laws or regulations, the PARTNER agrees to:

- i. Use data shared under this agreement for no purpose other than evaluating and analyzing the impact of programs on students' academic/behavior performance. The PARTNER further agrees not to share data received under this contract with any other entity without DISTRICT approval.
- ii. Require all employees, contractors and agents of any kind to comply with all applicable provisions of federal, state and local laws with respect to the data shared under this agreement. The PARTNER agrees to require and maintain an appropriate confidentiality agreement from each employee, contractor or agent with access to data pursuant to this agreement. Nothing in this paragraph authorizes sharing data provided under this agreement with any other entity for any purpose.
- iii. Maintain all data obtained pursuant to this agreement separate from all other data files and not copy, reproduce or transmit data obtained pursuant to this agreement except as necessary to fulfill the purpose of the original request. All copies of data of any type, including any modifications or additions to data from any source that contains information regarding individual teachers, are subject to the provisions of this agreement in the same manner as the original data. The ability to access or maintain data under this agreement shall not under any circumstances transfer from the PARTNER to any other entity aside from the DISTRICT and its designated representatives.

- iv. Not disclose any data contained under this agreement in a manner, which could identify any individual to any other entity. The PARTNER may only publish results of studies authorized by this agreement only if the PARTNER has received approval following the DISTRICTS Application to Conduct Educational Research in the Santa Ana Unified School District process. The PARTNER agrees to abide to a "small numbers" policy of deleting all data items that include any group of individuals less than ten and to require all employees, contractors and agents of any kind to also abide by that policy.
- v. Take reasonable steps to insure the physical security of such data under its control, including, but not limited to: fire protection against smoke and water damage; alarm systems; locked files, guards, or other devices reasonably expected to prevent loss or unauthorized access to electronically or mechanically held data limited terminal access, access to input documents and output documents and design provisions to limit use of personal data.
- vi. Destroy all data obtained under this agreement when it is no longer needed for the purpose for which it was obtained. Nothing in this agreement authorizes either party to maintain data beyond the time period reasonably needed to complete the purpose of the request. All data no longer needed shall be destroyed or returned to SAUSD within sixty (60) days. No other entity is authorized to continue research-using data obtained under this agreement upon cessation of studies conducted under the direct supervision of SAUSD.

Data Requests

The DISTRICT may decline to comply with a request in part at its discretion if it determines that providing the data element requested would not be in the best interest of current or former students in DISTRICT schools. All requests shall include a statement of purpose for which it is requested, and an estimation of the time needed to complete the project for which the data is requested.

9. Reserved

10. **Originality of Services:** CONTRACTOR agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and/or video productions prepared for, written for, submitted to the DISTRICT and/or used in connection with this AGREEMENT, shall be wholly original to CONTRACTOR and shall not be copied in whole or in part from any other source, except that submitted to CONTRACTOR by DISTRICT as a basis for such services.

11. **Copyright/Trademark/Patent:** CONTRACTOR understands and agrees that all matters produced under this AGREEMENT shall become the property of DISTRICT and cannot be used without DISTRICT's express written permission. DISTRICT shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the DISTRICT. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

12. **Conflict of Interest:** CONTRACTOR represents and warrants the following:

(a) **No Current or Prior Conflict of Interest.** That CONTRACTOR has no business, professional, personal, or other interest, including, but not limited to, the representation of other clients, that would conflict in any manner or degree with the performance of its obligations under this AGREEMENT.

(b) **Notice of Potential Conflict.** If any such actual or potential conflict of interest arises under this AGREEMENT, CONTRACTOR shall immediately inform the DISTRICT in writing of such conflict.

(c) **Termination for Material Conflict.** If, in the reasonable judgment of the DISTRICT, such conflict poses a material conflict to and with the performance of CONTRACTOR's obligations under this AGREEMENT, then the DISTRICT may terminate the AGREEMENT immediately upon written notice to CONTRACTOR; such termination of the AGREEMENT shall be effective upon the receipt of such notice by CONTRACTOR.

13. **Termination:** DISTRICT may, at any time, with or without reason, terminate this AGREEMENT and compensate CONTRACTOR only for services satisfactorily rendered to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of services by CONTRACTOR. Notice shall be deemed given when received by the CONTRACTOR or no later than three days after the day of mailing, whichever is sooner.

DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this AGREEMENT by the CONTRACTOR; or (b) any act by CONTRACTOR exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONTRACTOR is adjudged a bankrupt, CONTRACTOR makes a general assignment for the benefit of creditors or a receiver is appointed on account of CONTRACTOR's insolvency. Written notice by DISTRICT shall contain the reasons for such intention to terminate and unless within **TEN (10)** days after service of such notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this AGREEMENT shall upon the expiration of the **TEN (10)** days cease and terminate. In the event of such termination, the DISTRICT may secure the required services from another contractor. If the cost to the DISTRICT exceeds the cost of providing the service pursuant to this AGREEMENT, the excess cost shall be charges to and collected from the CONTRACTOR. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to DISTRICT. Written notice by DISTRICT shall be deemed given when received by the other party, or no later than three days after the day of mailing, whichever is sooner.

14. **Fingerprint Clearance:** Pursuant to Education Code Section 45125.1, CONTRACTOR and its subcontractors working independently with students shall ensure that all employees working with the Santa Ana Unified School District submit fingerprints to the California Department of Justice to screen for background clearance, with the results of such screening and any subsequent arrest activity being directed to the Santa Ana Unified School District's Department of School Police. CONTRACTOR will ensure that subcontractors will not place any person at a school whom has a conviction of a serious or violent felony as defined in Education Code Section 44830.1 (c)(1), or sex offense as defined in Education Code Section 44010 or controlled substance offense as defined by Education Code Section 44011. 24.

15. **Tuberculosis Examination:** CONTRACTOR shall ensure that if there is to be contact with employees working with the Santa Ana Unified School District, a proper tuberculosis (TB) certificate of clearance will be provided to DISTRICT prior to commencing initial employment. CONTRACTOR will ensure that subcontractors will not place any person at a school without a valid TB certificate on file showing the employee was examined and found to be free from active tuberculosis, as defined in Education Code Section 49406.1 (a).

16. **Hold Harmless:** CONTRACTOR agrees to and does hereby indemnify, hold harmless and defend the DISTRICT and its governing board, officers, employees and agents from every claim or demand made and every liability, loss, damage or expense, of any nature whatsoever, which may be incurred by reason of:

(a) Liability for damages for: (1) death or bodily injury to person; (2) injury to, loss or theft of property; or (3) any other loss, damage or expense arising out of (1) or (2) above, sustained by the CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, upon or in connection with the services called for in this AGREEMENT, however caused, except for liability for damages referred to above which result from the negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(b) Any injury to or death of any person(s), including the DISTRICT's officers, employees and agents, or damage to or loss of any property caused by any act, neglect, default, or omission of the CONTRACTOR, or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, arising out of, or in any way connected with, the services covered by this AGREEMENT, whether said injury or damage occurs either on or off DISTRICT's property, except for liability for damages which result from the sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(c) Any liability for damages which may arise from the furnishing or use of any copyrighted or uncopyrighted matter or patented or unpatented invention under this AGREEMENT.

17. **Insurance**: Pursuant to Section 10, CONTRACTOR agrees to carry a comprehensive general and automobile liability insurance with limits of **ONE MILLION Dollars (\$1,000,000)** per occurrence combined single limit for bodily injury and property damage in a form mutually acceptable to both parties to protect CONTRACTOR and DISTRICT against liability or claims of liability which may arise out of this AGREEMENT. CONTRACTOR shall provide DISTRICT with certificates of insurance evidencing all coverages and endorsements required hereunder including a thirty (30) day written notice of cancellation or reduction in coverage. CONTRACTOR agrees to name DISTRICT and its governing board, officers, agents and employees as additional insureds under said policy.

18. **Assignment**: The obligations of the CONTRACTOR pursuant to this AGREEMENT shall not be assigned by the CONTRACTOR.

19. **Compliance With Applicable Laws**: The services completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT's general right of inspection to secure the satisfactory completion thereof. CONTRACTOR agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to CONTRACTOR, CONTRACTOR's business, equipment and personnel engaged in services covered by this AGREEMENT or accruing out of the performance of such services.

20. **Permits/Licenses**: CONTRACTOR and all CONTRACTOR's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this AGREEMENT.

21. **Employment With Public Agency**: CONTRACTOR, if an employee of another public agency, agrees that CONTRACTOR will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this AGREEMENT.

22. **Entire Agreement/Amendment:** This AGREEMENT and any exhibits attached hereto constitute the entire agreement among the parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both parties to the AGREEMENT.

23. **Nondiscrimination:** CONTRACTOR agrees that it will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, marital status or age of such persons.

24. **Non Waiver:** The failure of DISTRICT or CONTRACTOR to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT, shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

25. **Notice:** All notices or demands to be given under this AGREEMENT by either party to the other, shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. At the date of this AGREEMENT, the addresses of the parties are as follows:

DISTRICT:

**Santa Ana Unified School District
1601 E. Chestnut Ave
Santa Ana, CA 92701**

CONTRACTOR:

K12 Insight, LLC

26. **Severability:** If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

27. **Attorney Fees/Costs:** Should litigation be necessary to enforce any terms or provisions of this AGREEMENT, then each party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

28. **Governing Law:** The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.

29. **Exhibits:** This AGREEMENT incorporates by this reference, any exhibits, which are attached hereto and incorporated herein.

THIS AGREEMENT IS ENTERED INTO THIS 1ST DAY OF JULY, 2019.

DISTRICT:

CONTRACTOR:

By:

By:

Signature

Signature

Jonathan Geiszler

Adrian Dean

Printed Name

Printed Name

Director of Purchasing

UPct Finance

Title

Title

Date Signed

Date Signed

* Risk Manager will review all insurance requirements for the District.

Independent Contractor Agreement

This AGREEMENT is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as “DISTRICT,” and K12 Insight, LLC hereinafter referred to as “CONTRACTOR.”

WHEREAS, DISTRICT is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required;

WHEREAS, DISTRICT is in need of such special services and advice; and WHEREAS, CONTRACTOR is specially trained and experienced and competent to perform the special services required by the DISTRICT, and such services are needed on a limited basis;

NOW, THEREFORE, the parties agree as follows:

1. **Services to be provided by CONTRACTOR:** This consultant provides the online engagement platform Let’s Talk, a software platform to serve as a single, centralized, secure cloud-based repository of all incoming questions, comments, concerns, suggestions, and compliments by any stakeholder in the

2. **Term:** CONTRACTOR shall commence providing services under this AGREEMENT on **7/1/2019** and will diligently perform as required and complete performance by **6/30/2020**.

3. **Compensation:** DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed One Hundred Twenty One Thousand Five Hundred Twenty Two Dollars and No Cents Dollars (\$121,522).

4. **Expenses:** DISTRICT shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for DISTRICT, except as follows: N/A.

5. **Independent Contractor:** CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she and all of his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. CONTRACTOR assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. CONTRACTOR shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees.

6. **Materials:** CONTRACTOR shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this AGREEMENT, except as follows: N/A.
CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession.

7. **Metrics:** The DISTRICT and PARTNER will partake in monthly coordination meetings at mutually agreed upon times and dates to discuss the progress of the program. DISTRICT and PARTNER will also mutually establish criteria and process for ongoing program assessment/evaluation such as, but not limited to the district's assessment metrics and other state metrics [(Measures of Academic Progress – English, SBAC – 11th grade, Redesignation Rates, mutually developed rubric score/s, student attendance, and Social Emotional Learning (SEL) data)]. The DISTRICT and PARTNER will also engage in annual review of program content to ensure standards alignment that comply with DISTRICT approved coursework. The PARTNER will provide their impact data based upon these metrics.

8. **Data Sharing:** In order to facilitate the evaluation of the program, the DISTRICT and PARTNER will share aggregate student data for the purposes of determining program impact in compliance with the Family Education Rights and Privacy Act (“FERPA”). CONTRACTOR needs access to the following data:

--

Confidentiality Compliance:

To affect the transfer of data subject to federal, state and local laws or regulations, the PARTNER agrees to:

- i. Use data shared under this agreement for no purpose other than evaluating and analyzing the impact of programs on students' academic/behavior performance. The PARTNER further agrees not to share data received under this contract with any other entity without DISTRICT approval.
- ii. Require all employees, contractors and agents of any kind to comply with all applicable provisions of federal, state and local laws with respect to the data shared under this agreement. The PARTNER agrees to require and maintain an appropriate confidentiality agreement from each employee, contractor or agent with access to data pursuant to this agreement. Nothing in this paragraph authorizes sharing data provided under this agreement with any other entity for any purpose.
- iii. Maintain all data obtained pursuant to this agreement separate from all other data files and not copy, reproduce or transmit data obtained pursuant to this agreement except as necessary to fulfill the purpose of the original request. All copies of data of any type, including any modifications or additions to data from any source that contains information regarding individual teachers, are subject to the provisions of this agreement in the same manner as the original data. The ability to access or maintain data under this agreement shall not under any circumstances transfer from the PARTNER to any other entity aside from the DISTRICT and its designated representatives.

- iv. Not disclose any data contained under this agreement in a manner, which could identify any individual to any other entity. The PARTNER may only publish results of studies authorized by this agreement only if the PARTNER has received approval following the DISTRICTS Application to Conduct Educational Research in the Santa Ana Unified School District process. The PARTNER agrees to abide to a "small numbers" policy of deleting all data items that include any group of individuals less than ten and to require all employees, contractors and agents of any kind to also abide by that policy.
- v. Take reasonable steps to insure the physical security of such data under its control, including, but not limited to: fire protection against smoke and water damage; alarm systems; locked files, guards, or other devices reasonably expected to prevent loss or unauthorized access to electronically or mechanically held data limited terminal access, access to input documents and output documents and design provisions to limit use of personal data.
- vi. Destroy all data obtained under this agreement when it is no longer needed for the purpose for which it was obtained. Nothing in this agreement authorizes either party to maintain data beyond the time period reasonably needed to complete the purpose of the request. All data no longer needed shall be destroyed or returned to SAUSD within sixty (60) days. No other entity is authorized to continue research-using data obtained under this agreement upon cessation of studies conducted under the direct supervision of SAUSD.

Data Requests

The DISTRICT may decline to comply with a request in part at its discretion if it determines that providing the data element requested would not be in the best interest of current or former students in DISTRICT schools. All requests shall include a statement of purpose for which it is requested, and an estimation of the time needed to complete the project for which the data is requested.

9. Reserved.

10. **Originality of Services:** CONTRACTOR agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and/or video productions prepared for, written for, submitted to the DISTRICT and/or used in connection with this AGREEMENT, shall be wholly original to CONTRACTOR and shall not be copied in whole or in part from any other source, except that submitted to CONTRACTOR by DISTRICT as a basis for such services.

11. **Copyright/Trademark/Patent:** CONTRACTOR understands and agrees that all matters produced under this AGREEMENT shall become the property of DISTRICT and cannot be used without DISTRICT's express written permission. DISTRICT shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the DISTRICT. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

12. **Conflict of Interest:** CONTRACTOR represents and warrants the following:

(a) **No Current or Prior Conflict of Interest.** That CONTRACTOR has no business, professional, personal, or other interest, including, but not limited to, the representation of other clients, that would conflict in any manner or degree with the performance of its obligations under this AGREEMENT.

(b) **Notice of Potential Conflict.** If any such actual or potential conflict of interest arises under this AGREEMENT, CONTRACTOR shall immediately inform the DISTRICT in writing of such conflict.

(c) **Termination for Material Conflict.** If, in the reasonable judgment of the DISTRICT, such conflict poses a material conflict to and with the performance of CONTRACTOR's obligations under this AGREEMENT, then the DISTRICT may terminate the AGREEMENT immediately upon written notice to CONTRACTOR; such termination of the AGREEMENT shall be effective upon the receipt of such notice by CONTRACTOR.

13. **Termination:** DISTRICT may, at any time, with or without reason, terminate this AGREEMENT and compensate CONTRACTOR only for services satisfactorily rendered to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of services by CONTRACTOR. Notice shall be deemed given when received by the CONTRACTOR or no later than three days after the day of mailing, whichever is sooner.

DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this AGREEMENT by the CONTRACTOR; or (b) any act by CONTRACTOR exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONTRACTOR is adjudged a bankrupt, CONTRACTOR makes a general assignment for the benefit of creditors or a receiver is appointed on account of CONTRACTOR's insolvency. Written notice by DISTRICT shall contain the reasons for such intention to terminate and unless within **TEN (10)** days after service of such notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this AGREEMENT shall upon the expiration of the **TEN (10)** days cease and terminate. In the event of such termination, the DISTRICT may secure the required services from another contractor. If the cost to the DISTRICT exceeds the cost of providing the service pursuant to this AGREEMENT, the excess cost shall be charges to and collected from the CONTRACTOR. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to DISTRICT. Written notice by DISTRICT shall be deemed given when received by the other party, or no later than three days after the day of mailing, whichever is sooner.

14. **Fingerprint Clearance:** Pursuant to Education Code Section 45125.1, CONTRACTOR and its subcontractors working independently with students shall ensure that all employees working with the Santa Ana Unified School District submit fingerprints to the California Department of Justice to screen for background clearance, with the results of such screening and any subsequent arrest activity being directed to the Santa Ana Unified School District's Department of School Police. CONTRACTOR will ensure that subcontractors will not place any person at a school whom has a conviction of a serious or violent felony as defined in Education Code Section 44830.1 (c)(1), or sex offense as defined in Education Code Section 44010 or controlled substance offense as defined by Education Code Section 44011. 24.

15. **Tuberculosis Examination:** CONTRACTOR shall ensure that if there is to be contact with employees working with the Santa Ana Unified School District, a proper tuberculosis (TB) certificate of clearance will be provided to DISTRICT prior to commencing initial employment. CONTRACTOR will ensure that subcontractors will not place any person at a school without a valid TB certificate on file showing the employee was examined and found to be free from active tuberculosis, as defined in Education Code Section 49406.1 (a).

16. **Hold Harmless:** CONTRACTOR agrees to and does hereby indemnify, hold harmless and defend the DISTRICT and its governing board, officers, employees and agents from every claim or demand made and every liability, loss, damage or expense, of any nature whatsoever, which may be incurred by reason of:

(a) Liability for damages for: (1) death or bodily injury to person; (2) injury to, loss or theft of property; or (3) any other loss, damage or expense arising out of (1) or (2) above, sustained by the CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, upon or in connection with the services called for in this AGREEMENT, however caused, except for liability for damages referred to above which result from the negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(b) Any injury to or death of any person(s), including the DISTRICT's officers, employees and agents, or damage to or loss of any property caused by any act, neglect, default, or omission of the CONTRACTOR, or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, arising out of, or in any way connected with, the services covered by this AGREEMENT, whether said injury or damage occurs either on or off DISTRICT's property, except for liability for damages which result from the sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(c) Any liability for damages which may arise from the furnishing or use of any copyrighted or uncopyrighted matter or patented or unpatented invention under this AGREEMENT.

17. **Insurance**: Pursuant to Section 10, CONTRACTOR agrees to carry a comprehensive general and automobile liability insurance with limits of **ONE MILLION Dollars (\$1,000,000)** per occurrence combined single limit for bodily injury and property damage in a form mutually acceptable to both parties to protect CONTRACTOR and DISTRICT against liability or claims of liability which may arise out of this AGREEMENT. CONTRACTOR shall provide DISTRICT with certificates of insurance evidencing all coverages and endorsements required hereunder including a thirty (30) day written notice of cancellation or reduction in coverage. CONTRACTOR agrees to name DISTRICT and its governing board, officers, agents and employees as additional insureds under said policy.

18. **Assignment**: The obligations of the CONTRACTOR pursuant to this AGREEMENT shall not be assigned by the CONTRACTOR.

19. **Compliance With Applicable Laws**: The services completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT's general right of inspection to secure the satisfactory completion thereof. CONTRACTOR agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to CONTRACTOR, CONTRACTOR's business, equipment and personnel engaged in services covered by this AGREEMENT or accruing out of the performance of such services.

20. **Permits/Licenses**: CONTRACTOR and all CONTRACTOR's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this AGREEMENT.

21. **Employment With Public Agency**: CONTRACTOR, if an employee of another public agency, agrees that CONTRACTOR will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this AGREEMENT.

22. **Entire Agreement/Amendment:** This AGREEMENT and any exhibits attached hereto constitute the entire agreement among the parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both parties to the AGREEMENT.

23. **Nondiscrimination:** CONTRACTOR agrees that it will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, marital status or age of such persons.

24. **Non Waiver:** The failure of DISTRICT or CONTRACTOR to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT, shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

25. **Notice:** All notices or demands to be given under this AGREEMENT by either party to the other, shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. At the date of this AGREEMENT, the addresses of the parties are as follows:

DISTRICT:

**Santa Ana Unified School District
1601 E. Chestnut Ave
Santa Ana, CA 92701**

CONTRACTOR:

K12 Insight, LLC

26. **Severability:** If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

27. **Attorney Fees/Costs:** Should litigation be necessary to enforce any terms or provisions of this AGREEMENT, then each party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

28. **Governing Law:** The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.

29. **Exhibits:** This AGREEMENT incorporates by this reference, any exhibits, which are attached hereto and incorporated herein.

THIS AGREEMENT IS ENTERED INTO THIS 1ST DAY OF JULY, 2019.

DISTRICT:

CONTRACTOR:

By:

By:

Signature

Signature

Jonathan Geiszler

Alan Dem

Printed Name

Printed Name

Director of Purchasing

UP of Finance

Title

Title

Date Signed

5/8/13

Date Signed

* Risk Manager will review all insurance requirements for the District.

Independent Contractor Agreement

This AGREEMENT is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as “DISTRICT,” and the Orange County Asian and Pacific Islander Community Alliance, Inc. (OCAPICA) hereinafter referred to as “CONTRACTOR.”

WHEREAS, DISTRICT is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required;

WHEREAS, DISTRICT is in need of such special services and advice; and WHEREAS, CONTRACTOR is specially trained and experienced and competent to perform the special services required by the DISTRICT, and such services are needed on a limited basis;

NOW, THEREFORE, the parties agree as follows:

1. **Services to be provided by CONTRACTOR:** Restorative practices and violence prevention services

2. **Term:** CONTRACTOR shall commence providing services under this AGREEMENT on **7/1/2019** and will diligently perform as required and complete performance by **6/30/2020**.

3. **Compensation:** DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed Sixty Thousand Sixty Dollars and No Cents Dollars (\$60,060).

4. **Expenses:** DISTRICT shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for DISTRICT, except as follows: N/A.

5. **Independent Contractor:** CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she and

all of his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. CONTRACTOR assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. CONTRACTOR shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees.

6. **Materials:** CONTRACTOR shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this AGREEMENT, except as follows: N/A.

CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession.

7. **Metrics:** The DISTRICT and PARTNER will partake in monthly coordination meetings at mutually agreed upon times and dates to discuss the progress of the program. DISTRICT and PARTNER will also mutually establish criteria and process for ongoing program assessment/evaluation such as, but not limited to the district's assessment metrics and other state metrics [(Measures of Academic Progress – English, SBAC – 11th grade, Redesignation Rates, mutually developed rubric score/s, student attendance, and Social Emotional Learning (SEL) data)]. The DISTRICT and PARTNER will also engage in annual review of program content to ensure standards alignment that comply with DISTRICT approved coursework. The PARTNER will provide their impact data based upon these metrics.

8. **Data Sharing:** In order to facilitate the evaluation of the program, the DISTRICT and PARTNER will share aggregate student data for the purposes of determining program impact in compliance with the Family Education Rights and Privacy Act (“FERPA”). CONTRACTOR needs access to the following data:

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Confidentiality Compliance:

To affect the transfer of data subject to federal, state and local laws or regulations, the PARTNER agrees to:

- i. Use data shared under this agreement for no purpose other than evaluating and analyzing the impact of programs on students' academic/behavior performance. The PARTNER further agrees not to share data received under this contract with any other entity without DISTRICT approval.
- ii. Require all employees, contractors and agents of any kind to comply with all applicable provisions of federal, state and local laws with respect to the data shared under this agreement. The PARTNER agrees to require and maintain an appropriate confidentiality agreement from each employee, contractor or agent with access to data pursuant to this agreement. Nothing in this paragraph authorizes sharing data provided under this agreement with any other entity for any purpose.
- iii. Maintain all data obtained pursuant to this agreement separate from all other data files and not copy, reproduce or transmit data obtained pursuant to this agreement except as necessary to fulfill the purpose of the original request. All copies of data of any type, including any modifications or additions to data from any source that contains information regarding individual teachers, are subject to the provisions of this agreement in the same manner as the original data. The ability to access or maintain data under this agreement shall not under any circumstances transfer from the PARTNER to any other entity aside from the DISTRICT and its designated representatives.

- iv. Not disclose any data contained under this agreement in a manner, which could identify any individual to any other entity. The PARTNER may only publish results of studies authorized by this agreement only if the PARTNER has received approval following the DISTRICTS Application to Conduct Educational Research in the Santa Ana Unified School District process. The PARTNER agrees to abide to a "small numbers" policy of deleting all data items that include any group of individuals less than ten and to require all employees, contractors and agents of any kind to also abide by that policy.
- v. Take reasonable steps to insure the physical security of such data under its control, including, but not limited to: fire protection against smoke and water damage; alarm systems; locked files, guards, or other devices reasonably expected to prevent loss or unauthorized access to electronically or mechanically held data limited terminal access, access to input documents and output documents and design provisions to limit use of personal data.
- vi. Destroy all data obtained under this agreement when it is no longer needed for the purpose for which it was obtained. Nothing in this agreement authorizes either party to maintain data beyond the time period reasonably needed to complete the purpose of the request. All data no longer needed shall be destroyed or returned to SAUSD within sixty (60) days. No other entity is authorized to continue research-using data obtained under this agreement upon cessation of studies conducted under the direct supervision of SAUSD.

Data Requests

The DISTRICT may decline to comply with a request in part at its discretion if it determines that providing the data element requested would not be in the best interest of current or former students in DISTRICT schools. All requests shall include a statement of purpose for which it is requested, and an estimation of the time needed to complete the project for which the data is requested.

9. **Invoices:** CONTRACTOR will submit monthly invoices to the DISTRICT within 30 days of the services being rendered. The DISTRICT will only reimburse CONTRACTOR for approved

services as outlined in section 1, *Services to be provided by CONTRACTOR* at the cost outlined in section 3, *Compensation*.

10. **Originality of Services:** CONTRACTOR agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and/or video productions prepared for, written for, submitted to the DISTRICT and/or used in connection with this AGREEMENT, shall be wholly original to CONTRACTOR and shall not be copied in whole or in part from any other source, except that submitted to CONTRACTOR by DISTRICT as a basis for such services.

11. **Copyright/Trademark/Patent:** CONTRACTOR understands and agrees that all matters produced under this AGREEMENT shall become the property of DISTRICT and cannot be used without DISTRICT's express written permission. DISTRICT shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the DISTRICT. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

12. **Conflict of Interest:** CONTRACTOR represents and warrants the following:

(a) **No Current or Prior Conflict of Interest.** That CONTRACTOR has no business, professional, personal, or other interest, including, but not limited to, the representation of other clients, that would conflict in any manner or degree with the performance of its obligations under this AGREEMENT.

(b) **Notice of Potential Conflict.** If any such actual or potential conflict of interest arises under this AGREEMENT, CONTRACTOR shall immediately inform the DISTRICT in writing of such conflict.

(c) **Termination for Material Conflict.** If, in the reasonable judgment of the DISTRICT, such conflict poses a material conflict to and with the performance of CONTRACTOR's obligations under this AGREEMENT, then the DISTRICT may terminate the AGREEMENT immediately

upon written notice to CONTRACTOR; such termination of the AGREEMENT shall be effective upon the receipt of such notice by CONTRACTOR.

13. **Termination:** DISTRICT may, at any time, with or without reason, terminate this AGREEMENT and compensate CONTRACTOR only for services satisfactorily rendered to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of services by CONTRACTOR. Notice shall be deemed given when received by the CONTRACTOR or no later than three days after the day of mailing, whichever is sooner. DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this AGREEMENT by the CONTRACTOR; or (b) any act by CONTRACTOR exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONTRACTOR is adjudged a bankrupt, CONTRACTOR makes a general assignment for the benefit of creditors or a receiver is appointed on account of CONTRACTOR's insolvency. Written notice by DISTRICT shall contain the reasons for such intention to terminate and unless within **TEN (10)** days after service of such notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this AGREEMENT shall upon the expiration of the **TEN (10)** days cease and terminate. In the event of such termination, the DISTRICT may secure the required services from another contractor. If the cost to the DISTRICT exceeds the cost of providing the service pursuant to this AGREEMENT, the excess cost shall be charges to and collected from the CONTRACTOR. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to DISTRICT. Written notice by DISTRICT shall be deemed given when received by the other party, or no later than three days after the day of mailing, whichever is sooner.

14. **Fingerprint Clearance:** Pursuant to Education Code Section 45125.1, CONTRACTOR and its subcontractors working independently with students shall ensure that all employees working with the Santa Ana Unified School District submit fingerprints to the California Department of Justice to screen for background clearance, with the results of such screening and any subsequent arrest activity being directed to the Santa Ana Unified School District's Department of School Police. CONTRACTOR will ensure that subcontractors will not place any person at a school

whom has a conviction of a serious or violent felony as defined in Education Code Section 44830.1 (c)(1), or sex offense as defined in Education Code Section 44010 or controlled substance offense as defined by Education Code Section 44011. 24.

15. **Tuberculosis Examination:** CONTRACTOR shall ensure that if there is to be contact with employees working with the Santa Ana Unified School District, a proper tuberculosis (TB) certificate of clearance will be provided to DISTRICT prior to commencing initial employment. CONTRACTOR will ensure that subcontractors will not place any person at a school without a valid TB certificate on file showing the employee was examined and found to be free from active tuberculosis, as defined in Education Code Section 49406.1 (a).

16. **Hold Harmless:** CONTRACTOR agrees to and does hereby indemnify, hold harmless and defend the DISTRICT and its governing board, officers, employees and agents from every claim or demand made and every liability, loss, damage or expense, of any nature whatsoever, which may be incurred by reason of:

(a) Liability for damages for: (1) death or bodily injury to person; (2) injury to, loss or theft of property; or (3) any other loss, damage or expense arising out of (1) or (2) above, sustained by the CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, upon or in connection with the services called for in this AGREEMENT, however caused, except for liability for damages referred to above which result from the negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(b) Any injury to or death of any person(s), including the DISTRICT's officers, employees and agents, or damage to or loss of any property caused by any act, neglect, default, or omission of the CONTRACTOR, or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, arising out of, or in any way connected with, the services covered by this AGREEMENT, whether said injury or damage occurs either on or off DISTRICT's property, except for liability for damages which result from the sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(c) Any liability for damages which may arise from the furnishing or use of any copyrighted or uncopyrighted matter or patented or unpatented invention under this AGREEMENT.

17. **Insurance**: Pursuant to Section 10, CONTRACTOR agrees to carry a comprehensive general and automobile liability insurance with limits of **ONE MILLION Dollars (\$1,000,000)** per occurrence combined single limit for bodily injury and property damage in a form mutually acceptable to both parties to protect CONTRACTOR and DISTRICT against liability or claims of liability which may arise out of this AGREEMENT. CONTRACTOR shall provide DISTRICT with certificates of insurance evidencing all coverages and endorsements required hereunder including a thirty (30) day written notice of cancellation or reduction in coverage. CONTRACTOR agrees to name DISTRICT and its governing board, officers, agents and employees as additional insureds under said policy.

18. **Assignment**: The obligations of the CONTRACTOR pursuant to this AGREEMENT shall not be assigned by the CONTRACTOR.

19. **Compliance With Applicable Laws**: The services completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT's general right of inspection to secure the satisfactory completion thereof. CONTRACTOR agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to CONTRACTOR, CONTRACTOR's business, equipment and personnel engaged in services covered by this AGREEMENT or accruing out of the performance of such services.

20. **Permits/Licenses**: CONTRACTOR and all CONTRACTOR's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this AGREEMENT.

21. **Employment With Public Agency**: CONTRACTOR, if an employee of another public agency, agrees that CONTRACTOR will not receive salary or remuneration, other than vacation

pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this AGREEMENT.

22. **Entire Agreement/Amendment:** This AGREEMENT and any exhibits attached hereto constitute the entire agreement among the parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both parties to the AGREEMENT.

23. **Nondiscrimination:** CONTRACTOR agrees that it will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, marital status or age of such persons.

24. **Non Waiver:** The failure of DISTRICT or CONTRACTOR to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT, shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

25. **Notice:** All notices or demands to be given under this AGREEMENT by either party to the other, shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. At the date of this AGREEMENT, the addresses of the parties are as follows:

DISTRICT:

Santa Ana Unified School District
1601 E. Chestnut Ave
Santa Ana, CA 92701

CONTRACTOR:

OCAPICA
12912 Brookhurst Street, Suite 410
Garden Grove, CA 92840

26. **Severability:** If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

27. **Attorney Fees/Costs:** Should litigation be necessary to enforce any terms or provisions of this AGREEMENT, then each party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

28. **Governing Law:** The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.

29. **Exhibits:** This AGREEMENT incorporates by this reference, any exhibits, which are attached hereto and incorporated herein.

THIS AGREEMENT IS ENTERED INTO THIS 1ST DAY OF JULY, 2019.

DISTRICT:

CONTRACTOR:

By:

Signature

Jonathan Geiszler

Printed Name

Director of Purchasing

Title

Date Signed

By:



Signature

Mary Anne Foo

Printed Name

Executive Director

Title

6/4/19

Date Signed

* Risk Manager will review all insurance requirements for the District.

Independent Contractor Agreement

This AGREEMENT is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as “DISTRICT,” and Howard Taras, MD, UC San Diego School of Medicine hereinafter referred to as “CONTRACTOR.”

WHEREAS, DISTRICT is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required;

WHEREAS, DISTRICT is in need of such special services and advice; and WHEREAS, CONTRACTOR is specially trained and experienced and competent to perform the special services required by the DISTRICT, and such services are needed on a limited basis;

NOW, THEREFORE, the parties agree as follows:

1. **Services to be provided by CONTRACTOR:** Medical consultation to the District regarding students medical and health needs related to educational planning.

2. **Term:** CONTRACTOR shall commence providing services under this AGREEMENT on **7/1/2019** and will diligently perform as required and complete performance by **6/30/2020**.

3. **Compensation:** DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed Twenty Thousand Dollars and No Cents Dollars (\$20,000).

4. **Expenses:** DISTRICT shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for DISTRICT, except as follows: N/A.

5. **Independent Contractor:** CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she and

all of his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. CONTRACTOR assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. CONTRACTOR shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees.

6. **Materials:** CONTRACTOR shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this AGREEMENT, except as follows: N/A.

CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession.

7. **Metrics:** The DISTRICT and PARTNER will partake in monthly coordination meetings at mutually agreed upon times and dates to discuss the progress of the program. DISTRICT and PARTNER will also mutually establish criteria and process for ongoing program assessment/evaluation such as, but not limited to the district's assessment metrics and other state metrics [(Measures of Academic Progress – English, SBAC – 11th grade, Redesignation Rates, mutually developed rubric score/s, student attendance, and Social Emotional Learning (SEL) data)]. The DISTRICT and PARTNER will also engage in annual review of program content to ensure standards alignment that comply with DISTRICT approved coursework. The PARTNER will provide their impact data based upon these metrics.

8. **Data Sharing:** In order to facilitate the evaluation of the program, the DISTRICT and PARTNER will share aggregate student data for the purposes of determining program impact in compliance with the Family Education Rights and Privacy Act (“FERPA”). CONTRACTOR needs access to the following data:

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Confidentiality Compliance:

To affect the transfer of data subject to federal, state and local laws or regulations, the PARTNER agrees to:

- i. Use data shared under this agreement for no purpose other than evaluating and analyzing the impact of programs on students' academic/behavior performance. The PARTNER further agrees not to share data received under this contract with any other entity without DISTRICT approval.
- ii. Require all employees, contractors and agents of any kind to comply with all applicable provisions of federal, state and local laws with respect to the data shared under this agreement. The PARTNER agrees to require and maintain an appropriate confidentiality agreement from each employee, contractor or agent with access to data pursuant to this agreement. Nothing in this paragraph authorizes sharing data provided under this agreement with any other entity for any purpose.
- iii. Maintain all data obtained pursuant to this agreement separate from all other data files and not copy, reproduce or transmit data obtained pursuant to this agreement except as necessary to fulfill the purpose of the original request. All copies of data of any type, including any modifications or additions to data from any source that contains information regarding individual teachers, are subject to the provisions of this agreement in the same manner as the original data. The ability to access or maintain data under this agreement shall not under any circumstances transfer from the PARTNER to any other entity aside from the DISTRICT and its designated representatives.

- iv. Not disclose any data contained under this agreement in a manner, which could identify any individual to any other entity. The PARTNER may only publish results of studies authorized by this agreement only if the PARTNER has received approval following the DISTRICTS Application to Conduct Educational Research in the Santa Ana Unified School District process. The PARTNER agrees to abide to a "small numbers" policy of deleting all data items that include any group of individuals less than ten and to require all employees, contractors and agents of any kind to also abide by that policy.
- v. Take reasonable steps to insure the physical security of such data under its control, including, but not limited to: fire protection against smoke and water damage; alarm systems; locked files, guards, or other devices reasonably expected to prevent loss or unauthorized access to electronically or mechanically held data limited terminal access, access to input documents and output documents and design provisions to limit use of personal data.
- vi. Destroy all data obtained under this agreement when it is no longer needed for the purpose for which it was obtained. Nothing in this agreement authorizes either party to maintain data beyond the time period reasonably needed to complete the purpose of the request. All data no longer needed shall be destroyed or returned to SAUSD within sixty (60) days. No other entity is authorized to continue research-using data obtained under this agreement upon cessation of studies conducted under the direct supervision of SAUSD.

Data Requests

The DISTRICT may decline to comply with a request in part at its discretion if it determines that providing the data element requested would not be in the best interest of current or former students in DISTRICT schools. All requests shall include a statement of purpose for which it is requested, and an estimation of the time needed to complete the project for which the data is requested.

9. **Invoices:** CONTRACTOR will submit monthly invoices to the DISTRICT within 30 days of the services being rendered. The DISTRICT will only reimburse CONTRACTOR for approved

services as outlined in section 1, *Services to be provided by CONTRACTOR* at the cost outlined in section 3, *Compensation*.

10. **Originality of Services:** CONTRACTOR agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and/or video productions prepared for, written for, submitted to the DISTRICT and/or used in connection with this AGREEMENT, shall be wholly original to CONTRACTOR and shall not be copied in whole or in part from any other source, except that submitted to CONTRACTOR by DISTRICT as a basis for such services.

11. **Copyright/Trademark/Patent:** CONTRACTOR understands and agrees that all matters produced under this AGREEMENT shall become the property of DISTRICT and cannot be used without DISTRICT's express written permission. DISTRICT shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the DISTRICT. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

12. **Conflict of Interest:** CONTRACTOR represents and warrants the following:

(a) **No Current or Prior Conflict of Interest.** That CONTRACTOR has no business, professional, personal, or other interest, including, but not limited to, the representation of other clients, that would conflict in any manner or degree with the performance of its obligations under this AGREEMENT.

(b) **Notice of Potential Conflict.** If any such actual or potential conflict of interest arises under this AGREEMENT, CONTRACTOR shall immediately inform the DISTRICT in writing of such conflict.

(c) **Termination for Material Conflict.** If, in the reasonable judgment of the DISTRICT, such conflict poses a material conflict to and with the performance of CONTRACTOR's obligations under this AGREEMENT, then the DISTRICT may terminate the AGREEMENT immediately

upon written notice to CONTRACTOR; such termination of the AGREEMENT shall be effective upon the receipt of such notice by CONTRACTOR.

13. **Termination:** DISTRICT may, at any time, with or without reason, terminate this AGREEMENT and compensate CONTRACTOR only for services satisfactorily rendered to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of services by CONTRACTOR. Notice shall be deemed given when received by the CONTRACTOR or no later than three days after the day of mailing, whichever is sooner.

DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this AGREEMENT by the CONTRACTOR; or (b) any act by CONTRACTOR exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONTRACTOR is adjudged a bankrupt, CONTRACTOR makes a general assignment for the benefit of creditors or a receiver is appointed on account of CONTRACTOR's insolvency. Written notice by DISTRICT shall contain the reasons for such intention to terminate and unless within **TEN (10)** days after service of such notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this AGREEMENT shall upon the expiration of the **TEN (10)** days cease and terminate. In the event of such termination, the DISTRICT may secure the required services from another contractor. If the cost to the DISTRICT exceeds the cost of providing the service pursuant to this AGREEMENT, the excess cost shall be charges to and collected from the CONTRACTOR. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to DISTRICT. Written notice by DISTRICT shall be deemed given when received by the other party, or no later than three days after the day of mailing, whichever is sooner.

14. **Fingerprint Clearance:** Pursuant to Education Code Section 45125.1, CONTRACTOR and its subcontractors working independently with students shall ensure that all employees working with the Santa Ana Unified School District submit fingerprints to the California Department of Justice to screen for background clearance, with the results of such screening and any subsequent arrest activity being directed to the Santa Ana Unified School District's Department of School Police. CONTRACTOR will ensure that subcontractors will not place any person at a school

whom has a conviction of a serious or violent felony as defined in Education Code Section 44830.1 (c)(1), or sex offense as defined in Education Code Section 44010 or controlled substance offense as defined by Education Code Section 44011. 24.

15. **Tuberculosis Examination:** CONTRACTOR shall ensure that if there is to be contact with employees working with the Santa Ana Unified School District, a proper tuberculosis (TB) certificate of clearance will be provided to DISTRICT prior to commencing initial employment. CONTRACTOR will ensure that subcontractors will not place any person at a school without a valid TB certificate on file showing the employee was examined and found to be free from active tuberculosis, as defined in Education Code Section 49406.1 (a).

16. **Hold Harmless:** CONTRACTOR agrees to and does hereby indemnify, hold harmless and defend the DISTRICT and its governing board, officers, employees and agents from every claim or demand made and every liability, loss, damage or expense, of any nature whatsoever, which may be incurred by reason of:

(a) Liability for damages for: (1) death or bodily injury to person; (2) injury to, loss or theft of property; or (3) any other loss, damage or expense arising out of (1) or (2) above, sustained by the CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, upon or in connection with the services called for in this AGREEMENT, however caused, except for liability for damages referred to above which result from the negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(b) Any injury to or death of any person(s), including the DISTRICT's officers, employees and agents, or damage to or loss of any property caused by any act, neglect, default, or omission of the CONTRACTOR, or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, arising out of, or in any way connected with, the services covered by this AGREEMENT, whether said injury or damage occurs either on or off DISTRICT's property, except for liability for damages which result from the sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(c) Any liability for damages which may arise from the furnishing or use of any copyrighted or uncopyrighted matter or patented or unpatented invention under this AGREEMENT.

17. **Insurance**: Pursuant to Section 10, CONTRACTOR agrees to carry a comprehensive general and automobile liability insurance with limits of **ONE MILLION Dollars (\$1,000,000)** per occurrence combined single limit for bodily injury and property damage in a form mutually acceptable to both parties to protect CONTRACTOR and DISTRICT against liability or claims of liability which may arise out of this AGREEMENT. CONTRACTOR shall provide DISTRICT with certificates of insurance evidencing all coverages and endorsements required hereunder including a thirty (30) day written notice of cancellation or reduction in coverage. CONTRACTOR agrees to name DISTRICT and its governing board, officers, agents and employees as additional insureds under said policy.

18. **Assignment**: The obligations of the CONTRACTOR pursuant to this AGREEMENT shall not be assigned by the CONTRACTOR.

19. **Compliance With Applicable Laws**: The services completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT's general right of inspection to secure the satisfactory completion thereof. CONTRACTOR agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to CONTRACTOR, CONTRACTOR's business, equipment and personnel engaged in services covered by this AGREEMENT or accruing out of the performance of such services.

20. **Permits/Licenses**: CONTRACTOR and all CONTRACTOR's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this AGREEMENT.

21. **Employment With Public Agency**: CONTRACTOR, if an employee of another public agency, agrees that CONTRACTOR will not receive salary or remuneration, other than vacation

pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this AGREEMENT.

22. **Entire Agreement/Amendment:** This AGREEMENT and any exhibits attached hereto constitute the entire agreement among the parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both parties to the AGREEMENT.

23. **Nondiscrimination:** CONTRACTOR agrees that it will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, marital status or age of such persons.

24. **Non Waiver:** The failure of DISTRICT or CONTRACTOR to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT, shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

25. **Notice:** All notices or demands to be given under this AGREEMENT by either party to the other, shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. At the date of this AGREEMENT, the addresses of the parties are as follows:

DISTRICT:

Santa Ana Unified School District

1601 E. Chestnut Ave

Santa Ana, CA 92701

CONTRACTOR:

**Howard Taras, MD, UC San Diego School
of Medicine**

26. **Severability:** If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

27. **Attorney Fees/Costs:** Should litigation be necessary to enforce any terms or provisions of this AGREEMENT, then each party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

28. **Governing Law:** The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.

29. **Exhibits:** This AGREEMENT incorporates by this reference, any exhibits, which are attached hereto and incorporated herein.

THIS AGREEMENT IS ENTERED INTO THIS 1ST DAY OF JULY, 2019.

DISTRICT:

CONTRACTOR:

By:

By:

Signature



Signature

Jonathan Geiszler

Gene Hasegawa

Printed Name

Printed Name

Director of Purchasing

Chief Operating Officer

Title

Title

Date Signed

6/6/19

Date Signed

* Risk Manager will review all insurance requirements for the District.

Independent Contractor Agreement

This AGREEMENT is hereby entered into between the **Santa Ana Unified School District**, hereinafter referred to as “DISTRICT,” and CollegeSpring hereinafter referred to as “CONTRACTOR.”

WHEREAS, DISTRICT is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required;

WHEREAS, DISTRICT is in need of such special services and advice; and WHEREAS, CONTRACTOR is specially trained and experienced and competent to perform the special services required by the DISTRICT, and such services are needed on a limited basis;

NOW, THEREFORE, the parties agree as follows:

1. **Services to be provided by CONTRACTOR:** SAT preparation programming to selected juniors

2. **Term:** CONTRACTOR shall commence providing services under this AGREEMENT on **7/1/2019** and will diligently perform as required and complete performance by **6/30/2020**.

3. **Compensation:** DISTRICT agrees to pay the CONTRACTOR for services satisfactorily rendered pursuant to this AGREEMENT a total fee not to exceed Ninety Eight Thousand Dollars and No Cents Dollars (\$98,000).

4. **Expenses:** DISTRICT shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for DISTRICT, except as follows: N/A.

5. **Independent Contractor:** CONTRACTOR, in the performance of this AGREEMENT, shall be and act as an independent contractor. CONTRACTOR understands and agrees that he/she and

all of his/her employees shall not be considered officers, employees or agents of the DISTRICT, and are not entitled to benefits of any kind or nature normally provided employees of the DISTRICT and/or to which DISTRICT's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. CONTRACTOR assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the services to be provided under this AGREEMENT. CONTRACTOR shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees.

6. **Materials:** CONTRACTOR shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this AGREEMENT, except as follows: N/A.

CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of his/her profession.

7. **Metrics:** The DISTRICT and PARTNER will partake in monthly coordination meetings at mutually agreed upon times and dates to discuss the progress of the program. DISTRICT and PARTNER will also mutually establish criteria and process for ongoing program assessment/evaluation such as, but not limited to the district's assessment metrics and other state metrics [(Measures of Academic Progress – English, SBAC – 11th grade, Redesignation Rates, mutually developed rubric score/s, student attendance, and Social Emotional Learning (SEL) data)]. The DISTRICT and PARTNER will also engage in annual review of program content to ensure standards alignment that comply with DISTRICT approved coursework. The PARTNER will provide their impact data based upon these metrics.

8. **Data Sharing:** In order to facilitate the evaluation of the program, the DISTRICT and PARTNER will share aggregate student data for the purposes of determining program impact in compliance with the Family Education Rights and Privacy Act (“FERPA”). CONTRACTOR needs access to the following data:

Official PSAT scores and dates Official SAT scores and date Full name, birthdate, and grade level of participating students

Confidentiality Compliance:

To affect the transfer of data subject to federal, state and local laws or regulations, the PARTNER agrees to:

- i. Use data shared under this agreement for no purpose other than evaluating and analyzing the impact of programs on students' academic/behavior performance. The PARTNER further agrees not to share data received under this contract with any other entity without DISTRICT approval.
- ii. Require all employees, contractors and agents of any kind to comply with all applicable provisions of federal, state and local laws with respect to the data shared under this agreement. The PARTNER agrees to require and maintain an appropriate confidentiality agreement from each employee, contractor or agent with access to data pursuant to this agreement. Nothing in this paragraph authorizes sharing data provided under this agreement with any other entity for any purpose.
- iii. Maintain all data obtained pursuant to this agreement separate from all other data files and not copy, reproduce or transmit data obtained pursuant to this agreement except as necessary to fulfill the purpose of the original request. All copies of data of any type, including any modifications or additions to data from any source that contains information regarding individual teachers, are subject to the provisions of this agreement in the same manner as the original data. The ability to access or maintain data under this agreement shall not under any circumstances transfer from the PARTNER to any other entity aside from the DISTRICT and its designated representatives.

- iv. Not disclose any data contained under this agreement in a manner, which could identify any individual to any other entity. The PARTNER may only publish results of studies authorized by this agreement only if the PARTNER has received approval following the DISTRICTS Application to Conduct Educational Research in the Santa Ana Unified School District process. The PARTNER agrees to abide to a "small numbers" policy of deleting all data items that include any group of individuals less than ten and to require all employees, contractors and agents of any kind to also abide by that policy.
- v. Take reasonable steps to insure the physical security of such data under its control, including, but not limited to: fire protection against smoke and water damage; alarm systems; locked files, guards, or other devices reasonably expected to prevent loss or unauthorized access to electronically or mechanically held data limited terminal access, access to input documents and output documents and design provisions to limit use of personal data.
- vi. Destroy all data obtained under this agreement when it is no longer needed for the purpose for which it was obtained. Nothing in this agreement authorizes either party to maintain data beyond the time period reasonably needed to complete the purpose of the request. All data no longer needed shall be destroyed or returned to SAUSD within sixty (60) days. No other entity is authorized to continue research-using data obtained under this agreement upon cessation of studies conducted under the direct supervision of SAUSD.

Data Requests

The DISTRICT may decline to comply with a request in part at its discretion if it determines that providing the data element requested would not be in the best interest of current or former students in DISTRICT schools. All requests shall include a statement of purpose for which it is requested, and an estimation of the time needed to complete the project for which the data is requested.

9. **Invoices:** CONTRACTOR will submit monthly invoices to the DISTRICT within 30 days of the services being rendered. The DISTRICT will only reimburse CONTRACTOR for approved

services as outlined in section 1, *Services to be provided by CONTRACTOR* at the cost outlined in section 3, *Compensation*.

10. **Originality of Services:** CONTRACTOR agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and/or video productions prepared for, written for, submitted to the DISTRICT and/or used in connection with this AGREEMENT, shall be wholly original to CONTRACTOR and shall not be copied in whole or in part from any other source, except that submitted to CONTRACTOR by DISTRICT as a basis for such services.

11. **Copyright/Trademark/Patent:** CONTRACTOR understands and agrees that all matters produced under this AGREEMENT shall become the property of DISTRICT and cannot be used without DISTRICT's express written permission. DISTRICT shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the DISTRICT. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

12. **Conflict of Interest:** CONTRACTOR represents and warrants the following:

(a) **No Current or Prior Conflict of Interest.** That CONTRACTOR has no business, professional, personal, or other interest, including, but not limited to, the representation of other clients, that would conflict in any manner or degree with the performance of its obligations under this AGREEMENT.

(b) **Notice of Potential Conflict.** If any such actual or potential conflict of interest arises under this AGREEMENT, CONTRACTOR shall immediately inform the DISTRICT in writing of such conflict.

(c) **Termination for Material Conflict.** If, in the reasonable judgment of the DISTRICT, such conflict poses a material conflict to and with the performance of CONTRACTOR's obligations under this AGREEMENT, then the DISTRICT may terminate the AGREEMENT immediately

upon written notice to CONTRACTOR; such termination of the AGREEMENT shall be effective upon the receipt of such notice by CONTRACTOR.

13. **Termination:** DISTRICT may, at any time, with or without reason, terminate this AGREEMENT and compensate CONTRACTOR only for services satisfactorily rendered to the date of termination. Written notice by DISTRICT shall be sufficient to stop further performance of services by CONTRACTOR. Notice shall be deemed given when received by the CONTRACTOR or no later than three days after the day of mailing, whichever is sooner. DISTRICT may terminate this AGREEMENT upon giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this AGREEMENT by the CONTRACTOR; or (b) any act by CONTRACTOR exposing the DISTRICT to liability to others for personal injury or property damage; or (c) CONTRACTOR is adjudged a bankrupt, CONTRACTOR makes a general assignment for the benefit of creditors or a receiver is appointed on account of CONTRACTOR's insolvency. Written notice by DISTRICT shall contain the reasons for such intention to terminate and unless within **TEN (10)** days after service of such notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this AGREEMENT shall upon the expiration of the **TEN (10)** days cease and terminate. In the event of such termination, the DISTRICT may secure the required services from another contractor. If the cost to the DISTRICT exceeds the cost of providing the service pursuant to this AGREEMENT, the excess cost shall be charges to and collected from the CONTRACTOR. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to DISTRICT. Written notice by DISTRICT shall be deemed given when received by the other party, or no later than three days after the day of mailing, whichever is sooner.

14. **Fingerprint Clearance:** Pursuant to Education Code Section 45125.1, CONTRACTOR and its subcontractors working independently with students shall ensure that all employees working with the Santa Ana Unified School District submit fingerprints to the California Department of Justice to screen for background clearance, with the results of such screening and any subsequent arrest activity being directed to the Santa Ana Unified School District's Department of School Police. CONTRACTOR will ensure that subcontractors will not place any person at a school

whom has a conviction of a serious or violent felony as defined in Education Code Section 44830.1 (c)(1), or sex offense as defined in Education Code Section 44010 or controlled substance offense as defined by Education Code Section 44011. 24.

15. **Tuberculosis Examination:** CONTRACTOR shall ensure that if there is to be contact with employees working with the Santa Ana Unified School District, a proper tuberculosis (TB) certificate of clearance will be provided to DISTRICT prior to commencing initial employment. CONTRACTOR will ensure that subcontractors will not place any person at a school without a valid TB certificate on file showing the employee was examined and found to be free from active tuberculosis, as defined in Education Code Section 49406.1 (a).

16. **Hold Harmless:** CONTRACTOR agrees to and does hereby indemnify, hold harmless and defend the DISTRICT and its governing board, officers, employees and agents from every claim or demand made and every liability, loss, damage or expense, of any nature whatsoever, which may be incurred by reason of:

(a) Liability for damages for: (1) death or bodily injury to person; (2) injury to, loss or theft of property; or (3) any other loss, damage or expense arising out of (1) or (2) above, sustained by the CONTRACTOR or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, upon or in connection with the services called for in this AGREEMENT, however caused, except for liability for damages referred to above which result from the negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(b) Any injury to or death of any person(s), including the DISTRICT's officers, employees and agents, or damage to or loss of any property caused by any act, neglect, default, or omission of the CONTRACTOR, or any person, firm or corporation employed by the CONTRACTOR, either directly or by independent contract, arising out of, or in any way connected with, the services covered by this AGREEMENT, whether said injury or damage occurs either on or off DISTRICT's property, except for liability for damages which result from the sole negligence or willful misconduct of the DISTRICT or its officers, employees or agents.

(c) Any liability for damages which may arise from the furnishing or use of any copyrighted or uncopyrighted matter or patented or unpatented invention under this AGREEMENT.

17. **Insurance:** Pursuant to Section 10, CONTRACTOR agrees to carry a comprehensive general and automobile liability insurance with limits of **ONE MILLION Dollars (\$1,000,000)** per occurrence combined single limit for bodily injury and property damage in a form mutually acceptable to both parties to protect CONTRACTOR and DISTRICT against liability or claims of liability which may arise out of this AGREEMENT. CONTRACTOR shall provide DISTRICT with certificates of insurance evidencing all coverages and endorsements required hereunder including a thirty (30) day written notice of cancellation or reduction in coverage. CONTRACTOR agrees to name DISTRICT and its governing board, officers, agents and employees as additional insureds under said policy.

18. **Assignment:** The obligations of the CONTRACTOR pursuant to this AGREEMENT shall not be assigned by the CONTRACTOR.

19. **Compliance With Applicable Laws:** The services completed herein must meet the approval of the DISTRICT and shall be subject to the DISTRICT's general right of inspection to secure the satisfactory completion thereof. CONTRACTOR agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to CONTRACTOR, CONTRACTOR's business, equipment and personnel engaged in services covered by this AGREEMENT or accruing out of the performance of such services.

20. **Permits/Licenses:** CONTRACTOR and all CONTRACTOR's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this AGREEMENT.

21. **Employment With Public Agency:** CONTRACTOR, if an employee of another public agency, agrees that CONTRACTOR will not receive salary or remuneration, other than vacation

pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this AGREEMENT.

22. **Entire Agreement/Amendment:** This AGREEMENT and any exhibits attached hereto constitute the entire agreement among the parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both parties to the AGREEMENT.

23. **Nondiscrimination:** CONTRACTOR agrees that it will not engage in unlawful discrimination in employment of persons because of race, ethnicity, religion, nationality, disability, gender, marital status or age of such persons.

24. **Non Waiver:** The failure of DISTRICT or CONTRACTOR to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT, shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

25. **Notice:** All notices or demands to be given under this AGREEMENT by either party to the other, shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. At the date of this AGREEMENT, the addresses of the parties are as follows:

DISTRICT:

**Santa Ana Unified School District
1601 E. Chestnut Ave
Santa Ana, CA 92701**

CONTRACTOR:

**CollegeSpring
800 S. Figueroa St. Suite 760
Los Angeles, CA 90017**

26. **Severability:** If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

27. **Attorney Fees/Costs:** Should litigation be necessary to enforce any terms or provisions of this AGREEMENT, then each party shall bear its own litigation and collection expenses, witness fees, court costs, and attorneys' fees.

28. **Governing Law:** The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California with venue in Orange County, California. This AGREEMENT is made in and shall be performed in Orange County, California.

29. **Exhibits:** This AGREEMENT incorporates by this reference, any exhibits, which are attached hereto and incorporated herein.

THIS AGREEMENT IS ENTERED INTO THIS 1ST DAY OF JULY, 2019.

DISTRICT:

CONTRACTOR:

By:

Signature

Jonathan Geiszler

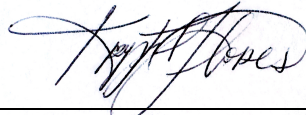
Printed Name

Director of Purchasing

Title

Date Signed

By:



Signature

Krystal O'Leary

Printed Name

Head of California

Title

May 8, 2019

Date Signed

* Risk Manager will review all insurance requirements for the District.

9. Approval of Consent Calendar

Subject	9.10 Approval/Ratification of Listing of No-Cost Community Partnership Agreements with Santa Ana Unified School District for 2019-20 School Year
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Jun 25, 2019
Absolute Date	Jun 25, 2019
Fiscal Impact	No
Budgeted	No
Budget Source	No fiscal impact.
Recommended Action	Approve/ratify the listing of No-Cost Community Partnership agreements with Santa Ana Unified School District for the 2019-20 school year.
Goals	<p>GOAL 2 - : Establish collaboration and communication across all levels to support and promote engagement and school connectedness amongst students, staff, families and community.</p> <p>ACTION 2.7 - Expand and maintain partnerships which support student academic success and social emotional well-being by partnering with institutions of higher education, community based organizations and district staff through MOU's and grants</p> <p>SERVICES 2.07002 Community based organizations</p> <p>GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.</p> <p>ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service.</p> <p>SERVICES 3.07010 Purchasing Services</p>

AGENDA ITEM BACKUP SHEET

TITLE: Approval/Ratification of Listing of No-Cost Community Partnership Agreements with Santa Ana Unified School District for 2019-20 School Year

ITEM: Consent

SUBMITTED BY: Manoj Roychowdhury, Assistant Superintendent, Business Services

PREPARED BY: Jonathan Geiszler, Director, Purchasing and Stores

ITEM SUMMARY:

- No-Cost Community Partnership Agreements for the 2019-20 school year

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval/ratification of the listing of No-Cost Community Partnership agreements with Santa Ana Unified School District for 2019-20 school year.

RATIONALE:

Community Partnership Agreements have been requested by school sites and District staff to enhance and support educational programs and provide professional development to improve student achievement. The attached list identifies various community partnership agreements that will provide services throughout the District.

FUNDING:

No fiscal impact.

RECOMMENDATION:

Approve/ratify the listing of No-Cost Community Partnership agreements with Santa Ana Unified School District for the 2019-20 school year.

MR:jg:mm

File Attachments

2019-20 Community Partnerships June 25.pdf (414 KB)

CR.Second Harvest.pdf (240 KB)

E.County of Orange Social Services Agency_r.pdf (2,012 KB)

SpEd.Orange County Department of Education.pdf (974 KB)

Annual Listing of No-Cost Community Partnership Agreements

June 25, 2019

2019-20 Community Partnerships Recommended for Board Approval

#	PARTNER	DEPARTMENT	SERVICE	AGREEMENT START DATE	AGREEMENT END DATE
1	Second Harvest	Community Relations	Provide wholesome food and fresh produce to families in need at local school sites. Also, provide information and enrollment opportunities on site for CalFresh.	1-Jul-19	30-Jun-20
2	County of Orange Social Services Agency	Educational Services	PALS volunteer reading program	1-Jul-19	30-Jun-24
3	Orange County Department of Education	Special Education	Conduct special education programs and services for those eligible pupils of the District.	1-Jul-19	30-Jun-20

Member Program Agreement

School Pantry Program

Second Harvest Food Bank of Orange County
FY 2020



Introduction:

The mission of the School Pantry Program is to help alleviate child hunger in America through the provision of food to children and their families at school. School Pantries are located on the grounds of a school intended to provide a more readily accessible source of food assistance to low-income students and their families. Second Harvest has been running similar mobile-based school distributions since 2012, but the program was officially launched for the 2014-2015 school year with 8 schools participating in this “farmer’s market”-style produce distribution model. Every year we look forward to the partnerships that we will form with each school, knowing that they will provide ample opportunity for growth and help further our mission to end hunger in Orange County. We guarantee to provide great support to the schools that we work with, and in turn hold our partners to high expectations in terms of communication, and a willingness to work with us to meet the needs of each specific school community.

Responsibilities of the School:

1. Identify a “School Pantry Coordinator” to orchestrate each School Pantry distribution; greet SHFBOC driver at time of the delivery and assist driver as needed with pallet and crate pick-up, ensure proper distribution set-up, assign parent volunteers to specific tasks and provide volunteer support, and handle any on-site issues. The “School Pantry Coordinator” must undergo training at their first 2-3 distributions by a SHFBOC staff member to ensure the responsibilities and integrity of the program are being carried out. This individual will also serve as SHFBOC’s primary contact at each school and will be responsible for communicating any issues to SHFBOC staff.
2. Each “School Pantry Coordinator” and one additional staff person or volunteer, must undergo Safe Food Handling training that carries an estimated \$15 fee per certificate. The training will provide a three-year food handling certificate, and must be sent to SHFBOC prior to your first distribution of the school year.
3. Store folding tables, produce baskets and other program supplies on site in a secure location.
4. Promote the food distribution to enrolled student’s families via calling systems, posting on the marquee, and distribute flyers.
5. Work in collaboration with nearby schools to expand outreach to the community by connecting with community liasons, etc.
6. Work to help ensure the distribution of all food (except waste/spoiled food). Allow for disposal of any waste in trash receptacles.
7. Complete client intake and reporting requirements, as detailed and trained on by SHFBOC. Client intake entails collecting family household size (number of adults, children, seniors) before the distribution. Client intake form and online database reporting must be submitted to SHFBOC staff within three business days after each distribution.
8. Allow for and approve of additional free resources to be provided during food distributions.
9. Conduct National Background Checks on staff and volunteers with direct, repetitive contact with children (if applicable).
10. Provide an agreed upon space for distribution and be willing to reasonably accommodate SHFBOC staff requests for a change in location as needed.
11. Have custodial staff who will assist in the clean up as needed.
12. Have assistance from custodial staff and/or volunteers to store pallets and crates for pick-up by SHFBOC staff, during the next month’s distribution.
13. Pallets and crates need to be prepared for pick-up and placed near the food distribution area prior to the driver’s arrival, for expedited pick-up.
14. District or Principal will advise SHFBOC staff of any administrative changes for the school year.
15. Sign this written agreement with Second Harvest Food Bank of Orange County.

Member Program Agreement

School Pantry Program

Second Harvest Food Bank of Orange County
FY 2020



Responsibilities of Second Harvest Food Bank of Orange County:

1. Provide a selection of produce in quantities that will allow for approximately 150 households.
2. Provide additional food as available and at the discretion of SHFBOC staff, although the program aims to provide solely fresh produce.
3. Provide a written agreement to be signed by a School District Representative.
4. Provide program staff management and on-going support for the program.

Use of Food Provided by Second Harvest Food Bank of Orange County:

1. Food will be distributed free of charge.
2. Food will not be redistributed to any group or organization. Any leftover food must be kept onsite and distributed to additional families within 24 hours.
3. Food will not be transferred for money, property, or services.
4. Ensure safe and proper handling of the Product, which conforms to all local, state and Federal regulations.

Conditions and Stipulations:

1. Both parties enter into this agreement voluntarily.
2. Either party may terminate the agreement by simply notifying the other party.
3. Any attachments are a part of this agreement.
4. Each site must be willing to abide by the policies, procedures, and record keeping requirements of SHFBOC.
5. Staff or volunteers of the program will not engage in discrimination, in the provision of service, against any person because of race, color, citizenship, religion, gender, national origin, ancestry, age, marital status, disability, sexual orientation including gender identity or expression, unfavorable discharge from the military or status as a protected veteran.
6. The partnering organization will allow SHFBOC to monitor the food distribution operations site regularly.
7. Participant shall indemnify, defend and hold harmless Feeding America, its parents, members, managers, partners, officers, employees, subsidiaries, affiliates and agents (collectively, the "Indemnified Parties") from and against any and all losses, claims, costs, demands, liabilities or damages ("Loss") arising out of: (i) any personal injury or property damage occurring at Participant's Program site arising from any act, omission or negligence of Participant, its employees, agents, volunteers, participants or invitees, except that Participant shall not be required to indemnify the Indemnified Parties, or any of them, for a Loss that is finally determined by a court of competent jurisdiction to be caused by the active negligence of the Indemnified Parties, or any of them; and (ii) any breach, violation or nonperformance of any covenant, condition or agreement set forth in this Agreement to be fulfilled, kept, observed and performed by Participant. The foregoing indemnity shall survive the termination of this Agreement and shall remain binding on Participant until such time as an action against the Indemnified Parties, or any of them, on account of such Loss is absolutely barred by any applicable statute of limitations.
8. Second Harvest Food Bank of Orange County reserves the right to terminate the agreement without notice if the program is found to be out of compliance.
9. Second Harvest Food Bank of Orange County reserves the right to limit the types and quantity of food given to the site.

Member Program Agreement

School Pantry Program

Second Harvest Food Bank of Orange County
FY 2020



Either party can terminate this agreement immediately with or without cause upon notification of other party. This agreement is binding from the date of signature until termination by either party. Failure to maintain terms of this agreement may result in partnership status being placed on hold or in some cases terminated. I accept and agree to abide by all the above terms and conditions.

Print name of School District (or School Name if no District)

Signature of District/Board Representative

Date

Print name of District/Board Representative

Title

Ellie Nedry, Ellie Nedry, Community Programs Manager

Second Harvest Food Bank of Orange County Representative

1/8/19

Date

To be signed by School Principal once school has been selected to participate in the program.

By signing, I acknowledge that I have read the terms listed above.

Print name of School Principal

School Name

Signature of School Principal

Date

MEMORANDUM OF UNDERSTANDING
BETWEEN
THE COUNTY OF ORANGE SOCIAL SERVICES AGENCY
AND
SANTA ANA UNIFIED SCHOOL DISTRICT
FOR THE PROVISION OF
PARTNERSHIP ACADEMY LITERACY SUPPORT VOLUNTEER READING PROGRAM

This Memorandum of Understanding (MOU) is entered into by and between the County of Orange, acting through its Social Services Agency (SSA), hereinafter referred to as "COUNTY," and Orange County Conservation Corps, hereinafter referred to as "SCHOOL" This MOU establishes the procedures for the implementation and administration of the Partnership Academy Literacy Support (PALS) Volunteer Reading Program. PALS provides high school student readers and adult volunteer readers an opportunity to read to SSA clients and their young children, who meet the criteria, in the lobby of SSA's Assistance Programs (AP), Santa Ana Regional Center (SARC) building.

COUNTY and SCHOOL may be referred to individually as "Party" and collectively as "the Parties." The relationship between COUNTY and SCHOOL, with regard to this MOU, is based upon the following:

1. This MOU is authorized and provided for pursuant to California Welfare and Institutions Code Section 16501.
2. This MOU sets forth the procedures authorized by both the COUNTY's SSA Director and the SCHOOL for their respective employees to follow in providing services under the PALS Volunteer Reading Program.
3. This non-financial MOU is a legally binding agreement based on the promises of the Parties.

4. SSA provides services to families with children and adults in need of health care, food, shelter, and clothing.
5. The Director of SSA is willing to provide volunteer opportunities for the SCHOOL high school student and/or adult volunteer readers, in accordance with the guidelines contained in this MOU.
6. SCHOOL shall facilitate the implementation and administration of the PALS Volunteer Reading Program by providing students and volunteers to read to SSA clients and their children, approximately one (1) day per week for three (3) hours, for the purpose of providing positive activities that encourage parents to read to their children.
7. The SCHOOL's high school students and volunteers will receive community service hours for their efforts.
8. The Volunteer Reading Program will support the efforts of SCHOOL to increase the literacy rate in the city of Santa Ana and reach credible literacy goals through a community-based partnership with SSA.

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1. TERM

The term of this MOU shall commence on July 1, 2019, and end on June 30, 2024, unless earlier terminated pursuant to the provisions of Paragraph 24 of this MOU; however, the Parties shall be obligated to perform such duties as would normally extend beyond this term, including, but not limited to, obligations with respect to indemnification, reporting and confidentiality.

2. PURPOSE

The purpose of this MOU is to set forth the procedures authorized by both the COUNTY's SSA Director and the SCHOOL for their respective employees to follow in providing services under the PALS Volunteer Reading Program, with a goal to provide positive activities that encourage parents to read to their children at home and to provide volunteer opportunities for local high school student and adult volunteer readers.

3. POPULATION TO BE SERVED

SCHOOL shall provide services, as outlined in this MOU, to SSA clients and their children, ages birth to eighteen (18), The population to be served as defined in this Paragraph shall hereinafter be referred to as "FAMILIES."

4. SCHOOL RESPONSIBILITIES

4.1 SCHOOL shall:

4.1.1 Provide PALS Volunteer Reading Program services to SSA FAMILIES who are waiting in the SARC lobby for their appointment.

4.1.2 Assign an adult chaperone to accompany and remain with volunteer high school student readers while at SARC. Adult chaperones shall be selected from Century High School staff after having successfully passed a background and finger print check by SCHOOL.

4.1.3 Select volunteer adult readers who successfully passed, prior to providing services to population, the SCHOOL background check, reference check, criminal and finger print check through Live Scan, and medical screening,

including a tuberculosis check.

- 4.1.4 Provide a minimum of one (1) hour of orientation and training annually to volunteer readers outlining expectations, duties, and responsibilities.
- 4.1.5 Develop and provide to COUNTY a schedule of daily, weekly, and/or monthly hours volunteer readers will provide Volunteer Reading Program services.
- 4.1.6 Prepare and maintain accurate and complete records of the number of SSA FAMILIES served and books distributed under the terms of this MOU, in a form acceptable to SSA.
- 4.1.7 Obtain prior written consent/authorization of the parents of high school volunteer readers who are not yet eighteen (18) years old to participate in the Volunteer Reading Program.
- 4.1.8 Provide monthly statistics report to COUNTY, by the tenth (10th) of each month for the prior month's activities, including but not limited to, the number of books provided, number of books distributed to FAMILIES, number of children read to, and the number of SSA parents who utilized PALS Volunteer Reading Program services.
- 4.1.9 Provide a final annual report to COUNTY, within sixty (60) days after June thirtieth (30th) of each year this MOU is in effect. The annual report, in a format approved by SSA, shall summarize the activities and services provided by SCHOOL to FAMILIES.
- 4.1.10 Ensure SSA clients remain with their children throughout the reading session(s) and that volunteer readers do not provide childcare.
- 4.1.11 Provide PALS Volunteer Reading Program literature in SARC waiting rooms.
- 4.1.12 Conduct a minimum of one (1) community donation book drive annually to collect books to be used to read to children at SARC and to distribute

to SSA FAMILIES to take home and keep.

5. COUNTY RESPONSIBILITIES.

SSA will:

- 5.1 Inform and encourage SSA SARC FAMILIES to participate in SCHOOL's PALS Volunteer Reading Program when services are taking place and FAMILIES are waiting for their appointment.
- 5.2 Provide Training and Career Development (TCD) Trainers for a minimum of one (1) hour of group training annually to all readers. The title of the training module is "Volunteer Reading Program Introduction" and consists of the following objectives/key topics: SSA's Philosophy and Goals, Confidentiality and You (per the California Department of Social Services Manual of Policies and Procedures, Division 19-000 as it pertains to volunteers), and Child/Elder Abuse Reporting Requirements (for volunteer adult readers).
- 5.3 Allow the use of a SARC supply room and bookcase(s) for the purpose of storage of supplies, books, and various program materials.
- 5.4 Provide a space in SARC AP waiting room large enough for readers to provide Volunteer Reading Program services to SSA FAMILIES.

6. FACILITIES:

- 6.1 It is mutually understood that SCHOOL will provide services at the following facilities:
Santa Ana Regional Center (SARC)
Building #32, Room #B101
1928 S. Grand Avenue
Santa Ana, CA 92705
- 6.2 SCHOOL and COUNTY may mutually agree in writing to add, change, modify, or delete facility location(s) as necessary to best serve the needs of COUNTY and FAMILIES to be served under this MOU.

7. USE OF COUNTY PROPERTY

7.1 COUNTY intends to permit SCHOOL the rent-free use of office space, office furniture, and office equipment located in the facility in accordance with Subparagraph 6.1 of this MOU. The SSA office and facility at which SCHOOL shall be collocated with COUNTY staff pursuant to this MOU, is more particularly set forth in that certain lease or license agreement described in Subparagraph 7.2 , below. As stated in the lease or license agreement, said office space, office furniture, and equipment shall be used solely by employees and volunteers of SCHOOL while performing their assigned duties pursuant to this MOU.

7.2 SCHOOL shall enter into a rent-free lease or license agreement with COUNTY for facilities provided by COUNTY, and shall execute all terms and conditions of said agreement upon COUNTY's presentation of said document to SCHOOL. Failure to execute the lease or license agreement will result in a breach of this MOU.

7.3 SCHOOL is responsible for any costs associated with Fair Employment and Housing Act and Americans with Disabilities Act accommodations for its own employees at COUNTY facilities. COUNTY, may, in its sole discretion and on a case-by-case basis, provide for such accommodations at no cost to SCHOOL.

8. NON-DISCRIMINATION

8.1 In the performance of this MOU, SCHOOL agrees that it shall not engage nor employ any unlawful discriminatory practices in the admission of FAMILIES, provision of services or benefits, assignment of accommodations, treatment, evaluation, employment of personnel, or in any other respect, on the basis of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran

status, or any other protected group, in accordance with the requirements of all applicable federal or State laws.

8.2 SCHOOL shall furnish any and all information requested by COUNTY and shall permit COUNTY access, during business hours, to books, records, and accounts in order to ascertain SCHOOL's compliance with Paragraph 8 et seq.

8.3 Non-Discrimination in Employment

8.3.1 All solicitations or advertisements for employees placed by or on behalf of SCHOOL shall state that all qualified applicants will receive consideration for employment without regard to race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, military and veteran status, or any other protected group, in accordance with the requirements of all applicable federal or State laws. Notices describing the provisions of the equal opportunity clause shall be posted in a conspicuous place for employees and job applicants.

8.3.2 SCHOOL shall refer any and all employees desirous of filing a formal discrimination complaint to:

California Department of Social Services
Public Inquiry and Response Bureau
P.O. Box 944243, M.S. 8-4-23
Sacramento, CA 95814
Telephone: (800) 952-5253
(800) 952-8349 (For the hard of hearing)

8.4 Non-Discrimination in Service Delivery

8.4.1 SCHOOL shall comply with Titles VI and VII of the Civil Rights Act of 1964, as amended; Section 504 of the Rehabilitation Act of 1973, as

amended; the Age Discrimination Act of 1975, as amended; the Food Stamp Act of 1977, as amended, and in particular 7 Code of Federal Regulations (CFR) section 272.6; Title II of the Americans with Disabilities Act of 1990; California Civil Code Section 51 et seq., as amended; California Government Code (CGC) Sections 11135-11139.5, as amended; CGC Section 12940 (c), (h), (i), and (j); CGC Section 4450; Title 22, California Code of Regulations (CCR) Sections 98000-98413; the Dymally-Alatorre Bilingual Services Act (CGC Section 7290-7299.8); Section 1808 of the Removal of Barriers to Interethnic Adoption Act of 1996; and other applicable federal and State laws, as well as their implementing regulations (including Title 45 CFR Parts 80, 84, and 91; Title 7 CFR Part 15; and Title 28 CFR Part 42), and any other law pertaining to Equal Employment Opportunity, Affirmative Action, and Nondiscrimination, as each may now exist or be hereafter amended. SCHOOL shall not implement any administrative methods or procedures which would have a discriminatory effect or which would violate the California Department of Social Services (CDSS), Manual of Policies and Procedures (MPP) Division 21, Chapter 21-100. If there are any violations of this Paragraph, CDSS shall have the right to invoke fiscal sanctions or other legal remedies in accordance with California Welfare and Institutions Code (WIC) Section 10605, or CGC Sections 11135-11139.5, or any other laws, or the issue may be referred to the appropriate federal agency for further compliance action and enforcement of Subparagraph 8 et seq.

8.4.2 SCHOOL shall provide any and all FAMILIES desirous of filing a formal complaint any and all information as appropriate:

8.4.2.1 Pamphlet: "Your Rights Under California Welfare Programs"

(PUB 13)

8.4.2.2 Discrimination Complaint Form

8.4.2.3 Civil Rights Contacts

County Civil Rights Contact

Orange County Social Services Agency

Program Integrity

Attn: Civil Rights Coordinator

P.O. Box 22001

Santa Ana, CA 92702-2001

Telephone: (714) 438-8877

State Civil Rights Contact

California Department of Social Services

Civil Rights Bureau

P.O. Box 944243, M.S. 15-70

Sacramento, CA 94244-2430

Federal Civil Rights Contact

U.S. Department of Health and Human Services

Office of Civil Rights

50 U.N. Plaza, Room 322

San Francisco, CA 94102

9. SUBCONTRACTS

9.1 SCHOOL shall not subcontract for services under this MOU without the prior written consent of COUNTY. If COUNTY consents in writing to a subcontract, in no event shall the subcontract alter, in any way, any legal responsibility of SCHOOL to COUNTY. All subcontracts must be in writing and copies of same shall be provided to COUNTY, SCHOOL shall include in each subcontract any

provision COUNTY may require.

10. CONFIDENTIALITY

10.1 COUNTY and SCHOOL agree to maintain confidentiality of all records pursuant to WIC Sections 827 and 10850-10853, the CDSS MPP, Division 19-000, and all other provisions of law, and regulations promulgated thereunder relating to privacy and confidentiality, as each may now exist or be hereafter amended.

10.2 All records and information concerning any and all persons referred to SCHOOL by COUNTY or COUNTY's designee shall be considered and kept confidential by SCHOOL, SCHOOL's employees, agents, subcontractors, and all other individuals performing services under this MOU. SCHOOL shall require all of its employees, agents, subcontractors, and all other individuals performing services under this MOU to sign an agreement with SCHOOL before commencing the provision of any such services, agreeing to maintain confidentiality pursuant to this MOU.

10.3 SCHOOL shall inform all of its employees, agents, subcontractors, and all other individuals performing services under this MOU of this provision and that any person violating the provisions of said California state law may be guilty of a crime.

10.4 SCHOOL agrees that any and all subcontracts entered into shall be subject to the confidentiality requirements of this MOU.

11. PUBLICITY, LITERATURE, ADVERTISEMENTS AND SOCIAL MEDIA

11.1 COUNTY owns all rights to the name, logos, and symbols of COUNTY. The use and/or reproduction of COUNTY's name, logos, or symbols for any purpose, including commercial advertisement, promotional purposes, announcements, displays, or press releases, without COUNTY's prior written consent is expressly prohibited.

11.2 SCHOOL may develop and publish information related to this MOU where all of

the following conditions are satisfied:

11.2.1 COUNTY provides its written approval of the content and publication of the information at least 30 days prior to SCHOOL publishing the information, unless a different timeframe for approval is agreed upon by COUNTY;

11.2.2 The information does not give the appearance that the COUNTY, its officers, employees, or agencies endorse:

11.2.2.1 any commercial product or service; and,

11.2.2.2 any product or service provided by SCHOOL, unless approved in writing by COUNTY; and

11.2.3 If SCHOOL uses social media (such as Facebook, Twitter, YouTube or other publicly available social media sites) to publish information related to this MOU, SCHOOL shall develop social media policies and procedures and have them available to the COUNTY. SCHOOL shall comply with COUNTY Social Media Use Policy and Procedures as they pertain to any social media developed in support of the services described within this MOU. The policy is available on the Internet at <http://www.ocgov.com/gov/ceo/cio/govpolicies>.

12. INDEMNIFICATION

12.1 SCHOOL agrees to indemnify, defend with counsel approved in writing by COUNTY, and hold U.S. Department of Health and Human Services, the State, COUNTY, and their elected and appointed officials, officers, employees, agents, and those special districts and agencies which COUNTY's Board of Supervisors acts as the governing Board ('COUNTY INDEMNITEES') harmless from any claims, demands, or liability of any kind or nature, including, but not limited to, personal injury or property damage, arising from or related to the services, products, or other performance provided by SCHOOL pursuant to this MOU. If

judgment is entered against SCHOOL and COUNTY by a court of competent jurisdiction because of the concurrent active negligence of COUNTY or COUNTY INDEMNITEES, SCHOOL and COUNTY agree that liability will be apportioned as determined by the court. Neither party shall request a jury apportionment.

13. INSURANCE

- 13.1 Prior to the provision of services under this MOU, SCHOOL agrees to purchase all required insurance at SCHOOL's expense, including all endorsements required herein, necessary to satisfy COUNTY that the insurance provisions of this MOU have been complied with. SCHOOL agrees to keep such insurance coverage, Certificates of Insurance and endorsements on deposit with COUNTY during the entire term of this MOU. In addition, all subcontractors performing work on behalf of SCHOOL pursuant to this MOU shall obtain insurance subject to the same terms and conditions as set forth herein for SCHOOL.
- 13.2 SCHOOL shall ensure that all subcontractors performing work on behalf of SCHOOL pursuant to this MOU shall be covered under SCHOOL's insurance as an Additional Insured or maintain insurance subject to the same terms and conditions as set forth herein for SCHOOL. SCHOOL shall not allow subcontractors to work if subcontractors have less than the level of coverage required by COUNTY from SCHOOL under this MOU. It is the obligation of SCHOOL to provide notice of the insurance requirements to every subcontractor and to receive proof of insurance prior to allowing any subcontractor to begin work. Such proof of insurance must be maintained by SCHOOL through the entirety of this MOU for inspection by COUNTY representative(s) at any reasonable time.
- 13.3 All self-insured retentions (SIRs) shall be clearly stated on the Certificate of Insurance. If SCHOOL is self-insured, SCHOOL, in addition to, and without

limitation of, any other indemnity provision(s) in the MOU, agrees to all of the following:

13.3.1 In addition to the duty to indemnify and hold COUNTY harmless against any and all liability, claim, demand or suit resulting from SCHOOL's its agents, employee's or subcontractor's performance of this MOU, SCHOOL shall defend COUNTY at its sole cost and expense with counsel approved by Board of Supervisors against same; and

13.3.2 SCHOOL's duty to defend, as stated above, shall be absolute and irrespective of any duty to indemnify or hold harmless; and

13.3.3 The provisions of California Civil Code Section 2860 shall apply to any and all actions to which the duty to defend stated above applies, and SCHOOL's SIR provisions shall be interpreted as though SCHOOL was an insurer and COUNTY was the insured.

13.4 If SCHOOL fails to maintain insurance acceptable to COUNTY for the full term of this MOU, COUNTY may terminate this MOU.

13.5 Qualified Insurer:

13.5.1 The policy or policies of insurance required herein must be issued by an insurer with a minimum rating of A- (Secure A.M. Best's Rating) and VIII (Financial Size Category as determined by the most current edition of the Best's Key Rating Guide/Property-Casualty/United States or ambest.com). It is preferred, but not mandatory, that the insurer be licensed to do business in the state of California (California Admitted Carrier).

13.6 If the Insurance carrier does not have an A.M. Best Rating of A-/VIII, the CEO/Office of Risk Management retains the right to approve or reject a carrier after a review of the company's performance and financial rating.

13.7 The policy or policies of insurance maintained by SCHOOL shall provide the

minimum limits and coverage as set forth below:

<u>Coverage</u>	<u>Minimum Limits</u>
Commercial General Liability	\$1,000,000 per occurrence \$2,000,000 aggregate
Automobile Liability including coverage for owned, non-owned and hired vehicles	\$1,000,000 per occurrence
Workers' Compensation	Statutory
Employer's Liability Insurance	\$1,000,000 per occurrence
Sexual Misconduct Liability	\$1,000,000 per occurrence
Professional Liability Insurance	\$1,000,000 per claims made or per occurrence

13.8 Required Coverage Forms

13.8.1 Commercial General Liability coverage shall be written on Insurance Services Office (ISO) form CG 00 01 or a substitute form providing liability coverage at least as broad.

13.8.2 Business Auto Liability coverage shall be written on ISO form CA 00 01, CA 00 05, CA 0012, CA 00 20 or a substitute form providing coverage at least as broad.

13.9 Required Endorsements

13.9.1 Commercial General Liability policy shall contain the following endorsements, which shall accompany the Certificate of Insurance:

13.9.1.1 An Additional Insured endorsement using ISO form CG 20 26 04 13, or a form at least as broad, naming the County of Orange,

its elected and appointed officials, officers, agents and employees as Additional Insured or provide blanket coverage, which will state AS REQUIRED BY WRITTEN CONTRACT.

13.9.1.2 A primary non-contributing endorsement using ISO form CG 20 01 04 13, or a form at least as broad, evidencing that SCHOOL's insurance is primary and any insurance or self-insurance maintained by the County of Orange shall be excess and non-contributing.

- 13.10 The Workers' Compensation policy shall contain a waiver of subrogation endorsement waiving all rights of subrogation against the County of Orange, its elected and appointed officials, officers, agents and employees or provide blanket coverage, which will state AS REQUIRED BY WRITTEN CONTRACT.
- 13.11 All insurance policies required by this MOU shall waive all rights of subrogation against the County of Orange, its elected and appointed officials, officers, agents and employees when acting within the scope of their appointment or employment.
- 13.12 SCHOOL shall notify COUNTY in writing within thirty (30) days' of any policy cancellation and ten (10) days for non-payment of premium and provide a copy of the cancellation notice to COUNTY. Failure to provide written notice of cancellation may constitute a material breach of the contract, upon which the COUNTY may suspend or terminate this MOU.
- 13.13 If SCHOOL's Professional Liability is a "Claims-Made" policy, SCHOOL shall agree to maintain coverage for two (2) years following the completion of this MOU.
- 13.14 The Commercial General Liability policy shall contain a severability of interests clause also known as a "separation of insured" clause (standard in the ISO CG 0001 policy).
- 13.15 Insurance certificates should be mailed to COUNTY at the address indicated in

Paragraph 20 of this MOU.

- 13.16 Failure of SCHOOL to provide the insurance certificates and endorsements within seven (7) days of notification by CEO/County Procurement Office or COUNTY, will result in a breach of this MOU.
- 13.17 COUNTY expressly retains the right to require SCHOOL to increase or decrease insurance of any of the above insurance types throughout the term of this MOU. Any increase or decrease in insurance will be as deemed by County of Orange Risk Manager as appropriate to adequately protect COUNTY.
- 13.18 COUNTY shall notify SCHOOL in writing of changes in the insurance requirements. If SCHOOL does not deposit copies of acceptable certificates of insurance and endorsements with COUNTY incorporating such changes within thirty (30) days of receipt of such notice, this MOU may be in breach without further notice to SCHOOL and COUNTY shall be entitled to all legal remedies.
- 13.19 The procuring of such required policy or policies of insurance shall not be construed to limit SCHOOL's liability hereunder nor to fulfill the indemnification provisions and requirements of this MOU, nor act in any way to reduce the policy coverage and limits available from the insurer.

14. SECURITY

14.1 Security Requirements

14.1.1 SCHOOL agrees to maintain the confidentiality of all COUNTY and COUNTY-related records and information pursuant to all statutory laws relating to privacy and confidentiality that currently exists or exists at any time during the term of this MOU. SCHOOL represents and warrants that it has implemented and will maintain during the term of this MOU administrative, physical, and technical safeguards to reasonably protect private and confidential client information, to protect against anticipated threats to the security or integrity of COUNTY data, and to protect against

unauthorized physical or electronic access to or use of COUNTY data.

Such safeguards and controls shall include at a minimum:

- 14.1.1.1 Storage of confidential paper files that ensures records are secured, handled, transported, and destroyed in a manner that prevents unauthorized access.
- 14.1.1.2 Control of access to physical and electronic records to ensure COUNTY data is accessed only by individuals with a need to know for the delivery of MOU services.
- 14.1.1.3 Control to prevent unauthorized access and to prevent SCHOOL employees from providing COUNTY data to unauthorized individuals.
- 14.1.1.4 Firewall protection.
- 14.1.1.5 Use of encryption methods of electronic COUNTY data while in transit from SCHOOL networks to external networks, when applicable.
- 14.1.1.6 Measures to securely store all COUNTY data, including, but not be limited to, encryption at rest and multiple levels of authentication and measures to ensure COUNTY data shall not be altered or corrupted without COUNTY's prior written consent. SCHOOL further represents and warrants that it has implemented and will maintain during the term of this MOU administrative, technical, and physical safeguards and controls consistent with State and federal security requirements.

14.2 Security Breach Notification

- 14.2.1 SCHOOL shall have policies and procedures in place for the effective management of Security Breaches, as defined below. In the event of any actual, attempted, suspected, threatened, or reasonably foreseeable

circumstance SCHOOL experiences or learns of that either compromises or could reasonably be expected to comprise COUNTY data through unauthorized use, disclosure, or acquisition of COUNTY data ("Security Breach"), SCHOOL shall immediately notify COUNTY of its discovery. After such notification, SCHOOL shall, at its own expense, immediately:

14.2.1.1 Investigate to determine the nature and extent of the Security Breach.

14.2.1.2 Contain the incident by taking necessary action, including, but not limited to, attempting to recover records, revoking access, and/or correcting weaknesses in security.

14.2.1.3 Report to COUNTY the nature of the Security Breach, the COUNTY data used or disclosed, the person who made the unauthorized use or received the unauthorized disclosure, what SCHOOL has done or will do to mitigate any harmful effect of the unauthorized use or disclosure, and the corrective action SCHOOL has taken or will take to prevent future similar unauthorized use or disclosure.

14.2.2 The COUNTY, at its sole discretion and on a case-by-case basis, will determine what actions are necessary in response to the Security Breach and who will perform these actions. Actions may include, but are not limited to: notifications; investigation and remediation costs, including notification of all whose personal information was disclosed; outside investigation; forensics; counsel; crisis management; and credit monitoring. In the event COUNTY determines SCHOOL will conduct additional action(s), SCHOOL shall bear the costs. In the event COUNTY conducts additional actions(s) arising out of or in connection with a Security Breach, SCHOOL shall reimburse COUNTY for costs associated

to legally required actions.

15. NOTIFICATION OF INCIDENTS, CLAIMS, OR SUITS

SCHOOL shall report to COUNTY, in writing within twenty-four (24) hours of occurrence, the following:

15.1 Any accident or incident relating to services performed under this MOU that involves injury or property damage which may result in the filing of a claim or lawsuit against SCHOOL and/or COUNTY.

15.2 Any third party claim or lawsuit filed against SCHOOL arising from or relating to services performed by SCHOOL under this MOU.

15.3 Any injury to an employee of SCHOOL that occurs on COUNTY property.

15.4 Any loss, disappearance, destruction, misuse, or theft of any kind whatsoever of COUNTY property, monies, or securities entrusted to SCHOOL under the term of this MOU.

16. RECORDS

16.1 FAMILIES Records

16.1.1 SCHOOL shall prepare and maintain accurate and complete records of FAMILIES served and dates and type of services provided under the terms of this MOU in a form acceptable to COUNTY.

16.1.2 SCHOOL shall keep all COUNTY data provided to SCHOOL during the term(s) of this for a minimum of five (5) years from the date of final payment under this MOU or until all pending COUNTY, State, and federal audits are completed, whichever is later. These records shall be stored in Orange County, unless SCHOOL requests and COUNTY provides written approval for the right to store the records in another county. Notwithstanding anything to the contrary, upon termination of this MOU, SCHOOL shall relinquish control with respect to COUNTY data to COUNTY in accordance with Subparagraph 24.2.

16.2 Public Records

To the extent permissible under the law, all records, including, but not limited to, reports, audits, notices, claims, statements, and correspondence, required by this MOU may be subject to public disclosure. COUNTY will not be liable for any such disclosure.

17. PERSONNEL DISCLOSURE

17.1 This Paragraph 17 applies to all of SCHOOL's personnel providing services through this MOU, paid and unpaid (herein referred to as "Personnel").

17.2 SCHOOL shall make available to COUNTY a current list of all Personnel providing services hereunder, including résumés and job applications. Changes to the list will be immediately provided to COUNTY in writing, along with a copy of a résumé and/or job application. The list shall include:

17.2.1 Names and dates of birth of all Personnel by title, whose direct services are required to provide the programs described herein;

17.2.2 A brief description of the functions of each position and the hours each person works each week, or for part-time Personnel, each day or month, as appropriate;

17.2.3 The professional degree, if applicable, and experience required for each position; and

17.2.4 The language skill, if applicable, for all Personnel.

17.3 Where authorized by law, and in a manner consistent with California Government Code §12952, SCHOOL shall require prospective Personnel to provide detailed information regarding the conviction of a crime, by any court, for offenses other than minor traffic offenses. Information discovered subsequent to the hiring or promotion of any prospective Personnel shall be cause for termination from the performance of services under this MOU.

17.4 Where authorized by law, SCHOOL shall conduct, at no cost to COUNTY, a

clearance on the following public websites of the names and dates of birth for all Personnel who will have direct, interactive contact with clients served through this MOU: U.S. Department of Justice National Sex Offender Website (www.nsopw.gov) and Megan's Law Sex Offender Registry (www.meganslaw.ca.gov)

- 17.5 Where authorized by law, SCHOOL shall conduct, at no cost to COUNTY, a criminal record background check on all Personnel who will have direct, interactive contact with clients served through this MOU. Background checks conducted through the California Department of Justice shall include a check of the California Central Child Abuse Index, when applicable. Candidates will satisfy background checks consistent with this Paragraph and their performance of services under this MOU.
- 17.6 SCHOOL shall ensure that clearances and background checks described in Subparagraphs 17.4 and 17.5 are completed prior to CONTRACTOR's Personnel providing services under this MOU.
- 17.7 In the event a record is revealed through the processes described in Subparagraphs 17.4 and 17.5, COUNTY will be available to consult with SCHOOL on appropriateness of Personnel providing services through this MOU.
- 17.8 SCHOOL warrants that all Personnel assigned by SCHOOL to provide services under this MOU have satisfactory past work records and/or reference checks indicating their ability to perform the required duties and accept the kind of responsibility anticipated under this MOU. SCHOOL shall maintain records of background investigations and reference checks undertaken and coordinated by SCHOOL for Personnel assigned to provide services under this MOU, for a minimum of five (5) years from the date of final payment under this MOU, or until all pending COUNTY, State, and federal audits are completed, whichever is later, in compliance with all applicable laws.

- 17.9 SCHOOL shall immediately notify COUNTY concerning the arrest and/or subsequent conviction, for offenses, other than minor traffic offenses, of any Personnel performing services under this MOU, when such information becomes known to SCHOOL. COUNTY, in its sole discretion, may determine whether such Personnel may continue to provide services under this MOU and shall provide notice of such determination to SCHOOL in writing. SCHOOL's failure to comply with COUNTY's decision shall be deemed a material breach of this MOU.
- 17.10 COUNTY has the right to approve or disapprove all of SCHOOL's Personnel performing work hereunder, and any proposed changes in SCHOOL's Personnel.
- 17.11 COUNTY shall have the right to require SCHOOL to remove any Personnel from the performance of services under this MOU. At the request of COUNTY, SCHOOL shall immediately replace said Personnel.
- 17.12 SCHOOL shall notify COUNTY immediately when Personnel is terminated for cause from working on this MOU.
- 17.13 Disqualification, if any, of SCHOOL Personnel, pursuant to this Paragraph 17, shall not relieve SCHOOL of its obligation to complete all work in accordance with the terms and conditions of this MOU.
18. CHILD AND DEPENDENT ADULT/ELDER ABUSE REPORTING
- SCHOOL shall establish a procedure acceptable to COUNTY to ensure that all employees, agents, subcontractors, and all other individuals performing services under this MOU report child abuse or neglect to one of the agencies specified in Penal Code Section 11165.9 and dependent adult or elder abuse as defined in Section 15610.07 of the WIC to one of the agencies specified in WIC Section 15630. SCHOOL shall require such employees, agents, subcontractors, and all other individuals performing services under this MOU to sign a statement acknowledging the child abuse reporting requirements set forth in Sections 11166 and 11166.05 of the Penal Code and the

dependent adult and elder abuse reporting requirements, as set forth in Section 15630 of the WIC, and shall comply with the provisions of these code sections, as they now exist or as they may hereafter be amended.

19. NOTICE TO EMPLOYEES REGARDING THE SAFELY SURRENDERED BABY LAW

SCHOOL shall notify and provide to its employees, a fact sheet regarding the Safely Surrendered Baby Law, its implementation in Orange County, and where and how to safely surrender a baby. The fact sheet is available on the Internet at www.babysafe.ca.gov for printing purposes. The information shall be posted in all reception areas where clients are served.

20. NOTICES

All notices, requests, claims correspondence, reports, statements authorized or required by this MOU, and/or other communications shall be addressed as follows:

COUNTY: County of Orange Social Services Agency
Contracts and Procurement Services
500 N. State College, Suite 100
Orange, CA 92868

SCHOOL: Santa Ana Unified School District
Attn: Jonathan Geiszler, Director of Purchasing
1601 East Chestnut Avenue
Santa Ana, CA 92701

All notices shall be deemed effective when in writing and deposited in the United States mail, first class, postage prepaid and addressed as above. Any communications, including notices, requests, claims, correspondence, reports, and/or statements authorized or required by this MOU, addressed in any other fashion shall be deemed not

given. The Parties each may designate by written notice from time to time, in the manner aforesaid, any change in the address to which notices must be sent.

21. RESOLUTION OF CONFLICTS

For resolution of conflicts between COUNTY and SCHOOL in regards to the provisions of this MOU, the following shall apply:

Step 1: Conference between the CalWORKs recipient's Case Manager and the SCHOOL Director of Corps-Member Development.

Step 2: Conference between the COUNTY Welfare-To-Work Program Manager and/or Deputy Director or designee, and the SCHOOL Director of Corps-Member Development.

Step 3: Conference between the COUNTY Director of Family Self-Sufficiency or designee and the Executive Director of SCHOOL.

Nothing in this Paragraph limits the rights of the parties under Paragraph 24.

22. CONFLICT OF INTEREST

SCHOOL shall exercise reasonable care and diligence to prevent any actions or conditions that could result in a conflict with the best interests of the County. This obligation shall apply to SCHOOL; the SCHOOL's employees, agents, and subcontractors associated with accomplishing work and services hereunder. SCHOOL's efforts shall include, but not be limited to establishing precautions to prevent its employees, agents, and subcontractors from providing or offering gifts, entertainment, payments, loans or other considerations which could be deemed to influence or appear to influence County staff or elected officers from acting in the best interests of the County.

23. POLITICAL ACTIVITY

SCHOOL agrees that the funds provided herein shall not be used to promote, directly or indirectly, any political party, political candidate, or political activity, except as permitted by law.

24. TERMINATION

- 24.1 COUNTY may terminate this MOU without penalty, immediately with cause or after thirty (30) days' written notice without cause, unless otherwise specified. Notice shall be deemed served on the date of mailing. Cause shall include, but not limited to, any breach of this MOU, any partial misrepresentation whether negligent or willful, fraud on the part of SCHOOL, discontinuance of the services for reasons within SCHOOL's reasonable control, and repeated or continued violations of County ordinances unrelated to performance under this MOU that, in the reasonable opinion of COUNTY, indicate a willful or reckless disregard for County laws and regulations. Exercise by COUNTY of the right to terminate this MOU shall relieve COUNTY of all further obligations under this MOU.
- 24.2 For ninety (90) calendar days prior to the expiration date of this MOU, or upon notice of termination of this MOU ("Transition Period"), SCHOOL agrees to cooperate with COUNTY in the orderly transfer of service responsibilities, case records, and pertinent documents. The Transition Period may be modified as agreed upon in writing by the Parties. During the Transition Period, services and data access shall continue to be made available to COUNTY without alteration. SCHOOL also shall assist COUNTY in extracting and/or transitioning all data in the format determined by COUNTY.
- 24.3 In the event of termination of this MOU, cessation of business by SCHOOL, or any other event preventing SCHOOL from continuing to provide services, SCHOOL shall not withhold the COUNTY data or refuse for any reason, to promptly provide to COUNTY the COUNTY data if requested to do so on such media as reasonably requested by COUNTY, even if COUNTY is then or is alleged to be in breach of this MOU.
- 24.4 The obligations under this MOU utilize COUNTY resources, for which funding, or portions of funding, may be contingent upon the State and/or federal budget; receipt of funds from and/or obligation of funds by the State and/or Federal

Government; and inclusion of sufficient funding for the services hereunder in the budget approved by the COUNTY's Board of Supervisors for each fiscal year covered by this MOU. If such approval, funding, or appropriations are not forthcoming, or are otherwise limited, COUNTY may terminate, reduce, or modify this MOU without penalty.

24.5 If any term, covenant, condition, or provision of this MOU or the application thereof is held invalid, void, or enforceable, the remainder of the provisions in this MOU shall remain in full force and effect and shall in no way be affected, impaired, or invalidated thereby.

25. SIGNATURE IN COUNTERPARTS

The Parties agree that separate copies of this MOU may be signed by each of the Parties, and this MOU will have the same force and effect as if the original had been signed by all Parties. SCHOOL represents and warrants that the person executing this MOU on behalf of and for SCHOOL is an authorized agent who has actual authority to bind SCHOOL to each and every term, condition and obligation of this MOU and that all requirements of SCHOOL have been fulfilled to provide such actual authority.

26. GENERAL PROVISIONS

26.1 Nothing herein contained shall be construed as creating the relationship of employer and employee, or principal and agent, between COUNTY and any participant participating in this program, or any of SCHOOL's agents or employees.

26.2 This MOU represents the entire understanding of the Parties with respect to the subject matter. No change, modification, extension, termination or waiver of this MOU, or any of the understandings herein contained, shall be valid unless made in writing and signed by duly authorized representatives of the Parties hereto.

26.3 This MOU has been negotiated and executed in the State of California and shall be governed by and construed under the laws of the State of California. In the

event of any legal action to enforce or interpret this MOU, the sole and exclusive venue shall be a court of competent jurisdiction located in Orange County, California, and the Parties hereto agree to and do hereby submit to the jurisdiction of such court, notwithstanding Code of Civil Procedure Section 394. Furthermore, the Parties specifically agree to waive any and all rights to request that an action be transferred for trial to another county.

- 26.4 SCHOOL warrants that it and its Personnel, described in Paragraph 17 of this MOU, who are subject to individual registration and/or licensing requirements, have all necessary licenses and permits required by the laws of the United States, State of California, County of Orange, and all other appropriate governmental agencies to perform the services described in this MOU, and agrees to maintain, and require its Personnel to maintain, these licenses and permits in effect for the duration of this MOU. SCHOOL must notify COUNTY within one (1) business day of any change in license or permit status (e.g., becoming expired, inactive, etc.).
- 26.5 In the performance of this MOU, SCHOOL shall comply with all applicable laws and regulations of the United States, State of California, County of Orange, and County of Orange Social Services Agency, and all administrative regulations, rules, and policies adopted thereunder, as each and all may now exist or be hereafter amended.
- 26.6 In the performance of this MOU, SCHOOL may neither delegate its duties or obligations nor assign its rights, either in whole or in part, without the prior written consent of COUNTY. Any attempted delegation or assignment without prior written consent shall be void.
- 26.7 The various headings, numbers, and organization herein are for the purpose of convenience only and shall not limit or otherwise affect the meaning of this MOU.

WHEREFORE, the Parties hereto have executed the Memorandum of Understanding in the County of Orange, California.

By: _____

Debra J. Baetz, Director
County of Orange
Social Services Agency

Dated: _____

By: _____

Stephanie Phillips, Ed.D., CBO
Deputy Superintendent, Operations
Santa Ana Unified School District

Dated: _____

Memorandum of Understanding Between
The Orange County Superintendent of Schools
And
“Santa Ana Unified School District”
2019-2020

The Orange County Superintendent of Schools, which operates the Division of Special Education Services within the Orange County Department of Education, hereinafter referred to as “OCDE” and the “Santa Ana Unified School District,” herein referred to as “District,” and collectively referred to herein as the “Parties,” mutually agree as follows (Agreement):

1. Basis of Agreement

Pursuant to the authority established in Education Code Sections 56195, 56195.1, 56195.3 and 56195.5, OCDE may provide for the education of individual pupils in special education programs who reside in other districts or counties. The OCDE Division of Special Education Services operates the OCDE Special Schools Program to provide special education programs and services to individuals with exceptional needs ages 3 through 22 requiring intensive educational services, including a regional deaf and hard of hearing program. The OCDE Special Schools Program operates on multiple public school sites throughout Orange County designated as preschool, elementary, secondary and adult transition programs.

2. Term of Agreement

This Agreement is effective for the period beginning July 1, 2019, and ending June 30, 2020.

3. Acknowledgment of Special Education Funding Formula

It is acknowledged that, in accordance with Part 30 of the Education Code, Chapter 7.2, Section 56836 et seq., the California State funding formula for special education programs, services and administration generates an entitlement based on the average daily attendance of pupils in the local education agencies that comprise a Special Education Local Plan Area (SELPA). It is further acknowledged that the SELPA base year calculations for special education funding under Assembly Bill 602 (AB 602) include a dollar amount that is transferred back to the SELPA of residence for pupils served in special education programs prior to implementation of AB 602. The Parties acknowledge that both the distribution of these special education funds and the District's fiscal responsibility for students served outside the SELPA of residence are determined by the Local Plan of the SELPA of residence.

4. Scope of Program and Referral Process to OCDE

OCDE shall conduct special education programs and services for those eligible pupils of the District referred by their Individualized Education Program (IEP) Teams when it is jointly determined by the District and OCDE that the pupil's educational needs as specified in the pupil's IEP can be appropriately met by the programs and services operated by OCDE. Prior to offering placement in any OCDE Special Schools Program, the District shall contact the appropriate OCDE Special Schools Principal to discuss a possible referral and the appropriateness of the OCDE Special Schools Program placement. If the referral seems appropriate, the District shall obtain from the parent authorization to release information to OCDE and submit an OCDE referral packet to the appropriate OCDE Special Schools Principal

based on the student's grade and unique needs as well as schedule a visitation with the parent. OCDE referral packets are available on-line.

Upon review of the referral packet and site visit by parent, the OCDE Special Schools Principal and District representative will coordinate an IEP team meeting for purposes of discussing possible placement in an OCDE Special Schools Program. The OCDE Special Schools Principal or designee, must participate in the District's IEP team meeting in which placement in an OCDE Special Schools Program is being recommended.

OCDE recognizes there may be situations in which the District desires to refer a student to an OCDE Special Schools Program outside of the IEP process, such as a mediation or other alternative dispute resolution process. Prior to offering the OCDE Special Schools Program outside of the IEP process, District shall contact the appropriate OCDE Special Schools Principal to discuss the referral, submit an OCDE referral packet and obtain prior written approval from OCDE before offering placement in an OCDE Special Schools Program.

OCDE shall maintain and provide special education programs for District pupils during the 2019-2020 school year within the administrative parameters established by the Special Education Fiscal Advisory Committee. Class size ranges and student-adult ratios shall be maintained in a manner which allows OCDE to meet the programmatic, health and safety needs of the pupils. Pupils enrolled in an OCDE Special Schools Program shall matriculate within the OCDE Special Schools Program based on their grade (preschool, elementary, secondary and adult transition programs) as determined by the IEP team.

5. Responsibility of School District of Residence

The District and OCDE acknowledge that the District, as the pupil's district of residence, maintains primary responsibility as the local education agency (LEA) to ensure the pupil receives a free appropriate public education. In the event a pupil referred by the District to an OCDE Special Schools Program moves out of the District, the District shall immediately provide OCDE written notice of the pupil's change in residence, including the new school district of residence. Similarly, OCDE shall immediately notify District in the event a parent reports a change in residence, including the new school district of residence, if known.

6. Annual and Triennial Reviews

The District shall be notified of annual reviews scheduled for its pupils participating in an OCDE Special Schools Program and may provide a representative who will participate in the development of the annual IEP. For initial placement, triennial review, matriculation, recommendation for home instruction, or a change in eligibility or services specified on the current IEP, a District representative who is authorized to approve or disapprove the allocation of specified District resources necessary for the implementation of the pupil's IEP shall attend the IEP team meeting. For pupils enrolled in an OCDE Special Schools Program who are participating in a general education program on the school site in the school district where the OCDE Special Schools Program is located ("Host District") OCDE will work with the Host District to provide a general education teacher at IEP team meetings. In the event the Host District is unable to provide a general education teacher for the IEP team meeting, the District agrees to provide a general education teacher unless otherwise waived in writing by the pupil's parent in accordance with the Individuals with Disabilities Education Act (IDEA) and State law.

For all other pupils enrolled in an OCDE Special Schools Program, the District agrees to provide a general education teacher at IEP team meetings unless otherwise waived in writing by pupil's parent in accordance with the IDEA and State law. Subject to approval by the pupil's parents, the general education teacher and/or other IEP team participants may use alternative means of meeting participation, such as video conferences and conference calls.

Progress reports relating to goals and objectives in a pupil's IEP shall be sent by OCDE to parents per the pupil's IEP schedule for progress reporting and to the Director of Special Education of the District upon request. When requested by District or parent, an updated report shall be provided if there is no current progress report whenever a pupil is scheduled for an IEP review or when pupil's enrollment in OCDE is terminated.

7. Integration/Mainstreaming Opportunities

The Host District where OCDE Special Schools Programs operate often provide opportunities for pupils enrolled in an OCDE Special Schools Program to integrate with non-disabled typical peers during the school day. These opportunities are typically in non-core curriculum areas such as physical education, art, music, assemblies, recess and lunch. Some pupils enrolled in an OCDE Special Schools Program will participate in core curriculum activities for a portion of the school day in a program operated by the Host District, however, such pupils are supervised by OCDE staff at all times during such activities. In the event a pupil enrolled in an OCDE Special Schools Program is participating in core curriculum activities in a program operated by the Host District for more than 50% of the school day, the Host District will be reimbursed for any costs incurred resulting from such pupil's participation, upon OCDE's receipt of appropriate documentation of such costs.

8. Assessments/Independent Educational Evaluations

OCDE and District shall coordinate and collaborate in conducting assessments for pupils participating in an OCDE Special Schools Program. In the event OCDE staff is not available to conduct a requested assessment, OCDE shall notify the District and/or District's SELPA to assist in conducting such assessment(s). In the event a referral is made by a pupil's IEP team or a pupil's parent/guardian for an educationally related mental health services (ERMHS) assessment, OCDE shall immediately notify the District, and the District shall determine how to proceed with the requested ERMHS assessment.

In the event a request is made for an independent educational evaluation (IEE), OCDE shall immediately forward such request to the District and the District, in collaboration with OCDE, shall determine how to respond to the request for an IEE. If the District receives a request for assessment or IEE for a student referred to or enrolled in an OCDE Special Schools Program, the District shall immediately notify OCDE of the request and collaborate with OCDE as to how to respond. OCDE and/or the District may also schedule an IEP team meeting to further discuss the requested IEE or assessment.

9. Pupil Count

A count shall be taken of the number of pupils enrolled in OCDE's Special Schools Program as of the first day of each calendar month, July 1, 2019 through June 1, 2020. A pupil shall be counted as "enrolled" in an OCDE Special Schools Program on the first day of attendance in the program or fourteen (14) days after the IEP team has met and an approved IEP has been executed for the pupil's educational placement in an OCDE Special Schools Program,

whichever occurs sooner. Pupils continuing in an OCDE Special Schools Program from the previous school year shall be counted as “enrolled” on the first school day in September unless written notification of withdrawal is received from either the parent or district of residence. If a continuing pupil has not attended school by the eleventh (11th) day of the first school month, OCDE shall notify the district of residence and a determination shall be made regarding continuing enrollment. In the event either OCDE or District are informed that a pupil has been withdrawn by the parent from an OCDE Special Schools Program, each agency shall immediately notify the other of such withdrawal. Any pupil withdrawn by the parent from an OCDE Special Schools Program is no longer counted as “enrolled” or considered a continuing pupil for the following school year.

10. Definitions

a. “Special Education Fiscal Advisory Committee” shall be a committee comprised of the Orange County Special Education Local Plan Area Directors, Chief Business Officials representing each SELPA and OCDE representatives including the Chief of Special Education Services Division, Director of Special Schools and Programs, Business Administrator, and the Assistant Superintendent of Business Services, or designee.

b. “Regional Special Education Programs” are the special education classes and support services operated by OCDE for severely disabled and medically fragile pupils, pupils with low incidence disabilities, pupils with autism spectrum disorders, pupils with emotional disturbances and other eligible pupils.

c. "Regional Deaf/Hard of Hearing (D/HH) Program" shall include classes and services operated by OCDE for Deaf and Hard of Hearing pupils who are learning through total communication, utilizing sign language, note-takers, oral speech and residual hearing.

d. "Regional Oral Deaf Program" shall include classes and services operated by OCDE for Deaf and Hard of Hearing pupils who are learning through oral and written communication using oral speech, speech reading, residual hearing, auditory devices and cochlear implants.

e. "Special Education Program Income" shall be defined as the sum of all State and Federal funds generated by or on behalf of pupils transferred to regional programs operated by OCDE Special School Programs under this Agreement. For the purposes of this Agreement:

f. "Special Education Program Expenditures" shall include Direct Costs, Direct Support Costs and Indirect Cost of OCDE Special Schools Programs.

g. "Average Cost Per Pupil" shall refer to the Special Education Program Expenditures attributable to the program divided by the average number of pupils enrolled during the year.

h. "Average Number of Pupils" shall refer to the total of the number of pupils counted on the first school day of each calendar month divided by the number of calendar months in the period specified.

11. Funding

In consideration of the enrollment of pupils in special education programs conducted by OCDE, the SELPA and/or the school district transferring pupils to the regional programs operated by OCDE agree to pay the average cost per pupil based on expenditure categories and

ratios reviewed by the Special Education Fiscal Advisory Committee and shall provide for program funding as follows:

a. The District shall be responsible for the Average Cost per Pupil in an OCDE Special Schools Program, including the Regional Deaf/Hard of Hearing Program, multiplied by the average number of pupils enrolled, minus Special Education Program income received by OCDE for the purpose of educating said pupils including, but not limited to Revenue Limit, AB 602 funds, and Federal I.D.E.A. Local Assistance Grant funds. The District shall be responsible for the Average Cost Per Pupil in the Regional Oral Deaf Program multiplied by the average number of pupils enrolled, minus Special Education Program income received by OCDE for the purpose of educating said pupils including, but not limited to Revenue Limit, AB 602 funds, and Federal I.D.E.A. Local Assistance Grant funds.

b. Special Circumstance Assistant (SCA). The District, as specified in its SELPA's Local Plan, shall be responsible for the full cost of additional personnel required for the benefit of and specified in the IEP for individual pupils who are residents of the District.

c. The following documents shall be used as a basis for all figures reported:

- (1) Various Program Cost Reports
- (2) State Form 01
- (3) In-House Accounting Reports

d. OCDE Special Schools Program income and expenditures shall be listed in accordance with The California School Accounting Manual Standardized Account Code Structure for Special Education as of April 19, 1999, with a summary page as shown in Appendix A, incorporated herein.

e. Indirect cost for Special Education Programs operated by OCDE shall be at the State approved rate not to exceed 7.5% of total Program expenditures.

f. OCDE shall bill the District on a monthly basis and forward invoices to the District's accounting department.

12. Related Services/Designated Instructional Services (DIS)/Supplementary Aids

OCDE provides the following related services as part of its Special Schools Programs: Speech-Language Pathology Services, Adapted Physical Education, Physical Therapy, Occupational Therapy, Health and Nursing, Specialized Physical Health Care, Vocational Counseling, Adult Transition, Assistive Technology/Alternative Augmentative Communication, Vision Training, Orientation and Mobility, Behavior Management/Intervention and Psychological Counseling. In addition to the above, as part of its Regional D/HH Program and Regional Oral Deaf Program, OCDE provides Audiological services and Sign Language Interpreters. Any other related services or supplementary aids necessary for the pupil to benefit from the special education program, including but not limited to ERMHS, and low incident services and equipment, shall be provided by the District or as otherwise agreed to by OCDE and the District. Translator services at IEP team meetings and/or translation of documents shall be provided by the District or as otherwise agreed to by OCDE and the District. In addition, OCDE shall separately bill the District for the services provided by an SCA as required by the pupil's IEP.

13. Home Instruction

When a pupil is absent from school for more than ten (10) consecutive school days as a result of a medical condition and is expected to have an extended health related absence, the pupil's IEP team shall review the IEP and determine appropriate educational services. A District representative who is authorized by the District's Director of Special Education to approve or disapprove the allocation of specified District resources necessary for the implementation of the pupil's IEP shall participate in the IEP team meeting when considering a placement for home or hospital instruction. When recommending placement for home or hospital instruction, the IEP team shall consider documentation from the pupil's treating physician indicating the pupil's condition, verifying that the condition prevents the pupil from attending school and providing a projected date for the pupil's return to school. Any in-home instruction, including other related services, shall be provided by the District or as otherwise agreed to by OCDE and the District. In the event the pupil is hospitalized in a facility located outside of the District, it is the District's responsibility to inform the parent that instruction will be provided in accordance with Education Code section 48207 and 48208. In either circumstance, it may be necessary to exit the pupil from OCDE in order for the District to provide the necessary in-home instruction or for the pupil to receive hospital instruction. In the event OCDE and the District agree that OCDE will provide in-home or hospital instruction to the pupil, OCDE shall separately bill the District for such services.

14. Transportation

a. Transportation by the Orange County Department of Education

The District shall provide transportation for its pupils participating in an OCDE Special Schools Program unless otherwise agreed between the District and OCDE. In the event OCDE agrees to transport a pupil, the District shall be responsible for the difference between the Direct and Direct Support Cost of home-to-school transportation as shown on the annual State Transportation Report plus one percent (1%) indirect support costs and the State transportation allocation received by the OCDE on a per pupil basis pursuant to Appendix B, incorporated herein. The District shall pay for the full cost of one-on-one transportation assistants as specified in the pupil's IEP. In the event OCDE is transporting five or more District pupils from one Special Schools Program site, the District shall provide OCDE written notice on or before December 1 of each year of any proposed changes in the number of students requiring OCDE transportation for the following school year. Absent appropriate notice from the District of any proposed change in transportation for the following school year, the District may be solely responsible for funding the costs related to such change in transportation. Similarly, OCDE shall provide the District written notice on or before December 1 of each year of any proposed changes in OCDE's transportation services, not including cost projections, for the following school year.

b. Transportation by District

Districts transporting pupils to an OCDE Special Schools Program shall ensure that buses arrive at the school site with sufficient time to unload students prior to the beginning of the instructional day and to load them at the end of the instructional day. Delays requiring either overtime supervision or causing portions of the instructional program to be missed and

subsequently made up may result in charges to the District for additional costs incurred by OCDE related to such delays.

15. Due Process and Complaints

OCDE and District agree to collaborate and fully cooperate in any due process proceeding involving a pupil currently attending or formerly enrolled in an OCDE Special Schools Program, including resolution sessions, mediations and hearings, as well as coordinating witness availability and producing documents regarding the pupil.

In the event OCDE is named as the sole LEA in a due process complaint, OCDE and District agree that District, as the pupil's school district of residence, is a necessary party to the due process proceedings.

OCDE and District shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office for Civil Rights, or any other State and/or federal governmental body or agency.

16. Estimated Billing

The estimated billing for 2019-2020 will be based on actual information for 2018-2019 plus COLA as set forth in the most current State Budget plus any budgeting projections for step and column, and salary and benefit increases.

17. Final Accounting

An accounting accompanied by completed Appendices A and B with appropriate supporting documentation shall be sent to each District by September 15 of the following year.

In addition, OCDE shall provide a quarterly expenditure report to the District's Director of Special Education. Corrections to prior year OCDE Special Schools Program costs resulting from adjustments to income or expenditure calculations shall be credited or billed to the District affected by the correction or adjustments.

18. Projected Enrollment/Facilities and Staffing Needs

In order to assist OCDE in planning for both facilities and staffing needs for its programs, each District shall submit to OCDE, in writing, on or before December 1 of each year, the projected number of pupils expected to be transferred to OCDE programs for special education and support services in the following school year. Absent a projection, the number of District pupils reported in the current year December 1 Federal Pupil Count shall be used for facilities, staffing and budget planning by OCDE for the following school year. In the event the District intends to withdraw five (5) or more pupils from a specific OCDE Special Schools Program site or enroll five (5) or more pupils in a specific OCDE Special Schools Program site for the following school year, the District shall notify OCDE in writing of such intention on or before December 1 of each year. OCDE shall forward such written notice to the Special Education Fiscal Advisory Committee for its review and consideration. Absent appropriate notice from the District of any proposed change in enrollment in an OCDE Special Schools Program site for the following school year, the District may be solely responsible for funding the costs related to such change in enrollment.

If the District is a Host District for any OCDE Special Schools Program, the District shall submit to OCDE, in writing, on or before December 1 of each year, notice of any proposed facilities projects, including but not limited to modernization or new construction projects at the

school site where the OCDE Special Schools Program is located, as well as any potential impact such projects may have on the operation of an OCDE Special Schools Program, including opportunities for integration with typical peers at the Host District school site. In the event any such project would require relocation of an OCDE Special Schools Program, the District shall provide OCDE with at least one (1) year prior written notice to allow OCDE sufficient time to plan accordingly. OCDE shall forward such written notice to the Special Education Fiscal Advisory Committee for its review and consideration.

In the event OCDE intends to close an OCDE Special Schools Program in which District pupils are enrolled, OCDE shall notify the District in writing of such intention on or before December 1 of each year.

19. Program Cost for 2019-2020

On or before fifteen (15) days after the release of the May revise each year, the Orange County Superintendent of Schools shall compute the projected Special Education Program Income and Special Education Program Expenditures for the following year with an Average Cost per Pupil for pupils enrolled in OCDE Special Schools Programs based on the Projected Enrollment data, and provide it to District Student Services and Business Directors.

20. Notices

All notices to be given pursuant to this Agreement, by either party to the other, shall be in writing and (a) delivered in person; (b) deposited in the United States Mail duly certified or registered, return receipt requested with postage prepaid; or (c) sent by Federal Express or other

similar overnight delivery service. Notice is deemed to have be duly given and received upon (a) personal delivery; (b) as of the third business day after deposit in the Unities States Mail; or (c) the immediately succeeding business day after deposit with an overnight delivery service. Notices hereunder shall be provided to the following addresses, and such addresses may be changed by providing written notice in accordance with this Section:

OCDE: Orange County Department of Education
Special Education Division
200 Kalmus Drive
Costa Mesa, CA 92626
Attn: **Analee Kredel**
Chief, Special Education Services
Fax: (714) 545-6312
Phone: (714) 966-4129

District: Santa Ana Unified School District
1601 East Chestnut Ave.
Santa Ana, CA 92701-6322
Attn: Mayra Helguera, Special Ed. Director
Fax: 714-480-5311
Phone: 714-558-5832

21. No Waiver

The failure of OCDE in any one or more instances to insist upon strict performance of any of the terms of this Agreement or to exercise any option herein conferred shall not be construed as a waiver or relinquishment to any extent of the right to assert or rely upon such terms or option on any future occasion.

22. Hold Harmless

To the extent permitted by law, and except for the acts or omissions of employees, agents and officers of the District, OCDE agrees to hold harmless, indemnify and defend the District and its governing board, officers, agents and employees from all claims, demands, liabilities, losses, damages, or expenses of any nature whatsoever arising from or connected with OCDE's performance of services during the term of this Agreement. To the extent permitted by law, and except for the acts or omissions of employees, agents and officers of OCDE, the District agrees to hold harmless, indemnify and defend OCDE and its governing board, officers, agents and employees from all claims, demands, liabilities, losses, damages, or expenses of any nature whatsoever arising from or connected with the District's performance of services during the term of this Agreement.

23. Complete Agreement

This Agreement is the complete Agreement of the Parties. Any amendments hereto shall be in writing and shall be dated and executed by both Parties.

24. Applicable Law

This Agreement is governed by California state and federal law, and shall be interpreted as if jointly drafted by the Parties to this Agreement.

25. Counterparts

This Agreement may be signed in counterparts. A copy or original of this document with all signature pages appended together shall be deemed a fully executed Agreement. Facsimile signatures shall be deemed as binding as original signatures.

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be executed.

APPROVED BY:

ORANGE COUNTY SUPERINTENDENT OF SCHOOLS
OCDE – [NAME]

DISTRICT – [NAME]

BY: _____
(Authorized Agent)

BY: _____
(Authorized Agent)

DATE: _____

DATE: _____

DATE APPROVED BY COUNTY
SUPERINTENDENT OR DISTRICT BOARD:

cc: SELPA

APPROVED AS TO FORM:

DATE: 6/3/19

LYSA M. SALTZMAN, COUNSEL
ORANGE COUNTY DEPARTMENT OF EDUCATION

BY 

ATTORNEY

**Orange County Department of Education
Special Schools Program**

Exhibit A

2019-20 Adopted Budget	Object	2017-18	2018-19	2018-19	2019-20
2018-19 average year-to-date 405.3 2019-20 proj average enrollment 410	Code	Actuals	Adopted Budget	Estimated Actuals	Adopted Budget
Restricted Fund Balance Low Incidence	9791	184,877.58	170,378	176,776	161,081
Reserve for Economic Uncertainty	9791	901,036.63	904,689	904,077	945,922
Total Beginning Balance	9791	1,085,914.21	1,075,067	1,080,853	1,107,003
Revenue					
Prin Apport State Aid-Prior Year	8019				
AB602 Allocation	8097	1,602,572.00	1,582,126	1,598,834	1,572,130
AB602 Allocation		1,602,572.00	1,582,126	1,598,834	1,572,130
Prior Year Apportionment	8319	28,677.00	-		-
Other State Revenue		28,677.00	-		-
Interagency Fees Bill Back to Districts	8677	20,306,852.45	21,717,904	19,120,735	22,742,590
Interagency Fees Special Circumstance Aids	8677	4,892,111.70	5,231,816	5,977,173	5,719,212
Interagency Fees - Contracts	8677	93,297.36	100,000	60,000	60,000
Registration & Misc. Fee	8689	475.00	-	4,000	-
Other Local Revenue/EE contract	8699	3,327.72	-	15	-
Other Revenue/Tuition	8710	3,501,323.11	3,748,839	3,914,695	3,914,695
Tuition - Prior Year	8711	-	-		-
Other Local Revenue		28,797,387.34	30,798,559	29,076,618	32,436,497
Contribution from Unrestricted	8980	-	-	480,444	240,221
Contribution for Indirect	8981	505,031.81	542,134	531,111	576,278
Contribution frm Special Ed/absence factor	8986	441,951.00	441,951	441,951	441,951
Contribution from Restricted	8990	39,448.44	23,718	37,329	37,329
Contribution to Restricted Routine Maint.	8991	(419,318.00)	(419,318)	(412,600)	(529,968)
Contribution to Food Services	8992	(156,457.96)	(190,169)	(196,801)	(193,449)
Contribution to Special Ed	8993				
Total Contributions		410,655.29	398,316	881,434	572,362
Total Revenue		31,925,205.84	33,854,068	32,637,739	35,687,992

**Orange County Department of Education
Special Schools Program**

Exhibit A

2019-20 Adopted Budget	Object	2017-18	2018-19	2018-19	2019-20
2018-19 average year-to-date 405.3 2019-20 proj average enrollment 410	Code	Actuals	Adopted Budget	Estimated Actuals	Adopted Budget
Expenditures					
Teachers Salaries	1100	5,487,521.82	5,624,786	5,302,929	5,680,909
Pupil Support Salaries	1200	1,211,591.13	1,146,745	1,174,396	1,211,416
Supervisor/Administrators	1300	1,130,279.24	1,219,843	1,185,536	1,258,616
Other Certificated	1900	1,297,554.19	1,305,620	1,354,342	1,407,850
Total Certificated		9,126,946.38	9,296,994	9,017,203	9,558,791
Instructional Assistants	2100	7,381,348.63	7,817,713	7,751,408	8,406,711
Classified Support Salaries	2200	726,238.46	729,144	800,750	816,658
Supervisors/Managers	2300	596,453.05	534,130	625,869	629,497
Clerical/Technical	2400	752,519.58	791,165	735,213	783,970
Short term Sub	2900	1,478.68	2,494	1,300	2,300
Total Classified		9,458,038.40	9,874,646	9,914,540	10,639,136
STRS/PERS	3100-3200	2,639,754.07	2,986,198	2,984,229	3,413,409
Medicare and PARS	3300	260,879.62	282,197	289,655	301,206
Health and Welfare	3400	4,564,472.62	4,868,955	4,514,191	5,041,809
Unemployment	3500	9,131.11	9,645	9,669	10,021
Worker's Comp	3600	318,648.25	327,526	324,353	336,814
PERS Reduction	3800	-	-	-	-
Life Insurance/Other	3900	37,703.50	38,455	519,456	280,224
Total Benefits		7,830,589.17	8,512,976	8,641,553	9,383,483
Textbooks	4100	-	1,500	1,500	1,500
Other Books	4200	-	580	1,030	1,530
Materials and Supplies	4300	228,098.22	1,081,473	282,242	966,632
NonCapitalized Equipment	4400	6,681.28	50,898	22,946	38,213
Total Books and Supplies		234,779.50	1,134,451	307,718	1,007,875
Travel and Conference	5200	108,043.64	119,549	103,360	106,932
Dues and Membership	5300	750.00	1,080	944	944
Utilities	5500	183,139.04	219,811	176,100	176,600
Rents/Leases/Repairs	5640	316,624.44	303,002	315,702	315,702
Repairs/Maintenance	5600	31,240.50	61,840	28,657	39,465
Transfer of Direct Costs	5700	38,337.30	43,805	44,364	44,594
Professional/Consulting Services	5800	139,226.47	318,799	171,788	203,689
Communications	5900	96,446.95	84,753	78,818	84,462
Total		913,808.34	1,152,639	919,733	972,388
Improvement on Sites	6100				
Buildings	6200				
Capitalized Equipment	6400/6500			40,000	75,000
Total				40,000	
Support Costs	7340	2,066,704.48	2,203,820	2,158,878	2,368,952
Support Contributions	7341	505,031.81	542,134	531,111	576,278
Total Support		2,571,736.29	2,745,954	2,689,989	2,945,231
Total Expenditures		30,135,898.08	32,717,660	31,530,736	34,506,904
Restricted Fund Balance Low Incidence	9780/9740	176,775.57	154,878	161,081	145,881
Reserve for Economic Uncertainty	9780/9740	904,076.94	981,530	945,922	1,035,207
Ending Fund Balance		1,789,307.76	1,136,408	1,107,003	1,181,088
Total Bill Back		19,598,397.20	21,717,904	19,120,735	22,742,590
Average Enrollment		395.50	400	405	410
Estimated Bill Back per Pupil		49,553.47	54,295	47,183	55,470
Proposed Refund to District		1,791.29			
Actual Billing		47,762.18	54,295	47,182.57	55,469.73

	2019-20
1. Average number of pupils transported	250
2. Maximum number of billable days	202
3. Classified Salaries	\$ 113,083
4. Employee Benefits	\$ 45,116
5. Supplies	\$ 50
6. Travel/Conferences/Dues/Memberships	\$ -
7. Other Expenses	\$ 50
8. Contracts with Private Contractors (5100)	\$ 4,718,505
9. Payments to Private Carriers (5830)	\$ 25,000
10. Other Services/Operating Expenses	\$ -
11. Equipment/Replacement	\$ -
12. Therapy Transportation	\$ -
Subtotal Direct Costs	\$ 4,718,505
13. Direct Support costs	\$ 183,299
14. Indirect Support Costs @ 1%	\$ 1,833
15. Total Transportation Cost Allocation	\$ 4,903,637
16. State Transportation Entitlement	\$ 1,626,235
Total	\$ 1,626,235
17. Excess Transportation Cost	\$ 3,277,402
17a. *Per Pupil Excess Cost Line17/Line1	\$ 13,110
17b. *Per Day Excess Cost Line17a/Line2	64.90

*Per Pupil cost is an estimate, actual cost is determined by average daily rate X # of days

Note: If we receive additional funding for transportation, the cost will be reduced.

Budget does not include FY19-20 anticipated contract increases

9. Approval of Consent Calendar

Subject	9.11 Approval/Ratification of Listing of Software License Agreements with Santa Ana Unified School District for 2018-19 School Year
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Jun 25, 2019
Absolute Date	Jun 25, 2019
Fiscal Impact	Yes
Budgeted	Yes
Budget Source	Various Funds
Recommended Action	Approve/ratify the listing of software license agreements with Santa Ana Unified School District for the 2018-19 school year.
Goals	<p>GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.</p> <p>ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service.</p> <p>SERVICES 3.07010 Purchasing Services</p>

AGENDA ITEM BACKUP SHEET

TITLE: Approval/Ratification of Listing of Software License Agreements with Santa Ana Unified School District for 2018-19 School Year

ITEM: Consent

SUBMITTED BY: Manoj Roychowdhury, Assistant Superintendent, Business Services

PREPARED BY: Jonathan Geiszler, Director, Purchasing and Stores

ITEM SUMMARY:

- Software License Agreements for the 2018-19 school year

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval/ratification of the listing of software license agreements with Santa Ana Unified School District for the 2018-19 school year.

RATIONALE:

Software License Agreements have been requested by school sites and District staff to enhance and support educational programs and provide professional development to improve student achievement. The attached list identifies various software license agreements that will provide services throughout the District.

FUNDING:

Various Funds

RECOMMENDATION:

Approve/ratify the listing of software license agreements with Santa Ana Unified School District for the 2018-19 school year.

MR:jg:mm

File Attachments
2018-19 Software Listing, June 25.pdf (388 KB)

Annual Listing of Software Licenses

June 25, 2019

Amendments Recommended for Board Approval

#	Vendor		Software	Original Approval	Increase
1	Adobe Systems, Inc.	Career Technical Education	3 year subscription to Creative Cloud; provides apps and services for video, design, photography, and the web.	12,480.00	37,440.00
				Total	37,440.00

9. Approval of Consent Calendar

Subject	9.12 Approval/Ratification of Listing of Santa Ana Unified School District Public Works Projects Awarded Utilizing California Uniform Public Construction Cost Accounting Act for 2018-19 School Year
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Jun 25, 2019
Absolute Date	Jun 25, 2019
Fiscal Impact	No
Budgeted	Yes
Budget Source	Various Funds
Recommended Action	Approve/Ratify the listing of Santa Ana Unified School District public works projects awarded utilizing California Uniform Public Construction Cost Accounting Act for 2018-19 school year.
Goals	<p>GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.</p> <p>ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service.</p> <p>SERVICES 3.07010 Purchasing Services</p>

AGENDA ITEM BACKUP SHEET

TITLE: Approval/Ratification of Listing of Santa Ana Unified School District Public Works Projects Awarded Utilizing California Uniform Public Construction Cost Accounting Act for 2018-19 School Year

ITEM: Consent

SUBMITTED BY: Manoj Roychowdhury, Assistant Superintendent, Business Services

PREPARED BY: Jonathan Geiszler, Director, Purchasing and Stores

ITEM SUMMARY:

- CUPCAA construction projects for the 2018-19 school year
- Projects awarded through June 11, 2019

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval/ratification of listing of Santa Ana Unified School District Public Works projects awarded utilizing California Uniform Public Construction Cost Accounting Act (CUPCAA) for 2018-19 school year.

RATIONALE:

The California Uniform Public Construction Cost Accounting Act (CUPCAA), adopted by the Board on February 12, 2019, is used as an alternative procedure for awarding public works contracts pursuant to California Public Contract Code 22020. The

Act establishes a higher bid limit and a more informal bidding process for certain projects. The attached listing provides information on all projects awarded through June 11, 2019.

FUNDING:

Various Funds

RECOMMENDATION:

Approve/Ratify the listing of Santa Ana Unified School District public works projects awarded utilizing California Uniform Public Construction Cost Accounting Act for 2018-19 school year.

MR:jg:mm

File Attachments
2018-19 CUPCCAA Listing June 25 - FINAL.pdf (467 KB)

2018-19 Listing of CUPCCAA Projects

June 25, 2019

CUPCCAA Projects Between \$60,000 and \$200,000

#	Contractor Name	Site	Summary of Work	Funding Source	Project Amount	Number of Proposals	Start Date	End Date
19.0002	Case and Sons Const. Inc.	Century High	Century High School E-Sports Room Renovation	CTE Grants	\$97,300	1	6/3/2019	6/17/2019
<i>Total</i>					\$97,300			

9. Approval of Consent Calendar

Subject	9.13 Ratification of Purchase Order Summary and Listing of all Purchase Orders, for the Period of May 22, 2019 through June 11, 2019
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Jun 25, 2019
Absolute Date	Jun 25, 2019
Fiscal Impact	No
Budgeted	No
Budget Source	No fiscal impact.
Recommended Action	Ratify Purchase Order Summary Report and Detailed Purchase Order Listing of all purchase orders created during the period of May 22, 2019 through June 11, 2019.
Goals	<p>GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.</p> <p>ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service.</p> <p>SERVICES 3.07010 Purchasing Services</p>

AGENDA ITEM BACKUP SHEET

TITLE: Ratification of Purchase Order Summary and Listing of all Purchase Orders, for the Period of May 22, 2019 through June 11, 2019

ITEM: Consent

SUBMITTED BY: Manoj Roychowdhury, Assistant Superintendent, Business Services

PREPARED BY: Jonathan Geiszler, Director, Purchasing and Stores

ITEM SUMMARY:

- Snapshot of purchase orders issued between May 22, 2019 through June 11, 2019
- Board Policy 3300
- Education Code 17604

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board ratification of the Purchase Order Summary Report and Detailed Purchase Order Listing for all purchase orders created during the period of May 22, 2019 through June 11, 2019. **The Board through individual agenda items has previously approved purchase orders for contracts over \$25,000.**

RATIONALE:

The Purchase Order Summary Report provides a summary of all purchase orders created during the period of May 22, 2019 through June 11, 2019 by funding source. The Detailed Purchase Order Listing Report lists each individual purchase order created by vendor for the period of May 22, 2019 through June 11, 2019. Board Policy 3300 and Education Code 17604

specifically authorizes the Board to delegate signature authority on behalf of the District to the District Superintendent or designee. Such delegation of signature authority serves to expedite the financial transactions or any other contract.

FUNDING:

No fiscal impact.

RECOMMENDATION:

Ratify Purchase Order Summary Report and Detailed Purchase Order Listing of all purchase orders created during the period of May 22, 2019 through June 11, 2019.

MR:jg:mm

File Attachments
P.O. Summary - FINAL.pdf (612 KB)
P.O. Listing - FINAL JG.pdf (393 KB)



Santa Ana Unified School District

Stefanie P. Phillips, Ed.D., Superintendent

Date: June 11, 2019
To: Stefanie P. Phillips, Ed.D., Superintendent
From: Manoj Roychowdhury, Assistant Superintendent, Business Service
Subject: Purchase Order Summary: From 22-MAY-2019 through 11-JUN-2019

Fund 01	21st Century ASSETS (roll-up 4124)	\$ 639.61
Fund 01	CTE Incentive Grant (local grant)	\$ 189,531.86
Fund 01	CTE Incentive Grant Program	\$ 456,765.22
Fund 01	California Career Pathways Trust	\$ 107,317.00
Fund 01	California Clean Energy Jobs Act (Prop 39)	\$ 5,731,000.00
Fund 01	Carl D Perkins Section 131 Career and Technical Education act of 1998	\$ 113,412.32
Fund 01	College Readiness Block Grant	\$ 43,018.51
Fund 01	Communication Studies (Speech and Debate)	\$ 2,023.71
Fund 01	Dashboard Support Schools	\$ 5,925.00
Fund 01	Department Unrestricted Discretionary Accounts	\$ 196,335.70
Fund 01	Dept. SC-LCFF-Supplemental/Concentration	\$ 48,863.43
Fund 01	Donations (Miscellaneous)	\$ 32,913.79
Fund 01	Donations-Speech and Debate	\$ 5,012.94
Fund 01	E-Business Academy [0473] CHS	\$ 77.58
Fund 01	ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grant Program	\$ 600.00
Fund 01	Emergency Preparedness and Operations	\$ -
Fund 01	Facilities and Government Relations Unrestricted Discretionary Accounts	\$ 134.38
Fund 01	Family and Community Engagement (was Wellness Center)	\$ 41,475.38
Fund 01	Fund 01 General Fund	\$ 1,032.41
Fund 01	Fundraiser (Non ASB-PTA Deposits)	\$ 21,675.64
Fund 01	Head Start	\$ 14,016.88
Fund 01	IASA: Title I Basic Grants Low-Income and Neglected, Part A	\$ 148,107.06
Fund 01	LCFF Funding Verification Forms	\$ 1,800.00
Fund 01	Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies	\$ 4,491.69
Fund 01	Lottery: Instructional Materials	\$ 2,554.40
Fund 01	One-Time Carryover Funds	\$ 53,428.66
Fund 01	Ongoing & Major Maintenance Account	\$ 121,690.72
Fund 01	SA Public Schools Foundation (SAPSF) Check	\$ 482.09
Fund 01	SC-Early Learning (PreK-gr 6)	\$ 14,654.10
Fund 01	SC-LCFF-Supplemental/Concentration	\$ 5,163.78
Fund 01	SpEd Pupil Transportation	\$ 2,754.00
Fund 01	Special Ed: Mental Health Services	\$ 66,910.50
Fund 01	Special Education	\$ 242,930.04

BOARD OF EDUCATION

Valerie Amezcua, President • Rigo Rodriguez, Ph.D., Vice President
Alfonso Alvarez, Ed.D., Clerk • John Palacio, Member

Fund 01	Summer Enrichment	\$ 196,961.05
Fund 01	Title I, Core Set Aside	\$ 5,106.21
Fund 01	Title II-Part A Improving Teacher Quality	\$ 297,238.07
Fund 01	Title III Immigrant Ed Program	\$ 11,039.00
Fund 01	Unrestricted - Regional Occupational Center Program (ROC/P 6350)	\$ 177,836.50
Fund 01	Unrestricted Discretionary Accounts	\$ 21,028.16
Fund 01	Unrestricted One-time Funds	\$ 433.72
Fund 01	WASC (was FdRes 010031)	\$ 1,999.00
Grand Total:		\$ 8,388,380.11

Fund 12	Child Development: CA State Preschool Program	\$ 380.00
Grand Total:		\$ 380.00

Fund 13	Child Nutrition: School Programs	\$ 19,675.04
Grand Total:		\$ 19,675.04

Fund 14	Fund 14 Artificial Turf	\$ 55,734.64
Fund 14	Fund 14 Deferred Maintenance Fund	\$ 630,572.70
Grand Total:		\$ 686,307.34

Fund 25	Fund 25 Capital Facilities Fund	\$ 746.89
Fund 25	Fund 25 City Santa Ana Redevelopment	\$ 31,792.07
Fund 25	Fund 25 Community Redevelopment Funds	\$ 3,600.00
Grand Total:		\$ 36,138.96

Fund 35	Fund 35 OPSC School Facilities Bond Projects	\$ 23,022.16
Grand Total:		\$ 23,022.16

Fund 40	Fund 40 Kitchen Remodeling	\$ 2,838.00
Fund 40	Fund 40 Special Reserve Fund	\$ 10,897.60
Grand Total:		\$ 13,735.60

Fund 56	QZAB Solar Energy (eff 2014-15)	\$ 522,883.75
Grand Total:		\$ 522,883.75

Fund 68	Fund 68 Workers' Compensation	\$ 1,374.22
Grand Total:		\$ 1,374.22

Prepared By: Jonathan Geiszler, Director, Purchasing and Stores

Fund 01

Supplier:	PO Number:	Date PO Created:	Item Description:	Resource Description:	Site:	Amount:
ACCUTRAIN CORPORATION dba DEVELOPMENTAL RESOURCES	402839	30-May-2019		Title II-Part A Improving Teacher Quality	NONPUBLIC SCHOOLS	\$ 675.00
ADOBE SYSTEMS INCORPORATED	402802	29-May-2019	SOFTWARE LICENSES	CTE Incentive Grant Program	REGIONAL OCCUPATIONAL PROGRAM	\$ 37,440.00
ADVANCED COLOR SOLUTIONS, INC.	402764	28-May-2019	LARGE FORMAT PRINTER	CTE Incentive Grant Program	REGIONAL OCCUPATIONAL PROGRAM	\$ 12,678.41
ALL STAGE EQUIPMENT	402922	03-Jun-2019	PORTABLE STAGE PARTS	Unrestricted Discretionary Accounts	WASHINGTON ELEMENTARY SCHOOL	\$ 600.00
AMAZON CAPITAL SERVICES, INC.	402794	29-May-2019	CLASSROOM AND OFFICE SUPPLIES	Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies	CARR INTERMEDIATE SCHOOL	\$ 3,993.95
AMAZON CAPITAL SERVICES, INC.	402870	31-May-2019	CLASSROOM AND OFFICE SUPPLIES	Head Start	CHILD DEVELOPMENT	\$ 916.88
AMAZON CAPITAL SERVICES, INC.	402869	31-May-2019	CLASSROOM AND OFFICE SUPPLIES	Summer Enrichment	EDISON ELEMENTARY SCHOOL	\$ 1,498.93
AMAZON CAPITAL SERVICES, INC.	402779	28-May-2019	CLASSROOM AND OFFICE SUPPLIES	One-Time Carryover Funds	ESQUEDA ELEMENTARY SCHOOL	\$ 214.11
AMAZON CAPITAL SERVICES, INC.	402780	28-May-2019	CLASSROOM AND OFFICE SUPPLIES	One-Time Carryover Funds	ESQUEDA ELEMENTARY SCHOOL	\$ 288.79
AMAZON CAPITAL SERVICES, INC.	402781	29-May-2019	CLASSROOM AND OFFICE SUPPLIES	One-Time Carryover Funds	ESQUEDA ELEMENTARY SCHOOL	\$ 251.77
AMAZON CAPITAL SERVICES, INC.	402785	29-May-2019	CLASSROOM AND OFFICE SUPPLIES	One-Time Carryover Funds	ESQUEDA ELEMENTARY SCHOOL	\$ 1,113.18
AMAZON CAPITAL SERVICES, INC.	402795	29-May-2019	CLASSROOM AND OFFICE SUPPLIES	One-Time Carryover Funds	ESQUEDA ELEMENTARY SCHOOL	\$ 739.48
AMAZON CAPITAL SERVICES, INC.	402825	29-May-2019	CLASSROOM AND OFFICE SUPPLIES	One-Time Carryover Funds	ESQUEDA ELEMENTARY SCHOOL	\$ 179.22
AMAZON CAPITAL SERVICES, INC.	402879	31-May-2019	CLASSROOM AND OFFICE SUPPLIES	Special Education	ESQUEDA ELEMENTARY SCHOOL	\$ 322.25
AMAZON CAPITAL SERVICES, INC.	402889	31-May-2019	CLASSROOM AND OFFICE SUPPLIES	One-Time Carryover Funds	ESQUEDA ELEMENTARY SCHOOL	\$ 138.84
AMAZON CAPITAL SERVICES, INC.	402826	29-May-2019	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	FRANKLIN ELEMENTARY SCHOOL	\$ 3,266.58
AMAZON CAPITAL SERVICES, INC.	402875	31-May-2019	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	FRANKLIN ELEMENTARY SCHOOL	\$ 162.78
AMAZON CAPITAL SERVICES, INC.	402713	22-May-2019	CLASSROOM AND OFFICE SUPPLIES	21st Century ASSETS (roll-up 4124)	GODINEZ FUNDAMENTAL HIGH SCHOOL	\$ 639.61
AMAZON CAPITAL SERVICES, INC.	402791	29-May-2019	CLASSROOM AND OFFICE SUPPLIES	Department Unrestricted Discretionary Accounts	HEALTH/HOME-HOSPITAL INSTR	\$ 478.93

Fund 01

Supplier:	PO Number:	Date PO Created:	Item Description:	Resource Description:	Site:	Amount:
AMAZON CAPITAL SERVICES, INC.	402868	31-May-2019	CLASSROOM AND OFFICE SUPPLIES	Department Unrestricted Discretionary Accounts	HEALTH/HOME-HOSPITAL INSTR	\$ 68.64
AMAZON CAPITAL SERVICES, INC.	402872	31-May-2019	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	HENINGER ELEMENTARY SCHOOL	\$ 34.84
AMAZON CAPITAL SERVICES, INC.	402994	07-Jun-2019	CLASSROOM AND OFFICE SUPPLIES	One-Time Carryover Funds	HEROES ELEMENTARY SCHOOL	\$ 79.38
AMAZON CAPITAL SERVICES, INC.	402888	31-May-2019	CLASSROOM AND OFFICE SUPPLIES	Family and Community Engagement (was Wellness Center)	K-12 SCHOOL PERFORMANCE AND	\$ 30.51
AMAZON CAPITAL SERVICES, INC.	402822	29-May-2019	CLASSROOM AND OFFICE SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MAC ARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	\$ 95.50
AMAZON CAPITAL SERVICES, INC.	402822	29-May-2019	CLASSROOM AND OFFICE SUPPLIES	One-Time Carryover Funds	MAC ARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	\$ 289.12
AMAZON CAPITAL SERVICES, INC.	402977	05-Jun-2019	CLASSROOM AND OFFICE SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MAC ARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	\$ 116.91
AMAZON CAPITAL SERVICES, INC.	402977	05-Jun-2019	CLASSROOM AND OFFICE SUPPLIES	One-Time Carryover Funds	MAC ARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	\$ 283.76
AMAZON CAPITAL SERVICES, INC.	402829	29-May-2019	CLASSROOM AND OFFICE SUPPLIES	Summer Enrichment	MADISON ELEMENTARY SCHOOL	\$ 427.12
AMAZON CAPITAL SERVICES, INC.	402986	06-Jun-2019	CLASSROOM AND OFFICE SUPPLIES	Department Unrestricted Discretionary Accounts	PURCHASING DEPARTMENT	\$ 17.45
AMAZON CAPITAL SERVICES, INC.	402786	29-May-2019	CLASSROOM AND OFFICE SUPPLIES	CTE Incentive Grant Program	REGIONAL OCCUPATIONAL PROGRAM	\$ 361.43
AMAZON CAPITAL SERVICES, INC.	402793	29-May-2019	CLASSROOM AND OFFICE SUPPLIES	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 1,456.00
AMAZON CAPITAL SERVICES, INC.	402837	30-May-2019	CLASSROOM AND OFFICE SUPPLIES	Unrestricted - Regional Occupational Center Prog (ROC/P 6350)	REGIONAL OCCUPATIONAL PROGRAM	\$ 6,459.08
AMAZON CAPITAL SERVICES, INC.	402871	31-May-2019	CLASSROOM AND OFFICE SUPPLIES	CTE Incentive Grant Program	REGIONAL OCCUPATIONAL PROGRAM	\$ 2,664.39
AMAZON CAPITAL SERVICES, INC.	402880	31-May-2019	CLASSROOM AND OFFICE SUPPLIES	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 4,440.35
AMAZON CAPITAL SERVICES, INC.	402882	31-May-2019	CLASSROOM AND OFFICE SUPPLIES	CTE Incentive Grant Program	REGIONAL OCCUPATIONAL PROGRAM	\$ 347.42
AMAZON CAPITAL SERVICES, INC.	402885	31-May-2019	CLASSROOM AND OFFICE SUPPLIES	California Career Pathways Trust	REGIONAL OCCUPATIONAL PROGRAM	\$ 251.04
AMAZON CAPITAL SERVICES, INC.	402823	29-May-2019	CLASSROOM AND OFFICE SUPPLIES	One-Time Carryover Funds	SANTIAGO ELEMENTARY SCHOOL	\$ 50.26
AMAZON CAPITAL SERVICES, INC.	402866	31-May-2019	CLASSROOM AND OFFICE SUPPLIES	Dept. SC-LCFF-Supplemental/Concentration	SCHOOL POLICE SERVICES	\$ 34.38

Fund 01

Supplier:	PO Number:	Date PO Created:	Item Description:	Resource Description:	Site:	Amount:
AMAZON CAPITAL SERVICES, INC.	402789	29-May-2019	CLASSROOM AND OFFICE SUPPLIES	Donations (Miscellaneous)	SIERRA PREPARATORY ACADEMY	\$ 148.49
AMAZON CAPITAL SERVICES, INC.	402824	29-May-2019	CLASSROOM AND OFFICE SUPPLIES	One-Time Carryover Funds	TAFT ELEMENTARY SCHOOL	\$ 74.72
AMAZON CAPITAL SERVICES, INC.	402886	31-May-2019	CLASSROOM AND OFFICE SUPPLIES	One-Time Carryover Funds	TAFT ELEMENTARY SCHOOL	\$ 124.38
AMAZON CAPITAL SERVICES, INC.	402887	31-May-2019	CLASSROOM AND OFFICE SUPPLIES	One-Time Carryover Funds	TAFT ELEMENTARY SCHOOL	\$ 52.33
AMAZON CAPITAL SERVICES, INC.	402821	29-May-2019	CLASSROOM AND OFFICE SUPPLIES	Unrestricted Discretionary Accounts	THORPE FUNDAMENTAL ELEMENTARY SCHOOL	\$ 67.67
AMAZON CAPITAL SERVICES, INC.	402867	31-May-2019	CLASSROOM AND OFFICE SUPPLIES	SC-LCFF-Supplemental/Concentration	VALLEY HIGH SCHOOL	\$ 82.56
AMAZON CAPITAL SERVICES, INC.	402878	31-May-2019	CLASSROOM AND OFFICE SUPPLIES	SC-LCFF-Supplemental/Concentration	VALLEY HIGH SCHOOL	\$ 33.60
AMAZON CAPITAL SERVICES, INC.	402797	29-May-2019	CLASSROOM AND OFFICE SUPPLIES	One-Time Carryover Funds	VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	\$ 1,021.40
AMAZON CAPITAL SERVICES, INC.	402877	31-May-2019	CLASSROOM AND OFFICE SUPPLIES	Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies	VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	\$ 497.74
AMAZON CAPITAL SERVICES, INC.	402718	23-May-2019	CLASSROOM AND OFFICE SUPPLIES	Dept. SC-LCFF-Supplemental/Concentration	VISUAL & PERFORMING ARTS	\$ 1,138.75
AMAZON CAPITAL SERVICES, INC.	402884	31-May-2019	CLASSROOM AND OFFICE SUPPLIES	Dept. SC-LCFF-Supplemental/Concentration	VISUAL & PERFORMING ARTS	\$ 397.75
AMAZON CAPITAL SERVICES, INC.	402787	29-May-2019	CLASSROOM AND OFFICE SUPPLIES	One-Time Carryover Funds	WASHINGTON ELEMENTARY SCHOOL	\$ 50.22
AMAZON CAPITAL SERVICES, INC.	402827	29-May-2019	CLASSROOM AND OFFICE SUPPLIES	Title I, Core Set Aside	WILLARD INTERMEDIATE SCHOOL	\$ 374.22
AMAZON.COM	402901	03-Jun-2019	CLASSROOM AND OFFICE SUPPLIES	College Readiness Block Grant	K-12 SCHOOL PERFORMANCE AND	\$ 296.91
AMAZON.COM	403017	10-Jun-2019	CLASSROOM AND OFFICE SUPPLIES	Title I, Core Set Aside	THORPE FUNDAMENTAL ELEMENTARY SCHOOL	\$ 823.93
ANATOMAGE, INC.	403012	10-Jun-2019	3D ANATOMY INSTRUCTION TABLE	Carl D Perkins Section 131 Career and Technical Education act of 1998	VOCATIONAL EDUCATION	\$ 86,362.13
APPLE, INC.	403019	11-Jun-2019	COMPUTERS AND TABLETS	Department Unrestricted Discretionary Accounts	HUMAN RESOURCES DIVISION	\$ 1,110.53
APPLE, INC.	402799	29-May-2019	COMPUTERS AND TABLETS	Family and Community Engagement (was Wellness Center)	K-12 SCHOOL PERFORMANCE AND	\$ 2,954.14
APPLE, INC.	402900	03-Jun-2019	COMPUTERS AND TABLETS	Family and Community Engagement (was Wellness Center)	K-12 SCHOOL PERFORMANCE AND	\$ 107.07

Fund 01

Supplier:	PO Number:	Date PO Created:	Item Description:	Resource Description:	Site:	Amount:
APPLE, INC.	403003	07-Jun-2019	COMPUTERS AND TABLETS	Family and Community Engagement (was Wellness Center)	K-12 SCHOOL PERFORMANCE AND	\$ 1,586.94
APPLE, INC.	402990	06-Jun-2019	COMPUTERS AND TABLETS	Department Unrestricted Discretionary Accounts	PURCHASING DEPARTMENT	\$ 216.32
ARELY CHOLULA	402911	03-Jun-2019	CONSULTANT	Special Ed: Mental Health Services	SPECIAL EDUCATION	\$ 23,000.00
AREY JONES EDUCATIONAL SOLUTIONS	403027	11-Jun-2019	HP COMPUTERS	CTE Incentive Grant Program	REGIONAL OCCUPATIONAL PROGRAM	\$ 6,508.10
ARIDAN BOOKS, INC.	402765	28-May-2019	IPAD KIOSKS	Special Education	MITCHELL CHILD DEVELOPMENT CENTER	\$ 1,402.61
AUSTIN HARDWOOD	402931	03-Jun-2019	VAPA SUPPLIES	Dept. SC-LCFF-Supplemental/Concentration	VISUAL & PERFORMING ARTS	\$ 392.25
AVID CENTER	402748	24-May-2019	CONFERENCE	IASA: Title I Basic Grants Low-Income and Neglected, Part A	ESQUEDA ELEMENTARY SCHOOL	\$ 10,725.00
B&H PHOTO VIDEO	402946	03-Jun-2019	A/V SUPPLIES	CTE Incentive Grant Program	REGIONAL OCCUPATIONAL PROGRAM	\$ 112.77
B.E. PUBLISHING	402835	30-May-2019	CLASSROOM BOOKS	Unrestricted - Regional Occupational Center Prog (ROC/P 6350)	REGIONAL OCCUPATIONAL PROGRAM	\$ 4,432.65
B.E. PUBLISHING	402838	30-May-2019	CLASSROOM BOOKS	California Career Pathways Trust	REGIONAL OCCUPATIONAL PROGRAM	\$ 9,040.88
B.E. PUBLISHING	402840	30-May-2019	CLASSROOM BOOKS	California Career Pathways Trust	REGIONAL OCCUPATIONAL PROGRAM	\$ 6,873.28
B.E. PUBLISHING	402840	30-May-2019	CLASSROOM BOOKS	Unrestricted - Regional Occupational Center Prog (ROC/P 6350)	REGIONAL OCCUPATIONAL PROGRAM	\$ 458.54
B.E. PUBLISHING	402843	30-May-2019	CLASSROOM BOOKS	CTE Incentive Grant Program	REGIONAL OCCUPATIONAL PROGRAM	\$ 9,040.88
BAKER NOWICKI DESIGN STUDIO, LLP	402919	03-Jun-2019	ARCHITECTURAL SERVICES	CTE Incentive Grant Program	CENTURY HIGH SCHOOL	\$ 90,000.00
BARNES & NOBLE BOOKSELLERS, INC.	402971	04-Jun-2019	CLASSROOM BOOKS	California Career Pathways Trust	REGIONAL OCCUPATIONAL PROGRAM	\$ 8,248.38
BEKINS MOVING SOLUTIONS, INC.	402798	29-May-2019	PACKAGING SUPPLIES	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 2,559.80
BEKINS MOVING SOLUTIONS, INC.	402876	31-May-2019	PACKAGING SUPPLIES	Lottery: Instructional Materials	STATE TEXTBOOKS	\$ 2,554.40
BERTRAND'S MUSIC ENTERPRISES	402708	22-May-2019	INSTRUMENTS AND SUPPLIES	Dept. SC-LCFF-Supplemental/Concentration	VISUAL & PERFORMING ARTS	\$ 7,265.71
BOWERS MUSEUM OF CULTURAL ART	402850	30-May-2019	FIELD TRIP	Unrestricted Discretionary Accounts	GARFIELD ELEMENTARY SCHOOL	\$ 481.00

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BOWERS MUSEUM OF CULTURAL ART	402844	30-May-2019	FIELD TRIP	Donations (Miscellaneous)	MARTIN ELEMENTARY SCHOOL	\$ 377.00
BREAKOUT, INC. dba BREAKOUT EDU	402741	24-May-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	One-Time Carryover Funds	MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	\$ 589.88
CABE	402975	05-Jun-2019	CONFERENCE	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MONROE ELEMENTARY SCHOOL	\$ 2,600.00
CAL POLY POMONA FOUNDATION	402813	29-May-2019	STUDENT CAMP FEE	Unrestricted - Regional Occupational Center Prog (ROC/P 6350)	REGIONAL OCCUPATIONAL PROGRAM	\$ 7,700.00
CAL POLY POMONA FOUNDATION	402819	29-May-2019	CONFERENCE	Unrestricted - Regional Occupational Center Prog (ROC/P 6350)	REGIONAL OCCUPATIONAL PROGRAM	\$ 700.00
CALIFORNIA DEPARTMENT OF EDUCATION	402855	30-May-2019	RETURN OF UNUSED FUNDS	Title III Immigrant Ed Program	UNDEFINED	\$ 11,039.00
CALIFORNIA SPECIAL NEEDS LAW GROUP, A PROFESSIONAL LAW	402719	23-May-2019	LEGAL FEES	Special Education	SPECIAL EDUCATION	\$ 6,500.00
CALIFORNIA STUNT OFFICIALS ASSOCIATION, INC.	403001	07-Jun-2019	GAME OFFICIALS FEES	One-Time Carryover Funds	GODINEZ FUNDAMENTAL HIGH SCHOOL	\$ 1,140.00
CASE & SONS CONSTRUCTION, INC.	402993	06-Jun-2019	CTE E-SPORTS ROOM RENOVATION	CTE Incentive Grant Program	CENTURY HIGH SCHOOL	\$ 97,300.00
CDW GOVERNMENT INC	402987	06-Jun-2019	COMPUTER ACCESSORIES	Department Unrestricted Discretionary Accounts	HEALTH/HOME-HOSPITAL INSTR	\$ 196.52
CENTURY HIGH SCHOOL	402814	29-May-2019	REFUND TO E-BUSINESS ACADEMY	Unrestricted - Regional Occupational Center Prog (ROC/P 6350)	REGIONAL OCCUPATIONAL PROGRAM	\$ 2,568.86
CHARITABLE VENTURES OF ORANGE COUNTY	402904	03-Jun-2019	CONSULTANT	Dashboard Support Schools	LATHROP INTERMEDIATE SCHOOL	\$ 5,925.00
CHEF WORKS, INC.	402833	29-May-2019	CLASSROOM SUPPLIES	Carl D Perkins Section 131 Career and Technical Education act of 1998	VOCATIONAL EDUCATION	\$ 4,113.15
CHEFS' TOYS	402842	30-May-2019	CULINARY ARTS PROGRAM EQUIPMENT	CTE Incentive Grant Program	REGIONAL OCCUPATIONAL PROGRAM	\$ 7,984.59
CHRISTINE MONGE	402846	30-May-2019	REIMBURSEMENT	Title II-Part A Improving Teacher Quality	NONPUBLIC SCHOOLS	\$ 1,598.07
CHRISTOPHER FARIS	402925	03-Jun-2019	REIMBURSEMENT	ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grant	NONPUBLIC SCHOOLS	\$ 600.00
CIRCLE PAINTING	402917	03-Jun-2019	VAPA SUPPLIES	Dept. SC-LCFF-Supplemental/Concentration	VISUAL & PERFORMING ARTS	\$ 1,000.00
CITY OF ANAHEIM	402757	28-May-2019	ANAHEIM CONVENTION CENTER RENTAL	Department Unrestricted Discretionary Accounts	SUPERINTENDENT'S OFFICE	\$ 2,550.00
CITY OF GARDEN GROVE	402849	30-May-2019	FIELD TRIP	Title I, Core Set Aside	MADISON ELEMENTARY SCHOOL	\$ 72.00

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COLLEGE BOARD	402924	03-Jun-2019	PSAT/NMSQT/SAT TEST MATERIALS	College Readiness Block Grant	K-12 SCHOOL PERFORMANCE AND	\$ 42,518.00
COLLEGE BOARD	402924	03-Jun-2019	PSAT/NMSQT/SAT TEST MATERIALS	Department Unrestricted Discretionary Accounts	K-12 SCHOOL PERFORMANCE AND	\$ 140,624.19
COMMUNITY UNION, INC.	402926	03-Jun-2019	CONSULTANT	Unrestricted Discretionary Accounts	SADDLEBACK HIGH SCHOOL	\$ 100.00
CONTRACTED DRIVER SERVICES OF CALIFORNIA	402753	28-May-2019	DRIVER SERVICES FOR BAND SEMI	Unrestricted Discretionary Accounts	SANTA ANA HIGH SCHOOL	\$ 310.00
CORE DISTRICTS	402903	03-Jun-2019	CONFERNECE	Dept. SC-LCFF-Supplemental/Concentration	RESEARCH AND EVALUATION	\$ 559.40
CORE DISTRICTS	402852	30-May-2019	PARTICIPATION AND TRAINING FEES	Title II-Part A Improving Teacher Quality	STAFF DEVELOPMENT	\$ 250,000.00
CORNER BAKERY	402706	22-May-2019	CATERING SERVICES	Dept. SC-LCFF-Supplemental/Concentration	RESEARCH AND EVALUATION	\$ 804.10
COUNTY OF ORANGE TREASURER-TAX COLLECTOR	402991	06-Jun-2019	COUNTY COMMUNICATIONS FEES	Dept. SC-LCFF-Supplemental/Concentration	SCHOOL POLICE SERVICES	\$ 3,287.00
CSU CHANNEL ISLANDS	402933	03-Jun-2019	CONSULTANT	Dept. SC-LCFF-Supplemental/Concentration	K-12 TEACHING AND LEARNING	\$ 4,470.00
CULVER NEWLIN, INC.	402721	23-May-2019	WELLNESS CENTER FURNITURE	Family and Community Engagement (was Wellness Center)	K-12 SCHOOL PERFORMANCE AND	\$ 409.69
CULVER NEWLIN, INC.	402722	23-May-2019	WELLNESS CENTER FURNITURE	Family and Community Engagement (was Wellness Center)	K-12 SCHOOL PERFORMANCE AND	\$ 409.69
CULVER NEWLIN, INC.	402723	23-May-2019	WELLNESS CENTER FURNITURE	Family and Community Engagement (was Wellness Center)	K-12 SCHOOL PERFORMANCE AND	\$ 409.69
CULVER NEWLIN, INC.	402800	29-May-2019	WELLNESS CENTER FURNITURE	Family and Community Engagement (was Wellness Center)	K-12 SCHOOL PERFORMANCE AND	\$ 11,025.79
CULVER NEWLIN, INC.	402801	29-May-2019	WELLNESS CENTER FURNITURE	Family and Community Engagement (was Wellness Center)	K-12 SCHOOL PERFORMANCE AND	\$ 4,293.53
CULVER NEWLIN, INC.	402898	03-Jun-2019	WELLNESS CENTER FURNITURE	Family and Community Engagement (was Wellness Center)	K-12 SCHOOL PERFORMANCE AND	\$ 10,735.45
CUSTOMINK, LLC dba CUSTOMINK	403018	11-Jun-2019	SCREEN PRINTING	Title I, Core Set Aside	MADISON ELEMENTARY SCHOOL	\$ 396.95
DAILY JOURNAL CORPORATION dba ORANGE COUNTY REPORTER	403022	11-Jun-2019	BID/RFP LEGAL ADS	Facilities and Government Relations Unrestricted Discretionary Accounts	FACILITIES/GOVERNMENTAL RELATIONS	\$ 92.80
DANNIS WOLIVER KELLEY	402906	03-Jun-2019	LEGAL FEES	Department Unrestricted Discretionary Accounts	K-12 SCHOOL PERFORMANCE AND	\$ 20,000.00
DAVID RICHARD FIER	402941	03-Jun-2019	CONSULTANT	Dept. SC-LCFF-Supplemental/Concentration	SPECIAL PROJECTS/WELLNESS	\$ 1,500.00

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DAVID STONEMAN	402942	03-Jun-2019	CONSULTANT	Dept. SC-LCFF-Supplemental/Concentration	VISUAL & PERFORMING ARTS	\$ 2,000.00
DAYLE MC INTOSH CENTER FOR THE DISABLED dba DMC	402745	24-May-2019	CONSULTANT	Unrestricted Discretionary Accounts	CARVER ELEMENTARY SCHOOL	\$ 134.00
DELL MARKETING L.P.	403004	10-Jun-2019	COMPUTER EQUIPMENT	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 1,490.99
DEPARTMENT OF GENERAL SERVICES	402978	05-Jun-2019	CTE LOAN PAYMENTS	Unrestricted - Regional Occupational Center Prog (ROC/P 6350)	REGIONAL OCCUPATIONAL PROGRAM	\$ 153,608.44
DIGITAL NETWORKS GROUP, INC.	402950	04-Jun-2019	CLASSROOM AUDIO AND VIDEO EQUIPMENT	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 8,404.81
DIGITAL NETWORKS GROUP, INC.	402951	04-Jun-2019	CLASSROOM AUDIO AND VIDEO EQUIPMENT	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 8,404.81
DIGITAL NETWORKS GROUP, INC.	402952	04-Jun-2019	CLASSROOM AUDIO AND VIDEO EQUIPMENT	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 8,405.09
DIGITAL NETWORKS GROUP, INC.	402953	04-Jun-2019	CLASSROOM AUDIO AND VIDEO EQUIPMENT	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 8,404.81
DIGITAL NETWORKS GROUP, INC.	402954	04-Jun-2019	CLASSROOM AUDIO AND VIDEO EQUIPMENT	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 8,404.81
DIGITAL NETWORKS GROUP, INC.	402955	04-Jun-2019	CLASSROOM AUDIO AND VIDEO EQUIPMENT	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 8,404.81
DIGITAL NETWORKS GROUP, INC.	402956	04-Jun-2019	CLASSROOM AUDIO AND VIDEO EQUIPMENT	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 8,404.81
DIGITAL NETWORKS GROUP, INC.	402957	04-Jun-2019	CLASSROOM AUDIO AND VIDEO EQUIPMENT	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 8,404.81
DIGITAL NETWORKS GROUP, INC.	402958	04-Jun-2019	CLASSROOM AUDIO AND VIDEO EQUIPMENT	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 8,404.81
DIGITAL NETWORKS GROUP, INC.	402959	04-Jun-2019	CLASSROOM AUDIO AND VIDEO EQUIPMENT	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 8,404.81
DIGITAL NETWORKS GROUP, INC.	402960	04-Jun-2019	CLASSROOM AUDIO AND VIDEO EQUIPMENT	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 8,404.81
DIGITAL NETWORKS GROUP, INC.	402961	04-Jun-2019	CLASSROOM AUDIO AND VIDEO EQUIPMENT	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 8,351.27
DIGITAL NETWORKS GROUP, INC.	402962	04-Jun-2019	CLASSROOM AUDIO AND VIDEO EQUIPMENT	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 8,404.81
DIGITAL NETWORKS GROUP, INC.	402963	04-Jun-2019	CLASSROOM AUDIO AND VIDEO EQUIPMENT	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 8,404.81
DIGITAL NETWORKS GROUP, INC.	402964	04-Jun-2019	CLASSROOM AUDIO AND VIDEO EQUIPMENT	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 8,404.81

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DIGITAL NETWORKS GROUP, INC.	402965	04-Jun-2019	CLASSROOM AUDIO AND VIDEO EQUIPMENT	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 8,404.81
DIGITAL NETWORKS GROUP, INC.	402966	04-Jun-2019	CLASSROOM AUDIO AND VIDEO EQUIPMENT	CTE Incentive Grant Program	REGIONAL OCCUPATIONAL PROGRAM	\$ 8,404.81
DIGITAL NETWORKS GROUP, INC.	402967	04-Jun-2019	CLASSROOM AUDIO AND VIDEO EQUIPMENT	CTE Incentive Grant Program	REGIONAL OCCUPATIONAL PROGRAM	\$ 8,404.81
DISCOVERY CUBE ORANGE COUNTY	402914	03-Jun-2019	CONSULTANT	Donations (Miscellaneous)	WASHINGTON ELEMENTARY SCHOOL	\$ 0.01
DIVISION OF STATE ARCHITECT	402997	07-Jun-2019	PLAN FEES LATHROP	Family and Community Engagement (was Wellness Center)	K-12 SCHOOL PERFORMANCE AND	\$ 6,600.00
DR ROBIN MORRIS dba RBY5 PSYCHOLOGICAL SERVICES	402896	03-Jun-2019	CONSULTANT	Special Education	PSYCHOLOGICAL SERVICES/APE	\$ 6,000.00
EDL SQUARED	402929	03-Jun-2019	CONSULTANT	Summer Enrichment	SANTA ANA HIGH SCHOOL	\$ 195,000.00
ENVIROMENTAL NETWORK CORP. dba ENCORP	403026	11-Jun-2019	HAZMAT SURVEY	Ongoing & Major Maintenance Account	K-12 SCHOOL PERFORMANCE AND	\$ 1,808.00
ERIC M. DAVIS dba ERIC M. DAVIS STUDIO, LLC	402809	29-May-2019	ART SUPPLIES	Dept. SC-LCFF-Supplemental/Concentration	VISUAL & PERFORMING ARTS	\$ 1,337.22
FEDERAL EXPRESS CORPORATION	402820	29-May-2019	SHIPPING FEES	Department Unrestricted Discretionary Accounts	PURCHASING DEPARTMENT	\$ 9.88
FEDERAL EXPRESS CORPORATION	402820	29-May-2019	SHIPPING FEES	Department Unrestricted Discretionary Accounts	PURCHASING DEPARTMENT	\$ 21.32
FEDERAL TECHNOLOGY SOLUTIONS, INC.	402935	03-Jun-2019	TAFT NOTIFICATION SYSTEMS	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 91,091.99
FEDERAL TECHNOLOGY SOLUTIONS, INC.	403029	11-Jun-2019	NETWORK CABLING	CTE Incentive Grant Program	CENTURY HIGH SCHOOL	\$ 18,350.72
FLORIDA LEAGUE OF IB SCHOOLS (FLIBS)	402970	04-Jun-2019	CONFERENCE	SC-LCFF-Supplemental/Concentration	SADDLEBACK HIGH SCHOOL	\$ 925.00
FOTO FIESTA FINISHING, INC. dba SUNSET SCHOOL PORTRAITS	402784	29-May-2019	STUDENT YEARBOOKS	Donations (Miscellaneous)	MARTIN ELEMENTARY SCHOOL	\$ 2,887.50
GHA TECHNOLOGIES, INC.	402808	29-May-2019	COMPUTER ACCESSORIES	One-Time Carryover Funds	MCFADDEN INTERMEDIATE SCHOOL	\$ 463.22
GHA TECHNOLOGIES, INC.	402968	04-Jun-2019	COMPUTER EQUIPMENT	CTE Incentive Grant Program	REGIONAL OCCUPATIONAL PROGRAM	\$ 2,971.60
GHA TECHNOLOGIES, INC.	402968	04-Jun-2019	COMPUTER EQUIPMENT	California Career Pathways Trust	REGIONAL OCCUPATIONAL PROGRAM	\$ 2,971.60
GLENN PARRISH dba ACCESS LOCK AND MAINTENANCE	402988	06-Jun-2019	ELECTRONIC DOOR LOCKS	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 6,000.00

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GLOBAL EQUIPMENT COMPANY, INC. dba GLOBAL INDUSTRIAL	402902	03-Jun-2019	CLASSROOM FURNITURE	Unrestricted Discretionary Accounts	HENINGER ELEMENTARY SCHOOL	\$ 116.59
GOODHART WILLCOX PUBLISHER	402859	31-May-2019	CLASSROOM BOOKS	California Career Pathways Trust	REGIONAL OCCUPATIONAL PROGRAM	\$ 1,643.63
GOODHEART WILCOX COMPANY INC	402804	29-May-2019	CLASSROOM BOOKS	California Career Pathways Trust	REGIONAL OCCUPATIONAL PROGRAM	\$ 23,165.90
GOODHEART WILCOX COMPANY INC	402860	31-May-2019	CLASSROOM BOOKS	CTE Incentive Grant Program	REGIONAL OCCUPATIONAL PROGRAM	\$ 23,214.65
GOPHER	402778	28-May-2019	RECESS SUPPLIES	One-Time Carryover Funds	ESQUEDA ELEMENTARY SCHOOL	\$ 796.60
GOPHER	402777	28-May-2019	RECESS SUPPLIES	One-Time Carryover Funds	SIERRA PREPARATORY ACADEMY	\$ 2,992.25
GRAY MILLER PERSH, LLP	402752	24-May-2019	LEGAL FEES	Department Unrestricted Discretionary Accounts	INTSTRUCTIONAL TELEVISION SERVICE	\$ 300.00
GROWTH SECTOR COMPANY, INC.	402744	24-May-2019	PROGRAM SUPPORT SERVICES	California Career Pathways Trust	REGIONAL OCCUPATIONAL PROGRAM	\$ 5,000.00
GUARANTY CHEVROLET MOTORS, INC.	402893	31-May-2019	PERFECT ATTENDANCE VEHICLE	Donations (Miscellaneous)	COMMUNICATIONS OFFICE	\$ 20,300.00
HANSEL FORD LINCOLN MAZDA	402817	29-May-2019	TRUCK FOR CTE PROGRAM	CTE Incentive Grant Program	REGIONAL OCCUPATIONAL PROGRAM	\$ 54,706.36
HERITAGE SCHOOL	402895	03-Jun-2019	NON-PUBLIC SCHOOL	Special Ed: Mental Health Services	SPECIAL EDUCATION	\$ 23,590.00
HERITAGE SCHOOL	402895	03-Jun-2019	NON-PUBLIC SCHOOL	Special Education	SPECIAL EDUCATION	\$ 6,510.00
HOME DEPOT CREDIT SERVICES	402700	22-May-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	Summer Enrichment	DAVIS ELEMENTARY SCHOOL	\$ 35.00
HOME DEPOT CREDIT SERVICES	402767	28-May-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	CTE Incentive Grant Program	REGIONAL OCCUPATIONAL PROGRAM	\$ 376.92
HUYEN HAMMETT	403005	10-Jun-2019	REIMBURSEMENT	Special Education	SPECIAL EDUCATION	\$ 669.17
HUYEN HAMMETT	403009	10-Jun-2019	REIMBURSEMENT	Special Education	SPECIAL EDUCATION	\$ 669.17
IMAGE GRAFICS	402812	29-May-2019	SCREEN PRINTING	E-Business Academy [0473] CHS	CENTURY HIGH SCHOOL	\$ 77.58
IMAGE ONE CORPORATION	402892	31-May-2019	FORM DEVELOPMENT FEES LCFF	LCFF Funding Verification Forms	NUTRITION SERVICES	\$ 1,800.00
IMAGINATION MACHINE	402923	03-Jun-2019	CONSULTANT	Title I, Core Set Aside	ESQUEDA ELEMENTARY SCHOOL	\$ 1,200.00

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IRVINE RECREATION PARK dba IRVINE LANES	402701	22-May-2019	FIELD TRIP	Donations (Miscellaneous)	HARVEY ELEMENTARY SCHOOL	\$ 688.50
J.C. SMITH DELECTABLE FUNDRAISING PRODUCTS	402734	23-May-2019	STUDENT FUNDRAISER	Fundraiser (Non ASB-PTA Deposits)	JACKSON ELEMENTARY SCHOOL	\$ 7,360.00
JEFFREY B. HINKLE dba JOY OF TOURNAMENTS	402712	22-May-2019	TOURNAMENT FEE	Communication Studies (Speech and Debate)	K-12 TEACHING AND LEARNING	\$ 700.00
JESUSMYROCK.COM	402750	24-May-2019	SCREEN PRINTING	Unrestricted Discretionary Accounts	REACH ACADEMY	\$ 2,373.16
JFK TRANSPORTATION	402782	29-May-2019	STUDENT TRANSPORTATION	Dept. SC-LCFF-Supplemental/Concentration	K-12 SCHOOL PERFORMANCE AND	\$ 2,754.00
JFK TRANSPORTATION	402782	29-May-2019	STUDENT TRANSPORTATION	Dept. SC-LCFF-Supplemental/Concentration	K-12 SCHOOL PERFORMANCE AND	\$ 972.00
JFK TRANSPORTATION	402782	29-May-2019	STUDENT TRANSPORTATION	SpEd Pupil Transportation	TRANSPORTATION DEPARTMENT	\$ 2,754.00
JIM'S MUSIC CENTER, INC.	402818	29-May-2019	MUSIC SUPPLIES	Dept. SC-LCFF-Supplemental/Concentration	VISUAL & PERFORMING ARTS	\$ 686.92
JL COBB PAINTING	402921	03-Jun-2019	PAINTING AT LATHROP	Family and Community Engagement (was Wellness Center)	K-12 SCHOOL PERFORMANCE AND	\$ 2,900.00
JOSE REA dba MADISON PARK NEIGHBORHOOD ASSOCIATION	402830	29-May-2019	ALMA SCIENCE ACADEMY	SC-Early Learning (PreK-gr 6)	MADISON ELEMENTARY SCHOOL	\$ 5,000.00
JOSEPH RUBIO LICENSED EDUCATIONAL PSYCHOLOGIST	402759	28-May-2019	CONSULTANT	Special Education	SPECIAL EDUCATION	\$ 15,000.00
KARYN BUKY dba BUTTERFLY THERAPIES, INC.	402770	28-May-2019	CONSULTANT	Special Education	SPECIAL EDUCATION	\$ 3,000.00
LAGUNA PLAYHOUSE	402788	29-May-2019	FIELD TRIP	One-Time Carryover Funds	HEROES ELEMENTARY SCHOOL	\$ 250.00
LAGUNA PLAYHOUSE	402910	03-Jun-2019	FIELD TRIP	Unrestricted Discretionary Accounts	LINCOLN ELEMENTARY SCHOOL	\$ 500.00
LAW OFFICES OF KATHLEEN LOYER CLIENT TRUST ACCOUNT	402705	22-May-2019	LEGAL FEES	Special Education	SPECIAL EDUCATION	\$ 7,500.00
LAW OFFICES OF MAUREEN GRAVES	402758	28-May-2019	LEGAL FEES	Special Education	SPECIAL EDUCATION	\$ 5,500.00
LONG BEACH CINEMATHEQUE dba THE FRIDA CINEMA	402707	22-May-2019	SHOW EQUIPMENT RENTAL	Dept. SC-LCFF-Supplemental/Concentration	VISUAL & PERFORMING ARTS	\$ 1,200.00
MANAGEMENT INFORMATION TECHNOLOGY USA, INC. dba CHILDPUS	403013	10-Jun-2019	CONSULTANT	Head Start	CHILD DEVELOPMENT	\$ 2,100.00
MARLENE REYES	403006	10-Jun-2019	REIMBURSEMENT	Special Education	SPECIAL EDUCATION	\$ 1,144.10

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MCKEE MUSIC THERAPY SERVICES, LLC	403014	10-Jun-2019	CONSULTANT	Special Education	SPECIAL EDUCATION	\$ 3,000.00
MEDIEVAL TIMES	402907	03-Jun-2019	FIELD TRIP	SC-LCFF-Supplemental/Concentration	SADDLEBACK HIGH SCHOOL	\$ 1,037.30
METAL ART OF CALIFORNIA, INC. dba SIGN MART/PLASTICS PLUS	402766	28-May-2019	SCREEN PRINTING	Department Unrestricted Discretionary Accounts	HEALTH/HOME-HOSPITAL INSTR	\$ 244.00
MICHAEL DE CUFFA dba DE CUFFA'S PIANO TUNING	402992	06-Jun-2019	PIANO TUNING	Unrestricted Discretionary Accounts	WILLARD INTERMEDIATE SCHOOL	\$ 475.00
MICHAEL MOYA	402845	30-May-2019	REIMBURSEMENT	Title II-Part A Improving Teacher Quality	NONPUBLIC SCHOOLS	\$ 1,900.00
OASIS COMPANIES INTERNATIONAL	402761	28-May-2019	CONSULTANT	Donations (Miscellaneous)	MONTE VISTA ELEMENTARY SCHOOL	\$ 3,500.00
OCAEYC	402909	03-Jun-2019	CONSULTANT	Head Start	CHILD DEVELOPMENT	\$ 11,000.00
OFFICE DEPOT	402936	03-Jun-2019	OFFICE SUPPLIES	Family and Community Engagement (was Wellness Center)	K-12 SCHOOL PERFORMANCE AND	\$ 12.88
OFFICE DEPOT	402996	07-Jun-2019	OFFICE SUPPLIES	Title I, Core Set Aside	PIO-PICO ELEMENTARY SCHOOL	\$ 147.71
OFFICE DEPOT	402983	06-Jun-2019	OFFICE SUPPLIES	Department Unrestricted Discretionary Accounts	PURCHASING DEPARTMENT	\$ 19.20
OFFICE DEPOT	403007	10-Jun-2019	OFFICE SUPPLIES	Department Unrestricted Discretionary Accounts	PURCHASING DEPARTMENT	\$ 46.97
OFFICE DEPOT	402981	06-Jun-2019	OFFICE SUPPLIES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	ROMERO-CRUZ ELEMENTARY SCHOOL	\$ 4,454.00
OFFICE DEPOT	402981	06-Jun-2019	OFFICE SUPPLIES	Unrestricted Discretionary Accounts	ROMERO-CRUZ ELEMENTARY SCHOOL	\$ 225.86
OFFICE DEPOT	402980	05-Jun-2019	OFFICE SUPPLIES	Special Education	THORPE FUNDAMENTAL ELEMENTARY SCHOOL	\$ 196.81
OFFICE DEPOT	402980	05-Jun-2019	OFFICE SUPPLIES	Unrestricted Discretionary Accounts	THORPE FUNDAMENTAL ELEMENTARY SCHOOL	\$ 56.24
OFFICE DEPOT	403015	10-Jun-2019	OFFICE SUPPLIES	Title I, Core Set Aside	THORPE FUNDAMENTAL ELEMENTARY SCHOOL	\$ 278.66
OneOC	402751	24-May-2019	CONSULTANT	Unrestricted Discretionary Accounts	SANTIAGO ELEMENTARY SCHOOL	\$ 3,000.00
ORANGE COUNTY DEPARTMENT OF EDUCATION	402746	24-May-2019	CONSULTANT	One-Time Carryover Funds	HEROES ELEMENTARY SCHOOL	\$ 2,624.50
ORANGE COUNTY DEPARTMENT OF EDUCATION	402742	24-May-2019	TUITION REIMBURSEMENT	Title II-Part A Improving Teacher Quality	NONPUBLIC SCHOOLS	\$ 14,400.00

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ORANGE COUNTY DEPARTMENT OF EDUCATION	402841	30-May-2019	CONFERENCE	Title II-Part A Improving Teacher Quality	NONPUBLIC SCHOOLS	\$ 850.00
ORANGE COUNTY DEPARTMENT OF EDUCATION	402847	30-May-2019	TUITION REIMBURSEMENT	Title II-Part A Improving Teacher Quality	NONPUBLIC SCHOOLS	\$ 18,000.00
ORANGE COUNTY DEPARTMENT OF EDUCATION	402709	22-May-2019	CONSULTANT	Special Education	SPECIAL EDUCATION	\$ 91,441.78
ORANGE COUNTY DEPARTMENT OF EDUCATION	402848	30-May-2019	STAFF DEVELOPMENT TRAINING	Title II-Part A Improving Teacher Quality	STAFF DEVELOPMENT	\$ 4,950.00
PADRES UNIDOS	402711	22-May-2019	CONSULTANT	Unrestricted Discretionary Accounts	ROMERO-CRUZ ELEMENTARY SCHOOL	\$ 2,867.54
PARENT EDUCATION BRIDGE FOR STUDENT ACHIEVEMENT FOUNDATION	402908	03-Jun-2019	CONSULTANT	IASA: Title I Basic Grants Low-Income and Neglected, Part A	VALLEY HIGH SCHOOL	\$ 2,992.00
PARTY PRO RENTAL CENTER	402730	23-May-2019	EQUIPMENT RENTAL	Communication Studies (Speech and Debate)	K-12 TEACHING AND LEARNING	\$ 465.00
PAUL T. SCHELL dba SOUND WAVES	402783	29-May-2019	CONSULTANT	Unrestricted Discretionary Accounts	THORPE FUNDAMENTAL ELEMENTARY SCHOOL	\$ 200.00
PEDRO TOCHIHUITL OSORIO	402731	23-May-2019	EQUIPMENT RENTAL	One-Time Carryover Funds	CARR INTERMEDIATE SCHOOL	\$ 1,000.00
PITSCO, INC.	402776	28-May-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	CTE Incentive Grant Program	REGIONAL OCCUPATIONAL PROGRAM	\$ 298.13
PLANETBIDS, INC.	402976	05-Jun-2019	ONLINE BID PORTAL YEARLY FEES	Department Unrestricted Discretionary Accounts	PURCHASING DEPARTMENT	\$ 6,695.00
PLANETBIDS, INC.	402976	05-Jun-2019	ONLINE BID PORTAL YEARLY FEES	Department Unrestricted Discretionary Accounts	PURCHASING DEPARTMENT	\$ 7,905.25
PLAYERS CHOICE	402861	31-May-2019	STUDENT AWARDS	Unrestricted One-time Funds	MADISON ELEMENTARY SCHOOL	\$ 433.72
PLAYERS CHOICE	402862	31-May-2019	PROGRAM PINS	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 1,584.13
PLAYERS CHOICE	402863	31-May-2019	PROGRAM PINS	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 1,584.13
PLAYERS CHOICE	402864	31-May-2019	PROGRAM PINS	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 1,584.13
PLAYERS CHOICE	402873	31-May-2019	PROGRAM PINS	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 1,622.37
PLAYSCRIPTS, INC.	402772	28-May-2019	PERFORMANCE SUPPLIES	Dept. SC-LCFF-Supplemental/Concentration	VISUAL & PERFORMING ARTS	\$ 107.61
PLAYWORKS EDUCATION ENERGIZED	402890	31-May-2019	CONSULTANT	IASA: Title I Basic Grants Low-Income and Neglected, Part A	CARVER ELEMENTARY SCHOOL	\$ 9,750.00

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PLAYWORKS EDUCATION ENERGIZED	402899	03-Jun-2019	CONSULTANT	IASA: Title I Basic Grants Low-Income and Neglected, Part A	ESQUEDA ELEMENTARY SCHOOL	\$ 9,750.00
PLAYWORKS EDUCATION ENERGIZED	402756	28-May-2019	CONSULTANT	IASA: Title I Basic Grants Low-Income and Neglected, Part A	HENINGER ELEMENTARY SCHOOL	\$ 36,500.00
PLAYWORKS EDUCATION ENERGIZED	402915	03-Jun-2019	CONSULTANT	IASA: Title I Basic Grants Low-Income and Neglected, Part A	KING ELEMENTARY SCHOOL	\$ 18,250.00
PLAYWORKS EDUCATION ENERGIZED	402916	03-Jun-2019	CONSULTANT	One-Time Carryover Funds	LOWELL ELEMENTARY SCHOOL	\$ 18,250.00
PLAYWORKS EDUCATION ENERGIZED	402720	23-May-2019	CONSULTANT	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MARTIN ELEMENTARY SCHOOL	\$ 9,750.00
PLAYWORKS EDUCATION ENERGIZED	402736	24-May-2019	CONSULTANT	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MONTE VISTA ELEMENTARY SCHOOL	\$ 18,250.00
PLAYWORKS EDUCATION ENERGIZED	402755	28-May-2019	CONSULTANT	One-Time Carryover Funds	ROMERO-CRUZ ELEMENTARY SCHOOL	\$ 6,389.33
PLAYWORKS EDUCATION ENERGIZED	402755	28-May-2019	CONSULTANT	SC-Early Learning (PreK-gr 6)	ROMERO-CRUZ ELEMENTARY SCHOOL	\$ 5,998.78
PLAYWORKS EDUCATION ENERGIZED	402755	28-May-2019	CONSULTANT	Unrestricted Discretionary Accounts	ROMERO-CRUZ ELEMENTARY SCHOOL	\$ 5,861.90
PLAYWORKS EDUCATION ENERGIZED	402834	29-May-2019	CONSULTANT	One-Time Carryover Funds	THORPE FUNDAMENTAL ELEMENTARY SCHOOL	\$ 9,555.00
PLAYWORKS EDUCATION ENERGIZED	402834	29-May-2019	CONSULTANT	Unrestricted Discretionary Accounts	THORPE FUNDAMENTAL ELEMENTARY SCHOOL	\$ 195.00
PLAYWORKS EDUCATION ENERGIZED	402913	03-Jun-2019	CONSULTANT	IASA: Title I Basic Grants Low-Income and Neglected, Part A	WASHINGTON ELEMENTARY SCHOOL	\$ 18,250.00
PURE GAME	402905	03-Jun-2019	CONSULTANT	One-Time Carryover Funds	KENNEDY ELEMENTARY SCHOOL	\$ 3,000.00
PURE GAME	402717	22-May-2019	PROGRAM FEE	Unrestricted - Regional Occupational Center Prog (ROC/P 6350)	REGIONAL OCCUPATIONAL PROGRAM	\$ 250.00
QUALITY LOGO PRODUCTS, INC.	402763	28-May-2019	SCREEN PRINTING	CTE Incentive Grant Program	REGIONAL OCCUPATIONAL PROGRAM	\$ 1,311.35
RAISE 3D TECHNOLOGIES, INC.	402774	28-May-2019	3D PRINTER	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 5,898.52
RAISE 3D TECHNOLOGIES, INC.	402775	28-May-2019	3D PRINTER	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 5,898.52
REGENTS OF THE UNIVERSITY OF CALIFORNIA AT IRVINE	402716	22-May-2019	SATURDAY LAW ACADEMY PROGRAM	CTE Incentive Grant Program	REGIONAL OCCUPATIONAL PROGRAM	\$ 38,000.00
RENAISSANCE LEARNING, INC.	402979	05-Jun-2019	SOFTWARE LICENSES	IASA: Title I Basic Grants Low-Income and Neglected, Part A	ROMERO-CRUZ ELEMENTARY SCHOOL	\$ 3,475.00

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RENE BEIZA AND CELESTE MENDOZA	402743	24-May-2019	REIMBURSEMENT	Special Education	SPECIAL EDUCATION	\$ 3,229.55
RIDDELL INC dba KOLLEGE TOWN SPORTS	402704	22-May-2019	FOOTBALL HELMET CERTIFICATION	Department Unrestricted Discretionary Accounts	DISTRICT-WIDE	\$ 7,681.60
RIDDELL INC dba KOLLEGE TOWN SPORTS	402762	28-May-2019	ATHLETIC SUPPLIES	SC-LCFF-Supplemental/Concentration	SADDLEBACK HIGH SCHOOL	\$ 2,518.40
RIVERA SPORTS	402927	03-Jun-2019	SUPPLIES FOR SPEECH PROGRAM	Donations-Speech and Debate	K-12 TEACHING AND LEARNING	\$ 5,012.94
RIVERA SPORTS	402928	03-Jun-2019	SUPPLIES FOR SPEECH PROGRAM	Communication Studies (Speech and Debate)	K-12 TEACHING AND LEARNING	\$ 858.71
ROBERTO ZAVALA dba GALAXY PARTY RENTALS	402999	07-Jun-2019	EQUIPMENT RENTAL	One-Time Carryover Funds	KENNEDY ELEMENTARY SCHOOL	\$ 980.00
ROCKLER WOODWORKING AND HARDWARE	402739	24-May-2019	ART SUPPLIES	Dept. SC-LCFF-Supplemental/Concentration	VISUAL & PERFORMING ARTS	\$ 920.01
S & S WORLDWIDE, INC.	402805	29-May-2019	CLASSROOM AND OFFICE SUPPLIES	Donations (Miscellaneous)	SIERRA PREPARATORY ACADEMY	\$ 144.09
SAMYS CAMERA	402811	29-May-2019	A/V SUPPLIES	Dept. SC-LCFF-Supplemental/Concentration	VISUAL & PERFORMING ARTS	\$ 5,342.02
SANTA ANA BUSINESS COUNCIL dba SABC INC.	402792	29-May-2019	SPONSORSHIP FEES	Unrestricted - Regional Occupational Center Prog (ROC/P 6350)	REGIONAL OCCUPATIONAL PROGRAM	\$ 500.00
SANTA ANA BUSINESS COUNCIL dba SABC INC.	402792	29-May-2019	SPONSORSHIP FEES	Dept. SC-LCFF-Supplemental/Concentration	VISUAL & PERFORMING ARTS	\$ 500.00
SARAH DEMARZO dba LIZZIE'S LICE PICKERS	402974	05-Jun-2019	STUDENT SERVICES	Department Unrestricted Discretionary Accounts	HEALTH/HOME-HOSPITAL INSTR	\$ 680.81
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	ADAMS ELEMENTARY SCHOOL	\$ 61,903.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	ADVANCED LEARNING ACADEMY	\$ 99,136.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	BUILDING SERVICES	\$ 685,038.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	CARVER ELEMENTARY SCHOOL	\$ 21,277.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	CENTURY HIGH SCHOOL	\$ 76,110.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	DAVIS ELEMENTARY SCHOOL	\$ 302,516.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	DIAMOND ELEMENTARY SCHOOL	\$ 18,286.00

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SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	EDISON ELEMENTARY SCHOOL	\$ 19,091.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	ESQUEDA ELEMENTARY SCHOOL	\$ 33,002.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	FRANKLIN ELEMENTARY SCHOOL	\$ 66,086.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	FREMONT ELEMENTARY SCHOOL	\$ 186,968.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	HARVEY ELEMENTARY SCHOOL	\$ 72,995.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	JACKSON ELEMENTARY SCHOOL	\$ 334,095.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	JEFFERSON ELEMENTARY SCHOOL	\$ 165,208.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	LATHROP INTERMEDIATE SCHOOL	\$ 20,754.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	LINCOLN ELEMENTARY SCHOOL	\$ 317,232.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	MAC ARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	\$ 168,636.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	MADISON ELEMENTARY SCHOOL	\$ 19,930.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	MARTIN ELEMENTARY SCHOOL	\$ 23,591.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	MCFADDEN INTERMEDIATE SCHOOL	\$ 1,715,960.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	MONROE ELEMENTARY SCHOOL	\$ 167,215.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	MONTE VISTA ELEMENTARY SCHOOL	\$ 11,303.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	PIO-PICO ELEMENTARY SCHOOL	\$ 102,678.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	ROOSEVELT ELEMENTARY SCHOOL	\$ 238,966.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	SEPULVEDA ELEMENTARY SCHOOL	\$ 145,939.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	TAFT ELEMENTARY SCHOOL	\$ 632,592.00

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SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	California Clean Energy Jobs Act (Prop 39)	WASHINGTON ELEMENTARY SCHOOL	\$ 24,493.00
SCHOLASTIC BOOK FAIRS	403010	10-Jun-2019	BOOK FAIR FEES	Fundraiser (Non ASB-PTA Deposits)	GARFIELD ELEMENTARY SCHOOL	\$ 4,729.53
SCHOLASTIC BOOK FAIRS	402856	30-May-2019	BOOK FAIR FEES	Fundraiser (Non ASB-PTA Deposits)	HARVEY ELEMENTARY SCHOOL	\$ 3,003.00
SCHOLASTIC BOOK FAIRS	402733	23-May-2019	BOOK FAIR FEES	Fundraiser (Non ASB-PTA Deposits)	JACKSON ELEMENTARY SCHOOL	\$ 4,705.41
SCHOLASTIC BOOK FAIRS	402732	23-May-2019	BOOK FAIR FEES	Fundraiser (Non ASB-PTA Deposits)	WALKER ELEMENTARY SCHOOL	\$ 1,877.70
SCHOLASTIC CLASSROOM MAGAZINES	402836	30-May-2019	CLASSROOM BOOKS	IASA: Title I Basic Grants Low-Income and Neglected, Part A	HOOVER ELEMENTARY SCHOOL	\$ 78.65
SCHOLASTIC INC.	402768	28-May-2019	CLASSROOM BOOKS	SC-Early Learning (PreK-gr 6)	MADISON ELEMENTARY SCHOOL	\$ 1,155.32
SCHOOL HEALTH CORPORATION	402806	29-May-2019	NURSE SUPPLIES	Department Unrestricted Discretionary Accounts	HEALTH/HOME-HOSPITAL INSTR	\$ 629.61
SCHOOL LIFE, A DIVISION OF IMAGESTUFF.COM, INC.	402727	23-May-2019	STUDENT AWARDS	Donations (Miscellaneous)	HENINGER ELEMENTARY SCHOOL	\$ 27.31
SCHOOL SPECIALTY/CLASSROOM DIRECT	402737	24-May-2019	CLASSROOM AND OFFICE SUPPLIES	SA Public Schools Foundation (SAPSF) Check	CARR INTERMEDIATE SCHOOL	\$ 482.09
SCHOOL SPECIALTY/CLASSROOM DIRECT	402874	31-May-2019	CLASSROOM AND OFFICE SUPPLIES	CTE Incentive Grant Program	REGIONAL OCCUPATIONAL PROGRAM	\$ 3,303.72
SCOTT GLABB	402749	24-May-2019	LIBRARY BOOKS	IASA: Title I Basic Grants Low-Income and Neglected, Part A	SANTA ANA HIGH SCHOOL	\$ 70.00
SDE, INC. dba STENHOUSE PUBLISHERS dba STAFF DEVELOPMENT FOR	402729	23-May-2019	REIMBURSEMENT	Title II-Part A Improving Teacher Quality	NONPUBLIC SCHOOLS	\$ 2,037.00
SEGERSTROM CENTER FOR THE ARTS	403000	07-Jun-2019	CONSULTANT	Title I, Core Set Aside	HOOVER ELEMENTARY SCHOOL	\$ 720.00
SEGERSTROM CENTER FOR THE ARTS	402851	30-May-2019	CONSULTANT	IASA: Title I Basic Grants Low-Income and Neglected, Part A	MADISON ELEMENTARY SCHOOL	\$ 3,000.00
SEGERSTROM CENTER FOR THE ARTS	402920	03-Jun-2019	CONSULTANT	SC-Early Learning (PreK-gr 6)	WASHINGTON ELEMENTARY SCHOOL	\$ 2,500.00
SLINGERLAND INSTITUTE	402740	24-May-2019	CONFERENCE	Title II-Part A Improving Teacher Quality	NONPUBLIC SCHOOLS	\$ 2,199.00
SNAP ON TOOLS	402773	28-May-2019	CTE AUTOSHOP TOOLS	CTE Incentive Grant Program	REGIONAL OCCUPATIONAL PROGRAM	\$ 32,984.16
SNAP ON TOOLS	402773	28-May-2019	CTE AUTOSHOP TOOLS	California Career Pathways Trust	REGIONAL OCCUPATIONAL PROGRAM	\$ 7,492.70

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SNAP ON TOOLS	402858	31-May-2019	CTE AUTOSHOP TOOLS	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 29,002.82
SNAP ON TOOLS	402857	31-May-2019	CTE AUTOSHOP TOOLS	Carl D Perkins Section 131 Career and Technical Education act of 1998	VOCATIONAL EDUCATION	\$ 22,937.04
SOUTHERN CALIFORNIA INTERNGOVERNMENTAL TRAINING AND DEVELOPMENT CENTER dba GOVERNMENT TRAINING AGENCY	402747	24-May-2019	CONFERENCE	Dept. SC-LCFF-Supplemental/Concentration	SCHOOL POLICE SERVICES	\$ 525.00
SOUTHWEST SCHOOL AND OFFICE SUPPLY	402945	03-Jun-2019	CLASSROOM AND OFFICE SUPPLIES	College Readiness Block Grant	K-12 SCHOOL PERFORMANCE AND	\$ 203.60
SOUTHWEST SCHOOL AND OFFICE SUPPLY	402803	29-May-2019	CLASSROOM AND OFFICE SUPPLIES	Fund 01 General Fund	WAREHOUSE AND DELIVERY	\$ 180.26
SPEECHCOM, INC.	402760	28-May-2019	CONSULTANT	Special Education	SPEECH & LANGUAGE	\$ 88,312.00
STORAGECONTAINER.COM	402790	29-May-2019	STORAGE CONTAINER RENTAL	Unrestricted - Regional Occupational Center Prog (ROC/P 6350)	REGIONAL OCCUPATIONAL PROGRAM	\$ 600.00
TAMMY PAZ	403008	10-Jun-2019	REIMBURSEMENT	Special Education	SPECIAL EDUCATION	\$ 2,532.60
TEACHER SYNERGY, LLC dba TEACHERSPAYTEACHERS	402796	29-May-2019	CLASSROOM INSTRUCTIONAL SUPPLIES	Title I, Core Set Aside	CENTURY HIGH SCHOOL	\$ 195.24
TERESA LYNCH	402728	23-May-2019	REIMBURSEMENT	Title II-Part A Improving Teacher Quality	NONPUBLIC SCHOOLS	\$ 629.00
TERRAKOTTA INC DBA LAGUNA CLAY COMPANY/AXNER POTTERY	402865	31-May-2019	ART SUPPLIES	Dept. SC-LCFF-Supplemental/Concentration	VISUAL & PERFORMING ARTS	\$ 3,155.34
TEXTBOOK WAREHOUSE, LLC	402998	07-Jun-2019	CLASSROOM BOOKS	One-Time Carryover Funds	HEROES ELEMENTARY SCHOOL	\$ 328.41
TEXTBOOK WAREHOUSE, LLC	402883	31-May-2019	CLASSROOM BOOKS	California Career Pathways Trust	REGIONAL OCCUPATIONAL PROGRAM	\$ 4,289.59
THE BANK OF NEW YORK MELLON TRUST COMPANY N.A.	402853	30-May-2019	DEBT SERVICE PROCESSING FEES	Department Unrestricted Discretionary Accounts	DISTRICT-WIDE	\$ 3,330.00
THE KENNEDY CENTER	402949	04-Jun-2019	CONFERENCE	Donations (Miscellaneous)	WILLARD INTERMEDIATE SCHOOL	\$ 2,998.00
TRAVIS SOLESBEE	402912	03-Jun-2019	CONSULTANT	Dept. SC-LCFF-Supplemental/Concentration	VISUAL & PERFORMING ARTS	\$ 1,950.00
ULINE SHIPPING SUPPLIES	402989	06-Jun-2019	TEXTBOOK WAREHOUSE SUPPLIES	Department Unrestricted Discretionary Accounts	PURCHASING DEPARTMENT	\$ 108.68
UNIVERSITY ENTERPRISES CORPORATION AT CSUSB	402943	03-Jun-2019	CONFERENCE	Dept. SC-LCFF-Supplemental/Concentration	VISUAL & PERFORMING ARTS	\$ 180.00

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UNIVERSITY ENTERPRISES CORPORATION AT CSUSB	402944	03-Jun-2019	CONF	Dept. SC-LCFF-Supplemental/Concentration	VISUAL & PERFORMING ARTS	\$ 180.00
UNIVERSITY OF OREGON	402897	03-Jun-2019	PBIS EVALUATION SUBSCRIPTION	Dept. SC-LCFF-Supplemental/Concentration	SCHOOL CLIMATE	\$ 500.00
US BANK	402738	24-May-2019	DISTRICT CAL CARD BILLING	Title I, Core Set Aside	CENTURY HIGH SCHOOL	\$ 215.46
US BANK	402738	24-May-2019	DISTRICT CAL CARD BILLING	Donations (Miscellaneous)	CHAVEZ CONTINUATION HIGH SCHOOL	\$ 1,842.89
US BANK	402930	03-Jun-2019	DISTRICT CAL CARD BILLING	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	\$ 546.20
US BANK	402738	24-May-2019	DISTRICT CAL CARD BILLING	Title I, Core Set Aside	ROOSEVELT ELEMENTARY SCHOOL	\$ 181.32
US BANK	402738	24-May-2019	DISTRICT CAL CARD BILLING	Special Ed: Mental Health Services	SPECIAL EDUCATION	\$ 20,320.50
US BANK	402738	24-May-2019	DISTRICT CAL CARD BILLING	One-Time Carryover Funds	SPURGEON INTERMEDIATE SCHOOL	\$ 118.51
US BANK	403016	10-Jun-2019	DISTRICT CAL CARD BILLING	Title I, Core Set Aside	THORPE FUNDAMENTAL ELEMENTARY SCHOOL	\$ 115.72
VERITIV OPERATING COMPANY	402725	23-May-2019	PRINTING SUPPLIES	Fund 01 General Fund	PUBLICATIONS	\$ 852.15
VESSEL CREATIVE SOLUTIONS, INC.	402702	22-May-2019	FLOORPLAN DESIGN FEES	California Career Pathways Trust	REGIONAL OCCUPATIONAL PROGRAM	\$ 38,340.00
VITAL LINK ORANGE COUNTY	402816	29-May-2019	CONFERENCE	Unrestricted - Regional Occupational Center Prog (ROC/P 6350)	REGIONAL OCCUPATIONAL PROGRAM	\$ 300.00
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES	402710	22-May-2019	WASC ACCREDITATION FEES	WASC (was FdRes 010031)	K-12 SCHOOL PERFORMANCE AND	\$ 1,999.00
WEX BANK dba WRIGHT EXPRESS FSC	402947	04-Jun-2019	DISTRICT FUEL CARD BILLING	Ongoing & Major Maintenance Account	BUILDING SERVICES	\$ 20,230.93
WEX BANK dba WRIGHT EXPRESS FSC	402947	04-Jun-2019	DISTRICT FUEL CARD BILLING	SC-LCFF-Supplemental/Concentration	CENTURY HIGH SCHOOL	\$ 90.32
WEX BANK dba WRIGHT EXPRESS FSC	402947	04-Jun-2019	DISTRICT FUEL CARD BILLING	Facilities and Government Relations Unrestricted Discretionary Accounts	FACILITIES/GOVERNMENTAL RELATIONS	\$ 41.58
WEX BANK dba WRIGHT EXPRESS FSC	402947	04-Jun-2019	DISTRICT FUEL CARD BILLING	Department Unrestricted Discretionary Accounts	PURCHASING DEPARTMENT	\$ 34.14
WEX BANK dba WRIGHT EXPRESS FSC	402947	04-Jun-2019	DISTRICT FUEL CARD BILLING	Unrestricted - Regional Occupational Center Prog (ROC/P 6350)	REGIONAL OCCUPATIONAL PROGRAM	\$ 88.00
WEX BANK dba WRIGHT EXPRESS FSC	402947	04-Jun-2019	DISTRICT FUEL CARD BILLING	SC-LCFF-Supplemental/Concentration	SANTA ANA HIGH SCHOOL	\$ 230.68

Fund 01

Supplier:	PO Number:	Date PO Created:	Item Description:	Resource Description:	Site:	Amount:
WEX BANK dba WRIGHT EXPRESS FSC	402947	04-Jun-2019	DISTRICT FUEL CARD BILLING	Dept. SC-LCFF-Supplemental/Concentration	SCHOOL POLICE SERVICES	\$ 5,703.97
WEX BANK dba WRIGHT EXPRESS FSC	402947	04-Jun-2019	DISTRICT FUEL CARD BILLING	SC-LCFF-Supplemental/Concentration	SEGERSTROM HIGH SCHOOL	\$ 107.27
WEX BANK dba WRIGHT EXPRESS FSC	402947	04-Jun-2019	DISTRICT FUEL CARD BILLING	Department Unrestricted Discretionary Accounts	TECHNOLOGY INNOVATION SERVICES	\$ 170.28
WEX BANK dba WRIGHT EXPRESS FSC	402947	04-Jun-2019	DISTRICT FUEL CARD BILLING	Department Unrestricted Discretionary Accounts	TRANSPORTATION DEPARTMENT	\$ 1,267.02
WEX BANK dba WRIGHT EXPRESS FSC	402947	04-Jun-2019	DISTRICT FUEL CARD BILLING	SC-LCFF-Supplemental/Concentration	VALLEY HIGH SCHOOL	\$ 138.65
WEX BANK dba WRIGHT EXPRESS FSC	402947	04-Jun-2019	DISTRICT FUEL CARD BILLING	Department Unrestricted Discretionary Accounts	WAREHOUSE AND DELIVERY	\$ 1,929.36
WILD WONDERS	403011	10-Jun-2019	CONSULTANT	Title I, Core Set Aside	HEROES ELEMENTARY SCHOOL	\$ 385.00
WOLF & ASSOCIATES, INC. dba AIRWOLF 3D	402984	06-Jun-2019	COMPUTER ACCESSORIES	Unrestricted - Regional Occupational Center Prog (ROC/P 6350)	REGIONAL OCCUPATIONAL PROGRAM	\$ 170.93
Grand Total:						\$ 8,388,380.11

Fund 12

Supplier:	PO Number:	Date PO Created:	Item Description:	Resource Description:	Site:	Amount:
ORANGE COUNTY DEPARTMENT OF EDUCATION	402715	22-May-2019	CONFERENCE	Child Development: CA State Preschool Prog	EARLY CHILDHOOD EDUCATION	\$ 380.00
Grand Total:						\$ 380.00

Fund 13

Supplier:	PO Number:	Date PO Created:	Item Description:	Resource Description:	Site:	Amount:
AMAZON CAPITAL SERVICES, INC.	402894	31-May-2019	OFFICE SUPPLIES	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 151.42
DANIEL DENHAM dba DAN'S THERMAL SERVICES (D.T.S)	402735	23-May-2019	EQUIPMENT REPAIR	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 520.00
DIELI MURAWKA HOWE, INC.	402918	03-Jun-2019	ARCHITECTURAL SERVICES	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 8,515.00
OFFICE DEPOT	403002	07-Jun-2019	OFFICE SUPPLIES	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 563.58
ULINE SHIPPING SUPPLIES	402891	31-May-2019	WAREHOUSE SUPPLIES	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 481.41
US BANK	402738	24-May-2019	DISTRICT CAL CARD BILLING	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 27.16

Fund 13

Supplier:	PO Number:	Date PO Created:	Item Description:	Resource Description:	Site:	Amount:
VARIDESK, LLC	403020	11-Jun-2019	OFFICE FURNITURE	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 65.55
VISION MARKING DEVICES	402937	03-Jun-2019	OFFICE SUPPLIES	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 300.31
WAXIE SANITARY SUPPLY	402932	03-Jun-2019	FACILITIES MAINTENEANCE SUPPLIES	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 2,442.51
WEX BANK dba WRIGHT EXPRESS FSC	402947	04-Jun-2019	DISTRICT FUEL CARD BILLING	Child Nutrition: School Programs	NUTRITION SERVICES	\$ 6,608.10
Grand Total:						\$ 19,675.04

Fund 14

Supplier:	PO Number:	Date PO Created:	Item Description:	Resource Description:	Site:	Amount:
BENSON CRANE, INC.	402881	31-May-2019	CRANE SERVICES	Fund 14 Deferred Maintenance Fund	BUILDING SERVICES	\$ 700.00
DAILY JOURNAL CORPORATION dba ORANGE COUNTY REPORTER	403024	11-Jun-2019	BID/RFP LEGAL ADS	Fund 14 Deferred Maintenance Fund	SADDLEBACK HIGH SCHOOL	\$ 472.70
EASY TURF, INC.	402831	29-May-2019	TURF REPLACEMENT	Fund 14 Artificial Turf	HEROES ELEMENTARY SCHOOL	\$ 55,734.64
ELITE SHEET METAL, INC.	402703	22-May-2019	GUTTER REPAIR	Fund 14 Deferred Maintenance Fund	BUILDING SERVICES	\$ 350.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	Fund 14 Deferred Maintenance Fund	CARVER ELEMENTARY SCHOOL	\$ 66,391.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	Fund 14 Deferred Maintenance Fund	GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL	\$ 39,156.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	Fund 14 Deferred Maintenance Fund	HEROES ELEMENTARY SCHOOL	\$ 19,761.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	Fund 14 Deferred Maintenance Fund	KENNEDY ELEMENTARY SCHOOL	\$ 29,911.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	Fund 14 Deferred Maintenance Fund	KING ELEMENTARY SCHOOL	\$ 23,427.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	Fund 14 Deferred Maintenance Fund	LOWELL ELEMENTARY SCHOOL	\$ 35,077.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	Fund 14 Deferred Maintenance Fund	MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	\$ 122,695.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	Fund 14 Deferred Maintenance Fund	NUTRITION SERVICES	\$ 14,528.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	Fund 14 Deferred Maintenance Fund	ROMERO-CRUZ ACADEMY	\$ 125,282.00

Fund 14

Supplier:	PO Number:	Date PO Created:	Item Description:	Resource Description:	Site:	Amount:
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	Fund 14 Deferred Maintenance Fund	SANTIAGO ELEMENTARY SCHOOL	\$ 18,960.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	Fund 14 Deferred Maintenance Fund	THORPE FUNDAMENTAL ELEMENTARY SCHOOL	\$ 25,842.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	Fund 14 Deferred Maintenance Fund	VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	\$ 27,052.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	Fund 14 Deferred Maintenance Fund	WAREHOUSE AND DELIVERY	\$ 38,961.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	Fund 14 Deferred Maintenance Fund	WILLARD INTERMEDIATE SCHOOL	\$ 24,927.00
SCHNEIDER ELECTRIC BUILDINGS AMERICAS, INC.	402940	03-Jun-2019	PROP 39 LIGHTING REPLACEMENT	Fund 14 Deferred Maintenance Fund	WILSON ELEMENTARY SCHOOL	\$ 10,494.00
WEST COAST FIRE & INTEGRATION, INC.	402771	28-May-2019	FIRE ALARM MAINTENANCE	Fund 14 Deferred Maintenance Fund	BUILDING SERVICES	\$ 6,586.00
Grand Total:						\$ 686,307.34

Fund 25

Supplier:	PO Number:	Date PO Created:	Item Description:	Resource Description:	Site:	Amount:
CALIFORNIA GEOLOGICAL SURVEY	402939	03-Jun-2019	GEOTECHNICAL STUDY	Fund 25 Community Redevelopment Funds	VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	\$ 3,600.00
DIVISION OF STATE ARCHITECT	402938	03-Jun-2019	DSA PLAN FEES	Fund 25 City Santa Ana Redevelopment	ROMERO-CRUZ ELEMENTARY SCHOOL	\$ 23,746.07
DIVISION OF STATE ARCHITECT	402972	04-Jun-2019	DSA PLAN FEES	Fund 25 City Santa Ana Redevelopment	SADDLEBACK HIGH SCHOOL	\$ 5,250.00
ENVIROMENTAL NETWORK CORP. dba ENCORP	403025	11-Jun-2019	ASBESTOS AND LEAD TESTING	Fund 25 City Santa Ana Redevelopment	SANTA ANA HIGH SCHOOL	\$ 2,796.00
WASTE MANAGEMENT COLLECTION AND RECYCLING , INC. dba IRVINE HAULING	402948	04-Jun-2019	TRASH REMOVAL CAMPUS DRIVE SITE	Fund 25 Capital Facilities Fund	DISTRICT-WIDE	\$ 746.89
Grand Total:						\$ 36,138.96

Fund 35

Supplier:	PO Number:	Date PO Created:	Item Description:	Resource Description:	Site:	Amount:
DAILY JOURNAL CORPORATION dba ORANGE COUNTY REPORTER	403021	11-Jun-2019	BID/RFP LEGAL ADS	Fund 35 OPSC School Facilities Bond Projects	MUIR FUNDAMENTAL ELEMENTARY SCHOOL	\$ 423.40
DIVISION OF STATE ARCHITECT	402934	03-Jun-2019	DSA PLAN FEES	Fund 35 OPSC School Facilities Bond Projects	CARVER ELEMENTARY SCHOOL	\$ 22,598.76
Grand Total:						\$ 23,022.16

Fund 40

Supplier:	PO Number:	Date PO Created:	Item Description:	Resource Description:	Site:	Amount:
CABLE, PIPE & LEAK DETECTION, INC.	402769	28-May-2019	UTILITY LOCATION SERVICES	Fd 40 Kitchen Remodeling	SADDLEBACK HIGH SCHOOL	\$ 2,400.00
DAILY JOURNAL CORPORATION dba ORANGE COUNTY REPORTER	403023	11-Jun-2019	BID/RFP LEGAL ADS	Fd 40 Kitchen Remodeling	SADDLEBACK HIGH SCHOOL	\$ 438.00
DONALD KROTEE PARTNERSHIP, INC.	402973	04-Jun-2019	CONSULTANT	Fund 40 Special Reserve Fund	SEGERSTROM HIGH SCHOOL	\$ 10,897.60
Grand Total:						\$ 13,735.60

Fund 56

Supplier:	PO Number:	Date PO Created:	Item Description:	Resource Description:	Site:	Amount:
THE BANK OF NEW YORK MELLON TRUST COMPANY, N.A.	402832	29-May-2019	DEBT SERVICE PAYMENT	QZAB Solar Energy (eff 2014-15)	DISTRICT-WIDE	\$ 522,883.75
Grand Total:						\$ 522,883.75

Fund 68

Supplier:	PO Number:	Date PO Created:	Item Description:	Resource Description:	Site:	Amount:
GENESIS PSYCHOLOGY GROUP, INC.	402726	23-May-2019	MEDICAL SERVICES	Fund 68 Workers' Compensation	RISK MANAGEMENT	\$ 1,374.22
Grand Total:						\$ 1,374.22

9. Approval of Consent Calendar

Subject	9.14 Ratification of Expenditure Summary and Warrants Issued Over \$25,000 for the Period of May 22, 2019 through June 11, 2019
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Jun 25, 2019
Fiscal Impact	Yes
Budgeted	Yes
Budget Source	No fiscal impact.
Recommended Action	Ratify Expenditure Summary Report and Detailed Warrant Listing Report of all payments over \$25,000 for the period of May 22, 2019 through June 11, 2019
Goals	<p>GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.</p> <p>ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service.</p> <p>SERVICES 3.07003 Accounting Services</p>

AGENDA ITEM BACKUP SHEET

TITLE: Ratification of Expenditure Summary and Warrants Issued Over \$25,000 for the Period of May 22, 2019 through June 11, 2019

ITEM: Consent

SUBMITTED BY: Manoj Roychowdhury, Assistant Superintendent, Business Services

PREPARED BY: Kelli Levanger, Director, Accounting, Payroll and Student Attendance

ITEM SUMMARY:

- Snapshot of all warrants issued for period of May 22, 2019 through June 11, 2019
- All expenditures were previously approved through prior Board action
- Board Policy 3300
- Required by Education Code 17604

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board ratification of the Expenditure Summary Report and Detailed Warrant Listing Report of all payments over \$25,000. Warrants are payments of expenditures previously approved through Board action.

RATIONALE:

The Expenditure Summary Report provides a summary of all warrants created during the period of May 22, 2019 through June 11, 2019 by funding source. The Detailed Warrant Listing Report of expenditures \$25,000 and over lists each individual warrant created by vendor for the period of May 22, 2019 through June 11, 2019. Expenditures contained in these reports have been Board approved through prior Purchase Order agenda approval submissions. The warrants listed reflect payments against these Purchase Orders.

FUNDING:

No fiscal impact.

RECOMMENDATION:

Ratify Expenditure Summary Report and Detailed Warrant Listing Report of all payments over \$25,000 for the period of May 22, 2019 through June 11, 2019.

MR:kl:mm

File Attachments

[Expenditures Summary Report - FINAL.pdf \(171 KB\)](#)

[Warrant Listing \(May 22 thru June 11\).pdf \(195 KB\)](#)



Santa Ana Unified School District

Stefanie P. Phillips, Ed.D., Superintendent

Date: June 11, 2019
To: Stefanie P. Phillips, Ed.D., Superintendent
From: Manoj Roychowdhury, Assistant Superintendent, Business Services
Subject: Expenditures Summary: From 22-MAY-2019 through 11-JUN-2019

Fund 01 General Fund	\$7,078,050.17
Fund 09 Charter School Fund	\$8,968.37
Fund 12 Child Development	\$5,897.18
Fund 13 Cafeteria Fund	\$1,132,007.45
Fund 14 Deferred Maintenance Fund	\$189,010.47
Fund 25 Capital Facilities Fund	\$100,362.16
Fund 35 County School Facilities Fund	\$612,458.02
Fund 40 Special Reserve Fund	\$138,324.97
Fund 56 Debt Service Fund	\$524,104.83
Fund 68 Workers' Compensation	\$337,712.20
Fund 69 Health & Welfare	\$60.27
Fund 81 Property & Liability	\$91,638.67
Total Expenditures:	\$10,218,594.76

Prepared by: Accounting Department
Expenditures summary report includes all District payments.

1601 E. Chestnut Ave., Santa Ana, CA 92701, (714) 558-5501

BOARD OF EDUCATION

Valerie Amezcua, President • Rigo Rodriguez, Ph.D., Vice President
Alfonso Alvarez, Ed.D., Clerk • John Palacio, Member

SAUSD Board of Education Warrant Listing

May 22, 2019*

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 01 General Fund			
84266853	OC TRANSIT, INC. SpEd Pupil Transportation	TRANSPORTATION DEPARTMENT	\$45,175.00
84266794	CITY OF SANTA ANA Department Unrestricted Discretionary Accounts	DISTRICT-WIDE	\$27,714.00
84266798	HENRY T. NICHOLAS EDUCATION FOUNDATION dba College Readiness Block Grant	K-12 SCHOOL PERFORMANCE AND CULTURE	\$72,400.00
84266800	ORANGE COUNTY CHILDREN'S THERAPEUTIC ARTS 30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	AFTER SCHOOL PROGRAMS	\$32,776.37
84266801	ORANGE COUNTY DEPARTMENT OF EDUCATION Dashboard Support Schools IASA: Title I Basic Grants Low-Income and Neglected, Part A One-Time Carryover Funds	WILLARD INTERMEDIATE SCHOOL CARR INTERMEDIATE SCHOOL MCFADDEN INTERMEDIATE SCHOOL SADDLEBACK HIGH SCHOOL SANTA ANA HIGH SCHOOL SPURGEON INTERMEDIATE SCHOOL WILLARD INTERMEDIATE SCHOOL MCFADDEN INTERMEDIATE SCHOOL	\$100,166.63
84266807	VERITIV OPERATING COMPANY Fund 01 General Fund	WAREHOUSE AND DELIVERY	\$61,805.13
84266808	WARE DISPOSAL, INC. Department Unrestricted Discretionary Accounts	DISTRICT-WIDE	\$59,138.10
84266810	WAXIE SANITARY SUPPLY Facilities and Government Relations Unrestricted Discretionary Accounts	BUILDING SERVICES	\$73,813.09
84266812	XEROX CORPORATION Department Unrestricted Discretionary Accounts	PUBLICATIONS	\$92,214.99

SAUSD Board of Education Warrant Listing

May 22, 2019

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84266738	ORANGE COUNTY SCHOOL OF THE ARTS Fund 01 General Fund	CASH ACCOUNT	\$44,865.68
84266848	JFK TRANSPORTATION 30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships California Career Pathways Trust College Readiness Block Grant Donations (Miscellaneous) Donations-ASB Transportation Global Business Academy [0190] VHS IASA: Title I Basic Grants Low-Income and Neglected, Part A One-Time Carryover Funds Pupil Transportation (7230/7240) SC-LCFF-Supplemental/Concentration SpEd Pupil Transportation Unrestricted - Regional Occupational Center Program (ROC/P 6350) Unrestricted Discretionary Accounts Valley HS Academies	HOOVER ELEMENTARY SCHOOL REGIONAL OCCUPATIONAL PROGRAM K-12 SCHOOL PERFORMANCE AND CULTURE EDISON ELEMENTARY SCHOOL THORPE FUNDAMENTAL ELEMENTARY SCHOOL LATHROP INTERMEDIATE SCHOOL SPURGEON INTERMEDIATE SCHOOL VALLEY HIGH SCHOOL ESQUEDA ELEMENTARY SCHOOL GODINEZ FUNDAMENTAL HIGH SCHOOL HARVEY ELEMENTARY SCHOOL KING ELEMENTARY SCHOOL LATHROP INTERMEDIATE SCHOOL LINCOLN ELEMENTARY SCHOOL MONROE ELEMENTARY SCHOOL SADDLEBACK HIGH SCHOOL VILLA FUNDAMENTAL INTERMEDIATE SCHOOL TRANSPORTATION DEPARTMENT SANTA ANA HIGH SCHOOL TRANSPORTATION DEPARTMENT REGIONAL OCCUPATIONAL PROGRAM LORIN GRISET ACADEMY MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL SANTIAGO ELEMENTARY SCHOOL VALLEY HIGH SCHOOL	\$146,230.00

SAUSD Board of Education Warrant Listing

May 22, 2019

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84266855	ORANGE COUNTY DEPARTMENT OF EDUCATION Special Education	SPECIAL EDUCATION	\$420,785.94
84266862	POSITIVE PROMOTIONS, INC. IASA: Title I Basic Grants Low-Income and Neglected, Part A One-Time Carryover Funds	PUPIL SUPPORT SERVICES SEPULVEDA ELEMENTARY SCHOOL	\$29,973.20
84266842	CENERGISTIC, INC. Facilities and Government Relations Unrestricted Discretionary Accounts	DISTRICT-WIDE	\$180,976.00

Fund 13 Cafeteria Fund

84266882	GOLD STAR FOODS Child Nutrition: School Programs	NUTRITION SERVICES	\$147,299.96
84266905	LOEWY ENTERPRISES, INC. dba SUNRISE PRODUCE Child Nutrition: School Programs	HOP SHOP NUTRITION SERVICES	\$40,458.29

Fund 35 County School Facilities Fund

84266931	DANIEL'S ELECTRICAL CONSTRUCTION CO., INC. Fund 35 OPSC School Facilities Bond Projects	CARVER ELEMENTARY SCHOOL	\$98,662.50
84266932	INLAND BUILDING CONSTRUCTION Fund 35 OPSC School Facilities Bond Projects	CARVER ELEMENTARY SCHOOL	\$277,012.28
84266934	PACIFIC PLUMBING COMPANY OF SANTA ANA Fund 35 OPSC School Facilities Bond Projects	CARVER ELEMENTARY SCHOOL	\$103,813.15
84266935	ROADWAY ENGINEERING AND CONTRACTING, INC. Fund 35 OPSC School Facilities Bond Projects	CARVER ELEMENTARY SCHOOL	\$50,142.90

Fund 68 Workers' Compensation

84266940	SANTA ANA UNIFIED SCHOOL DISTRICT WORKERS' COMP. Fund 68 Workers' Compensation	RISK MANAGEMENT	\$233,353.67
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SAUSD Board of Education Warrant Listing

May 22, 2019

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 81 Property & Liability			
84266943	SANTA ANA UNIFIED SCHOOL DISTRICT Fund 81 Property & Liability	RISK MANAGEMENT	\$73,460.78
Grand Total:			\$2,412,237.66

**Warrant listing report includes payments for \$25,000 and over.*

SAUSD Board of Education Warrant Listing

May 29, 2019*

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 01 General Fund			
84267187	ORANGE COUNTY DEPARTMENT OF EDUCATION Special Education	SPECIAL EDUCATION	\$426,114.62
84266999	PLAYWORKS EDUCATION ENERGIZED IASA: Title I Basic Grants Low-Income and Neglected, Part A	DAVIS ELEMENTARY SCHOOL DIAMOND ELEMENTARY SCHOOL GARFIELD ELEMENTARY SCHOOL GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL HENINGER ELEMENTARY SCHOOL MARTIN ELEMENTARY SCHOOL MONTE VISTA ELEMENTARY SCHOOL TAFT ELEMENTARY SCHOOL WILSON ELEMENTARY SCHOOL	\$186,250.00
	One-Time Carryover Funds	GARFIELD ELEMENTARY SCHOOL ROMERO-CRUZ ELEMENTARY SCHOOL	
	SC-Early Learning (PreK-gr 6)	ROMERO-CRUZ ELEMENTARY SCHOOL	
	Unrestricted Discretionary Accounts	FREMONT ELEMENTARY SCHOOL GARFIELD ELEMENTARY SCHOOL ROMERO-CRUZ ELEMENTARY SCHOOL	
84267000	RODOLFO CAZALES dba TOYAMA KARATE-DO 30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	AFTER SCHOOL PROGRAMS	\$25,129.60
84267002	VERITIV OPERATING COMPANY Fund 01 General Fund	WAREHOUSE AND DELIVERY	\$42,943.97
84267003	VESSEL CREATIVE SOLUTIONS, INC. California Career Pathways Trust	REGIONAL OCCUPATIONAL PROGRAM	\$38,340.00
84267005	WAXIE SANITARY SUPPLY Facilities and Government Relations Unrestricted Discretionary Accounts	BUILDING SERVICES	\$34,262.17

SAUSD Board of Education Warrant Listing

May 29, 2019

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84267007	WAXIE SANITARY SUPPLY Facilities and Government Relations Unrestricted Discretionary Accounts	BUILDING SERVICES	\$35,527.66
84267085	APPLE, INC. CTE Incentive Grant Program Department Unrestricted Discretionary Accounts Global Business Academy [0190] VHS One-Time Carryover Funds	REGIONAL OCCUPATIONAL PROGRAM K-12 SCHOOL PERFORMANCE AND CULTURE VALLEY HIGH SCHOOL MAC ARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	\$94,598.96
84266997	FATHER FLANAGAN'S BOYS' HOME dba BOYS TOWN Special Ed: Mental Health Services	SPECIAL EDUCATION	\$27,135.48
84267172	APPROACH LEARNING AND ASSESSMENT CENTER Special Education	SPECIAL EDUCATION	\$51,450.38
84267190	REGENTS OF THE UNIVERSITY OF CALIFORNIA CTE Incentive Grant Program	REGIONAL OCCUPATIONAL PROGRAM	\$38,000.00
84267112	AREY JONES EDUCATIONAL SOLUTIONS Department Unrestricted Discretionary Accounts IASA: Title I Basic Grants Low-Income and Neglected, Part A Medi-Cal Billing Option One-Time Carryover Funds Unrestricted Discretionary Accounts	ACCOUNTING DEPARTMENT EMPLOYEE BENEFITS ADMINISTRATION PURCHASING DEPARTMENT MAC ARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL SPEECH & LANGUAGE SPURGEON INTERMEDIATE SCHOOL HOOVER ELEMENTARY SCHOOL LORIN GRISET ACADEMY	\$25,569.40

SAUSD Board of Education Warrant Listing

May 29, 2019

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 13 Cafeteria Fund			
84267198	GOLD STAR FOODS Child Nutrition: School Programs	NUTRITION SERVICES	\$80,130.53
84267199	GOLD STAR FOODS Child Nutrition: School Programs	NUTRITION SERVICES	\$40,475.98
84267201	GOLD STAR FOODS Child Nutrition: School Programs	NUTRITION SERVICES	\$60,357.52
84267208	GOLD STAR FOODS Child Nutrition: School Programs	NUTRITION SERVICES	\$47,876.64
84267239	LOEWY ENTERPRISES, INC. dba SUNRISE PRODUCE Child Nutrition: School Programs	NUTRITION SERVICES SEGERSTROM HIGH SCHOOL	\$44,493.35
84267246	THE PLATINUM PACKAGING GROUP Child Nutrition: School Programs	NUTRITION SERVICES	\$26,016.76
Fund 40 Special Reserve Fund			
84267261	BAKER NOWICKI DESIGN STUDIO, LLP Emergency Repair Program-Williams Case	SANTA ANA HIGH SCHOOL	\$53,625.00
Grand Total:			\$1,378,298.02

**Warrant listing report includes payments for \$25,000 and over.*

SAUSD Board of Education Warrant Listing

May 30, 2019*

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 56 Debt Service Fund			
84267272	THE BANK OF NEW YORK MELLON TRUST COMPANY QZAB Solar Energy (eff 2014-15)	DISTRICT-WIDE	\$522,883.75
<i>Grand Total:</i>			\$522,883.75

**Warrant listing report includes payments for \$25,000 and over.*

SAUSD Board of Education Warrant Listing

June 03, 2019*

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 01 General Fund			
84267328	OC TRANSIT, INC. SpEd Pupil Transportation	TRANSPORTATION DEPARTMENT	\$45,175.00
84267318	DURHAM SCHOOL SERVICES, L.P. SpEd Pupil Transportation	TRANSPORTATION DEPARTMENT	\$441,868.53
84267317	CULVER NEWLIN, INC. Family and Community Engagement (was Wellness Center) Unrestricted Discretionary Accounts	K-12 SCHOOL PERFORMANCE AND CULTURE GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL LATHROP INTERMEDIATE SCHOOL LORIN GRISET ACADEMY MADISON ELEMENTARY SCHOOL ROOSEVELT ELEMENTARY SCHOOL	\$82,074.71
84267312	COLLEGE BOARD College Readiness Block Grant	K-12 SCHOOL PERFORMANCE AND CULTURE	\$420,193.00
84267308	CDW GOVERNMENT, INC. California Career Pathways Trust CTE Incentive Grant (local grant) CTE Incentive Grant Program Department Unrestricted Discretionary Accounts Family and Community Engagement (was Wellness Center) One-Time Carryover Funds	REGIONAL OCCUPATIONAL PROGRAM REGIONAL OCCUPATIONAL PROGRAM REGIONAL OCCUPATIONAL PROGRAM PURCHASING DEPARTMENT TECHNOLOGY INNOVATION SERVICES K-12 SCHOOL PERFORMANCE AND CULTURE SIERRA PREPARATORY ACADEMY	\$29,694.17
84267302	BERTRAND'S MUSIC ENTERPRISES Dept. SC-LCFF-Supplemental/Concentration	VISUAL & PERFORMING ARTS	\$153,224.49
84267294	SOUTHERN CALIFORNIA EDISON Department Unrestricted Discretionary Accounts Head Start	DISTRICT-WIDE CHILD DEVELOPMENT	\$340,969.26

SAUSD Board of Education Warrant Listing

June 03, 2019

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 13 Cafeteria Fund			
84267409	GOLD STAR FOODS Child Nutrition: School Programs	NUTRITION SERVICES	\$99,981.93
Fund 14 Deferred Maintenance Fund			
84267417	R M SYSTEMS, INC. Fund 14 Deferred Maintenance Fund	BUILDING SERVICES	\$30,573.51
Grand Total:			\$1,643,754.60

**Warrant listing report includes payments for \$25,000 and over.*

SAUSD Board of Education Warrant Listing

June 05, 2019*

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 01 General Fund			
84267574	B&H PHOTO VIDEO		\$80,100.64
	21st Century ASSETS (roll-up 4124)	VALLEY HIGH SCHOOL	
	California Career Pathways Trust	REGIONAL OCCUPATIONAL PROGRAM	
	Carl D Perkins Section 131 Career and Technical Education act of 1998	VOCATIONAL EDUCATION	
	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	
	CTE Incentive Grant Program	REGIONAL OCCUPATIONAL PROGRAM	
	Ongoing & Major Maintenance Account	BUILDING SERVICES	
	SC-Early Learning (PreK-gr 6)	MARTIN ELEMENTARY SCHOOL	
84267479	BOYS AND GIRLS CLUB OF SANTA ANA		\$32,327.06
	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	AFTER SCHOOL PROGRAMS	
84267481	CHILDCARE CAREERS, LLC		\$28,553.08
	Head Start	CHILD DEVELOPMENT	
84267482	CITY OF SANTA ANA		\$28,590.26
	Department Unrestricted Discretionary Accounts	DISTRICT-WIDE	
84267483	CORE DISTRICTS		\$250,000.00
	Title II-Part A Improving Teacher Quality	STAFF DEVELOPMENT	
84267489	DISCOVERY CUBE ORANGE COUNTY		\$56,545.50
	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	AFTER SCHOOL PROGRAMS	
84267490	FEDERAL TECHNOLOGY SOLUTIONS, INC.		\$53,118.33
	Department Unrestricted Discretionary Accounts	DISTRICT-WIDE	
84267496	ORANGE COUNTY CHILDREN'S THERAPEUTIC ARTS		\$33,118.96
	30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	AFTER SCHOOL PROGRAMS	

SAUSD Board of Education Warrant Listing

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84267498	PLAYWORKS EDUCATION ENERGIZED IASA: Title I Basic Grants Low-Income and Neglected, Part A One-Time Carryover Funds Unrestricted Discretionary Accounts	CARVER ELEMENTARY SCHOOL ESQUEDA ELEMENTARY SCHOOL KING ELEMENTARY SCHOOL WASHINGTON ELEMENTARY SCHOOL KING ELEMENTARY SCHOOL LOWELL ELEMENTARY SCHOOL THORPE FUNDAMENTAL ELEMENTARY SCHOOL THORPE FUNDAMENTAL ELEMENTARY SCHOOL	\$102,250.00
84267501	RODOLFO CAZALES dba TOYAMA KARATE-DO 30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	AFTER SCHOOL PROGRAMS	\$25,129.60
84267508	WENGER CORPORATION Dept. SC-LCFF-Supplemental/Concentration One-Time Carryover Funds	VISUAL & PERFORMING ARTS SANTA ANA HIGH SCHOOL	\$37,968.59
84267509	WEX BANK dba WRIGHT EXPRESS FSC Department Unrestricted Discretionary Accounts Dept. SC-LCFF-Supplemental/Concentration Facilities and Government Relations Unrestricted Discretionary Accounts Ongoing & Major Maintenance Account SC-LCFF-Supplemental/Concentration Unrestricted - Regional Occupational Center Program (ROC/P 6350)	PURCHASING DEPARTMENT TECHNOLOGY INNOVATION SERVICES TRANSPORTATION DEPARTMENT WAREHOUSE AND DELIVERY SCHOOL POLICE SERVICES FACILITIES/GOVERNMENTAL RELATIONS BUILDING SERVICES CENTURY HIGH SCHOOL SANTA ANA HIGH SCHOOL SEGERSTROM HIGH SCHOOL VALLEY HIGH SCHOOL REGIONAL OCCUPATIONAL PROGRAM	\$30,032.20

SAUSD Board of Education Warrant Listing

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84267511	XEROX CORPORATION Department Unrestricted Discretionary Accounts	PUBLICATIONS	\$43,380.59
84267475	ACTIVE LEARNING, INC. 30-R2002-653 Before and After School Learning & Safe Neighborhood Partnerships	AFTER SCHOOL PROGRAMS	\$51,628.00
84267573	B AND H PHOTO VIDEO California Career Pathways Trust CTE Incentive Grant Program One-Time Carryover Funds Summer Enrichment	REGIONAL OCCUPATIONAL PROGRAM REGIONAL OCCUPATIONAL PROGRAM VILLA FUNDAMENTAL INTERMEDIATE SCHOOL SANTA ANA HIGH SCHOOL	\$35,341.21
84267575	BEACON DAY SCHOOL, INC. Special Education	SPECIAL EDUCATION	\$33,299.58
84267577	BERTRAND'S MUSIC ENTERPRISES Dept. SC-LCFF-Supplemental/Concentration SC-LCFF-Supplemental/Concentration - One-time Funds Unrestricted Discretionary Accounts	VISUAL & PERFORMING ARTS SADDLEBACK HIGH SCHOOL LATHROP INTERMEDIATE SCHOOL	\$40,939.23
84267580	CENERGISTIC, INC. Facilities and Government Relations Unrestricted Discretionary Accounts	DISTRICT-WIDE	\$278,414.00

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June 05, 2019

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84267588	JFK TRANSPORTATION		\$29,278.00
	Donations (Miscellaneous)	JACKSON ELEMENTARY SCHOOL	
		KENNEDY ELEMENTARY SCHOOL	
		MARTIN ELEMENTARY SCHOOL	
		THORPE FUNDAMENTAL ELEMENTARY SCHOOL	
	Donations-ASB Transportation	CENTURY HIGH SCHOOL	
		LATHROP INTERMEDIATE SCHOOL	
		MCFADDEN INTERMEDIATE SCHOOL	
	Fundraiser (Non ASB-PTA Deposits)	WILSON ELEMENTARY SCHOOL	
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	CENTURY HIGH SCHOOL	
		GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL	
		MAC ARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	
		MADISON ELEMENTARY SCHOOL	
		SIERRA PREPARATORY ACADEMY	
		WASHINGTON ELEMENTARY SCHOOL	
	One-Time Carryover Funds	KENNEDY ELEMENTARY SCHOOL	
		VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	
	SpEd Pupil Transportation	TRANSPORTATION DEPARTMENT	
	Supplementary Programs-Specialized Secondary	SANTA ANA HIGH SCHOOL	
	Title I, Core Set Aside	HENINGER ELEMENTARY SCHOOL	
	Unrestricted Discretionary Accounts	GODINEZ FUNDAMENTAL HIGH SCHOOL	
		HOOVER ELEMENTARY SCHOOL	
		LORIN GRISET ACADEMY	
		SADDLEBACK HIGH SCHOOL	
		SANTIAGO ELEMENTARY SCHOOL	
		SIERRA PREPARATORY ACADEMY	
		VALLEY HIGH SCHOOL	
		WILLARD INTERMEDIATE SCHOOL	

SAUSD Board of Education Warrant Listing

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
84267590	JFK TRANSPORTATION		\$37,336.50
	After School Kids Code Grant Pilot Program (end 6/30/2021) (was used for After School Education & Safety Program)	AFTER SCHOOL PROGRAMS	
	AVID-OCDE Destination Graduation-High Schools	MIDDLE COLLEGE HIGH SCHOOL	
	College Readiness Block Grant	K-12 SCHOOL PERFORMANCE AND CULTURE	
	Dashboard Support Schools	LATHROP INTERMEDIATE SCHOOL	
	Dept. SC-LCFF-Supplemental/Concentration	VISUAL & PERFORMING ARTS	
	Donations (Miscellaneous)	CENTURY HIGH SCHOOL	
		LINCOLN ELEMENTARY SCHOOL	
		MARTIN ELEMENTARY SCHOOL	
		ROMERO-CRUZ ELEMENTARY SCHOOL	
		SIERRA PREPARATORY ACADEMY	
		THORPE FUNDAMENTAL ELEMENTARY SCHOOL	
		WASHINGTON ELEMENTARY SCHOOL	
	Donations-ASB Transportation	GODINEZ FUNDAMENTAL HIGH SCHOOL	
	Global Business Academy [0190] VHS	VALLEY HIGH SCHOOL	
	IASA: Title I Basic Grants Low-Income and Neglected, Part A	DAVIS ELEMENTARY SCHOOL	
		EDISON ELEMENTARY SCHOOL	
		GREENVILLE FUNDAMENTAL ELEMENTARY SCHOOL	
		HARVEY ELEMENTARY SCHOOL	
		HENINGER ELEMENTARY SCHOOL	
		JACKSON ELEMENTARY SCHOOL	
		JEFFERSON ELEMENTARY SCHOOL	
		MAC ARTHUR FUNDAMENTAL INTERMEDIATE SCHOOL	
		MONROE ELEMENTARY SCHOOL	
		ROOSEVELT ELEMENTARY SCHOOL	
		SIERRA PREPARATORY ACADEMY	
		SPURGEON INTERMEDIATE SCHOOL	
		VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	

SAUSD Board of Education Warrant Listing

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
	One-Time Carryover Funds	FRANKLIN ELEMENTARY SCHOOL	
	Supplementary Programs-Specialized Secondary	SANTA ANA HIGH SCHOOL	
	Title I, Core Set Aside	HENINGER ELEMENTARY SCHOOL	
	Unrestricted Discretionary Accounts	CARR INTERMEDIATE SCHOOL	
		CHAVEZ CONTINUATION HIGH SCHOOL	
		ESQUEDA ELEMENTARY SCHOOL	
		LORIN GRISET ACADEMY	
		MENDEZ FUNDAMENTAL INTERMEDIATE SCHOOL	
		SANTA ANA HIGH SCHOOL	
		SANTIAGO ELEMENTARY SCHOOL	
		SPURGEON INTERMEDIATE SCHOOL	
84267595	MICRO CENTER		\$38,032.43
	CTE Incentive Grant (local grant)	REGIONAL OCCUPATIONAL PROGRAM	
	Special Education	SPECIAL EDUCATION	
84267597	OC TRANSIT, INC.		\$32,825.00
	Sp Ed Pupil Transportation	TRANSPORTATION DEPARTMENT	
84267599	ORACLE AMERICA, INC.		\$85,465.95
	Department Unrestricted Discretionary Accounts	TECHNOLOGY INNOVATION SERVICES	
84267527	KYA SERVICES, LLC		\$88,752.62
	Ongoing & Major Maintenance Account	BUILDING SERVICES	

SAUSD Board of Education Warrant Listing

June 05, 2019

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<u>Check #</u>	<u>Vendor</u>	<u>Location</u>	<u>Amount</u>
Fund 13 Cafeteria Fund			
84267634	LOEWY ENTERPRISES, INC. dba SUNRISE PRODUCE Child Nutrition: School Programs	HOP SHOP LORIN GRISET ACADEMY NUTRITION SERVICES SADDLEBACK HIGH SCHOOL	\$52,548.65
84267635	LOEWY ENTERPRISES, INC. dba SUNRISE PRODUCE Child Nutrition: School Programs	NUTRITION SERVICES	\$42,708.97
84267636	NEWPORT FARMS Child Nutrition: School Programs	NUTRITION SERVICES	\$26,528.02
Fund 14 Deferred Maintenance Fund			
84267647	GEARY FLOORS, INC. Fund 14 Deferred Maintenance Fund	BUILDING SERVICES	\$52,000.00
Fund 40 Special Reserve Fund			
84267667	BAKER NOWICKI DESIGN STUDIO, LLP Emergency Repair Program-Williams Case	CENTURY HIGH SCHOOL FACILITIES/GOVERNMENTAL RELATIONS VILLA FUNDAMENTAL INTERMEDIATE SCHOOL	\$47,061.47
Fund 68 Workers' Compensation			
84267669	SANTA ANA UNIFIED SCHOOL DISTRICT WORKERS' COMP. Fund 68 Workers' Compensation	RISK MANAGEMENT	\$101,679.05
Grand Total:			\$1,874,953.49

**Warrant listing report includes payments for \$25,000 and over.*

9. Approval of Consent Calendar

Subject	9.15 Approval to Increase Adult Meal Prices in School Cafeterias for 2019-20 Fiscal Year
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Jun 25, 2019
Absolute Date	Jun 25, 2019
Fiscal Impact	No
Budgeted	No
Budget Source	No fiscal impact.
Recommended Action	Approve to increase the adult meal prices for 2019-20 fiscal year.
Goals	<p>GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.</p> <p>ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service.</p> <p>SERVICES 3.07009 Nutrition Services</p>

AGENDA ITEM BACKUP SHEET

TITLE: Approval to Increase Adult Meal Prices in School Cafeterias for 2019-20 Fiscal Year

ITEM: Consent

SUBMITTED BY: Manoj Roychowdhury, Assistant Superintendent, Business Services

PREPARED BY: Josh Goddard, Assistant Director, Nutrition Services

ITEM SUMMARY:

- Increase in Adult meal price in School Cafeterias from \$3.90 to \$4.00 to comply with the adult meal pricing standards as set forth by the USDA

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval to increase the Adult Meal (entrée, fruit, vegetable, milk or juice) price in School Cafeterias from \$3.90 to \$4.00 per meal. Per USDA requirements, adult meals must be priced same or higher than the reimbursement rate for student meals (with the meal value of USDA food added) in order to not subsidize adult meals from cafeteria fund dollars intended for the National School Lunch Program students. The prices for the entrée, fruit, vegetable, and milk or juice individually in the a la carte menu is not projected to change.

RATIONALE:

The increase is to ensure that the Adult meal pricing in School Cafeterias is in line with statutory requirements for the 2019-20 school year. The calculated price is rounded up to the nearest nickel to allow Nutrition Services staff to expedite cash handling and service to customers.

Description	2015-16	2016-17	2017-18	2018-19	2019-20
	(Actual)	(Actual)	(Actual)	(Actual)	(Projected)
Student "Free" Meal Reimbursement Rate ^{1,2}	\$3.15	\$3.24	\$3.31	\$3.39	\$3.49
Statutory Add-on (meal value of USDA foods)	\$0.50	\$0.50	\$0.50	\$0.50	\$0.50
Minimum Required Adult Pricing	\$3.65	\$3.74	\$3.81	\$3.89	\$3.99
Recommended Adult Meal Price	\$3.75	\$3.75	\$3.85	\$3.90	\$4.00

Footnotes:

1. The "free" federal reimbursement rate has increased by approximately 3% annually.
2. USDA publishes updated annual reimbursement rates by August.

FUNDING:

No fiscal impact.

RECOMMENDATION:

Approve to increase the adult meal prices for 2019-20 fiscal year.

MR:jg:mm

9. Approval of Consent Calendar

Subject	9.16 Approval of Personnel Calendar Including the Transition of Specific Staff Members with such Topics as: Hiring, Promotions, Transfers, Resignations, Retirements, and Leaves
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Jun 25, 2019
Absolute Date	Jun 25, 2019
Recommended Action	Approve the Personnel Calendar including the transition of specific staff members with such topics as: hiring, promotions, transfers, resignations, retirements, and leaves.

AGENDA ITEM BACKUP SHEET

TITLE: Approval of Personnel Calendar Including the Transition of Specific Staff Members with such Topics as: Hiring, Promotions, Transfers, Resignations, Retirements, and Leaves

ITEM: Consent

SUBMITTED BY: Mark A. McKinney, Associate Superintendent, Human Resources

ITEM SUMMARY:

- Contained within the Personnel Calendar are 3 new hires for SAUSD, including:
 - Instructional Assistant Severely Disabled - 1
 - Site Clerk - 1
 - Curriculum Specialist - 1

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the Personnel Calendar including the transition of specific staff members with such topics as: hiring, promotions, transfers, resignations, retirements, and leaves.

RATIONALE:

Board approval of the Personnel Calendar is required for all Certificated and Classified personnel reports, non-confidential leaves of absences, and effective dates of resignations and retirements.

FUNDING:

No fiscal impact.

RECOMMENDATION:

Approve the Personnel Calendar including the transition of specific staff members with such topics as: hiring, promotions, transfers, resignations, retirements, and leaves.

MAM:gg

File Attachments

Personnel Calendar 6-25-19.pdf (503 KB)

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 25, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
RESIGNATION FOR PURPOSES OF RETIREMENT 2018-19				
Quan, Julie	Teacher	Fremont	June 30, 2019	
RESIGNATIONS 2018-19				
Feeney, Erin	Speech and Language Pathologist	Speech Department	May 31, 2019	
Spearman, Suzanne	Psychologist	Psychological Services	May 31, 2019	
Vega, Elizabeth	Teacher	McFadden	May 31, 2019	
Wong, David	Teacher	Santa Ana	May 31, 2019	
NEW HIRES/RE-HIRES 2019-20				
Blair, Maureen	Teacher	Taft	August 7, 2019	Rehire - Intern
Castaneda, Francisco	Teacher	Jefferson	August 7, 2019	Rehire - Intern
Christensen, Matthew	NJROTC	Saddleback	August 7, 2019	Rehire - NJROTC 44912
Dionicio, Perla	Teacher	Madison	August 7, 2019	Rehire - Intern
Gamboa, Melinda	Teacher	Special Education	August 7, 2019	Rehire - Intern
Guardado, Luis	NJROTC	Santa Ana	August 7, 2019	Rehire - NJROTC 44912
Kaniski, Cynthia Ann	Teacher	Segerstrom	August 7, 2019	Rehire - Emergency 44911
Osseck, Thomas	NJROTC	Santa Ana	August 7, 2019	Rehire - NJROTC 44912
Perez, Andrea	Teacher	Spurgeon	August 7, 2019	Rehire - Intern
Sandercock, Adam	NJROTC	Santa Ana	August 7, 2019	Rehire - NJROTC 44912

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 25, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
NEW HIRES/RE-HIRES 2019-20 (continued)				
	Speech and Language Pathologist	Speech Department	August 7, 2019	Rehire - Probationary I
Smith, Alexandra	Curriculum Specialist	Special Education	July 22, 2019	New Hire - Probationary I
Villalobos, David	Teacher	Sierra	August 7, 2019	Rehire - Intern
Weber, Jaelyn	Teacher	Monte Vista	August 7, 2019	Rehire - Intern
Zamarripa, Victoria				
CHANGE IN STATUS 2018-19				
Esquivel, Alejandra	Teacher	Advanced Learning Academy	August 8, 2018	From Temporary 44909 to Probationary I
Hernandez, Maria De Jesus	Instructional Coach	K-12 Curriculum Instruction/Staff Development	April 8, 2019	From Temporary 44920 to Probationary I
Lionide, Kaylee	Teacher	Advanced Learning Academy	August 8, 2018	From Temporary 44920 to Probationary I
Randall, Tamara	Teacher	Willard	October 16, 2018	From Temporary 44909 to Probationary I
Savelsberg, Patricia	Teacher	Advanced Learning Academy	February 12, 2019	From Temporary 44909 to Probationary I
Serna-Bates, Jessica	Teacher	Advanced Learning Academy	August 8, 2018	From Temporary 44909 to Probationary I
Wong, Lai	Teacher	Advanced Learning Academy	February 19, 2019	From Temporary 44909 to Probationary I
Worrell, Don	Teacher	Willard	August 8, 2018	From Temporary 44920 to Probationary I

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 25, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
LEAVE (21 duty days or more) - Without Pay and Without Benefits				
Kitagawa, Christine	Teacher	Valley	August 7, 2019 - May 29, 2020	
CO-CURRICULAR 2018-19				
McDonald-Van Dyke, Jennifer		McFadden	2018-19	Print Journalism, Print Yearbook
Valenzuela, Edward N.		Middle College	2018-19	Print Yearbook
SUMMER EXTENDED SCHOOL YEAR (ESY) TEACHER				
Barragan, Ruby		Esqueda		
Chavez, Ana		Martin		
Eidenmuller, Gail		Martin		
Espineli, Tabitha		Carr		From Esqueda to Carr
Flores, Jennifer		Segerstrom		
Gallegos, Maria		Mitchell		
Gamboa, Melinda		Carr		
Gilderman, Evan		Carr		
Hazelwood, Debby		Saddleback		
Heusser, Brianne		Martin		
Maddox, Shannon		Esqueda		
Martinez, Rene		Carr		
Mitsicourides, Alexander		Santa Ana		
Morales, Charleen		Carr		From Esqueda to Carr

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 25, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
SUMMER EXTENDED SCHOOL YEAR (ESY) TEACHER (continued)				
Morales, Leticia		Heninger		
Nguyen, Angel		Carr		
Orville, Jan		Kennedy		
Phillips, Marilyn		Carr		
Phillips, Nicole		Carr		
Roberts, Brittany		Martin		
Rubio, Alejandra		Martin		
Seguy, Maria		Carr		
Shimasaki, Darren		Saddleback		
Smith, Carolann		Washington		
Vera, Emma		Washington		
Wedekind, Patricia		Carr		
Whittington, Cheryl		Esqueda		
Witte, Laura		Carr		
Zamudio, Alma		Carr		
SUMMER SCHOOL TEACHERS				
Alvarado, Joaquin		Century		
Cante, Maria		Santa Ana		
Gardea, Jesenia		Santa Ana		
Halewijn, Paul		Lorin Grisett		
Llopis, Richard		Century		
McCamish, Scott		Lorin Grisett		
Pilon, Paul		Segerstrom		

CERTIFICATED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 25, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
SUMMER SCHOOL TEACHERS (continued)				
Ta, My		Lorin Grisct		
Veitch, Deborah		Lorin Grisct		
EXTENDED WORK YEAR 2018-19				
Cockrill, Kelly	Teacher	Mitchell	June 3, 2019 - June 20, 2019	14 Additional Days
Kohut-Clements, Carrie	Teacher	Taft	June 3, 2019 - June 24, 2019	16 Additional Days
EXTENDED WORK YEAR 2019-20				
Kohut-Clements, Carrie	Teacher	Taft	July 1, 2019 - July 19, 2019	13 Additional Days

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 25, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
RESIGNATION				
Navarro, Armida	Library Media Technician	Romero-Cruz	May 27, 2019	
TERMINATION				
ID# 26773	Activity Monitor	MacArthur	May 30, 2019	
ABSENCE (3 to 20 duty days) - Without Pay				
Tellez, Teresa	Nutrition Services Assistant	Spurgeon	August 12, 2019 - August 23, 2019	Personal
LEAVE (21 duty days or more) - Without Pay				
Moreno, Noemy	Licensed Vocational Nurse	Santa Ana	August 7, 2019 - May 29, 2020	Personal
PROBATIONARY APPOINTMENTS				
Acosta, Estefania	Site Clerk	Walker	May 28, 2019	Grade/Step 24/1
Martinez, Daciah	Instructional Assistant Severely Disabled	Transition Program	May 28, 2019	Grade/Step 20/1

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 25, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
PROMOTIONAL APPOINTMENTS				
Mendoza, Esther	Administrative Secretary Human Resources	Human Resources	June 26, 2019	From Personnel Technician Grade/Step 32/6 + Bil. to Grade/Step 31/6 Confidential + Bilingual
Velasco, Juan	Senior Groundskeeper	Building Services	June 26, 2019	Form Groundskeeper Grade/Step 24/6 to Grade/Step 30/4
REASSIGNMENT (Change of work site)				
Cisneros, Gabriel	After School Instructional Provider	Harvey	May 29, 2019	From Itinerant
Mendez, Lorena	Assessment & Data Specialist	Esqueda	July 16, 2019	From Harvey
TEMPORARY ASSIGNMENTS				
Gil, Kathleen	Executive Secretary	Facilities Planning Department	May 20, 2019 - May 24, 2019	Grade/Step 33/4
Lopez, Gary	Personnel Assistant	Human Resources	May 23, 2019 - June 30, 2019	Grade/Step 29/4

CLASSIFIED PERSONNEL CALENDAR

Personnel Calendar

Board Meeting - June 25, 2019

LAST NAME	POSITION	SITE	EFF. DATE	COMMENTS
TEMPORARY ASSIGNMENTS (Continuation)				
Mendoza, Esther	Administrative Secretary HR	Human Resources	June 1, 2019 - June 25, 2019	Grade/Step 31/6 + Bil. + Confidential
Sanchez-Miranda, Yvette	Executive Secretary	Facilities Planning Department	May 10, 2019 - May 17, 2019	Grade/Step 33/6
HOURLY APPOINTMENT				
Jagrop Singh, Sukhdip	Instructional Assistant Provider	Segerstrom	June 3, 2019	Grade/Step 16/1
EXTRA DUTY				
Costa, Tina	School Office Assistant Secondary	Reach Academy	June 17, 2019 - June 14, 2019	\$25.85

9. Approval of Consent Calendar

Subject	9.17 Approval of Revised Job Description: Educational Interpreter for the Deaf and Hard of Hearing (DHH)
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Jun 25, 2019
Absolute Date	Jun 25, 2019
Fiscal Impact	No
Recommended Action	Approve the revised job description: Educational Interpreter for the Deaf and Hard of Hearing (DHH).
Goals	<p>GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.</p> <p>ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service.</p> <p>SERVICES 3.07018 Human Resources Services</p>

AGENDA ITEM BACKUP SHEET

TITLE: Approval of Revised Job Description: Educational Interpreter for the Deaf and Hard of Hearing (DHH)

ITEM: Consent

SUBMITTED BY: Mark A. McKinney, Associate Superintendent, Human Resources

ITEM SUMMARY:

- The revised job description will meet the requirements of the State Board of Education to provide highly qualified interpreters for deaf or hard of hearing pupils.

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the revised job description: Educational Interpreter for the Deaf and Hard of Hearing (DHH). The revision to the current job description will align with the State Board of Education's requirements of ensuring interpreters meet the appropriate requirements as identified in Title 5 of the California Code of Regulations (CCR).

RATIONALE:

On June 11, 2008, the State Board of Education amended two sections of Title 5 of the *California Code of Regulations (CCR)*, Sections 3051.16 and 3065, to ensure that interpreters for pupils who are deaf or hard of hearing meet state-approved or state-recognized requirements for certification, licensing and registration or other comparable requirements.

The current job description does not address these new requirements. The State has found unqualified interpreters cannot provide access to free and appropriate public education (FAPE). Research shows that interpreters who fall below minimum standards omit and distort a significant amount of teacher and peer communication. When an interpreter is not highly qualified, a deaf or hard of hearing student misses vital classroom communication and does not receive adequate access to the general education curriculum. The job description has been shared with CSEA in accordance with the CBA language of Article 17; 17.7 *The Association shall be provided with an opportunity for input regarding all unit member job description changes (new and existing) prior to submission to the Board of Education.*

The revised job description is attached.

FUNDING:

No fiscal impact.

RECOMMENDATION:

Approve the revised job description: Educational Interpreter for the Deaf and Hard of Hearing (DHH).

MAM:gg

File Attachments

2- Attachment- Revised Educational Interpreter-Hearing Impaired Job Description 6-25-19.pdf (176 KB)



SANTA ANA UNIFIED SCHOOL DISTRICT

EDUCATIONAL INTERPRETER FOR THE DEAF AND HARD OF HEARING (DHH)

JOB SUMMARY:

Under the direction of school site administration and/or classroom specific certificated personnel, provides comprehensive interpretation/transliteration of educational and general information for students, DHH parents, and DHH staff members by using manual and oral methods of communication.

REPRESENTATIVE DUTIES:

- Interpret for DHH students by signing, finger spelling and silently mouthing all instructions and discussions conducted in a regular classroom. **E**
- Tutor DHH students in subject area of integration. **E**
- Reinforce lessons taught by teachers by tutoring and supervising DHH and hearing students. **E**
- Interpret for DHH students at special activities such as plays, lectures, films and movies. **E**
- Assist in the instruction of sign language classes for hearing students at the school in which DHH students are integrated. **E**
- When not performing regular interpreter duties, assist teacher with normal classroom routines; assist with group and individual activities as planned with the teacher. **E**
- When not performing regular interpreter duties, assist teachers by performing duties such as correcting papers, duplicating instructional materials, and preparing bulletin boards. **E**
- Attend student academic classes and other activities with DHH students to interpret/transliterate educational information, classroom lectures and discussions, announcements, and activities. ~~through the use of manual and oral methods of communication for the deaf.~~ **E**
- Interpret/transliterate tutoring sessions for individuals and small groups in assigned subject matter areas to reinforce class lessons, and assists with class and homework assignments; interprets/transliterates lesson plans, educational activities and homework for students. **E**

EDUCATIONAL INTERPRETER FOR THE DEAF AND HARD OF HEARING (DHH) (CONTINUED)

REPRESENTATIVE DUTIES: (continued)

- Assists the school's special education team in assessing student communication skills in order to adapt communication methods based on the student's needs and preferences in accordance with IEPs; observes student performance in individual or group tutoring sessions; and meets with school's special education team to discuss students' progress and educational needs. **E**
- Accompany classes on field trips to interpret/transliterate for students. **E**
- Interprets/transliterates for parent meetings and school activities and events, including assemblies and performances. **E**
- Perform other related duties as assigned.

KNOWLEDGE AND ABILITIES:

Knowledge of:

- Standard methods of manual communication for the DHH including **American Sign Language (ASL) with the support of** Conceptually Accurate Signed English (CASE) ~~with the support of American Sign Language (ASL).~~
- The nature and challenges of deafness.
- **Subject matter areas in academic classes at a sufficient level to ensure the use of proper terminology and signs, logical sequence of ideas and overall continuity of interpretation.**
- Proper use, terminology and signs, logical sequence of ideas and overall continuity of interpretation.
- Current developments trends, and techniques in the field of interpreting for the DHH.
- Use and operation of various auditory devices for the DHH.
- **The National Associate of the Deaf (NAD) and the Registry of Interpreters for the Deaf (RID) Code of Professional Conduct.**
- English usage, including spelling, grammar, and punctuation.

Ability to:

- Interpret/transliterate sign to voice and voice to sign.
- Convey the thought, intent, and spirit of the speaker.
- Operate a computer and other standard office/school equipment.
- Organize, set priorities, and exercise sound judgment within areas of responsibility.
- Communicate clearly and effectively, both orally and in writing.
- Understand and follow written and oral instructions.
- Deal with sensitive and difficult situations.
- Analyze and solve problems.
- Perform highly detailed work with frequent interruptions.

- Work under intense and changing deadlines.

**EDUCATIONAL INTERPRETER FOR THE DEAF AND HARD OF HEARING (DHH)
(CONTINUED)**

Ability to: (continued)

- Establish and maintain effective working relationships with SAUSD management, administrators, faculty, staff, parents, students, and others encountered in the course of work.

EDUCATION AND EXPERIENCE:

- High School Diploma or GED.
- Any combination equivalent to and sufficient training and experience to demonstrate the knowledge and abilities listed above.
- **Requires one year of experience providing sign to English (receptive expressive skills) and English-to-sign (expressive receptive skills) interpreting in one or more sign systems/languages.**

LICENSES AND OTHER REQUIREMENTS:

- **Possession of an appropriate valid certification issued by the National Registry of Interpreters for the Deaf, or equivalent; in lieu of RID Certificate or equivalent, Level 4.0 on any of the following nationally recognized sign language assessments; the NIC (National Interpreter Certification), the EIPA (Educational Interpreter Performance Assessment), the ESSE-I/R (Educational Sign Skills Evaluation) or the NAD/ACCI assessment (National Association of the Deaf). ~~If providing Cued Language transliteration, a transliterator shall possess TECUnit certification or have achieved a score of 4.0 or above on the EIPA Cued Speech.~~**
- ~~Accurate American Sign Language (ASL), Signed Exact English, Manually Coded English, and Pidgin Signed English.~~
- Valid California driver's license.
- First Aid certification desirable.

WORKING CONDITIONS:

Environment:

- School environment.
- Travel within District may be required.

Physical Abilities:

- Hearing and speaking accurately to exchange information.
- Sitting or standing for extended periods of time.
- Dexterity of hands and fingers to perform sign language and operate job-related equipment.
- Bending at the waist, kneeling or crouching.
- Lifting, pushing, and/or carrying moderately heavy objects up to twenty (20) pounds.

**EDUCATIONAL INTERPRETER FOR THE DEAF AND HARD OF HEARING (DHH)
(CONTINUED)**

Reasonable accommodation may be made to enable a person with a disability to perform the essential functions of the job pursuant to the formal Interactive Process.

Board Approved: 11/13/18 (12/82, 5/01)

9. Approval of Consent Calendar

Subject	9.18 Adoption of Resolution No. 19/20-3298 - Authorization of California State Preschool Contract CSPP-9359 for 2019-20 Program Year
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	
Goals	<p>GOAL 1 - All students will have equitable access to a high-quality core curricular and instructional program (BASE and ALL STUDENTS)</p> <p>ACTION 1.5 Provide all student sub-groups with increased access to early childhood education programs including preschool, full day kinder at pilot schools, age appropriate literacy and numeracy programs, and early interventions.</p> <p>SERVICES 1.05003 State Preschool Services</p>

AGENDA ITEM BACKUP SHEET

TITLE: Adoption of Resolution No. 19/20-3298 - Authorization of California State Preschool Contract CSPP-9359 for 2019-20 Program Year

ITEM: Consent

SUBMITTED BY: Daniel Allen, Ed.D., Assistant Superintendent, Teaching & Learning

PREPARED BY: Keely Orlando, Director, Early Childhood Education

ITEM SUMMARY:

- Award Total: \$8,145,460
- California State Preschool Program services for over 1,400 children at 27 sites

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board adoption of Resolution No. 19/20-3298 – Authorization of California State Preschool Contract CSPP-9359 for the 2019-20 program year.

RATIONALE:

CSPP-9359 California State Preschool Program Services Contract provides \$8,145,460 for operation of 38 preschool classrooms at 27 school sites throughout the District. The funds allow the Early Childhood Education Department to serve over 1,400 children in Santa Ana.

FUNDING:

California State Preschool Program (CSPP)
Revenue: \$8,145,460

RECOMMENDATION:

Adopt Resolution No. 19/20-3298 - Authorization of California State Preschool Contract CSPP-9359 for 2019-20 program year.

File Attachments
Information- CSPP-9359-00 Contract- revised.pdf (377 KB)

RESOLUTION

This resolution is adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2019-2020.

RESOLUTION

BE IT RESOLVED that the Governing Board of _____

_____ authorizes entering into local agreement number _____ and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

NAME

TITLE

SIGNATURE

_____	_____	_____
_____	_____	_____
_____	_____	_____

PASSED AND ADOPTED THIS _____ day of _____ 2019, by the

Governing Board of _____

of _____ County, in the State of California.

I, _____, Clerk of the Governing Board of

_____, of _____, County, in the State of California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a _____ meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature)

(Date)

CCC 04/2017

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

<i>Contractor/Bidder Firm Name (Printed)</i>		<i>Federal ID Number</i>
<i>By (Authorized Signature)</i>		
<i>Printed Name and Title of Person Signing</i>		
<i>Date Executed</i>	<i>Executed in the County of</i>	

CONTRACTOR CERTIFICATION CLAUSES

1. **STATEMENT OF COMPLIANCE:** Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 11102) (Not applicable to public entities.)

2. **DRUG-FREE WORKPLACE REQUIREMENTS:** Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

- a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.
- b. Establish a Drug-Free Awareness Program to inform employees about:
 - 1) the dangers of drug abuse in the workplace;
 - 2) the person's or organization's policy of maintaining a drug-free workplace;
 - 3) any available counseling, rehabilitation and employee assistance programs; and,
 - 4) penalties that may be imposed upon employees for drug abuse violations.
- c. Every employee who works on the proposed Agreement will:
 - 1) receive a copy of the company's drug-free workplace policy statement; and,
 - 2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the

certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that Contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lessor of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.3.

8. GENDER IDENTITY: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.35.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.

2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.

2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's

Compensation or to undertake self-insurance in accordance with the provisions, and Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

CALIFORNIA CIVIL RIGHTS LAWS CERTIFICATION

Pursuant to Public Contract Code section 2010, if a bidder or proposer executes or renews a contract in the amount of \$100,000 or more on or after January 1, 2017, the bidder or proposer hereby certifies compliance with the following:

1. CALIFORNIA CIVIL RIGHTS LAWS: For contracts \$100,000 or more, executed or renewed after January 1, 2017, the contractor certifies compliance with the Unruh Civil Rights Act (Section 51 of the Civil Code) and the Fair Employment and Housing Act (Section 12960 of the Government Code); and
2. EMPLOYER DISCRIMINATORY POLICIES: For contracts \$100,000 or more, executed or renewed after January 1, 2017, if a Contractor has an internal policy against a sovereign nation or peoples recognized by the United States government, the Contractor certifies that such policies are not used in violation of the Unruh Civil Rights Act (Section 51 of the Civil Code) or the Fair Employment and Housing Act (Section 12960 of the Government Code).

CERTIFICATION

<p>I, the official named below, certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.</p> <p><i>Proposer/Bidder Firm Name (Printed)</i></p>	<p><i>Federal ID Number</i></p>
<p><i>By (Authorized Signature)</i></p>	
<p><i>Printed Name and Title of Person Signing</i></p>	
<p><i>Date Executed</i></p>	<p><i>Executed in the County and State of</i></p>



CALIFORNIA DEPARTMENT OF EDUCATION

1430 N Street

Sacramento, CA 95814-5901

F.Y. 19 - 20

DATE: July 01, 2019

CONTRACT NUMBER: CSPP-9359

PROGRAM TYPE: CALIFORNIA STATE
PRESCHOOL PROGRAM

PROJECT NUMBER: 30-6667-00-9

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

CONTRACTOR'S NAME: SANTA ANA UNIFIED SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the CONTINUED FUNDING APPLICATION FY 19-20, the GENERAL TERMS AND CONDITIONS* (GTC 04/2017), the STATE PRESCHOOL PROGRAM REQUIREMENTS*, and the FUNDING TERMS AND CONDITIONS* (FT&C), which are by this reference made a part of the Agreement. Where the GTC 04/2017 conflicts with either the Program Requirements or the FT&C, the Program Requirements or the FT&C will prevail.

Funding of this Agreement is contingent upon appropriation and availability of sufficient funds. This Agreement may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this Agreement.

The period of performance for this Agreement is July 01, 2019 through June 30, 2020. For satisfactory performance of the required services, the Contractor shall be reimbursed in accordance with the Determination of Reimbursable Amount section of the FT&C, at a rate not to exceed \$48.28 per child day of full time enrollment and a Maximum Reimbursable Amount (MRA) of \$8,185,460.00.

Service Requirements

Minimum Child Days of Enrollment (CDE) Requirement 169,541.0

Minimum Days of Operation (MDO) Requirement 243

Any provision of this Agreement found to be in violation of Federal or State statute or regulation shall be invalid, but such a finding shall not affect the remaining provisions of this Agreement.

Items shown with an asterisk (*) can be viewed at <https://www.cde.ca.gov/fg/aa/cd/ftc2019.asp>

STATE OF CALIFORNIA		CONTRACTOR			
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)			
PRINTED NAME OF PERSON SIGNING Jaymi Brown,		PRINTED NAME AND TITLE OF PERSON SIGNING Manoj Roychowdhury, Assistant Superintendent Business Services			
TITLE Contract Manager		ADDRESS 1601 E. Chestnut Avenue, Santa Ana, CA 92701			
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 8,185,460	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE General		Department of General Services use only	
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0	(OPTIONAL USE) 0656 23038-6667				
TOTAL AMOUNT ENCUMBERED TO DATE \$ 8,185,460	ITEM 30.10.010. 6100-196-0001	CHAPTER B/A	STATUTE 2019	FISCAL YEAR 2019-2020	
OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6105 Rev-8590					
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.		
SIGNATURE OF ACCOUNTING OFFICER		DATE			

9. Approval of Consent Calendar

Subject	9.19 Adoption of Resolution No. 19/20-3299 - Authorization of California Prekindergarten and Family Literacy Contract CPKS-9061 for 2019-20 Program Year
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	
Goals	<p>GOAL 1 - All students will have equitable access to a high-quality core curricular and instructional program (BASE and ALL STUDENTS)</p> <p>ACTION 1.5 Provide all student sub-groups with increased access to early childhood education programs including preschool, full day kinder at pilot schools, age appropriate literacy and numeracy programs, and early interventions.</p> <p>SERVICES 1.05003 State Preschool Services</p>

AGENDA ITEM BACKUP SHEET

TITLE: Adoption of Resolution No. 19/20-3299 - Authorization of California Prekindergarten and Family Literacy Contract CPKS-9061 for 2019-20 Program Year

ITEM: Consent

SUBMITTED BY: Daniel Allen, Ed.D., Assistant Superintendent, Teaching & Learning

PREPARED BY: Keely Orlando, Director, Early Childhood Education

ITEM SUMMARY:

- Award Total: \$20,000
- California Prekindergarten and Family Literacy Program provides funds for early literacy materials and activities

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board adoption of Resolution No. 19/20-3299 – Authorization of California Prekindergarten and Family Literacy Contract CPKS-9061 for 2019-20 program year.

RATIONALE:

CPKS-9061 California Prekindergarten and Family Literacy Contract provides a total of \$20,000 for early literacy materials and activities at the Fremont, Heninger and Wilson State Preschool sites.

FUNDING:

California Prekindergarten and Family Literacy Program
Revenue: \$20,000

RECOMMENDATION:

Adopt Resolution No. 19/20-3299 - Authorization of California Prekindergarten and Family Literacy Contract CPKS-9061 for 2019-20 program year.

<p>File Attachments Information- CPKS-9061-00- revised.pdf (314 KB)</p>

RESOLUTION

This resolution is adopted in order to certify the approval of the Governing Board to enter into this transaction with the California Department of Education for the purpose of providing child care and development services and to authorize the designated personnel to sign contract documents for Fiscal Year 2019-2020.

RESOLUTION

BE IT RESOLVED that the Governing Board of Santa Ana Unified School District

authorizes entering into local agreement number 19/20-3299 and that the person/s who is/are listed below, is/are authorized to sign the transaction for the Governing Board.

<u>NAME</u>	<u>TITLE</u>	<u>SIGNATURE</u>
<u>Manoj Roychowdhury</u>	<u>Asst. Sup. Bus. Svcs.</u>	_____
_____	_____	_____
_____	_____	_____

PASSED AND ADOPTED THIS 25th day of June 2019, by the Governing Board of Santa Ana Unified School District of Orange County, in the State of California.

I, Alfonso Alvarez, Clerk of the Governing Board of Santa Ana Unified School District, of Orange County, in the State of California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a regular meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's signature)

6/25/2019

(Date)

CCC 04/2017

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

<i>Contractor/Bidder Firm Name (Printed)</i> Santa Ana Unified School District		<i>Federal ID Number</i> 96-6002823
<i>By (Authorized Signature)</i> 		
<i>Printed Name and Title of Person Signing</i> Manoj Roychowdhury, Asst. Superintendent Business Svcs.		
<i>Date Executed</i> 6/25/2019	<i>Executed in the County of</i> Orange	

CONTRACTOR CERTIFICATION CLAUSES

1. **STATEMENT OF COMPLIANCE:** Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 11102) (Not applicable to public entities.)

2. **DRUG-FREE WORKPLACE REQUIREMENTS:** Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

- 1) the dangers of drug abuse in the workplace;
- 2) the person's or organization's policy of maintaining a drug-free workplace;
- 3) any available counseling, rehabilitation and employee assistance programs; and,
- 4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

- 1) receive a copy of the company's drug-free workplace policy statement; and,
- 2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the

certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that Contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lesser of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.3.

8. GENDER IDENTITY: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.35.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.

2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.

2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's

Compensation or to undertake self-insurance in accordance with the provisions, and Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

CALIFORNIA CIVIL RIGHTS LAWS CERTIFICATION

Pursuant to Public Contract Code section 2010, if a bidder or proposer executes or renews a contract in the amount of \$100,000 or more on or after January 1, 2017, the bidder or proposer hereby certifies compliance with the following:

1. **CALIFORNIA CIVIL RIGHTS LAWS:** For contracts \$100,000 or more, executed or renewed after January 1, 2017, the contractor certifies compliance with the Unruh Civil Rights Act (Section 51 of the Civil Code) and the Fair Employment and Housing Act (Section 12960 of the Government Code); and
2. **EMPLOYER DISCRIMINATORY POLICIES:** For contracts \$100,000 or more, executed or renewed after January 1, 2017, if a Contractor has an internal policy against a sovereign nation or peoples recognized by the United States government, the Contractor certifies that such policies are not used in violation of the Unruh Civil Rights Act (Section 51 of the Civil Code) or the Fair Employment and Housing Act (Section 12960 of the Government Code).

CERTIFICATION

I, the official named below, certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct. <i>Proposer/Bidder Firm Name (Printed)</i> Santa Ana Unified School District	<i>Federal ID Number</i> 96-6002823
<i>By (Authorized Signature)</i> 	
<i>Printed Name and Title of Person Signing</i> Manoj Roychowdhury, Asst. Superintendent Business Svcs.	
<i>Date Executed</i> 6/25/2019	<i>Executed in the County and State of</i> Orange County, California



CALIFORNIA DEPARTMENT OF EDUCATION

1430 N Street

Sacramento, CA 95814-5901

F.Y. 19 - 20

DATE: July 01, 2019

CONTRACT NUMBER: CPKS-9061

PROGRAM TYPE: PREKINDERGARTEN AND
FAMILY LITERACY PROG

PROJECT NUMBER: 30-6667-00-9

LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES

CONTRACTOR'S NAME: SANTA ANA UNIFIED SCHOOL DISTRICT

This Agreement is entered into between the State Agency and the Contractor named above. The Contractor agrees to comply with the CONTINUED FUNDING APPLICATION FY 19-20, the GENERAL TERMS AND CONDITIONS* (GTC 04/2017), the PREKINDERGARTEN AND FAMILY LITERACY SUPPORT PROGRAM REQUIREMENTS*, and the FUNDING TERMS AND CONDITIONS* (FT&C), which are by this reference made a part of the Agreement. Where the GTC 04/2017 conflicts with either the Program Requirements or the FT&C, the Program Requirements or the FT&C will prevail.

Funding of this Agreement is contingent upon appropriation and availability of sufficient funds. This Agreement may be terminated immediately by the State if funds are not appropriated or available in amounts sufficient to fund the State's obligations under this Agreement.

The period of performance for this Agreement is July 01, 2019 through June 30, 2020.

The total amount payable pursuant to this Agreement shall not exceed \$20,000.00.

Any provision of this Agreement found to be in violation of Federal or State statute or regulation shall be invalid, but such a finding shall not affect the remaining provisions of this Agreement.

Items shown with an asterisk (*) can be viewed at <https://www.cde.ca.gov/fg/aa/cd/ftc2019.asp>

STATE OF CALIFORNIA		CONTRACTOR				
BY (AUTHORIZED SIGNATURE)		BY (AUTHORIZED SIGNATURE)				
PRINTED NAME OF PERSON SIGNING Jaymi Brown,		PRINTED NAME AND TITLE OF PERSON SIGNING Manoj Roychowdhury, Assistant Superintendent Business Services				
TITLE Contract Manager		ADDRESS 1601 E. Chestnut Avenue, Santa Ana, CA 92701				
AMOUNT ENCUMBERED BY THIS DOCUMENT \$ 20,000	PROGRAM/CATEGORY (CODE AND TITLE) Child Development Programs	FUND TITLE General		Department of General Services use only		
PRIOR AMOUNT ENCUMBERED FOR THIS CONTRACT \$ 0	(OPTIONAL USE) 0656 24859-6667					
TOTAL AMOUNT ENCUMBERED TO DATE \$ 20,000	ITEM 30.10.010.	CHAPTER B/A	STATUTE 2019			FISCAL YEAR 2019-2020
	OBJECT OF EXPENDITURE (CODE AND TITLE) 702 SACS: Res-6052 Rev-8590					
I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.		T.B.A. NO.	B.R. NO.			
SIGNATURE OF ACCOUNTING OFFICER		DATE				

9. Approval of Consent Calendar

Subject	9.20 Acceptance of Proposition 47- Conexiones Grant for Secondary Schools for 2019-23 School Years
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	Action (Consent)
Preferred Date	Jun 25, 2019
Absolute Date	Jun 25, 2019
Fiscal Impact	Yes
Dollar Amount	\$2,756,857.00
Budgeted	Yes
Budget Source	Board of State and Community Correction (BSCC)
Recommended Action	Accept Proposition 47 – Conexiones Grant for secondary schools for the 2019-23 school years.
Goals	<p>GOAL 4 - Implement a robust Multi-Tiered System of Support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-emotional learning (SEL) needs</p> <p>ACTION 4.8 - Provide targeted Restorative Practice strategies, drop-out prevention and retention efforts, diversion programs, mentoring, mental health services and other wellness programs.</p> <p>SERVICES 4.08001 Restorative Practices</p>

AGENDA ITEM BACKUP SHEET

TITLE: Acceptance of Proposition 47- Conexiones Grant for Secondary Schools for 2019-23 School Years

ITEM: Consent

SUBMITTED BY: Sonia R. Llamas, Ed.D., L.C.S.W., Assistant Superintendent, K-12 School Performance and Culture

PREPARED BY: Heidi Cisneros, Director, Pupil Support Services

ITEM SUMMARY:

- Grant will provide substance abuse support and interventions at Century, Chavez, Griset, Lathrop, McFadden, REACH, Sierra, and Valley
- Acceptance Amount: \$2,756,857

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board acceptance of the Proposition 47 – Conexiones Grant for the 2019-23 school years. The Proposition 47 Grant is designed to provide interventions, substance-abuse related education, and other supports at secondary schools to intervene with students experiencing substance abuse issues.

RATIONALE:

This program will take a multi-pronged approach to reducing substance-related issues, discipline offenses, academic challenges, and attendance barriers for targeted students with substance-abuse related issues. Community partners such as

Project Kinship will be funded to provide Certified Alcohol and Drug Counselors (CADC) at designated schools, while Neutral Ground will be providing job referrals and other resources to sustain sobriety and student success. In addition, the partners will collaborate with Restorative Practice interventionists and the mental health team of SAUSD to ensure a seamless and effective approach to serving our students.

FUNDING:

Board of State and Community Correction (BSCC): \$2,756,857

RECOMMENDATION:

Accept Proposition 47 – Conexiones Grant for secondary schools for the 2019-23 school years.

SL:HC:sz

File Attachments
[Proposition 47 Grant Award Letter.pdf \(188 KB\)](#)



LINDA M. PENNER
Chair

KATHLEEN T. HOWARD
Executive Director

STATE OF CALIFORNIA

BOARD OF STATE AND COMMUNITY CORRECTIONS

2590 VENTURE OAKS WAY, SUITE 200 ♦ SACRAMENTO CA 95833 ♦ 916.445.5073 ♦ BSCC.CA.GOV



GAVIN NEWSOM
Governor

June 20, 2019

Sonia Llamas, Assistant Superintendent
Santa Ana Unified School District
1601 East Chestnut Avenue
Santa Ana, California 92701

RE: Proposition 47 Grant Award

Dear Assistant Superintendent Llamas:

Congratulations, the Board of State and Community Corrections (BSCC) is happy to announce the Santa Ana Unified School District was selected to receive a Proposition 47 Grant Award at the BSCC's June 2019 Board meeting. Twenty-three agencies will be offered approximately \$96 million from August 15, 2019 to May 15, 2023 for programs and initiatives that provide mental health services, substance-use disorder treatment, and/or diversion programs for people in the criminal justice system.

In the next 60-days, BSCC staff will contact the Project Director and/or Financial Officer for additional administrative, program, and financial information. These activities include:

- Confirming the contact information of grant-funded staff;
- Emailing a Proposition 47 Grant Agreement;
- Requesting a Governing Board Resolution;
- Requesting a detailed Proposition 47 Grant Budget;
- Discussing program outcomes and metrics; and
- Identifying Grantee Orientation Participants.

Grant Agreement Documents

BSCC staff will email an electronic copy of the Proposition 47 Grant Agreement by June 30, 2019. Review the Grant Agreement and then complete the following:

- Carefully review the Grant Agreement and retain a copy for your records. Upon execution, this becomes your contractually obligated Scope of Work.
- Print two (2) copies of the Grant Agreement. **Both copies** must be signed and dated in **blue ink** by the Authorized Officer;
- Print, complete, and sign one (1) copy of Appendix B; and
- Mail a hard copy of the above to:

Board of State and Community Corrections
ATTN: Proposition 47 Grant
2590 Ventura Oaks Way, Suite 200
Sacramento, CA 95833

Please note the Proposition 47 Grant Agreement is not effective until the BSCC receives a signed Governing Board Resolution¹; and the Santa Ana Unified School District and the BSCC have both signed the Proposition 47 Grant Agreement. The BSCC will not execute the grant agreement or process reimbursement claims until all prior mentioned activities are complete.

Grantee Orientation

The BSCC will host a Grantee Orientation on September 6, 2019 in Sacramento. The purpose of the Grantee Orientation is to review grant requirements; administrative responsibilities; invoicing processes and procedures; data collection, reporting and evaluation obligations; and other grant management activities.

Each Grantee may bring a team of up to four individuals. At a minimum, attendance is required for the individuals identified as the Project Director and Financial Officer. If known, a community-based service provider and project evaluator are encouraged to attend. Additional details on the Grantee Orientation will be provided in the coming weeks.

Additional Information

To learn more about the Proposition 47 Grant Program please visit our webpage at http://www.bscc.ca.gov/s_bscprop47/. For additional information on other projects recommended for funding, please view the following press release [Board Awards \\$96 Million in Prop 47 Grants](#).

Again, congratulations on your agency's successful Proposition 47 proposal! BSCC team members will be contacting you soon to share and request different documents. In the interim, please do not hesitate to contact me if you have questions or if I can be of any assistance.

Sincerely,

Ricardo Goodridge

Ricardo Goodridge, Field Representative
Board of State and Community Corrections
2590 Venture Oaks Way, Suite 200
Sacramento, CA 95833

¹ A sample Governing Board Resolution is provided for reference.

10. Presentations

Subject	10.1 Special Programs & Associated Budgets for 2019-20 School Year Overview
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	
Goals	<p>GOAL 1 - All students will have equitable access to a high-quality core curricular and instructional program (BASE and ALL STUDENTS)</p> <p>ACTION 1.6 - Provide equitable access to courses and supports that will develop college and career readiness which may include A-G approved classes, CTE pathways, Advanced Placement (AP) courses and summer bridge programs, International Baccalaureate (IB) program, Early College/dual enrollment, and AVID. (Equal Opportunity Audit – EOA, College and Career Readiness Plan – CCRP)</p> <p>SERVICES 1.06006 International Baccalaureate (IB)</p> <p>GOAL 4 - Implement a robust Multi-Tiered System of Support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-emotional learning (SEL) needs</p> <p>ACTION 4.1 - Ensure equitable access for all subgroups to enrichment opportunities (i.e. STEM, CTE, Visual and Performing Arts (VAPA), foreign language, physical education and intramural athletics.)</p> <p>SERVICES 4.01002 VAPA Courses</p> <p>SERVICES 4.01006 Speech and Debate</p>

AGENDA ITEM BACKUP SHEET

TITLE: Special Programs & Associated Budgets for 2019-20 School Year Overview

ITEM: Presentation

SUBMITTED BY: Daniel Allen, Ed.D., Assistant Superintendent, Teaching & Learning

ITEM SUMMARY:

- Overview of Special Programs & Associated Budgets for the 2019-20 school year

BACKGROUND INFORMATION:

The purpose of this agenda item is to present to the Board an overview of the Special Programs and Associated Budgets for the 2019-20 school year.

RATIONALE:

The Board will be presented with an overview of the district wide Special Programs and Associated Budgets for the 2019-20 school year.

FUNDING:

No Fiscal Impact

RECOMMENDATION:

For informational purposes.

File Attachments

Presentation- Special Programs Budget Overview- REVISED by Jimenez.pdf (281 KB)

Special Programs & Associated Budgets

— For 2019-20 Budget School Year —

Overview

Daniel Allen, Ed.D. – Assistant Superintendent of Teaching & Learning

June 25, 2019

International Baccalaureate

In Spring 2018, Saddleback High School was formally recognized as a certified IB World School, offering the IB Diploma Programme for students in the 11th and 12th grade.

- Six rigorous subject areas (i.e. studies in language & literature, language acquisition, individuals & societies, sciences, mathematics, the arts)
- In May 2019, Saddleback celebrated its inaugural graduating cohort of 25 IB diploma candidates
- Across all grade levels, Saddleback currently has 240 students grades 7-12 preparing to sit for IB examinations

International Baccalaureate - Budget '19-'20

Teacher/Staff Salary	\$846,211
Teacher/Staff Benefits	\$294,388
Materials & Supplies/Software	\$104,900
Training/Conference	\$43,000
Examination Fees	\$12,000
Registration/Participation Fees	\$32,000
Program Contracts	\$103,200
Total	\$1,435,700

In-Kind District Administrator Time Cost Estimate \$1,120

Speech & Debate

The SAUSD Speech & Debate program seeks to dramatically enhance students' written and oral communication skills, non-verbal communication skills, and confidence as public speakers. Our nationally-recognized program also provides students with access and exposure to rigorous academic competition.

- 273 high school students participated in Speech & Debate across five high schools (SAHS, Century, Godinez, ALA, and MCHS) in 2018-19
- 609 intermediate students participated across all district intermediate schools in 2018-19
- 180 students at the elementary level participated in the program across 6 schools (Martin, Garfield, Monte Vista, Roosevelt, Pio Pico, and ALA) in 2018-19

Speech & Debate - Budget '19-'20

Teacher/Coach Salary/Benefits	\$280,000
Tournament Hosting	\$108,000
High School Tournament Travel	\$133,000
Middle School Tournament Travel	\$67,000
Suits & Uniforms	\$34,000
Total	\$622,000

In-Kind District Administrator Time Cost Estimate \$5,044

SanArts

SanArts is a school-within-a-school arts conservatory program hosted at Santa Ana High School whose mission is to foster socially conscious artist scholars with the skills to adapt and thrive in our ever-changing world. The program aspires to be a nationally-recognized arts school that provides students with a college-preparatory high school education with a clear career focus. Students currently participate in five disciplines, including dance, instrumental music, theater, visual & digital media arts, and film.

SanArts - Budget '19-'20

Teacher/Staff Salary	\$9,500
Teacher/Staff Benefits	\$1,570
Materials & Supplies/Software	\$25,000
Transportation	\$10,000
Conference/Training	\$10,000
Masters Course Instructors	\$61,500
Program Contracts	\$11,500
LFI Contract	\$350,000
Total	\$479,070

In-Kind District Administrator Time Cost Estimate \$12,662

Foster Student Supports

Ensures that students in foster care, former and kinship living are provided with appropriate support services.

Foster Program Services:

- Identification and tracking of foster youth
- Support enrollment and school transitions
- Provide support services at schools
- Ensure foster youth education rights are being upheld in their schools (i.e Foster youth Graduation Exemption and school of origin)
- Exposure to college and career through local fairs
- Leadership groups are offered on site
- Assist with financial hardships and educational need, scholarships, graduation and etc.
- Coordinate school activities and special events
- Facilitate transportation needs

Goals and Highlights for 2019-20:

- Foster enrollment increased from 200 to 243
- Implementation of “Foster Friends” mentoring program throughout elementary schools
- Increase events and “Guardian Days”
- Establish Master Calendar for school year
- Increase outreach efforts by rebranding and targeting students and families

Foster Budget '19-'20

Community and Family, Outreach Liaison	\$61,638
Extra Duty for Classified (YOLO Leaders)	\$8,361
Extra Duty for Certificated (YOLO Leaders and Tutoring)	\$1,683
Materials & Supplies/Software (Basic needs, School Supplies, Hygiene Products, Senior Activities and School Based and Extra Curricular Activities)	\$13,269
Benefits (All staff and supports)	\$39,094
Transportation	\$300
Total	\$124,345

In-Kind District Administrator Time Cost Estimate \$27,964

McKinney-Vento

McKinney-Vento Homeless Education Act Services ensures that students who are experiencing homelessness have access to full participation in all school activities and programs for which they are eligible, transportation to and from school of origin, continued school attendance, and automatic qualification for school nutrition programs. MVHEA reduces barriers to learning and ensures that the basic needs of clothing, school supplies, food and connections to community resources are met.

Goals and Highlights of 2019-20

- Develop and maintain partnerships with servicing agencies that provide medical, dental, vision, clothing and groceries as well as assistance with housing and emergency shelters
- Tutoring to help raise their achievement levels will be increased at school sites, and establish tutoring supports in shelters, Motels and other community locations that provide short-term housing
- Enhance and expand donations, and improve distribution practices

Identified McKinney-Vento Students, also have the following opportunities:

- Review of 11th and 12th grade students for possible inclusion in AB 1806 – State Credits only for graduation, if they qualify
- FAFSA letter for 12th grade unaccompanied youth (not in the physical custody of their parent or legal guardian) who are homeless and for those 12th grade unaccompanied youth who are on the verge of homelessness
- Attention to attendance for those who have chronic absenteeism (10 or more) - home visits, parent conferences, SART Meetings, SARB meetings to find a coordinated solution to why they are having difficulty with attendance
- Free breakfast and lunch – without needing to fill out any paperwork
- Connection to community agencies for additional supports
- Transportation to School of Origin/Pathway of Matriculation, if they qualify

McKinney Vento - Budget '19-'20

Coordinator of Student Assistance (repurposed Program Spec)	\$132,280
Teacher Extra Duty (Tutoring Program)	\$35,000
Certificated Benefits	\$36,400
Classified Personnel Extra Duty (Identification Mckinney-Vento Homeless Children and Youth)	\$35,000
Classified Benefits	\$9,492
Materials & Supplies/Software (Transportation, Uniforms, Instructional Supplies, Laundry supplies, Hygiene Products, Printing)	\$97,841
Training/Conference/Miles	\$2650
Total	\$349,363

In-Kind District Administrator Time Cost Estimate \$34,165

Mental Health

Through Community Mental Health partnerships and SAUSD's new School Social Worker Team, the Mental Health Services program uses a comprehensive, preventative, and early intervention approach to reduce barriers to learning and promote resilience, positive mental wellness, and address the social/emotional needs of students and their families. Support services provided through the Mental Health Services program includes counseling, case management, resource referral, suicide risk assessment, threat assessment and response to crisis incidents. Mental Health Services program enhancements for year 2019-20:

- Expansion of We Care Campaign Initiatives: Art/Video Contest, Parent MH Trainings, MH Awareness Month Kick Off Event
- Expansion of School Social Worker and Intern Team members, and MH Partnerships
- Enhanced focus on support programs ending the school to prison pipeline including the implementation of new Juvenile Diversion Program curriculum, and the integration of Prop 47 Grant Services specifically bridging critical Substance Abuse and Mental Health Services
- Increased capacity of all SAUSD team members with professional development opportunities that include Mental Health related topics and crisis response certification

Mental Health - Budget '19-'20

Mental Health Coordinator	\$117,934
School Social Worker Salary	\$868,943
MH Coordinator and School Social Worker Benefits	\$351,794
School Social Worker Funded through MAA/Medi-Cal	\$196,000
School Social Worker Funded through MAA/Medi-Cal Benefits	\$72,494
Materials & Supplies/Software (\$13,000 is for Electronic Mental Health Records)	\$19,443
We Care Printing and other supports	\$22,700
Training/Conference	\$5,000
Program Contracts (Additional Mental Health Services)	\$177,000
Site funded Mental Health Providers	\$383,105
Total	\$2,214,413

In-Kind District Administrator
Time Cost Estimate \$129,292

Restorative Practice

Since its inception in the fall of 2014, Restorative Practices (RP) within the Santa Ana Unified School District has naturally expanded district-wide in some capacity. Through staff, student and parent trainings, RP Youth Conferences, coaching, community collaborations and presentations RP has enhanced and improved the district's ability to utilize support services and other means of correction in lieu of the more traditional approach.

Restorative Practice - Budget '19-'20

Teacher/Staff Salary	\$382,096
Teacher/Staff Benefits	\$120,925
Materials & Supplies/Software	\$30,484
Training/Conference	\$6,100
Program Contracts	\$761,024
RP Through Extended Learning	\$80,838
Total	\$1,381,467

In-Kind District Administrator Time Cost Estimate \$20,266

SAELI

The Santa Ana Early Literacy Initiative (SAELI) seeks to bring together a diverse set of stakeholders across public, community non-profit, and private organizations to dramatically improve early learning for all children ages 0-9 years old in Santa Ana.

- Three important systems that impact families with young children (i.e. Early Care & Education, Preschool-4th Grade, and Family Economic Supports)
- 130 parents from across twelve elementary schools in Santa Ana (i.e. Davis, Edison, Esqueda, Garfield, King, Lowell, Madison, Pio Pico)

SAELI - Budget '19-'20

Childcare	\$2,610
Food/Snacks	\$29,500
Translation	\$2,240
Printing	\$4,100
Transportation	\$10,800
Instructional Materials	\$4,000
Facilitator/Contracts	\$23,000
Total	\$76,250

In-Kind District Administrator Time Cost Estimate \$14,745

High School Inc.

High School Inc.'s (HSI) mission is to empower youth and strengthen communities through education and business partnerships. In partnership with the Santa Ana Chamber of Commerce, HSI supports the academies at Valley High School by bringing business professionals into the classroom with Valley teachers to work side-by-side to equip students for jobs, entrepreneurial start-ups, and college and universities - all leading to employment opportunities in growth industries.

- Currently 1471 students participate in six academies at Valley (Culinary - 259, Health - 286, Automotive - 252, New Media - 231, Global Business - 254, & Engineering - 189)

High School Inc. - Budget '19-'20

Teacher/Staff Salary	\$126,866
Teacher/Staff Benefits	\$53,721
Materials & Supplies/Software	\$30,000
Training/Conference	\$0
Examination Fees	\$0
Registration/Participation Fees	\$0
Program Contracts	\$0
Total	\$210,576

In-Kind District Administrator Time Cost Estimate \$30,207

NJROTC

National Junior Reserve Officers Training Corps (NJROTC) has a mission to instill in students the values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment. SAUSD has a long history of exemplary NJROTC programs, including an Outstanding rating for our two programs at Saddleback and Santa Ana High Schools during the 2018-19 annual review.

- 448 students from six schools participated in 2018-19 in NJROTC (Century - 13, Godinez - 15, Saddleback - 126, SAHS - 231, Segerstrom - 21, and Valley - 42)

NJROTC - Budget '19-'20

Teacher/Staff Salary & Benefits	\$342,822
Materials & Supplies/Software	\$3,000
Registration/Participation Fees	\$4,500
Transportation	\$30,000
Program Contracts	\$4,500
Total	\$387,822

In-Kind District Administrator Time Cost Estimate \$939

10. Presentations

Subject	10.2 Family and Community Engagement Update
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	Presentation
Goals	<p>GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.</p> <p>ACTION 3.4 - Support outreach to students, staff, and parents to establish welcoming and inclusive school environments via antibullying awareness, LGBT safe and sensitive school campaigns, suicide prevention and, school-based wellness resource centers.</p> <p>SERVICES 3.04005 school-based wellness resource centers</p>

AGENDA ITEM BACKUP SHEET

TITLE: Family and Community Engagement Update

ITEM: Presentation

SUBMITTED BY: Sonia Llamas, Ed.D., L.C.S.W., Assistant Superintendent, School Performance and Culture

PREPARED BY: Susie Lopez-Guerra, Ed.D., Director, Community Relations

ITEM SUMMARY:

- Presentation of FACE update for informational purposes.

BACKGROUND INFORMATION:

The purpose of this agenda item is to present an update to the Board about the Family and Community Engagement (FACE) Wellness Centers.

RATIONALE:

The Board will be presented with an overview of the FACE implementations that are currently taking place throughout the District. The focus of the presentation will be wellness center staffing, staff professional development, wellness center furnishings, and FACE next steps. This presentation will demonstrate what has been completed, current progress, and what is to come with FACE.

FUNDING:

No Fiscal Impact

RECOMMENDATION:

For informational purposes.

SL:SLG:sz

<p>File Attachments FACE Board Presentation 6.11.19.pdf (2,081 KB)</p>
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FACE

**Family and Community Engagement
SANTA ANA UNIFIED SCHOOL DISTRICT**

Spring 2019 Update

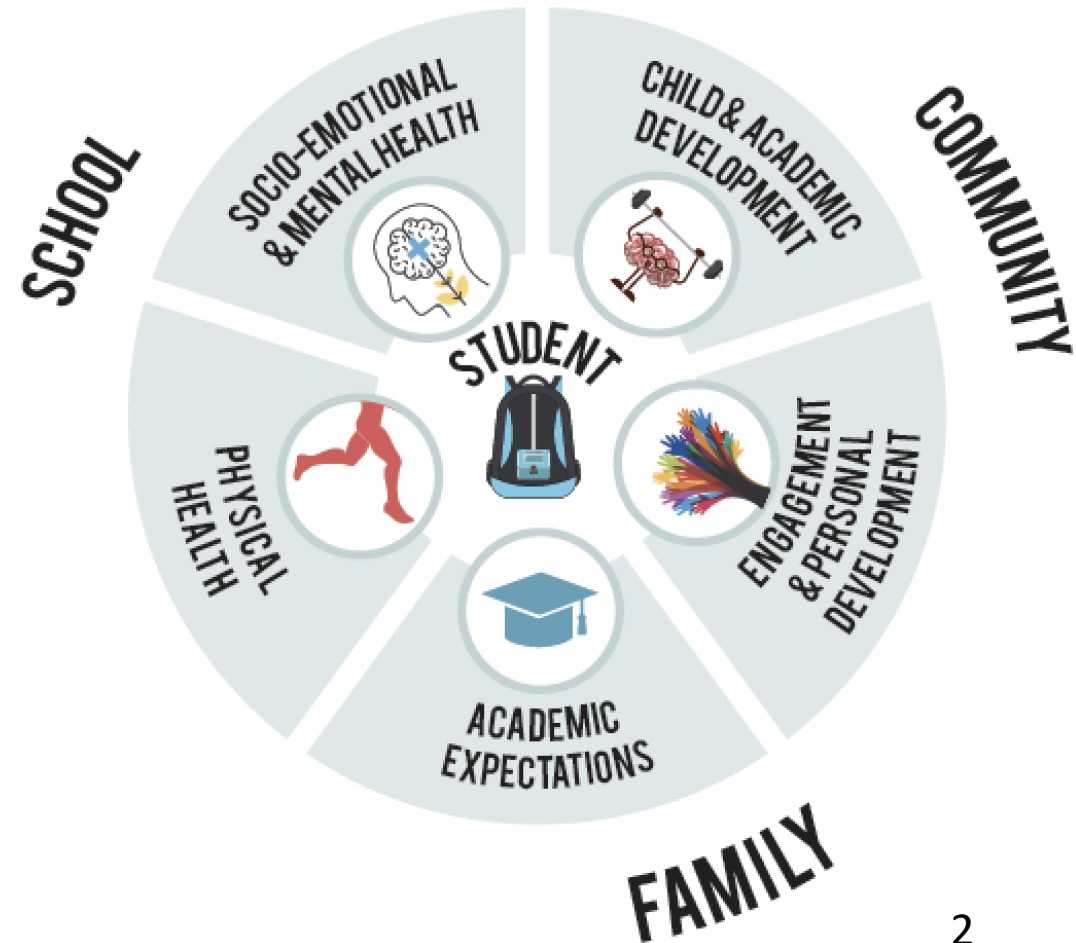
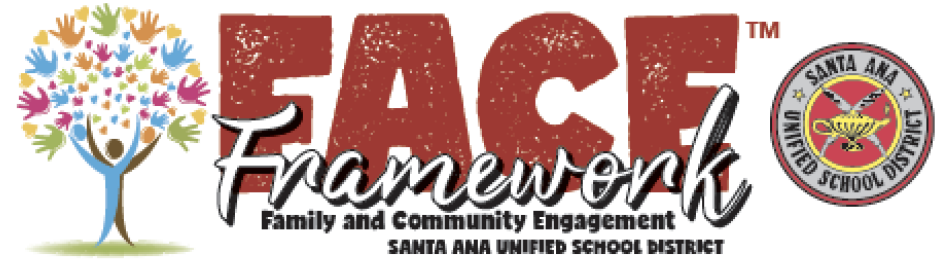
Sonia Llamas, Ed.D., L.C.S.W., Assistant Superintendent, K-12 School Performance and Culture

Susie Lopez-Guerra, Ed.D., Director, Community Relations

Martha Rivera, M. Ed., Coordinator, Family and Community Engagement

What is FACE?

Family and Community Engagement is the practice of systematic engagement and inclusion by everyone of families in activities and programs that promote children's development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs, and systems.



Wellness Center

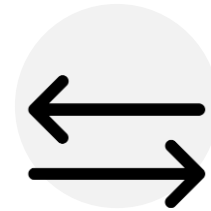
Menu of Offerings



Referrals to community services or community organizations based on need or interest.



Community organizations participating in the school directly.



Navigating school and district resources.



Technology support (computers, Aeries, email, etc.)



Capacity building opportunities for parents and families (classes, workshops, events, etc.)



Basic needs resources (food, utility referrals, and hygiene)

Current State of FACE



Staffing & Hiring Roll Out

27 staff on board

3 staff transitioned out from their roles

3 staff have been hired, start date of July 15th

Total team size: 36 FACE staff members



Employee Groups

Secondary

FACE liaisons

11 month employees

Elementary

FACE workers

12 month employees

Current State of FACE



- Professional Development (2018-2019)
 - Weekly staff meetings with all FACE staff
 - Goals of Professional Development:
 - Collaborate with FACE team, with other district programs and community agencies to share practice, information and resources available to the SAUSD families.
 - Learn about resources and structures that support the practice of FACE .
 - Summer Professional Development
 - June Professional Development
 - Team Building
 - Strengthening Communication
 - Experiential Learning
 - Data
 - Programming
 - FACE Tool Kit
 - Region Meetings
 - August Dates
 - Calendar planning, resources and programming

SUMMER 2019 FACE

JULY 2- JULY 14 FACE WORKERS
1:14 hour site check in and development of FACE goals

JULY 17- JULY 31
1:14 hour site check in and development of FACE goals

JULY 15
9am-1pm, SA USD
Wellness Center

Region Outreach Planning
Region 1: August 1st from 8am-5pm
Region 2: August 2nd from 8am-5pm
Region 3: August 5th from 8am-5pm
Region 4: August 6th from 8am-5pm

**AUGUST 1-
AUGUST 10**
canvassing around
neighborhood



Summer 2019 FACE

- Programming
 - Tutoring
 - Mental Health
 - Physical Health
 - Food Distribution (Second Harvest Food Bank)
 - Literacy Project
 - Parent classes
- Participation in Summer Resource Fairs
- Professional Development
- Systems and Engagement Focus

Fall 2019

- Goals:
 - Fully staffed
 - All Wellness Centers open
 - High engagement with families
 - All sites furnished
 - Visibility of Wellness Center at school site
 - FACE Tool Kit Roll Out





FAMILY TOOLKIT



**JOIN US IN SUPPORTING
YOUR STUDENT'S SUCCESS!**

All families welcome



Fall 2019

Introduction

Welcome Walk

Tour

Overview of School

Introductions to Departments

Safety

AlertOC

Raptor

Tools for Success

Needs assessment

Email

Aeries

Reports- SBAC

Wellness Centers

FACE welcome

Open House

Resources and Capacity Building

Professional Development

This is an opportunity to continue understanding the narrative of FACE in SAUSD and to share in best practices with FACE staff. This serves as an opportunity to learn, develop and practice FACE.

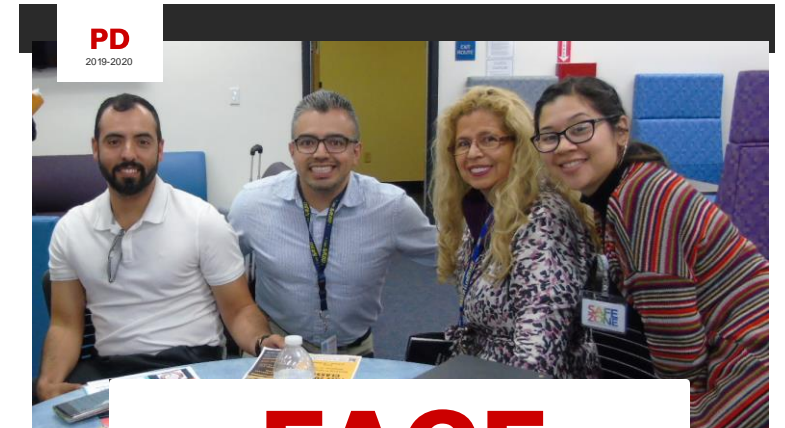


2019-2020



Professional Development

The Family and Community Engagement (FACE) goal is to continue learning and developing meaningful ways to reach out and engage families in the Santa Ana Unified School District in this practice. During the FACE Partner Professional Development, we collaborate among the team, with other district programs and community agencies to share practice, information and resources available to the SAUSD families.



PD
2019-2020

FACE

2019-2020 PROFESSIONAL DEVELOPMENT

Location: SAUSD Wellness Center @ Lathrop
Time: 2pm-4:30pm



2019

September 9 & 23
October 14 & 28
November 4 & 18
December 9



2020


January 13 & 27
February 24
March 9 & 23
April 13 & 20
May 11

Mandatory meetings

For more information, please contact Martha Rivera, Coordinator, Family and Community Engagement at 657-308-5197

1111 S. Broadway, Santa Ana, CA 92707

2018-2021 FACE Plan

2018-2019	2019-2020	2020-2021
<ul style="list-style-type: none"> • Hired 27 staff members • Developed systems & structures • Opened (57) Wellness Centers <ul style="list-style-type: none"> • Transitioned 10 Parents Centers to Wellness Center • 1 x a week 2 hour professional development • Hired 1 FACE Coordinator provides support to 56 school sites • Development of FACE • Monthly Community Partner Meetings • Website development and completing (June 2019) • Newsletter for FACE staff • Medi-Cal Assistance Administrator Training for FACE team • All sites provided with furniture • Focus: staff 	<ul style="list-style-type: none"> • FACE Ambassador Modules and capacity building with families • Needs assessment/surveys to determine needs • FACE Toolkit Campaign and Roll Out • Professional Development expectations- meet 2X a month (as a group and with community resources) • Programming roll out through Regions (Learning Pathways) • Focus on building out programming: Health & Mental Health • Focus on: Communication & Collaboration, Access and Visibility • Monthly Community Partner meetings for new organizations • Quarterly Community partners meetings for Wellness Center partners • FACE Conference • FACE Newsletter for SAUSD & Website • Focus: Families (adults)- buy in and access 	<ul style="list-style-type: none"> • Specific outreach focus: determined by needs assessment • District Health and Resource Fair • FACE Programming Development: 10 part series building capacity on District Resources and Parent Handbook • SAUSD Family BBQ at the Park • Focus: Families (adults and students) 

INFORMATIONAL WELLNESS CENTER MEETINGS

As part of the practice of Family and Community Engagement (FACE), we will be having monthly informational meetings to learn about the services being provided at the Wellness Centers.

PLEASE JOIN US! COMMUNITY PARTNER MEETINGS

Wednesday, September 11th, 2019, 9am-11am
Wednesday, October 9th, 2019, 2pm-4pm
Wednesday, November 13th, 2019, 9am-11am
Wednesday, December 11th, 2019, 2pm-4pm

All meetings will be held at the SAUSD Wellness Center
1111 S. Broadway, Santa Ana, CA
714-558-5677



Wellness Center Community Partner Meetings

- 1X a month meeting to invite new community partners to learn more about the Wellness Centers and practice of FACE
- Sharing of contract process and opportunity to connect and learn more about programming
- 2018-2019: 60+ agencies participated in Wellness Center community partner meetings

Partnerships



- In Kind, No-Cost Contracts
 - The Mission Continues
 - Human Options- Minnie Street
 - Kid Healthy- Padres en Accion
 - Children's Bureau- Corbin Family Resource Center
 - OC Bar Foundation- Project Youth
 - NAMI OC
 - MOMS OC
 - CalOptima
 - Santa Ana College- Adult Learning Education
 - WIC

10+ MOUs
in the
process

It takes a
village to
raise a child....



Next Steps

- Areas of Need
 - Structure
 - Support practice of FACE
 - Support FACE staff
 - Accountability of all FACE practitioners
 - Data Tools
 - Development
 - Tools
 - Monitoring/Accountability
 - FACE Practice
 - Internal buy in
 - External buy in
 - Imbedded into all SAUSD
 - Consistent Support
 - Across departments
 - Site visits

11. Public Hearing

Subject	11.1 Special Education Annual Budget and Service Plans for 2019-20 School Year
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	Public Hearing
Goals	<p>GOAL 1 - All students will have equitable access to a high-quality core curricular and instructional program (BASE and ALL STUDENTS)</p> <p>ACTION 1.9 - In addition to services provided to low income students, foster youth, and English learners, students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) in order to improve outcomes and close the achievement gap, including graduation rate and/or performance on statewide assessments.</p>

AGENDA ITEM BACKUP SHEET

TITLE: Special Education Annual Budget and Service Plans for 2019-20 School Year

ITEM: Public Hearing

SUBMITTED BY: Mayra Helguera, Ed.D., Assistant Superintendent, Special Education/SELPA

ITEM SUMMARY:

- California Education Code (EC) Section 56205 requires the submission of Annual Budget and Service Plans that are adopted at a public hearing held by the Special Education Local Plan Area (SELPA).
- They must be submitted in the format prescribed by the California Department of Education, as contained in this agenda item.

BACKGROUND INFORMATION:

In 1997, AB 602 legislation added new requirements to local plans requiring that Special Education Local Plan Areas (SELPA) submit and adopt an Annual Service and Budget Plan at a public hearing. As required in Education Code (EC) Section 56205, these plans identify expected expenditures and include a description of services, the physical location of the services, and must demonstrate that all individuals with exceptional needs have access to services and instruction appropriate to meet their needs as specified in their Individualized Education Program (IEP). The Annual Budget Plan may be revised during any fiscal year according to the policy making process established in the SELPA's local plan.

RATIONALE:

The Board is requested to adopt the Special Education Annual Budget and Service Plans for the 2019-20 school year. As required in Education Code Section 56205, these plans identify expected expenditures and include a description and the physical location of the services, including District Schools, schools operated by the Orange County Department of Education, nonpublic schools, and charter schools. Through this documentation, the plan demonstrates that individuals with disabilities have access to services and instruction appropriate to meet their needs, as specified in the Individualized Education Programs (IEPs).

FUNDING:

Not Applicable

RECOMMENDATION:

Conduct a public hearing concerning the adoption of the Special Education Annual Budget and Service Plans for the 2019-20 school year.

File Attachments

Notice of Public Hearing - E Sp - ABP and ASP 061319.pdf (149 KB)

SAUSD ABP ASP 2019-20.pdf (846 KB)

**Santa Ana Unified School District
Special Education
Local Plan Area (SELPA)**

NOTICE OF PUBLIC HEARING

Pursuant to Education Code Sections 56205 (b)(1) and 56205(b)(2), the Santa Ana Unified School District Board of Education Hereby Gives Notice that a Public Hearing will be held as follows:

TOPIC OF HEARING:

Annual Budget and Service Plans for 2019-20

Copies of these Plans may be inspected at:

**Special Education Department
Santa Ana Unified School District – Room A216
1601 E. Chestnut Avenue
Santa Ana, California 92701**

Or by clicking on this link: <https://www.sausd.us/Page/41613>

After the Public Hearing, the Santa Ana Unified School District Board of Education will adopt the 2019-20 Annual Budget and Service Plans.

HEARING DATE: Tuesday, June 25, 2019

TIME: Approximately 6:00 p.m.

**LOCATION: Santa Ana Unified School District Office
Board Room
1601 E. Chestnut Avenue
Santa Ana, California 92701**

FOR ADDITIONAL INFORMATION CONTACT:

**Mayra Helguera, Ed.D.
Assistant Superintendent
Special Education/SELPA
(714) 558-5832**

**Distrito Escolar Unificado de Santa Ana
Educación Especial
Plan del Área Local (SELPA)**

AVISO DE AUDIENCIA PÚBLICA

Conforme con los Artículos 56205 (b)(1) y 56205(b)(2) del Código de Educación, la Mesa Directiva del Distrito Escolar Unificado de Santa Ana, por la presente se da aviso que se llevará a cabo una Audiencia Pública de la siguiente manera:

TEMA DE LA AUDIENCIA:

Presupuesto Anual y Planes de Servicio para el 2019-20

Las copias de estos planes se pueden revisar en el:

**Departamento de Educación Especial
Distrito Escolar Unificado de Santa Ana– Sala A216
1601 E. Chestnut Avenue
Santa Ana, California 92701**

O haciendo clic en este enlace: <https://www.sausd.us/Page/41613>

Después de la Audiencia Pública, la Mesa Directiva del Distrito Escolar Unificado de Santa Ana adoptará el Presupuesto Anual y los Planes de Servicios para el 2019-20.

FECHA DE LA AUDIENCIA: martes, 25 de junio de 2019

HORA: Aproximadamente a las 6:00 p.m.

LUGAR: Oficina del Distrito Escolar Unificado de Santa Ana–Sala de la Mesa Directiva
1601 E. Chestnut Avenue
Santa Ana, California 92701

PARA INFORMACIÓN ADICIONAL COMUNICARSE CON:

**Mayra Helguera, Ed.D.
Superintendent Auxiliar
Educación Especial/SELPA
(714) 558-5832**

SANTA ANA UNIFIED SCHOOL DISTRICT SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

2019-20 ANNUAL BUDGET AND SERVICE PLANS

Public Hearing
June 25, 2019

Mayra J. Helguera, Ed.D.
Assistant Superintendent, Special Education/SELPA



ANNUAL BUDGET PLAN

Each SELPA must (Education Code Section 56205(b)(1)):

- Develop or revise the Annual Budget Plan
 - The Annual Budget Plan shall identify expected expenditures for all required items:
 - Funds received
 - Administrative costs
 - Special education services to pupils with severe disabilities and low-incidence disabilities
 - Special education services to pupils with non-severe disabilities
 - Supplemental aides and services to meet the individual needs of pupils placed in general education classrooms and environments
 - Regionalized operations and services and direct instructional support
- Hold a public hearing to adopt the Annual Budget Plan



**Annual Budget Plan
Fiscal Year TBD**

The Annual Budget Plan shall identify expected expenditures for all items required by this part as listed below. The Standardized Account Code Structure (SACS) codes provide source information from the local educational agency (LEA) reporting.

	Reference/Label	Instructions	Estimated Totals
A	Funds received in accordance with Chapter 7.2 (commencing with California <i>Education Code</i> [EC] Section 56836) (Special Education Program Funding)	SACS Resource Code 6500 (State), 3300-3499 (Federal) 6512-6535 (General Fund)	
B	Administrative costs of the plan	SACS Goal Code 5001 Function 2100	
C	Special Education services to pupils with: (1) severe disabilities , and (2) low-incidence disabilities	SACS Goal Code 5710	
		SACS Goal Code 5730	
		SACS Goal Code 5750	
D	Special education services to pupils with non-severe disabilities	SACS Goal Code 5770	
E	Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments	Any SACS Goal Code with SACS Function Code 1130 ¹	
F	Regionalized operations and services, and direct instructional support by program specialists in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2. (SELPA Program Specialists Funding)	SACS Goal Code 5050	
		SACS Goal Code 5060	
G	The use of property taxes allocated to the special education local plan area pursuant to EC Section 2572.	Statement is included in Local Plan	

¹ Function Activity Classification can be found at <http://www.cde.ca.gov/be/ag/ag/yr08/mar08item24a6.doc>



FUNDING SOURCES

Federal Grants

- Local Assistance, Preschool, Staff Development, Part C
- Based upon December 1 pupil count from prior year

State Funds

- Based upon Average Daily Attendance (ADA) AB 602
- General education total pupil count
- Adjusted during the fiscal year
- Out of Home Care funding – based on bed counts
- Mental Health allocation

Local Contribution

- From district's Local Control Funding Formula (LCFF)/general funds



ANNUAL SERVICE PLAN

Each SELPA must (Education Code Section 56205(b)(2)):

- Develop or revise the Annual Service Plan for the upcoming year
- Provide a description of services:
 - Describe the full continuum of service options to be provided within the SELPA assuring access to appropriate instruction and services for all students with disabilities from birth to twenty-two years of age, including children with low-incidence disabilities
 - Nature of the service and location to be provided
 - Must include alternative schools, community day schools, county jail facilities
- Hold a public hearing to adopt the Annual Service Plan



ANNUAL SERVICE PLAN = ACCESS

- All students with Individualized Education Programs (IEPs) shall have access to services and instruction appropriate to meet their needs as indicated in the students' IEPs
- Plan of access to services
- Snap shot in time



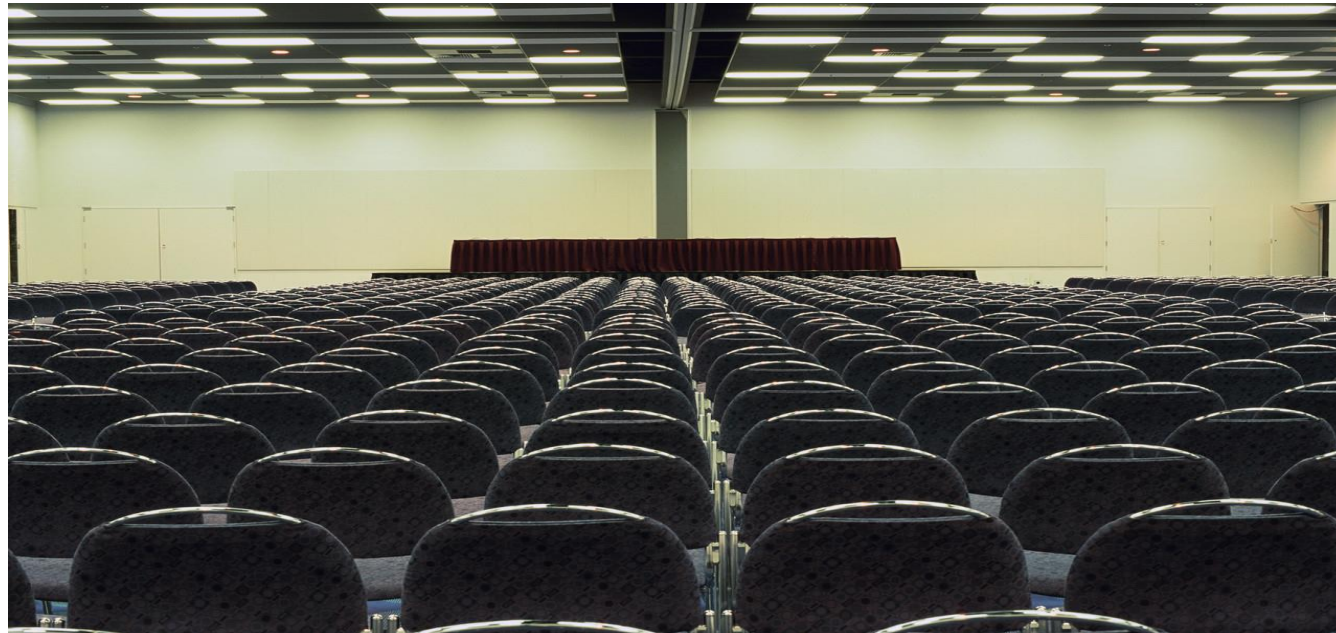
CASEMIS SERVICE DESCRIPTORS

California Special Education Management Information System (CASEMIS)

- Multiple fields of information are pulled from IEPs for reporting purposes – including descriptions of services
 - 200 codes = infants & toddlers/Part C
 - 300 codes = specialized instruction
 - 400 codes = related services
 - 500 codes = psychological services
 - 600 + 700 codes = low-incidence services
 - 800 codes = transition services
 - 900 codes = Other*



PUBLIC HEARING REQUIREMENT



- Posted 15 days prior to Public Hearing in district and schools
- Annual Budget Plan and Annual Service Plan adopted at the Public Hearing



FOLLOWING PUBLIC HEARING AND ADOPTION

- Signed by Superintendent and submitted to the California Department of Education, Special Education Division by June 30, 2019
- Approved by the California Department of Education
- Adopted and approved Annual Budget Plan and Annual Service Plan will be posted on SELPA website



12. Regular Agenda - Action Items

Subject	12.1 Adoption of Special Education Annual Budget and Service Plans for 2019-20 School Year
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	Action
Fiscal Impact	No
Recommended Action	Adopt the Special Education Annual Budget and Service Plans for the 2019-20 school year.
Goals	<p>GOAL 1 - All students will have equitable access to a high-quality core curricular and instructional program (BASE and ALL STUDENTS)</p> <p>ACTION 1.9 - In addition to services provided to low income students, foster youth, and English learners, students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) in order to improve outcomes and close the achievement gap, including graduation rate and/or performance on statewide assessments.</p> <p>SERVICES 1.09001 Special Education Classroom Teachers</p> <p>SERVICES 1.09002 Paraprofessionals (Instructional Aides, SSPs, SLPAs, etc.)</p> <p>SERVICES 1.09003 School Psychologists</p> <p>SERVICES 1.09004 Speech Pathologists</p> <p>SERVICES 1.09005 Occupational Therapists</p> <p>SERVICES 1.09006 Physical Therapists</p> <p>SERVICES 1.09007 Adaptive PE</p> <p>SERVICES 1.09008 SLPA</p> <p>SERVICES 1.09009 Career Community Education Specialist</p> <p>SERVICES 1.09010 Adult Transition</p> <p>SERVICES 1.09011 Audiologist</p> <p>SERVICES 1.09012 Certified Occupational Therapist Assistant (COTA)</p> <p>SERVICES 1.09013 SPED Program Specialist</p> <p>SERVICES 1.09014 SPED Classified Staff</p> <p>SERVICES 1.09015 NonPublic/NonPublic Agency</p> <p>SERVICES 1.09016 Due Process, Litigation</p> <p>SERVICES 1.09017 County/Special Schools</p>

AGENDA ITEM BACKUP SHEET

TITLE: Adoption of Special Education Annual Budget and Service Plans for 2019-20 School Year

ITEM: Action

SUBMITTED BY: Mayra Helguera, Ed.D., Assistant Superintendent, Special Education/SELPA

ITEM SUMMARY:

- *California Education Code (EC)* Section 56205 requires the submission of an Annual Budget and Service Plans that are adopted at a public hearing held by the special education local plan area (SELPA).
- They must be submitted in the format prescribed by the California Department of Education, as contained in this agenda item.

BACKGROUND INFORMATION:

As Santa Ana Unified School District is designated as its own Special Education Local Plan Area (SELPA), the purpose of this agenda item is to seek Board adoption of the Special Education Annual Budget and Service Plans for 2019-20 school year.

Assembly Bill 602 requires SELPAs to submit Annual Budget and Service Plans that are adopted at a public hearing by the governing board of the SELPA.

RATIONALE:

The Board is requested to adopt the Special Education Annual Budget and Service Plans for the 2019-20 school year. As required in Education Code Section 56205, these plans identify expected expenditures and include a description and the physical location of the services, including District Schools, schools operated by the Orange County Department of Education, nonpublic schools, and charter schools. Through this documentation, the plan demonstrates that individuals with disabilities have access to services and instruction appropriate to meet their needs, as specified in the Individualized Education Programs (IEPs).

FUNDING:

Not Applicable

RECOMMENDATION:

Adopt the Special Education Annual Budget and Service Plans for the 2019-20 school year.

File Attachments

[ASP - Services Description.pdf \(450 KB\)](#)

[ASP - 001.pdf \(222 KB\)](#)

[Other Facilities - 002.pdf \(107 KB\)](#)

[Infant Services - 003.pdf \(20 KB\)](#)

[Pre-School Services - 004.pdf \(70 KB\)](#)

[2019-20 Annual Service Plan Certification.pdf \(116 KB\)](#)

[2019-20 Annual Budget Plan Certification.pdf \(393 KB\)](#)

California Special Education Management Information System

Special Education Division

Service Descriptions

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
210	Family training, counseling, and home visits (ages 0–2 only): This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the	X			34 Code of Federal Regulations (CFR) sections 300.34 (c)(3), 300.226
220	Medical services (for evaluation only) (ages 0–2 only): Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.	X			34 CFR sections 300.34 (c)(3), 300.226
230	Nutrition services (ages 0–2 only): These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.	X			34 CFR sections 300.34 (c)(3), 300.226
240	Service coordination (ages 0–2 only)	X			34 CFR sections 300.34 (c)(3), 300.226
250	Special instruction (ages 0–2 only): Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's individualized family service plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.	X			34 CFR sections 300.34 (c)(3), 300.226
260	Special education aide in regular development class, childcare center, or family childcare home (ages 0–2 only)	X			34 CFR sections 300.34 (c)(3), 300.226

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
270	Respite care services (ages 0-2 only): Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability. (Note: only for infants and toddlers from birth through 2, but under 3.)	X			34 CFR sections 300.34 (c)(3), 300.226
330	Specialized academic instruction: Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.	X			34 CFR Section 300.39(b)(3)
340	Intensive individual instruction: IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.	X			30 California Education Code (EC) Section 56364
350	Individual and small group instruction: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.	X			5 California Code of Regulations (CCR) Section 3051; 30 EC Section 56441.2
415	Language and speech: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include specialized instruction and services: monitoring, reviewing, and consultation, and may be direct or indirect, including the use of a speech consultant.	X			5 CCR Section 3051.1; 30 EC Section 56363; 34 CFR sections 300.34 (c)(15), 300.8 (c)(11)

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
425	<p>Adapted physical education: Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports, and rhythms, for strength development and fitness suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully, or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program.</p>	X			5 CCR Section 3051.5; 30 EC Section 56363; 34 CFR sections 300.108, 300.39 (b)(2)
435	<p>Health and nursing-specialized physical health care services: Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 CCR Section 3051.12[b]). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.</p>	X			5 CCR Section 3051.12; 30 EC sections 56363, 49423.5(d) 34 CFR Section 300.107;
436	<p>Health and nursing-other services: This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician supervised or specialized health care service. IEP required health and nursing services are expected to supplement the regular health services program.</p>	X			5 CCR Section 3051.12; 30 EC Section 56363; 34 CFR Section 300.107

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
445	<p>Assistive technology services: Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.</p>	X			<p>5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR sections 300.6, 300.105</p>
450	<p>Occupational therapy: Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings, or the home, in groups or individually, and may include therapeutic techniques to develop abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.</p>	X			<p>5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(6)</p>

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
460	Physical therapy: These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home, and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.	X			5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(9); California <i>Business and Professions Code</i> (B&PC) Chapter 5.7 sections 2600–2696; <i>Government Code (GC)</i> Interagency Agreement Chapter 26.5 Section 7575(a)(2)
510	Individual counseling: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.	X			5 CCR Section 3051.9; 34 CFR Section 300.34(c)(2)
515	Counseling and guidance: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. IEP required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal, or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.	X			34 CFR sections 300.24.(b)(2), 300.306; 5 CCR Section 3051.9

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
520	<p>Parent counseling: Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program.</p>	X			5 CCR Section 3051.11; 34 CFR Section 300.34(c)(8)
525	<p>Social work services: Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability, group and individual counseling with the child and family, working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.</p>	X			5 CCR Section 3051.13; 34 CFR Section 300.34(c)(14)
530	<p>Psychological services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program.</p>	X			5 CCR Section 3051.10; 34 CFR Section 300.34 (c)(10)
535	<p>Behavior intervention services: A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.</p>	X			5 CCR Section 3001(d); 34 CFR Section 300.34 (c)(10)

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
540	Day treatment services: Structured education, training, and support services to address the student's mental health needs.			X	Health & Safety Code, Div.2, Chap.3, Article 1, Section 1502(a)
545	Residential treatment services: A 24-hour, out-of-home placement that provides intensive therapeutic services to support the educational program.				Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, Section 5671
610	Specialized services for low incidence disabilities: Low incidence services are defined as those provided to the student population who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.	X			5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34
710	Specialized deaf and hard of hearing services: These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel.				5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34
715	Interpreter services: Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.	X			5 CCR Section 3051.16; 34 CFR Section 300.34 (c)(4)
720	Autological services: These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents, or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included.	X			5 CCR Section 3051.2; 34 CFR Section 300.34 (c)(1)

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
725	Specialized vision services: This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills including alternative modes of reading and writing; and social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others, and collaboration with the student's classroom teacher.	X			5 CCR Section 3030(d); 30 EC Section 56364.1
730	Orientation and mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.	X			5 CCR Section 3051.3; 30 EC Section 56363; 34 CFR Section 300.34 (c)(7)
735	Braille transcription: Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.	X			5 CCR Section 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(13)
740	Specialized orthopedic services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.	X			5 CCR sections 3030(e), 3051.16; 30 EC Section 56363; 34 CFR Section 300.8 (c)(8)
745	Reading services	X			5 CCR Section 3051.16

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
750	Note taking services: Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student or transcription of tape-recorded information from a class or aide designated to take notes. This does not include instruction in the process of learning how to take notes.	X			5 CCR Section 3051.16
755	Transcription services: Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.	X			5 CCR Section 3051.16
760	Recreation services, includes therapeutic recreation: Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.	X			5 CCR Section 3051.15; 34 CFR Section 300.34 (c)(11)
820	College awareness: College awareness is the result of acts that promote and increase student learning about higher education opportunities, information, and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility, and financial aid.	X			34 CFR sections 300.39 (b)(5), 300.43
830	Vocational assessment, counseling, guidance, and career assessment: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
840	Career awareness: Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
850	Work experience education: Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
855	Job Coaching: Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
860	Mentoring: Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way.	X			5 CCR Section 3051.14; 34 CFR sections 300.39 (b)(5), 300.43
865	Agency linkages (referral and placement): Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).	X			30 EC Section 56341.5 (f); 34 CFR Section 300.344 (3)(b)
870	Travel training (includes mobility training)	X			5 CCR Section 3051.3; 34 CFR sections 300.39 (c)(7)
890	Other transition services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.	X			

Services will be provided in the school of attendance unless otherwise determined by the individualized education program (IEP) team.

Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
900**	Other special education/related services: Any other specialized service required for a student with a disability to receive educational benefit.			X	
	* <i>B&PC–Business and Professional Codes</i> <i>CCR–California Code of Regulations</i> <i>CFR–Code of Federal Regulations</i> <i>EC–Education Code</i> <i>GC–Government Code</i>				
	** Use of CASEMIS Code 900 necessitates further explanation. Please list the other special education/related services to be provided as Code 900 on the form ASP-01b: Customized Service Descriptions.				

Special Education Local Plan Area:

Local Educational Agency (LEA):

Annual Service Plan (001)

Location List the site name and type of facility providing services to students enrolled in the LEA.		Services Provided at this Location List the California Special Education Management Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column.									
Site Name	Type Of Facility	CASEMIS Service Codes (Use of Code 900 requires further explanation)									
		330	340	415	425	435	436	445	450	460	510
Adams Elementary	10	330	340	415	425	435	436	445	450	460	510
		515	520	530	535	610	710	715	720	725	730
		735	740	750	755	760					
Advanced Learning Academy	55	330	340	415	425	435	436	445	450	460	510
		515	520	530	535	610	710	715	720	725	730
		735	740	750	755	760	820	830	840	850	855
		860	865	870	890						
Carr (Gerald P.) Intermediate	10	330	340	415	425	435	436	445	450	460	510
		515	520	530	535	610	710	715	720	725	730
		735	740	750	755	760	820	830	840	850	855
		860	865	870	890						
Carver (George Washington) Elementary	10	330	340	415	425	435	436	445	450	460	510
		515	520	530	535	610	710	715	720	725	730
		735	740	750	755	760					
Century High	10	330	340	415	425	435	436	445	450	460	510
		515	520	530	535	610	710	715	720	725	730
		735	740	750	755	760	820	830	840	850	855
		860	865	870	890						
Cesar E Chavez High	20	330	340	415	425	435	436	445	450	460	510
		515	520	530	535	610	710	715	720	725	730
		735	740	750	755	760	820	830	840	850	855
		860	865	870	890						
Davis (Wallace R.) Elementary	10	330	340	415	425	435	436	445	450	460	510
		515	520	530	535	610	710	715	720	725	730
		735	740	750	755	760					
Diamond Elementary	10	330	340	415	425	435	436	445	450	460	510
		515	520	530	535	610	710	715	720	725	730
		735	740	750	755	760					
Edison (Thomas A.) Elementary	10	330	340	415	425	435	436	445	450	460	510
		515	520	530	535	610	710	715	720	725	730
		735	740	750	755	760					
Edward B Cole Academy	55	330	340	415	425	435	436	445	450	460	510
		515	520	530	535	610	710	715	720	725	730
		735	740	750	755	760					
El Sol Santa Ana Science and Arts Charter Academy	55	330	340	415	425	435	436	445	450	460	510
		515	520	530	535	610	710	715	720	725	730
		735	740	750	755	760	820	830	840	850	855

		860	865	870	890						
Esqueda (Manuel) Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730
Franklin (Benjamin) Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730
Freemont (John C.) Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730
Garfield (James A.) Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730
Godinez (Hector G.) Fundamental High	10	330 515 735 860	340 520 740 865	415 530 750 870	425 535 755 890	435 610 760	436 710 820	445 715 830	450 720 840	460 725 850	510 730 855
Greenville Fundamental Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730
Harvey (Carl) Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730
Heninger (Martin R.) Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730
Heroes Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730
Hoover (Herbert) Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730
Jackson (Andrew) Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730
Jefferson (Thomas) Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730
Kennedy (John F.) Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730
King (Martin Luther Jr.) Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730
Lathrop (Julia C.) Intermediate	10	330 515 735 860	340 520 740 865	415 530 750 870	425 535 755 890	435 610 760	436 710 820	445 715 830	450 720 840	460 725 850	510 730 855
Lincoln (Abraham) Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730

Lorin Griset Academy	20	330 515 735 860	340 520 740 865	415 530 750 870	425 535 755 890	435 610 760	436 710 820	445 715 830	450 720 840	460 725 850	510 730 855
Lowell (James Russell) Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730
MacArthur (Douglas) Fundamental Intermediate	10	330 515 735 860	340 520 740 865	415 530 750 870	425 535 755 890	435 610 760	436 710 820	445 715 830	450 720 840	460 725 850	510 730 855
Madison (James) Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730
Martin (Glenn L.) Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730
McFadden Intermediate	10	330 515 735 860	340 520 740 865	415 530 750 870	425 535 755 890	435 610 760	436 710 820	445 715 830	450 720 840	460 725 850	510 730 855
Mendez (Gonzalo Felicitas) Fundamental Intermediate	10	330 515 735 860	340 520 740 865	415 530 750 870	425 535 755 890	435 610 760	436 710 820	445 715 830	450 720 840	460 725 850	510 730 855
Middle College High	10	330 515 735 860	340 520 740 865	415 530 750 870	425 535 755 890	435 610 760	436 710 820	445 715 830	450 720 840	460 725 850	510 730 855
Monroe (James) Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730
Monte Vista Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730
Muir (John) Fundamental Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730
NOVA Academy Early College High School	55	330 515 735 860	340 520 740 865	415 530 750 870	425 535 755 890	435 610 760	436 710 820	445 715 830	450 720 840	460 725 850	510 730 855
Orange County Educational Arts Academy	55	330 515 735 860	340 520 740 865	415 530 750 870	425 535 755 890	435 610 760	436 710 820	445 715 830	450 720 840	460 725 850	510 730 855
Orange County School of the Arts	55	330 515 735 860	340 520 740 865	415 530 750 870	425 535 755 890	435 610 760	436 710 820	445 715 830	450 720 840	460 725 850	510 730 855
Pio Pico Elementary	10	330	340	415	425	435	436	445	450	460	510

		515 735	520 740	530 750	535 755	610 760	710	715	720	725	730
REACH Academy	31	330 515 735 860	340 520 740 865	415 530 750 870	425 535 755 890	435 610 760	436 710 820	445 715 830	450 720 840	460 725 850	510 730 855
Romero-Cruz (Lydia) Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730
Roosevelt (Theodore) Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730
Saddleback High	10	330 515 735 860	340 520 740 865	415 530 750 870	425 535 755 890	435 610 760	436 710 820	445 715 830	450 720 840	460 725 850	510 730 855
Santa Ana High	10	330 515 735 860	340 520 740 865	415 530 750 870	425 535 755 890	435 610 760	436 710 820	445 715 830	450 720 840	460 725 850	510 730 855
Santa Ana Unified Adult Transition	10	330 515 735 860	340 520 740 865	415 530 750 870	425 535 755 890	435 610 760	436 710 820	445 715 830	450 720 840	460 725 850	510 730 855
Santiago Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730
Segerstrom High	10	330 515 735 860	340 520 740 865	415 530 750 870	425 535 755 890	435 610 760	436 710 820	445 715 830	450 720 840	460 725 850	510 730 855
Sepulveda (Jose) Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730
Sierra Preparatory Academy	10	330 515 735 860	340 520 740 865	415 530 750 870	425 535 755 890	435 610 760	436 710 820	445 715 830	450 720 840	460 725 850	510 730 855
Spurgeon Intermediate	10	330 515 735 860	340 520 740 865	415 530 750 870	425 535 755 890	435 610 760	436 710 820	445 715 830	450 720 840	460 725 850	510 730 855
Taft Elementary	10	330 515 735 860	340 520 740 865	415 530 750 870	425 535 755 890	435 610 760	436 710 820	445 715 830	450 720 840	460 725 850	510 730 855
Thorpe (Jim) Fundamental Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730
Valley High	10	330 515	340 520	415 530	425 535	435 610	436 710	445 715	450 720	460 725	510 730

		735 860	740 865	750 870	755 890	760	820	830	840	850	855
Villa (Raymond A.) Fundamental Intermediate	10	330 515 735 860	340 520 740 865	415 530 750 870	425 535 755 890	435 610 760	436 710 820	445 715 830	450 720 840	460 725 850	510 730 855
Walker (Adeline C.) Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730
Washington (George) Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730
Willard (Frances E.) Intermediate	10	330 515 735 860	340 520 740 865	415 530 750 870	425 535 755 890	435 610 760	436 710 820	445 715 830	450 720 840	460 725 850	510 730 855
Wilson (Woodrow) Elementary	10	330 515 735	340 520 740	415 530 750	425 535 755	435 610 760	436 710	445 715	450 720	460 725	510 730

Use these codes to identify the type of facility providing services to students ages 6–22:

10–Public Day School	11–Public Residential School	15–Special Education Center/Facility
19–Other Public School/Facilities	20–Continuation School	22–Alternative Work Education Center/ Work Study Program
24–Independent Study	31–Community School	55–Charter School (operated by an LEA/ District/County Office of Education)
56–Charter School (operating as an LEA)		

Special Education Local Plan Area:

Local Educational Agency (LEA):

Other Facilities (002)

Location List the site name and type of facility providing services to students enrolled in the LEA.		Services Provided at this Location List the California Special Education Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column.							
Site Name	Type of Facility	CASEMIS Service Codes (Use of Code 900 requires further explanation)							
Beacon Day School	70	330	340	415	425	435	436	445	450
		460	510	515	520	530	535	610	710
		715	720	725	730	735	740	750	755
		760	820	830	840	850	855	860	865
		870	890						
Blind Children's Learning Center	70	330	340	415	425	435	436	445	450
		460	510	515	520	530	535	610	710
		715	720	725	730	735	740	750	755
		760	820	830	840	850	855	860	865
		870	890						
Cleeta Harder Developmental School	70	330	340	415	425	435	436	445	450
		460	510	515	520	530	535	610	710
		715	720	725	730	735	740	750	755
		760	820	830	840	850	855	860	865
		870	890						
Copper Hills Youth Center	72	330	340	415	425	435	436	445	450
		460	510	515	520	530	535	545	610
		710	715	720	725	730	735	740	750
		755	760	820	830	840	850	855	860
		865	870	890					
Del Sol School, Inc	70	330	340	415	425	435	436	445	450
		460	510	515	520	530	535	610	710
		715	720	725	730	735	740	750	755
		760	820	830	840	850	855	860	865
		870	890						
Devereux Georgia - Ackerman Academy	72	330	340	415	425	435	436	445	450
		460	510	515	520	530	535	545	610
		710	715	720	725	730	735	740	750
		755	760	820	830	840	850	855	860
		865	870	890					
Devereux Texas Treatment Network	72	330	340	415	425	435	436	445	450
		460	510	515	520	530	535	545	610
		710	715	720	725	730	735	740	750
		755	760	820	830	840	850	855	860

		865	870	890					
Father Flanagans Boys Home Schools dba Boys Town	72	330 460 710 755 865	340 510 715 760 870	415 515 720 820 890	425 520 725 830	435 530 730 840	436 535 735 850	445 545 740 855	450 610 750 860
Heritage Schools, Inc	72	330 460 710 755 865	340 510 715 760 870	415 515 720 820 890	425 520 725 830	435 530 730 840	436 535 735 850	445 545 740 855	450 610 750 860
Lakemary	70	330 460 715 760 870	340 510 720 820 890	415 515 725 830	425 520 730 840	435 530 735 850	436 535 740 855	445 610 750 860	450 710 755 865
Learning Center for the Deaf/Walden	72	330 460 710 755 865	340 510 715 760 870	415 515 720 820 890	425 520 725 830	435 530 730 840	436 535 735 850	445 545 740 855	450 610 750 860
Mardan School of Educational Therapy	70	330 460 715 760	340 510 720	415 515 725	425 520 730	435 530 735	436 535 740	445 610 750	450 710 755
New Haven Youth and Family Services	70	330 460 715 760 870	340 510 720 820 890	415 515 725 830	425 520 730 840	435 530 735 850	436 535 740 855	445 610 750 860	450 710 755 865
New Vista School	70	330 460 715 760 870	340 510 720 820 890	415 515 725 830	425 520 730 840	435 530 735 850	436 535 740 855	445 610 750 860	450 710 755 865
Ocean View Nonpublic School	70	330 460 715 760 870	340 510 720 820 890	415 515 725 830	425 520 730 840	435 530 735 850	436 535 740 855	445 610 750 860	450 710 755 865
Olive Crest Academy	70	330 460 715 760 870	340 510 720 820 890	415 515 725 830	425 520 730 840	435 530 735 850	436 535 740 855	445 610 750 860	450 710 755 865
Olive Crest Academy - North	70	330 460	340 510	415 515	425 520	435 530	436 535	445 610	450 710

		715 760 870	720 820 890	725 830	730 840	735 850	740 855	750 860	755 865
Port View Preparatory	70	330 460 715 760 870	340 510 720 820 890	415 515 725 830	425 520 730 840	435 530 735 850	436 535 740 855	445 610 750 860	450 710 755 865
Prentice School	70	330 460 715 760 870	340 510 720 820 890	415 515 725 830	425 520 730 840	435 530 735 850	436 535 740 855	445 610 750 860	450 710 755 865
Provo Canyon	72	330 460 710 755 865	340 510 715 760 870	415 515 720 820 890	425 520 725 830	435 530 730 840	436 535 735 850	445 545 740 855	450 610 750 860
Rossier Park Elementary School	70	330 460 715 760 870	340 510 720 820 890	415 515 725 830	425 520 730 840	435 530 735 850	436 535 740 855	445 610 750 860	450 710 755 865
Rossier Park Jr./Sr. High School	70	330 460 715 760 870	340 510 720 820 890	415 515 725 830	425 520 730 840	435 530 735 850	436 535 740 855	445 610 750 860	450 710 755 865
Speech and Language Development Center	70	330 460 715 760 870	340 510 720 820 890	415 515 725 830	425 520 730 840	435 530 735 850	436 535 740 855	445 610 750 860	450 710 755 865

Use these codes to identify the type of facility providing services to students ages 6–22:

30–Juvenile Court School	32–Correctional Institution or Incarceration Facility	40–Home Instruction
45–Hospital Facility	50–Community College	51–Adult Education Program
70–Nonpublic Day School	71/72–Nonpublic Residential School	79–Nonpublic Agency

Special Education Local Plan Area:

Local Educational Agency (LEA):

Infant Services (003)

Location List the site name and type of facility providing services to students enrolled in the LEA.		Services Provided at this Location List the California Special Education Management Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column.							
Site Name	Type of Facility	CASEMIS Service Codes (Use of Code 900 requires further explanation)							
Mitchell Child Development	10	210 720	240 725	250	260	270	415	450	460
Taft Elementary	10	210 725	240	250	270	415	450	460	720

Use these codes to identify the type of facility where Infant Services (ages 0-3) are provided:

00--No School (Ages 0-5 only)	10--Public Day School
11--Public Residential School	19--Other Public School/Facilities
40--Home	45--Hospital Facility
62--Child Development or Child Care Facility	65--Extended Day Care

Special Education Local Plan Area:

Local Educational Agency (LEA):

Pre-School Services (004)

Location List the site name and type of facility providing services to students enrolled in the LEA.		Services Provided at this Location List the California Special Education Management Information System (CASEMIS) code associated with each service that is provided at the location listed in the left-hand column.					
Site Name	Type Of Facility	CASEMIS Service Codes (Use of Code 900 requires further explanation)					
Adams Elementary	10	415					
Carver (George Washington) Elementary	10	415					
Davis (Wallace R.) Elementary	10	415					
Diamond Elementary	10	415					
Edison (Thomas A.) Elementary	10	415					
Edward B Cole Academy	55	415					
Esqueda (Manuel) Elementary	10	415					
Franklin (Benjamin) Elementary	10	415					
Freemont (John C.) Elementary	10	415					
Garfield (James A.) Elementary	10	415					
Greenville Fundamental Elementary	10	415					
Harvey (Carl) Elementary	10	330 436 520 720	340 445 530 725	350 450 535 730	415 460 610 735	425 510 710 740	435 515 715
Heninger (Martin R.) Elementary	10	415					
Heroes Elementary	10	330 436 520 720	340 445 530 725	350 450 535 730	415 460 610 735	425 510 710 740	435 515 715
Hoover (Herbert) Elementary	10	330 436 520 720	340 445 530 725	350 450 535 730	415 460 610 735	425 510 710 740	435 515 715

Jackson (Andrew) Elementary	10	415					
Jefferson (Thomas) Elementary	10	415					
Kennedy (John F.) Elementary	10	330 436 520 720	340 445 530 725	350 450 535 730	415 460 610 735	425 510 710 740	435 515 715
King (Martin Luther Jr.) Elementary	10	415					
Lincoln (Abraham) Elementary	10	330 436 520 720	340 445 530 725	350 450 535 730	415 460 610 735	425 510 710 740	435 515 715
Lowell (James Russell) Elementary	10	415					
Madison (James) Elementary	10	415					
Martin (Glenn L.) Elementary	10	415					
Mitchell Child Development	10	330 436 520 720	340 445 530 725	350 450 535 730	415 460 610 735	425 510 710 740	435 515 715
Monroe (James) Elementary	10	415					
Monte Vista Elementary	10	415					
Muir (John) Fundamental Elementary	10	415					
Orange County Educational Arts Academy	55	415					
Pio Pico Elementary	10	415					
Romero-Cruz (Lydia) Elementary	10	415					
Roosevelt (Theodore) Elementary	10	415					
Santiago Elementary	10	415					
Sepulveda (Jose) Elementary	10	415					
Taft Elementary	10	330 436 520 720	340 445 530 725	350 450 535 730	415 460 610 735	425 510 710 740	435 515 715
Thorpe (Jim) Fundamental Elementary	10	415					
Walker (Adeline C.) Elementary	10	415					

Washington (George) Elementary	10	330	340	350	415	425	435
		436	445	450	460	510	515
		520	530	535	610	710	715
		720	725	730	735	740	
Wilson (Woodrow) Elementary	10	415					

Use these numbers to identify the type of facility where Pre-School Services (ages 3–5) are provided:

40–Home Instruction	45–Hospital Facility
61–Head Start Program	62–Child Development or Child Care Facility
63–State Preschool Program	64–Private Preschool
65–Extended Day Care Program	

**Certification of Annual Service Plan
 Fiscal Year 2019-20**

1. Check one, as applicable: <input checked="" type="checkbox"/> Single District <input type="checkbox"/> Multiple District <input type="checkbox"/> District/County		
Special Education Local Plan Area (SELPA) Code 3018	SELPA Name Santa Ana Unified School District	Application Date June 25, 2019
SELPA Address 1601 E. Chestnut Avenue	SELPA City Santa Ana	SELPA Zip code 92701
Name SELPA Director (Print) Mayra Helguera, Ed.D.		SELPA Director's Telephone Number (714) 558-5832
2. Certification by Designated Administrative And Fiscal Agency for This Program (Responsible Local Agency [RLA] or Administrative Unit [AU])		
RLA/AU Name Stefanie P. Phillips, Ed.D.	Name/Title of RLA/AU Superintendent (Type) Superintendent	RLA/AU Telephone Number (714) 558-5512
RLA/AU Street Address 1601 E. Chestnut Avenue	RLA/AU City Santa Ana	RLA/AU Zip code 92701
Date of Governing Board Approval June 25, 2019		

**Certification of Approval of Annual Service Plan Pursuant to California *Education Code*
 Section 56205(b)**

I certify that the Annual Service Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each district within the SELPA at least 15 days prior to the hearing.

The **Annual Service Plan** was presented for public hearing on June 25, 2019.

Adopted this 25th day of June, 2019.

Signed: _____
 RLA/AU Superintendent

For California Department of Education Use Only

Received by the State Superintendent of Public Instruction: Date: _____ By: _____

**Certification of Annual Budget Plan
 Fiscal Year 2019-20**

1. Check one, as applicable: <input checked="" type="checkbox"/> Single District <input type="checkbox"/> Multiple District <input type="checkbox"/> District/County		
Special Education Local Plan Area (SELPA) Code 3018	SELPA Name Santa Ana Unified School District	Application Date June 25, 2019
SELPA Address 1601 E. Chestnut Avenue	SELPA City Santa Ana	SELPA Zip code 92701
Name SELPA Director (Print) Mayra Helguera, Ed.D.		SELPA Director's Telephone Number (714) 558-5832
2. Certification by Designated Administrative And Fiscal Agency for This Program (Responsible Local Agency/Administrative Unit [RLA/AU])		
RLA/AU Name Stefanie P. Phillips, Ed.D.	Name/Title of RLA/AU Superintendent Superintendent	RLA/AU Telephone Number (714) 558-5512
RLA/AU Street Address 1601 E. Chestnut Avenue	RLA/AU City Santa Ana	RLA/AU Zip code 92701
Date of Governing Board Approval June 25, 2019		

**Certification of Approval of Annual Budget Plan Pursuant to California *Education Code*
 Section 56205(b)**

I certify that the Annual Budget Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each school within the SELPA at least 15 days prior to the hearing.

The **Annual Budget Plan** was presented for public hearing on June 25, 2019.

Adopted this 25th day of June, 2019.

Signed: _____
 RLA/AU Superintendent

**Annual Budget Plan
 Fiscal Year 2019-20**

The Annual Budget Plan shall identify expected expenditures for all items required by this part as listed below. The Standardized Account Code Structure (SACS) codes provide source information from the local educational agency (LEA) reporting.

	Reference/Label	Instructions	Estimated Totals
A	Funds received in accordance with Chapter 7.2 (commencing with California <i>Education Code</i> [EC] Section 56836) (Special Education Program Funding)	SACS Resource Code 6500 (State), 3300-3499 (Federal) 6512-6535 (General Fund)	\$52,974,100
B	Administrative costs of the plan	SACS Goal Code 5001 Function 2100	\$5,934,400
C	Special Education services to pupils with: (1) severe disabilities , and (2) low-incidence disabilities	SACS Goal Code 5710	\$834,074
		SACS Goal Code 5730	\$11,966,557
		SACS Goal Code 5750	\$50,097.603
D	Special education services to pupils with non-severe disabilities	SACS Goal Code 5770	\$67,402,668
E	Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments	Any SACS Goal Code with SACS Function Code 1130 ¹	\$4,792,329
F	Regionalized operations and services, and direct instructional support by program specialists in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2 (SELPA Program Specialists Funding)	SACS Goal Code 5050	\$0.00
		SACS Goal Code 5060	\$1,347,793
G	The use of property taxes allocated to the special education local plan area pursuant to <i>EC</i> Section 2572	Statement is included in Local Plan	

¹ Function Activity Classification can be found <http://www.cde.ca.gov/be/ag/ag/yr08/mar08item24a6.doc>

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Received by the State Superintendent of Public Instruction: Date: _____ By: _____

12. Regular Agenda - Action Items

Subject	12.2 Local Control Accountability Plan Approval
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	Action
Preferred Date	Jun 25, 2019
Absolute Date	Jun 25, 2019
Fiscal Impact	No
Budget Source	No Fiscal Impact
Recommended Action	Approve the Local Control Accountability Plan.
Goals	<p>GOAL 1 - All students will have equitable access to a high-quality core curricular and instructional program (BASE and ALL STUDENTS)</p> <p>ACTION 1.1 - Provide equitable student access to a high quality rigorous, CA state standards-based, core instructional program with CA standards aligned instructional materials, differentiated academic supports, aligned assessments, and technology-based resources.</p> <p>SERVICES 1.01004 Assessment measures</p>

AGENDA ITEM BACKUP SHEET

TITLE: Approval of Local Control Accountability Plan

ITEM: Action

SUBMITTED BY: Sonia R. Llamas, Ed.D., L.C.S.W., Assistant Superintendent, K-12 School Performance and Culture

ITEM SUMMARY:

Districts are required to hold one public hearing to discuss and adopt their LCAPs.

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval of the Local Control Accountability Plan (LCAP).

RATIONALE:

A public hearing was approved at the June 11, 2019 Board meeting. The purpose of the public forum was to solicit recommendations and comments regarding the Local Control Accountability Plan. The LCAP is intended to ensure school districts provide a high-quality instructional program for all students, and to ensure students leave our schools college and career ready. The LCAP is required to address eight priorities outlined by the state: basic services, implementation of Common Core State Standards, course access, student achievement, parental involvement, student engagement, school climate, and other student outcomes.

FUNDING:

No Fiscal Impact

RECOMMENDATION:

Approve the Local Control Accountability Plan.

SL:sz

File Attachments
LCAP FINAL MERGED.pdf (4,306 KB)

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

Developed by the California Department of Education, December 2018

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Santa Ana Unified School District
CDS code:	30-66670-0000000
LEA contact information:	Sonia R. Llamas, Ed.D., L.C.S.W.
Coming LCAP Year:	2019-20
Current LCAP Year	2018-19

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

Projected General Fund Revenue for the 2019-20 LCAP Year	Amount
LCFF Base grant	\$ 389,989,748
LCFF supplemental & concentration grants	\$ 127,088,467
Total LCFF funds	\$ 517,078,215
All other state funds	\$ 85,103,191
All local funds	\$ 4,565,809
All federal funds	\$ 43,122,828
Total Projected Revenue	\$ 649,870,043

Total Budgeted Expenditures for the 2019-20 LCAP Year	Amount
Total Budgeted General Fund Expenditures	\$ 697,395,138
Total Budgeted Expenditures in LCAP	\$ 800,834,835
Total Budgeted Expenditures for High Needs Students in LCAP	\$ 56,697,957
Expenditures not in the LCAP	\$ (103,439,697)

Expenditures for High Needs Students in the 2018-19 LCAP Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$ 42,345,436
Estimated Actual Expenditures for High Needs Students in LCAP	\$ 35,701,054

Required Prompt(s)	Response(s)
<p>Briefly describe any of the General Fund Budget Expenditures for the LCAP year not included in the LCAP.</p> <p>The amount budgeted to increase or improve services for high needs students in 2019-20 is less than the projected revenue of LCFF supplemental and concentration grants for 2019-20. Provide a brief description of how the actions/services in the LCAP will meet the requirement to improve services for high needs students.</p>	<p>SAUSD has an unduplicated pupil percentage of 86.13%, therefore, the LCFF Supplemental and Concentration grant funding will be expended on a district-wide basis, as allowed for in 5 CCR 15496 and as described in the LCAP. The District's strategic goals maintain the focus of and coherence among the District's educational programs and services. All LCFF Supplemental and Concentration fund allocations align with the District's four strategic goals.</p>
<p>The total estimated actual expenditures for actions and services to increase or improve services for high needs students in 2018-19 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2018-19.</p>	<p>Because over 85% of our students are included in the unduplicated sub-group calculation, the majority of services have been identified as servicing all students. The level of funding provided to high needs students is, therefore, underrepresented in the current year. To more closely align with the State definition of high need students, the 2019-2020 action scopes will be adjusted. In the 2019-20 school year, the scope of actions have been adjusted to more closely align with the State's definition of unduplicated sub-groups. This realignment has resulted in a significant increase in funding earmarked to meet the needs of our "high needs" students for the 2019-20 year when compared to the 2018-19 school year. Students with disabilities receive services primarily within action 1.9. Students with disabilities who are also identified as English learners, low socio-economic status, homeless and/or foster youth also receive services within the designated "high need" actions that pertain their to unduplicated status sub-group identification(s).</p>

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Ana Unified School District

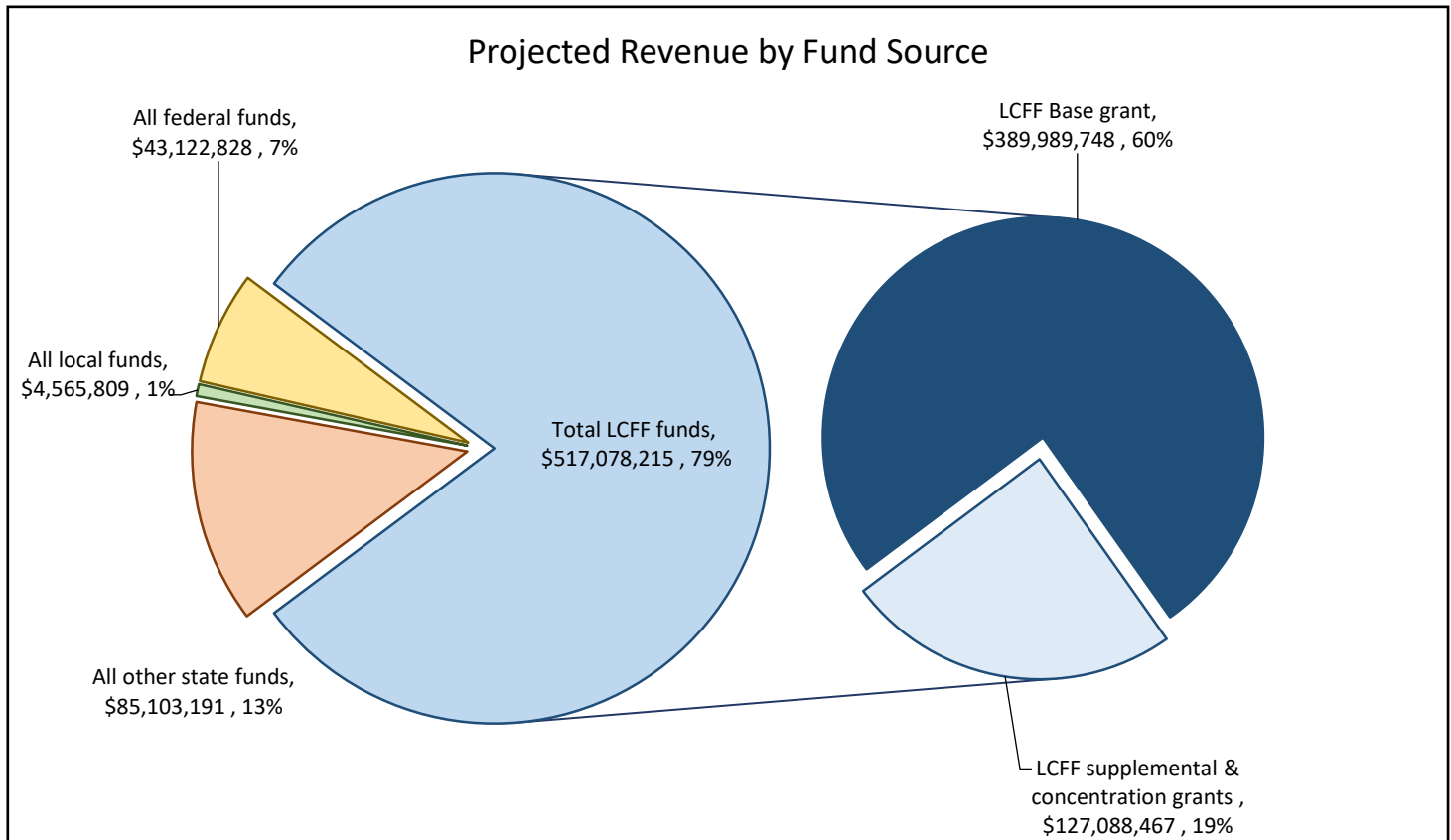
CDS Code: 30-66670-0000000

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Sonia R. Llamas, Ed.D., L.C.S.W.

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

Budget Overview for the 2019-20 LCAP Year

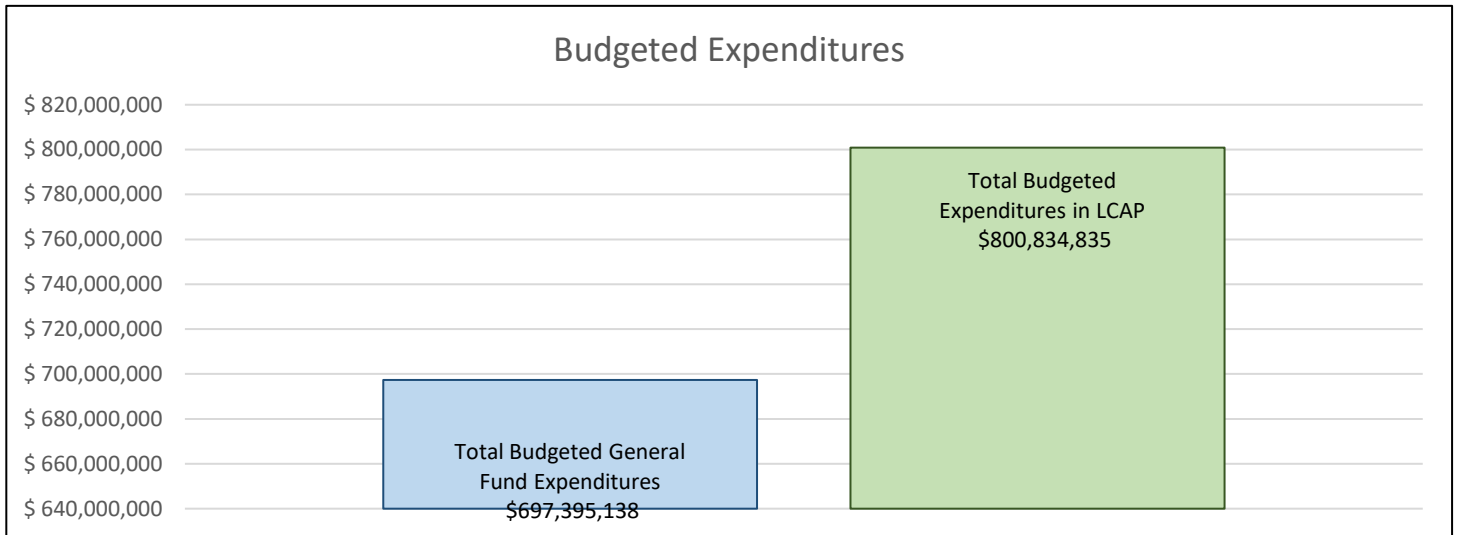


This chart shows the total general purpose revenue Santa Ana Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Santa Ana Unified School District is \$649,870,042.54, of which \$517,078,215.00 is Local Control Funding Formula (LCFF), \$85,103,190.74 is other state funds, \$4,565,808.98 is local funds, and \$43,122,827.82 is federal funds. Of the \$517,078,215.00 in LCFF Funds, \$127,088,467.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



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

Santa Ana Unified School District plans to spend \$697,395,138.32 for the 2019-20 school year. Of that amount, \$800,834,835.00 is tied to actions/services in the LCAP and \$-103,439,696.68 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

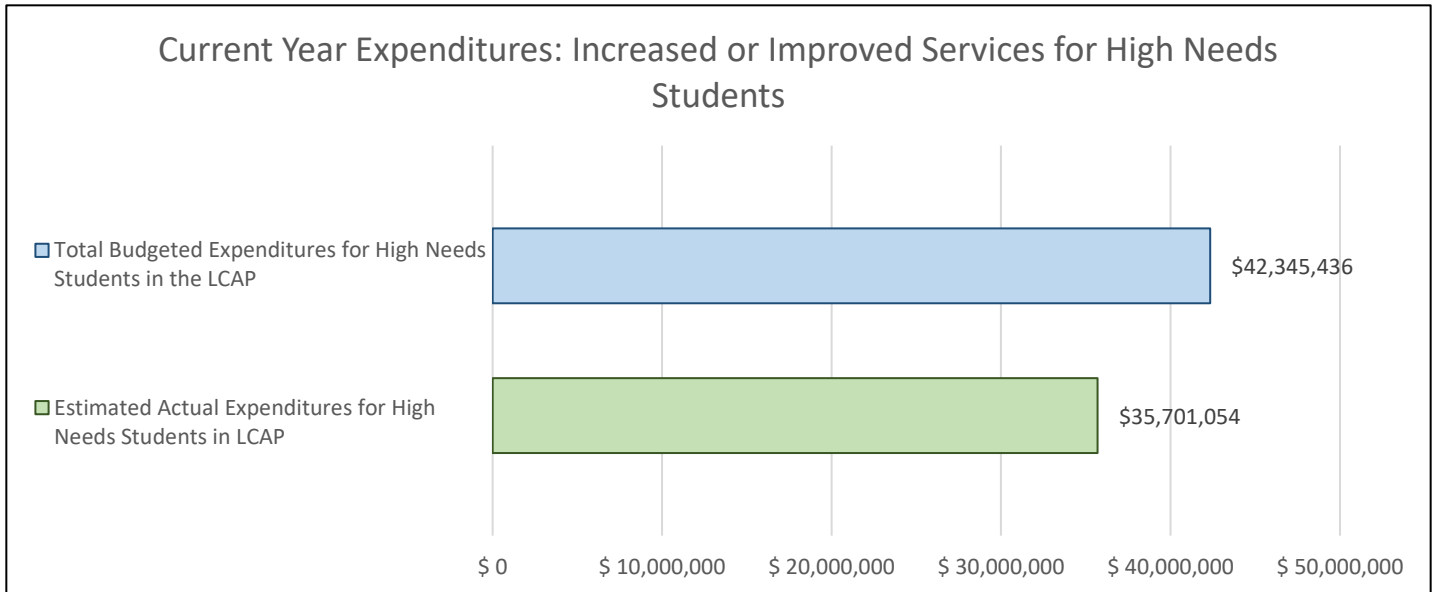
Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Santa Ana Unified School District is projecting it will receive \$127,088,467.00 based on the enrollment of foster youth, English learner, and low-income students. Santa Ana Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Santa Ana Unified School District plans to spend \$56,697,957.31 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

SAUSD has an unduplicated pupil percentage of 86.13%, therefore, the LCFF Supplemental and Concentration grant funding will be expended on a district-wide basis, as allowed for in 5 CCR 15496 and as described in the LCAP. The District's strategic goals maintain the focus of and coherence among the District's educational programs and services. All LCFF Supplemental and Concentration fund allocations align with the District's four strategic goals.

LCFF Budget Overview for Parents

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



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

In 2018-19, Santa Ana Unified School District's LCAP budgeted \$42,345,436.05 for planned actions to increase or improve services for high needs students. Santa Ana Unified School District estimates that it will actually spend \$35,701,053.53 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$6,644,382.52 had the following impact on Santa Ana Unified School District's ability to increase or improve services for high needs students:

Because over 85% of our students are included in the unduplicated sub-group calculation, the majority of services have been identified as servicing all students. The level of funding provided to high needs students is, therefore, underrepresented in the current year. To more closely align with the State definition of high need students, the 2019-2020 action scopes will be adjusted. In the 2019-20 school year, the scope of actions have been adjusted to more closely align with the State's definition of unduplicated sub-groups. This realignment has resulted in a significant increase in funding earmarked to meet the needs of our "high needs" students for the 2019-20 year when compared to the 2018-19 school year. Students with disabilities receive services primarily within action 1.9. Students with disabilities who are also identified as English learners, low socio-economic status, homeless and/or foster youth also receive services within the designated "high need" actions that pertain their to unduplicated status sub-group identification(s)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Santa Ana Unified School District	Sonia R. Llamas, Ed.D., L.C.S.W. Assistant Superintendent, K-12 School Performance and Culture	sonia.llamas@sausd.us (714) 558-5503

2017-20 Plan Summary

The Story

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

Founded in 1888, the Santa Ana Unified School District is the seventh largest school district in the State of California and the largest district in Orange County, providing education services to approximately 48,000 students, TK-12, in 56 schools, and is the second largest employer in Santa Ana, providing job opportunities to approximately 4000 employees. There are thirty-six elementary schools, nine intermediate schools and seven high schools, six traditional comprehensive high schools and two early college high schools with one located on the campus of Santa Ana College. SAUSD also offers three Educational Options schools, one dependent charter, one Deaf and Hard of Hearing Resource Center, three Early Childhood Education Programs, Workability Program, Adult Transition Program and one Early Learner Childhood Education Special Needs Developmental Center. Offering a multitude of educational programs, including 39 career focused academies and pathways within 15 industry sectors, we prepare student for college, career and beyond and develop their capacity to be critical problem solvers with the soft skills also necessary to navigate the demands of today's workforce such as: social awareness, collaboration, effective communication, technical literacy, integrity and community engagement with a social justice lens. Ninety-six percent of our students are Hispanic, with 1.9% being Asian and 2.0% Other. Approximately 45% of SAUSD students are English learners. Spanish, Vietnamese, and Khmer are the most common languages spoken at home. Approximately 87% of the SAUSD student population are designated as coming from low-income families.

The Santa Ana Unified School District Board of Education Vision and Mission reflect the district path to providing a rigorous academic program with career based learning and workplace experience to ensure all students are college and career ready and prepared to assume the role as part of the global community. We work collaboratively with staff, parents and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career. We assure well-rounded learning experiences which prepare our

student for success. We engage, inspire and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

#WEARESAUSD

LCAP Highlights

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

The Local Control Accountability Plan (LCAP) provides four goals with specific action steps required to support the goals we have for all students.

The SAUSD Strategic Goals: The District's four strategic goals provide overarching focus and coherence of the District's educational programs and services. All LCFF supplemental/concentration fund allocations align with the District's four strategic goals.

The new features of the 2019-2020 LCAP are:

In response to Stakeholder input greater emphasis has been placed on early learning, college and career readiness, and an alignment of systems focusing on expectations for student achievement. Emphasis will continue to be placed on communication and collaboration processes which fosters parent and community engagement to establish clearer transparency at all stakeholder levels. Our internal LCAP process has allowed for SAUSD, as a system, to identify the specific goal and actions that each expenditures supports. With the establishment of a comprehensive Data Warehouse which allows for integration of multiple data metrics within the areas of academic, social emotional and behavior and attendance, SAUSD is now able to disaggregate data by subgroup, demographics, grade level, and isolate data by District, school, classroom and student level.

Goal 1: All Students will have equitable access to a high-quality core curricular and instructional program.

- Continue professional development and coaching to support the adopted ELA/ELD and Mathematics curriculum and materials
- Expand preschool and other early literacy efforts including preschool classrooms, full day Kindergarten with reduced class size and Early Edge Early Kindergarten program
- Continue the expansion of early learning initiatives outlined in our Early Learning Framework through community partnerships and school site Early Learning Plans
- Extend college and career elementary to intermediate to high school pathways by expanding CTE options, dual language immersion programs, AVID school sites, and International Baccalaureate (IB) programs
- Refine Key Performance Indicators to mirror California Dashboard and local Dashboard indicators
- Develop and expand Data Warehouse system to provide prompt, accurate and easily accessible data to support classroom, site and district level decision-making
- Restructure and align staff and resources in Educational Services to meet needs of Special Education, Teaching and Learning and School Performance and Culture
- Develop program overview documents for core components of the educational program: Core Academic Program, EL Master Plan, VAPA Strategic Plan, SAUSD Technology Plan.
- Develop Special Education Professional Development catalog to increase collaboration to best meet the needs of all students

Goal 2: Establish collaboration and communication across all levels to support and promote engagement and school connectedness amongst students, staff, families and community.

- Maintain 56 fully staffed elementary, intermediate and high schools site wellness centers to support all stakeholders with resources to improve communication and collaboration in order to increase academic, behavioral, health and social emotional outcomes for children and their families
- Expand Dual Enrollment offerings across the district
- Collaborate at the District level to foster cross-departmental communication to advance alignment of system
- Continue collaboration with Community and Higher Education partnerships to provide field trips, college recruitment opportunities (i.e. college recruiter connections, college nights, FAFSA late nights, application review/completion, and scholarships), CTE pathway development, high quality teacher retention and support strategies, and extended learning opportunities
- Improve promotion of District successes and specialized programs such as dual language, Speech and Debate, CTE pathways, IB, restorative practices, after school programs, intramural sports, mental health services, preschool, and wellness center resources, etc.
- Increase opportunities to develop biliteracy including dual immersion expansion, additional world language courses including American Sign Language, and a “Language Program for a Multilingual SAUSD” course
- Maintain sports program at all intermediate schools to support student engagement in extra-curricular activities.
- Restructure extended learning program, based on parent and student feedback, to provide additional tutoring, homework assistance and extracurricular variety
- Establish "Ready 360" TK/Kindergarten extended learning program to provide developmentally appropriate enrichment and early learning opportunities

Goal 3: Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.

- Continue alignment of board policy and administrative regulations to support safe and inclusive schools
- Continue to recruit and develop new partnerships with community agencies to increase mental health, restorative practices and violence prevention in schools
- Embed trauma informed practices in all schools
- Sustain i3 Safe Schools grant strategies for effective implementation of Positive Behavior Intervention and Supports (PBIS) and restorative practices with fidelity in order to ensure a positive school climate that promotes social emotional wellness
- Deliver social emotional learning curriculum to ensure Universal Tier 1 support for students
- Sustain professional development and preparedness in the area of emergency response and procedures to support site to district communication in the event of a disaster or critical incident
- Train various support staff professionals in using Non-Conflict Intervention (NCI)
- Continue cross collaboration with Educational Service departments (Special Education, Pupil Support, School Climate, Extended Learning) and School Police to enhance positive relationships with students, parents and community
- 12 Platinum, 6 gold and 33 silver PBIS Exemplar Recognition Awards by California Department of Education

Goal 4: Implement a robust Multi-Tiered System of Support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-emotional learning (SEL) needs.

- Develop program overview documents for MTSS Framework, vision and mission inclusive of academic, social-emotional and behavioral components with tiered educational program and student intervention flow charts utilizing evidence-based screening, progress monitoring and diagnostic measures and Tier 1/2/3 team structures, documentation, and procedures; SEL Framework with Core Competencies, vision and mission
- Implement District level MTSS Action Plan with MTSS Leadership Team oversight and sub-committee teams to review and streamline targeted evidence-based academic, behavior and social emotional structures, supports and resources that are informed by appropriate screening, progress monitoring and diagnostic tools
- Alignment of Student Success Teams (SST), Coordination of Services Team (COST), and Section 504 Service Plan within a digitized platform
- Continue in California Scale UP MTSS Statewide Training Initiative (SUMS), Sustaining Cohort, in order to restructure systems of support in the areas academic, behavior and social emotional learning
- Recruit and develop new partnerships with community agencies to increase restorative practices and violence prevention in schools for students in need of Tier 2 and 3 interventions
- Continue to provide students who require additional ongoing support with mental health counseling by expanding community agencies partnership and internal mental health clinicians
- Continue implementation of the i3 Safe Schools grant to increase access to schools for Positive Behavior Intervention and Supports (PBIS) and restorative practices to targeted subgroups
- Expand support to foster and homeless students and their families through tutorial programs, field trips, monthly leadership and establishing Youth Opportunity Leadership Organization (YOLO) at targeted elementary sites
- Provide and maintain differentiated expanded services/supports for identified high need schools identified on the California Dashboard (CSI, ATSI)
- Use of tutoring hours to support targeted intervention with students in need of academic support

Review of Performance

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

Greatest Progress

State Priorities –

Priority 1 – Basic Conditions of Schools

- School facilities are continually maintained and have been improved with completed construction of the Mitchell Child Development Center, Valley High School portable to permanent building addition, Central District Wellness Center at Lathrop Intermediate School, and Santa Ana High School Kitchen and Renovation.

- LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all school sites and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable
- LEA provides information annually on progress towards meeting this standard to its local governing board at a regularly scheduled board meeting and to stakeholders and the public through the Dashboard

Priority 2 – Implementation of the State Academic Standards

- Professional Development and support provided for adopted instructional materials in Mathematics (year 2) and ELA/ELD (Year 1) with curriculum maps, frameworks, and supplemental lessons/supports
- ELD Intervention has been fully adopted with ongoing training opportunities for teachers including individual training to meet teacher needs
- Career Technical Education (CTE), Health, Visual and Performing Arts (VAPA) and Physical Education (PE) frameworks, standards and teaching training has occurred and is ongoing.
- The new Data Warehouse allows the District to utilize a single space to integrate data from disparate sources; stores current and historical data in one place; commonly integrated with a dashboard tool for analysis and reporting; powerful tool to monitor data and evaluate programs; creation of tailored dashboards to reflect KPI's, LCAP metrics, and family and community engagement (FACE) dashboard creation

Priority 3 – Parent Engagement

- Parent engagement/education courses offered at all schools K-12
- Significant parent engagement and survey participation on the California School Parent Survey (CSPS) with 15,983 parents completing the survey
- On the CSPS, 90% or more parents agree/strongly agree that schools allow input and welcome parent contributions, encourage parents to be an active partner, feel welcome to participate at school, and are treated with respect
- Establishment of 57 Wellness Centers with Community Workers/Liaisons
- Hired a Coordinator of Family and Community Engagement
- School Climate Parent Institute was developed and implemented in January 2019 to provide parents opportunity to learn about PBIS and Restorative Practices
- Community Parent Sessions with SAUSD Police Department "Stay Connected" to highlight trends in the community and in schools

Priority 4 – Academic Indicators

- College Readiness ELA has been maintained as well with 36% for ELA and 19% for mathematics in 2018
- EL Redesignation rate increased from 61% in 2014 to 66% in 2017 to 70% in 2018
- Maintained status on the English Learner Progress Indicator on the CA School Dashboard
- 3rd grade foundational reading is at 30% as measured by DIBELS Next
- In ELA, the Dashboard results for All Students show an overall performance increase within the Yellow category, at 50.4 points below Level 3 with an increase of 3.4 points from the previous year

Priority 5 – Chronic Absence Indicator/ Graduation Rate Indicator

- Maintained high attendance at 96.7% in 2018
- California Distinguished Model School Attendance Review Board (SARB)
- 2018 Chronic absentee rate of 7.1% in 2018
- 93% of SARBed K-8 students completed the current and subsequent years successfully
- 54% of post-SARB students are no longer chronically absent up to 4 years later

- Dashboard for 18-19 indicated 100% graduation rate for foster care students
- 787 student participated in College Spring SAT Prep

Priority 6 – School Climate/Suspension Rate Indicator

- Reduced student suspension rates from 7% in 2012 to 3.3% in 2018
- Maintained low expulsion rate of 0.04% in 2018
- Trainings to increase positive classroom climate were provided for teachers, parent trainings were provided at various schools and parent events
- School Climate Liaisons initiated training at their prospective school sites, training over 3000 staff in PBIS and Restorative Practices
- PBIS state recognition: 12 Platinum schools, 6 Gold schools, 33 Silver schools; including 3 of the 6 State recognized high schools
- Site visits and consultations done at 50% of the schools in the district to enhance COST and PBIS team implementation and effectiveness
- Creation of Diversion Program with SAUSD PSS and School Police
- Established SAUSD Mental Health Services Team consisting of Mental Health Coordinator and 6 School Social Workers
- All schools completed We Care suicide prevention training for staff
- Mcfadden Intermediate School highlighted as a CDE Brightspot for SEL and Trauma Informed Practices.

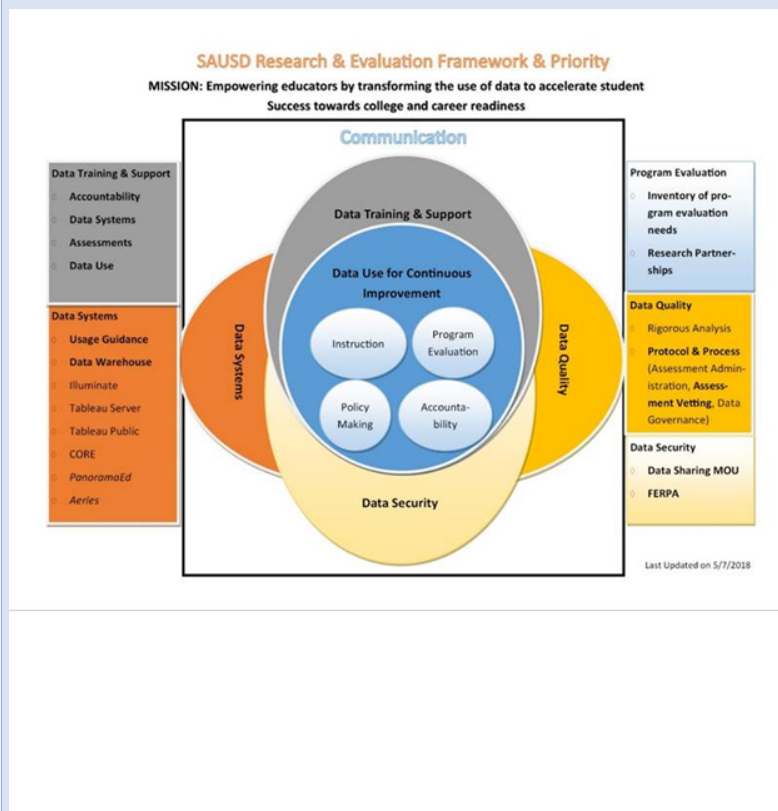
Priority 7 – Broad Course of Study/College/Career Indicator

- Expanded Speech and Debate Program resulting in many finalists at all levels including SAUSD's first Speech and Debate Middle School National Champions
- E-Sports expansion at Century High School
- Increased Dual Enrollment opportunities at all high schools with the "College Now" program Early College at Century and Godinez
- Increased Advance Placement/Dual enrollment/ IB course access from 30.3% in 2017 to 34% in 2018
- Expanded CTE Pathways at high schools, intermediate and elementary schools
- Increased Post-secondary enrollment of 80% (2018)
- CSUF/UCI Parent Outreach Program – Personal SAUSD welcoming campus tours to all accepted students and family members
- College Success Initiative – Hiring of CSUF & UCI undergraduate students to support with College Applications/FAFSA/Scholarships/Award Letters
- Summer College Success Initiative – Hiring of undergraduate students to prevent summer melt and support transition to CSUF
- SAC Early Decision registration for all 12th grade students
- Provided Fall 2018 CSUF Orientation Scholarships to 2018 graduates
- Provided 2019 CSUF Application Fee Scholarships to 2019 12th grade students
- Community College, UC, Cal State, and Private University campus tours for 8-12th grade students
- SAC, OCC, and IVC Career Pathway program tours for 11th & 12th grade students
- Northern California College Campus Tours - 11th & 12th grade students (at no cost to SAUSD families)
- National Collegiate Athletic Association (NCAA) mandatory training for all SAUSD Counselors/Higher Ed. Coordinators
- Counselor/Higher Education Coordinator/Assistant Principal Professional Development in American School Counselor Association (ASCA) National Model and Multi-Tiered Multi-Domain System of Supports (MTMDSS), with a focus on Tier 1 and Tier 2 & 3 Interventions; Creating team SMART Goals that align with district/site strategic plans &

student outcome data; Development of Comprehensive School Counseling Curriculum; Development of SAUSD School Counseling Program Handbook; School site coaching to support action plans

- Over 2,500 students, families', SAUSD employees, community members, and college representatives, participated in the SAUSD College Fair

SAUSD is committed to the academic and social emotional growth of all students and will maintain and build on the success by continuing to provide focus on 21st century instruction and outcomes, to support all students at all grade levels. A systemic approach will be used in the upcoming years to ensure alignment across the LEA. Higher Education Institutions, community agencies and parents will be engaged to ensure our students are provided the needed resources to ensure that they receive the supports needed to reach their full academic, career and social emotional capacities.



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

Greatest Needs

Although, per the California School Dashboard, SAUSD has maintained from 2017 to 2018 in the Academic Indicators in Mathematics with All Students at 71.7 points below level 3, SAUSD is Orange for All Students in Mathematics. In addition, Algebra readiness, while maintained, was only met by 37.5% (2017) and 37.0 (2018) and Algebra I, while also maintained, was only met by 31.5% (2017) and 31% (2018). 2017-18 ACGR results show a decrease in graduation rate from 90.8% to 88.0%. There is an increase in the percentage of students who did not graduate, but are still enrolled (from 3.0% to 3.8%). There is also an increase in the percentage of students who earned a Special

Education Certificate of Completion (from 1.1% to 1.7%) and these students are not counted as graduates in the overall ACGR. There is a corresponding increase in the dropout rate from 4.6% to 5.9%. The increase in dropout rates is attributed largely to an increase in the number of truant students (from 21 to 41) and an increase in the number of students who completed grade 12 without a diploma and did not re-enroll in school (from 73 to 100).

Per our dashboard results, we have student groups in the Red or Orange category for the following indicators:

Academic Indicator Math (2017-18):

- Red: students with disabilities, foster youth, homeless
- Orange: English learners, socioeconomically disadvantaged, African American, American Indian, Hispanic, Pacific Islander, White

Graduation Rate (2017-18):

- Orange: English learners, Hispanic, Homeless, Socio-economically Disadvantaged
- Red: Students with Disabilities

SAUSD did not conduct a comparative needs assessment of resources for student subgroups from school to school. Beginning at the first launch of the CA Dashboard, we did implement a needs assessment and support plan for schools identified as falling in the red category on the dashboard for overall performance in each of the measured areas (i.e. ELA, Math, Suspension Rate, & English Learner progress). This internal system provided additional resources to schools. Schools received "transformation grants" ranging from \$100,000 - \$200,000 that allowed sites to match additional funding to site identified needs.

SAUSD's MTSS Leadership Team continues to focus on installing tiered supports and data indicators to address identified needs in mathematics, ELA, behavior, and absenteeism. We have continued to maintain our focus through our English Language Learner Task Force to identify strategies and professional development needed to better support the reclassification of our students within five years of arrival in our schools. In ELA, our early literacy focus will be augmented by the addition of full day kindergarten with lower student/teacher ratios as well as a pilot of the Early Edge program, a Pre-K program for students who miss the TK birth date cut off. Early learning and literacy intervention at the secondary level are key priorities to improve student outcomes in ELA. The Literacy Task Force recommends instructional strategies to ensure that students receive supports to learn to read with high level of comprehension. Through our MTSS process, we have established universal screening tools for ELA and Mathematics in order to identify students in need of Tier 2 and 3 interventions, supports and resources. Timely identification of student need and provision of intervention and differentiated supports will address the needs of all student groups, particularly students with disabilities, foster youth, homeless, English learners, socioeconomically disadvantaged, African American, American Indian, Pacific Islander, White, and Hispanic students. In the 2019-2020 school year, we expect to select progress monitoring and diagnostic tools for ELA and mathematics as well.

SAUSD's curriculum specialists continue to provide the necessary training and coaching needed to support the implementation of the SAUSD adopted College Preparatory Mathematics program which addresses algebraic thinking for grades 6-Algebra 2 and the Houghtin-Mifflin/Harcourt Math Expressions for grades K-5 which provides a balance of mathematical rigor, conceptual understanding, and problem solving applications as well as an on-line adaptive learning program. To improve ELA, we will continue to support effective implementation of our newly adopted adopted ELA/ELD curriculum for all grade levels. In addition, the iLit and ELL core replacement programs

have been purchased to address the needs secondary level English learners, and struggling readers who are reading at or below the second grade level. This program is provided to students who meet the academic criteria who are within each sub-group and ethnicity group including students with disabilities, English learners, foster youth, homeless, and socio-economically disadvantaged students.

To address the continued need to reduce suspensions for our English learners, foster youth, homeless, students with disabilities, Pacific Islander, White, American Indian, and African American, SAUSD will continue to expand and refine restorative practices, PBIS strategies, MTSS tiered supports in order to provide culturally responsive and trauma informed services, alternatives to suspensions and SEL. District leadership and support will focus on providing schools with the structures and resources necessary to improve our indicators on the Dashboard. As part of the MTSS action plan, a Social Emotional Learning curriculum will be provided for Elementary and Intermediate schools that addresses the District identified core competencies. Schools will be identified based on Dashboard indicators, to receive additional support in the forms of professional development, supplemental curriculum and/or additional personnel such as a TOSA, counselor, academic content coach, etc. based on areas of need. In addition, directors representing various Educational Services departments are collaboratively analyzing student transcripts, grading data trends, policies, program and support structures for best first instruction and credit recovery options to address root causes for student who do not graduate on time which will inform necessary adjustments to increase graduation rate.

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

Performance Gaps

Student groups who were two or more levels below the "All Students" include African American for Suspension Rate as well as English learners, foster youth, homeless and students with disabilities for ELA. SAUSD did have a number of student groups that were one performance level below the “all student” performance. We will monitor the following indicators and student groups to ensure that we are close performance gaps and achieve our desired results.

- Graduation rate (2016-17)

Orange: All students

Red: Students with disabilities

- Academic Indicator – ELA (2017-18).

Yellow: All students

Red: students with disabilities, English learners, foster youth, homeless

Orange: Socioeconomically disadvantaged, American Indian, Pacific Islander

- Suspension Rate (2017-18):

Yellow: All students

Orange: English learners, foster youth, homeless, students with disabilities, American Indian, Pacific Islander, white

Red: African American

- College and Career

Yellow: All students

Orange: English learners, foster youth, homeless

Red: Students with disabilities

The LEA's newly adopted core Mathematics (2nd year) and ELA (1st year) curriculum programs include differentiation strategies to support English learners and students with disabilities. On-going professional development has been provided to build teacher capacity to utilize these differentiation strategies and implement a high quality core program to support high levels of academic gains for all students. Cultural responsive pedagogy and trauma informed care continue to be infused into the instructional program through restorative practices and PBIS implementation. These supports are designed to support fragile populations including students with disabilities, homeless, foster youth, and American Indian groups. These initiatives will improve the academic performance in ELA and mathematics, reduce the suspension rate, and increase the graduation rate for these sub-groups. Overall, the LEA has a low rate of suspension, however, the African American subgroup is Red and English learners, homeless, foster youth, students with disabilities, American Indian, Pacific Islander and white subgroups are Orange in this area. SAUSD will roll out its MTSS action plan in the 2019-2020 school year. The MTSS plan will align systems with an emphasis on data driven decision-making to support tiered 2 and 3 intervention needs in the areas of academics, social emotional learning, behavior and chronic absenteeism. The LEA continues the expansion of a full inclusion model to ensure that students with disabilities receive access to grade level standards. Initial data for the students in a full inclusion model is promising in both academic and social emotional measures. Additionally, our students will receive extended learning time through after school and Saturday intervention, and both credit recovery and enrichment summer programs. Another area where there is a gap in performance is in the area of suspensions for two subgroups of students. The Trauma Informed Practices Pilot has been established to install the necessary supports to decrease suspensions within all subgroups, particularly for students with disabilities and African American students.

Teacher quality is a significant influence on student learning. Comprehensive professional learning and professional development specifically targeted to improving instruction and assessment of EL students is being implemented to address the gap area. Also the districts' instructional materials adoption plans are expected to address this need. Instructional materials adoption for high schools as well as recent ELA intervention material at the secondary level and associated professional development is expected to improve student academic outcomes. The district will continue to focus on instructional strategies beneficial to our EL population, as well as classroom walk-throughs to support and monitor frequency and quality of implementation of the EL Master Plan, master schedule structural supports, site EL coordination of services, and coordinated EL practices. In addition both EL and SPED teams are investigating and improving support structures and operational systems to ensure that students are appropriately placed and provided the accommodations needed for testing as well as strategies to enhance acquisitions of written and oral language.

In addition, the Educational Services team under the guidance of the Special Education team has created a action plan to address the performance gaps with students with disabilities. The district will continue to focus on effective instructional strategies and continue to train classified and certificated staff to meet the need of our students. In reviewing disaggregated data, a focus on social emotional learning and wellness will be integrated to ensure student's connectedness to school and their ability to persevere through challenging material academically and social emotionally.

Comprehensive Support and Improvement

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

Schools Identified

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

The following schools were identified as needing Comprehensive Support and Improvement:

Intermediate: Spurgeon, Willard

High School: Lorin Griset, REACH

CSI Low Performing: REACH, Spurgeon, Willard

CSI Grad Rate: Lorin Griset

Support for Identified Schools

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

Currently, CSI identified schools will begin a comprehensive needs assessment to identify the targeted areas of need. The District will be allocating CSI Grant funds to these sites in the amount of \$690,000. These funds will be used to provide professional development opportunities, subs, instructional coaches, demonstration teachers and instructional assistants. A review of Dashboard data reflects the need to support our teachers in understanding how to differentiate instruction for two major sub-groups: Students with Disabilities and English Learners. A coaching team with a content expert, an ELA/ELD expert, and an Education Specialists (Special Education) will provide team coaching experiences. A plan to engage current support staff in planning for 2019/2020 school year is in place, and Ed. Services Leadership will work to align schedules. In addition to the Leadership Cycle and monthly administrator professional development, administrators at "Dashboard schools" will form a cohort to learn strategies and practices of turnaround schools. We will begin 2019/2020 with our current coaches, and post new positions in late April/early May. This allows schools to advertise vacancies that may occur. Ensuring personnel requisitions move expediently along the pipeline will be critical. Lastly, individual coaching opportunities will be structured with targeted teacher groups (revealed via an analysis of data). Both Willard Intermediate and Spurgeon (now Romero Cruz Academy) received differential funding as a result of this initiative. Sites also were supported with a series of district-supported initiatives targeted at schools in the red on the dashboard, including both the assignment of an instructional coach in the areas of identified need and the selection of "demonstration teachers" - site-based classroom teachers who receive a stipend to support classroom demonstration lessons and additional teacher leadership

responsibilities. Furthermore, effected schools received additional FTE support, primarily in the area of administrative support." We are currently moving forward to contract an external partner to do an independent, comprehensive needs assessment at our four CSI schools, with a delivery date prior to fiscal end June 2019.

Integrating & Leveraging Resources & Initiatives

Support Needs	Department Personnel	In-kind Resources
Suspension Chronic absenteeism Graduation Rate Homeless Low Socio	<ul style="list-style-type: none"> ●Pupil Support Services ●School Performance and Culture ●Restorative Practices staff ●Transition Support Services ●School Counselors 	<ul style="list-style-type: none"> ●PBIS ●i3 Grant coaching ●"Why Attendance Matters," Parent Tools ●College Promise: Santa Ana Adelante! ●APEX Alternative Learning Program ●Cal-Safe Program for Teen Parents ●Engage 360 ●Nutrition Education, Student wellness ●FACE, Wellness Centers, Parent Conference
Content Areas	<ul style="list-style-type: none"> ●English Learner Programs & Student Achievement ●Research & Evaluation ●Curriculum Specialists ●MTSS Program Specialists ●TIPS 	<ul style="list-style-type: none"> ●CORE: Improvement Science ●ELPAC- Data Dive and instructional decisions ●TIPS annual PD conferences ●Textbook training ●PD: Systematic ELD, SIPPS, Adolescent Solutions, etc. ●Multi-Tiered Systems of Support (MTSS) ●GATE, AP, AVID, CTE Pathways
Special Ed.	<ul style="list-style-type: none"> ● Education Specialists ● PD Providers ● SPED Coordinators 	<ul style="list-style-type: none"> ●Community Advisory Committee ●PD: Co Teaching, Non-violent Crisis Intervention, Autism Spectrum, Applied Behavior Analysis, Unique Learning System, IEP Goal Writing, UDL, MTSS, etc.

Monitoring and Evaluating Effectiveness

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

SAUSD will develop a dashboard for these respective school site to ensure that progress is made in their area of need. In addition, their KPI teams will meet quarterly with their Instructional Leadership Teams to ensure that the plan is being implemented with fidelity. Data driven adjustments will be considered with the support of the Educational Services division and Research and Evaluation District team. A dashboard of LCAP Metrics have been created on the Hoonuit data warehouse along with internal creation of Tableau dashboard systems to enhance our principal's ability to navigate growth and needs of their respective school sites.

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Tableau Dashboards

CA Dashboard Summary

Fall 2018 California School Dashboard Summary Results

District-level: All Indicators

To learn more about the CA School Dashboard, visit <https://caschooldashboard.org>

Performance Levels
Highest
Lowest

	ELA	Math	Suspension	Chronic Absenteeism (K-8)	Grad Rate	CCI
All Students	Status: Low -50.4 Change: Inc 3.4	Status: Low -71.7 Change: Maint 0.6	Status: Med 3.3 Change: Maint 0.0	Status: Low 4.2 Change: Inc 0.5	Status: Med 88.3 Change: Dec -1.9	Status: Med 38.3 Change: Maint -1.8
English Learners	Status: V. Low -73.4 Change: Maint 0.7	Status: Low -88.3 Change: Maint -2.5	Status: Med 3.7 Change: Inc 0.5	Status: Low 4.5 Change: Inc 0.8	Status: Med 80.6 Change: Dec -1.9	Status: Low 13.6 Change: Maint -0.7
Socioeconomically Disadvantaged	Status: Low -55.7 Change: Maint 0.8	Status: Low -76.6 Change: Maint -1.8	Status: Med 3.4 Change: Maint 0.0	Status: Low 4.4 Change: Inc 0.6	Status: Med 88.4 Change: Dec -2.0	Status: Med 38.0 Change: Maint -1.7
Students with Disabilities	Status: V. Low -122.4 Change: Maint 2.0	Status: V. Low -139.9 Change: Maint -0.4	Status: High 6.0 Change: Inc 1.0	Status: Med 8.1 Change: Inc 1.1	Status: Low 69.5 Change: Dec -5.0	Status: V. Low 5.3 Change: Dec -3.4
Foster Youth	Status: V. Low -98.1 Change: Dec -10.2	Status: V. Low -112.7 Change: Maint -0.2	Status: High 7.1 Change: Inc 1.5	Status: High 17.1 Change: Dec -0.7	Status: V. High 100.0 Change: Inc 23.1	Status: Low 22.2 Change: Dec -4.7
Homeless	Status: V. Low -70.8 Change: Maint 1.7	Status: V. Low -95.7 Change: Maint -1.2	Status: High 5.8 Change: Inc 0.8	Status: Med 6.7 Change: Maint 0.2	Status: Med 84.5 Change: Dec -2.3	Status: Low 32.2 Change: Dec -2.1
Hispanic	Status: Low -53.1 Change: Inc 3.5	Status: Low -74.6 Change: Maint 0.7	Status: Med 3.3 Change: Maint 0.0	Status: Low 4.2 Change: Inc 0.5	Status: Med 88.1 Change: Dec -2.0	Status: Med 37.4 Change: Maint -1.9
African American	Status: Low -28.7	Status: Low -63.2	Status: V. High 8.3	Status: Med 5.1	Status: Med 86.7	Status: Low 20.0

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Slide 5 of 14 English (United States) Notes Comments 134%

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

Goal 1: All Students will have equitable access to a high quality core curricular and instructional program.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Early Literacy | Percent (%) of 3rd graders will be at grade level reading proficiency (foundational skills) as measured by DIBELS Next

18-19

Early Literacy | 39.0% of 3rd graders will be at grade level reading proficiency (foundational skills) as measured by DIBELS Next (Spring 2019)

Baseline

Early Literacy | 37.0% of 3rd graders are at grade level reading proficiency (foundational skills) as measured by DIBELS Next (Spring 2017)

18-19

Early Literacy | 37.5% of 3rd graders are at grade level reading proficiency (foundational skills) as measured by DIBELS Next (Spring 2019)

Metric/Indicator

Academic Indicator per the California School Dashboard for grades 3-8 for ELA and Math

18-19

18-19

Academic Indicator | ELA decreased the distance from level 3 by 3.4 points from the prior year. (2017-18) | Math maintained the distance from level 3 by 0.6 points from the prior year. (2017-18)

Expected

Academic Indicator | ELA Decrease the distance from level 3 by 8 points from the prior year. (2017-18) | Math Decrease the distance from level 3 by 10 points from the prior year. (2017-18)

Baseline

Academic Indicator | ELA Performance Level of Yellow (Low Status, Increased Change) (2015-16) | Math Performance Level of Yellow (Low Status, Maintained Change) (2015-16)

Metric/Indicator

Algebra Readiness | Percent (%) of 8th graders will score at or above a MAP RIT score of 230 (Spring)

18-19

Algebra Readiness | 41.0% of 8th graders will score at or above a MAP RIT score of 230 (Spring 2019)

Baseline

Algebra Readiness | 37.5% of 8th graders scored at or above a MAP RIT score of 230 (Spring 2017)

Metric/Indicator

Algebra Proficiency | Percent (%) of 9th graders will score at or above a MAP RIT score of 235 (Spring)

18-19

Algebra Proficiency | 35.0% of 9th graders will score at or above a MAP RIT score of 235 (Spring 2019)

Baseline

Algebra Proficiency | 31.5% of 9th graders scored at or above a MAP RIT score of 235 (Spring 2017)

Metric/Indicator

AP Course access | Percent (%) of HS students who will be enrolled in at least one AP course during the academic year

18-19

This metric was discontinued and replaced with a new metric for AP/IB/Dual Enrollment course access.

Baseline

AP Course access | 27.5% of HS students were enrolled in at least one AP course during the academic year (2015-16)

Metric/Indicator

Actual

18-19

Algebra Readiness | 34.8% of 8th graders scored at or above a MAP RIT score of 230 (Spring 2019)

18-19

Algebra Proficiency | 30.3% of 9th graders scored at or above a MAP RIT score of 235 (Spring 2019)

18-19

This metric was discontinued and replaced with a new metric for AP/IB/Dual Enrollment course access.

18-19

Expected

New: AP/IB/Dual Enrollment Course access | Percent (%) of HS students who will be enrolled in at least one AP/IB/Dual Enrollment course during the academic year.

18-19

AP/IB/Dual Enrollment Course access | 33.0% of HS students will be enrolled in at least one AP/IB/Dual Enrollment course during the academic year.

Baseline

AP/IB/Dual Enrollment Course access | 30.3% of HS students were enrolled in at least one AP/IB/Dual Enrollment course during the academic year (2016-17).

Metric/Indicator

AP Passage | The percentage (%) of Grade 12 students who have attempted and passed one or more AP exams

18-19

AP Passage | Increase the percentage (%) of Grade 12 students who have attempted and passed one or more AP exams to 55.0% (2017-18)

Baseline

AP Passage | The percentage (%) of Grade 12 students who have attempted and passed one or more AP exams was 54.0% (2015-16)

Metric/Indicator

High School Graduation | High school cohort graduation rate

18-19

High School Graduation | Increase the high school cohort graduation rate to 93.5% (2017-18)

Baseline

High School Graduation | The high school cohort graduation rate is 91.6% (2015-16)

Metric/Indicator

A-G Course Completion | Percent (%) of graduates will meet UC/CSU A-G course requirements

18-19

A-G Course Completion | 46.0% of graduates will meet UC/CSU A-G course requirements (2017-18)

Baseline

A-G Course Completion | 42.3% of graduates met UC/CSU A-G course requirements (2015-16)

Actual

AP/IB/Dual Enrollment Course access | 34.1% of HS students were enrolled in at least one AP/IB/Dual Enrollment course during the academic year (2017-18).

18-19

AP Passage | 56.9% of Grade 12 students have attempted and passed one or more AP exams (2017-18)

18-19

High School Graduation | High school cohort graduation rate decreased to 88.0% (2017-18)

18-19

A-G Course Completion | Internal estimate of 46.5% of graduates meeting UC/CSU A-G course requirements (2017-18). CDE to release official reports around August.

Expected

Metric/Indicator

CTE Pathway Completion | % of Grade 12 students who have completed a CTE Pathway

18-19

CTE Pathway Completion | 23.0% of Grade 12 students will have completed a CTE Pathway (2017-18)

Baseline

CTE Pathway Completion | 39.6% of Grade 12 students have completed a CTE Pathway (2015-16)

Metric/Indicator

College Readiness | Percent (%) of 11th grade students will be college ready or conditional status in ELA (SBAC) | Percent (%) of 11th grade students will be at college ready or conditional status in Math (SBAC)

18-19

College Readiness | 42% of 11th grade students will be college ready or conditional status in ELA (SBAC 17-18) | 22% of 11th grade students will be at college ready or conditional status in Math (SBAC 17-18)

Baseline

College Readiness | 41% of 11th grade students are college ready or conditional status in ELA (SBAC 15-16) | 19% of 11th grade students are at college ready or conditional status in Math (SBAC 15-16)

Metric/Indicator

Enrollment in Post-Secondary Education | Percent (%) of students will be enrolled in college at any time during the first year after high school

18-19

Enrollment in Post-Secondary Education | 83% of students will be enrolled in college at any time during the first year after high school (Class of 2017)

Baseline

Enrollment in Post-Secondary Education | 70% of students were enrolled in college at any time during the first year after high school (Class of 2015)

Metric/Indicator

Post-Secondary Persistency | Percent (%) of graduates enrolled in post-secondary education persisted into their second year of school

18-19

Post-Secondary Persistency | 82% of graduates enrolled in post-secondary education will persist into their second year of school (Class of 2016)

Baseline

Actual

18-19

CTE Pathway Completion | 22% of Grade 12 students have completed a CTE Pathway (2017-18)

18-19

College Readiness | 36.0% of 11th grade students were college ready or conditional status in ELA (SBAC 17-18) | 19.0% of 11th grade students were at college ready or conditional status in Math (SBAC 17-18)

18-19

Enrollment in Post-Secondary Education | 80% of students were enrolled in college at any time during the first year after high school (Class of 2017)

18-19

Post-Secondary Persistency | 72% of graduates enrolled in post-secondary education persisted into their second year of school (Class of 2016)

Expected

Post-Secondary Persistency | 78% of graduates enrolled in post-secondary education persisted into their second year of school (Class of 2014)

Metric/Indicator

College and Career Indicator (CCI) per the California School Dashboard

18-19

49.0% of students will be in the "prepared" category (2016-17 cohort)

Baseline

Baseline data will be available Fall 2017 for cohort 2015-16 students

Metric/Indicator

Teacher Assignments| Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions

18-19

Teacher Assignments | 0 misassigned teachers (2018-19)

Baseline

Teacher Assignments | 3 EL teachers missassigned, 9 total misassigned teachers (2016-17)

Metric/Indicator

Standards-aligned Materials | Percent (%) of pupils that have standards-aligned instructional materials

18-19

Standards-aligned Materials | Maintain 100% of pupils have standards-aligned instructional materials (2018-19)

Baseline

Standards-aligned Materials | 100% of pupils have standards-aligned instructional materials (2016-17)

Metric/Indicator

Student access to technology | Percent (%) of students surveyed who indicate that they have access to Internet and wireless at home | Percent (%) of students surveyed who indicate that they have access to computers at home | Percent (%) of students who use computers daily at school as reported by surveyed teachers | The ratio of students to technology that is 4 years or newer | The ratio of students to "access for all" 1:1 access to mobile device

18-19

Student access to technology | 90% of students surveyed will indicate that they have access to Internet and wireless at home | 85% of students

Actual

18-19

40.1% of students were in the "prepared" category (2016-17 cohort). 38.3% of students were in the "prepared" category (2017-18 cohort).

18-19

Teacher Assignments | 0 misassigned teachers (2018-19)

18-19

Standards-aligned Materials | 100% of pupils have standards-aligned instructional materials (2018-19)

18-19

Student access to technology | The survey was not conducted this year in order to revisit the alignment between metrics and technology plan.

The ratio of students to technology that is 4 years or newer is 1:1.3 | The ratio of students to "access for all" 1:1 access to mobile device is 1:1 (2018-19)

Expected

surveyed will indicate that they have access to computers at home | 78% of students will use computers daily at school as reported by surveyed teachers | The ratio of students to technology that is 4 years or newer will be maintained at 1 to 1 or better | The ratio of students to "access for all" 1:1 access to mobile device will be maintained at 1 to 1 or better. (2018-19)

Baseline

Student access to technology | 88% of students surveyed indicate that they have access to Internet and wireless at home | 85% of students surveyed indicate that they have access to computers at home | 68% of students use computers daily at school as reported by surveyed teachers | The ratio of students to technology that is 4 years or newer was 1.0 to 1.0 | The ratio of students to "access for all" 1:1 access to mobile device was 0.95 to 1.0. (2016-17)

Metric/Indicator

New: Certificated PD |

Certificated employees' participation in professional learning

Post-workshop evaluation results for certificated employees

18-19

Not applicable. Baseline data will be collected in 2018-19 LCAP year.

Baseline

Baseline data will be collected in 2018-19.

Actual

18-19

Certificated employees' participation in professional learning:

Baseline: 2,502 certificated staff who attended a training and completed a post-training survey

Baseline: 9,061 Total Hours of Training

Post-workshop evaluation results for certificated employees:

Baseline: 3.62 Average Rating (1-4; 4 = Very Good)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1: Provide equitable access for all students to a high quality rigorous, CA state standards-based, core instructional program with CA standards aligned instructional materials,	We provide access to instructional materials across all core content areas, and had no Williams complaints for access to materials in 2018-19. SAUSD core curriculum textbooks are	LCFF sources Title I, Part A Object Categories:	LCFF sources Title I, Part A Object Categories:

differentiated academic supports, aligned assessments, and technology-based resources.

maintained in an on-line inventory system to ensure that textbook supplies are maintained.

The 2018-2019 is the first year of implementation of newly adopted State Standards-aligned implementation of materials which include: Benchmark Advance and Benchmark Adelante (for Dual Immersion) for the Elementary ELA/ELD Instruction Program and StudySync for the Secondary ELA Instruction.

The 2018-2019 school year is year 2 of State Standards-aligned implementation of math instructional tools (K-5 - Math Expressions and 6-Algebra 2 - CPM) and the first year of TK materials from ST Math. In addition, work has continued with our Irvine Math Project partners to use conceptual lessons to supplement in each grade level K-8 to allow for mathematically rigorous balanced instruction that addresses the standards.

Curriculum Committee and Department Chair meetings served as a forum for communication among schools sites and with district curriculum specialists around curricula materials implementation.

100 Unique Learning Systems (ULS) licenses have been provided for Moderate/Severe Special Education teachers. ULS provides

1000 650,032
2000 753,001
3000 569,840
4000 2,263,689
5000 1,095,928

5,332,490

1000 938,800
2000 570,932
3000 802,413
4000 2,296,909
5000 1,842,640
6,451,694

common core aligned curriculum specifically designed for students with moderate to severe disabilities.

A weekly email called "Did You Know" was initiated in 2018-19. These emails highlight reports within the Data Warehouse with guiding questions to utilize the data most effectively. In 2018-19, SAUSD extended its formal Research Partnerships to six additional researchers from various organizations including University of California, Irvine, Northwest Evaluation Association, and the Mind Institute. Studies topics included chronic absenteeism, dual enrollment, high school characteristics that predict success in the first year of college, and restorative practices. Moreover, Research and Evaluation (R&E) has continued to work with partner organization including CORE Districts to develop a more comprehensive data resources by completing annual data submissions and participating in monthly calls and quarterly/annual meetings. These data resources such as the School Quality Improvement System, allows SAUSD to identify how individual schools are doing compared to colleague schools in terms of performance (status), change over time, and growth. R&E also supports the implementation and use of various data systems including: Data

Warehouse, Illuminate Data Management System, Panorama Education and Aeries. R&E provides year-round support to the LCAP development, review, and adoption process. SAUSD's current LCAP has 30 identified metrics to measure progress using data. Year-round, R&E monitors these metrics for data updates and communicates any updates to the district LCAP team. For various metrics, R&E collects the data and runs the analysis to produce the metric results that will be reported. R&E has created and maintains a LCAP data dashboard along with providing data needs for LCAP presentations. In the Spring, R&E conducts LCAP metric reviews with district-level management to review data results, compare them to metric goals previously set, and revise metric goals or metrics to align with any changes being made during the annual LCAP development review. R&E works with the district LCAP team to input the metric updates into the LCAP template, reviews the entire LCAP template document for compliance, and supports the necessary LCAP documentation for Public Hearing and submission to OCDE.

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

1.2: Ensure that all teachers at every school are highly qualified to teach and be knowledgeable of the CA state standards, have an aligned core instructional program, and can effectively utilize the aligned assessment tools to plan for instruction that addresses student need.

Teacher compensation has been increased through the negotiation process. All certificated vacancies are posted on Edjoin.Org. SAUSD Lead Credentials Analyst reviews all applicants for appropriate credentials and EL authorizations when applicable. HR assists with CALPADs and FPM reviews as well as the annual credential audit performed by the County Office of Education. If misassignments are identified, support is provided to have the employee placed on an emergency credential, short-term staff permit, a consent or a local waiver that allows the employee to have the required document needed while meeting specific content area requirements. SAUSD has currently received four grants from the California Commission on Teacher Credentialing, in collaboration with UCI and CSUF, that have established a Teacher Residency model and solutions for addressing teacher shortages in the areas of Special Education and STEM.

IHE partnerships provide avenues to recruit highly qualified and effective teacher candidates. SAUSD has intern, student teaching and fieldwork agreements with a number of IHEs which enables the District to recruit teachers who have experience in the District, have been mentored by SAUSD teachers and observed by SAUSD administrators throughout their placement.

LCFF sources
 Title I, Part A
 Title II, Part A
 Title III, LEP
 Local sources
 Special Education
 Lottery: Instructional Materials

Object Category:

1000 168,935,803
 2000 1,161,819
 3000 69,084,880
 4000 6,657,184
 5000 2,475,806
 6000 200,000
 248,515,492

LCFF sources
 Title I, Part A
 Title II, Part A
 Title III, LEP
 Local sources
 Special Education
 Lottery: Instructional Materials

Object Category:

1000 171,042,945
 2000 1,016,588
 3000 64,592,524
 4000 3,541,602
 5000 482,006
 240,675,665

Teacher Induction Program & Support (TIPS) has identified 5 content experts. These "just-in-time" peers support teachers who request targeted support in academic content areas. The Induction Program guides 98 Preliminary Credential holders with a CTC accredited induction program that features assigned mentors (58), partnership learning coaches (25), peer observations, and ongoing access to resources and support. The core of this work follows a teacher inquiry cycle that has all candidates identifying a problem of practice and applying new learning in an effort to improve professional practice and student outcomes. All mentors have participated in the newly-developed Mentoring and Coaching Pathways- Foundational, Intermediate, Proficient, Advanced. Mentors, Instructional Coaches, PAR Consulting Educators, and site administrators have attended this training offered via the TIPS department and in collaboration with Cognitive Coaching Consultants. In an effort to build capacity, a small group of those who attended will extend advanced level training in order to become trainers of this coaching model.

To support new and veteran teachers, the TIPS department collaborates with all Curriculum and Program Specialists to host two annual professional development conferences

featuring sessions related to academic content. PD Conference #1 had 186 teachers in attendance, with 19 session offerings. PD Conference #2 had 230 teachers in attendance with 15 session offerings. The following is a sample of workshops/trainings provided: The Power of Google Forms, Understanding and Working with Challenging Students, Supporting Reading and Writing Discourse with CPM, Writing like a Historian, AVID note taking, Unique Learning Systems, CA Autism Professional Training, Data-Driven Decision Making, It's Raining CAASPP, and Restorative Practices. In addition to our program candidates and mentors, TIPS offers registration to all certificated employees.

SAUSD works collaboratively with SAEA with regard to PAR. Consulting teachers receive coaching and mentoring training enabling them to provide guidance and support to teachers in need. Release time for observations and lesson demonstrations is provided. Teachers can be recommended for PAR by administrators or they may volunteer to participate. Participating teachers are also provided with monetary support for materials or conference attendance that help to improve/support their practice.

Three ELA and three mathematics Curriculum Specialists supported

professional development and provided coaching and technical assistance to school sites to support high quality teachers who are able to utilize our curriculum tools in alignment with CA curriculum standards. Curriculum specialist also implemented monthly Curriculum Committee and Department Chair collaborations with school site representatives attending. Curriculum specialist also facilitated Instructional Leadership Team (ILT) meetings at elementary schools. These meetings focused on professional learning, feedback, and best practices.

Transition Support Services Program Specialist analyzes post-secondary enrollment and persistence data in order to inform school counseling programs, worked collaboratively to add more than 90 new A-G courses and 41 dual enrollment courses, developed www.SAUSD-Schoolcounseling.com as a support tool for SAUSD Students, Parents, and Counselors, designed, presented, and facilitated training for district counselors, higher education coordinators, registrars and administrators in a variety of areas including American School Counselor Association (ASCA) model, MTSS, enhancing school counseling practices, dual enrollment processes and

planning, effective use of technology, digital student and parent outreach, creating and sharing digital curriculum, AERIES for counselors, California College Guidance Initiative (CCGI) , Parchment, master schedule advisement, Google for collaboration, mail merging of student data for review (52 Counselors, 6 Higher Ed Coordinators, K-8 Admin, Int. & HS admin., and FACE Liaisons).

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																								
<p>1.3: Ensure effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA state standards aligned core instructional program.</p>	<p>SAUSD's Access for All initiative continues to provide all students grades 3 -12 with a Chromebook for school and home use. Grades 3, 6, and 9 have been refreshed this Spring, 2019. Connect Ed hot spots are available at all school libraries for family check out. All TK classrooms are provided with 10 iPads for a rotational model. Cellular hot spots are available at all highs schools for students who do not have internet at home through the 1 Million Project.</p> <p>District managed and school site managed curriculum software support the CA state standards. District level trainings have been provided in using the online components of Benchmark Universe and updating</p>	<p>LCFF sources Title I, Part A</p> <p>Object Category:</p> <table border="0"> <tr><td>1000</td><td>3,000</td></tr> <tr><td>2000</td><td>2,924,289</td></tr> <tr><td>3000</td><td>1,188,914</td></tr> <tr><td>4000</td><td>5,299,121</td></tr> <tr><td>5000</td><td>712,960</td></tr> <tr><td></td><td>10,128,284</td></tr> </table>	1000	3,000	2000	2,924,289	3000	1,188,914	4000	5,299,121	5000	712,960		10,128,284	<p>LCFF sources Title I, Part A</p> <p>Object Category:</p> <table border="0"> <tr><td>1000</td><td>13,242</td></tr> <tr><td>2000</td><td>1,292,987</td></tr> <tr><td>3000</td><td>452,363</td></tr> <tr><td>4000</td><td>5,446,419</td></tr> <tr><td>5000</td><td>1,631,129</td></tr> <tr><td></td><td>8,836,140</td></tr> </table>	1000	13,242	2000	1,292,987	3000	452,363	4000	5,446,419	5000	1,631,129		8,836,140
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	8,836,140																										

accessibility functions of the SAUSD website. Jamf is being used by TIS to push out apps and control iPads to allow for greater function and access to curriculum.

The high school ASSETs program provides, for all students, daily access chromebooks and chargers, black/white and color printing for student projects, research, class assignments, tutoring, etc. The elementary Engage 360 after school programs have chromebook carts for students to access during academic assistance (St Math, Lexia, etc.). Cellular hot spots are available at all high schools for students who do not have internet at home through the 1 Million Project. Access for All provides all students grades 3 -12 with a Chromebook for school and home use. Grades 3, 6, and 9 have been refreshed this Spring, 2019. Connect Ed hot spots are available at all school libraries for family check out. All TK classrooms are provided with 10 iPads for a rotational model. District managed and school site managed curriculum software support the CA state standards.

51 Computer Techs have attended monthly 4 hour trainings being provided in collaboration with the Santa Ana College and SAUSD. The content has been developed in partnership and co-taught by experts from Santa Ana College

and SAUSD. The focus has been on raising the technical competencies of the Computer Techs who have recently be transitioned from a more instructional role to a more technical role at the school sites.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																								
<p>1.4: Provide school-to-school support matriculation between 5th to 6th grade, 8th to 9th grade, and 12th grade to college/career) to increase levels of academic success for all students, which includes low-income pupils, ELs, foster youth, and students with disabilities.</p>	<p>All Intermediate and High schools visited local community colleges and universities from across the state of California which included 11 private colleges, 7 UCs, 11 CSUs, and 4 local community colleges. In addition, SAUSD 8th grade visits took place at all comprehensive high schools with all HS counselors providing College/Career and HS graduation presentations.</p> <p>SAUSD Intermediate counselors facilitated push-in College/Career lessons from CCGI. SAUSD HS counselors provided grade level College and Career Readiness presentations according to individual students' academic placement. SAUSD counselors, collaborated with administrators, teachers, counselors, and other staff to meet the needs of the student population to deliver student services including K-16 individual counseling and group counseling.</p>	<p>LCFF Sources Title I, Part A</p> <p>Object Category:</p> <table border="0"> <tr><td>1000</td><td>244,669</td></tr> <tr><td>2000</td><td>1,000</td></tr> <tr><td>3000</td><td>99,778</td></tr> <tr><td>4000</td><td>2,500</td></tr> <tr><td>5000</td><td>23,000</td></tr> <tr><td></td><td>370,947</td></tr> </table>	1000	244,669	2000	1,000	3000	99,778	4000	2,500	5000	23,000		370,947	<p>LCFF Sources Title I, Part A</p> <p>Object Category:</p> <table border="0"> <tr><td>1000</td><td>237,177</td></tr> <tr><td>2000</td><td>2,018</td></tr> <tr><td>3000</td><td>98,852</td></tr> <tr><td>4000</td><td>5,774</td></tr> <tr><td>5000</td><td>16,092</td></tr> <tr><td></td><td>359,913</td></tr> </table>	1000	237,177	2000	2,018	3000	98,852	4000	5,774	5000	16,092		359,913
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	359,913																										

As part of SAUSD's summer school programs, incoming 6th and 9th graders are provided with Bridge/Orientation programs to enable them to make a smooth transition to the next level. Support from these programs include academic, SEL, mentoring, and counseling. Transition Support Services continues to work with student ambassadors so that they become strong mentors who support grade level transitions from elementary to high school to post secondary.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																								
<p>1.5: Provide all student sub-groups with increased access to early childhood education programs including preschool, full day kinder at pilot schools, age appropriate literacy and numeracy programs, and early interventions.</p>	<p>All elementary schools have developed Early Learning Plans that are designed to support their students in pre-school and the primary grades. Focus is on early literacy, numeracy, parent education and healthy child development.</p> <p>Research and Evaluation created Early Childhood Education dashboard to monitor development, literacy/language and numeracy metrics; established and is archiving EDI & DRDP observation data including the establishment of data sharing agreements with outside agencies. In 2018-19, Research and Evaluation has continued support in the monitoring and reporting of</p>	<p>LCFF sources Title I, Part A State Preschool Head Start Ongoing & Major Maintenance Special Education</p> <p>Object Category:</p> <table border="0"> <tr><td>1000</td><td>8,546,847</td></tr> <tr><td>2000</td><td>997,821</td></tr> <tr><td>3000</td><td>3,876,552</td></tr> <tr><td>4000</td><td>111,230</td></tr> <tr><td>5000</td><td>200,904</td></tr> <tr><td></td><td>13,733,354</td></tr> </table>	1000	8,546,847	2000	997,821	3000	3,876,552	4000	111,230	5000	200,904		13,733,354	<p>LCFF sources Title I, Part A State Preschool Head Start Ongoing & Major Maintenance Special Education</p> <p>Object Category:</p> <table border="0"> <tr><td>1000</td><td>8,521,331</td></tr> <tr><td>2000</td><td>1,559,371</td></tr> <tr><td>3000</td><td>4,954,256</td></tr> <tr><td>4000</td><td>320,201</td></tr> <tr><td>5000</td><td>486,666</td></tr> <tr><td></td><td>15,841,825</td></tr> </table>	1000	8,521,331	2000	1,559,371	3000	4,954,256	4000	320,201	5000	486,666		15,841,825
1000	8,546,847																										
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4000	320,201																										
5000	486,666																										
	15,841,825																										

assessment data in grades K-2 for all students and sub-groups in the areas of literacy and numeracy.

In addition to our Transitional Kindergarten program, SAUSD is offering an Early Kindergarten program called “Early Edge” for families choosing to get a jumpstart on their children's Kindergarten readiness skills. The program is designed for students who are not eligible for TK and Kindergarten. The Early Edge program follows the Transitional Kindergarten Curriculum as if students were starting at the beginning of the year. Early Edge students will develop important Kinder readiness skills in literacy, language development, mathematics, physical development, health, visual and performing arts, social studies, science, and social-emotional development. The Early Edge Program is being piloted at Washington Elementary School.

SAUSD continues to implement high quality preschool programs and support services in partnership with California Department of Education, First 5 Orange County, Title I and other partners in the community. Currently serving ~1300 enrolled families, SAUSD provided Part Day preschool services in 25 classrooms and Full Day preschool services in 12 classrooms with Inclusive Preschool classrooms at 4 sites:

Roosevelt-Walker Community Center, Washington, Mitchell and Hoover. A new Fee-For-Service (tuition based) preschool program has been created. 5 Dual Immersion Preschool Classrooms have been established at the following sites: King, Lowell, Pio Pico, and Jefferson. The program curriculum included Benchmark Ready to Advance Curriculum and the Conscious Discipline Curriculum was implemented in all ECE classrooms.

All children assessed (Pre- and Post) on the Desired Results Developmental Profile (DRDP) and Foundational Skills Assessment and participated in Benchmark Curriculum Research Project (Year 1 with completed EDI surveys for Kindergarten students at identified school sites. SAUSD has provided screenings (ASQ & ASQ-SE, Height, Weight, BMI, Vision, Hearing) and referrals (as needed) for all enrolled children and provided community resources to all enrolled families. Preschool staff have also provided for a Kindergarten transition experience for all enrolled children.

The Parent Advisory Committee has representatives from all sites for the purposes of parent feedback and engagement. 23 parent interest-based trainings on school campuses as well as daily, in-classroom Family Literacy and classroom volunteer opportunities

for parents were provided. "Parent & Me" classes for parents and their children aged 0-3 years of age took place at 4 Learning Link locations: Lincoln, Roosevelt-Walker Community Center, Martin and Washington. Staff provided screenings and referrals to Learning Link families in need. 8 hours weekly of Mental Health Consultant services (classroom observations, teacher feedback, modeling strategies, family crisis intervention, mental health referrals) were provided to families in need of services. 2 Child Social Skills Development/Parenting Training (9 weeks each) were delivered at Madison Elementary. Additional outreach included a marketing booth and parent trainings at annual Parent Conference, marketing booth and student performance at School Choice Fair and neighborhood canvassing at various schools. School site parent information booths for preschool enrollment and registration were also set up. Preschool information was shared with FACE staff. A preschool information booth and face painting was set up for the annual Jump Start For A Day Literacy Fair.

Head Start continues to provide services to low income families. SAUSD offers ~ 550 students a quality program that is committed to following national standards

focused on three major areas: Early Childhood Development and Health Services (including services to children with disabilities); Family and Community Partnerships; Program Design and Management. Eligible 3 and 4 year olds receive a quality preschool experience in part day and full day programs. The program provides for a developmentally, culturally, and linguistically appropriate program based on the California Preschool Learning Foundations and the Head Start Early Learning Outcomes Framework SAUSD offers Head Start at the following 8 locations: Broadway, Roosevelt, Kennedy, Edison, Adams, Jackson, Mitchell and Monte Vista.

SAUSD's universal screening tools are being used as the first step in identifying the students who are at risk for learning difficulties. It is the mechanism for targeting students who struggle to learn when provided a scientific, evidence-based general education. Universal screening measures consist of brief assessments focused on target skills (e.g., phonological awareness) that are highly predictive of future outcomes. For grades TK - 3 the universal screening tool is DIBELS Next and for grades 4 and 5 the screening tool is NWEA MAP. SAUSD provides and implements a continuum of Early Childhood Special Education services for students that meet eligibility

requirements per IDEA in conjunction with Early Childhood Education and provide Child Find services for assessment and identification of community children. Currently 560 students are receiving special education services.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																																
<p>1.6: Provide equitable access to courses and supports that will develop college and career readiness which may include A-G approved classes, CTE pathways, Advanced Placement (AP) courses and summer bridge programs, International Baccalaureate (IB) program, Early College/dual enrollment courses, and AVID. (Equal Opportunity Audit - EOA, College and Career Readiness Plan - CCRP)</p>	<p>Transition Support Services has provided high school students with free SAT prep curriculum during the school day to increase their college entrance opportunities and become competitive during the application process. During the summer the department will conduct a transcript analysis to review students who are A-G off track and fix errors preventing SAUSD students from becoming college competitive. Additionally, the department will also conduct a master schedule analysis to review course opportunities that will provide a supportive college and career readiness pathway. SAUSD Counselors develop and deliver core school counseling lessons to develop student academic, post-secondary, and social emotional mindsets, behaviors, and competencies that help support the development of college and career readiness. SAUSD Higher Ed Coordinators collaborate with school counseling teams, school</p>	<p>LCFF sources Carl Perkins Title I, Part A California Career Pathways Trust Partnership Academies Supplementary Prgs-Specialized Secondary Special Education NJROTC Local Sources</p> <p>Object Category:</p> <table border="0"> <tr><td>1000</td><td>7,988,402</td></tr> <tr><td>2000</td><td>1,469,948</td></tr> <tr><td>3000</td><td>3,841,494</td></tr> <tr><td>4000</td><td>250,041</td></tr> <tr><td>5000</td><td>2,803,440</td></tr> <tr><td>6000</td><td>464,809</td></tr> <tr><td>7000</td><td>153,608</td></tr> <tr><td></td><td>16,971,742</td></tr> </table>	1000	7,988,402	2000	1,469,948	3000	3,841,494	4000	250,041	5000	2,803,440	6000	464,809	7000	153,608		16,971,742	<p>LCFF sources Carl Perkins Title I, Part A California Career Pathways Trust Partnership Academies Supplementary Prgs-Specialized Secondary Special Education NJROTC Local Sources</p> <p>Object Category:</p> <table border="0"> <tr><td>1000</td><td>8,687,908</td></tr> <tr><td>2000</td><td>2,005,728</td></tr> <tr><td>3000</td><td>3,776,939</td></tr> <tr><td>4000</td><td>3,896,001</td></tr> <tr><td>5000</td><td>3,402,337</td></tr> <tr><td>6000</td><td>1,138,351</td></tr> <tr><td>7000</td><td>153,608</td></tr> <tr><td></td><td>23,060,872</td></tr> </table>	1000	8,687,908	2000	2,005,728	3000	3,776,939	4000	3,896,001	5000	3,402,337	6000	1,138,351	7000	153,608		23,060,872
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staff, IHE to develop, deliver, and promote student academic and post-secondary opportunities bridging equity gaps with college enrollment and persistency.

Dual Enrollment and Early College programs are continuing to grow at all SAUSD high schools. Middle College, Advanced Learning Academy, and Century High School in particular are building Early College programs, and all of the other high schools are offering a variety of dual enrollment courses to give students additional options to prepare for success in college. We will continue to work on growing our EC/DE opportunities in the coming years, with the ultimate goal that all SAUSD high schools have the ability to offer students the possibility of an AA degree in addition to a high school diploma.

AVID continues at 19 Secondary sites and 27 Elementary sites, with 4 additional elementary schools and 1 secondary school added this year. In 2018-19, there were 126 sections of AVID Elective taught by 85 AVID Elective teachers impacting 3,183 secondary students, including 399 graduating seniors. 38 of those seniors will be awarded \$824,500 in AVID Scholarships alone. There are also 262 AVID Elementary trained teachers impacting 7,180 students this year by using AVID strategies in Elementary classrooms.

Saddleback High School was certified as an International Baccalaureate (IB) World School in spring 2017. The current school year will see Saddleback's first graduating class with seniors who completed the International Baccalaureate (IB) program. Projections provided by IB show a 65% predicted success rate for our graduating seniors - above the national average and particularly impressive for the inaugural class of graduates. 28 seniors sat for examinations in May.

The Migrant Education Program (MEP) Counselor and Community Assistants provide academic support and monitoring to 472 migrant ed students throughout the year. Migrant Ed Community Assistants and the MEP counselor regularly monitor student grades, attendance, and academic progress to ensure students are on target to meet grade level standards. Regular communication with MEP parents and teachers takes place on a monthly basis to ensure that students needs are met. With approximately 250 Intermediate/High School MEP students, the MEP counselor conducts routine transfer reviews in collaboration with the students' counselors for the purpose of reviewing grades, credits, attendance as well as any supports that the student may need. Orientations are conducted

with 8th grade MEP students to ensure a smooth transition into high school. Similarly, MEP Counselor also meets with MEP Seniors to have meetings regarding post-secondary plans and ensure that the students is on track to graduate.

CTE and Building Services met to discuss a collaboration between the CTE department and SAUSD building services that would provide for summer internship opportunities for SAUSD CTE students to work alongside SAUSD classified staff in trades related to their specific pathways. Plans are in place to expand this to other departments in SAUSD and CTE pathways.

ASSETs site coordinators partnered with CTE to provide the Workforce Readiness Education Program which develops students employability skills as well as increase access to professional internship opportunities. SAUSD has continued to expand and refine CTE course offerings at the elementary, K-8, intermediate and high school levels. At the intermediate level, SAUSD offered 102 CTE sections across the district. New intermediate courses have been developed in global business, education and digital media that are articulated with the high school programs and offer a seamless transition for students between programs. At the high school level, CTE is now offering

new pathways in pre-apprenticeship/building trades at Century High School and a Aspiring Music Professional pathway as part of the San Arts Conservatory at Santa Ana High School. A total 29 pathways and 10 Small Learning Communities (SLC) are now offered across the district. This represents 177 high school sections available to students across the district.

Santa Ana and Coastline College which prepares students for industry certifications. CTE teachers and their programs have been recognized for excellence at the district, county, state and national level. Most recently, Valley High School students were recognized by Google for their creation of an App. Industry, education and community partners have continued to support our students with programs such as: Sun Power Solar Academy (40-8th graders), ACME engineering mentoring projects expanding to two project, one fall semester and one spring semester at 3 high schools and developing a new engineering project with intermediate schools. Five schools participated in our second District Invitational Robotics Challenge. Other opportunities to compete included Main Street Mall Robotics Showcase at the School's Choice fair where SAUSD schools participated in different robotics events. CTE has supported the

development of SKILLS USA Teams in multiple pathways.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.7: Ensure that all schools provide students with access to math and science core programs that build awareness and academic proficiency in Science Technology Engineering Arts Mathematics (STEM/STEAM) core content.</p>	<p>CTE supports opportunities for students such as, SunPower Solar Academy, JPL Summer Internships and the CyberTech Girls OC where 120 girls from across the district participated. The new Femeineers program, developed by Cal Poly Pomona, was also offered for the first time this year. CTE supported hundreds of students attending career pathway days to learn about careers in engineering, manufacturing, computer science, cyber-security and digital media. CTE continues to support STEM Competitions such as the CyberPatriots and county level robotics competitions. CTE also supports participation in the UCI Energy Invitational and Rescue Robotics program. With one of our schools winning 2nd place in this years Rescue Robotics Design competition. This is the 4th year in a row, Century High School, won 1st place in the Design Brief. CTE students have received numerous awards from Imaginology, Art Inspiration and Skills USA. CTE continues to train teachers and</p>	<p>LCFF sources Title I, Part A</p> <p>Object Category:</p> <p>1000 52,830 2000 1,600 3000 22,106 4000 121,746 5000 2,000 200,282</p>	<p>LCFF sources Title I, Part A</p> <p>Object Category:</p> <p>1000 112,969 2000 1,600 3000 16,593 4000 68,199 5000 368,965 568,326</p>

expand Project Lead the Way (PLTW) science, engineering and coding programs at both the elementary and intermediate schools campuses. SAUSD was the featured district at this years PLTW conference and hosted 120 teachers and administrators from across the country this past February.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.8: Cultivate and provide high quality instructional leadership that ensures equitable student access to core curricular and instructional program.</p>	<p>A District wide Instructional Leadership Cycle was implemented at each school sites in order to build momentum around shared instructional problems of practice and include internal and external perspectives on instructional practice. To support a focus on classroom level practices and build a culture of public, reflective instructional practice, Key Performance Indicators (KPI) were created in alignment with our 4 LCAP goals and related indicators. Each school was assigned a KPI team with district leaders and curriculum/program experts that implemented a KPI visit structure to support site level reflection, collective feedback, revision and planning for next steps.</p> <p>District leadership including directors, managers and principals</p>	<p>LCFF sources College Readiness Block Grant Special Education</p> <p>Object Category:</p> <p>1000 18,715,087 2000 197,608 3000 7,681,361 5000 32,605 26,626,661</p>	<p>LCFF sources College Readiness Block Grant Special Education</p> <p>Object Category:</p> <p>1000 20,350,258 2000 193,193 3000 7,269,408 4000 51,837 5000 459,257 6000 5,632 28,329,585</p>

also attend monthly 2 hour management meetings that address pertinent changes and reviews important policies in SAUSD.

School principals and Educational Services administrators attend monthly instructional leadership meetings at the District Office that are organized around leadership professional development. Each session is 4 hours and includes a presentation, breakout sessions and workshops that allow for principals to choose a topic most relevant to their needs or their schools' needs. Principals are also offered an opportunity to participate in National Institute for School Leadership (NISL).

Assistant Principals (as well as other D.O. and site administrators) are offered opportunities to participate in leadership trainings to develop their instructional leadership capacity and further enhance their ability to become effective principals and district level administrators through NISL. We are moving towards the end of our third NISL cohort and will be considering whether to continue the training in the current structure or perhaps expand this opportunity so we can provide NISL to greater numbers of administrators and teacher leaders. Assistant principals were also offered various PD opportunities during the course of the year in the areas

of PBIS, SEL, curriculum and instruction, etc.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																												
<p>1.9: In addition to services provided to low income students, foster youth, and English learners, students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) in order to improve outcomes and close the achievement gap, which may graduation rate and/or performance on statewide assessments.</p>	<p>The Special Education department includes 13.0 FTE Classified staff including clerical staff and Interpreters. Clerical staff support District Admin and Program Specialists. Interpreters support site and District needs including interpreting IEP meetings for initials, triennials and high profile IEP meetings. Interpreters also translate IEPs and other documents upon parent request and any information presented at Community Advisory Committee (CAC) meetings. 5.0 FTE Program Specialists provide support to principals, case managers, service providers, students, and parents in the oversight and implementation of IEPs. Program Specialists also oversee higher profile cases to ensure the services are implemented correctly. Special Education teachers provide specialized academic instruction and are required to be case managers to implement special education services per IEPs (annual/triennial reviews, goal development, service implementation, assessments, addendums, etc). A total of 705</p>	<p>LCFF sources Child Development: CA State Preschool Title I, Part A Special Ed Title III, LEP Title II, Part A Head Start</p> <p>Object Category:</p> <table border="0"> <tr><td>1000</td><td>57,452,509</td></tr> <tr><td>2000</td><td>23,318,798</td></tr> <tr><td>3000</td><td>32,805,139</td></tr> <tr><td>4000</td><td>920,562</td></tr> <tr><td>5000</td><td>4,932,300</td></tr> <tr><td>7000</td><td>3,618,372</td></tr> <tr><td></td><td>123,047,680</td></tr> </table>	1000	57,452,509	2000	23,318,798	3000	32,805,139	4000	920,562	5000	4,932,300	7000	3,618,372		123,047,680	<p>LCFF sources Child Development: CA State Preschool Title I, Part A Special Ed Title III, LEP Title II, Part A Head Start</p> <p>Object Category:</p> <table border="0"> <tr><td>1000</td><td>54,081,548</td></tr> <tr><td>2000</td><td>21,021,908</td></tr> <tr><td>3000</td><td>32,001,848</td></tr> <tr><td>4000</td><td>716,874</td></tr> <tr><td>5000</td><td>4,987,437</td></tr> <tr><td>7000</td><td>4,398,058</td></tr> <tr><td></td><td>117,207,673</td></tr> </table>	1000	54,081,548	2000	21,021,908	3000	32,001,848	4000	716,874	5000	4,987,437	7000	4,398,058		117,207,673
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Paraprofessionals (28 SSPs Special Ed; 24 Inst Asst DHH Work; 208 Instructional Assistants Severely Disabled; 64 Instructional Assistants Special Education; 29 Speech Language Pathology Assistant; 163 Autism Paraprofessional; 3 Instructional Assistant Visually Impaired) support students by providing services as listed in their Individualized Education Programs (IEPs). 49 FTE school psychologists conduct assessments in all areas of suspected disability and provide related mental health and counseling services per student IEPs for 6,711 students with disabilities. 72.7 FTE speech and language pathologists conduct assessments and provide speech services, per student IEPs.

9 FTE Occupational Therapists provide related services per the IEP in areas of assessed need. Certified Occupational Therapist Assistants provide related services support in the area of occupational therapy per the IEP for students with assessed need. Year to date students being served is 501. Year to date total of students receiving APE services is 403 students. The Career Education Specialist coordinates and collaborates with WorkAbility and Transition Partnership staff, both certificated and classified, to comply with state and federal requirements to retain funding and

provide career education supports and services for eligible students with disabilities starting in grade 7. Approximately 150 eligible students with disabilities are serviced by these programs. The Adult Transition Program provides specific transition curriculum and community based instruction in training, employability, and independent living skills for 133 students with moderate to severe disabilities that are not able to meet the district graduation requirements due to the severity of their disabilities after they complete their four years of high school programming. The 2019-2020 school year projection is 165 students enrolled in the program. Students remain in the program up until the age of 22.

2 FTE Physical Therapists provide related services per the IEP in areas of assessed need. Year to date students being served is 94. 10 FTE Adaptive Physical Education teachers provide services per individual students IEPs. They also provide assessments and attend all IEP meetings for students they service. 1.0 FTE Audiologist provides audiological assessments and related audiological services for 173 students. Students are provided Educationally Related Mental Health Intensive supports, such as Wrap-Around care as deemed necessary and appropriate on the IEP, by a Non-

Public Agency. 46 students receive services and support from County/Special Schools when the district is unable to meet their unique need as determined by the IEP.

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1.10: Provide professional development for certificated and classified staff to support each of the activities to support high quality delivery of the core academic program.</p>	<p>On-going professional development has been offered to our K-12 math teachers. Additionally, Irvine Math Project (IMP) materials were embedded into the instructional tools for K-8 to ensure a mathematically rigorous (balance between conceptual, procedural, and problem solving) curriculum and instruction that addresses the standards. Curriculum maps were created to provide teachers with a resource that outline how the IMP materials should be used with the other instructional tools. Teachers were trained during the summer and the beginning of the school year on our K-12 adopted instructional tools and IMP. 27 trainings were provided to K-8 teacher leaders at each site with 4 specific presentations per grade level this year to clarify state standards and introduce lessons to be used to teach those lessons. Additionally, there were multiple offerings for Math Expressions online tools (Think Central) for our K-5 teachers. All 6th-Algebra 2</p>	<p>LCFF Sources Title I, Part A</p> <p>Object Category:</p> <p>1000 3,801,089 2000 54,570 3000 1,565,970 4000 134,462 5000 348,296 5,904,387</p>	<p>LCFF Sources Title I, Part A</p> <p>Object Category:</p> <p>1000 4,151,362 2000 42,796 3000 657,697 4000 102,990 5000 558,736 5,514,581</p>

teachers were provided with Collaboration & Demonstration days to view model lessons focusing on student discourse in a variety of classrooms to further support teachers in second year implementation.

The focus in ELA was to support teachers in implementing the new adoption Benchmark Advance. 1,007 teachers participated in the publisher training (facilitated by curriculum specialists). In addition, the ELA curriculum specialists trained approximately 900 teachers in a series of (3) grade specific sessions which addressed on Benchmark Advance topics: classroom routines for success, English Language Development, and Differentiated Instruction. The ELA curriculum specialists offered a 1-day writing and trained 159 teachers. Both ELA and math curriculum specialists developed curriculum maps or unit planners to specify content to be taught at each grade level throughout the year.

Unique Learning Systems- A Program Specialist has provided ongoing training as well as participating in both Spring and Fall district-wide professional development conferences.

The ECE Director & School Readiness Project Coordinator attended the National Association for the Education of Young

Children (NAEYC) 3 day professional development conference, and 13 hours at California Child Development Administrators Association (CCDAA) Great Administrator's Seminar. The School Readiness Nurses attended 35th Annual Current Advances in Pediatrics Conference Oct. 5-7, 2018 and the 2019 California Immunization Coalition Summit April 8 & 9, 2019. Preschool and Head Start teachers are classified teachers who have been provided a variety of professional development on the teacher development (student-free) days. Content included program design as well as customer service. Preschool and Head Start teachers are classified teachers who have been provided a variety of professional development on the teacher development (student-free) days. Content included program design as well as customer service. The ABCs of PreSchool Assessment was also provided. Preschool instructional staff participated in (2) 2 hour trainings with Mental Health Consultant from Child Behavior Pathways to present strategies for working with children with challenging behaviors. Provided new teacher/teacher assistant orientation to all new hires. Early Learning Specialists attended National Association for the Education of Young Children (NAEYC) conference for 3 days of professional development. Early

Learning Specialists attended 2 days CCDAA Annual Fall Technical Assistance conference, and 2 days Great Administrator's Seminar. Additional PD included: Annual Health Inservice, Nutrition Services, Sexual Harassment, Child Abuse, Run-Hide-Fight, Early Childhood Environment Rating Scale (ECERS), Curriculum Integration/Program Goals, 8 hour Benchmark Curriculum, new Desired results Developmental Profile (DRDP) Essential View, 4 hour Conscious Discipline. Cal-SAFE staff received Infant/Toddler Environment Rating Scale (ITERS), CLASS and Conscious Discipline trainings.

A Program Specialist for School Counselors provides ongoing training to all SAUSD counselors. Some PD examples are: School Counseling Curriculum Planning, Higher Ed. Education Program Planning, ASCA Team Coaching, School Counselor/IHE, Admin./Partners- Achieving College Spring PD Conference and Creating Comprehensive School Counseling Programs with Hatching Results. This specialist, along with the Ed. Services team, has also engaged in ongoing collaboration to address college and career readiness. AVID Program Specialist has developed an AVID Principal Support Network. She has also participated in elementary grade-level meetings to support AVID at the elementary

schools. Ongoing AVID support meetings have taken place, as well as AVID coaching via demonstration lessons at individual school sites. AVID training has continued to be provided this year to teachers and administrators in a number of settings including AVID Summer Institute and Path training (12-16 hours of concentrated training with various focus areas (Writing, Reading, Math, Science, Culturally Relevant Teaching, Elective Implementation to name a few) attended by 240 participants in 2018-19) or 6 hour AVID Workshops on Focused Note Taking, Interactive Notebooks, and/or Technology Integration attended by 73 participants. In addition, the AVID Program Specialist has been able to train 97 Elementary Teachers in AVID Foundations to support expansion of AVID Elementary.

As part of the CTE-Building Services Internship program, training was developed for building services staff who choose to participate that ensure safety, compliance and a rewarding experience for both students and classified employees. The AVID Program Specialist has trained AVID Tutors in Socratic Tutorial methodology at the start of the year, with 29 new teachers and 99 returning tutors participating. In addition, the Program Specialist trained 16 AVID Excel tutors and 21 High School Mentors in

Language Coaching methods and strategies to support Long Term English Language Learners in the both the Excel classrooms and several High School Mentor programs. The Back-to-School Spark conference featured an array of learning opportunities related to this action.

Approximately 900 teachers attended this event with topics including: Project Lead the Way (PLTW), Sparks Curiosity, Conducting a Food Waste Audit, Student Discourse & the Math Reflection Tool, Igniting Student Engagement and Rigor in Science, Cultivating Curious Thinkers, and High-Quality Digital Curriculum at Your Fingertips.

A Program Specialist provided the following training: Google Suite for Education Specialists, Google Document Training, Website training, Web site Accessibility, Smart Suite Training, Benchmark Universe, Customizing eBooks. A classified training specialist provided weekly trainings on Google Suite and Microsoft products that are open to all employees. Santa Ana College offered a 7-week advanced Excel course. Computer Techs have attended monthly 4 hour trainings being provided in collaboration with the Santa Ana College and SAUSD. The content has been developed in partnership and co-taught by experts from Santa Ana College and SAUSD. The focus

has been on raising the technical competencies of the Computer Techs who have recently be transitioned from a more instructional role to a more technical role at the school sites. In preparation for school visits, office managers, site clerks, and office assistants were oriented and trained by site management on the logistics of the visits.

Our GATE Program Specialist has provided ongoing training throughout the year. GATE Certification Training is building the capacity at our sites. GATE Coordinators for school sites have engaged in training to learn how to support and promote GATE at their respective schools. This included the identification of prospective GATE students, as well as training on GATE testing. GATE Professional Learning Pathways were developed with the Director of Professional Learning. Advanced Depth and Complexity training and GATE "Habits of a Scholar," "Characteristics of the Gifted" took place to ensure ongoing learning. GATE Classroom trainings were offered, and the GATE Program Specialist developed modules to ensure ongoing learning. The Specialists is also building capacity of other GATE teachers by co-presenting at the Spring and Fall Teaching conferences, hosted by the Teacher Induction Program. 110 K-12 teachers were trained in the

four modules of year 1 GATE differentiation strategies to support rigorous instruction for all students and academic support, and 10 teachers who have started year 2.

The special education department scheduled over 70 professional development opportunities for the 2018/19 school year. The topics include: co-teaching, supporting students with disabilities in the general education classroom, IEP basics, IEP goal writing, moderate to severe curriculum, positive behavior supports for students, and Nonviolent Crisis Intervention (NCI). SAUSD's Education Specialist professionals participated in SAUSD Teaching Conferences: Spark Inquiry 2018 kick-off on the first day of school, and the TIPS Spring and Fall conferences. This resulted in the following PD offerings: Enhancing Learning for All: Support Students with Executive Functioning Needs and Sparking Teacher Understanding: What is my legal responsibility as an educator of students with IEPs?, and Co-teaching to Support Special Ed. Students. 47 coaches, curriculum/program specialists, and mentors will attend the Co-teaching conference in May.

Teacher Induction Program & Support (TIPS) has identified five content experts. These "just-in-time" peers support teachers who request targeted support in

academic content areas. The Induction Program guides 98 Preliminary Credential holders with a CTC accredited induction program that features assigned mentors (58), partnership learning coaches (25), peer observations, and ongoing access to resources and support. The core of this work follows a teacher inquiry cycle that has all candidates identifying a problem of practice and applying new learning in an effort to improve professional practice and student outcomes. TIPS Program Specialist visits all new and transfer teachers (64) during their first year and provides written feedback and support. Mentors receive written feedback throughout the year. Partnership Learning Coaches provide written feedback on-line twice/year to all candidates on their Individual Learning Plans. All mentors have participated in the newly-developed Mentoring and Coaching Pathways- Foundational, Intermediate, Proficient, and Advanced. Mentors, Instructional Coaches, PAR Consulting Educators, and site administrators have attended this training offered via the TIPS department in collaboration with Cognitive Coaching Consultants. In an effort to build capacity, a small group of those who attended will extend this learning to become trainers of this coaching model. To support new and veteran teachers, the TIPS department collaborates with all

Curriculum and Program Specialists to host two annual professional development conferences featuring sessions related to academic content. PD Conference #1 had 186 teachers in attendance, with 19 session offerings. PD Conference #2 had 230 teachers in attendance with 15 session offerings. The following is a sample of workshops/trainings provided: The Power of Google Forms, Understanding and Working with Challenging Students, Supporting Reading and Writing Discourse with CPM, Writing like a Historian, AVID note taking, Unique Learning Systems, CA Autism Professional Training, Data-Driven Decision Making, It's Raining CAASPP, and Restorative Practices. In addition to our program candidates and mentors, TIPS offers registration to all certificated employees.

Research and Evaluation has held extensive training in the area of test administration through its Test Coordinator Institutes provided throughout the year. During these workshops, testing coordinators and administrators receive the latest updates on appropriate use of testing accommodations and also the latest updates and changes to various local/state assessments. To cultivate a data-driven culture, Research and Evaluation conducted bi-weekly administrator training during the Instructional Leadership meetings

entitled, The Data-Driven School series. Topics included accountability (CA Dashboard), our interim assessment NWEA Measures of Academic Progress (MAP), System Training (Data Warehouse), data use (interpreting data and acting on results), and software training (Excel Pivot tables). Summer training to administrators was also provided to support the Principal Summits, where principals share their school plans and vision for the year. These plans are based on data. A pathway module was created called the Data Lead Experts (DLEs). These DLEs were trained during after-school sessions and play a critical role to improve the use of our interim and summative assessments.

SAUSD offers professional development to all Assistant Principals, with a goal toward building their capacity as effective managers and transformational leaders. Our Director of Secondary Education facilitates the Executive Development Program, a research based, 2-year program organized by the National Institute for School Leadership (NISL). Two previous cohorts have finished the program and six program graduates have also completed the facilitator institute. SAUSD provides the Administrator Induction & Mentoring (AIM) Program, providing 23 Administrative Preliminary Credential holders with

coaching, resources, and curriculum that strengthens their proficiency of the California Professional Standards for Educational Leaders (CPSEL) and culminates in a Admin. Services Clear Credential. Monthly Instructional Leadership meetings provide professional development and support around elements of the instructional leadership cycle, core programs and intervention as part of our comprehensive Multi-Tiered System of Supports (MTSS), and other instructional initiatives. These meetings provide ongoing professional learning providing opportunities for:

- Collaboration around improvement plans and KPIs
- Leading leadership sessions to share best practices with fellow administrators.

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.11: Modified and combined with Action 1.4		NA NA	

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.12: Action modified and combined with action 4.5		NA	

NA

Action 13

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

1.13: Modified and combined into
action 4.3

NA NA

Action 14

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

1.14: Modified into Action 4.7

NA NA

Action 15

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

1.15 Split into Actions 1.8 and 4.10

NA

NA

Action 16

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

1.16. Moved to 4.8

NA

NA

Analysis

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

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

A District wide Instructional Leadership Cycle was implemented at each school in order to build momentum around shared instructional problems of practice and include internal and external perspectives on instructional practice. To support a focus on classroom level practices and build a culture of public, reflective instructional practice, Key Performance Indicators (KPIs) were created in alignment with our 4 LCAP goals and related indicators. Each school was assigned a KPI team with district leaders and curriculum/program experts that implemented a KPI visit structure that supported site level reflection, collective feedback, and revision and planning for next steps. School principals and Educational Services administrators attend monthly instructional leadership meetings at the District Office that are organized around leadership professional development. Each session is 4 hours and includes a presentation, breakout sessions and workshops that allow for principals to choose a topic relevant to their needs or their schools' needs. Principals are also offered an opportunity to participate in National Institute for School Leadership (NISL). District leadership including directors, managers and principals also attend monthly 2 hour management meetings that address pertinent changes and reviews important policies in SAUSD.

SAUSD has supported a high quality, rigorous implementation of its newly adopted CA standards-aligned ELA, ELD, and mathematics curriculum materials District-wide through extensive Professional Development, curriculum maps, frameworks, supplemental lessons/supports and coaching at high need schools. All Intermediate and High Schools visited local community colleges and universities from across the state of California and SAUSD 8th grade students visited comprehensive high schools with all HS counselors providing College/Career and HS graduation presentations. SAUSD counselors, collaborated with administrators, teachers, counselors, and other staff to meet the needs of the student population to deliver student services including K-16 individual counseling and group counseling. As part of SAUSD's summer school programs, incoming 6th and 9th graders are provided with Bridge/Orientation programs to enable them to make a smooth transition to the next level. Support from these programs include academic, SEL, mentoring, and counseling. Transition Support Services continues to work with student ambassadors so that they become strong mentors who support grade level transitions from elementary to high school to post secondary.

During the 2018-19 school year, the District has worked to systematically to document and communicate our core programs and systems. This includes the development to the English Learner Master Plan, Core Academic Program, VAPA Strategic Plan, the District Technology Plan, MTSS Framework, and the Special Education Action Plan. These plans outline systems for instruction, curriculum and assessment mechanisms to ensure that all students have access to the core program.

SAUSD's Access for All initiative continues to provide all students grades 3 -12 with a Chromebook for school and home use. Grades 3, 6, and 9 have been refreshed this Spring, 2019. Connect Ed hot spots are available at all school libraries for family check out. All TK classrooms are provided with 10 iPads for a rotational model. Cellular hot spots are available at all highs schools for students who do not have internet at home through the 1 Million Project.

All elementary schools have developed Early Learning Plans that are designed to support their students in pre-school and the primary grades focusing on early literacy, numeracy, parent education and healthy child development. In addition to Transitional Kindergarten, SAUSD is offering an Early Kindergarten program called “Early Edge” for students who are not eligible for TK and Kindergarten. The Early Edge program follows the Transitional Kindergarten Curriculum as if students were starting at the beginning of the year. SAUSD continues to implement high quality preschool programs and support services in partnership with California Department of Education, First 5 Orange County, Title I and other partners in the community. Currently serving ~1300 enrolled families, SAUSD provided Part Day preschool services in 25 classrooms including 12 Full Day preschool, 4 Inclusive Preschool and 5 Dual Immersion Preschool. Head Start continues to provide services to ~550 students from low income families. Eligible 3 and 4 year olds receive a quality preschool experience in part day and full day programs at 8 locations.

The special education department scheduled over 70 professional development opportunities for the 2018/19 school year. The topics include: co-teaching, supporting students with disabilities in the general education classroom, IEP basics, IEP goal writing, moderate to severe curriculum, positive behavior supports for students, and Nonviolent Crisis Intervention (NCI). SAUSD's Education Specialist professionals participated in SAUSD Teaching Conferences: Spark Inquiry 2018 kick-off on the first day of school, and the TIPS Spring and Fall conferences. This resulted in the following PD offerings: Enhancing Learning for All: Support Students with Executive Functioning Needs and Sparking Teacher Understanding: What is my legal responsibility as an educator of students with IEPs, and Co-teaching to Support Special Ed. Students. 47 coaches, curriculum/program specialists, and mentors will attend the Co-teaching conference in May.

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

SAUSD has supported a high quality, rigorous implementation of its newly adopted CA standards-aligned ELA and mathematics curriculum materials District-wide through extensive Professional Development, curriculum maps, frameworks, supplemental lessons/supports and coaching at high need schools. In ELA, the CA Dashboard shows that for All Students, our overall performance increased within the Yellow category, currently 50.4 points below Level 3 having an increase by 3.4 points from the previous year. SAUSD has maintained achievement on College Readiness indicator with (40.1% in 2017 and 38.3% in 2018).

Santa Ana Unified received recognition through the CORE Districts for their HIGH GROWTH ACADEMIC Growth awards. CORE's 2019 Academic Growth Awards honor schools having the greatest impact on student achievement. At schools with high academic growth, students consistently make academic gains faster than similar students at similar schools. The Academic Growth Awards are unique because they recognize acceleration of student achievement by accounting for how much each individual student learns over time, rather than just comparing test scores from year to year. Growth data plus test results give educators the “power of two” for measuring improvements in learning outcomes. The following schools received Three Years of High Growth Impact: Adams Elementary (Math), Franklin Elementary (ELA and Math), Gonzalo Felicitas Mendez Fundamental Intermediate (Math), Madison

Elementary (ELA and Math), Martin Luther King Jr. Elementary (Math), Martin R. Heninger Elementary (ELA and Math), and McFadden Intermediate (Math)

The following schools received One Year of High Impact (17-18): Carl Harvey Elementary (ELA and Math), Diamond Elementary (Math), Fremont Elementary (Math), Heroes Elementary (ELA), Hoover Elementary (ELA), John F. Kennedy Elementary (ELA and Math), John Muir Fundamental Elementary (ELA and Math), Jose Sepulveda Elementary (Math), Monroe Elementary (ELA and Math), Monte Vista Elementary (Math), Pio Pico Elementary (ELA and Math), Santiago Elementary (ELA), Theodore Roosevelt Elementary (ELA and Math), Valley High (ELA and Math) and Walker Elementary (Math)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Estimated Actuals for Goal 1 is 0.9% less than Adopted Budget. The changes are based on the District actual enrollment, staffing and program and allocation changes as approved by the Board of Education throughout the fiscal year. The details of the changes are enumerated in the District's First and Second Interim Reports.

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

As SAUSD refines its MTSS framework, Goal 1 has been adjusted to focus primarily on the foundational tier. This has resulted in several actions being moved from Goal 4 to Goal 1 including actions 1.11 and 1.13 which support equitable access to a broad course of study and actions 1.12, 1.14, and 1.15 which will promote dual immersion program expansion and alignment with Proposition 58 as well as course options and support for English learners.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

Establish collaboration and communication across all levels to support and promote engagement and school connectedness amongst students, staff, families and community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Parent Survey Data | Number of parents who participate in the annual survey

18-19

Parent Survey Data | At least 15,000 parents will participate in the annual survey (2017-18)

Baseline

Parent Survey Data | 15,965 parents participated in the annual survey (2015-16)

18-19

Parent Survey Data | 15,983 parents participated in the annual survey (2017-18)

Parent Survey Data | 17,074 parents participated in the annual survey (2018-19)

Metric/Indicator

Parent Engagement | Host monthly (Sept-June) Community Advisory Committee meetings to engage parents of students with disabilities

18-19

18-19

Parent Engagement | Hosted monthly (Sept-May) Community Advisory Committee meetings to engage parents of students with disabilities (2017-18)

Expected

Parent Engagement | Host monthly (Sept-May) Community Advisory Committee meetings to engage parents of students with disabilities (2017-18)

Baseline

Parent Engagement | Hosted monthly (Sept-June) Community Advisory Committee meetings to engage parents of students with disabilities (2015-16)

Metric/Indicator

New:

Welcoming Environment | % of parents that agree/strongly agree that school allows input and welcomes parents' contributions. | % of parents that agree/strongly agree that they feel welcome to participate at school.

18-19

Welcoming Environment | Maintain 90% or above of surveyed parents that agree/strongly agree that school allows input and welcomes parents' contributions. |

Maintain 90% or above of surveyed parents that agree/strongly agree that they feel welcome to participate at school. (2017-18)

Baseline

Welcoming Environment | 91% of parents that agree/strongly agree that school allows input and welcomes parents' contributions. | 92% of parents that agree/strongly agree that they feel welcome to participate at school. (2016-17)

Actual

18-19

Welcoming Environment | 90% of surveyed parents indicated they agree/strongly agree that school allows input and welcomes parents' contributions. | 90% of surveyed parents indicated they agree/strongly agree that they feel welcome to participate at school. (2017-18)

Welcoming Environment | 92% of surveyed parents indicated they agree/strongly agree that school allows input and welcomes parents' contributions. | 93% of surveyed parents indicated they agree/strongly agree that they feel welcome to participate at school. (2018-19)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1: Enhance student learning and engagement by offering real world experiences and learning opportunities such as science	Migrant Education Program (MEP) staff, make an effort to provide learning opportunities and experiences for our Migrant	LCFF sources Title I, Part A	LCFF sources Title I, Part A

camps, experiential field trips, summer enrichment programs and industry internships and work based learning.

Education Program students to take part in. Due to socio-economic factors, many of our MEP students do not have the opportunity to visit such places. Learning excursions included the Santa Ana Zoo where our Migrant Education Preschool students and their families were invited, along with their siblings. 49 students and a parent participated in that excursion. 85 Intermediate and High School students participated in an educational Gold Rush/Western Movement interactive tour at Knott's Berry Farm, led by Knotts' staff.

Transition Support Services has provided high school students with free 2-3 day Northern California trips to increase their college entrance opportunities and become competitive during the application process.

The CTE department is providing additional opportunities for students to participate in the Cal Poly Pomona Femineers camp in the summer of 2019. CTE has continued to create new and expanded internship opportunities for students during the 2018/2019 school year. Internship programs included JPL and Project SELF where 60 students are placed at law firms in paid internships across the central county region of Orange County. The Orange County Fair and Event Center more then tripled, exceeding 100,

Object Category:

1000	21,909
2000	37,532
3000	24,142
4000	7,798
5000	623,031
	714,412

Object Category:

1000	7,384
2000	3,737
3000	3,414
4000	15,316
5000	951,521
	981,372

the number of students participating in paid internships during the summer of 2018. In addition, more than 100 students were placed in internships after school in the fall of 2018 and the spring of 2019 and more than 120 students are preparing or have placed in dental and medical internships during the school year. We were also excited to expand automotive internships and internships that supported early childhood education and the Santa Ana downtown business district. For intermediate students, SunPower is offering, 40 students, 1 week paid summer internships. CTE and Engage 360 have worked collaboratively to expand opportunities for students to participate in internships over the past school year. Working with community organizations and businesses within the community, CTE has continued to expand WBL opportunities for students in engineering, digital media and early childhood education. New programs have also been expanded for both the automotive and business pathways. CTE offered work-based learning (WBL) staff development to staff during the 2018/2019 school year.

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

2.2: Utilize a family engagement framework to expand family and community engagement programs, extend library hours, and increase access to computer resources, support, and training for all student subgroups and their parents.

The Office of Community Relations oversees the practice of Family and Community Engagement (FACE). Using the Dual Capacity Framework and the FACE Matrix, FACE staff are recruiting and meeting with a wide-range of partners who are interested in providing services reflective of need at each school site's Wellness Centers. Each Wellness Center is staffed and open to families and community.

For mathematics, the curriculum specialists provided parent trainings for both the Migrant Education department as well as at K-5 sites on an as-requested basis.

The district provides monthly meetings for library staff. These meetings include information on library developments, software, and best practices. Sites determine their library materials budget. To support family access, sites determine their library hours. The district monthly meetings include book selection guidance, and the District Librarian collaborates with site library staff on book orders when requested. The District Librarian also makes product recommendations for library facility materials such as scanners, displays, and furniture.

LCFF sources
Title I, Part A

Object Category:

1000	745,592
2000	1,825,623
3000	1,044,295
4000	232,659
5000	848,761
	4,696,930

LCFF sources
Title I, Part A

Object Category:

1000	164,455
2000	2,018,174
3000	1,038,774
4000	291,268
5000	369,150
	3,881,821

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																										
<p>2.3: Provide engagement opportunities for all stakeholders, including family and community, to District events (e.g. Annual Parent Conference, Open House, Back to School Nights, and School Choice Events).</p>	<p>During the 2018-2019 school year, Community Relations staff attended over 30 community events, hosted/supported over 10 District events, and collaborated with 15 internal departments. Community Relations staff sit on the board of over 10 community organizations as well as committees and task forces throughout the community in a range of organizations (health, business, non-profit, higher education, civic and governmental agencies, etc.)</p> <p>Community Relations staff, in collaboration with district departments, school sites and community organizations, hosted a district wide Parent Conference. The conference attendance was over 1,300 individuals from around the district where they participated in (25+) workshops and capacity building opportunities that were hosted by district staff and community agencies. Additionally, this year that Parent Conference also included a resource fair that was attended by 30+ community agencies. This allowed for an opportunity for resources to be provided directly to families by resource providers.</p> <p>The School Choice Fair was hosted at Main Place Mall, which as a main shopping center in the</p>	<p>LCFF sources Title I, Part A</p> <p>Object Category:</p> <table border="0"> <tr><td>1000</td><td>153,438</td></tr> <tr><td>2000</td><td>326,994</td></tr> <tr><td>3000</td><td>195,127</td></tr> <tr><td>4000</td><td>66,450</td></tr> <tr><td>5000</td><td>300,143</td></tr> <tr><td></td><td>1,042,152</td></tr> </table>	1000	153,438	2000	326,994	3000	195,127	4000	66,450	5000	300,143		1,042,152	<p>LCFF sources Title I, Part A</p> <p>Object Category:</p> <table border="0"> <tr><td>1000</td><td>9,312</td></tr> <tr><td>2000</td><td>216,004</td></tr> <tr><td>3000</td><td>55,611</td></tr> <tr><td>4000</td><td>81,494</td></tr> <tr><td>5000</td><td>286,398</td></tr> <tr><td>6000</td><td>35,581</td></tr> <tr><td></td><td>684,400</td></tr> </table>	1000	9,312	2000	216,004	3000	55,611	4000	81,494	5000	286,398	6000	35,581		684,400
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area, provided a great point of contact for families. Families interacted with 45+ schools that were represented in the School Choice Fair from elementary, intermediate and high schools. SAUSD Career Technical Education and key higher education partners also participated.

The Parent of the Year celebration is an opportunity to engage and recognize parent and family engagement across all school sites. Parents and family members are nominated by their school site based on their engagement, involvement and commitment to community growth and sustainability.

The neighborhood canvassing events, which were primarily organized by schools, have expanded parent, community, and service provider support with the help of SAUSD's Early Learning Initiative, a collaborative with more than 50 public and non-profit agencies and 130 parents that work together to create a training guide for schools participating in canvassing. Over a period of two weekends in February and March, and across 11 elementary schools, 319 volunteers made up of SAUSD staff, parents, students, service providers came together to spread the word about SAUSD schools. The purpose of canvassing was to:

- 1) spread the word that SAUSD schools are an excellent place to enroll students
- 2) make a positive, face-to-face connection so that parents feel comfortable reaching out to us for services
- 3) motivate parents to enroll their children now in preschool, Transitional Kindergarten, and Kindergarten
- 4) inform parents about the Wellness Center at the school, including grand opening, and other services.

There were more than 1,900 homes reached through these efforts and parents, school staff, and service providers were able to collect information from 120 families that requested more information on school enrollment or other supports and services being offered through the schools Wellness Centers.

The Office of Community Relations, has provided presentation and professional development for staff (site administrators, office and administrative staff, and management) throughout the year regarding FACE and the role the Wellness Centers play in the practice of Family and Community Engagement. Additionally, families have been engaged in the development of the practice of family and community engagement through District wide opportunities

to learn and dialogue about the Wellness Centers.

The Civic Center department, who oversees facilities use, has engaged effectively with parents and community users to increase usage of our school facilities resources district-wide. The implementation of a new facilities use requester software, Facilitron, has been well received, and is allowing the district to schedule an increased number of facilities more promptly, and more accurately. Since September 2018, the Civic Center department reduced its facilities use request backlog from approximately 600 requests down to where only current requests are pending. Staff now can provide a higher level of client-centered service to schools and community users alike more promptly than ever before, yielding an overall happier clientele.

The math curriculum specialists prepared and hosted the annual Math Field Day event involving approximately (32) K-8 schools in which students participate in math activities involving: mental math, algebraic thinking, geometry, problem solving, and STEM. Engage 360 sites provided 13 parent engagement opportunities (parent meetings, family nights, and focus groups) in 2018-2019 with a significantly increased number of parents, compared to the previous year. The ASSETS

High School programs provided parent engagement opportunities and workshops in 2018-2019 serving more parents as well.

The Transition Support Services Dept., in collaboration with Institutes of Higher Education (IHE), offered University Application Late Nights, FAFSA Late Nights, Family Financial Aid Late Nights, Annual College-Night, Parent/Student Campus Tours (CSUF/UCI), Scholarship Awards Nights, and Padres Promotores parent trainings to promote College and Career Readiness knowledge.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																								
<p>2.4: Provide respectful programs that are reflective of race, language, disability and culture, including community social service resources, workshops, leadership opportunities (CAC, SCC, etc), school-based Family and Community Liaisons, parent volunteer training, fingerprinting, adult education classes, and child care.</p>	<p>SAUSD SELPA provides monthly CAC meetings and parent workshops. Nine meetings per year (one per month), various topics including: Behavior, Social Skills, Transition Services and Wellness Center and Resources. In addition, the office of Community Relations, we offer workshops, capacity building classes, and personal development classes for families throughout Wellness Centers throughout the District. Families are provided workshops on parenting, English, GRE,</p>	<p>Title I, Part A</p> <p>Object Category:</p> <table border="0"> <tr><td>1000</td><td>761,898</td></tr> <tr><td>2000</td><td>1,659,104</td></tr> <tr><td>3000</td><td>983,286</td></tr> <tr><td>4000</td><td>118,146</td></tr> <tr><td>5000</td><td>262,055</td></tr> <tr><td></td><td>3,784,489</td></tr> </table>	1000	761,898	2000	1,659,104	3000	983,286	4000	118,146	5000	262,055		3,784,489	<p>Title I, Part A</p> <p>Object Category:</p> <table border="0"> <tr><td>1000</td><td>750,388</td></tr> <tr><td>2000</td><td>922,498</td></tr> <tr><td>3000</td><td>753,556</td></tr> <tr><td>4000</td><td>56,468</td></tr> <tr><td>5000</td><td>314,546</td></tr> <tr><td></td><td>2,797,456</td></tr> </table>	1000	750,388	2000	922,498	3000	753,556	4000	56,468	5000	314,546		2,797,456
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5000	314,546																										
	2,797,456																										

Restorative Justice, financial literacy, etc.

EL Programs personnel has been providing parent workshops on Multilingual Education: Opening Possibilities for the Future during the SAUSD Annual Parent Conference and Migrant Parent Educational Program, where families and community were informed about the benefits of being biliterate, the language programs offered, the way parents can request language programs for their children, and the Seal of Biliteracy requirements. The Migrant Education Program provided learning opportunities for parents to partake in, with a Math and Technology focus.

Specifically, the 5 courses focused on our district's Math curriculum, how to best support their child with Math homework at home, as well as math game ideas and apps that can be used as a family to help promote and reinforce Math concepts. Technology training classes focused on teaching parents how to access Aeries Parent Portal, learning to read SBAC and ELPAC score reports, and how to use that information to best help their child learning at home. Other topics covered included exploring the educational system in our country, exploring graduation and A-G requirements, as well as post-secondary options. Our SAUSD Police Department provided a presentation on Cyber

Safety and On-line bullying. The Migrant Education Program (MEP) Parent Advisory Committee (PAC) meetings cover a variety of topics as well. Parent input is important as they help determine the topics of interest. Elections are held within our PAC meetings, for MEP Parents to be part of the Parent Advisory Committee Board. Elected board members help run PAC meetings and attend our Migrant Education Regional Parent Advisory Committee Meetings (RPAC) in which board members meet with RPAC members from our entire MEP Region. This leadership opportunities serves as a way to get our MEP parents involved in leadership roles. The Migrant Education Program provides child care for both PAC Meetings and any Parent Workshops. Parents are always encouraged to attend. Providing childcare eliminates the barrier of parents not attending due to the lack of childcare.

SAUSD's Early Learning Initiative is focused on aligning the resources of three important systems that impact families with young children, i.e., Early Care and Education, Preschool-to-4th Grade, and Family Economic Supports. SAUSD's Early Learning Initiative has been able to create an active parent stakeholder group of over 130 parents from across 12 elementary schools in Santa Ana. SAUSD SELPA provides child care

during monthly CAC meetings to encourage parent attendance and participation. On average, child care services are provided to 30-40 children at each meeting.

This initiative has created a series of training sessions for parents, residents, and other interested community members in the Fall of 2018 in order to activate them as parent leaders in their schools and neighborhoods. The purpose was to build Neighborhood Leadership Teams (NLTs) with the capacity to:

- 1) identify, inform, educate, and support families with young children
- 2) refer and link families to formal and informal supports
- 3) provide feedback to service providers for continuous improvement
- 4) advocate for effective systems and policies.

There were 6 training sessions in the fall of 2018 with over 132 parent participants across 12 elementary schools. In the Spring of 2019 the NLTs continued with the goal of building the capacity of the parents in terms of helping them co-design their Wellness Centers at their school sites and helping identify and prioritize needs of their community.

FACE Community Liaisons act as the bridge and facilitators of resources and information to

families and the community. At the site level, school liaisons offer various volunteer opportunities to families in engaging with their school sites. The volunteer programs differs by sites and by the need expressed in each community as to the training development and execution of roles. But, parents are involved in day to day tasks and provide support and vision as it relates to the sustainability of the school site and their students. In collaboration with the Mexican Consulate, literacy classes and K-8 education are provided where attendees receive a diploma of completion from the Mexican Secretary of Education. To further support our families and community, on-going collaboration with Santa Ana College has provided GED and continuing/adult education classes for families as well. Santa Ana College and their Adult Education Centers provide referred families with resources that are available. SAUSD school sites host these classes, with the goal to expand to other school sites as well.

FACE Wellness Centers host community organizations that provide resources are invited on site to support capacity building and direct facilitation of services and resources at the school site. Workshops and classes are reflective of the community needs of each school community, but, they ultimately help meet the goals

of each family. Resource providers are also invited to come into activities, both district wide and school based, to ensure the brokering of the relationship between the families and agencies. Community partners have hosted such presentations in topics like higher education, financial security, mental health awareness, health resources, leadership development, etc. Specifically, from the leadership development courses, families learn about navigating the school district opportunities for engagement, but, also how this translates to their community and their impact. Additionally, in the practice of Family and Community Engagement, the FACE team has hosted 50+ listening sessions throughout the school sites to engage with families and better understand the needs for resources and programming in each school community. Each Wellness Center will have different programming available on site and this programming will be reflective of the community needs of each school site. But, in terms of resource facilitation, families are invited to participate in all Wellness Centers and the community workers at all sites can provide resource facilitation.

Action 5

Planned

Actual

Budgeted

Estimated Actual

Actions/Services

2.5: Ensure parents of English Learners (EL) have access to and are aware of information related to reclassification criteria and procedures.

Actions/Services

EL Programs organizes and facilitates monthly DAC/DELAC meetings to ensure that, as a district with large percentages of English Learners, SAUSD actively involved parents and meeting all legal requirements. The DAC/DELAC has 110 elected representatives that provide input to the district and the school board on the education and academic improvement of English learners, as well as providing feedback on the needs of parents of English Learners. Reclassification criteria, procedures and monitoring were presented to DAC/DELAC members in October 2018.

EL Programs provides technical assistance and guidance to 54 sites that have 20 or more English Learners and are required to maintain an ELAC. Monthly ELD/Title I meetings are held to review the requirements of ELAC and support sites in the development of healthy and productive advisory bodies. EL Programs maintains consistent communication and support to 55 sites to ensure that ELACs are properly constituted and meeting all legal requirements. Reclassification criteria and procedures are reviewed with school staff at monthly Title I/ELD meetings in September and staff review the process with school

Expenditures

Title I, Part A

Object Category:

4000 1,000
5000 4,600
5,600

Expenditures

Title I, Part A

Object Category:

2000 1,851
3000 149
4000 540
5000 3,000
5,540

staff and parents at site based parent meetings.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.6 : Provide home language translations of District communication including school to home communiques, website, and parent meetings (Spanish & Vietnamese).	A District translator provides Spanish translation at DAC/DELAC meetings, board meetings and various district community events. A Vietnamese translator was recently hired to provide Vietnamese translation for parent meetings and events where necessary. Written communications are provided in English and the parent home languages (Spanish and Vietnamese). Sign language is provided at board meetings and key district-wide events. The SAUSD website is accessible in English and Spanish.	LCFF sources Title I, Part A Local sources Object Category: 1000 2,300 2000 714,363 3000 291,071 4000 16,450 5000 96,500 1,120,684	LCFF sources Title I, Part A Local sources Object Category: 1000 2,300 2000 674,998 3000 336,233 4000 14,147 5000 94,212 1,121,890

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.7: Expand and maintain partnerships which support student academic success and social emotional well-being by partnering with institutions of higher education, community based organizations and district staff through MOU's and grants	In addition to student teaching, intern and fieldwork agreements, SAUSD has partnered with two IHEs (UCI and CSUF) on several grants related to teacher recruitment, development and retention. The District and its university partners have been awarded two Teacher Residency Capacity grants and the Teacher Residency Grant which will allow the District to provide the following	LCFF sources Object Category: 5000 3,255,950 3,255,950	LCFF sources Object Category: 1000 13,755 2000 7,874 3000 3,124 4000 8,200 5000 3,175,515 7000 1,456,712 4,665,180

for positions identified as "hard-to-fill": signing bonuses, tuition reimbursement, training, coaching and support to new hires and student teachers who will complete their residency in the District. These multi-year grants will allow for robust recruitment and retention of highly qualified and effective teachers who will support students' academic success.

The Director of Teacher Induction is on the Advisory Board panel for several local IHEs. In turn, many IHEs are on the Teacher Induction Program Board- UCI, Chapman, CSUF, and Concordia. Additionally, ongoing research partnerships are underway with our IHE partners. The following initiatives are also happening with our IHE partners: Expository Reading and Writing Course (ERWC), Irvine Math Project, as well as a research study on the impact instructional assistants have on developing reading skills. SAUSD leadership is engaging with Chapman University to develop their Preliminary Administrator program. HR Coordinator also serves on a number of IHE Advisory Boards for local IHEs. Our participation allows the District to inform IHE programs of District needs as well as to provide feedback and guidance regarding program implementation and District initiatives.

A close partnership with Santa Ana College provides a career path for our high school students. The "Santa Ana Promise" allows all SAUSD graduates to receive free tuition their freshman year when enrolled full-time. This has further strengthened with continued support to every SAUSD high school graduate with the promise of admission to either CSUF or UCI via the Santa Ana Promise. The Director of Transition Support Services is a co-facilitator with the Santa Ana Partnership and works collaboratively with SAC, UCI, CSUF, and other IHE partners on grants that will promote and enhance college and career opportunities. We work with college and career software platforms in establishing contracts and MOUs to provide services that will increase SAUSD students' college opportunities.

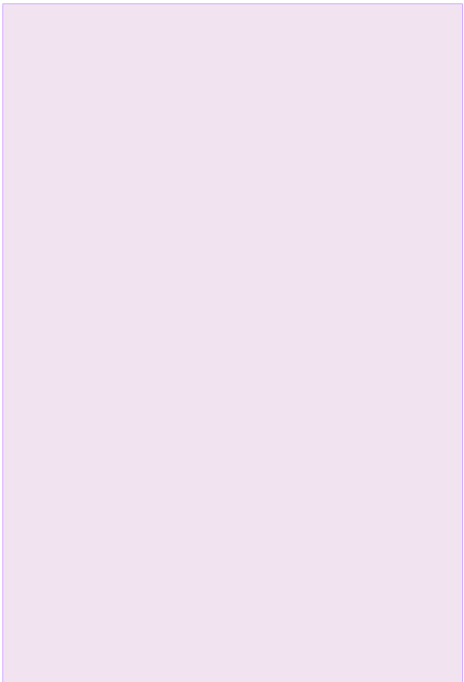
We have been hosting monthly Community Partner meetings and have met with 60+ number of partners and are in the process of putting formal agreements in place. Culturally responsive partnerships include a MOU with the Mexican Consulate which includes literacy classes, K-8 education, scholarships, curriculum and a partnership with the Secretary of Education in Mexico.

A total of 17 students with IEP's have been referred to ACCESS

programs during the current school year.

Through grant writing, partnerships with community organizations, colleges and universities including UCI, CSUF, and Santa Ana College have resulted in grant awards of over \$23 million dollars in the 2018-2019 school year from various funding sources that include:

- CTE program grants in collaboration with higher education and industry partners to increase and strengthen CTE program opportunities including the Incentive Grant, Round III \$1.2 million dollars, the California K12 Strong Workforce grant for \$1.4 million dollars, and the Specialized Secondary Program grant to establish a Child Development at Segerstrom High School.
- Four grants from the California Commission on Teacher Credentialing, in collaboration with UCI and CSUF, for up to \$2.7 million will be utilized to bolster recruitment, onboarding and professional development practices for highly qualified teacher candidates in the



hardest to fill STEM and Special Education openings.

- The extended learning grants including ASES Kids Coding Grant provides \$435,000 support coding instructions for six middle schools within the Engage 360 after school program and 21st Century Community Learning Center grants of over \$2.058 million per year for five years to increase access to base and summer extended learning opportunities.

Action 8

Planned Actions/Services

2.8: Implement procedures to ensure foster students have access to interventions and enrichment activities that support academic development, social emotional well-being, social capital development, and school and community connectedness and collaboration.

Actual Actions/Services

Foster Liaison ensures all foster students coming in and out of the district are properly identified in database to provide appropriate school placement and support services. Foster Liaison is point of contact for the district and works collaboratively with county agencies to assist with school transitions and ensures foster youth education rights are being upheld in their schools.

Foster Liaison provided 6 staff trainings this school year to keep school site staff current with foster youth legislation, district

Budgeted Expenditures

LCFF sources

Object Category:

5000 1,500
1,500

Estimated Actual Expenditures

LCFF sources

Object Category:

5000 4,000
4,000

procedures and support services. Foster liaison coordinated 3 college and career events to provide students with exposure to college campus and experience as well as learn about foster youth support services, scholarships and financial aid for higher education. In addition, our annual events like the "Welcome Back to School" and our "Fostering Adventures Camp" provides enrichment activities for elementary and secondary foster students and their families as they learn about support services and brings school and community connectedness. Foster support groups also known as Youth Outreach Leadership Opportunities have been implemented throughout several of our secondary schools to provide additional academic, social emotional support and increase school connectedness to foster students.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.9: Build and grow instructional programs, such as dual immersion and heritage language programs, and expand world language options which support increasing numbers of high school seniors graduating from SAUSD schools with the Seal of Biliteracy and	With the goal in mind of continuing the implementation of a strong and successful Dual Language Program and increasing the number of students who graduate with the Seal of Biliteracy, the dual language leadership team have conducted during the 2018-19 school year monthly meetings to	LCFF Sources Object Category: 2000 2,000 3000 812 4000 18,000 5000 34,111 54,923	LCFF Sources Object Category: 1000 2,116 2000 2,000 3000 565 4000 17,704

equipped with valuable college and career ready linguistic skills.

strengthen and refine the program. They have observed quality of instruction, monitored students' progress in English and Spanish, planned professional development needed, and contributed with ideas to expand language programs to other schools at the district. Collaboration meetings with teachers have taken place at the Elementary and Intermediate level to discuss, design and score assessments, ensure their alignment with standards, elaborate road maps with language allocation for all subject areas, share resources and good practices, and evaluate the program at each site and district-wide.

More Language course options are provided at the Intermediate Level in Saddleback HS (through their IB program), MacArthur, Carr, McFadden and Lathrop. World Language (WL) teachers maintain collaboration meeting 4 times a year to coordinate programs and district and state assessments. American Sign Language (ASL) year three has been implemented this school year and the ASL 4th year of study will be submitted for UCOP approval in May. World Language Department Chairs meet 5 times a year at the District to design placement and Seal of Biliteracy exams, elaborate timeline and procedures for the administration of those tests, analyze data and determine needs

5000 39,398
61,783

in WL, ensure consistency on content, materials, and instruction across the district, and promote the Seal of Biliteracy program.

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2.10: Continue to expand offerings and access to online/hybrid course availability to promote school choice and enhance personalized learning options across all grade levels.</p>	<p>Apex Learning has been selected as the curriculum provider to be used for the delivery of online courseware in Independent Studies classes and in online credit recovery programs at all high schools. Students have the option to enroll in up to 24 course offerings including Mathematics, English, History/Social Science, Science, and World Languages. Based on the model used at each site, students may decide the pace and place of their online learning with some enrollments included in regular student schedules and others off-schedule. For 2018-19, Spanish III, Earth Science, Biology, and Chemistry were introduced as dry lab courses for online credit recovery. In addition, one school piloted courseware for Mathematics from online provider, UC Scout.</p> <p>As a hybrid math course, Introduction to Data Science (IDS) was offered in the 2018-2019 school year at two high schools. The course was developed by UCLA Center X and uses culturally relevant contexts to teach students</p>	<p>LCFF sources Title I, Part A Title II, Part A</p> <p>Object Category:</p> <p>5000 251,502 251,502</p>	<p>LCFF sources Title I, Part A Title II, Part A</p> <p>Object Category:</p> <p>1000 10,157 3000 1,951 4000 631 5000 507,422 520,161</p>

about the statistics present in their every day lives. The course is an "A-G" approved Algebra 2 validation course that focuses on statistics and computer programming with R-Language. The course is a blend of in person learning where students experience the statistical models in a context at school and then use the data the collected outside of school hours to program using R-Language. Students learn of the conceptual understanding behind the statistics and then use the R-Language coding necessary for that particular statistical model. Students gather their own data outside of school hours through the use of survey technology that records their data to be used in class in the follow-up lessons. The course is mathematically rigorous (a balance between conceptual understanding, procedural skill, and problem solving) and uses academic language that will support high school students as they matriculate into college.

Elementary math adopted tools (Math Expressions online) allows for adaptive tasks and assessments that allow for a personalized learning experiences. The ELA/SLA program, Benchmark Advance has an online component that allows teachers to assign tasks outside the students' assigned grade-level to address student needs.

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																								
<p>2.11: Provide professional development and support for certificated and classified staff to support each of the activities in Goal 2.</p>	<p>LCAP training sessions were provided to those who were to facilitate these family engagement forums. The Office of Community Relations oversees the practice of Family and Community Engagement (FACE). Using the Dual Capacity Framework and the FACE Matrix, FACE staff have been trained on engaging parents and community partners in the development of site wellness centers and the activities that occur in them including community enrichment classes, technology training and parenting support. District Translators have been sent to training for interpreters to support the accurate interpretation of information conveyed during IEP meetings and other official district meetings that are attended by parents who speak Spanish or who are deaf/hard of hearing. 21 of our new FACE liaisons and workers engaged in professional learning using cognitive coaching strategies, part of the new mentoring pathway.</p> <p>Partnership with Santa Ana College Adult Education has enabled SAUSD to provide over a dozen professional development opportunities for our teachers and staff that has a direct impact on their ability to serve our students</p>	<p>LCFF sources Title I, Part A</p> <p>Object Category:</p> <table border="0"> <tr><td>1000</td><td>40,500</td></tr> <tr><td>2000</td><td>10,000</td></tr> <tr><td>3000</td><td>20,510</td></tr> <tr><td>4000</td><td>2,000</td></tr> <tr><td>5000</td><td>38,911</td></tr> <tr><td></td><td>111,921</td></tr> </table>	1000	40,500	2000	10,000	3000	20,510	4000	2,000	5000	38,911		111,921	<p>LCFF sources Title I, Part A</p> <p>Object Category:</p> <table border="0"> <tr><td>1000</td><td>65,817</td></tr> <tr><td>2000</td><td>21,588</td></tr> <tr><td>3000</td><td>14,108</td></tr> <tr><td>4000</td><td>32,343</td></tr> <tr><td>5000</td><td>42,528</td></tr> <tr><td></td><td>176,384</td></tr> </table>	1000	65,817	2000	21,588	3000	14,108	4000	32,343	5000	42,528		176,384
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	176,384																										

academic, emotional, and safety needs.

District School Climate Coaches support 26 schools and provide coaching, facilitate trainings, and support PBIS implementation. A Program Specialist provides training, information and resources related to McKinney-Vento (M-V) and maintains a website to ensure the resources are accessible. A school site M-V designee is identified, and a list of site designees is available on the website. The M-V Program Specialists participated in the district-side conferences to ensure our teaching staff is aware of this vulnerable population and the resources available to support them. Through the i3 Grant, District School Climate Coaches are supporting 26 schools. This team provides support to students, staff and parents in the form of training and coaching.

The EL Programs department holds monthly Title I/ELD meetings to review various requirements and supports for schools. A review of reclassification criteria and procedures was included in the September meeting. School staff at the meetings are instructed to review this process with school site staff members and parents at parent meetings, ensuring parent of ELs are aware of the reclassification process. Presentations informing parents of

reclassification were made at the October DAC/DELAC meeting and the Fall Annual Parent Conference. A presentation was also made to staff members at the district wide PD prior to the start of the year.

Training workshops about Multilingual Education, the implementation and evaluation of language programs, the promotion of biliteracy, the development of research-based effective teaching-learning strategies, Spanish/English Language Art resources and materials and new World Language standards to develop bilingualism and cultural competency, have been conducting throughout the school year with administrators, dual and world language teachers, and counselors. The goal was to work with all the stakeholders towards the development and expansion of high-quality dual schools and language programs.

Teachers, administrators and TOSAs of Dual schools have attended the following workshops:

- 5 full-day sessions on Saturdays by the CABE/SAUSD Dual Language Institute (Best Practices in Dual Language Education, Academic Spanish for Teachers (the "What" and the "How"), Cross-linguistic Transfer in a

Dual Language Program, and Examining and Implementing a Dual Language Program Reflection System)

- Benchmark Adelante sessions (K-2 / 3-6) to Spanish Language Art Program Components and implementation
- 2 after school Renaissance sessions on STAR Assessment Data and Students' Progress Monitoring on Early Literacy, Reading, and Math
- 1 after school session on Dual Language Immersion Program Reflection and Evaluation

World Language Teachers have attended professional development sessions after school and during their Department Meetings on:

- How the New World Language (WL) Standards: Communication, Cultures, and Connections illustrate the necessary shifts in instructional approaches intended to bring about optimal performance among students in WL classrooms
- New AP Resources and Processes

- District Seal of Biliteracy Test Administration.

Sites were encouraged to send dual and world language teachers to the 3 days California Association of Bilingual Education (CABE) 2019 Annual Conference. Many of them were able to attend and benefit from the ample variety of workshops.

The 32 Biliterate Instructional Assistants who were hired to support Dashboard Schools include many who worked at bilingual schools. They received 16 hours of training on the ELA Program, reading strategies, writing strategies and working with students in groups as well as site specific training by their principals on the dual-language program.

FACE liaisons were trained on Multilingual Education, language programs and pathways, benefits of bilingual programs, ways for families to request a language program at school, and requirements to obtain the Pathway to Biliteracy award, and the Seal of Biliteracy recognition.

DATA Specialists were trained on the administration of the Spanish Language Placement Test that students take in 8th grade and is used to place students appropriately in Spanish classes in High School, and as one of the

criteria to obtain the Pathway to Biliteracy award.

SAUSD has partnered with two IHEs (UCI and CSUF) on several grants. The District and its university partners have been awarded two capacity grants and the Teacher Residency Grant which will allow the District to provide training, coaching and support to new hires and student teachers who will complete their residency in the District. These multi-year grants will allow for robust recruitment and retention of highly qualified and effective teachers who will support students' academic success.

Ongoing research partnerships are underway with our IHE partners. Those translate to the professional learning of our teachers who are study participants. The following initiatives are also happening with our IHE partners: Expository Reading and Writing Course (ERWC), Irvine Math Project, as well as a research study on the impact instructional assistants have on developing reading skills.

Training is available to staff who would like to use our online learning platform Canvass to support and enhance online learning opportunities for students. The EZ Academy was developed to house short, 1-minute videos on topics that are relevant to employee safety, orientation,

compliance and job performance. Approximately 90 teachers attending training events, mostly at schools related to hybrid and on-line courses including

- 20 presentation/PD sessions (everything from Math 180, Aeries Gradebook/Report Cards/Parent Portal, online courseware, G Suite)
- 5 demo lessons (Apex online credit recovery)
- 25 teachers receiving ongoing program support (Apex)
- 10 new teachers received PD this year (Apex)

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.12: Blended into 3.6.		NA NA	

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.13: Deleted. Action embedded in 4.3		NA NA	

Analysis

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

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

Student engagement has been provided through a variety of creative strategies that are tailored to the specific needs of SAUSD's student population. Learning excursions for Migrant Education students included the Santa Ana Zoo for preschool students and their families/siblings and Intermediate and High School students participate in an educational Gold Rush/Western Movement interactive tour at Knott's Berry Farm for secondary level students. Transition Support Services provided high school students with free 2-3 day Northern California trips to increase their college entrance opportunities and become competitive during the application process. In addition, the CTE department provided additional opportunities for students which included the Cal Poly Pomona Femineers in addition to over 300 internship opportunities including JPL, SunPower, Project SELF, Orange County, and dental and medical facilities, automotive repair sites during the school year. In collaboration with Engage 360, CTE has continued to expand Work Based Learning (WBL) opportunities for students in engineering, digital media, early childhood education, automotive and business pathways.

The Transition Support Services Department collaborated with Institutes of Higher Education (IHE) in order to offer University Application Late Nights, FAFSA Late Nights, Family Financial Aid Late Nights, Annual College-Night, Parent/Student Campus Tours (CSUF/UCI), Scholarship Awards Nights, as well as Padres Promotores parent trainings to promote College and Career Readiness knowledge.

To provide foster students with access to the supports they need to be successful, SAUSD's Foster Liaison, as point of contact for all foster students coming in and out of the district, ensured that foster students were properly identified in database to provide appropriate school placement and support services. Six trainings regarding foster youth legislation, district procedures, aid for higher education have taken place in addition to our annual events like the "Welcome Back to School", "Fostering Adventures Camp", Youth Outreach Leadership Opportunities Foster support to provide enrichment, community connectedness and additional academic, social emotional support to foster students.

To support a strong and successful Dual Language Program and increase the number of students who graduate with the Seal of Biliiteracy, the dual language leadership team met monthly during 2018-19 school to discuss, design and score assessments, ensure their alignment with standards, elaborate road maps with language allocation for all subject areas, share resources and good practices, and evaluate the program at each site and district-wide. A "Language Program for a Multilingual SAUSD" has been created which will increase considerably the numbers of schools offering language programs other than English during the next few years. More Language course options are provided at the intermediate level in Saddleback HS (through their IB program), MacArthur, Carr, McFadden and Lathrop. American Sign Language (ASL) year three has been implemented this school year and the ASL 4th year of study will be submitted for UC Office of the President approval in May.

On-line learning resources are utilized to deliver Independent Studies classes and in online credit recovery programs at all high schools to support student graduation. Students have the option to enroll in up to 24 course offerings including Mathematics, English, History/Social Science, Science, World Languages, Spanish III, Earth Science, Biology, and Chemistry for online credit recovery. As a hybrid math A-G approved course, Introduction to Data Science (IDS), developed by UCLA Center X, was offered in the 2018-2019 school year at two high schools. The course was developed by UCLA Center X and uses culturally relevant contexts to teach students about the statistics present in their every day lives.

Family and community engagement is a primary focus within the District. SAUSD's district wide Parent Conference was attended by over 1,300 parents and community members with (25+) workshops presented by district staff and community agencies and a resource fair representing 30+ community agencies. 45+ schools were represented at the School Choice Fair was hosted at Main Place Mall. Families interacted elementary, intermediate and high schools staff, SAUSD Career Technical Education instructors and key higher education partners. The Parent of the Year celebration is an opportunity to engage and recognize parent and family engagement across all school sites.

Wellness Centers have been established at all school sites to provide school families and community members with access to workshops, personal development opportunities, and resources to support the academic achievement, positive behavior, social emotional learning, health and wellness for our school community. The Office of Community Relations, has provided presentations and professional development for staff (site administrators, office and administrative staff, and management) throughout the year regarding Family and Community Engagement (FACE) and the role the Wellness Centers play in the practice of Family and Community Engagement.

Monthly DAC/DELAC meetings with 110 elected representatives, provide input to the district and the school board on the education and academic improvement of English learners, as well as providing feedback on the needs of parents of English Learners. Community Advisory Committee meetings take place monthly where parents provide input into Special Education programming and resources. Migrant Education parent meetings are held monthly and currently provides 5 sessions on career and college readiness. School sites implement School Site Council, English Learner Advisory Meetings, Monthly ELD/Title I meetings are held to review the requirements of ELAC and support sites in the development of healthy and productive advisory bodies. EL Programs maintains consistent communication and support to 55 sites to ensure that ELACs are properly constituted and meeting all legal requirements.

The more than 50 public and non-profit agencies and 130 parents that make up SAUSD's Early Learning Initiative, worked together to create a training guide for schools participating in canvassing. Over a period of two weekends in February and March, and across 11 elementary schools, 319 volunteers made up of SAUSD staff, parents, students, service providers came together to spread the word about SAUSD schools. There were more than 1900 homes reached through these efforts and parents, school staff, and service providers were able to collect information from 120 families that requested more information on school enrollment or other supports and services being offered through the schools Wellness Centers. The math curriculum specialists prepared and hosted the annual Math Field Day event involving approximately (32) K-8 schools in which students participate in math activities involving: mental math, algebraic thinking, geometry, problem solving, and STEM. Engage 360 sites provided 13 parent engagement opportunities (parent meetings, family nights, and focus groups) in 2018-2019 with significantly more parents than in the previous year. The ASSETs High

School programs parent engagement opportunities and workshops in 2018-2019 serving an increased number parents from the previous year as well.

The following initiatives are also happening with our IHE partners: Expository Reading and Writing Course (ERWC), Irvine Math Project, as well as a research study on the impact instructional assistants have on developing reading skills. A close partnership with Santa Ana College provides a career path for our high school students. The "Santa Ana Promise" allows all SAUSD graduates to receive free tuition their freshman year when enrolled full-time. This has further strengthened with continued support to every SAUSD high school graduate with the promise of admission to either CSUF or UCI via the Santa Ana Promise. Additional partnerships with community organizations, colleges and universities including UCI, CSUF, and Santa Ana College have resulted in grant awards from various funding sources that include CTE pathway expansion; Four California Commission on Teacher Credentialing, in collaboration with UCI and CSUF to bolster recruitment, on-boarding and professional development practices for highly qualified teacher candidates in the hardest to fill STEM and Special Education openings; and the ASES Kids Coding Grant to support coding instructions for six middle schools within the Engage 360 after school program.

In order to strengthen the engagement levels of students, families, and the community, SAUSD has provided significant levels of professional development to a wide range of staff members. District School Climate Coaches are assigned at 26 schools and provide coaching, facilitate trainings, and support PBIS implementation. A Program Specialist provides training, information and resources related to McKinney-Vento (M-V) and maintains a website to ensure the resources are accessible. A school site M-V designee is identified, and a list of site designees is available on the website. The M-V Program Specialists participated in the district-side conferences to ensure our teaching staff is aware of this vulnerable population and the resources available to support them. Through the i3 Grant, District School Climate Coaches are supporting 26 schools. This team provides support to students, staff and parents in the form of training and coaching. Workshops about Multilingual Education, the implementation and evaluation of language programs, the promotion of biliteracy, the development of research-based effective teaching-learning strategies, Spanish/English Language Art resources and materials and new World Language standards to develop bilingualism and cultural competency, have been conducting throughout the school year with administrators, dual and world language teachers, and counselors. The goal was to work with all the stakeholders towards the development and expansion of high-quality dual schools and language programs.

Teachers, administrators and TOSAs of Dual schools have attended the following workshops:

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- 1 after school session on Dual Language Immersion Program Reflection and Evaluation;

World Language Teachers have attended professional development sessions after school and during their Department Meetings on:

- How the New World Language Standards: Communication, Cultures, and Connections illustrate the necessary shifts in instructional approaches intended to bring about optimal performance among students in WL classrooms
- New AP Resources and Processes

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

SAUSD staff from across Educational Services departments have engaged parents and students through workshops, field trips, community events, parent meetings and input session, mentoring and connections to resources. The following LCAP indicators for Goal 2 were met or exceeded:

- The number of parents who participated in the annual parent survey increased from 15,983 to 17,074.
- Monthly Community Advisory Committee (CAC) meetings took place to engage parents of students with disabilities.
- The percent of parents who indicated that they agree/strongly agree that school allows input and welcomes parents' contributions increased from 90% to 92%.
- The percent of parents who indicated that they agree/strongly agree that they feel welcome to participate in school increased from 90% to 93%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Estimated Actuals for Goal 2 is 0.9% less than Adopted Budget. The changes are based on the District actual enrollment, staffing and program and allocation changes as approved by the Board of Education throughout the fiscal year. The details of the changes are enumerated in the District's First and Second Interim Reports.

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

Based on current reported scope, Goal 2 is considered to be foundational as well. Minimal adjustments included additional language regarding family and community engagement inclusive of all stakeholder in actions 2.03 and 2.04.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

California Healthy Kids Survey (CHKS) | Percent (%) of surveyed students who feel safe or very safe at school: Gr 5, Gr 7, Gr 9, Gr 11, Gr NT

18-19

California Healthy Kids Survey (CHKS) | Increase percent of surveyed students who feel safe or very safe at school: Gr 5 79%, Gr 7 69%, Gr 9 68%, Gr 11 67%, Gr NT 68%(2017-18)

Baseline

3a: Percent of surveyed students who feel safe or very safe at school: Gr 5 77%, Gr 7 67%, Gr 9 60%, Gr 11 63%, Gr NT 66% (2015-16)

18-19

California Healthy Kids Survey (CHKS) | Percent of surveyed students who feel safe or very safe at school decreased: Gr 5 74%, Gr 7 58%, Gr 9 55%, Gr 11 51%, Gr NT 57% (2017-18)

California Healthy Kids Survey (CHKS) | Percent of surveyed students who feel safe or very safe at school increased: Gr 5 76%, Gr 7 62%, Gr 9 63%, Gr 11 61%, Gr NT 59% (2018-19)

Metric/Indicator

California School Parent Survey (CSPS) | Percent (%) of surveyed parents indicating they Agree/Strongly agree that school is a safe place for their child

18-19

California School Parent Survey (CSPS) | 90% of surveyed parents indicated they Agree/Strongly agree that school is a safe place for their child (2017-18)

Expected

18-19

California School Parent Survey (CSPS) | Maintain 90% or above of surveyed parents indicating they Agree/Strongly agree that school is a safe place for their child (2017-18)

Baseline

California School Parent Survey (CSPS) | 93% of surveyed parents indicating they Agree/Strongly agree that school is a safe place for their child (2015-16)

Metric/Indicator

California School Climate Survey (CSCS) | Percent (%) of surveyed staff indicating they Agree/Strongly agree that school is a safe place for students

18-19

California School Climate Survey (CSCS) | Maintain 90% or above of surveyed staff indicating they Agree/Strongly agree that school is a safe place for students (2017-18)

Baseline

California School Climate Survey (CSCS) | 89% of surveyed staff indicating they Agree/Strongly agree that school is a safe place for students (2015-16)

Metric/Indicator

New: Survey on Facilities | % of parents that agree/strongly agree that the school has clean and well-maintained facilities and properties

18-19

Survey on Facilities (CSPS) | Maintain 92% or above of parents agree/strongly agree that school has clean and well-maintained facilities and properties (2017-18)

Baseline

Survey on Facilities (CSPS) | 92% of parents agree/strongly agree that school has clean and well-maintained facilities and properties (2016-17)

Metric/Indicator

Facilities Inspection Tool | Schools meeting the exemplary or good standard on the FIT survey

18-19

Facilities Inspection Tool | All schools meet the exemplary or good standard on the FIT survey (2017-18)

Baseline

Facilities Inspection Tool | All schools met the exemplary or good standard on the FIT survey (2015-16)

Actual

California School Parent Survey (CSPS) | 92% of surveyed parents indicated they Agree/Strongly agree that school is a safe place for their child (2018-19)

18-19

California School Climate Survey (CSCS) | 87% of surveyed staff indicated they Agree/Strongly agree that school is a safe place for students (2017-18)
California School Climate Survey (CSCS) | 91% of surveyed staff indicated they Agree/Strongly agree that school is a safe place for students (2018-19)

18-19

Survey on Facilities (CSPS) | 91% of parents indicated they agree/strongly agree that school has clean and well-maintained facilities and properties (2017-18)
Survey on Facilities (CSPS) | 92% of parents indicated they agree/strongly agree that school has clean and well-maintained facilities and properties (2018-19)

18-19

Facilities Inspection Tool | All schools met the exemplary or good standard on the FIT survey (2017-18)

Expected

Metric/Indicator

New: Classified PD |

Post-workshop evaluation results for classified employees

Classified employees' participation in professional learning

18-19

Not applicable. Baseline data will be collected in 2018-19 LCAP year.

Baseline

Baseline data will be collected in 2018-19.

Actual

18-19

Classified employees' participation in professional learning:

Baseline: 708 classified staff who attended a training and completed a post-training survey

Baseline: 2,218 Total Hours of Training

Post-workshop evaluation results for certificated employees:

Baseline: 3.80 Average Rating (1-4; 4 = Very Good)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1: Ensure sufficient adult supervision/staff before and after school, as well as during recess and lunch periods.	<p>Activities Monitors have been included as members of the CSEA collective bargaining unit. They have been offered regular hourly schedules and some benefits. The goal of this was to increase their longevity and commitment to the schools, reducing turnover, absenteeism, and employee dissatisfaction. Activity Monitors provide student supervision before and after school and during recess and lunch recess times on a daily basis.</p> <p>School sites have purchased and distributed walkie talkies for their Activities Monitors as well as other supervision staff.</p>	<p>LCFF sources Title I, Part A</p> <p>Object Category:</p> <p>1000 1,643 2000 4,454,595 3000 1,809,894 4000 403,582 5000 325,050 6,994,764</p>	<p>LCFF sources Title I, Part A</p> <p>Object Category:</p> <p>1000 2,913 2000 4,493,093 3000 146,465 4000 263,136 5000 408,021 5,313,628</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.2: Ensure effective and efficient emergency response and preparedness.</p>	<p>School Police purchased, installed and implemented the equipment and technology necessary to meet the Countywide Coordinated Communications System project (CCS) This included significant countywide upgrade expenses that were divided between all police agencies. The cost-sharing allocations supported one of the nation's largest, fully inter-operable communications networks for law enforcement, fire services, lifeguard, public works, and numerous other local government and public service agencies. Fees include cost-sharing and monthly usage fees as determined by agency radios and radio traffic. School Police identified priority upgrades for the Dispatch Center, identified contractors to complete the required upgrades. In addition, a RIMS upgrade was funded at \$9,000 which brought School Police from version 9 to version 25. Portable radio chargers were purchased for School Police personnel. New computers were purchased and installed for Dispatch so the current RIMS version could operate correctly. Police technology software was</p>	<p>LCFF sources</p> <p>Object Category:</p> <p>4000 2,939</p> <p>2,939</p>	<p>LCFF sources</p> <p>Object Category:</p> <p>4000 183,626</p> <p>5000 183,838</p> <p>6000 50,745</p> <p>418,209</p>

purchased as required to maintain the BWC's, vehicle cameras, and access to confidential criminal information. The software and fees associated were: Axxon (car cameras), Axxon (body cameras), Axxon (tasers), Gaggle.Net to monitor student internet, NetMotion encryption software for CLETS, NetWrix for software license for RIMS servers, Cisco SMARTnet for Livescan fingerprinting, Lexipol for on-line Police Policy and Procedures, CLETS.

The Emergency Operating Center (EOC) was activated as a practice run for what we would do in the event of an emergency. All members of the EOC were present and responded according to updates that were being provided by the head of the EOC throughout the day.

Certificated and classified staff receive NCI training for early intervention and nonphysical methods for preventing or managing disruptive behavior. Personal safety techniques for staff are also demonstrated and practiced to prepare staff to safely remove themselves and other from a dangerous situation. Within the 2018/2019, 11 NCI trainings were offered with a total of 224 individuals trained.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																																
<p>3.3: Continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments.</p>	<p>Staff have tracked, developed, and planned over 100 facilities projects and completed the District's 2018 Facilities Master Plan. Completed external development of comprehensive report on Crime Prevention Through Environmental Design (CPTED) as well as internal staff development of the District's Safety & Security Report/Plan of Action.</p> <p>Completed projects include Valley High Schools new two story buildings P2P (Portable to Permanent) which replaced 28 portable classrooms, Roosevelt Walker Community Center. Mitchell CDC new administration building, ALA EC additional classroom, Lunch shelter, outdoor exercise equipment and artificial turf. Santa Ana High School new kitchen, Santiago Elementary School security fencing and MP remodel.</p> <p>Modernization projects at Santa Ana High School, Century High School, Carver Elementary School, Garfield Elementary School, and Washington Elementary School have completed architectural design and have been approved by the Division of the State Architect and California Department of Education as well as submitted to the Office of Public</p>	<p>LCFF sources Title I, Part A</p> <p>Object Category:</p> <table border="0"> <tr><td>1000</td><td>18,000</td></tr> <tr><td>2000</td><td>840,167</td></tr> <tr><td>3000</td><td>348,543</td></tr> <tr><td>4000</td><td>4,091,921</td></tr> <tr><td>5000</td><td>22,583,284</td></tr> <tr><td>6000</td><td>25,146,288</td></tr> <tr><td colspan="2"> </td></tr> <tr><td>53,028,203</td><td></td></tr> </table>	1000	18,000	2000	840,167	3000	348,543	4000	4,091,921	5000	22,583,284	6000	25,146,288	 		53,028,203		<p>LCFF sources Title I, Part A</p> <p>Object Category:</p> <table border="0"> <tr><td>1000</td><td>12,963</td></tr> <tr><td>2000</td><td>784,050</td></tr> <tr><td>3000</td><td>162,906</td></tr> <tr><td>4000</td><td>4,760,331</td></tr> <tr><td>5000</td><td>14,348,096</td></tr> <tr><td>6000</td><td>42,847,125</td></tr> <tr><td colspan="2"> </td></tr> <tr><td colspan="2">62,915,471</td></tr> </table>	1000	12,963	2000	784,050	3000	162,906	4000	4,760,331	5000	14,348,096	6000	42,847,125	 		62,915,471	
1000	18,000																																		
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62,915,471																																			

School Construction (OPSC) and accepted onto the State's "Workload List" for State grant funding. An additional 7 projects are pending DSA/CDE review and submittal to OPSC.

Fulfillment of maintenance requests totaling over 18,054 work orders within the last year. Safety and security projects via maintenance include repair or upgrade of over 812 cameras district wide. This includes approximately \$138,000 to maintain our current system as well as a completely new system as a pilot project at Reach Academy. Projects have also added and repaired perimeter fencing, proximity gates, and exterior door card readers at numerous locations. Ongoing assistance also provided to Facilities department on maintenance related projects.

Competitive bidding and Board approval of construction for the Santa Ana High School Library/CTE Media Arts Lab, Carver P2P (Portable to Permanent) Classroom Building, Romero-Cruz Preschool facilities. 99 Facility Enhancement Requests reviewed and approved for implementation, including projects to renovate school facilities via gifts of philanthropy. District completed escrow and purchase of property in the Irvine/Newport Development Area to be utilized

for the development of school facilities to support a growing residential population in the surrounding neighborhoods.

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																												
<p>3.4: Support outreach to students, staff, and parents to establish welcoming and inclusive school environments via anti-bullying awareness, LGBT safe and sensitive school campaigns, suicide prevention and, school-based wellness resource centers.</p>	<p>As of June 2019, we will have completed the hiring of FACE staff in support of FACE in all our sites' Wellness Centers. Families have been invited to attend monthly presentations hosted at the District Wellness Center to learn more about the practice of Family and Community Engagement and the Wellness Centers. Beyond these District focused presentations, sites have each hosted 3-6 presentations with families (for a total of about 50+ presentations based on hiring timeline of staff), staff and students to share about the Wellness Centers, their goals and to assess need through focus groups. Beyond these presentations and outreach/engagement, the Parent Coordinator has presented routinely to staff groups (including speech pathologists, department of special education & counselors) and parent groups, including the Migrant Education PAC.</p> <p>Community agencies have also been invited to learn about the Wellness Centers and to engage in this process through the resources</p>	<p>LCFF sources Title I, Part A</p> <p>Object Category:</p> <table border="0"> <tr><td>1000</td><td>113,507</td></tr> <tr><td>2000</td><td>9,736</td></tr> <tr><td>3000</td><td>50,055</td></tr> <tr><td>4000</td><td>153,024</td></tr> <tr><td>5000</td><td>878,082</td></tr> <tr><td>6000</td><td>5,000</td></tr> <tr><td colspan="2"> </td></tr> <tr><td colspan="2">1,209,404</td></tr> </table>	1000	113,507	2000	9,736	3000	50,055	4000	153,024	5000	878,082	6000	5,000	 		1,209,404		<p>LCFF sources Title I, Part A</p> <p>Object Category:</p> <table border="0"> <tr><td>2000</td><td>907,686</td></tr> <tr><td>3000</td><td>442,809</td></tr> <tr><td>4000</td><td>514,325</td></tr> <tr><td>5000</td><td>385,388</td></tr> <tr><td>6000</td><td>203,929</td></tr> <tr><td></td><td>2,454,137</td></tr> </table>	2000	907,686	3000	442,809	4000	514,325	5000	385,388	6000	203,929		2,454,137
1000	113,507																														
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5000	385,388																														
6000	203,929																														
	2,454,137																														

or capacity building opportunities that they can explore. The Family and Community Engagement team has hosted 60+ organizations and brought in resources to share with families. The agencies include businesses, health systems, non profits, higher education groups, mental health, etc. Internally, the Wellness Centers are also developing a resource database to further support the linkage of resources and areas of need for families and students.

Money is allocated for CHKS survey to collect data on overall school climate from staff, students, and parents. The Panorama CORE Survey was given. 25,807 (78.7%) of students completed the school climate and culture survey, 26,460 (80.7%) of students completed the SEL portion of the survey. 8,880 teacher surveys were completed.

SAUSD's MTSS Social Emotional Learning (SEL) sub-committee members including counselors, psychologists, program specialists, coordinators and directors have created an SEL vision, and identified core competencies for student SEL development.

We Care, SAUSD Suicide Prevention Campaign, has convened SAUSD staff, parents/guardians, and community partners in regular We Care Committee meetings and designed

We Care campaign logos to include logos reflecting support to youth who identify as LGBTQIA, Transgendered, or as a Dreamer. Permanent signs Have been posted in all school/district restrooms with resources of support and stickers were distributed in February along with/in place of Valentine grams. The first annual We Care Art Contest included students at all levels who submitted art supporting the We Care message to be posted in Board Room, created into posters, and digitally shared. Student, staff and parent/guardian We Care trainings took place throughout the district. In support of LGBTQIA youth, Safe Zone posters in student service areas and ally badges are in place at school sites. Campaign materials are LGBTQIA safe and sensitive. Aeries data collection processes include features that can allow for preferred names in a protective viewing source. Partners like the Center and KinderFuture allow for staff education/support, individual/group student support, and GSA club consultation.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.5: Ensure equitable access for all students to the core instructional	During the 2018-2019 school year, approximately 747 SAUSD staff	LCFF sources Title I, Part A	LCFF sources Title I, Part A

program through District-wide implementation of Positive Behavior Interventions and Supports (PBIS) by embedding restorative and trauma informed practices and social emotional learning into school structures.

members and parents have been exposed to Positive Behavior Interventions and Supports (PBIS) through presentation, workshops, trainings, and Coaches Meetings. Trainings included refreshers for tier 1, tier 2, and tier 3 assessment. Two days of PBIS trainings were offered in the summer in collaboration with the special education department. Team trainings were offered for tier 3 interventions, class management, Check-In Check out, Tier 2 interventions, and PBIS assessments. In addition, CTE and several sites requested individual presentations on topics such as classroom management, re-building tier 1, the differences between COST & SST, and behavioral functions. An overview of PBIS was offered for classified staff and substitute teachers. Class management and Tier 2 interventions was offered at the TIPS conference.

Our i3 Grant School Climate Liaisons worked with sites to embed restorative practices into the PBIS framework. All Engage 360° site coordinators were certified in restorative practices. 20+ Family and Community Engagement workers and liaisons have been trained in restorative practices. As part of the i3 grant, a Parent Institute was held. Quarterly meetings for PBIS coaches were held.

Object Category:

1000 20,100
 2000 18,015
 3000 15,480
 4000 10,900
 5000 525,943

590,438

Object Category:

1000 43,455
 2000 33,002
 3000 20,582
 4000 21,150
 5000 547,134
 665,323

SAUSD's MH/SSW team has provided Trauma Informed practices trainings at New employee and Community Liaison/Worker Orientations.

SAUSD's Social Emotional Learning (SEL) Sub-Committee of the MTSS Leadership Team meets monthly to address the development of SEL programs. To date, the SEL Sub-Committee has developed a shared vision and mission, identified the core SEL competencies, and created a framework and action plan for moving the work forward.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.6 Provide parents with training and support on, parenting programs, health and resource fairs, leadership and other supports to improve their connections within the school community.</p>	<p>The Office of Community Relations, in collaboration with district departments, school sites and community organizations, hosted a district wide Parent Conference. The conference attendance was over 1,300 individuals from around the district where they participated in (25+)workshops and capacity building opportunities that were hosted by district staff and community agencies. Additionally, this year that Parent Conference also included a resource fair that was attended by 30+ community agencies. This allowed for an</p>	<p>LCFF sources Title I, Part A</p> <p>Object Category:</p> <p>2000 13,500 3000 5,483 4000 21,212 5000 167,197</p> <p>207,392</p>	<p>LCFF sources Title I, Part A</p> <p>Object Category:</p> <p>1000 4,958 2000 24,074 3000 3,863 4000 141,637 5000 216,763 6000 3,240 394,535</p>

opportunity for resources to be provided directly to families by resource providers.

The School Climate Department hosted a School Climate Parent Institute where approximately 50 parents were trained on PBIS and Restorative Practices. Based on the community needs of families, the Family and Community Engagement hosts Aeries portal trainings with families with a range of 5-30 parents attending each workshop. While these workshops are a presentations/workshops with our team, we also work with organizations like Santa Ana College to bring in workshops about technology and usage of technology. With a partner like Santa Ana College, they come into a Wellness Center and host a capacity building series with families around the usage of technology.

We also partner with agencies that provide mental health support, like the Orange County Health Care Agency, to provide support groups and capacity building through the Strengthening Families program. Parenting programs and classes take place at the various Wellness Centers through a variety of providers including Santa Ana College, Olive Crest, Parenting Project, just to name a few. The reason for this is because every program has a different focus and in order to best address the need

of each family, each program comes in with a different focus. As Wellness Centers open with staffing, the staff are also hosting meetings and presentations to share about the Wellness Centers and the resources that will be provided at each Wellness Center. This includes hosting Cal-Optima presentations around medi-cal resources and behavioral health updates. The breadth of programming available, including workshops and presentations, is focused on the SAUSD Family and Community Engagement Matrix, which includes: physical health, mental health & social-emotional well being, child/academic development, academic expectations and leadership/personal development.

SAUSD's Early Learning Initiative (ELI), has been able to create an active parent stakeholder group of over 130 parents from across 12 elementary schools in Santa Ana. A series of training sessions for parents, residents, and other interested community members was offered in the Fall of 2018 in order to activate them as parent leaders in their schools and neighborhoods by establishing Neighborhood Leadership Teams (NLTs). There were 6 training sessions in the fall of 2018 with over 132 parent participants across 12 elementary schools. In the Spring of 2019 the NLTs continued with the goal of building

the capacity of the parents in terms of helping them co-design their Wellness Centers at their school sites and helping identify and prioritize needs of their community.

The District held a resource fair for families during the Annual Parent Conference. We have also hosted smaller "resource fair" type experiences through our programming. We are inviting partners to join us around topics of conversation/workshops at the Wellness Centers to provide families with direct access to service providers. Additionally, we also hosted a resource fair during the School Choice Fair event, targeting higher education partners and community based organizations.

SAUSD SELPA provides monthly CAC meetings and parent workshops. Nine meetings per year (one per month), various topics including: Behavior, Social Skills, Transition Services and Wellness Center and Resources. Through the office of Community Relations, we offer workshops, capacity building classes, and personal development classes for families throughout Wellness Centers throughout the District. Families are provided workshops on parenting, English, GRE, Restorative Justice, financial literacy, etc.

The ASSETs programs had 272 graduate from parent programs facilitated by either Disciplina Positive or PIQE. In addition, EL Programs personnel has been providing parent workshops on Multilingual Education: Opening Possibilities for the Future during the SAUSD Annual Parent Conference and Migrant Parent Educational Program, where families and community were informed about the benefits of being biliterate, the language programs offered, the way parents can request language programs for their children, and the Seal of Biliteracy requirements.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3.7: Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service.</p>	<p>Business Services administered the daily operations and management of the school District, supervising all areas of Accounting, Attendance, Budget, Logistics, Nutrition Services, Payroll, Purchasing, Transportation, and Risk Management.</p> <p>The Accounting Department processed more than 65,000 vendor invoices totaling more than \$266 million, reconciled and audited more than 1,500 employee reimbursements, provided fiscal oversight and training to all of the ASB clubs and organizations,</p>	<p>LCFF sources Title I, Part A Title II-Part A Head Start Building Fund Capital Facilities Fund County School Facilities Fund Special Reserve Fund QZAB Solar Energy Savings Emergency Repair Prgm-Williams Case Bond Interest & Redemption Fund (BINR): Other Restricted Ongoing & Major Maintenance Account Debt Service Fund: QZAB Solar Energy Debt Service Fund: Certificates of</p>	<p>Title I, Part A Title II-Part A Head Start Building Fund Capital Facilities Fund County School Facilities Fund Special Reserve Fund QZAB Solar Energy Savings Emergency Repair Prgm-Williams Case Bond Interest & Redemption Fund (BINR): Other Restricted Ongoing & Major Maintenance Account Debt Service Fund: QZAB Solar Energy Debt Service Fund: Certificates of Participation (COP)</p>

provided fiscal oversight and payment monitoring to all the SAUSD charter schools, oversaw and maintained the District's fixed assets account, reconciled bank statements, balanced the financial ledgers at OCDE and SAUSD, and filed and processed the 1099-Misc reporting.

Budgeting Department oversaw and managed the development, implementation, and monitoring of the District's annual operating budget of approximately \$633 million in the general fund and \$103 million in other funds. Additionally, the department provided cost studies and analysis, interim reporting, and oversaw the development of multi-year projections of revenue and expenditures. The District Internal Auditor started recently in the position. The Internal Auditor has been reviewing the internal controls of Associated Student Bodies and documenting the internal procedures.

The Purchasing department processed over 12,000 purchase orders to support the daily operations of the district as well as over 35 competitive solicitations for materials, services and construction. The purchasing department ensures that the district adheres to all laws, regulations, codes and policies related to all procurement using public funds. The department also

Participation (COP)
 California Clean Energy Jobs Act (Prop 39)
 Child Nutrition: Child Care Food Program (CACFP) Claims-Centers and Family Day Ca
 Child Nutrition: School Programs
 Civic Center Rental Fees

Object Category:

1000	2,352,646
2000	62,628,251
3000	26,391,889
4000	24,106,737
5000	37,431,042
6000	3,229,867
7000	29,966,618

186,107,050

California Clean Energy Jobs Act (Prop 39)
 Child Nutrition: Child Care Food Program (CACFP) Claims-Centers and Family Day Ca
 Child Nutrition: School Programs
 Civic Center Rental Fees

Object Category:

1000	1,419,936
2000	62,083,125
3000	30,782,938
4000	25,496,816
5000	36,296,573
6000	1,195,677
7000	27,776,072
	185,051,137

conducted internal and external training to educate staff and vendors about processes and procedures to ensure effective and timely processing of requests.

Logistics supplied the District and all school sites with a large variety of printed and promotional products such as cups, awards, plastic, wood, metal and banner material. Produced embroidering and silk screen clothing for school sites. Logistics managed several programs that benefited sites with their branding, marketing and canvassing. All district-wide mail including bulk mail was processed. Logistics also received and processed all purchases made district wide; a fleet of trucks allowed the department to delivered the goods to end users on a daily basis. Additionally, logistics handled shredding, disposal of equipment and furniture, as well as transferring goods between sites and processed fixed assets.

Nutrition Services prepared and served more than 12 million meals per year. During the school year, breakfast, lunch, snacks, and suppers were offered to all SAUSD students at no charge due to the district's participation in the Community Eligibility Provision (CEP). During the summer, free breakfast and lunch was offered to all children ages 18 and younger at summer meal locations. The

Nutrition Services Department planned menus in accordance with federal child nutrition standards. Catering services were also available for District events. During the school year, the Nutrition Services Department underwent two state audits of its federal school nutrition programs, receiving praise for its program integrity and quality of meals served.

Transportation was responsible for the safe transportation of approximately 2,100 students riding to and from school each day. The District provided transportation for approximately 1,500 children with special needs regardless of proximity of the child's home to the school of attendance based on the Individualized Education Program (IEP). In addition, Transportation provided services for students in Sports, ROP, NJROTC, Non-Public programs and approximately 4,500 Field Trips this year. Transportation oversaw the DMV pull system for all SAUSD drivers and the auto shop which serviced all District vehicles.

Risk Management managed Workers' Compensation, Property and Liability, Safety and Emergency Preparedness Programs which included identification of District's exposures to accidental loss; adoption of proper financial protection measures through risk transfer (to

outside parties), risk avoidance, and risk retention; designing master insurance programs and self-insurance programs; securing and maintaining adequate insurance coverage at the most reasonable cost; development and implementation of loss prevention/loss retention programs; actively participated on all contract negotiations involving insurance, indemnity, or other pure risk assumptions or provisions; management of claims for insured and uninsured losses; compliance with local, State and Federal laws; selecting and managing insurance brokerage representatives, insurance carriers and other necessary risk management services providers; issuance of certificates as necessary; interacting with Compliance Agencies such as OSHA, HCA, etc. Establishment of Risk Management policies and procedures.

The Communications Office gathered and shared news and information related to the Santa Ana Unified School District. Through multiple platforms including, but not limited to, media relations, social media, special events, websites, mobile applications, photography, District TV station-Channel 31, print and electronic publications. The Communications Office publicized and marketed the District, its schools, and programs. The

Communications Office worked collaboratively with internal departments, outside agencies, parents, students, community leaders, and elected officials on projects and plans that support the District's goals, mission, and objectives. Additionally, the department oversaw Public Records Requests, Crisis Communication Messaging and Support, and the Electronic Broadcasting Channel that provides engaging content to support learning in SAUSD classrooms. The Chief Communications Officer supported the daily operations of the Educational Broadcast Services (EBS) Department. The EBS department provided direct classroom support in most curricular areas. Programs were broadcasted to all District classrooms via a multi-channel, closed-circuit TV system.

The Technology Innovation Services (TIS) department planned, operated and supported the District's network and application infrastructure, enabling users to carry out their roles efficiently, productively and securely to service and support the process of educating students as well as the productivity and operational effectiveness of the business division. The TIS team works with all stakeholders to develop a strategy that supports the organization's business and

educational objectives to provide consistent access to effective learning opportunities by providing the infrastructure needed to create an effective educational environment that incorporates technology integration for strong competitive advantage. The TIS Network team develops and operates a network with the capability to carry all voice, data, video and Internet traffic to support effective and strategic communication and collaboration. TIS Network teams protect the network and application infrastructure against network breaches and data security risks from cyber threats. To enable employees to make the most effective use of resources, the TIS Application team supports and develops tools to collect, store, manage, secure and distribute information to employees who need access to the latest information to make decisions in the classroom that enrich the education of our students and in administrative offices to deliver operational excellence. Technology Innovation Services is building processes that allow us to rethink the design of physical learning spaces to accommodate new and expanded relationships among learners, teachers, parents, and leadership.

Human Resources engages stakeholders and solicits input, as well as participation, when

recruiting and hiring administrators. The recruitment process is inclusive and respectful of everyone's experience, background and opinion. Human Resources also oversees the District Centrix Operator position. This person is often the first person anyone sees or interacts with when visiting the District Office. An emphasis is placed on making a great first impression, welcoming visitors with a smile and providing timely assistance. These customer service traits are exemplified by all HR staff whether dealing with internal or external customers. Staff participates in a wide range of professional development. Individuals, project teams, and all staff meet together on a regular basis to discuss HR topics, events, and to insure that there is consistency in the customer service provided across all of the various "desks" within the department. With regard to processes and procedures, HR works with four Associations in a collaborative and respective manner to implement consistent, fair, and equitable processes based on the collective bargaining agreements and Ed. Code. Communication and responsiveness to site, District and community needs are always at the forefront. HR staff utilizes the "Let's Talk" application to receive inquiries and feedback about customers' experiences.

In collaboration with District Leads within Business Services, Special Education, K-12 Teaching and Learning, Pupil Support Services, Research and Evaluation and Facilities, the District Charter Administrator has coordinated oversight requirements in order to ensure that Charter Schools meet compliance requirements and that District oversight is conducted within legal parameters and required timelines with the goal of continued benefit of all SAUSD students. The Epicenter platform has been piloted this year which has streamlined the charter school required submissions process and established a clear review and approval process within the school District. The District has implemented a three pronged petition review process that includes an external legal assessment, external expert review, and an internal review through the Petition Review Committee which is comprised of team members with expertise in all required elements.

2.0 FTE clerical to support LEA MAA/Medi-Cal program. Medi-Cal funds (approx. \$2.5 million annually) to provide supplemental service.

Facilities Planning Department oversaw and managed pre-construction services related to the enhancement, modernization, and/or new construction of

SAUSD's schools and supported facilities for students and staff. Improvements addressed safety and security, modern classroom learning environments, reused and adaptation of existing facilities, and construction of new classrooms to replace aging portable facilities. Project design oversight included state agency submittal and review by the Division of the State Architect and California Department of Education, compliance with the California Environmental Quality Act, and reporting as required by the Department of Toxic Substances Control and California Geological Survey. Facilities Planning leveraged State facilities funding sources to increase return on local investment, including grant eligibility established via the Office of Public School Construction, advocacy to the State Allocation Board, and lobbying to State legislative committees and officials. Facilities Planning also provided technical expertise to administer collection of developer fees, oversaw biannual developer fee studies, annual enrollment projections and demographic analyses, facilitated annual space utilization, square footage, and portable inventory surveys and capacity analyses, and implemented the District's Facilities Master Plan.

The Facilities Construction Department oversees and

manages all logistics for construction services related to the enhancement, modernization, and/or new construction of SAUSD schools and support facilities for students and staff. Improvements address safety and security, modern classroom learning environments, reuse and adaptation of existing facilities, and construction of new classrooms to replace aging portable facilities.

Construction oversight includes all pre-construction review and approval of construction contracts, state required advertisements, state required formal and informal public bids, project development of all new and Modernization projects, state agency submittal and review by the Division of the State Architect and California Department of Education, compliance with the California Environmental Quality Act, and reporting as required by the Department of Toxic Substances Control and California Geological Survey. Construction provides technical expertise for the collection of developer fees, analyses, facilitate annual space utilization, square footage estimates, and portable inventory surveys updates District's Facilities Master Plan.

Facilities Administration Services oversaw and coordinated the successful implementation of Measure I as well as the Building

Services, Construction Services, Planning Services departments to ensure facilities plans and systems worked in concert with one another to fulfill the highest/greatest needs of the District. Examples include a successful State funding application submissions of 13 schools for over \$67 million in facilities improvement grants; removed inferior buildings, and replace them with over 50,000 square feet of new state-of-the-art buildings; increased the number of Work Orders is accomplished by over 9%, and implemented Facilitron to effectively manage the long-time challenge of Facilities Use/Civic Center. In addition, Facilities Administration Services initiated a decades-old facility master plan goal of serving the INDA area of the District by initiating the site acquisition and planning of the first new SAUSD school in over a decade.

Building Services Department maintained the infrastructure of all 57 schools as well as the District office and Nutrition Services facility. Ensured our schools stayed compliant and functional with fire-life-safety mandates that provide safe learning environments. Building Services maintained approximately 1,100 security cameras, over 346 acres of land including 23 acres of synthetic fields. Hosted the energy conservation program including Proposition 39 as well as the Civic

Center department that provided our community with access to District facilities. The Custodial Department cleaned over 4,800,000 square feet of classrooms, common areas, offices and restrooms.

The District has a School Climate Committee designed to empower community partners, parents and student voices to influence, promote and support welcoming and productive school environments.

Improved enrollment processes have included shared district to site tracking and communication through use of a google drive database that is updated on a regular basis. Collaboration between SAUSD PSS and Facilities/Civic Center department have allowed for more precise enrollment projections through the use of the new Davis Demographic school locator system. With a full year implementation of K-12 Insight Family Exit survey, PSS Enrollment team have learned more to support enrollment/recruitment processes, and seen a reduction in parent complaints.

Action 8

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

3.8: Provide professional development for certificated and classified staff to promote working in a healthy, safe, and secure environment that supports learning.

The Department of Training, Induction, & Professional Services works with departments and content experts to ensure our employees, certificated and classified, are provided with professional development opportunities that inform and improve their practice. While these two job families require differentiated professional learning. In some cases, it is to our advantage to have shared learning opportunities, and at time classified professional development is offered as a pathway to career advancement into the certificated classification. Each year 20 classified staff apply to our Class Track grant, which provides funding for these individual to complete their teacher education program. Much of the professional development work is detailed throughout this document, but here is a listing of the major categories in the certificated realm: Teacher Induction, Admin. Induction, New Hire Orientation, Spring and Fall district-wide PD conferences, PAR, CORE, NISL, Dashboard School Support, and Instructional Coaches. Additionally, our department works very closely with all Curriculum and Program Specialists to support their professional learning goals.

The FACE Coordinator has begun to engage in parent dialogue and has provided professional learning for FACE liaisons and workers.

LCFF sources
Title I, Part A

Object Category:

1000 8,901
2000 189,795
3000 80,700
4000 4,500
5000 85,272

369,168

LCFF sources
Title I, Part A

Object Category:

1000 41,153
2000 148,613
3000 36,119
4000 9,158
5000 82,370
317,412

This group has attended mentor training to support this work. PBIS/Restorative Practices personnel have attended Mentor training. The Office of Community Relations oversees the practice of Family and Community Engagement (FACE). Using the Dual Capacity Framework and the FACE Matrix, FACE staff have been trained on engaging parents and community partners in the development of site wellness centers and the activities that occur in them including community enrichment classes, technology training and parenting support.

On August 8, 2018, all staff received a safety presentation that was site-based and site specific. The training was guided by a 2 hour video that had pause breaks and discussion questions that served as prompts for each site to discuss and practice the important concepts mentioned in the safety video. Topics included Run, Hide, Fight, Lock out/Lock down, Suicidal Ideation and Crisis Response. The training was mandatory for all employees and was facilitated by site administration, including those at district facilities (Central kitchen, building services, district office, PSS, and logistics).

We Care, SAUSD Suicide Prevention Campaign, has convened SAUSD staff,

parents/guardians, and community partners in regular We Care Committee meetings. Additionally, staff have provided student, staff and parent/guardian We Care trainings throughout the district. In support of LGBTQIA youth, continued promotion of Safe Zone posters in student service areas and ally badges are in place at school sites. Community Partners, like the Center and KinderFuture, allow for staff education/support, individual/group student support, and GSA club consultation.

Pupils Support Services has a staff that provides ongoing training related to social emotional learning. This team ensures all staff receives support and resources related to: PBIS, trauma-informed practices, and restorative practices. At the Summer Spark Conference the following were offered: Listen & Learn: Dialogue with Project Kinship, a Community Partner (formerly incarcerated youth discussion), Building a Positive Classroom Community, and Homelessness Unwrapped. While much of their professional development is just-in-time, this group of professionals participated in the Fall and Spring district-wide PD conference. PBIS trainings for all staff have been provided throughout the school year. The School Climate Department hosted a School Climate Parent Institute where approximately 50 parents

were trained on PBIS and Restorative Practices. PBIS and Restorative Practice presentations were also done at the Annual district-wide Parent Conference.

A variety of customer service trainings have been offered throughout the year for a wide range of job classifications including after school instructional providers, nutrition services, custodial, activities monitors, all front office staff, managers, as well as two different customer service courses that were open to all employees. The District has put on 2 "nuts and bolts" trainings for office managers that has addressed safety and procedural practices including field trips, the raptor system for checking in non-district personnel including parents and volunteers. Education Specialists have provided training related to Non Violent Crisis Intervention for early intervention and nonphysical methods for preventing or managing disruptive behavior. Personal safety techniques for staff are also demonstrated and practiced to prepare staff to safely remove themselves and other from a dangerous situation. Within the 2018/2019, 11 NCI trainings were offered with a total of 224 individuals trained.

Activities Monitors have received training in effective service, supervision and professional

engagement through instructors from Santa Ana College. In total 300 registered and attended these sessions that were offered at multiple locations, times, days, and dates.

Custodial leads have received Customer Service training through Santa Ana College as well as Leadership training through Santa Ana College. Each course was a total of 14 hours, delivered of 7 weekly sessions of 2 hours each. Custodial Services have received ongoing professional development in the effective use of equipment and sanitation of school facilities including school cafeterias and kitchens. In partnership with WAXIE, an online learning portal has been launched for employees to log on learn skills virtually through an online platform. 2 professional development sessions have been recorded so that employees can review the material or watch it if there were absent during the initial presentation.

School Police DSOs received the following training: Deescalation training/CPI, CERT Training in partnership with the OCFA, refresher training for CPR and 1st Aid, and Mandatory Reporter training (AB1430) . School Police Dispatchers received training in dispatcher protocols for emergency and priority calls. School Police Officers received training on a weekly basis provided

by leadership to include: Active Shooter training, Force Protection Protocols, Contact with the Mentally Ill, Trauma Casualty Care, Dangerous Device and Fireworks training, Active Shooter Full-Day Drill with OCFA at Godinez, Biased Based Policing, Homeless Student Resources/Update, Report Writing, Comprehensive School Safety Plan, RIMS Update, Mutual Aid Event training, Evidence Collection and Packaging, Chemical Protective Mask training, Pursuit Driving, Missing and At-Risk Missing Juveniles Procedures. In addition, Police Officers received a minimum of 24-hours of POST mandated training: Police pursuits/driving, firearms proficiency, use of force, defensive tactics. All Police Supervisors received the following training: AB1825, Sexual Harassment and Discrimination. Police Chief and Police Lieutenant received ICS 400 training.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.9: Moved to Action 4.4		NA NA	

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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3.10: Embedded with Action 3.7

NA

NA

Action 11

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

3.11: Embedded in action 4.9.

NA

NA

Analysis

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

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

Family and Community Engagement (FACE) staff have been hired for all SAUSD Wellness Centers. These centers provide presentations to families and the school community regarding family and community engagement, local resources, and site specific selected topics and hosted 60+ organizations that included classes and wellness training and resource presentations offered at a variety of providers including Santa Ana College, Olive Crest, Parenting Project, CalOptima, and Orange County Health Care Agency (businesses, health systems, non profits, higher education groups, mental health, etc) and brought in resources to share with families. WE CARE, SAUSD Suicide Prevention Campaign was implemented and continues to be supported SAUSD staff, parents/guardians, and community partners in regular We Care Committee meetings. The School Climate Department hosted a School Climate Parent Institute where approximately 50 parents were trained on PBIS and Restorative Practices. SAUSD's MTSS Social Emotional Learning (SEL) sub-committee included site and district staff including counselors, psychologist, program specialists, coordinators and directors who have created an SEL vision, and identified core competencies for student SEL development. SAUSD's Early Learning Initiative offered 6 training sessions in the fall of 2018 with over 132 parent participants across 12 elementary schools to build capacity of the parents to co-design their Wellness Centers at their school sites and and prioritize community needs. Through our After School Safety and Enrichment for Teens (ASSETs) program, 272 parents "graduated" from either Disciplina Positive or PIQE parent leadership programs. In addition, EL Programs personnel provided parent workshops on Multilingual Education including: Opening Possibilities for the Future during the SAUSD Annual Parent Conference and Migrant Parent Educational Program, where families and community were informed about the State's Seal of Biliteracy requirements, Dual immersion programs, AVID and other relevant component to navigating the educational system.

Approximately 747 SAUSD staff members, including special education staff, and parents have attended Positive Behavior Interventions and Supports (PBIS) presentations, workshops, trainings, and coaches meetings. Team training were offered for rebuilding Tier I, as well as Tier I, Tier II and III interventions, class management, Check-In Check out, PBIS assessments,

comparing/contrasting COST & SST, and behavioral functions. As part of the i3 grant, a Parent Institute was provided. i3 Grant School Climate Liaisons worked with sites to embed restorative practices into the PBIS framework. All Engage 360° site coordinators were certified in restorative practices. 20+ Family and Community Engagement workers and liaisons have been trained in restorative practices. SAUSD's Social Emotional Learning (SEL) Sub-Committee of the MTSS Leadership Team has developed a shared vision and mission, identified the core SEL competencies, and created a framework and action plan for moving the work forward. In addition, students in need of targeted tier 3 social emotional learning supports were invited to the "Boss UP- I am" and "GirlBoss EmpowHER" full day conferences. These activities support our most disconnected students who are in need of wraparound supports and mentorship. Pupils Support Services staff provided ongoing training related to social emotional learning. This team provided staff with support and resources related to: PBIS, trauma-informed practices, and restorative practices. At the Summer Spark Conference the following were offered: Listen & Learn: Dialogue with Project Kinship, a Community Partner (formerly incarcerated youth discussion), Building a Positive Classroom Community, and Homelessness Unwrapped.

School Police purchased, installed and implemented the equipment and technology necessary to meet the Countywide Coordinated Communications System project (CCS) This included significant countywide upgrade expenses that were divided between all police agencies. The cost-sharing allocations supported one of the nation's largest, fully inter-operable communications networks for law enforcement, fire services, lifeguard, public works, and numerous other local government and public service agencies. The EOC was activated as a practice run for what we would do in the event of an emergency. All members of the EOC were present and responded according to updates that were being provided by the head of the EOC throughout the day. Certificated and classified staff receive NCI training for early intervention and nonphysical methods for preventing or managing disruptive behavior. Personal safety techniques for staff are also demonstrated and practiced to prepare staff to safely remove themselves and other from a dangerous situation. Within the 2018/2019, 11 NCI trainings were offered with a total of 224 individuals trained.

On August 8, 2018, all SAUSD staff received a safety presentation that was site-based and site specific. The training was guided by a 2 hour video that had pause breaks and discussion questions that served as prompts for each site to discuss and practice the important concepts mentioned in the safety video. Topics included Run, Hide, Fight, Lock out/Lock down, Suicidal Ideation and Crisis Response. The training was mandatory for all employees and was facilitated by site administration, including those at district facilities (Central kitchen, building services, district office, PSS, and logistics). Special Education staff have provided Non-Violent Crisis Intervention training for early intervention and nonphysical methods for preventing or managing disruptive behavior and personal safety techniques to prepare staff to safely remove themselves and other from a dangerous situation. School Police DSOs received the following training: Deescalation training/CPI, CERT Training in partnership with the Orange County Fire Authority (OCFA), refresher training for CPR and 1st Aid, and Mandatory Reporter training (AB1430). School Police Dispatchers received training in dispatcher protocols for emergency and priority calls. School Police Officers received training on a weekly basis provided by leadership to include: Active Shooter training, Force Protection Protocols, Contact with the Mentally Ill, Trauma Casualty Care, Dangerous Device and Fireworks training, Active Shooter Full-Day Drill with OCFA at Godinez, Biased Based Policing, Homeless Student Resources/Update, Report Writing, Comprehensive School Safety Plan, RIMS Update, Mutual Aid Event training, Evidence Collection and Packaging, Chemical Protective Mask training, Pursuit Driving, Missing and At-Risk Missing Juveniles Procedures. The District has put on 2 "nuts and bolts" trainings for office managers that has addressed safety and procedural practices including field trips, the raptor system for checking in non-district personnel including parents and volunteers. A variety of customer service trainings

have been offered throughout the year for a wide range of job classifications including after school instructional providers, nutrition services, custodial, activities monitors, all front office staff, managers. Santa Ana College provided Activities Monitors with training in effective service, supervision and professional engagement; Custodial leads and office staff with Customer Service training.

Staff have tracked, developed, and planned over 100 facilities projects and completed the District's 2018 Facilities Master Plan. Completed projects include Valley High Schools new two story buildings P2P (Portable to Permanent) which replaced 28 portable classrooms, Roosevelt Walker Community Center. Mitchell CDC new administration building, ALA EC additional classroom, Lunch shelter, outdoor exercise equipment and artificial turf. Santa Ana High School new kitchen, Santiago Elementary School security fencing and MP remodel. District completed escrow and purchase of property in the Irvine/Newport Development Area to be utilized for the development of school facilities to support a growing residential population in the surrounding neighborhoods. Fulfillment of maintenance requests totaling over 18,054 work orders within the last year. Safety and security projects via maintenance include repair or upgrade of over 812 cameras district wide. Projects have also added and repaired perimeter fencing, proximity gates, and exterior door card readers at numerous locations. The District has moved an aggressive agenda to provide professional development to all of our classified staff across departments. All staff had access to an additional 1.5 days of professional development in areas of customer service, technology integration, communication skills, and student and site safety.

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

SAUSD has put in place procedures and facilities adjustments to significantly increase campus safety. Professional development around PBIS, restorative practices and trauma informed practices has build stronger, positive school climates at sites throughout the district. Wellness Centers are in place on all campuses and have increased access for parents to training and health and wellness resources. 51 California Distinguished PBIS Schools of which 12 were platinum and 3 were high schools; 6 gold and 33 silver. The LCAP indicates that have achieved gains are as follows:

- The percent of students who indicated that they feel safe/very safe at school (grade 5) increased from 74% to 76%
- The percent of students who indicated that they feel safe/very safe at school (grade 7) increased from 58% to 62%
- The percent of students who indicated that they feel safe/very safe at school (grade 9) increased from 55% to 63%
- The percent of students who indicated that they feel safe/very safe at school (grade 11) increased from 51% to 61%
- The percent of students who indicated that they feel safe/very safe at school (GrNT) increased from 57% to 59%
- The percent of staff who indicated that they feel safe/very safe at school increased from 87% to 91%
- The number of parents who participated in the annual parent survey increased from 15,983 to 17,074.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Estimated Actuals for Goal 2 is 3.6% more than Adopted Budget. The changes are based on the District actual enrollment, staffing and program and allocation changes as approved by the Board of Education throughout the fiscal year. Significant change on this Goal was the adoption of the California Clean Energy (Prop 39) expenditures of \$6.1 million during the fiscal year. The details of the changes are enumerated in the District's First and Second Interim Reports.

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

The focus of Goal 3 was adjusted to focus on foundational safety and school climate. Action 3.06 changed to focus on police services to ensure school safety and security because it was determined that school police services required a specific action. It was also agreed that the original action with its focus on parent training and access is already encompassed in goal 2.03.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

Implement a robust Multi-Tiered System of Support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-emotional learning (SEL) needs.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

EL Redesignation | Percent (%) of EL students will be reclassified with five (5) years of entering an EL program

18-19

EL Redesignation | 67.0% of EL students will be reclassified with five (5) years of entering an EL program (2017-18)

Baseline

EL Redesignation | 64.2% of EL students were reclassified with five (5) years of entering an EL program (2015-16)

Actual

18-19

EL Redesignation | 70.9% of EL students were reclassified within five years of entering an EL program (2017-18)

Expected

Metric/Indicator

English Learner Progress Indicator (ELPI) per the California School Dashboard

18-19

Metric TBD based on ELPAC transition from CELDT and upon final CDE guidance

Baseline

ELPI | Performance Level of Yellow (Medium Status, Maintained Change) (2014-15)

Metric/Indicator

Extracurricular participation rates | Percent (%) of High School students who participate in more than one extracurricular activity | Percent (%) of Intermediate School students who participate in more than one extracurricular activity

18-19

Extracurricular participation rates | 50% of High School students will participate in more than one extracurricular activity; 47% of Intermediate School students will participate in more than one extracurricular activity (Spring 2018)

Baseline

Extracurricular participation rates | 50% of High School students participated in more than one extracurricular activity; 46% of Intermediate School students participated in more than one extracurricular activity (Spring 2016)

Metric/Indicator

Attendance | Districtwide attendance rate

18-19

Attendance | Maintain or increase the districtwide attendance rate from the prior year

Baseline

Attendance | The districtwide attendance rate is 96.9% (2015-2016)

Metric/Indicator

Chronic absenteeism | Districtwide chronic absenteeism rate: Elementary, Intermediate, High School

18-19

Chronic absenteeism | Maintain or reduce the chronic absenteeism rate from the prior year

Baseline

Actual

18-19

% of Students in ELPAC Performance Levels (2017-18), as reported on CA School Dashboard:

24% Well-developed

38.2% Moderately

23.5% Somewhat

14.3% Beginning

18-19

Extracurricular participation rates | 46% of High School students participated in more than one extracurricular activity; 41% of Intermediate School students participated in more than one extracurricular activity (Spring 2018)

18-19

Attendance | Maintained the districtwide attendance rate of 96.7%, relative to the prior year rate of 96.9%

18-19

Chronic absenteeism: 4.2% of K-8 students chronically absent (2017-18)

Expected

Chronic absenteeism | The chronic absenteeism rate is: 3.2% (elementary), 3.9% (intermediate), 9.9% (high school) (2015-16)

Metric/Indicator

Middle School Dropout | Number of adjusted grade 8 dropouts

18-19

Middle School Dropout | Maintain the number of adjusted grade 8 dropouts at 0 (2017-18)

Baseline

Middle School Dropout | The number of adjusted grade 8 dropouts is 0 (2015-16)

Metric/Indicator

High School Dropout | High school cohort dropout rate

18-19

High School Dropout | Reduce the high school cohort dropout rate to 2.3% (2017-18)

Baseline

High School Dropout | Reduce the high school cohort dropout rate to 4.3% (2015-16)

Metric/Indicator

Suspension Rates | Districtwide suspension rate

18-19

Suspension Rates | Reduce the suspension rate to 3.2% (2017-18)

Baseline

Suspension Rates | District suspension rate was 3.6% (2014-15)

Metric/Indicator

Student Suspensions | The total number of instructional days lost due to suspensions

18-19

Reduce the total number of instructional days lost due to suspensions to 4,600 (2017-18)

Baseline

The total number of instructional days lost due to suspensions was 4,779 (2015-16)

Metric/Indicator

Expulsion Rates | Districtwide expulsion rate

Actual

18-19

Middle School Dropout | Internal estimate of 0 grade 8 dropouts (2017-18). CDE to release official reports around August.

18-19

High School Dropout | High school cohort dropout rate increased to 5.9% (2017-18)

18-19

Suspension Rates | Suspension rate maintained at 3.3% (2017-18)

18-19

Total number of instructional days lost due to suspensions increased to 4,764 (2017-18)

18-19

Expulsion Rates | Expulsion rate decreased to 0.04% (2017-18)

Expected

Actual

18-19

Expulsion Rates | Maintain expulsion rate at 0.1% or below (2017-18)

Baseline

Expulsion Rates | Districtwide expulsion rate was 0.1% (2014-15)

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																												
<p>4.1 Ensure equitable access for all sub-groups to enrichment opportunities (i.e. STEM, CTE, Visual and Performing Arts (VAPA), foreign language, physical education and intramural athletics.)</p>	<p>Site based VAPA strategic planning, aligned to the District vision, is integrated into each school site's SPSA. SAUSD partners with OCDE in the OCALLKids Consortium, through Title IV grant funding, which provides VAPA professional development for Special Education and Educational Options teachers.</p> <p>14 Intermediate/K-8 schools participated in the District Intramural Sports Program. Students were offered a variety of sports to participate in, culminating with a District-wide tournament for each sport. Students were able to develop leadership skills, teamwork, social skills while representing their school community. 320 intermediate Engage 360 students participate in the Reviving Baseball in inner cities (RBI) league partnering with the Anaheim Angels.</p>	<p>LCFF sources Lottery: Instructional Materials</p> <p>Object Category:</p> <table border="1"> <tr><td>1000</td><td>1,527,948.57</td></tr> <tr><td>2000</td><td>2,093,464.92</td></tr> <tr><td>3000</td><td>1,470,831.37</td></tr> <tr><td>4000</td><td>1,568,861.58</td></tr> <tr><td>5000</td><td>1,985,838.55</td></tr> <tr><td>6000</td><td>39,729.63</td></tr> <tr><td colspan="2">8,686,674.62</td></tr> </table>	1000	1,527,948.57	2000	2,093,464.92	3000	1,470,831.37	4000	1,568,861.58	5000	1,985,838.55	6000	39,729.63	8,686,674.62		<p>LCFF sources Lottery: Instructional Materials</p> <p>Object Category:</p> <table border="1"> <tr><td>1000</td><td>1,027,992</td></tr> <tr><td>2000</td><td>1,876,218</td></tr> <tr><td>3000</td><td>809,146</td></tr> <tr><td>4000</td><td>1,746,054</td></tr> <tr><td>5000</td><td>1,287,174</td></tr> <tr><td>6000</td><td>23,578</td></tr> <tr><td colspan="2">6,770,162</td></tr> </table>	1000	1,027,992	2000	1,876,218	3000	809,146	4000	1,746,054	5000	1,287,174	6000	23,578	6,770,162	
1000	1,527,948.57																														
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3000	809,146																														
4000	1,746,054																														
5000	1,287,174																														
6000	23,578																														
6,770,162																															

Migrant Education students were invited to participate in an after school Speech and Debate class. Students met on a weekly basis and worked on reading a short story to be perform and compete at our district's local Speech and Debate competition. A total of 12 students participated in the class, with 11 of the 12 students who went on to compete. Students worked on memorizing and reading their short story out loud and brainstormed ways in which story could be acted out. Parents were informed of our district Speech and Debate Summer Program for families that were interested in having their child continue with Speech and Debate.

Foreign language courses are offered in grades 6-12. SAUSD promotes foreign language courses and highlights student biliteracy, awarding graduates who meet rigorous academic and language criteria with the Seal of Biliteracy.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.2: Provide access to targeted students within all sub-groups to extended learning opportunities by expanding before, after and Saturday school programs,	Access to targeted students within all sub-groups to extended learning opportunities has been provided during Saturday school programs. As of March 2019, 47,927 students have attended the	LCFF sources Title I, Part A Title I, Core Set Aside 21st Century ASSETS Before and After School Learning & Safe Neighborhood	LCFF sources Title I, Part A Title I, Core Set Aside 21st Century ASSETS Before and After School Learning & Safe Neighborhood

tutoring, summer school programs, and access to transportation services as needed.

WIN Saturday Attendance Recovery program and 27,340 student absences have been recovered.

The Migrant Education Program staff works to provide supplemental academic tutoring for MEP students who demonstrate an academic need based on local and state test scores, as well as grades earned through their classes. A total of 67 MEP students were invited to participate in an after-school supplemental tutoring. Student were asked to participate at least 2 days a week, after-school. Classes were formed in collaboration with school administration and certificated staff, who offered the tutoring. Student progress was tracked by academic growth as indicated by class grade percentages in both Math and Language Arts over a 4 week period.

Engage 360° serves approx. 5,200 K-2 students daily. The program contains three part rotations that students engage in daily: 1) academic assistance, 2) health and wellness - social emotional learning, physical activities and nutrition, and 3) enrichment. The program partners with six community provides to offer enrichment services, including dance, leadership/technology, science, mariachi, art, and karate. Several Engage 360° sites are participating in the expansion of

Special Education

Object Category:

1000	5,838,833.77
2000	6,980,528.91
3000	5,206,563.89
4000	3,881,717.61
5000	655,051.88
	22,562,696.06

Special Education

Object Category:

1000	7,688,242
2000	7,620,903
3000	3,495,672
4000	589,748
5000	1,426,016
	20,820,581

the Peer Assisted Literacy program, Girl Scouts, and SEL curriculum. Five (5) Engage 360 intermediate sites received funding to implement the AppJams+ program, which includes app development with college mentors. ASSETs serves approximately 1,500 students daily. The ASSETs programs provide access to daily tutoring, college and career readiness support and activities, physical fitness, and enrichment/Clubs. ASSETs clubs include Polynesian, DIY, APP Jam, Rize Up, Chop it Like its Hot, Mindful Mondays, Esports, Do it for the Gram (Photography), Bilingual Tutoring, Trivia, Fear Factor, Karaoke, K-Pop, Gamers, etc. All ASSETs programs provide three hours daily of tutoring services after school in a drop-in format.

Engage 360 provides transportation services to the Hoover school community at the end of the program. Additionally, transportation services are provided to the Romero-Cruz students back to their neighborhood community and they attend the Carver program. The ASSETs programs provide bus pass for students in high need in order to access the after school program without barriers. The ASSETs sites also provide transportation for college and summer fieldtrips.

Through summer enrichment, SAUSD provided students with opportunities to participate in engaging and interactive summer enrichment programs that exposed students to unique learning experiences in the arts, STEM, SEL, and other high-interest content areas. Enrichment programs simultaneously targeted literacy and critical thinking skills and exposed students to new experiences. Teams of teachers applied for funding. Teacher teams worked collaboratively to develop enrichment proposals that provided engaging learning experiences for students. There was a formal selection process using a blind read of proposals. Criteria for assessing proposals were clearly outlined to ensure high quality enrichment programs that promoted critical thinking, creativity, and connections to college and career pathways. Curriculum/Program Specialists evaluated/scored the summer enrichment proposals. The summer school credit recover program serves approximately 5000 students at all district high schools. Each school offers up to 20 sections of credit recovery so students who have fallen behind a chance to get back on track for on time graduation. In addition, Transition Support Services provide and support summer SAT Prep curriculum at no cost to SAUSD students. Engage 360° Summer program serves

approximately 3,400 K-8 students daily. The program focuses on reinforcing literacy and math skills and enrichment opportunities. ASSETs serves approximately 600 students daily. The program sites vary in activities offered based on school leadership and direction.

Extended School Year services provided to support and maintain mastery of critical skills and will receive services and supports as listed in their Individualized Education Programs (IEPs) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																								
<p>4.3 Provide supports so that foster students are able to access appropriate levels of service to ensure academic progress leading to successful graduation.</p>	<p>Collaboration with OC Social Services Agency, probation, wrap around support (ie. Olive Crest), OC Department of Education Foster Youth Services, and multiple SAUSD Departments has increased to allow for ease in transition and support for foster youth, and has also supported a reduction in discrepancies in Aeries tracking/coding. Youth Leadership Opportunities (YOLO) clubs have increased from 3 sites to 11 sites and continue to allow for youth to connect with other peers, and participate in pro-social</p>	<p>LCFF sources Title I, Part A</p> <p>Object Category:</p> <table border="1"> <tr><td>1000</td><td>135,052.17</td></tr> <tr><td>2000</td><td>45,708.96</td></tr> <tr><td>3000</td><td>73,415.85</td></tr> <tr><td>4000</td><td>135,558.83</td></tr> <tr><td>5000</td><td>107,044.80</td></tr> <tr><td></td><td>496,780.61</td></tr> </table>	1000	135,052.17	2000	45,708.96	3000	73,415.85	4000	135,558.83	5000	107,044.80		496,780.61	<p>LCFF sources Title I, Part A</p> <p>Object Category:</p> <table border="1"> <tr><td>1000</td><td>75,294</td></tr> <tr><td>2000</td><td>55,053</td></tr> <tr><td>3000</td><td>30,687</td></tr> <tr><td>4000</td><td>105,081</td></tr> <tr><td>5000</td><td>111,992</td></tr> <tr><td></td><td>378,107</td></tr> </table>	1000	75,294	2000	55,053	3000	30,687	4000	105,081	5000	111,992		378,107
1000	135,052.17																										
2000	45,708.96																										
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1000	75,294																										
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	378,107																										

activities. Experiential field trips have increased and included site visits to community colleges and museums. Increased efforts to reach out to students in their junior year to provide individualized academic/social support, and reduce barriers to graduation has allowed for a 100% graduation rate for all SAUSD Foster Youth. Foster Youth Services provided through SAUSD has also provided trainings/in-services for SAUSD Community Liaisons and Workers, new employees (ie. registrars), counselors, and administration.

In collaboration with Soapy Hai laundromat, Reunion Church, and SAUSD, 4 sites and 205 students have participated in the "Laundry Project" program that allows families to do no cost loads of wash and dry on a monthly basis. This is incredibly important as clean clothing and adequate access to resources supports increased attendance. In support of academic progress, the McKinney- Vento Liaison regularly attends weekly School Attendance Review Board (SARB) meetings as the student's advocate to determine McKinney-Vento status and if that status contributes to an attendance issue. On average, 4 McKinney-Vento students per week attend SARB. To date 1,157 eleventh and twelfth grade students identified as McKinney-Vento have been reviewed to determine their eligibility for AB

1806 status (allowing them to graduate with state required 130 credits). In support of financial aid for college/university, FAFSA letters have been provided to students identified as Unaccompanied Youth. To ensure continued professional development of SAUSD team members and providers, inservice trainings have been provided to SAUSD Community Liaisons and Workers, district employees in district wide staff development days, Santa Ana/Tustin Rotary club, Continuum of Care County Housing Group and others. Five McKinney-Vento Site Designee meetings are held annually that showcase best practices and new resources/services provided by community agencies. It is because of these collaborative efforts that students have been able to benefit from the following generous donations: 3000 pairs of socks (Honda), school supplies and books (Feed the Children), sweatshirts (Assistance League of Santa Ana), 2600 backpacks with school supplies (Time to Give Back Foundation), weekly backpacks of food (Giving Children Hope/We've Got Your Back), 60 bag beds (Church in Anaheim), Holiday gifts and baby diapers (Thomas House).

Action 4

Planned

Actual

Budgeted

Estimated Actual

Actions/Services

4.4: Provide timely and appropriate services to English learners and reclassified English learners in need of support with linguistic and/or academic skills to successfully access, engage and interact with grade-level content commensurate with their English-only peers.

Actions/Services

The EL Programs Department creates EL and RFEP monitoring reports to assist sites in determining the appropriate level of differentiation and intervention. The reports identify EL and RFEP students that are at risk of not meeting the challenging academic standards and sites use these reports to target students in need of additional support and intervention. School sites use Title I funds to target struggling students and create programs to meet the needs of struggling students. EL Progress is a school goal on each SPSA and each school articulates the path to fluent academic language acquisition for all English Learners and a plan for supporting Reclassified English learners for 4 years beyond reclassification. EL student progress is monitored regularly to ensure effective and appropriate program placement. Progress is monitored through the regular analysis of the results local assessments and communicated to parents through progress reports, parent conferences and site-based parent-teacher communication systems. If interventions are needed to support EL students, parents will be notified by the site of the options, both during and beyond the school day, for additional instructional intervention programs and opportunities.

Expenditures

LCFF Sources	
Title I, Part A	
Object Category:	
1000	1,366,641.04
2000	416,624.18
3000	724,270.35
4000	298,379.00
5000	545,730.00
	3,351,644.57

Expenditures

LCFF Sources	
Title I, Part A	
Object Category:	
1000	1,264,126
2000	421,944
3000	685,441
4000	34,891
5000	372,596
	2,778,998

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																						
<p>4.5 Provide English learners with linguistically-appropriate program placement options and services, which support effective and rapid English language development and specifically address their instructional needs at each level of their language acquisition.</p>	<p>The core Elementary Curriculum, Benchmark and core secondary curriculum Study Sync, provide strategies for differentiation for English Learners within core courses. All English learners are placed in core classes and teachers differentiate instruction to meet each student's need. Students receive both integrated and designated ELD instruction utilizing Benchmark Advance ELA/ELD materials which include resources, lessons, curriculum maps and pacing guides to support daily integration.</p> <p>Grades 6-8 has three ELA proficiency levels (emerging, expanding, and bridging) based upon ELPAC scores and grade level performance as evidenced by their scores on the SBAC and district benchmark tests. EL students may be placed in:</p> <ul style="list-style-type: none"> • Honors English Language Arts (StudySync) • Standard English Language Arts (StudySync) • Core ELA with ELD Supports (StudySync, Prog. 2) • Intensive Intervention: ELA/ELD (Program 4 - iLit) 	<p>LCFF sources Title I, Migrant Ed Title I, Even Start Migrant Ed</p> <p>Object Category:</p> <table border="0"> <tr> <td>1000</td> <td>400,000.00</td> </tr> <tr> <td>2000</td> <td>7,000.00</td> </tr> <tr> <td>3000</td> <td>165,302.41</td> </tr> <tr> <td>4000</td> <td>60,392.56</td> </tr> <tr> <td></td> <td>632,694.97</td> </tr> </table>	1000	400,000.00	2000	7,000.00	3000	165,302.41	4000	60,392.56		632,694.97	<p>LCFF sources Title I, Migrant Ed Title I, Even Start Migrant Ed</p> <p>Object Category:</p> <table border="0"> <tr> <td>1000</td> <td>348,511</td> </tr> <tr> <td>2000</td> <td>31,509</td> </tr> <tr> <td>3000</td> <td>67,805</td> </tr> <tr> <td>4000</td> <td>33,903</td> </tr> <tr> <td>5000</td> <td>43,158</td> </tr> <tr> <td></td> <td>524,886</td> </tr> </table>	1000	348,511	2000	31,509	3000	67,805	4000	33,903	5000	43,158		524,886
1000	400,000.00																								
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1000	348,511																								
2000	31,509																								
3000	67,805																								
4000	33,903																								
5000	43,158																								
	524,886																								

- ELD: A or B (Program 5)
PROOF

Program Placement Options for ELs at the High School Level: Regardless of language proficiency status,

have full access to all ELA and core content program options, including all A – G approved courses, Honors and Advanced Placement courses. Placement recommendations and guidelines are provided to assist sites in determining the program continuum options which will best meet the unique instructional needs of each EL student through their language acquisition journey.

Recommendations are based upon performance on multiple measures including ELPAC, SBAC and local measures such as MAP and district benchmarks.

If an EL is identified at risk, they may be provided a supplemental support class at the secondary level to enable students to make up language gaps. ELs are also provided supplemental tutoring or in class differentiation depending on student needs and the nature of their struggle.

Action 6

Planned

Actual

Budgeted

Estimated Actual

Actions/Services

4.6: Provide interventions, supplemental and core replacement programs in order to ensure equitable student access to a high quality rigorous, CA state standards-based, core instructional program with CA standards for all sub-groups.

Actions/Services

SAUSD's MTSS Leadership Team, lead by the Assistant Superintendent of K-12 School Performance and Culture, includes site and district representatives including program specialists, curriculum specialists, coordinators, directors, principals, counselors, and psychologists. The annual LEA Assessment is utilized to determine next steps as the District builds a robust MTSS model that is built to serve all students. The SWIFT-FIA MTSS Site Assessment Pilot, has been expanded to all school sites. Each participating school's selected SWIFT-FIA facilitator has received professional development regarding the assessment components and facilitation guidelines as they implement the protocols with their site Leadership Teams.

SAUSD counselors provide individual and group counseling to improve academic achievement through the personal/social, academic and career domains as they relate to behavior, academics, health and attendance concerns. They serve as a resource on student behavior management strategies, welfare and attendance problems and concerns. They consult with teachers and administrators to assist in developing interventions and alternatives to facilitate student

Expenditures

LCFF sources
 Carl D Perkins Section 131 CTE Title I, Part A
 Special Education
 Special Education: Workability LEA I
 Department of Rehab: Workability II, Transition Partnership
 Regional Occupational Center Prog

Object Category:

1000	299,518.00
2000	151,020.46
3000	182,985.48
4000	3,612,731.83
5000	1,446,160.67
	5,692,416.44

Expenditures

LCFF sources
 Carl D Perkins Section 131 CTE Title I, Part A
 Special Education
 Special Education: Workability LEA I
 Department of Rehab: Workability II, Transition Partnership
 Regional Occupational Center Prog

Object Category:

1000	503,724
2000	200,986
3000	155,705
4000	935,335
5000	1,592,025
	3,387,775

academic performance and emotional adjustment. Along with administrators and teachers, counselors attend Student Support Team Meetings, such as SSTs, IEPs, and Section 504 meetings to provide guidance and leadership in the asset approach when designing a Student Success Plan to include and improve behavior, academic achievement, health, and attendance concerns. They help create a referral system for mental health resources outside of the school community for evaluations, counseling, and/or other issues for the individual student or family.

At the secondary level, Pearson's iLit program is employed and available as a core replacement ELA course of study program option designed to “catch up” literacy and language development skills by employing effective, research-based instructional strategies to promote successful access and interaction with grade level content for students who are performing two or more grade levels below expectations. Placement should be metered, with the expectation that students exit into core, grade level ELA within a two-year period. 9 elementary school sites continued to use SIPPS for foundational skills. with the support of ELA Curriculum Specialists.

9 elementary school sites continued to use SIPPS for foundational skills. with the support of ELA Curriculum Specialists. Teachers continued to have access to Reading Academy trainings online through CANVAS.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																				
<p>4.7 Provide additional support to identified schools on the California Dashboard, to improve achievement in ELA and Math.</p>	<p>In the absence of a state definition of program improvement or differentiated assistance for low performing schools, SAUSD developed it's own internal criteria for determining our "dashboard schools." Any school with a "red" category on the dashboard was identified for additional support. At the elementary level, dashboard schools received instructional aides for the early grades who were trained in classroom support of the new standards-aligned ELA adoption, as well as small-group and 1:1 literacy support with students. Across the district, we employed 32 instructional aides to support Elementary Dashboard sites. At the secondary level, sites were given "transformation grant" funding - 100K for the first category in red, plus 50K for each additional category in red. The school leadership teams developed a transformation grant plan that was reviewed and approved by Ed Services leadership. Furthermore, all of the</p>	<p>LCFF Sources</p> <p>Object Category:</p> <table border="1"> <tr> <td>1000</td> <td>1,876,939.00</td> </tr> <tr> <td>3000</td> <td>762,315.81</td> </tr> <tr> <td>5000</td> <td>2,950.00</td> </tr> <tr> <td></td> <td>2,642,204.81</td> </tr> </table>	1000	1,876,939.00	3000	762,315.81	5000	2,950.00		2,642,204.81	<p>LCFF Sources</p> <p>Object Category:</p> <table border="1"> <tr> <td>1000</td> <td>281,352</td> </tr> <tr> <td>2000</td> <td>505,981</td> </tr> <tr> <td>3000</td> <td>226,551</td> </tr> <tr> <td>4000</td> <td>25,000</td> </tr> <tr> <td>5000</td> <td>910</td> </tr> <tr> <td></td> <td>1,039,794</td> </tr> </table>	1000	281,352	2000	505,981	3000	226,551	4000	25,000	5000	910		1,039,794
1000	1,876,939.00																						
3000	762,315.81																						
5000	2,950.00																						
	2,642,204.81																						
1000	281,352																						
2000	505,981																						
3000	226,551																						
4000	25,000																						
5000	910																						
	1,039,794																						

sites received targeted coaching support from a team of "dashboard coaches" hired and trained to work with site identified "demonstration teachers" who worked together to develop demo lessons and deepen the instructional practices at identified dashboard sites.

32 Biliterate Instructional Assistants were hired to support Dashboard Schools. Demonstration Teachers have been identified at each of these schools. These teachers provide opportunities for support staff and PD providers to model lessons in their classrooms. Site Administrators at these schools have been supported by District Leadership through the Instructional Leadership Cycle and monthly professional learning sessions.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures												
<p>4.8 Provide targeted Restorative Practice strategies, drop-out prevention and retention efforts, diversion programs, mentoring, mental health services and other wellness programs.</p>	<p>Restorative Practices strategies provided this year for students included restorative mediations, mediations, impromptu conversations, classroom circles, small group circles, 10-12 week character development program, check-in's and mentorship. Restorative Practices strategies provided this year for staff and families include trainings, modified trainings for Activity Supervisors,</p>	<p>LCFF sources Child Development Title I, Part A Mental Health Redesign Positive School Climate Model The California Endowment</p> <p>Object Category:</p> <table border="0"> <tr> <td>1000</td> <td>203,309.42</td> </tr> <tr> <td>2000</td> <td>1,715,527.62</td> </tr> <tr> <td>3000</td> <td>779,332.63</td> </tr> </table>	1000	203,309.42	2000	1,715,527.62	3000	779,332.63	<p>LCFF sources Child Development Title I, Part A Mental Health Redesign Positive School Climate Model The California Endowment</p> <p>Object Category:</p> <table border="0"> <tr> <td>1000</td> <td>809,264</td> </tr> <tr> <td>2000</td> <td>1,455,366</td> </tr> <tr> <td>3000</td> <td>1,056,417</td> </tr> </table>	1000	809,264	2000	1,455,366	3000	1,056,417
1000	203,309.42														
2000	1,715,527.62														
3000	779,332.63														
1000	809,264														
2000	1,455,366														
3000	1,056,417														

presentations, coaching, assistance with classroom circles, small staff circles, small parent circles, embedding classroom circles with an emphasis on Social Emotional Learning. As of March 2019, 440 small group circles were conducted, 520 restorative mediations were held, 8,385 students had individual restorative check in's and meetings, 4,083 quick check in sessions occurred, as a result of restorative conversations 388 referrals to additional services (ie. mental health, etc.) were made. 214 staff members attended Restorative Practices training. 20 staff circles have been facilitated. Two Restorative Practices Youth Conferences were held with over 150 students in attendance.

Juvenile Diversion Program is a collaboration between Santa Ana School Police and Pupil Support Services. Program implementation began in November 2018. Criteria and eligible charges were determined by SASPD and referrals have been intermediate and secondary level students. Initial diversion services have included on going case management and skill-building to address academic goals, mental health/wellness goals, and restorative practice goals. The program has expanded to reflect on going mandated workshops on substance use prevention, healthy choices/relationships, youth and

4000 412,693.42
 5000 1,279,361.09
 4,390,224.18

4000 160,917
 5000 4,341,078
 7,823,042

the law, and anger/stress management. To date, 12 students have been provided Juvenile Diversion Services.

SAUSD expanded its Mental Health Services team with the addition of a Coordinator of Mental Health Services and Support (9/18), Senior School Social Workers (3 since 12/18) and School Social Workers (5 since 12/18). Services provided have included individual and group counseling, case management, skill building, resources referral and linkage, home visits, COST and other team advocacy, crisis response support, suicide risk assessment, threat assessment support, We Care campaign promotion, donation/resource support, and psycho-educational workshops. SAUSD MH/SSW partnerships have increased to include current partners (Turning Point, Healthy Tomorrows, OCDE, Western Youth Services and OCHCA) and new partners (Human Options, Casa De La Familia, Mariposa, and additional Western Youth Services providers). In addition to on going services, the SAUSD MH/SSW team have also continued to support We Care activities including development and posting of resource signs in all student restrooms and We Care stickers to be distributed to all secondary level students. The first We Care Art contest was held and 1st and

2nd place winners at each level (Elem/Inter/Sec) were awarded and their art has been turned into posters to support the campaign message throughout the district. Furthermore, the We Care campaign has helped to increase awareness of resources and protocols/procedures to support youth and adults in need.

Engage 360 implements the Stop and Think Curriculum and Every Monday Matters. Additionally, the Extended Learning department along with site admin and other district colleagues participate in the 360/365 PLC to improve alignment with SEL core day practices in the after school program. The ASSETs sites participate and collaborate in school wide SEL initiatives such as Pledge against Bullying, We Care, Suicide Awareness Walk, Mindful Monday's stress relief and meditation/yoga. SAUSD's MTSS Social Emotional Learning (SEL) sub-committee includes site and district staff including counselors, psychologist, program specialists, coordinators and directors who have created an SEL vision, and identified core competencies for student SEL development.

SAUSD counselors provide individual and group counseling to improve academic achievement through the personal/social, academic and career domains as they relate to behavior, academics,

health and attendance concerns. They work collaboratively with Pupil Support Services and Educational Options schools to refer students to appropriate learning environments that allow students to graduate and provide dropout prevention.

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures																		
<p>4.9 Provide professional development for certificated and classified staff to support each of the activities identified in MTSS.</p>	<p>Day 4 of the elementary ELA curriculum implementation professional development focused on differentiated instruction. Using the SAUSD Diagnostic Plan, teachers learned how to identify the individual student needs and aligned that to an instructional focus and Benchmark Advance instructional materials. Math Curriculum Specialists trained three sites' Instructional Aides on the adopted math curriculum and best ways to support student learning in math classrooms. Teachers continued to have access to Reading Academy trainings online through CANVAS. SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) Training was offered to schools employing this program targeted for struggling readers.</p> <p>10 customer service courses have been offered throughout the year that were specific to job</p>	<p>Title I, Part A LCFF Sources</p> <p>Object Categories:</p> <table border="0"> <tr> <td>1000</td> <td>29,261.00</td> </tr> <tr> <td>3000</td> <td>11,884.31</td> </tr> <tr> <td>5000</td> <td>15,555.10</td> </tr> <tr> <td></td> <td>56,700.41</td> </tr> </table>	1000	29,261.00	3000	11,884.31	5000	15,555.10		56,700.41	<p>Title I, Part A LCFF Sources</p> <p>Object Categories:</p> <table border="0"> <tr> <td>1000</td> <td>43,441</td> </tr> <tr> <td>3000</td> <td>8,155</td> </tr> <tr> <td>4000</td> <td>16,194</td> </tr> <tr> <td>5000</td> <td>103,269</td> </tr> <tr> <td></td> <td>171,059</td> </tr> </table>	1000	43,441	3000	8,155	4000	16,194	5000	103,269		171,059
1000	29,261.00																				
3000	11,884.31																				
5000	15,555.10																				
	56,700.41																				
1000	43,441																				
3000	8,155																				
4000	16,194																				
5000	103,269																				
	171,059																				

classifications including after school instructional providers, nutrition services, custodial, activities monitors, all front office staff, managers, Head Start Teachers, Human Resources, as well as two different customer service courses that were open to all employees. In total over 1000 employees participated in these trainings. The Extended Learning department (Engage 360 and ASSETs) provides training throughout the school year for all employees and includes the following topics: Effective Supervision, Supporting students with special needs, literacy, social emotional learning, classroom management, child abuse, PBIS, restorative practices, etc.

A Program Specialists provides training, information and resources related to McKinney-Vento (M-V) and maintains a website to ensure the resources are accessible. A school site M-V designee is identified, and a list of site designees is available on the website. The M-V Program Specialists participated in the district-side conferences to ensure our teaching staff is aware of this vulnerable population and the resources available to support them. This provided 90 teachers with the opportunity to understand the issue of homelessness and learn of resources available. Transition Support Services provided mandatory ASCA/MTSS

PD to all counselors, Higher Education Coordinators, and Admin this school year (7 PD days).

AUSD MH/SSW program has been trained in and providing clinical documentation development and training, Suicide Assessment and Threat Assessment protocol/procedure training, Assisting individuals in crisis certification training, GritX training Pupil Support Services has a staff that provides ongoing training related to social emotional learning. This team ensures all staff receives support and resources related to: PBIS, trauma-informed practices, and restorative practices. At the Summer Spark Conference the following were offered: Listen & Learn: Dialogue with Project Kinship, a Community Partner (formerly incarcerated youth discussion), Building a Positive Classroom Community, and Homelessness Unwrapped. As a result, approximately 280 teachers attended trainings related to social-emotional well-being. While much of their professional development is just-in-time, this group of professionals participated in the Fall and Spring district-wide PD conference- translating to over 100 teachers receiving additional training related to promoting social-emotional well-being in school settings.

At monthly Title I/ELD meeting school staff members are trained on the ELD continuum and the key placement options for English Learners. EL Programs support sites through the development of an ELD continuum that makes recommendations to sites on where and how to place English Learners to best meet their language acquisition needs.

32 Biliterate Instructional Assistants were hired to support Dashboard Schools received 16 hours of training on the ELA Program, reading strategies, writing strategies and working with students in groups.

Five Instructional Coaches support schools with red academic indicators on the CA Dashboard. These coaches have provided job-embedded demonstration lessons in all content areas, as well as: Demo lessons/co-teaching (284 sessions), lesson support (89 sessions), and data professional development for teachers at assigned sites (60 sessions).

Participation in CORE (CORE Districts, Data Collaborative, Improvement Communities) has included a math collaborative at intermediate schools on the Dashboard. Local Improvement Facilitator Trainings have prepared key personnel to lead the work of improvement science with math departments at these schools.

Demonstration Teachers have been identified at each of these schools. These teachers provide opportunities for support staff and PD providers to model lessons in their classrooms. Collectively the Instructional Coaches, Demo Teachers, and LIFT coaches gather monthly to learn and apply improvement science in an effort to implement new approaches that will address the root cause of challenges at these sites.

Site Administrators at these schools have been supported by District Leadership through the Instructional Leadership Cycle and monthly professional learning sessions.

In addition to the work of the coaches, demo teachers, and LIFT coaches, Math Curriculum Specialists supported the CORE Instructional Coaches as content experts, collaborating monthly with site coaches at school site, and quarterly at LIFT convenings. Math Curriculum Specialist also implemented Improvement Science at school site.

Analysis

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

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

SAUSD's MTSS Leadership Team, led by the Assistant Superintendent of K-12 School Performance and Culture, includes site and district representatives including program specialists, curriculum specialists, coordinators, directors, principals, counselors, and psychologists. The annual LEA Assessment is utilized to determine next steps as the District builds a robust MTSS model that is built to serve all students. The SWIFT-FIA MTSS Site Assessment Pilot, has been expanded to all school sites. Each participating school's selected SWIFT-FIA facilitator has received professional development regarding the assessment components and facilitation guidelines as they implement the protocols with their site Leadership Teams.

ELA/ELD placement recommendations are based upon performance on multiple measures including ELPAC, SBAC and local measures such as MAP and district benchmarks. Pearson's iLit core replacement program is utilized to assist secondary to "catch up" literacy and language development for students who are performing two or more grade levels below expectations. Nine elementary school sites continued to use SIPPS for foundational skills, with the support of ELA Curriculum Specialists. In 2018-19, the district offered 30 hours of intervention tutoring to each certificated staff member in order to facilitate targeted intervention and support for identified students.

SAUSD partners with OCDE in the OCALLKidsTitle IV Grant Consortium which provides VAPA professional development for Special Education and Educational Options teachers. 14 Intermediate/K-8 schools participated in the District Intramural Sports Program. 320 intermediate Engage 360 students participate in the Reviving Baseball in inner cities (RBI) league partnering with the Anaheim Angels. As of March 2019, 47,927 students have attended the WIN Saturday Attendance Recovery program and 27,340 student absences have been recovered.

Engage 360° serves approx. 5,200 K-12 students daily. The program partners with six community providers to offer enrichment services, including dance, leadership/technology, science, mariachi, art, and karate. ASSETs serves approximately 1,500 students daily. The ASSETs programs provide access to daily tutoring, college and career readiness support and activities, physical fitness, and enrichment/Clubs. ASSETs clubs include STEM, Dance, culinary, Esports, photography, etc.

Through summer enrichment and Engage 360, SAUSD provided students with opportunities to participate in engaging and interactive summer programs that exposed students to unique learning experiences in the arts, STEM, SEL, and other high-interest content areas. The summer school credit recovery program serves approximately 5,000 high school students. Transition Support Services provide and support summer SAT Prep curriculum at no cost to SAUSD students. Engage 360° Summer program serves approximately 3,400 K-8 students daily. Extended School Year services are provided to support and maintain mastery of critical skills and will receive services and supports for students as listed in their Individualized Education Programs (IEPs).

SAUSD counselors provide individual and group counseling to improve academic achievement through the personal/social, academic and career domains as they relate to behavior, academics, health and attendance concerns. They serve as a resource on student behavior management strategies, welfare and attendance problems, concerns and support/attend SSTs, IEPs, and Section 504

meetings. District counselors, higher education coordinators, and administrators received professional development and continuous training in a variety of areas including ASCA model, MTSS, enhancing school counseling practices, dual enrollment processes and planning, effective use of technology in regards to district's student information system (AERIES), creating and sharing digital curriculum via google apps, CCGI, Parchment, (52 Counselors, 6 Higher Ed Coordinators, K-8 Admin, Int. & HS admin., and FACE Liaisons).

Collaboration with OC Social Services Agency, probation, wrap around support (ie. Olive Crest), OC Department of Education Foster Youth Services, and multiple SAUSD Departments has improved transition and support for foster youth. Youth Leadership Opportunities (YOLO) clubs have increased from 3 sites to 11 sites and allow youth to connect with other peers, and participate in pro-social activities. Increased individualized academic/social support in the junior year reduced barriers to graduation, resulting in a 100% graduation rate for all SAUSD Foster Youth. 1,157 11th and 12th grade students identified as McKinney-Vento have been reviewed to determine their eligibility for AB 1806 status (allowing them to graduate with state required 130 credits). Soapy Hai laundromat and Reunion Church engaged 205 students in the "Laundry Project" program each month.

As of March 2019, 440 small group restorative practices circles were conducted, 520 restorative mediations were held, 8,385 students had individual restorative check in's and meetings, 4,083 quick check in sessions occurred, as a result of restorative conversations 388 referrals to additional services (ie mental health, etc.) were made. Two Restorative Practices Youth Conferences were held with over 150 students in attendance. SAUSD expanded Mental Health Services which has provided individual and group counseling, case management, skill building, resources referral and linkage, home visits, COST and other team advocacy, crisis response support, suicide risk assessment, threat assessment support, We Care campaign promotion, donation/resource support, and psycho-educational workshops. SAUSD debuted a suicide prevention campaign, "We Care" to help increase awareness of resources and protocols/procedures to support youth and adults in need. SAUSD's Juvenile Diversion Program began in November 2018. Diversion services include ongoing case management and skill-building to address academic goals, mental health/wellness goals, and restorative practice goal setting, ongoing mandated workshops on substance use prevention, healthy choices/relationships, youth and the law, and anger/stress management. To date, 12 students have been provided Juvenile Diversion Services.

Schools with red indicators on the CA School Dashboard (Dashboard Schools) were provided funds to enact a school improvement plan that included professional development. These Transformation Grants were: \$100,000 for one red indicator, and \$50,000 for each additional indicator. 32 Biliterate Instructional Assistants were hired to support Dashboard Schools. Demonstration teachers have been identified at each of these schools. These teachers provide opportunities for support staff and invite professional experts to model lessons in their classrooms. Five Instructional Coaches provided job-embedded demonstration lessons in all content areas, as well as: demo lessons/co-teaching (284 sessions), lesson support (89 sessions), and data use for teachers at assigned sites (60 sessions). Site administrators at these schools have been supported by District Leadership through the Instructional Leadership Cycle and monthly professional learning sessions.

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

SAUSD has made great strides in building its MTSS Framework. In addition to defining the foundational tier for ELA, Mathematics, SEL and Behavior, SAUSD has established its MTSS Vision and Mission, Framework, and Action Plan. Key indicators that have been maintained or increased are as follows:

- SAUSD's EL Redesignation rate has also continued to increase from 61% in 2014 to 66% in 2017 and 70.9% in 2018.
- ELPI performance indicator per the CA School Dashboard has been maintained at Yellow with 24% at Well-developed, 38.2% at Moderately, 23.5% Somewhat and 14.3% Beginning levels
- Attendance is maintained at 96.7%
- Percentage of students who participated in more than one extra curricular activity (High School was maintained at 46%)
- Suspension rate was maintained at 3.3% in 2017-2018
- Expulsion rate was reduced from .05% to .04% in 2017-2018

SAUSD declined in the following areas:

- Percentage of students who participated in at least one extra curricular activity (Middle School shifted from 44% to 41%)
- Chronic Absenteeism rate increased in high school from 9.9% to 14.9% in 2017-2018
- High School cohort dropout rate shifted from 4.6% to 5.9% in 2017-2018
- The number of instructional days lost due to suspension rose from 4,700 to 4,764 in 2017-2018

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Estimated Actuals for Goal 2 is 9.9% less than Adopted Budget. The changes are based on the District actual enrollment, staffing and program and allocation changes as approved by the Board of Education throughout the fiscal year. Significant change on this Goal was the reduction of Title 1 expenditures of \$5.1 million during the fiscal year. The details of the changes are enumerated in the District's First and Second Interim Reports.

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

Goal 4 has been designed to focus on Tier 2 and Tier three interventions, resources and supports. Actions 4.04 and 4.05 have been moved to goal 1 as they address core programming for English learners. Actions 4.6, 4.07, and 4.08 have been renumbered to 4.04, 4.05, and 4.06 respectively.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

The Santa Ana Unified School District values stakeholder engagement to inform decisions related to the Local Control Accountability Plan. The LCAP task force, comprised of district administrators, site principals, administrative and educational services staff have worked collaboratively to that the LCAP is created with fidelity to the feedback provided throughout the stakeholder engagement process. Engagement includes the dissemination of information, reflection on implementation and revision of implementation practice. The Cal-SCHLS survey elicited 30,878 responses from parents, staff and 5th,7th, 9th, and 11th grade students. This data was used to inform the metrics shared with stakeholders and the questions asked during the listening sessions. In order to ensure that feedback was an honest and comprehensive reflection of all stakeholder groups, the listening sessions took place within the context of specific stakeholder focus groups and were conducted using listening session discussion guides to provide uniformity. A copy of the groups and dates they met are below. All staff conducting the listening session were trained on LCAP protocol and provided standardized forms to ensure fidelity of distribution of information across the District. Each facilitator was assigned a note taker who would capture all information into one document to be analyzed and aggregated for key themes across the District and changes/refinements to the LCAP goals, action items, and service codes.

From November 2018 through January 2019, Santa Ana Unified School District (SAUSD) conducted over 203 listening sessions that engaged district students, families, employees, and community members. The district held the sessions to inform participants of state funding priorities and SAUSD's approach to allocating resources, services, and supports to schools and to gather their feedback, which was used to inform district allocations and to shape modifications to its Local Control and Accountability Plan (LCAP).

Listening sessions were held by district staff at 55 district schools and K12 Insight supported the facilitation of an additional 16 which consisted of the following: employee (SAEA, CSEA); Administrator (principal, AP); and parent group (DAC/DELAC, migrant, foster, CAC) listening sessions at the District Office. K12 Insight collaborated with district leadership to develop a protocol and handouts in English and Spanish to offer clarity and support to participants. K12 Insight provided district facilitators with a guide and an explanation of how to record comments without identifying information to ensure participant confidentiality and consistency in reporting.

K12 Insight analyzed the discussion notes from the 3,314 Let's Talk! dialogues to identify common themes. Both of these findings provide insights and suggested changes to the SAUSD LCAP that the committee incorporated into the plan for the 2019-2020 school year.

The SAUSD LCAP is in year two of its three-year plan. The plan details how SAUSD will serve all students, including English learners and those from low-income or foster homes. The LCAP requires the district to present its goals, metrics, actions, and expenditures and show how they support the state's eight priority areas. In 2014, SAUSD staff reviewed the priorities and developed three major goals: To support all students in the district, to improve teaching and learning, and to close the achievement gap. In 2018, SAUSD added a fourth goal: To provide a Multi-Tiered System of Supports. Every year the district evaluates its progress and makes revisions.

SAUSD's LCAP includes a description of annual goals for all pupils and for each pupil subgroup, as stipulated in California Education Code sections 52060 and 52061. The district's plan addresses the eight state priorities by incorporating them into its' goals. The eight state priorities are: basic services, academic standards, parent involvement, student achievement, student engagement, school climate, course access, and other outcomes. SAUSD addresses the eight state priorities through its' four goals:

- Goal 1: Teaching and Learning
- Goal 2: Stakeholder Communication and Engagement
- Goal 3: Safety and Wellness
- Goal 4: Multi-Tiered System of Supports (MTSS)

LISTENING SESSIONS

SAUSD leadership, organized and led a series of conversations using a listening session format. The format is a highly adaptable process that uses basic dialogue concepts and a simple structure to encourage participants to express their opinions, ideas, concerns, questions, suggestions, and priorities and to listen to those of others. Participants in the SAUSD listening sessions remained highly engaged and all conversations were constructive. Participants contributed during small group sessions by listening respectfully, constructively framing disagreements and/or questions, and offering verbal feedback, as well as feedback on a digital platform.

More than 1,900 participants took part in face-to-face listening sessions, at school sites and at the District office, a 50% increase from 2018 sessions. In addition, each elementary, intermediate and high school held listening sessions with 5th - 12th grade students in the Engage 360 and ASSETS extended learning program. Each level was separated by grade level resulting in 1,485 students providing feedback in the listening sessions. In addition, Restorative Practice Liaisons, Coordinator of School Climate and Coordinator of Circulos supported 5 high school sessions resulting in feedback from an additional 89 students. A total of 3,706 students from the online and the listening session platform provided feedback. In addition, a total of 2,897 parents provided feedback through the listening sessions and the online survey. By conducting multiple conversations at schools and in community settings, SAUSD can be assured that it heard from participants who reflect the diversity of the district, including students and families that speak languages other than English and who represent a range of ethnicities, neighborhoods, and socioeconomic backgrounds. This process prioritized hearing from students, families, and communities intended to be served by the Local Control Funding Formula (LCFF) and SAUSD funding priorities, including English learners, low-income students, youths in foster care, African American students, students who receive special education services, and staff members who support students and district priorities.

The analysis identified categories and assigned each comment to a category.

Facilitators provided participants with a list of the LCAP's four goals to review and reflect upon. The four goals were: teaching and learning, engagement, school climate and safety, and Multi-Tiered System of Supports. Listening session participants were then asked to identify what the SAUSD/school does well and how it could improve. The questions asked were as follows:

1. GOAL 1: TEACHING AND LEARNING

- What do you think about teaching and learning at this school?
- How can this school improve teaching and learning?
- What does this school do to help students learn?
- Based on our earlier discussion about LCAP services and activities, what teaching and learning items do you feel are missing from our school actions and strategies?

2. GOAL 2: STAKEHOLDER COMMUNICATION AND ENGAGEMENT

- What do you think about communication and engagement at this school?
- How can this school improve communication and engagement?
- What does this school do to help families feel engaged and communicated with well?
- Based on our earlier discussion about LCAP services and activities, what communication and engagement items do you feel are missing from our school actions and strategies?

3. GOAL 3: SAFETY AND WELLNESS

- What do you think about safety and wellness at this school?
- How can this school improve safety and wellness?
- What does this school do to help families and students feel safe and well?
- Based on our earlier discussion about LCAP services and activities, what safety and wellness items do you feel are missing from our school actions and strategies?

4. GOAL 4: MULTI-TIERED SYSTEMS OF SUPPORT

- What do you think about targeted support offered to meet the academic, behavioral, and social- and emotional-learning needs of identified students at this school?
- How can this school improve targeted support for identified students?
- What does this school do to help families and students feel that their academic, behavioral, and social- and emotional-learning needs are met?
- Based on our earlier discussion about LCAP services and activities, what targeted support items do you feel are missing from our school actions and strategies?

Parent and Community Engagement:

The feedback from the Cal-SCHLS survey was analyzed and utilized to drive the content for our 203 listening sessions with over 3,474 attendees and 3314 dialogues from the Let's Talk! campaign. Principals also provided an update on school actions and school progress, to meet the SAUSD LCAP Goals on Teaching and Learning, Stakeholder Communication and Engagement, Safety and Wellness and MTSS.

In addition to the formal LCAP meetings held at each school and within the District, each school holds monthly parent meetings to engage parents. Additionally parents are offered opportunities to engage with each other and school site staff by participating in formal learning and leadership opportunities offered in collaboration with schools and community partners such as Padres Unidos, Padres Promotores, Disciplina Positiva, Parents for Quality Education (PIQE), OC Labor Federation Parent Leadership and Padres en Accion, to name a few. Hundreds of parents attend meetings and support our schools as volunteers and supporting partners for their children on a daily basis and our District supports parents through an inclusive volunteer policy. This past school year, the District opened 57 Wellness Centers; 1 District Wellness Center and 56 school based wellness centers. These centers are now fully staffed and actively engaging parents in activities to enhance and support their student's academic and social emotional growth as well as their own. After reviewing data and metrics during the listening session, parents were asked the guiding questions listed above to promote a more in depth dialogue. As suggested earlier, the District used existing sub parent group meetings to focus on the specific needs of the group.

Elementary Principals

- Want more control over money given for struggling students awarded by LCAP. Elementary principals said they would like to see adoption of evidence-based programs to ensure the support is being provided to students in need.
- Are concerned about the safety issues based on their school's neighborhood. They said they would like working video cameras and more school security officers. They are concerned that police response time can be slow. One principal spoke of getting a safety audit report when she had no idea an audit had been done.
- Want more mental health services for their students. Interns are currently used for counselors. Interns are not as experienced and capable as professional counselors and their high turnover impedes consistency for students. Schools are not ready for the student mental health issues that lead to behavioral disruptions in the classroom.
- Want more school staff. Want current vacancies to be filled and posted in a timely manner.
- Have mixed reviews on the family/wellness center. Some elementary principals had rooms and locations that were well attended, staffed and others had to put them in portables, and some didn't even have the family center open to the public because of lack of staffing and/or no furniture for the room.
- Want a FTE PE/health teacher and nurse at each elementary school.
- Would like an AP and full-time behavior staff to help with behavioral issues.
- Want a sustained focus on district initiatives.
- Want to increase access to technology.

Secondary Principals

- Are frustrated that feedback does not yield change.
- Want to hire more staff to reduce class sizes.
- Said they feel they have insufficient resources to properly staff the family/wellness center.
- Want additional security guards and working cameras.
- Want more mental health personnel.
- More investment made at the elementary schools (smaller class sizes, focus on getting kids reading at grade level, more early mental health and behavior support)
- Want to fill staff vacancies.
- Seek to determine current counseling services and social-emotional support for students. Create a plan to improve and staff these services.
- Better Wi-Fi and technology training for staff.
- Seek to align staff, services, and systems to support the LCAP goals.
- Commitment by district leadership to sustain current initiatives.

Assistant Principals

- Want to increase access to technology.
- Want to expand opportunities for extracurricular activities before and after school.
- Plan to expand support opportunities for parents and students to know how to be prepared for the future.
- Seek to strengthen and create positive and safe learning environments.
- See a need to assess how academic and behavioral interventions and services are provided to students.
- Want to fill staff vacancies.
- A need to better understand the demands placed on students and staff (testing, work/life balance, etc.) and the impact it has on mental health for both students and staff.
- Identify a need to review barriers to attending school and determine better methods to provide assistance to overcome barriers.
- Plan to improve communications and connections with family and community stakeholders.
- Smaller class sizes.

District Office Managers

- Said they feel their departments have been gutted to the point that they can't get anything done.
- Experience difficulty getting people to attend PD sessions based on CBA and overtime.
- Said there are too many initiatives and not enough people to implement them.
- Need more staff to effectively engage parents/community.
- Need more staff to incorporate all of the actions in the current LCAP plan.
- Said they feel that guidance from above is unclear
- Identified a need to assess and expand student and staff access to tools and technology both in and out of the classroom.
- Seek to increase mutual accountability, alignment, and communication among all stakeholders.
- Want to sustain a focus on district initiatives.

- Seek to assess and expand support programs and student access to college and career opportunities (e.g., gifted and talented, health and physical education).
- Seek to expand professional learning to raise the quality of instruction to increase student success.
- A need for better transparency and communication about how funds and services are being monitored and evaluated, and about the mechanisms for accountability within the LCAP.

Teachers

- Want smaller class sizes.
- Need more support staff, especially at the elementary level.
- Want additional security measures.
- Need more remedial measures for struggling students. Some students are pushed into academic tracks for which they are not ready.
- Want more CTE options to engage students who are not planning to attend college.
- Want training on how to work with students in urban educational setting.
- Want school to hold classes for parents (technology, homework help in math, English, SEL, parenting).
- Identify need to sustain a focus on district initiatives, specifically in the new adoption of curriculum and teaching models.
- Better communication from district to school and school to teacher.

School Police

- Want working equipment such as security cameras in SAUSD schools.
- Want to place law enforcement officers to permanent school posts. They said that informal and social interactions between students and officers prior to emergency incidents would improve student levels of trust and respect.
- Need improved online communications such as web pages highlighting police services, professional development, and postings about locations, programs, office personnel, hours of operation, etc., to improve parent, teacher, leader, and student awareness of police services.
- Want mental health training for school police officers.

Students

- Want better school Wi-Fi and the ability to have a technology device, if needed, to use at home or in school.
- Said they are given too much homework and busy work. A few students also said they would like more tutoring opportunities before, during, and after school
- Requested increased guidance services to help meet their academic and social-emotional needs. People, social, and teamwork skills are critical to success and trauma-informed approaches.
- Want to see improved safety and security, including teachers taking bullying situations more seriously.
- Seek to have basic math, cooking, sewing, and shop classes restored.
- Want schools to provide opportunities to learn in multiple ways.
- Ask that instruction and services be individualized, because one size does not fit all.
- Support multiple ethnic and cultural backgrounds incorporated in the curriculum.

- Want the district and schools to recognize and celebrate students who demonstrate academic improvement, achievement, and achieve language proficiency.
- Seek to foster strong, supportive relationships between staff and students to help engage students in their learning environments.

Parents

- Commented on the quality of the schools and teachers. Several parents said they feel their child is having a great year, while others commented that there is potential to have even greater experiences.
- Want more innovation in the classroom, including more creative and engaging teaching methods.
- Commented that they appreciate the good communication efforts made between the school and parents. However, some parents said they would also like to see more updates on the school website and social media pages, as well as be notified of events more in advance.
- Said they would like more opportunities for students to be involved in arts/band.
- Are concerned with the bullying, especially at lunch time and recess. A few parents also said they would like more communication about the safety procedures and protocols.
- Want more rigorous and challenging coursework, as well as the addition of foreign languages. Additionally, parents said they would like more individualized learning for their child(ren).
- Ask that the district maintain and increase current preschool programs.
- Seek improved communications and connections with family and community stakeholders throughout the district.
- Ask that the district raise the quality of instruction to increase student success.
- Support fostering strong relationships between staff and students to help engage students in their learning environments.

Internal Stakeholder Engagement:

Goal 1: Teaching and Learning

Participants expressed a need to improve teaching and learning. Topics from listening sessions for further review and action included:

- Equitable access, closing the opportunity gaps, and excellence in education for every student.
- Every student receives a high-quality, 21st-century education and graduates are prepared for college, career, and life.
- High expectations for all students and staff built on a culture that respects individual differences and includes fair treatment, honesty, openness, and integrity.

Participants shared that most decisions are made by people furthest from the “field.” Generally, they feel decision making is stronger and more practical when it comes from people closest to the work. Many described participating in meetings about potential changes to district policy only to sense that decisions had already been made. When they are involved in the decision-making process, they said it often feels inauthentic and done so the district can “check a box,” rather than truly listen to and incorporate their feedback.

Many employee participants said they would like greater insight into why and how district leaders make certain decisions, especially ones that affect their jobs. Employees said that decisions are frequently communicated without explaining the reasoning. They requested a more transparent, inclusive decision-making process. Additionally, several employees asked that district leadership shadow a variety of positions before making critical decisions to get a better sense of how those decisions will impact employees.

Participating parents, principals, and students reported the need for more responsive teaching, in which the curriculum is tied to authentic learning opportunities, instruction is differentiated to accommodate students' strengths and weaknesses, and students are tasked with interactive learning opportunities instead of simply lectures, note taking, and worksheets. Many employee participants said they would like more opportunities to collaborate with colleagues outside of their building/department. Participants said they are concerned that best practices with new curriculum in English language arts are not identified and replicated because buildings and departments are operating in silos. They worry that this unintentionally creates competition and division in the district.

"Positions have been cut and workloads have increased. Those who take on the additional work are not compensated for it. People are tired." This sentiment was echoed in all listening sessions with SAUSD employees. They said unfilled teaching and support staff positions are increasing their workloads.

Several participants said programs in SAUSD are started and stopped before they have a chance to succeed. They said the district administration starts up new initiatives based on personal preferences. They added that trying to keep up with the "revolving door" of new initiatives cuts into the time they have to do their jobs. They said they feel as if new initiatives and standardization are mandated from the top down without an understanding of how they impact school employees.

Goal 2: Engagement

Participants expressed a need to improve engagement. They raised the following topics for schools to further review and improve upon:

- Work with community-based organizations and get out into the community. Meet families where they are, especially families in poverty.
- Allocate more resources and staff to fully support family engagement.
- Measure the quality of engagement, not just the number of events or attendees.
- Increase diversity and cultural competence of engagement activities. Understand needs of parents of color and be aware of cultural norms; use translators.
- Be proactive and ask parents what they need and want and how schools can help parents understand the school system and processes in order to promote family engagement, empower parents, and build relationships with communities.
- Engage all stakeholders in providing feedback. Continue to gain insights and gauge community preferences by creating more opportunities for stakeholders to provide personal input beyond a survey.

Staff and administrator participants cited issues with communication. Staff members said they are frustrated with the lack of timeliness of communication about topics that impact their work, such as schedule changes and upcoming events. They said they

also feel they sometimes receive inconsistent messages from members of the leadership team and/or they aren't always given clear direction about expectations.

Parent and employee participants said they want more proactive and transparent communication with all stakeholders to foster trust and collaboration. School leaders said they need such communication from the district and parents said they need this level of transparency from teachers.

Some parents suggested looking to parents and the community as resources to support school efforts. They said reaching out to, communicating with, welcoming, and engaging the people involved in a student's life inside and outside of school can add great value to the district.

The majority of participating students shared that friendships and activities help them feel

connected at school. Some students also said that what they learn in school and their relationships with teachers also are important factors. One student mentioned that students need to be actively involved in school and there are plenty of things that students could take part in.

One parent participant said she gets a lot of information from her child's school website. But she said she is frustrated because her other child's school does not update its website as well. She suggested having a web template and guidelines for all schools.

Goal 3: School Climate and Safety

Employee participants said they like receiving information via email and meetings. However, they said they would like to have a structure that outlines who sends emails and when, so they no longer receive the same information in different emails. Participants also said they do not like having meetings just to have meetings and would like meetings to only be held when there is important information to share or when the information is too large or detailed for an email.

Employee participants said their supervisors/principals/district administrators do not always listen in meetings. They said they expect respect, honesty, and no retribution when they engage in two-way communication with colleagues. Participants said that they also expect to be helped by other employees, but that some departments have terrible customer service.

Despite some frustrations, many participating school employees agreed that the school leaders share their vision for student success. They cited examples of their principal speaking about the school and staff with pride, defending the school, and believing, like teachers, that all students at their school can succeed.

Student participants at most schools identified disruptive student behavior as having a negative impact on the learning environment. Parents and students said disruptive students require teacher attention, which draws the focus away from delivering instruction.

Participating parents said they feel their children are safe at school. However, they expressed some concerns about building security. Some parents said they are not aware of the entry procedures, which could mean they are not always being executed with fidelity. Other parents said the entry procedures need to be more rigid, requiring adults to share their name and the purpose of their visit before they are allowed into a building. Several parents said they feel the buildings are too open and easily accessible either through doors that are not properly locked or by students opening doors and letting people into the building. The parents also said they would like more information on lockdowns and lockdown drills, and they want guidance for how to talk with their children about them. Several parents also expressed that schools need to be equally secured after hours as they are during the school day.

Participants expressed a need to improve school climate and safety. They raised the following topics for schools to further review and improve upon:

- Reduce class sizes.
- Promote a safe school environment while focusing on implementing effective discipline and behavior management practices.
- Increase student opportunities to access the core program, enrichment programs, and higher-level courses, and provide academic and social-emotional supports and opportunities that result in high academic achievement.
- Add priorities, goals, strategies, and action steps that would improve inclusive student-centered programming for students.
- Incorporate into the plan safety and bullying measures that would support developing and sustaining healthy, respectful, caring, and safe learning environments.

Goal 4: Multi-Tiered System of Supports

There was overwhelming concern from the majority of participant groups that there are not nearly enough counselors in the school district. No matter how dedicated, each counselor has hundreds of students and it's impossible to reach them all.

Many participating students shared that they realize when stress is interfering with their personal and academic goals. The majority of them said that they seek out the support of a close friend or keep it inside so as not to burden a friend. Those who feel comfortable with adults tend to seek out counseling services at school, but they don't often have the opportunity to speak with a counselor because one is rarely available. Some students shared that they go to a family member or a teacher with whom they have a connection or personal relationship.

Student participants said, "It's easier to help other students with their problems than it is to deal with your own." Some students said they feel that there is a stigma around mental illness, mostly coming from parents and teachers that stops them or other students from seeking help. The most common theme about what is currently missing in SAUSD schools is having the ability to talk about emotional distress and having the proper staff to support schools and teachers.

Students indicated a need for more peer contact, relationship-building opportunities, and peer-to-peer support systems. Some students said they feel isolated from each other.

A few parents are not sure where to begin when it comes to helping their children with the day-to-day struggle of being a teenager in today's world. The overwhelming feeling from parents is that want their children to be healthy and happy and attend schools I which SAUSD staff care for their children as much as they do. Some school staff said they feel isolated and ill equipped to support student social-emotional needs without proper training or high-quality staff to support them consistently at their school. Some SAUSD staff feel that they are being asked to support mental health as part of their job, but don't feel this fits into their duties as assigned.

Some parents expressed the desire to learn about ways to support their children at home, including information at the beginning of the year about milestones and expectations that are used to assess their children's development, growth and success to advance in school. Many participant groups expressed concern about the trauma that students are experiencing and bring to school. They emphasized the importance of better aligning and prioritizing resources, such as sufficient staff supports in classrooms and school-wide where students are experiencing trauma and teachers are struggling to create more positive learning conditions, as well as adequate space for some students who need time to de-escalate

Future Process:

Ongoing LCAP Target monitoring and an annual review will be utilized to capture data at critical points in the school year. It is the intention of the district to report to stakeholders the outcomes of the metrics in the fall 2019, after Smarter Balanced Assessment Consortium (SBAC), other State level data, and local metrics are reported. In November 2019, the process of engaging stakeholders through site and district level LCAP meeting will begin again to allow staff, parents and members of the community to continue the LCAP engagement and review process. The LCAP Task Force will continue to meet on a regular basis to review metric progress in addition to aggregate new stockholder input. With the new alignment of goals, actions and now services, all school site and department budgets will be posted for full transparency.

Information from all of the stakeholder listening sessions has been documented, analyzed quantitatively and qualitatively. This information has been reviewed and will provide direction for the revision or development of new action steps to better serve our students. Themes across all stakeholder groups were extracted and now embedded within the revision to our SAUSD LCAP.

Approval Process

April 30, 2019 - Draft LCAP sent to County Office of Education for Review

May 21, 2019 - Board of Education Meeting - LCAP Presentation for Board Input. Draft Copy to be provided to the Board for Feedback.

June 07, 2019 - LCAP posted on District Website for public input

June 11, 2019 - LCAP to be presented during the Public Hearing at the Board Education meeting

June 25, 2019 - LCAP and Budget to be submitted to the Board of Education for final approval

June 27, 2019 - LCAP (FINAL) to be submitted to the Orange County Department of Education

The final data metrics will be reviewed in September 2019 (pending release of metric data) with all stakeholders to adjust and to begin the revision of the next LCAP for 2019-2020 school year.

Impact on LCAP and Annual Update

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

SAUSD staff, parents, students and community stakeholders have come to view the LCAP process as a legitimate means for contribution to our collective impact at the site and District levels. The LCAP Task Force utilized the input of our stakeholders to make the critical modifications to the LCAP. The additional goal and action underscore the value that we place on our stakeholder feedback. This process has thoroughly engaged stakeholders at all levels of the organization to reap a quality strategic plan moving forward. In response to the stakeholder request for fiscal transparency, the District mapped and coded all services associated with the LCAP goals and action for all expenditures - thus creating fiscal transparency. In addition, additional service codes were added and modified to clarify true amounts.

Collaboration with a broad base of district stakeholders resulted in a detailed examination of the District's overall educational program and budget realities and projections. This programmatic and budgetary analysis resulted in an accurate determination of the District's needs and priorities aligned to the four LCAP Goals. There was a strong consensus that the approach to the 2019-2020 LCAP was an increase in quality vs. quantity of programs/services. The District's focus will be on deepening the evaluation of existing programs/services and assuring they meet defined programmatic outcome measures otherwise resulting in the strategic abandonment of the program. This aligns with the MTSS work the District has embarked on over the past year in the strategic abandonment of certain programs, assessments, and procedures/protocols.

The District's extensive stakeholder engagement including LCAP education outreach efforts resulted in:

- Improved assurance of accurate prioritization of interests. The broad base of authentic stakeholder engagement enabled the District to accurately identify educational interests and priorities.
- Increased level of stakeholder involvement in and commitment to the LCAP process.
- Greater buy in for and support of the proposed actions and services.
- Deepened level of understanding of district operations and decision making processes among stakeholders.
- Strengthened systems of communication within the District and with stakeholder constituencies.
- Acquired valuable continuous improvement feedback on the District's LCAP process.
- Stakeholder engagement reaffirmed the need for the District's four Strategic Goals. There was strong consensus that these goals should remain and continue to guide planning and decision making.

The Santa Ana Unified School District's four Strategic Goals:

1. All Students will have equitable access to a high quality core curricular and instructional program.

2. Establish collaboration and communication across all levels to support and promote engagement and school connectedness amongst students, staff, families and community.
3. Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.
4. Implement a robust Multi-Tiered System of Support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-emotional learning (SEL) needs.

Association members, school and district management and community members agreed with the progress made toward meeting the goals of the LCAP to date. Teachers requested support for student literacy by providing additional instructional tutoring hours at all grade levels. They also noted the need for increased mental health and support to student displaying behavioral challenges. Finally, they also requested additional support through professional development opportunities to support implementation of the ELA and Math adoptions. In addition, stakeholders requested additional support for students with disabilities by providing additional training and coaching to meet the needs of their students.

Students relayed experiences of their personal life challenges, stressors in the community and providing hopeful messages and support to siblings and friends in the desire to succeed in college. Students discussed their hopes and dreams and knew that the adults in the room were there to listen and to work to remove barriers and provide needed support. Students advocated for other student groups on their campus suggesting support to students with disabilities, maintaining and expanding elective experience, and additional access to dual enrollment courses across the District not just a few schools. Also students discussed increasing real world, experiential learning opportunities. The District continues to improve this area through development of innovative programs to address student voice and choice.

Revision to metrics and goals were determined by outcomes of progress monitoring and input received from members of the Board of Education, internal and external stakeholders.

Stakeholders reviewed and provided additional input regarding the LCAP. Progress updates will be presented at future board meetings, DAC/DELAC, School Climate Committee, CAC, principal meetings, and posted on our website to inform the community about progress toward our goals, activities and metrics.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Goal 1: All Students will have equitable access to a high quality core curricular and instructional program.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Based on the outcomes of State and District internal metrics, our students need and deserve additional supports and opportunities with a focus on early literacy, numeracy and personalized learning, to gain the knowledge, skills, and values to become productive citizens in the 21st century.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Early Literacy Percent (%) of 3rd graders will be at grade level reading proficiency (foundational skills) as	Early Literacy 37.0% of 3rd graders are at grade level reading proficiency (foundational skills) as measured by DIBELS Next (Spring 2017)	Early Literacy 40.0% of 3rd graders will be at grade level reading proficiency (foundational skills) as measured by	Early Literacy 39.0% of 3rd graders will be at grade level reading proficiency (foundational skills) as measured by	Early Literacy 42.0% of 3rd graders will be at grade level reading proficiency (foundational skills) as measured by

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measured by DIBELS Next		<p>DIBELS Next (Spring 2018)</p> <p>Result: 36.1% of 3rd graders are at grade level reading proficiency (foundational skills) as measured by DIBELS Next (Spring 2018)</p>	<p>DIBELS Next (Spring 2019)</p> <p>Result: 37.5% of 3rd graders are at grade level reading proficiency (foundational skills) as measured by DIBELS Next (Spring 2019)</p>	<p>DIBELS Next (Spring 2020)</p>
Academic Indicator per the California School Dashboard for grades 3-8 for ELA and Math	<p>Academic Indicator ELA Performance Level of Yellow (Low Status, Increased Change) (2015-16) Math Performance Level of Yellow (Low Status, Maintained Change) (2015-16)</p>	<p>Academic Indicator ELA Performance Level of Yellow (Low Status, Increased Change) (2016-17) Math Performance Level of Yellow (Low Status, Increased Change) (2016-17)</p> <p>Result: Academic Indicator ELA Performance Level of Orange (Low Status of 56.2 points below level 3, Decreased Change of 5.2 points) (2016-17) Math Performance Level of Orange (Low Status of 67.3 points below level 3, Decreased Change of 2.8 points) (2016-17)</p>	<p>Academic Indicator ELA Decrease the distance from level 3 by 8 points from the prior year. (2017-18) Math Decrease the distance from level 3 by 10 points from the prior year. (2017-18)</p> <p>Result: ELA Performance Level of Yellow decreased the distance from level 3 by 3.4 points from the prior year. (2017-18) Math Performance Level of Orange maintained the distance from level 3 by 0.6 points from the prior year. (2017-18)</p>	<p>Academic Indicator ELA Decrease the distance from level 3 by 5 points from the prior year. (2018-19) Math Decrease the distance from level 3 by 5 points from the prior year. (2018-19)</p>
Algebra Readiness Percent (%) of 8th	Algebra Readiness 37.5% of 8th graders	Algebra Readiness 41.0% of 8th graders will	Algebra Readiness 41.0% of 8th graders will	Algebra Readiness 38.0% of 8th graders will

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
graders will score at or above a MAP RIT score of 230 (Spring)	scored at or above a MAP RIT score of 230 (Spring 2017)	score at or above a MAP RIT score of 230 (Spring 2018) Result: 37.0% of 8th graders scored at or above a MAP RIT score of 230 (Spring 2018)	score at or above a MAP RIT score of 230 (Spring 2019) Result: 34.8% of 8th graders scored at or above a MAP RIT score of 230 (Spring 2019)	score at or above a MAP RIT score of 230 (Spring 2020)
Algebra Proficiency Percent (%) of 9th graders will score at or above a MAP RIT score of 235 (Spring)	Algebra Proficiency 31.5% of 9th graders scored at or above a MAP RIT score of 235 (Spring 2017)	Algebra Proficiency 35.0% of 9th graders will score at or above a MAP RIT score of 235 (Spring 2018) Result: 31.1% of 9th graders scored at or above a MAP RIT score of 235 (Spring 2018)	Algebra Proficiency 35.0% of 9th graders will score at or above a MAP RIT score of 235 (Spring 2019) Result: 30.3% of 9th graders scored at or above a MAP RIT score of 235 (Spring 2019)	Algebra Proficiency 34.0% of 9th graders will score at or above a MAP RIT score of 235 (Spring 2020)
AP Course access Percent (%) of HS students who will be enrolled in at least one AP course during the academic year	AP Course access 27.5% of HS students were enrolled in at least one AP course during the academic year (2015-16)	AP Course access 30.0% of HS students will be enrolled in at least one AP course during the academic year (2016-17) Result: AP Course access 27.6% of HS students enrolled in at least one AP course during the academic year (2016-17)	This metric was discontinued and replaced with a new metric for AP/IB/Dual Enrollment course access.	This metric was discontinued and replaced with a new metric for AP/IB/Dual Enrollment course access.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>New: AP/IB/Dual Enrollment Course access Percent (%) of HS students who will be enrolled in at least one AP/IB/Dual Enrollment course during the academic year.</p>	<p>AP/IB/Dual Enrollment Course access 30.3% of HS students were enrolled in at least one AP/IB/Dual Enrollment course during the academic year (2016-17).</p>	<p>Not applicable. New metric starting 2018-19 LCAP year.</p>	<p>AP/IB/Dual Enrollment Course access 33.0% of HS students will be enrolled in at least one AP/IB/Dual Enrollment course during the academic year.</p> <p>Result: 34.1% of HS students were enrolled in at least one AP/IB/Dual Enrollment course during the academic year (2017-18).</p>	<p>AP/IB/Dual Enrollment Course access 38.1% of HS students will be enrolled in at least one AP/IB/Dual Enrollment course during the academic year.</p>
<p>AP Passage The percentage (%) of Grade 12 students who have attempted and passed one or more AP exams</p>	<p>AP Passage The percentage (%) of Grade 12 students who have attempted and passed one or more AP exams was 54.0% (2015-16)</p>	<p>AP Passage Increase the percentage (%) of Grade 12 students who have attempted and passed one or more AP exams to 57.0% (2016-17)</p> <p>Result: 52.4% of Grade 12 students have attempted and passed one or more AP exams (2016-17)</p>	<p>AP Passage Increase the percentage (%) of Grade 12 students who have attempted and passed one or more AP exams to 55.0% (2017-18)</p> <p>Result: 56.9% of Grade 12 students have attempted and passed one or more AP exams (2017-18)</p>	<p>AP Passage Increase the percentage (%) of Grade 12 students who have attempted and passed one or more AP exams to 58.0% (2018-19)</p>
<p>High School Graduation High school cohort graduation rate</p>	<p>High School Graduation The high school cohort graduation rate is 91.6% (2015-16)</p>	<p>High School Graduation Increase the high school cohort graduation rate to 92.5% (2016-17)</p>	<p>High School Graduation Increase the high school cohort graduation rate to 93.5% (2017-18)</p>	<p>High School Graduation Increase the high school cohort graduation rate to 92% (2018-19)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>Result: The 2016-17 high school cohort graduation rate is 90.8% Please note that there was a methodological change to the calculation of graduation rate. CDE strongly discourages comparison of rates to prior years.</p>	<p>Result: High school cohort graduation rate decreased to 88.0% (2017-18)</p>	
<p>A-G Course Completion Percent (%) of graduates will meet UC/CSU A-G course requirements</p>	<p>A-G Course Completion 42.3% of graduates met UC/CSU A-G course requirements (2015-16)</p>	<p>A-G Course Completion 44.0% of graduates will meet UC/CSU A-G course requirements (2016-17)</p> <p>Result: 44.4% of graduates met UC/CSU A-G course requirements (2016-17)</p>	<p>A-G Course Completion 46.0% of graduates will meet UC/CSU A-G course requirements (2017-18)</p> <p>Result: Internal estimate of 46.6% of graduates meeting UC/CSU A-G course requirements (2017-18). CDE to release official reports around August.</p>	<p>A-G Course Completion 48.0% of graduates will meet UC/CSU A-G course requirements (2018-19)</p>
<p>CTE Pathway Completion % of Grade 12 students who have completed a CTE Pathway</p>	<p>CTE Pathway Completion 39.6% of Grade 12 students have completed a CTE Pathway (2015-16)</p>	<p>CTE Pathway Completion 45.0% of Grade 12 students will have completed a CTE Pathway (2016-17)</p> <p>Result: 19.5% of Grade 12 students have completed a CTE Pathway (2016-17)</p>	<p>CTE Pathway Completion 23.0% of Grade 12 students will have completed a CTE Pathway (2017-18)</p> <p>Result: 22.0% of Grade 12 students have completed a CTE Pathway (2017-18)</p>	<p>CTE Pathway Completion 25.0% of Grade 12 students will have completed a CTE Pathway (2018-19)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>College Readiness Percent (%) of 11th grade students will be college ready or conditional status in ELA (SBAC) Percent (%) of 11th grade students will be at college ready or conditional status in Math (SBAC)</p>	<p>College Readiness 41% of 11th grade students are college ready or conditional status in ELA (SBAC 15-16) 19% of 11th grade students are at college ready or conditional status in Math (SBAC 15-16)</p>	<p>College Readiness 44% of 11th grade students will be college ready or conditional status in ELA (SBAC 16-17) 22% of 11th grade students will be at college ready or conditional status in Math (SBAC 16-17)</p> <p>Results: 39% of 11th grade students are college ready or conditional status in ELA (SBAC 16-17 19% of 11th grade students are at college ready or conditional status in Math (SBAC 16-17)</p>	<p>College Readiness 42% of 11th grade students will be college ready or conditional status in ELA (SBAC 17-18) 22% of 11th grade students will be at college ready or conditional status in Math (SBAC 17-18)</p> <p>Result: 36.0% of 11th grade students were college ready or conditional status in ELA (SBAC 17-18) 19.0% of 11th grade students were at college ready or conditional status in Math (SBAC 17-18)</p>	<p>College Readiness 45% of 11th grade students will be college ready or conditional status in ELA (SBAC 18-19) 25% of 11th grade students will be at college ready or conditional status in Math (SBAC 18-19)</p>
<p>Enrollment in Post-Secondary Education Percent (%) of students will be enrolled in college at any time during the first year after high school</p>	<p>Enrollment in Post-Secondary Education 70% of students were enrolled in college at any time during the first year after high school (Class of 2015)</p>	<p>Enrollment in Post-Secondary Education 73% of students will be enrolled in college at any time during the first year after high school (Class of 2016)</p> <p>Result: 80% of students were enrolled in college at any time during the first year after high school (Class of 2016)</p>	<p>Enrollment in Post-Secondary Education 83% of students will be enrolled in college at any time during the first year after high school (Class of 2017)</p> <p>Result: 80% of students were enrolled in college at any time during the first year after high school (Class of 2017)</p>	<p>Enrollment in Post-Secondary Education 86% of students will be enrolled in college at any time during the first year after high school (Class of 2018)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Post-Secondary Persistency Percent (%) of graduates enrolled in post-secondary education persisted into their second year of school</p>	<p>Post-Secondary Persistency 78% of graduates enrolled in post-secondary education persisted into their second year of school (Class of 2014)</p>	<p>Post-Secondary Persistency 82% of graduates enrolled in post-secondary education will persist into their second year of school (Class of 2015)</p> <p>Result: 78% of graduates enrolled in post-secondary education persisted into their second year of school (Class of 2015)</p>	<p>Post-Secondary Persistency 82% of graduates enrolled in post-secondary education will persist into their second year of school (Class of 2016)</p> <p>Result: 72% of graduates enrolled in post-secondary education persisted into their second year of school (Class of 2016)</p>	<p>Post-Secondary Persistency 84% of graduates enrolled in post-secondary education will persist into their second year of school (Class of 2017)</p>
<p>College and Career Indicator (CCI) per the California School Dashboard</p>	<p>Baseline data will be available Fall 2017 for cohort 2015-16 students</p>	<p>To be completed after baseline data is available</p> <p>Result: 45.8% of students are in the "prepared" category (2015-16 cohort). Performance levels are not available.</p>	<p>49.0% of students will be in the "prepared" category (2016-17 cohort)</p> <p>Result: 40.1% of students were in the "prepared" category (2016-17 cohort). 38.3% of students were in the "prepared" category (2017-18 cohort).</p>	<p>49.0% of students will be in the "prepared" category (2018-19 cohort)</p>
<p>Teacher Assignments Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions</p>	<p>Teacher Assignments 3 EL teachers missassigned, 9 total missassigned teachers (2016-17)</p>	<p>Teacher Assignments 0 misassigned teachers (2017-18)</p> <p>Result: 0 EL teachers missassigned, 5 total missassigned teachers (2017-18)</p>	<p>Teacher Assignments 0 misassigned teachers (2018-19)</p> <p>Result: 0 misassigned teachers (2018-19)</p>	<p>Teacher Assignments 0 misassigned teachers (2019-20)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Standards-aligned Materials Percent (%) of pupils that have standards-aligned instructional materials	Standards-aligned Materials 100% of pupils have standards-aligned instructional materials (2016-17)	Standards-aligned Materials Maintain 100% of pupils have standards-aligned instructional materials (2017-18) Result: 100% of pupils have standards-aligned instructional materials (2017-18)	Standards-aligned Materials Maintain 100% of pupils have standards-aligned instructional materials (2018-19) Result: 100% of pupils have standards-aligned instructional materials (2018-19)	Standards-aligned Materials Maintain 100% of pupils have standards-aligned instructional materials (2019-20)
Student access to technology Percent (%) of students surveyed who indicate that they have access to Internet and wireless at home Percent (%) of students surveyed who indicate that they have access to computers at home Percent (%) of students who use computers daily at school as reported by surveyed teachers The ratio of students to technology that is 4 years or newer The ratio of students to "access for all" 1:1 access to mobile device	Student access to technology 88% of students surveyed indicate that they have access to Internet and wireless at home 85% of students surveyed indicate that they have access to computers at home 68% of students use computers daily at school as reported by surveyed teachers The ratio of students to technology that is 4 years or newer was 1.0 to 1.0 The ratio of students to "access for all" 1:1 access to mobile device was 0.95 to 1.0. (2016-17)	Student access to technology 89% of students surveyed will indicate that they have access to Internet and wireless at home 91% of students surveyed will indicate that they have access to computers at home 75% of students will use computers daily at school as reported by surveyed teachers The ratio of students to technology that is 4 years or newer will be maintained at 1 to 1 or better The ratio of students to "access for all" 1:1 access to mobile device will be maintained at 1 to 1 or better. (2017-18)	Student access to technology 90% of students surveyed will indicate that they have access to Internet and wireless at home 85% of students surveyed will indicate that they have access to computers at home 78% of students will use computers daily at school as reported by surveyed teachers The ratio of students to technology that is 4 years or newer will be maintained at 1 to 1 or better The ratio of students to "access for all" 1:1 access to mobile device will be maintained at 1 to 1 or better. (2018-19)	Student access to technology 91% of students surveyed will indicate that they have access to Internet and wireless at home 86% of students surveyed will indicate that they have access to computers at home 79% of students will use computers daily at school as reported by surveyed teachers The ratio of students to technology that is 4 years or newer will be maintained at 1 to 1 or better The ratio of students to "access for all" 1:1 access to mobile device will be maintained at 1 to 1 or better. (2019-20)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>Result: 89% of students surveyed indicated that they have access to the internet at home 84% of students surveyed indicated that they have access to computers at home 77% of students use computers daily at school as reported by surveyed teachers The ratio of students to technology that is 4 years or newer was 1.0 to 1.2 The ratio of students to "access for all" 1:1 access to mobile device was 1.0 to 1.0. (2017-18)</p>	<p>Result:</p> <p>Student access to technology The survey was not conducted this year in order to revisit the alignment between metrics and technology plan.</p> <p>The ratio of students to technology that is 4 years or newer is 1:1.3 The ratio of students to "access for all" 1:1 access to mobile device is 1:1 (2018-19)</p>	
<p>New: Certificated PD </p> <p>Certificated employees' participation in professional learning</p> <p>Post-workshop evaluation results for certificated employees</p>	<p>Baseline data will be collected in 2018-19.</p>	<p>Not applicable. New metric starting 2018-19 LCAP year.</p>	<p>Certificated employees' participation in professional learning:</p> <p>Baseline: 2,502 certificated staff who attended a training and completed a post-training survey</p> <p>Baseline: 9,061 Total Hours of Training</p> <p>Post-workshop evaluation results for certificated employees:</p>	<p>Certificated employees' participation in professional learning:</p> <p>Baseline: Increase 15% of certificated staff who attend a training and complete a post-training survey</p> <p>Baseline: Increase by 15% of Total Hours of Training.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			Baseline: 3.62 Average Rating (1-4; 4 = Very Good)	Post-workshop evaluation results for certificated employees: Baseline: Maintain or Improve Average Rating (1-4; 4 = Very Good)

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1.1: Provide equitable student access to a rigorous, standards-based, instructional program that include, but is not limited to high-quality instruction, Standards-aligned instructional materials, academic supports, and technology-based resources. Full implementation of the new CA State Standards and assessments.

1.1: Provide equitable access for all students to a high quality rigorous, CA state standards-based, core instructional program with CA standards aligned instructional materials, differentiated academic supports, aligned assessments, and technology-based resources.

1.1: Provide equitable access for all students to a high quality rigorous, CA state standards-based, core instructional program with CA standards aligned instructional materials, differentiated academic supports, aligned assessments, and technology-based resources.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	14,481,190	5,332,490	12,663,521
Budget Reference	LCFF sources Lottery: Instructional Materials Object Categories: 2000 1,526,578 3000 721,344 4000 10,161,673 5000 1,683,095 6000 388,500	LCFF sources Title I, Part A Object Categories: 1000 650,032 2000 753,001 3000 569,840 4000 2,263,689 5000 1,095,928	LCFF sources Title I, Part A CA State Preschool Prog Local sources CTE Incentive Grant Lottery: Instructional Materials Title II, Part A Regional Occupational Center Object Categories: 1000 626,671 2000 704,791 3000 785,788 4000 9,307,886 5000 1,238,385

Action 2

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Modified Action

Unchanged Action

2017-18 Actions/Services

1.2: Continue administration of progress monitoring (growth) assessments for all academic programs.

2018-19 Actions/Services

1.2: Ensure that all teachers at every school are highly qualified to teach and be knowledgeable of the CA state standards, have an aligned core instructional program, and can effectively utilize the aligned assessment tools to plan for instruction that addresses student need.

2019-20 Actions/Services

1.2: Ensure that all teachers at every school are highly qualified to teach and be knowledgeable of the CA state standards, have an aligned core instructional program, and can effectively utilize the aligned assessment tools to plan for instruction that addresses student need.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3,067,505	248,515,492	237,110,599
Budget Reference	LCFF sources Title I, Part A Object Category: 1000 695,754 2000 721,301 3000 504,590 4000 149,500 5000 996,360	LCFF sources Title I, Part A Title II, Part A Title III, LEP Local sources Special Education Lottery: Instructional Materials Object Category: 1000 168,935,803 2000 1,161,819 3000 69,084,880 4000 6,657,184 5000 2,475,806 6000 200,000	LCFF sources Title I, Part A Title II, Part A Title III, LEP Local sources Special Education Lottery: Instructional Materials CA State Preschool Prog State Lottery California Partnership Academies Irvine Mathematics Project ITQ Improving Tchr Qlty Medi-Cal Billing Regional Occupational Center Object Category: 1000 167,711,350 2000 130,611 3000 67,444,232 4000 1,126,377 5000 698,029

Action 3

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

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

All

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

1.3: Maintain partnerships with institutions of higher education and community organizations that support desired student-learning outcomes, including support for A-G completion and Dual enrollment and Early College.

2018-19 Actions/Services

1.3: Ensure effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA state standards aligned core instructional program.

2019-20 Actions/Services

1.3: Ensure effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA state standards aligned core instructional program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	235,262	10,128,284	7,641,682
Budget Reference	LCFF sources Title I, Part A Object Category: 1000 142,819 2000 4,369 3000 51,374 4000 23,694 5000 13,006	LCFF sources Title I, Part A Object Category: 1000 3,000 2000 2,924,289 3000 1,188,914 4000 5,299,121 5000 712,960	LCFF sources Title I, Part A Lottery: Instructional Materials Local sources Object Category: 1000 9,609 2000 1,216,363 3000 513,651 4000 4,552,979 5000 1,349,080

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

1.4: Implement actions as noted in the Equal Opportunity Audit - Blueprint for Action and College and Career Readiness Plan.

2018-19 Actions/Services

1.4: Provide school-to-school support matriculation between 5th to 6th grade, 8th to 9th grade, and 12th grade to college/career) to increase levels of academic success for all students, which includes low-income pupils, ELs, foster youth, and students with disabilities.

2019-20 Actions/Services

1.4: Provide school-to-school matriculation support between 5th to 6th grade, 8th to 9th grade, and 12th grade to college/career) to increase levels of academic success for all students, which includes low-income pupils, ELs, foster youth, and students with disabilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	812,823	370,947	308,070
Budget Reference	College Readiness Block Grant	LCFF Sources Title I, Part A	LCFF Sources Title I, Part A
Object Category:			
	1000 145,225	1000 244,669	1000 194,135
	2000 26,487	2000 1,000	2000 0
	3000 51,111	3000 99,778	3000 85,935
	4000 10,000	4000 2,500	4000 5,000
	5000 580,000	5000 23,000	5000 23,000

Action 5

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

Students to be Served:

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

All

Location(s):

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

Specific Schools: Elementary Schools, Preschools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

1.5: Ensure access for low-income pupils to the core instructional program by increasing access to early childhood education, full day kinder at pilot schools, age appropriate literacy and numeracy programs, supports, and interventions (e.g., AVID, credit recovery)

2018-19 Actions/Services

1.5: Provide all student sub-groups with increased access to early childhood education programs including preschool, full day kinder at pilot schools, age appropriate literacy and numeracy programs, and early interventions.

2019-20 Actions/Services

1.5: Provide increased access to early childhood education programs including preschool, full day kinder at pilot schools, high quality TK program, age appropriate literacy and numeracy programs, and early interventions to all student sub-groups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,742,038	13,733,354	17,715,556
Budget Reference	LCFF sources Title I, Part A Object Category: 1000 331,025 2000 727,379 3000 133,384 4000 5,677 5000 544,573	LCFF sources Title I, Part A State Preschool Head Start Ongoing & Major Maintenance Special Education Object Category: 1000 8,546,847 2000 997,821 3000 3,876,552 4000 111,230 5000 200,904	LCFF sources Title I, Part A Title I, Migrant Ed CA State Preschool Head Start Kinder Readiness Program II Ongoing & Major Maintenance Special Education Object Category: 1000 8,970,311 2000 1,713,625 3000 5,627,962 4000 393,995 5000 1,009,663

Action 6

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

Students to be Served:

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

All

Location(s):

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

Specific Schools: Secondary Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

1.6: Provide equity of access to Advanced Placement (AP) course options, AP training for teachers, and AP summer boot camp, and continue implementation of the International Baccalaureate (IB) program.

2018-19 Actions/Services

1.6: Provide equitable access to courses and supports that will develop college and career readiness which may include A-G approved classes, CTE pathways, Advanced Placement (AP) courses and summer bridge programs, International Baccalaureate (IB) program, Early College/dual enrollment courses, and AVID. (Equal Opportunity Audit - EOA, College and Career Readiness Plan - CCRP)

2019-20 Actions/Services

1.6: Provide high school students with equitable access to courses and supports that will develop college and career readiness which includes A-G approved and Advanced Placement (AP) courses, CTE pathways, summer bridge programs, International Baccalaureate (IB) program, Early College/dual enrollment courses, and AVID.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,668,232	16,971,742	17,515,605
Budget Reference	LCFF sources Object Category: 1000 483,887 3000 150,345 4000 74,900 5000 959,100	LCFF sources Carl Perkins Title I, Part A California Career Pathways Trust Partnership Academies Supplementary Prgs-Specialized Secondary Special Education NJROTC Local Sources Object Category: 1000 7,988,402 2000 1,469,948 3000 3,841,494 4000 250,041 5000 2,803,440 6000 464,809 7000 153,608	LCFF sources Carl Perkins Title I, Part A Partnership Academies Supplementary Prgs-Specialized Secondary Special Education NJROTC Local Sources California Career Pathways Trust WASC Title I, Migrant Ed Object Category: 1000 9,052,071 2000 2,182,202 3000 3,926,573 4000 678,348 5000 1,522,802 6000 0 7000 153,608

Action 7

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

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

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

1.7: Expand access to math and science programs by increasing Science Technology Engineering Arts Mathematics (STEM/STEAM) opportunities at all schools.

2018-19 Actions/Services

1.7: Ensure that all schools provide students with access to math and science core programs that build awareness and academic proficiency in Science Technology Engineering Arts Mathematics (STEM/STEAM) core content.

2019-20 Actions/Services

1.7: Ensure that all schools provide students with access to math and science core programs that build awareness and academic proficiency in Science Technology Engineering Arts Mathematics (STEM/STEAM) core content.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,475,165	200,282	87,422
Budget Reference	LCFF sources Title I, Part A Title II, Part A Local sources Object Category: 1000 689,992 3000 151,323 4000 44,600 5000 589,250	LCFF sources Title I, Part A Object Category: 1000 52,830 2000 1,600 3000 22,106 4000 121,746 5000 2,000	LCFF sources Title I, Part A Local sources PLTW Bechtel, Jr Foundation Regional Occupational Center California Partnership Academies Object Category: 1000 52,830 2000 2,000 3000 5,336 4000 19,328 5000 7,928

Action 8

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

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

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

OR

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

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

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

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

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

1.8: Increase availability of Career Technical Education (CTE) courses and academies at all secondary schools. Ensure all CTE courses are A-G approved to support college readiness.

2018-19 Actions/Services

1.8: Cultivate and provide high quality instructional leadership that ensures equitable student access to core curricular and instructional program.

2019-20 Actions/Services

1.8: Cultivate and provide high quality instructional leadership that ensures equitable student access to core curricular and instructional program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8,001,779	26,626,661	30,383,571
Budget Reference	LCFF sources Carl Perkins Irvine Mathematics Project - UCI Title I, Part A Gear Up IV (RSCC Fiscal Agent) California Career Pathways Trust Partnership Academies Supplementary Prgs-Specialized Secondary Object Category: 1000 2,838,185 2000 425,371 3000 1,004,947 4000 2,171,892 5000 1,309,860 7000 251,524	LCFF sources College Readiness Block Grant Special Education Object Category: 1000 18,715,087 2000 197,608 3000 7,681,361 5000 32,605	LCFF sources Special Education College readiness Block Grant Local source Medi-Cal Billing Title I, Part A IDEA Mental Health Allocation Plan, Part B Object Category: 1000 21,479,175 2000 198,077 3000 8,048,607 4000 178,792 5000 478,919

Action 9

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

Students to be Served:

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

Students with Disabilities

Location(s):

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

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

1.9: Continue to expand online/hybrid course availability to promotes choice at the secondary school level and to enhance personalized learning options across all grade levels, i.e.Flex 2.0.

2018-19 Actions/Services

1.9: In addition to services provided to low income students, foster youth, and English learners, students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) in order to improve outcomes and close the achievement gap, which may graduation rate and/or performance on statewide assessments.

2019-20 Actions/Services

1.9:Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	464,269	123,047,680	131,098,977
Budget Reference	LCFF sources Title I, Part A Title II, Part A Object Category: 1000 143,111 3000 69,656 4000 6,000 5000 245,502	LCFF sources Child Development: CA State Preschool Title I, Part A Special Ed Title III, LEP Title II, Part A Head Start Object Category: 1000 57,452,509 2000 23,318,798 3000 32,805,139 4000 920,562 5000 4,932,300 7000 3,618,372	LCFF sources Child Development: CA State Preschool Title I, Part A Special Ed Title III, LEP Title II, Part A Head Start Dept of Rehab: Workability II Special Ed: IDEA Education for Homeless Children and Youth Regional Occupational Center BTSA/Induction Educ Spec Prog Object Category: 1000 58,557,998 2000 23,207,417 3000 37,120,655 4000 964,112 5000 6,645,044 7000 4,603,752

Action 10

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

1.10: Support extended learning opportunities for low-income pupils by expanding before, after and Saturday school programs, tutoring, academic and enrichment summer school programs, and transportation services.

2018-19 Actions/Services

1.10: Provide professional development for certificated and classified staff to support each of the activities to support high quality delivery of the core academic program.

2019-20 Actions/Services

1.10: Provide professional development for certificated and classified staff to support each of the activities to support high quality delivery of the core academic program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	39,351,482	5,904,387	7,474,460
Budget Reference	LCFF sources Title I, Part A Title III, Immigrant Ed 21st Century ASSETS Before and After School Learning & Safe Neighborhood Kinder Readiness Program II Child Development Head Start Migrant Education Object Category: 1000 7,703,657 2000 8,771,594 3000 6,059,370 4000 978,930 5000 15,837,931	LCFF Sources Title I, Part A Object Category: 1000 3,801,089 2000 54,570 3000 1,565,970 4000 134,462 5000 348,296	LCFF Sources Title I, Part A CA State Preschool Prog Classified School Employee Grant CTE Incentive Grant NJROTC TIPS Title II, Part A CalSafe Object Category: 1000 4,282,311 2000 40,663 3000 949,907 4000 259,307 5000 1,942,272

Action 11

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

Students to be Served:

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

Location(s):

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

All

Specific Grade Spans: TK-5

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

1.11: Ensure the academic success of low-income pupils by providing transition support (bridge programs) from school-to-school (5th to 6th grade, 8th to 9th grade, and 12th grade to college/career).

2018-19 Actions/Services

1.11: Modified and combined with Action 1.4

2019-20 Actions/Services

Provide TK-5 grade students with equitable access to a broad course of study that will develop college and career readiness through integration of Visual and Performing Arts (VAPA), physical education, Career Technical Education (CTE), STEM, and technology into the core instructional program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,000	NA	2,390,508
Budget Reference	LCFF sources Object Category: 5000 2,000	NA	LCFF Sources Object Category: 1000 1,697,347 3000 693,161

Action 12

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

Students to be Served:

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

Location(s):

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

All

Specific Schools: King, Jefferson, Lowell, Pio Pico, Romero-Cruz Academy, Carr, McFadden
Specific Grade Spans: TK-8

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

1.12: Provide EL student services including, but not limited to, newcomer programs and summer English Language Development (ELD) academy.

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

Modified Action

2018-19 Actions/Services

1.12: Action modified and combined with action 4.5

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

Modified Action

2019-20 Actions/Services

Increase access to high quality dual immersion programs in alignment with Proposition 58.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3,844,371	NA	143,151
Budget Reference	LCFF sources Title I, Part A Title III, LEP Object Category: 1000 1,547,547 2000 815,214 3000 839,521 4000 641,589 5000 500	NA	LCFF Sources Object Category: 1000 104,888 3000 38,263

Action 13

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

Students to be Served:

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

All

Location(s):

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

Specific Grade Spans: 6-12 Grade

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

1.13: Provide foster students with appropriate levels of service to ensure academic success.

2018-19 Actions/Services

1.13: Modified and combined into action 4.3

2019-20 Actions/Services

Ensure equitable access for all 6th - 12th grade students to a broad course of study that will develop college and career readiness through STEM, CTE Pathway Programs, VAPA, foreign language, physical education options.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	50,000	NA	1,788,922
Budget Reference		NA	LCFF Sources Local Sources Title I, Part A Object Category: 1000 138,357 2000 298,337 3000 212,114 4000 1,052,774 5000 87,340

Action 14

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

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

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

Specific Student Groups:
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

1.14: In addition to services provided to low income students, special education students will receive services and supports as listed in the Individualized Education Programs (IEPs).

2018-19 Actions/Services

1.14: Modified into Action 4.7

2019-20 Actions/Services

Provide timely and appropriate services to English learners and reclassified English learners in need of support with linguistic and/or academic skills to successfully access, engage and interact with grade-level content commensurate with their English-only peers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8,238,631	NA	3,249,942
Budget Reference	LCFF Sources Special Education Department of Rehab: Workability II, Transition Partnership Object Category: 1000 3,124,879 2000 2,702,649 3000 2,411,103	NA	LCFF Sources Local Sources Title I, Part A Title III Limited English Proficiency Object Category: 1000 1,300,448 2000 422,588 3000 747,524 4000 702,981 5000 76,400

Action 15

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

1.15 Provide professional development for certificated and classified staff to support each of the activities identified in Goal I.

2018-19 Actions/Services

1.15 Split into Actions 1.8 and 4.10

2019-20 Actions/Services

Provide English learners with linguistically-appropriate program placement options and services, which support effective and rapid English language development and specifically address their instructional needs at each level of their language acquisition.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,215,992	NA	629,494
Budget Reference	Educator Effectiveness IASA: Title I Basic Grants Low-Income and Neglected, Part A ITQ Improving Tchr Qlty UCI NCLB: Title II, Part B, CA Mathematics and Science Partnerships (CaMSP) Local Sources Title II-Part A Improving Teacher Quality LCFF Sources Object Categories: 1000 2,584,980 2000 48,435 3000 738,056 4000 1,626,593 5000 206,870 7000 11,058	NA	LCFF Sources Title I, Migrant Education Title I, Part A Object Category: 1000 383,595 2000 32,423 3000 79,503 4000 107,295 5000 26,678

Action 16

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Specific Schools: Identified Schools by the Dashboard

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

1.16. Provide additional support to identified schools in the "Very Low" category, to improve achievement in ELA and Math.

2018-19 Actions/Services

1.16. Moved to 4.8

2019-20 Actions/Services

See 2018-19 action.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	606,237	NA	NA
Budget Reference	Title III, LEP Object Category: 1000 358,800 3000 247,437	NA	NA

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 2

Establish collaboration and communication across all levels to support and promote engagement and school connectedness amongst students, staff, families and community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

In order for our students to demonstrate measurable growth and to close the achievement gap, as measured by State and internal District assessments, there needs to be high levels of engagement and transparency of communication across all stakeholder groups.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Survey Data Number of parents who participate in the annual survey	Parent Survey Data 15,965 parents participated in the annual survey (2015-16)	Parent Survey Data At least 15,000 parents will participate in the annual survey (2016-17) Result: 17,857 parents participated in the annual survey (2016-17)	Parent Survey Data At least 15,000 parents will participate in the annual survey (2017-18) Result:	Parent Survey Data At least 18,000 parents will participate in the annual survey (2019-20)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>15,983 parents participated in the annual survey (2017-18) 17,074 parents participated in the annual survey (2018-19)</p>	
<p>Parent Engagement Host monthly (Sept-June) Community Advisory Committee meetings to engage parents of students with disabilities</p>	<p>Parent Engagement Hosted monthly (Sept-June) Community Advisory Committee meetings to engage parents of students with disabilities (2015-16)</p>	<p>Parent Engagement Host monthly (Sept-June) Community Advisory Committee meetings to engage parents of students with disabilities (2016-17)</p> <p>Result: Hosted monthly (Sept-May) Community Advisory Committee meetings to engage parents of students with disabilities (2016-17)</p>	<p>Parent Engagement Host monthly (Sept-May) Community Advisory Committee meetings to engage parents of students with disabilities (2017-18)</p> <p>Result: Hosted monthly (Sept-May) Community Advisory Committee meetings to engage parents of students with disabilities (2017-18)</p>	<p>Parent Engagement Host monthly (Sept-May) Community Advisory Committee meetings to engage parents of students with disabilities (2018-19)</p>
<p>New: Welcoming Environment % of parents that agree/strongly agree that school allows input and welcomes parents' contributions. % of parents that agree/strongly agree that they feel welcome to participate at school.</p>	<p>Welcoming Environment 91% of parents that agree/strongly agree that school allows input and welcomes parents' contributions. 92% of parents that agree/strongly agree that they feel welcome to participate at school. (2016-17)</p>	<p>Not applicable. New metric for 2018-19 LCAP year.</p>	<p>Welcoming Environment Maintain 90% or above of surveyed parents that agree/strongly agree that school allows input and welcomes parents' contributions. Maintain 90% or above of surveyed parents that agree/strongly agree that they feel welcome</p>	<p>Welcoming Environment Maintain 90% or above of surveyed parents that agree/strongly agree that school allows input and welcomes parents' contributions. Maintain 90% or above of surveyed parents that agree/strongly agree that they feel welcome</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>to participate at school. (2017-18)</p> <p>Result:</p> <p>90% of surveyed parents indicated they agree/strongly agree that school allows input and welcomes parents' contributions. 90% of surveyed parents indicated they agree/strongly agree that they feel welcome to participate at school. (2017-18)</p> <p>92% of surveyed parents indicated they agree/strongly agree that school allows input and welcomes parents' contributions. 93% of surveyed parents indicated they agree/strongly agree that they feel welcome to participate at school. (2018-19)</p>	<p>to participate at school. (2019-20)</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2.1: Ensure access to the core instructional program by providing highly qualified teachers at each site to ensure full implementation of the new CA State Standards and assessments.

2018-19 Actions/Services

2.1: Enhance student learning and engagement by offering real world experiences and learning opportunities such as science camps, experiential field trips, summer enrichment programs and industry internships and work based learning.

2019-20 Actions/Services

2.1: Enhance student learning and engagement by offering real world experiences and learning opportunities such as science camps, experiential field trips, summer enrichment programs and industry internships and work based learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	245,945,617	714,412	826,817
Budget Reference	LCFF sources Title I, Part A Local sources Object Category: 1000 179,785,599 2000 207,474 3000 65,770,243 4000 84,379 5000 97,922	LCFF sources Title I, Part A Object Category: 1000 21,909 2000 37,532 3000 24,142 4000 7,798 5000 623,031	LCFF sources Title I, Part A 21st Century ASSETS Local sources Object Category: 1000 0 2000 658 3000 105 4000 20,506 5000 805,548

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.2: Support extended learning opportunities for special education students as provided in their Individualized Education Programs (IEPs).	2.2: Utilize a family engagement framework to expand family and community engagement programs, extend library hours, and increase access to computer resources, support, and training for all student subgroups and their parents.	2.2: Utilize a family engagement framework to expand family and community engagement programs, extend library hours, and increase access to computer resources, support, and training for all student subgroups and their parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	97,567,308	4,696,930	4,246,323
Budget Reference	LCFF sources Special Education Department of Rehab: Workability II, Transition Partnership Medi-Cal Billing Option Object Category: 1000 45,567,977 2000 17,484,108 3000 26,244,925 4000 883,176 5000 2,224,105 7000 5,163,017	LCFF sources Title I, Part A Object Category: 1000 745,592 2000 1,825,623 3000 1,044,295 4000 232,659 5000 848,761	LCFF sources Title I, Part A CA State Preschool Prog California Partnership Academies Lottery: Instructional Materials Local sources Object Category: 1000 149,813 2000 1,784,329 3000 999,818 4000 218,688 5000 1,093,677

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2.3: Ensure sufficient resources are available to schools to support extracurricular programs for students, instructional materials and other programs and supplies to enhance student outcomes.

2018-19 Actions/Services

2.3: Provide engagement opportunities for all stakeholders, including family and community, to District events (e.g. Annual Parent Conference, Open House, Back to School Nights, and School Choice Events).

2019-20 Actions/Services

2.3: Provide District-wide family and community engagement (FACE) opportunities for all stakeholders, including family and community, (e.g. Annual Parent Conference, Open House, Back to School Nights, Health and Resource Fairs, and School Choice Events).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9,520,363	1,042,152	1,050,967
Budget Reference	LCFF sources Object Category: 1000 1,396,698 2000 1,326,048 3000 485,687 4000 4,091,780 5000 2,366,153 6000 318,073	LCFF sources Title I, Part A Object Category: 1000 153,438 2000 326,994 3000 195,127 4000 66,450 5000 300,143	LCFF sources Title I, Part A 21st century ASSETS Local sources California Partnership Academies Title I, Migrant Ed Title III, Immigrant Ed Regional Occupational Center Object Category: 1000 8,923 2000 270,966 3000 65,493 4000 140,216 5000 565,369

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
 Foster Youth
 Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2.4: Provide professional development for certificated and classified staff to support each of the activities identified in Goal 2.

2018-19 Actions/Services

2.4: Provide respectful programs that are reflective of race, language, disability and culture, including community social service resources, workshops, leadership opportunities (CAC, SCC, etc), school-based Family and Community Liaisons, parent volunteer training, fingerprinting, adult education classes, and child care.

2019-20 Actions/Services

2.4: Provide site-based family and community engagement (FACE) opportunities for all stakeholders that are culturally responsive, inclusive, and reflective of race, language, disability and culture to ensure equitable access to community social service resources, workshops, leadership opportunities (CAC, SCC, etc.), school-based Family and Community Liaisons, parent volunteer training, fingerprinting, adult education classes, and child care.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	40,000	3,784,489	3,135,979
Budget Reference	Title I, Part A Object Category: 5000 40,000	Title I, Part A Object Category: 1000 761,898 2000 1,659,104 3000 983,286 4000 118,146 5000 262,055	Title I, Part A 21st Century ASSETS CA State Preschool Prog LCFF sources Regional Occupational Center Object Category: 1000 803,684 2000 1,150,602 3000 901,755 4000 61,648 5000 218,289

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Unchanged Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2.5: Ensure equitable access to the core instructional program and enrichment opportunities, including Visual and Performing Arts (VAPA), foreign language, physical education and intramural athletics.

2018-19 Actions/Services

2.5: Ensure parents of English Learners (EL) have access to and are aware of information related to reclassification criteria and procedures.

2019-20 Actions/Services

2.5: Ensure parents of English Learners (EL) have access to and are aware of information related to reclassification criteria and procedures.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	494,800	5,600	6,569
Budget Reference	LCFF sources Lottery: Instructional Materials Object Category: 4000 137,300 5000 357,500	Title I, Part A Object Category: 4000 1,000 5000 4,600	Title I, Part A LCFF sources Object Category: 2000 1,851 3000 168 4000 500 5000 4,050

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2.6: Ensuring access for low income pupils to the core instructional program including, but not limited to, STEM, VAPA, CTE and other high quality elective courses.

2018-19 Actions/Services

2.6 : Provide home language translations of District communication including school to home communiques, website, and parent meetings (Spanish & Vietnamese).

2019-20 Actions/Services

2.6: Provide home language translations of District communication including school to home communiques, website, and parent meetings (Spanish & Vietnamese).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	22,483,787	1,120,684	1,216,219
Budget Reference	LCFF sources Educator Effectiveness Title I, Part A Title I, Migrant Ed/Summer Program Title I, School Improvement Grant Object Category: 1000 12,075,679 2000 642,376 3000 4,697,749 4000 3,523,023 5000 1,544,960	LCFF sources Title I, Part A Local sources Object Category: 1000 2,300 2000 714,363 3000 291,071 4000 16,450 5000 96,500	LCFF sources Title I, Part A ASES IDEA Preschool Grant Regional Occupational Center Object Category: 1000 350 2000 712,404 3000 377,523 4000 16,951 5000 108,991

Action 7

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

2017-18 Actions/Services

2.7: Ensure student access to technology that is available for use at school and at home and by implementing a refresh cycle to replace technology at grades 3, 6, and 9.

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

Modified Action

2018-19 Actions/Services

2.7: Expand and maintain partnerships which support student academic success and social emotional well-being by partnering with institutions of higher education, community based organizations and district staff through MOU's and grants

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

Unchanged Action

2019-20 Actions/Services

2.7: Expand and maintain partnerships which support student academic success and social emotional well-being by partnering with institutions of higher education, community based organizations and district staff through MOU's and grants

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	15,759,957	3,255,950	2,581,111
Budget Reference	LCFF sources Title I, Part A Local sources Object Category: 1000 114,268 2000 2,477,828 3000 1,091,392 4000 11,278,225 5000 798,244	LCFF sources Object Category: 5000 3,255,950	LCFF sources 21st Century ASSETS ASES Local sources Title I, Part A Object Category: 1000 13,546 2000 8,347 3000 3,460 4000 10,100 5000 1,069,000 7000 1,476,658

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Foster Youth

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Unchanged Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2.8: Review and expand access to dual immersion/bilingual programs and other methods to increase the number of recipients of the State Seal of Biliteracy.

2018-19 Actions/Services

2.8: Implement procedures to ensure foster students have access to interventions and enrichment activities that support academic development, social emotional well-being, social capital development, and school and community connectedness and collaboration.

2019-20 Actions/Services

2.8: Implement procedures to ensure foster students have access to interventions and enrichment activities that support academic development, social emotional well-being, social capital development, and school and community connectedness and collaboration.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	457,795	1,500	31,000
Budget Reference	LCFF Sources Object Category: 1000 331,445 3000 126,350	LCFF sources Object Category: 5000 1,500	LCFF sources Object Category: 5000 31,000

Action 9

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2.9: Support learning opportunities for low-income pupils and their parents by developing and utilizing a parent engagement framework and rubric, extending library, access to computer resources, and computer training.

2018-19 Actions/Services

2.9: Build and grow instructional programs, such as dual immersion and heritage language programs, and expand world language options which support increasing numbers of high school seniors graduating from SAUSD schools with the Seal of Biliteracy and equipped with valuable college and career ready linguistic skills.

2019-20 Actions/Services

2.9: Build and grow instructional programs, such as dual immersion and heritage language programs, and expand world language options which support increasing numbers of high school seniors graduating from SAUSD schools with the Seal of Biliteracy and equipped with valuable college and career ready linguistic skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3,829,989	54,923	185,712
Budget Reference	LCFF sources Title I, Part A Object Category: 1000 744,156 2000 1,897,460 3000 1,186,873 5000 1,500	LCFF Sources Object Category: 2000 2,000 3000 812 4000 18,000 5000 34,111	LCFF Sources Title I, Part A Regional Occupational Center Object Category: 1000 101,460 2000 0 3000 20,252 4000 23,000 5000 41,000

Action 10

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2.10: Increase student access to science camps, experiential field trips, and summer enrichment programs for elementary, intermediate and high schools.

2018-19 Actions/Services

2.10: Continue to expand offerings and access to online/hybrid course availability to promote school choice and enhance personalized learning options across all grade levels.

2019-20 Actions/Services

2.10: Continue to expand offerings and access to online/hybrid course availability to promote school choice and enhance personalized learning options across all grade levels.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	582,316	251,502	539,162
Budget Reference	LCFF sources Title I, Part A Object Category: 2000 971 3000 29 4000 338,790 5000 242,526	LCFF sources Title I, Part A Title II, Part A Object Category: 5000 251,502	LCFF sources Title IV, Part A Local sources Object Category: 1000 50,000 3000 9,980 4000 0 5000 479,182

Action 11

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2.11: Expand partnerships that support student academic success and social emotional well-being, including, partnering with non-profit organizations.

2018-19 Actions/Services

2.11: Provide professional development and support for certificated and classified staff to support each of the activities in Goal 2.

2019-20 Actions/Services

2.11: Provide professional development and support for certificated and classified staff to support each of the activities in Goal 2.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	761,541	111,921	120,823
Budget Reference	LCFF sources Object Category: 2000 194,549 3000 70,192 4000 13,800 5000 483,000	LCFF sources Title I, Part A Object Category: 1000 40,500 2000 10,000 3000 20,510 4000 2,000 5000 38,911	LCFF sources Title I, Part A Object Category: 1000 64,497 2000 23,004 3000 12,772 4000 4,000 5000 16,550

Action 12

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

2.12: Address language barriers by ensuring access for parents of EL students to English classes, including online learning resources and courses offered through the community college, and develop native language translations of website (Spanish & Vietnamese).

2018-19 Actions/Services

2.12: Blended into 3.6.

2019-20 Actions/Services

2.12: See 2018-19 action.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	325,362	NA	NA
Budget Reference	LCFF sources Title I, Part A Object Category: 1000 167,170 3000 70,192 5000 88,000	NA	NA

Action 13

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Foster Youth

Scope of Services:

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

LEA-wide

Location(s):

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

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

2.13: Provide foster students with access to enrichment activities that support social emotional well-being and school connectedness.

2.13: Deleted. Action embedded in 4.3

See 2018-19 action.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	725,128	NA	NA
Budget Reference	LCFF sources Title I, School Improvement Grant Object Category: 1000 240,296 2000 52,907 3000 31,925 4000 400,000	NA	NA

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Research studies consistently show that in order to improve student learning and achievement, our students and staff need healthy, safe and secure environments in which to learn.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
California Healthy Kids Survey (CHKS) Percent (%) of surveyed students who feel safe or very safe at school: Gr 5, Gr 7, Gr 9, Gr 11, Gr NT	3a: Percent of surveyed students who feel safe or very safe at school: Gr 5 77%, Gr 7 67%, Gr 9 60%, Gr 11 63%, Gr NT 66% (2015-16)	California Healthy Kids Survey (CHKS) Increase percent of surveyed students who feel safe or very safe at school: Gr 5 78%, Gr 7 68%, Gr 9 61%, Gr 11	California Healthy Kids Survey (CHKS) Increase percent of surveyed students who feel safe or very safe at school: Gr 5 79%, Gr 7 69%, Gr 9 68%, Gr 11	California Healthy Kids Survey (CHKS) Increase percent of surveyed students who feel safe or very safe at school: Gr 5 80%, Gr 7 70%, Gr 9 69%, Gr 11

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>64%, Gr NT 67% (2016-17)</p> <p>Result: Percent of surveyed students who feel safe or very safe at school: Gr 5 77%, Gr 7 65%, Gr 9 67%, Gr 11 66%, Gr NT 61% (2016-17)</p>	<p>67%, Gr NT 68%(2017-18)</p> <p>Result:</p> <p>Percent of surveyed students who feel safe or very safe at school decreased: Gr 5 74%, Gr 7 58%, Gr 9 55%, Gr 11 51%, Gr NT 57% (2017-18)</p> <p>Percent of surveyed students who feel safe or very safe at school increased: Gr 5 76%, Gr 7 62%, Gr 9 63%, Gr 11 61%, Gr NT 59% (2018-19)</p>	<p>68%, Gr NT 70% (2019-20)</p>
<p>California School Parent Survey (CSPS) Percent (%) of surveyed parents indicating they Agree/Strongly agree that school is a safe place for their child</p>	<p>California School Parent Survey (CSPS) 93% of surveyed parents indicating they Agree/Strongly agree that school is a safe place for their child (2015-16)</p>	<p>California School Parent Survey (CSPS) Maintain 90% or above of surveyed parents indicating they Agree/Strongly agree that school is a safe place for their child (2016-17)</p> <p>Result: 93% of surveyed parents indicating they Agree/Strongly agree that school is a safe place for their child (2016-17)</p>	<p>California School Parent Survey (CSPS) Maintain 90% or above of surveyed parents indicating they Agree/Strongly agree that school is a safe place for their child (2017-18)</p> <p>Result:</p> <p>90% of surveyed parents indicated they Agree/Strongly agree that school is a safe</p>	<p>California School Parent Survey (CSPS) 93% of surveyed parents indicating they Agree/Strongly agree that school is a safe place for their child (2019-20)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>place for their child (2017-18)</p> <p>92% of surveyed parents indicated they Agree/Strongly agree that school is a safe place for their child (2018-19)</p>	
<p>California School Climate Survey (CSCS) Percent (%) of surveyed staff indicating they Agree/Strongly agree that school is a safe place for students</p>	<p>California School Climate Survey (CSCS) 89% of surveyed staff indicating they Agree/Strongly agree that school is a safe place for students (2015-16)</p>	<p>California School Climate Survey (CSCS) Maintain 90% or above of surveyed staff indicating they Agree/Strongly agree that school is a safe place for students (2016-17)</p> <p>Result: 92% of surveyed staff indicating they Agree/Strongly agree that school is a safe place for students (2016-17)</p>	<p>California School Climate Survey (CSCS) Maintain 90% or above of surveyed staff indicating they Agree/Strongly agree that school is a safe place for students (2017-18)</p> <p>Result:</p> <p>87% of surveyed staff indicated they Agree/Strongly agree that school is a safe place for students (2017-18)</p> <p>91% of surveyed staff indicated they Agree/Strongly agree that school is a safe place for students (2018-19)</p>	<p>California School Climate Survey (CSCS) 92% of surveyed staff indicating they Agree/Strongly agree that school is a safe place for students (2019-20)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>New: Survey on Facilities % of parents that agree/strongly agree that the school has clean and well-maintained facilities and properties</p>	<p>Survey on Facilities (CSPS) 92% of parents agree/strongly agree that school has clean and well-maintained facilities and properties (2016-17)</p>	<p>Not applicable. New metric starting 2018-19 LCAP year.</p>	<p>Survey on Facilities (CSPS) Maintain 92% or above of parents agree/strongly agree that school has clean and well-maintained facilities and properties (2017-18)</p> <p>Result:</p> <p>91% of parents indicated they agree/strongly agree that school has clean and well-maintained facilities and properties (2017-18)</p> <p>92% of parents indicated they agree/strongly agree that school has clean and well-maintained facilities and properties (2018-19)</p>	<p>Survey on Facilities (CSPS) Maintain 92% or above of parents agree/strongly agree that school has clean and well-maintained facilities and properties (2019-20)</p>
<p>Facilities Inspection Tool Schools meeting the exemplary or good standard on the FIT survey</p>	<p>Facilities Inspection Tool All schools met the exemplary or good standard on the FIT survey (2015-16)</p>	<p>Facilities Inspection Tool All schools meet the exemplary or good standard on the FIT survey (2016-17)</p> <p>Result: All schools met the exemplary or good standard on the FIT survey (2016-17)</p>	<p>Facilities Inspection Tool All schools meet the exemplary or good standard on the FIT survey (2017-18)</p> <p>Result: All schools met the exemplary or good standard on the FIT survey (2017-18)</p>	<p>Facilities Inspection Tool All schools meet the exemplary or good standard on the FIT survey (2018-19)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>New: Classified PD Post-workshop evaluation results for classified employees</p> <p>Classified employees' participation in professional learning</p>	<p>Baseline data will be collected in 2018-19.</p>	<p>Not applicable. New metric starting 2018-19 LCAP year.</p>	<p>Classified employees' participation in professional learning:</p> <p>Baseline: 708 classified staff who attended a training and completed a post-training survey</p> <p>Baseline: 2,218 Total Hours of Training</p> <p>Post-workshop evaluation results for certificated employees:</p> <p>Baseline: 3.80 Average Rating (1-4; 4 = Very Good)</p>	<p>Classified employees' participation in professional learning:</p> <p>Baseline: 10% increase of classified staff who attend a training and complete a post-training survey</p> <p>Baseline: 5% increase in Total Hours of Training</p> <p>Post-workshop evaluation results for certificated employees:</p> <p>Baseline: 3.9 Average Rating or higher (1-4; 4 = Very Good)</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

3.1: Provide adult supervision/staff before/after school, during recess and lunch periods.

2018-19 Actions/Services

3.1: Ensure sufficient adult supervision/staff before and after school, as well as during recess and lunch periods.

2019-20 Actions/Services

3.1: Ensure sufficient adult supervision/staff before and after school, as well as during recess and lunch periods.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4,488,579	6,994,764	6,594,898
Budget Reference	LCFF sources Object Category: 2000 4,358,267 3000 130,312	LCFF sources Title I, Part A Object Category: 1000 1,643 2000 4,454,595 3000 1,809,894 4000 403,582 5000 325,050	LCFF sources Title I, Part A Object Category: 1000 2,913 2000 6,045,769 3000 179,609 4000 93,407 5000 273,200

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

3.2: Support learning opportunities for all stakeholders including family events, (e.g. Annual Parent Conference, Open House, Back to School Nights, and School Choice Events).

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

Modified Action

2018-19 Actions/Services

3.2: Ensure effective and efficient emergency response and preparedness.

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

Unchanged Action

2019-20 Actions/Services

3.2: Ensure effective and efficient emergency response and preparedness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	166,085	2,939	485,450
Budget Reference	LCFF sources Title I, Part A Object Category: 4000 7,000 5000 159,085	LCFF sources Object Category: 4000 2,939	LCFF sources Object Category: 4000 221,900 5000 211,550 6000 52,000

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

3.3: Maintain current facilities to ensure school safety and high quality learning environments.

3.3: Continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments.

3.3: Continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	39,690,295	53,028,203	65,217,137
Budget Reference	LCFF sources Ongoing & Major Maintenance Account Deferred Maintenance Civic Center Rental Fees Godinez Rental Fees Object Category: 2000 19,187,833 3000 9,542,098 4000 3,873,100 5000 5,827,264 6000 1,260,000	LCFF sources Title I, Part A Object Category: 1000 18,000 2000 840,167 3000 348,543 4000 4,091,921 5000 22,583,284 6000 25,146,288	Building Funds California Clean Energy Jobs Act (Prop 39) LCFF sources Ongoing & Major Maintenance Account Property & Liability Title I, Part A Workers' Compensation Object Category: 1000 15,000 2000 1,158,955 3000 371,264 4000 5,583,205 5000 17,014,995 6000 41,073,718

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

3.4: Support welcoming and productive school environments that include anti-bullying awareness and safe and sensitive school campaigns (LGBTQ), that include outreach to staff, parents, and students.

2018-19 Actions/Services

3.4: Support outreach to students, staff, and parents to establish welcoming and inclusive school environments via anti-bullying awareness, LGBT safe and sensitive school campaigns, suicide prevention and school-based wellness resource centers.

2019-20 Actions/Services

3.4: Support outreach to students, staff, and parents to establish welcoming and inclusive school environments via anti-bullying awareness, LGBT safe and sensitive school campaigns, suicide prevention and school-based wellness resource centers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	59,564,932	1,209,404	2,840,932
Budget Reference	LCFF sources Special Education Self-Insurance Fund Local sources Object Category: 1000 1,672,225 2000 19,794,492 3000 9,583,814 4000 893,221 5000 27,470,180 6000 151,000	LCFF sources Title I, Part A Object Category: 1000 113,507 2000 9,736 3000 50,055 4000 153,024 5000 878,082 6000 5,000	LCFF sources Object Category: 2000 1,354,965 3000 704,586 4000 250,971 5000 438,878 6000 91,532

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action	Modified Action	Modified Action
<p>2017-18 Actions/Services</p> <p>3.5: Ensure access for low income pupils to the core instructional program via Positive Behavior Interventions and Supports (PBIS), restorative practices, drop-out prevention and retention efforts, mentoring, and other wellness programs.</p>	<p>2018-19 Actions/Services</p> <p>3.5: Ensure equitable access for all students to the core instructional program through District-wide implementation of Positive Behavior Interventions and Supports (PBIS) by embedding restorative and trauma informed practices and social emotional learning into school structures.</p>	<p>2019-20 Actions/Services</p> <p>3.5: instructional program through District-wide implementation of Positive Behavior Interventions and Supports (PBIS) by embedding restorative and trauma informed practices and social emotional learning into school structures needed to create a safe school environment.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	61,851,664	590,438	673,806
Budget Reference	LCFF sources MediCal Administrative Activities (MAA) Medi-Cal Billing Option Positive School Climate Model (i3) Special Education Title I, Part A Title I, Core Set Aside Child Nutrition Child Nutrition: Healthy Active Families Before and After School Learning & Safe Neighborhood Local sources Object Category: 1000 5,098,999 2000 16,188,453 3000 9,590,652 4000 22,472,511 5000 5,938,148 6000 2,560,500 7000 2,400	LCFF sources Title I, Part A Object Category: 1000 20,100 2000 18,015 3000 15,480 4000 10,900 5000 525,943	LCFF sources Title I, Part A Object Category: 1000 24,000 2000 87,214 3000 34,752 4000 28,000 5000 499,840

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

3.6: Provide parent training on accessing the student information system (attendance, grades, progress reports, etc.), leadership and college readiness information, to improve connections with the school community.

2018-19 Actions/Services

3.6 Provide parents with training and support on, parenting programs, health and resource fairs, leadership and other supports to improve their connections within the school community.

2019-20 Actions/Services

3.6: Provide Police Services and programs to Ensure School Safety and Security.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	722,875	207,392	90,000
Budget Reference	LCFF sources Title I, Part A Local sources Object Category: 2000 418,282 3000 203,605 4000 49,838 5000 42,150 6000 15,000	LCFF sources Title I, Part A Object Category: 2000 13,500 3000 5,483 4000 21,212 5000 167,197	Title III Immigrant Ed Program Object Category: 1000 50,017 3000 9,983 5000 30,000

Action 7

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Modified Action

Unchanged Action

2017-18 Actions/Services

3.7: Provide parenting programs including links to community social service resources and workshops; additional resources may include school-based Parent and Community Liaisons, structured recess training, health fairs, race, language, culture and finger printing for parent volunteers. Support these efforts with transportation and childcare.

2018-19 Actions/Services

3.7: Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service.

2019-20 Actions/Services

3.7: Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,078,123	186,107,050	196,260,545
Budget Reference	<p>LCFF sources Title I, Part A Local sources</p> <p>Object Category:</p> <p>1000 507,596 2000 524,354 3000 416,593 5000 629,580</p>	<p>LCFF sources Title I, Part A Title II-Part A Head Start Building Fund Capital Facilities Fund County School Facilities Fund Special Reserve Fund QZAB Solar Energy Savings Emergency Repair Prgm-Williams Case Bond Interest & Redemption Fund (BINR): Other Restricted Ongoing & Major Maintenance Account Debt Service Fund: QZAB Solar Energy Debt Service Fund: Certificates of Participation (COP) California Clean Energy Jobs Act (Prop 39) Child Nutrition: Child Care Food Program (CACFP) Claims-Centers and Family Day Ca Child Nutrition: School Programs Civic Center Rental Fees</p> <p>Object Category:</p> <p>1000 2,352,646 2000 62,628,251 3000 26,391,889 4000 24,106,737 5000 37,431,042 6000 3,229,867 7000 29,966,618</p>	<p>Bond Interest & Redemption Fund (BINR): Other Restricted Building Fund California Clean Energy Jobs Act (Prop 39) Capital Facilities Fund Child Nutrition: Child Care Food Program (CACFP) Claims-Centers and Family Day Ca Child Nutrition: School Programs Civic Center Rental Fees County School Facilities Fund Debt Service Fund: Certificates of Participation (COP) Debt Service Fund: QZAB Solar Energy Emergency Repair Prgm-Williams Case Head Start LCFF sources Local Sources Ongoing & Major Maintenance Account QZAB Solar Energy Savings Special Reserve Fund Title I, Part A Title II-Part A</p> <p>Object Category:</p> <p>1000 1,259,242 2000 65,832,943 3000 35,091,243 4000 24,090,567 5000 38,230,885 6000 3,652,000</p>

Action 8

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

3.8: Support parents of EL students with translation services and access to English, leadership, and computer classes.

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

Modified Action

2018-19 Actions/Services

3.8: Provide professional development for certificated and classified staff to promote working in a healthy, safe, and secure environment that supports learning.

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

Unchanged Action

2019-20 Actions/Services

3.8: Provide professional development for certificated and classified staff to promote working in a healthy, safe, and secure environment that supports learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	149,899	369,168	347,474
Budget Reference	LCFF sources Title I, Part A Object Category: 2000 130,267 3000 18,432 5000 1,200	LCFF sources Title I, Part A Object Category: 1000 8,901 2000 189,795 3000 80,700 4000 4,500 5000 85,272	Classified School Employee PD BG LCFF sources Title I, Part A Object Category: 1000 6,641 2000 111,525 3000 33,454 4000 71,534 5000 124,320

Action 9

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

3.9: Provide appropriate levels of targeted and timely intervention service to Redesignated Fluent English Proficient (RFEP) students including procuring and implementing a student information system/dashboard to provide early identification of areas of need in ELA, Mathematics , as well as A-G progress.

2018-19 Actions/Services

3.9: Moved to Action 4.4

2019-20 Actions/Services

See 2018-19 Action

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	96,993	NA	NA
Budget Reference	Title III, LEP Object Category: 1000 68,656 3000 28,337	NA	NA

Action 10

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

3.10: Support the enhancement of school climate through smooth operations and processes, providing regular and timely professional development and training for all staff, on culturally proficient interaction with the public.

2018-19 Actions/Services

3.10: Embedded with Action 3.7

2019-20 Actions/Services

3.10: See action in 2018-19.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	68,472,152	NA	NA
Budget Reference	LCFF sources Building Fund Capital Facilities Fund County School Facilities Fund Special Reserve Fund QZAB Solar Energy Savings Emergency Repair Prgm-Williams Case Bond Interest & Redemption Fund (BINR): Other Restricted Debt Service Fund: QZAB Solar Energy Debt Service Fund: Certificates of Participation (COP) California Clean Energy Jobs Act (Prop 39) Object Category: 2000 5,216,957 3000 2,409,029 4000 273,500 5000 1,017,704 6000 30,972,592 7000 28,582,370	NA	NA

Action 11

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

3.11: Maintain and embed restorative and trauma informed practice and professional development for administrators, teachers and classified staff, within the learning program, to promote student connections to school.

2018-19 Actions/Services

3.11: Embedded in action 4.9.

2019-20 Actions/Services

3.11: See 2018-2019 action.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	126,809	NA	NA
Budget Reference	LCFF sources Title I, Part A Object Category: 4000 19,400 5000 107,409	NA	NA

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 4

Implement a robust Multi-Tiered System of Support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-emotional learning (SEL) needs.

State and/or Local Priorities addressed by this goal:

State Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

A comprehensive MTSS system is necessary to monitor student academic, social-emotional, and behavioral needs in order to leverage resources effectively to support student continual growth and proficiency attainment.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL Redesignation Percent (%) of EL students will be	EL Redesignation 64.2% of EL students were reclassified with	EL Redesignation 68.0% of EL students will be reclassified with	EL Redesignation 67.0% of EL students will be reclassified with	EL Redesignation 72.0% of EL students will be reclassified with

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
reclassified with five (5) years of entering an EL program	five (5) years of entering an EL program (2015-16)	<p>five (5) years of entering an EL program (2016-17)</p> <p>Result: 66.0% of EL students were reclassified with five (5) years of entering an EL program (2016-17)</p>	<p>five (5) years of entering an EL program (2017-18)</p> <p>Result: 70.9% of EL students were reclassified within five (5) years of entering an EL program (2017-18)</p>	five (5) years of entering an EL program (2018-19)
English Learner Progress Indicator (ELPI) per the California School Dashboard	ELPI Performance Level of Yellow (Medium Status, Maintained Change) (2014-15)	<p>ELPI Performance Level of Green (Medium Status, Increased Change) (2015-16)</p> <p>Result: Performance Level of Yellow (Medium Status, Maintained Change) (2016-17)</p>	<p>Metric based on ELPAC transition from CELDT and upon final CDE guidance</p> <p>Result: % of Students in ELPAC Performance Levels (2017-18), as reported on CA School Dashboard: 24% Well-developed 38.2% Moderately 23.5% Somewhat 14.3% Beginning</p>	<p>Metric based on ELPAC transition from CELDT and upon final CDE guidance</p> <p>Goal: 26% Well-Developed 40% Moderately 20% Somewhat 14% Beginning</p>
Extracurricular participation rates Percent (%) of High School students who participate in more than one extracurricular activity Percent (%) of Intermediate School students who participate in more than one extracurricular activity	Extracurricular participation rates 50% of High School students participated in more than one extracurricular activity; 46% of Intermediate School students participated in more than one extracurricular activity (Spring 2016)	Extracurricular participation rates 55% of High School students will participate in more than one extracurricular activity; 51% of Intermediate School students will participate in more than one extracurricular activity (Spring 2017)	Extracurricular participation rates 50% of High School students will participate in more than one extracurricular activity; 47% of Intermediate School students will participate in more than one extracurricular activity (Spring 2018)	Extracurricular participation rates 52% of High School students will participate in more than one extracurricular activity; 50% of Intermediate School students will participate in more than one extracurricular activity (Spring 2019)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>Result: As self reported, 46% of High School students participated in more than one extracurricular activity; 44% of Intermediate School students participated in more than one extracurricular activity (Spring 2017)</p>	<p>Result: 46% of High School students participated in more than one extracurricular activity; 41% of Intermediate School students participated in more than one extracurricular activity (Spring 2018)</p>	
<p>Attendance Districtwide attendance rate</p>	<p>Attendance The districtwide attendance rate is 96.9% (2015-2016)</p>	<p>Attendance Maintain or increase the districtwide attendance rate from the prior year</p> <p>Result: The districtwide attendance rate is 96.9% (2016-2017)</p>	<p>Attendance Maintain or increase the districtwide attendance rate from the prior year</p> <p>Result: Maintained the districtwide attendance rate of 96.7% (2017-2018)</p>	<p>Attendance Maintain or increase the districtwide attendance rate from the prior year</p>
<p>Chronic absenteeism Districtwide chronic absenteeism rate: Elementary, Intermediate, High School</p>	<p>Chronic absenteeism The chronic absenteeism rate is: 3.2% (elementary), 3.9% (intermediate), 9.9% (high school) (2015-16)</p>	<p>Chronic absenteeism Maintain or reduce the chronic absenteeism rate from the prior year</p> <p>Result: The district-wide chronic absenteeism rate was 6.2% (2016-17)</p>	<p>Chronic absenteeism Maintain or reduce the chronic absenteeism rate from the prior year</p> <p>Result: 4.2% of K-8 students chronically absent (2017-18)</p>	<p>Chronic absenteeism Maintain or reduce the chronic absenteeism rate from the prior year</p>
<p>Middle School Dropout Number of adjusted grade 8 dropouts</p>	<p>Middle School Dropout The number of adjusted grade 8 dropouts is 0 (2015-16)</p>	<p>Middle School Dropout Maintain the number of adjusted grade 8 dropouts at 0 (2016-17)</p>	<p>Middle School Dropout Maintain the number of adjusted grade 8 dropouts at 0 (2017-18)</p>	<p>Middle School Dropout Maintain the number of adjusted grade 8 dropouts at 0 (2018-19)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Result: The number of adjusted grade 8 dropouts is 0 (2016-17)	Result: Internal estimate of 0 grade 8 dropouts (2017-18). CDE to release official reports around August.	
High School Dropout High school cohort dropout rate	High School Dropout Reduce the high school cohort dropout rate to 4.3% (2015-16)	High School Dropout Reduce the high school cohort dropout rate to 3.3% (2016-17) Result: High school cohort dropout rate increased to 4.6% (2016-17)	High School Dropout Reduce the high school cohort dropout rate to 2.3% (2017-18) Result: High school cohort dropout rate increased to 5.9% (2017-18)	High School Dropout Reduce the high school cohort dropout rate to 3% (2018-19)
Suspension Rates Districtwide suspension rate	Suspension Rates District suspension rate was 3.6% (2014-15)	Suspension Rates Reduce the suspension rate to 3.5% (2015-16) Result: District suspension rate was 3.1% (2015-16) District suspension rate was 3.3% (2016-17)	Suspension Rates Reduce the suspension rate to 3.2% (2017-18) Result: Suspension rate maintained at 3.3% (2017-18)	Suspension Rates Reduce the suspension rate to 3.2% (2018-19)
Student Suspensions The total number of instructional days lost due to suspensions	The total number of instructional days lost due to suspensions was 4,779 (2015-16)	Reduce the total number of instructional days lost due to suspensions to 4,600 (2016-17) Result: The total number of instructional days lost due to suspensions was 4,700 (2016-17)	Reduce the total number of instructional days lost due to suspensions to 4,600 (2017-18) Result: Total number of instructional days lost due to suspensions increased to 4,764 (2017-18)	Reduce the total number of instructional days lost due to suspensions to 4,600 (2018-19)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Expulsion Rates Districtwide expulsion rate	Expulsion Rates Districtwide expulsion rate was 0.1% (2014-15)	Expulsion Rates Maintain expulsion rate at 0.1% or below (2015-16) Results: Districtwide expulsion rate was 0.05% (2015-16). Districtwide expulsion rate was 0.05% (2016-17).	Expulsion Rates Maintain expulsion rate at 0.1% or below (2017-18) Result: Expulsion rate decreased to 0.04% (2017-18)	Expulsion Rates Maintain expulsion rate at 0.1% or below (2018-19)

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		8,686,674.62	5,976,936
Budget Reference		LCFF sources Lottery: Instructional Materials Object Category: 1000 1,527,948.57 2000 2,093,464.92 3000 1,470,831.37 4000 1,568,861.58 5000 1,985,838.55 6000 39,729.63	LCFF sources Object Category: 1000 998,026 2000 1,835,810 3000 818,262 4000 1,160,216 5000 1,143,622 6000 21,000

Action 2

OR

English Learners
Foster Youth
Low Income

All Schools

Actions/Services

New Action

Unchanged Action

4.2: Provide access to targeted students within all sub-groups to extended learning opportunities by expanding before, after and Saturday school programs, tutoring, summer school programs, and access to transportation services as needed.

4.2: Provide access to targeted students within all sub-groups to extended learning opportunities by expanding before, after and Saturday school programs, tutoring, summer school programs, and access to transportation services as needed.

Budgeted Expenditures

Amount		22,562,696.06	21,226,605
Budget Reference		LCFF sources Title I, Part A Title I, Core Set Aside 21st Century ASSETS Before and After School Learning & Safe Neighborhood Special Education Object Category: 1000 5,838,833.77 2000 6,980,528.91 3000 5,206,563.89 4000 3,881,717.61 5000 655,051.88	LCFF sources Title I, Part A Title I, Migrant Ed 21st Century ASSETS Before and After School Learning & Safe Neighborhood Special Education Object Category: 1000 5,394,728 2000 7,590,014 3000 3,740,616 4000 3,708,138 5000 793,109

Action 3

[Add Students to be Served selection here]	[Add Location(s) selection here]
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OR

Foster Youth	LEA-wide	All Schools
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Actions/Services

	New Action	Modified Action
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	4.3 Provide supports so that foster students are able to access appropriate levels of service to ensure academic progress leading to successful graduation.	4.3 Provide grade TK-12 supports so that foster and homeless students are able to access appropriate levels of service to ensure academic progress leading to successful graduation.
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Budgeted Expenditures

Amount		496,780.61	297,415
Budget Reference		LCFF sources Title I, Part A Object Category: 1000 135,052.17 2000 45,708.96 3000 73,415.85 4000 135,558.83 5000 107,044.80	LCFF sources Title I, Part A Education for Homeless Children and Youth Object Category: 1000 52,800 2000 54,861 3000 24,485 4000 90,402 5000 74,867

Action 4

[Add Students to be Served selection here] [Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

	New Action	Modified Action
	4.4: Provide timely and appropriate services to English learners and reclassified English learners in need of support with linguistic and/or academic skills to successfully access, engage and interact with grade-level content	4.4: Provide interventions and supplemental programs in order to ensure equitable student access to a high quality rigorous, CA state standards-based, core instructional program with CA standards for all sub-groups.

commensurate with their English-only peers.

Budgeted Expenditures

Amount

3,351,644.57

5,780,490

Budget Reference

LCFF Sources
Title I, Part A

LCFF Sources
Title I, Part A
Title III, Limited English Proficiency

Object Category:

Object Category:

1000 1,366,641.04
2000 416,624.18
3000 724,270.35
4000 298,379.00
5000 545,730.00

1000 1,354,880
2000 128,156
3000 299,674
4000 2,702,289
5000 1,295,492

Action 5

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners
Foster Youth
Low Income

Specific Schools: Schools that have indicators in the "very low" category on the CA Dashboard

Actions/Services

New Action

Modified Action

4.5 Provide English learners with linguistically-appropriate program placement options and services, which

4.5 Provide additional support to identified schools in the "Very Low" category on the

support effective and rapid English language development and specifically address their instructional needs at each level of their language acquisition.

California Dashboard, to improve achievement in ELA and Math.

Budgeted Expenditures

Amount		632,694.97	1,949,013
Budget Reference		LCFF sources Title I, Migrant Ed Title I, Even Start Migrant Ed Object Category: 1000 400,000.00 2000 7,000.00 3000 165,302.41 4000 60,392.56	Title I, Migrant Ed Title I, Even Start Migrant Ed Object Category: 1000 538,878 2000 858,440 3000 488,746 4000 30,000 5000 32,950

Action 6

[Add Students to be Served selection here] [Add Location(s) selection here]

OR

English Learners Foster Youth Low Income		All Schools
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Actions/Services

	New Action	Modified Action
	4.6: Provide interventions, supplemental and core replacement programs in order to	4.6: Provide targeted Restorative Practice strategies, drop-out prevention and

ensure equitable student access to a high quality rigorous, CA state standards-based, core instructional program with CA standards for all sub-groups.

retention efforts, diversion programs, mentoring, mental health services and other wellness programs.

Budgeted Expenditures

Amount

5,692,416.44

8,227,221

Budget Reference

LCFF sources
 Carl D Perkins Section 131 CTE
 Title I, Part A
 Special Education
 Special Education: Workability LEA I
 Department of Rehab: Workability II,
 Transition Partnership
 Regional Occupational Center Prog

California State Preschool
 LCFF sources
 Local Sources
 Medi-Cal Billing Option
 Positive School Climate Model
 Regional Occupational Center Prog
 Special Education: Mental Health
 Services
 Title I, Part A
 Title III, Immigrant Ed

Object Category:

1000 299,518.00
 2000 151,020.46
 3000 182,985.48
 4000 3,612,731.83
 5000 1,446,160.67

Object Category:

1000 1,602,689
 2000 1,720,099
 3000 1,598,790
 4000 128,605
 5000 3,177,038

Action 7

[Add Students to be Served selection here]

Specific Schools:

[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income [Add Students to be Served selection here]	[Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
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Actions/Services

	New Action	Modified Action
	4.7 Provide additional support to identified schools on the California Dashboard, to improve achievement in ELA and Math.	4.7 Provide professional development for certificated and classified staff to support each of the activities identified in MTSS, Goal 4.

Budgeted Expenditures

Amount		2,642,204.81	724,751
Budget Reference		LCFF Sources Object Category: 1000 1,876,939.00 3000 762,315.81 5000 2,950.00	21st Century ASSETS ESSA: School Improvement LCFF Sources Title I, Part A Object Category: 1000 90,163 3000 17,996 4000 374,748 5000 241,844

Action 8

All	All Schools
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OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	4.8 Provide targeted Restorative Practice strategies, drop-out prevention and retention efforts, diversion programs, mentoring, mental health services and other wellness programs.	4.8 Collapsed into Action 4.6.

Budgeted Expenditures

Amount	4,390,224.18	NA
Budget Reference	LCFF sources Child Development Title I, Part A Mental Health Redesign Positive School Climate Model The California Endowment Object Category: 1000 203,309.42 2000 1,715,527.62 3000 779,332.63 4000 412,693.42 5000 1,279,361.09	NA

Action 9

All	All Schools
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OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

	New Action	Modified Action
	4.9 Provide professional development for certificated and classified staff to support each of the activities identified in MTSS.	4.9 Moved to Action 4.7

Budgeted Expenditures

Amount		56,700.41	NA
Budget Reference		Title I, Part A LCFF Sources Object Categories: 1000 29,261.00 3000 11,884.31 5000 15,555.10	NA

Action 10

OR

Actions/Services

Budgeted Expenditures

Amount			
Budget Reference			

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$127,088,467

Percentage to Increase or Improve Services

32.79%

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

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

SAUSD has an unduplicated pupil percentage of 88.15%, therefore, the LCAP supplemental and concentration grant funding will be expended on a district wide basis, as allowed for in 5 CCR 15496 and as described in the LCAP. The District's strategic goals maintain the focus of and coherence among the District's educational programs and services. All LCFF supplemental/ concentration fund allocations align with the District's four strategic goals.

Goal 1: All Students will have equitable access to a high-quality core curricular and instructional program.

- Continue professional development and coaching to support the adopted ELA/ELD and Mathematics curriculum and materials
- Expand preschool and other early literacy efforts through expansion of preschool classrooms, full day Kindergarten and Early Edge Pre-K program
- Continue with expansion of early learning initiatives outlined in our Early Learning Framework through community partnerships, preschool expansion, full day Kindergarten and Early Edge Pre-K program
- Extend college and career elementary to intermediate to high school pathways by expanding CTE options, dual language immersion programs, AVID school sites, and International Baccalaureate (IB) programs
- Refinement of Key Performance Indicators (KPI) to mirror California Dashboard and local Dashboard indicators
- Development and expansion of Data Warehouse system to provide prompt, accurate and easily accessible data to support classroom, site and district level decision-making
- Restructuring and alignment of staff and resources in Educational Services to meet needs of Special Education, Teaching and Learning and School Performance and Culture
- Development of program overview documents for core components of the educational program: Core Academic Program, EL Master Plan, VAPA Strategic Plan, SAUSD Technology Plan.

- Development of Special Education Professional Development catalog to increase collaboration to best meet the needs of all students

Goal 2: Establish collaboration and communication across all levels to support and promote engagement and school connectedness amongst students, staff, families and community.

- 56 fully staffed elementary, intermediate and high schools site wellness centers to support all stakeholders with resources to improve communication and collaboration in order to increase academic, behavioral, health and social emotional outcomes for children and their families
- Expansion of Dual Enrollment offerings across the district
- Collaboration at the District level fostering cross-departmental communication to advance alignment of system
- Continue to expand Higher Education partnerships to provide students with field trips and college recruitment opportunities such as expanding college recruiter connections, college nights, FAFSA late nights, application review and completion, and scholarships
- Improve promotion of District successes and specialized programs such as Dual Immersion, Speech and Debate, CTE pathways, IB, Restorative Practice, After-school Enrichment programs, Intramural Sports, Mental Health, Preschool, and Wellness Center resources, etc.
- In collaboration with community and university partners which resulted in grant awards to support CTE pathways, high quality teachers, and extended learning opportunities for students
- Increased opportunities to develop bi-literacy including Dual Immersion expansion, additional world language courses including American Sign Language, and a “Language Program for a Multilingual SAUSD” course
- Maintain sports program at all intermediate schools to support student engagement in extra-curricular activities.
- Restructuring of extended learning program based on parent and student feedback to provide additional tutoring, homework assistance and extracurricular variety and expanding to include Ready 360 program for TK/Kindergarten

Goal 3: Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.

- Continue alignment of board policy and administrative regulations to support safe and inclusive schools
- Continue to recruit and develop new partnerships with community agencies to increase mental health, restorative practices and violence prevention in schools
- Embed Trauma Informed Practices in all schools
- Sustain i3 Safe Schools grant strategies for effective Positive Behavior Intervention and Supports (PBIS) and restorative practices to improve fidelity of implementation to create a positive school climate and promote social emotional wellness
- Deliver social emotional learning curriculum to ensure Universal Tier 1 support for students
- Sustain professional development and preparedness in the area of emergency response and procedures to support site to district communication in case of disaster or critical incident
- Train various support staff professional using Non-Conflict Intervention (NCI)
- Continue cross collaboration with Educational Service departments (Teaching & Learning, Special Education, Pupil Support, School Climate, etc.) and School Police to enhance positive relationships with students, parents and community

Goal 4: Implement a robust Multi-Tiered System of Support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-emotional learning (SEL) needs.

- Recruit and develop new partnerships with community agencies to increase restorative practices and violence prevention in schools for students in need of Tier 2 and 3 interventions
- Continue to provide students who require additional ongoing support with mental health counseling by expanding community agencies partnership and internal mental health clinicians
- Continue implementation of the i3 Safe Schools grant to increase access to schools for Positive Behavior Intervention and Supports (PBIS) and restorative practices to targeted subgroups
- Implement District level MTSS Action Plan with MTSS Leadership Team oversight and sub-committee teams to review and streamline targeted evidence-based academic, behavior and social emotional structures, supports and resources that are informed by appropriate screening, progress monitoring and diagnostic tools
- Continue in California Scale UP MTSS Statewide Training Initiative (SUMS), Sustaining Cohort, in order to restructure systems of support in the areas academic, behavior and social emotional learning
- Expand support to foster students and their families by implementing tutorial programs, field trips and monthly leadership
- Youth Opportunity Leadership Organization (YOLO) establishment at targeted elementary sites to support foster and homeless students
- Provide and maintain differentiated expanded services/supports for identified high need schools identified on the California Dashboard (CSI, ATSI)
- Alignment of Student Success Teams, Coordination of Services Team, and Section 504 Service Plan Redigitized
- Use of tutoring hours to support targeted intervention with students in need of academic support

The actions/services stated above coupled with the items listed below meet the SAUSD proportionality requirement of 34.24%.

In sum, SAUSD actions and services will support all students in the following areas: Continued professional learning aligned to each LCAP goal in order to ensure effective delivery of instructions using the District adopted, State approved grades TK-12 curricula for ELA and mathematics. Our PK-3 literacy initiatives will continue to be implemented in order to support acquisition of foundational literacy skills that will lead to at-grade level reading proficiency by 3rd grade. Our MTSS initiative is designed to support a high quality core instructional program that is supported by differentiation of instruction along with tiered interventions and supports, extended learning and enrichment opportunities for all students. The establishment of wellness centers on each school site, along with the District wellness center, will result in increased parental involvement, access to mental health, restorative practices and wrap around services to support the social emotional well being of students at the foundational and targeted need levels. SAUSD's educational options, including grades TK-8 Dual Immersion programs, Early College and Middle College high schools, the Advanced Learning Academy (ALA) personalized learning charter school, an on-line hybrid school with both first instruction and credit recovery options, the SANArts conservatory, and CTE pathways, Advancement Via Individual Determination (AVID), dual enrollment, international baccalaureate programs support students to be successful in pursuing college and career goals. Maintaining safe and secure schools while promoting a positive learning environment, and maintaining connectedness and transparency with students, parents, staff and community will augment the quality of the educational program and learning environment for all students. Single Plans for Student

Achievement (SPSA) for all schools will be reviewed annually to maintain strong site level alignment to LCAP goals, metrics and expenditures for fiscal transparency.

In addition, for the 2019-20 school year, the scope of actions have been adjusted to more closely align with the State's definition of unduplicated sub-groups. This realignment has resulted in a significant increase in funding earmarked to meet the needs of our "high needs" students for the 2019-20 year when compared to the 2018-19 school year. Students with disabilities receive services primarily within action 1.9. Students with disabilities who are also identified as English learners, low socio-economic status, homeless and/or foster youth also receive services within the designated "high need" actions that pertain their to unduplicated status sub-group identification(s).

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$132,148,188

34.24%

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

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

SAUSD has an unduplicated pupil percentage of 88.15%, therefore, the LCAP supplemental and concentration grant funding will be expended on a district wide basis, as allowed for in 5 CCR 15496 and as described in the LCAP. The District's strategic goals maintain the focus of and coherence among the District's educational programs and services. All LCFF supplemental/ concentration fund allocations align with the District's four strategic goals.

The new features of the 2018-19 LCAP are:

The shift from 3 to 4 goals in order to differentiate more clearly between core and supplemental services. The goals have been modified in response to our Stakeholder input process so that a greater emphasis can be put on communication and collaboration processes that foster parent and community engagement and establish clearer transparency at all stakeholder levels. Professional Development has been included as a separate action for each goal. Our internal process will allow us to identify the specific goal and action that each professional development expenditures supports.

Goal 1: All Students will have equitable access to a high-quality core curricular and instructional program.

- Maintain adopted math curriculum and materials with planning for ongoing professional development and coaching.
- Provide professional development to support the adopted ELA/ELD curriculum and materials.
- Expand preschool and other early literacy efforts through expansion of preschool classrooms and coordination of the Santa Ana Early Literacy Initiative.
- Expand CTE pathways, including addition of multiple intermediate school pathways in articulation with existing high school programs.
- Launch of an instructional leadership cycle to develop clarity of instructional vision and goals and establish Key Performance Indicators across school sites.

Goal 2: Establish collaboration and communication across all levels to support and promote engagement and school connectedness amongst students, staff, families and community.

- All elementary, intermediate and high schools will have established site wellness centers to support ALL parents with resources to improve communication and collaboration with school sites in order to increase

academic, behavioral and social emotional outcomes for their child/children.

- Expansion of Circulos grade level offering place-based learning experiences at three sites.
- Expansion of Dual Enrollment offerings across the district.
- Development of a Virtual School to provide increased access to enrichment and elective course options and to accelerate core academic completion.

Goal 3: Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.

- Recruit and develop new partnerships with community agencies to increase restorative practices and violence prevention in schools.
- Expand Trauma Informed Practices Pilot at newly identified schools.
- Implementation of the i3 Safe Schools grant to increase access to schools for Positive Behavior Intervention and Supports (PBIS) and restorative practices to improve fidelity of implementation to create a positive school climate for ALL.
- Deliver social emotional learning curriculum to ensure Universal Tier 1 support for students.
- Activity supervisor's hours increased at all sites to ensure student safety.
- Emergency response and preparedness added to support site to district communication in case of disaster of critical incident.
- Create a plan and comprehensive vision of classified staff development across all departments.

Goal 4: Implement a robust Multi-Tiered System of Support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-emotional learning (SEL) needs.

- Recruit and develop new partnerships with community agencies to increase restorative practices and violence prevention in schools for students in need of Tier 2 and 3 interventions.
- Provide students who require additional ongoing support with mental health counseling by expanding community agencies partnership and internal mental health clinicians.
- Continue implementation of the i3 Safe Schools grant to increase access to schools for Positive Behavior Intervention and Supports (PBIS) and restorative practices to targeted subgroups.
- Creation of District level MTSS team to review and streamline targeted academic, behavior and social emotional structures, supports and resources.
- Participation in California Scale UP MTSS Statewide Training Initiative (SUMS) in order to restructure systems of support in the areas academic, behavior and social emotional learning.
- Expand support to foster students and their families by implementing tutorial programs, field trips and monthly leadership. Expansion of Elementary YOLO (Youth Outreach Leadership Opportunities).
- YOLO pilots at targeted elementary sites to support foster students.
- Provide and maintain differentiated expanded services/supports for identified high need schools identified on the California Dashboard.
- Expansion of speech and debate to accommodate more student participants, to add additional schools, including expansion into the upper high school grades.
- Develop a set of high quality Tier 2 and Tier 3 intervention supports in literacy and numeracy at all grade levels.
- Maintain sports program at all intermediate schools to support student engagement in extra-curricular activities.

The actions/services stated above coupled with the items listed below meet the SAUSD proportionality requirement of 34.24%.

In sum, SAUSD actions and services will support all students in the following areas: Continued professional learning aligned to each LCAP goal in order to ensure effective delivery of instructions using the District adopted, State approved gradesTK-12 curricula for ELA and mathematics. Our PK-3 literacy initiatives will continue to be implemented in order to support acquisition of foundational literacy skills that will lead to at-grade level reading proficiency by 3rd grade. Our MTSS initiative is designed to support a high quality

core instructional program that is supported by differentiation of instruction along with tiered interventions and supports, extended learning and enrichment opportunities for all students. The establishment of wellness centers on each school site, along with the District wellness center, will result in increased parental involvement, access to mental health, restorative practices and wrap around services to support the social emotional well being of students at the foundational and targeted need levels. SAUSD's educational options, including Grades TK-8 Dual Immersion programs, early and middle college high schools, the ALA personalized learning charter school, an on-line hybrid school with both first instruction and credit recovery options, the SANArts conservatory, and CTE career pathways, Advancement Via Individual Determination (AVID), dual enrollment, international baccalaureate programs support students to be successful in pursuing college and career goals. Maintaining safe and secure schools, promoting a positive learning environment, and maintaining connectedness and transparency with students, parents, staff and the community will augment the quality of the educational program and learning environment for all students. Single Plans for Student Achievement (SPSA) for all schools will be reviewed annually to maintain strong site level alignment to LCAP goals, metrics and expenditures for fiscal transparency.

Because over 85% of our students are included in the unduplicated sub-group calculation, the majority of services have been identified as servicing all students. The level of funding provided to high needs students is, therefore, underrepresented in the current year. To more closely align with the State definition of high need students, the 2019-2020 action scopes will be adjusted as outlined in the section above.

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$91,564,992

Percentage to Increase or Improve Services

21.5%

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

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

SAUSD has an unduplicated pupil percentage of 93.8%, therefore, the LCAP supplemental and concentration grant funding will be expended on a district wide basis, as allowed for in 5 CCR 15496 and as described in the LCAP. All SAUSD actions and services will support all students in the following areas: Continued professional learning to support implementation of the new state standards at all grade levels; implementation of PK-3 literacy initiatives to ensure reading by 3rd grade; extended learning and instructional programs to increase access and enrichment opportunities for all students; increased access to technology and STEAM to support the development of 21st century skills for all students in preparation of college and career readiness; support for Advancement Via Individual Determination (AVID) at all schools; career technical education (CTE) coursework to support career pathways at all high schools; increased partnership with the Santa Ana College to support dual enrollment opportunities for students; increased parent and community involvement and educational opportunities at schools and at district level; implementation of virtual school programs to support online learning for first time learning and credit recovery; project based learning, blended learning, personalized learning and virtual learning programs to meet the needs of all students; social and emotional support to promote social and emotional health and school connectedness for all students; continued focus on safe and secure schools to promote a positive learning environment. The district will review the Single Plans for Student Achievement (SPSA) annually, for all schools to ensure alignment to goals, metrics and expenditures to the LCAP.

Addendum

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

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

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	762,892,776.67	762,970,517.00	725,159,345.00	762,892,776.67	800,834,835.00	2,288,886,956.67
	762,892,776.67	762,970,517.00	725,159,345.00	762,892,776.67	800,834,835.00	2,288,886,956.67

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	762,892,776.67	762,970,517.00	725,159,345.00	762,892,776.67	800,834,835.00	2,288,886,956.67
	762,892,776.67	762,970,517.00	725,159,345.00	762,892,776.67	800,834,835.00	2,288,886,956.67

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	762,892,776.6 7	762,970,517.0 0	725,159,345.0 0	762,892,776.6 7	800,834,835.0 0	2,288,886,956. 67
		762,892,776.6 7	762,970,517.0 0	725,159,345.0 0	762,892,776.6 7	800,834,835.0 0	2,288,886,956. 67

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

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	450,831,319.00	446,846,274.00	89,256,976.00	450,831,319.00	470,201,480.00	1,010,289,775.00
Goal 2	15,040,063.00	14,899,987.00	398,493,963.00	15,040,063.00	13,940,682.00	427,474,708.00
Goal 3	248,509,358.00	257,529,852.00	237,408,406.00	248,509,358.00	272,510,242.00	758,428,006.00
Goal 4	48,512,036.67	43,694,404.00	0.00	48,512,036.67	44,182,431.00	92,694,467.67

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

12. Regular Agenda - Action Items

Subject	12.3 Approval of Implementation of Dual Language Program at Monroe Elementary School
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	
Goals	<p>GOAL 4 - Implement a robust Multi-Tiered System of Support (MTSS) framework that provides timely and responsive support to targeted students within identified subgroups to meet individual academic, behavioral and social-emotional learning (SEL) needs</p> <p>ACTION 4.4 - Provide timely and appropriate services to English learners and reclassified English learners in need of support with linguistic and/or academic skills to successfully access, engage and interact with grade-level content commensurate with their English-only peers</p> <p>SERVICES 4.04001 English Learner Support</p>

AGENDA ITEM BACKUP SHEET

TITLE: Approval of Implementation of Dual Language Program at Monroe Elementary School

ITEM: Action

SUBMITTED BY: Daniel Allen, Ed.D., Assistant Superintendent, Teaching & Learning

PREPARED BY: Nuria Solis, Director, English Learners Programs and Student Achievement

ITEM SUMMARY:

- **Proposes implementation of Dual Language program at Monroe Elementary School**

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board approval for the implementation of a Dual Language program at Monroe Elementary School.

RATIONALE:

Santa Ana has historically been a leader in providing and promoting Dual Language learning opportunities for students. Currently, Santa Ana enrolls over 1700 students at the elementary and intermediate level in Dual Language programs. Approval of this proposal would further build on the language assets of our students and community, and enhance student access to learning pathways culminating in the awarding of the state seal of biliteracy upon graduation.

Dual Language offerings would begin in kindergarten in the initial year of conversion and gradually roll up into an additional grade each year. Monroe School has been identified initially for conversion to dual immersion.

FUNDING:

\$143,000 Start-up Costs - General Funds

\$51,000 Ongoing Costs - General Funds

RECOMMENDATION:

Approve the Expansion of Dual Language Program at Monroe Elementary School.

DA:NS:mjo

File Attachments

Presentation- Dual Language Proposal- REVISED by Jimenez.pdf (291 KB)

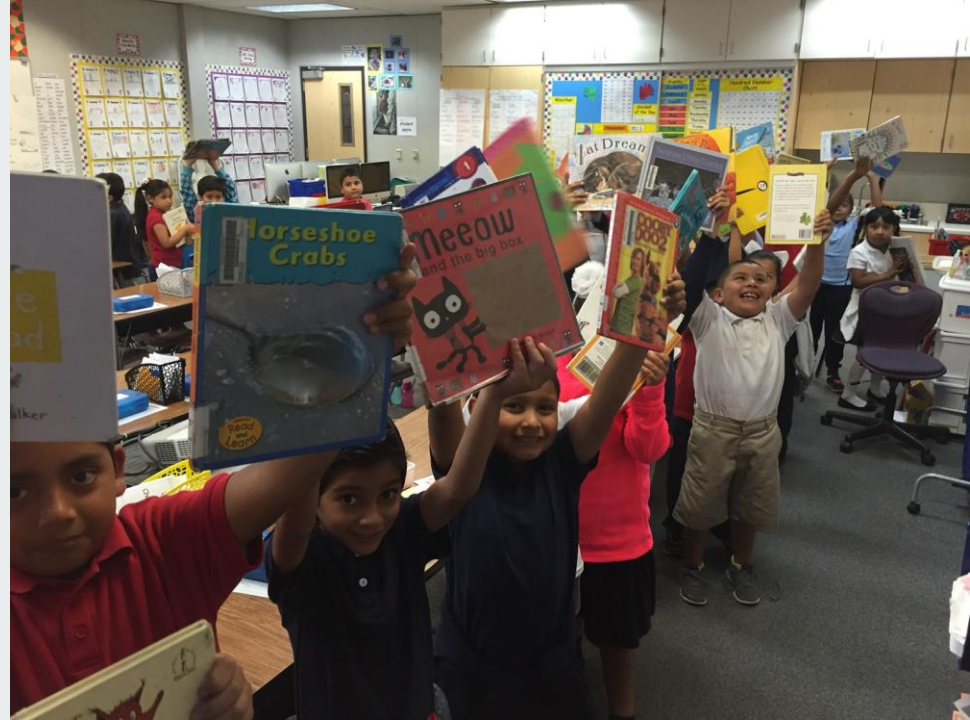


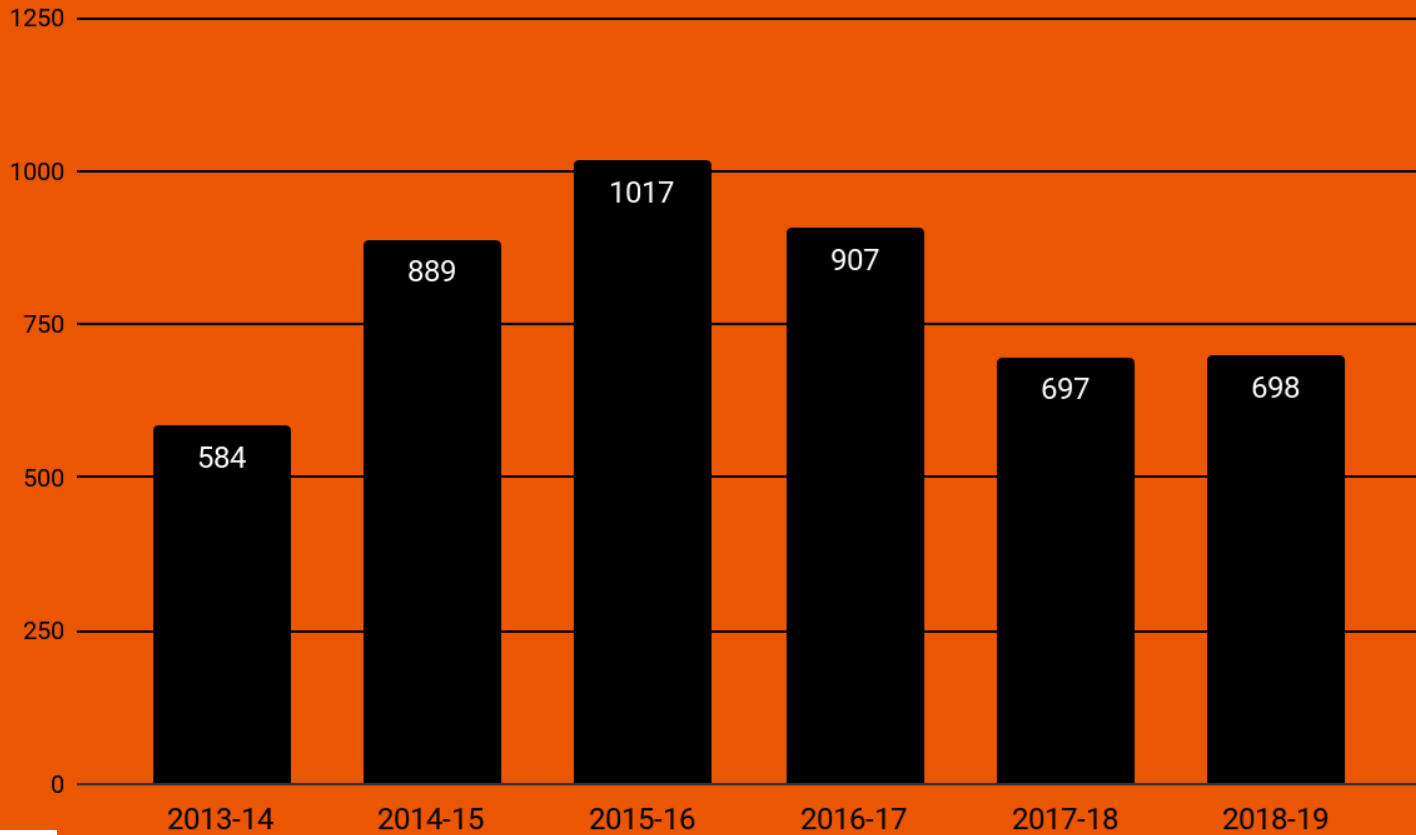
SAUSD Dual Language Programs *Overview & Expansion Proposal*

Daniel Allen, Ed.D. - Assistant Superintendent of Teaching & Learning
June 25, 2019

Purpose - A Bridge to Biliteracy

- Promote high academic achievement
- Promote proficiency in first and second language
- Build cross-cultural understanding
- Recognize, celebrate, and develop language assets of our community





Seal of Biliteracy

90/10

Begins with 90% of instructional in the target non-English language and 10% in English. Shifts each year until 50/50 at 5th grade

50/50

Maintains a consistent 50% in target non-English language and 50% in English across all grade levels

Current Dual Program Enrollment - 2018-19

School	TK/K	1st	2nd	3rd	4th	5th	6th	7th	8th	Total Enrollment
Jefferson	69	74	56	43	40	43				325
King	64	50	53	63	48	59				337
Lowell	79	71	70	56	33	50				359
Pio Pico	103	49	49	36	48	38				323
RCA	28	27	10							65
McFadden							40	53	61	154
Carr							57	53	48	158
Total	343	271	238	198	169	190	97	106	109	1721



Proposed Dual Expansion at Monroe ES (with BCLAD overview)

School	TK/K	1st	2nd	3rd	4th	5th	SPED	Total BCLAD	Total DL Enrollment	Implement Year
Monroe	2	2	2	2	2	2	1	5/10	300	2019-20

Overview of Estimated Costs



School	Initial Conversion Costs	Ongoing
Monroe	\$143,000	\$51,000

*Costs include library conversion, instructional materials/teacher, annual BCLAD stipend, initial & ongoing training, parent training & meetings, printing & recruitment materials, translation services

12. Regular Agenda - Action Items

Subject	12.4 Adoption of 2019-20 Budget
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	Action
Preferred Date	Jun 25, 2019
Absolute Date	Jun 25, 2019
Fiscal Impact	No
Budgeted	No
Budget Source	No fiscal impact.
Recommended Action	Adopt the 2019-20 Budget as presented.
Goals	<p>GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.</p> <p>ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service.</p> <p>SERVICES 3.07006 Budgeting Services</p>

AGENDA ITEM BACKUP SHEET

TITLE: Adoption of 2019-20 Budget

ITEM: Action

SUBMITTED BY: Manoj Roychowdhury, Assistant Superintendent, Business Services

PREPARED BY: Swandayani Singgih, Director, Budget

ITEM SUMMARY:

- Adoption of 2019-20 Budget
- Education Code Section 52062(b)(2)

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek adoption of the 2019-20 Budget.

RATIONALE:

At its June 11, 2019 Board meeting, a Public Hearing was conducted for the 2019-20 Proposed Budget. Education Code Section 52062(b)(2), states that the governing board adopts a budget, and must be held after, but not on the same day as, the public hearing.

The proposed budget cannot be adopted until after the Local Control Accountability Plan (LCAP) is adopted and the LCAP must be adopted at a public meeting. Both the LCAP and the budget are on the June 25, 2019, Board agenda for adoption.

FUNDING:

No fiscal impact.

RECOMMENDATION:

Adopt the 2019-20 Budget as presented.

MR:ss:mm

File Attachments

June 25, 2019, PPT - 2019-20 BUDGET COMPARISON CHART - Rev.1.pdf (4,917 KB)

2019-20 Adopted Budget - June 25, 2019.pdf (23,669 KB)



2019-20 BUDGET COMPARISON CHART: GOVERNOR'S BUDGET, MAY REVISION, ASSEMBLY, SENATE & CONFERENCE

June 25, 2019

Manoj Roychowdhury, Assistant Superintendent, Business Services

2019-20 Budget Comparison Chart: Governor’s Budget, May Revision, Assembly, Senate & Conference

	Governor’s January Budget	May Revision	Assembly Budget Committee	Senate Budget Committee	Conference Committee
2019-20 General Fund Revenue and Transfers	145.415 billion	\$147.037 billion	Rejects Governor’s tax conformity proposals generating \$1.7 billion of net new GF revenue in 2019-20.	Rejects Governor’s tax conformity proposals generating \$1.7 billion of net new GF revenue in 2019-20.	Open Issue – An agreement has not been reached on the tax conformity issue
Local Property Taxes/P 98	\$25.384 billion	\$25.165 billion	\$25.165 billion	\$25.165 billion	\$25.165 billion
2019-20 Prop 98 (K-14) Spending	\$80.680 billion	\$81.069 billion	*\$81.069 billion *Appropriates \$639m over the P98 minimum guarantee to match the Governor’s funding level for Proposition 98 in 2019-20.	\$81.069 billion	\$81.069 billion
Local Control Funding Formula (LCFF)	\$2.027 billion (3.46% COLA)	\$1.959 billion 3.26% COLA	\$2.331 billion for a 3.88 percent COLA	\$1.959 billion 3.26% COLA	Approve Governor’s version: \$1.959 billion 3.26%
LCFF – Increase Target Base Rates (AB 39)			Adopt Legislative intent to increase the LCFF base grants in 2022-21 to meet the national average of per pupil funding.		
Proposition 98 Certification	The 2018-19 budget adopted language to certify the P98 guarantee using a separate account to smooth fluctuations in the guarantee. The proposal eliminates the account and no longer adjusts the guarantee down if the prior year calculation changes after the fiscal year. Proposes adjustments to increase the guarantee after the fiscal year is over if the calculation results in an increase in a prior year.	The 2018-19 budget adopted language to certify the P98 guarantee using a separate account to smooth fluctuations in the guarantee. The proposal eliminates the account and no longer adjusts the guarantee down if the prior year calculation changes after the fiscal year. Proposes adjustments to increase the guarantee after the fiscal year is over if the calculation results in an increase in a prior year	Rejects May Revision proposal and maintains the certification and true- up process created in the 2018-19 budget. Rejects the Governor’s proposal to prohibit the state from making any downward adjustments to the Proposition 98 funding level once a fiscal year is over.	Approved May Revision w/ TBL	Approved May Revision proposal to eliminate the separate account and no longer adjust the guarantee level down if the prior year calculation changes after the fiscal year is over. Proposes adjustments to increase the guarantee after the fiscal year is over if the calculation results in an increase in a prior year

2019-20 Budget Comparison Chart: Governor’s Budget, May Revision, Assembly, Senate & Conference

	Governor’s January Budget	May Revision	Assembly Budget Committee	Senate Budget Committee	Conference Committee
Public School System Stabilization Account (PSSSA)		\$389 million into the PSSSA pursuant which was established by voter approval of Proposition 2 in 2014	In rejecting Governor’s tax conformity proposals, the Assembly Plan rejects May Revision proposal to make a \$389 million deposit into the PSSA	Reduces amount deposited to \$241.9 million to reflect changes to the calculation of the deposit related to an anticipated increase in TK average daily attendance	Approved May Revision proposal to deposit \$389 million into the PSSA.
LCFF Continuous Appropriation	The Administration proposes to cap the continuous appropriation of COLA for LCFF during future years if the COLA for LCFF and other K-14 programs would exceed growth in the minimum guarantee and adjust COLA for specified programs by a like amount.	The Administration proposes to cap the continuous appropriation of COLA for LCFF during future years if the COLA for LCFF and other K-14 programs would exceed growth in the minimum guarantee and adjust COLA for specified programs by a like amount	Approved May Revision	Approved May Revision w/ TBL	Approved May Revision proposal to cap the continuous appropriation of COLA for LCFF during future years if the COLA for LCFF and other K-14 programs would exceed growth in the minimum guarantee and adjust COLA for specified programs by a like amount
Special Education	\$390 m (ongoing) and \$187 m (one-time) P 98 funds for special education-related services for LEAs with significant numbers of students with disabilities and low-income, foster youth, and English language learner students.	\$695.6 m (ongoing) in P 98 funds for special education-related services for LEAs with significant numbers of students with disabilities and low-income, foster youth, and English language learner students. SAUSD Proposed Budget: SPED Ongoing: \$5 million SPED Onetime (2019-20): \$2.5 million	Reject May Revision and instead: \$593 million of ongoing P 98 funding, as follows: \$333 million to equalize AB 602 funding rates to the 90th percentile \$260 m ongoing to add preschool ADA to the AB 602 funding formula. Funding would be sufficient to add four year olds to the AB 602 formula, with intent to provide additional funding in future to include funding for both three and four year olds.	Reject May Revision and instead: \$533 million of ongoing P 98 funding, as follows: \$333 million to equalize AB 602 funding rates to the 90th percentile \$200 m ongoing for “Special Education Early Intervention Grants” of \$4,000 per student to the district of residence for children receiving IEP services and is also enrolled in a mainstream early education setting pursuant to their IEP. Expand TK eligibility for 4 year olds w/IEPs.	\$152.6 million to equalize AB 602 rates and bring all LEAs to “statewide base rate” SPED Ongoing: \$1.2 million \$493.2 m to provide grants to LEAs serving 3 and 4 year olds with IEPs. SPED Onetime: \$4.5 million TBL requires legislation passage in 2020-21 to reform special education system to improve outcomes for students to maintain ongoing funding

2019-20 Budget Comparison Chart: Governor's Budget, May Revision, Assembly, Senate & Conference

	Governor's January Budget	May Revision	Assembly Budget Committee	Senate Budget Committee	Conference Committee
School Employer Pension Contributions	<p>\$3 billion in one-time non-P 98 funds to reduce CalSTRS long-term liabilities.</p> <ul style="list-style-type: none"> \$350 million to reduce employer contribution rates from 18.13% to 17.1% in 2019-20 \$350 million to reduce employer contribution rates from 19.1% to 18.10% in 2020-21. \$2.3 billion to reduce long-term unfunded liability of the retirement fund. 	<p>\$3.15 billion in one-time non-P 98 funds to reduce CalSTRS long-term liabilities.</p> <ul style="list-style-type: none"> \$500 million to reduce employer contribution rates from 18.13% to 16.7% in 2019-20 \$350 million to reduce employer contribution rates from 19.1% to 18.1% in 2020-21. \$2.3 billion to reduce long-term unfunded liability of the retirement fund. 	<p>\$3.15 billion in one-time non-P 98 funds to reduce CalSTRS long-term liabilities.</p> <ul style="list-style-type: none"> \$500 million to reduce CalSTRS employer contribution rates from 18.13% to 16.33% in 2019-20 \$350 million to reduce CalSTRS employer contribution rates from 19.1% to 18.1% in 2020-21. \$2.3 billion to reduce long-term CalSTRS unfunded liability of the retirement fund. <p>\$1.5 billion in one-time non-P 98 funds to reduce CalPERS school long-term liabilities.</p> <ul style="list-style-type: none"> \$175m to reduce CalPERS school employer contribution rates in 2019-20 and \$175m to reduce CalPERS school employer contribution rates in 2020-21 \$1.15 billion to reduce long-term 	<p>\$3.578 billion in one-time non-P 98 funds to reduce CalSTRS long-term liabilities.</p> <ul style="list-style-type: none"> \$630 million to reduce employer contribution rates from 18.13% to 16.33% in 2019-20 \$648 million to reduce employer contribution rates from 19.1% to 17.30% in 2020-21. \$2.3 billion to reduce long-term unfunded liability of the retirement fund. <p>\$521m in one-time non-P 98 funds to reduce CalPERS school long-term liabilities.</p> <ul style="list-style-type: none"> \$257 m to reduce employer contribution rates from 20.73 % to 18.93% in 2019-20 and \$264 m to reduce employer contribution rates from 23.6% to 21.8% in 2020-21 	<p>\$2.246 billion in one-time non-P 98 funds to reduce CalSTRS long-term liabilities.</p> <ul style="list-style-type: none"> \$356 million to reduce employer contribution rates in 2019-20 \$250 million to reduce employer contribution rates in 2020-21 \$1.64 billion to reduce the school employer share of the CalSTRS unfunded liability, <p>STRS Cost Increase Ongoing: \$1.1 million</p> <p>\$904 m in one-time non-P 98 funds to reduce CalPERS school long-term liabilities.</p> <ul style="list-style-type: none"> \$144 million in 2019-20 in one-time non-P 98 funds to reduce the CalPERS school pool contribution rates. \$100 million in 2020-21 in one-time non-P 98 funds to reduce the CalPERS school pool contribution rates. <p>PERS Cost Decrease Ongoing: \$0.97 million</p>

2019-20 Budget Comparison Chart: Governor’s Budget, May Revision, Assembly, Senate & Conference

	Governor’s January Budget	May Revision	Assembly Budget Committee	Senate Budget Committee	Conference Committee
			unfunded liability of the retirement fund		<p>\$3.0 billion on non-P98 to address the CalPERS <u>state plans unfunded liability</u>, as follows:</p> <ul style="list-style-type: none"> • \$2.6 billion in 2018-19 • \$235 million in 2020-21, and • \$165 million in 2021-22 <p>TBL compromise to approve</p> <ul style="list-style-type: none"> • Governor’s Version on the CalSTRS supplemental pension payment for the state share of the unfunded liability, • Governor’s version for payroll and CalPERS deferrals • Senate version regarding future prepayments of CalPERS.
Statewide System of Support - COEs	\$18.4 million (ongoing) consistent with 2018-19 formula	\$20.2 million (ongoing) consistent with 2018-19 formula	Approve May Revision	Approve May Revision	Approve May Revision
Broadband Infrastructure Grant Program		\$15 m in non-P98 funds, one-time. CDE to contract with CENIC to identify connectivity solutions to increase digital learning opportunities for students. (E-rate subsidies generated as a result of these broadband grants shall be used for additional broadband connectivity solutions.	Approve May Revision	Reject proposal.	\$7.5 million in one-time non-Prop 98 for the Broadband Infrastructure Grant Program

2019-20 Budget Comparison Chart: Governor’s Budget, May Revision, Assembly, Senate & Conference

	Governor’s January Budget	May Revision	Assembly Budget Committee	Senate Budget Committee	Conference Committee
Teacher Loan Repayments/Teacher Grants		\$89.8 million one-time non-P98 spending to provide 4,500 loan assumptions (repayments) of up to \$20,000 for newly credentialed teachers who promise to work in high-need schools for at least four years.	Rejects May Revision proposal. Approves \$89.8 million in one-time non-P98 funding to establish the Golden State Teacher Grant Program. The program will award one-time grant funds of up to \$20,000 to students in educator preparation programs with their commitment to teach in a subject area impacted by the teacher shortage.	Approved \$89.8 million May Revision proposal with TBL to require: (1) applicants to have student loan debt, (2) awardees to teach at priority schools, and (3) reporting to appropriate policy and fiscal committees of the Legislature	Approved Assembly version (\$89.8 m) to establish the Golden State Teacher Grant Program with placeholder trailer bill that specifies that grant recipients must commit to teach at a school that has a high percentage of teachers holding emergency-type permits. Potential Grant Revenue
Educator Workforce Investment Grants		\$34.8 million in one-time non-P98 funding to provide training and resources for classroom educators, including teachers and paraprofessionals, to build capacity around inclusive practices, social emotional learning, computer science, and restorative practices as well as subject matter competency, including STEM.	Approves \$34.8 million in one-time non-P98 funding with TBL to provide training and resources for teachers around inclusive practices, social emotional learning, computer science and restorative practices. Amends TBL to also include training for ethnic studies.	Approves \$34.8 million in one-time P98 funding with TBL specifying that professional development shall focus on: 1) Integrating support for English Language learner students and incorporating the principles and policies described in the California English Learner Roadmap SBE Policy 2) Inclusive practices for general education and special education settings.	Approve \$38.1 million for the Educator Workforce Investment Grant (\$10 m for English Learner Roadmap-related professional development, \$5 m for Special Education- related professional development, and the remainder for other areas, including ethnic studies. Approve \$6.7 m for California Subject Matter Projects Potential Grant Revenue
21st Century California School Leadership Academy		\$13.9 m in ongoing federal funds for K-12 administrator training on supporting diverse student populations.	Approves the May Revision	Approves May Revision with TBL to specifying that professional learning opportunities include integrating support for English Learners	Adopt Governor's Version on the 21st Century School Leadership Academy Potential Grant Revenue

2019-20 Budget Comparison Chart: Governor's Budget, May Revision, Assembly, Senate & Conference

	Governor's January Budget	May Revision	Assembly Budget Committee	Senate Budget Committee	Conference Committee
K12 Strong Workforce Program / Career Technical Education	\$248 million (\$171 million ongoing and \$77 million in one-time) P98 funding for the Strong Workforce Program (SWP).	\$248 million (\$245.64 million ongoing and \$2.36 million one-time) P98 funding for the Strong Workforce Program (SWP).	Shifts \$150 million in ongoing P98 funding from the Strong Workforce Program to the Career Technical Education (CTE) Incentive Grant program within the California Department of Education. (CDE), for a total of \$300 million. Approves \$98 million for the Strong Workforce Program and eliminates the K-12 Tech. Assistance Providers within the SWP. Allows CDE to use up to 2% of the grant funding to contract with county offices of education to provide technical assistance to grantees.	Modified the Governor's proposal to provide \$248 million ongoing in Proposition 98 funding for the Strong Workforce Program.	Senate Version for K-14 Strong Workforce Program. Potential Grant Revenue
After-School Education and Safety Program (ASES)			Reject the Governor's proposal to use \$80.5 million in Prop 64 funding for alternative payment child care vouchers and instead approve \$80.5 million in Prop 64 funding to increase rates for the After School Education and Safety (ASES) program.	\$100 million in ongoing Proposition 98 funding to increase the daily per pupil rate for the ASES Program.	Conference Compromise: Approve \$50 million in ongoing Proposition 98 funding for the Afterschool Education and Safety (ASES) program Already Budgeted
Full-Day Kindergarten Facilities	\$750 million in one-time non-P98 funding to construct new or retrofit existing school facilities.	\$600 million in one-time non-P98 funding to construct new or retrofit existing school facilities	Reduces amount to \$200 million in one-time non-P98 funding to construct	Reduces amount to \$150 million one-time non-P98 funding to construct	\$300 million in one-time non-P98 funding for Full-Day Kindergarten, Set state share of facility

2019-20 Budget Comparison Chart: Governor’s Budget, May Revision, Assembly, Senate & Conference

	Governor’s January Budget	May Revision	Assembly Budget Committee	Senate Budget Committee	Conference Committee
		Makes funding available over a three-year period; Prioritizes eligibility during the first two years to schools converting from part-day to full-day. Increases the state share from 50% to 75% for schools converting from part-day to full-day kindergarten.	new or retrofit existing school facilities Makes funding available over a three-year period, expands eligibility to include facilities for LEAs to expand full-day State Preschool programs. Approves Gov’s TBL to prioritize schools converting part-day to full-day and allow for remaining grant funding to be used for one-time costs to implement the full-day program. Rejects increase of state share of the facility grant from 50% to 75%. Amends TBL to ensure that the Full-Day Kindergarten and Preschool Facilities Grant program is an incentive program and does not impact a district’s eligibility in the School Facility Program.	new or retrofit existing school facilities Makes funding available over a two-year period, Limit grants to schools serving low-income students and exclusively to convert from part-day to full-day kindergarten programs. Approves increasing the state share from 50% to 75% for schools converting from part-day to full-day kindergarten.	grants at 75%, eliminates the impact of receipt of grant funding on eligibility in the School Facility Program. Potential Grant Revenue
Longitudinal Data Base	\$10 million in one-time non-P98 spending to develop a longitudinal data system connecting student information from early education providers, K-12 schools, higher education institutions, employers, other workforce entities and health and human services agencies.	\$10 million in one-time non-P98 spending to develop a longitudinal data system connecting student information from early education providers, K-12 schools, higher education institutions, employers, other workforce entities and health and human services agencies.	Rejects Governor’s proposal and instead shift the \$10 million and adopt placeholder TBL to require the Governor’s Office of Planning and Research to establish a Statewide Longitudinal Data System workgroup.	Rejects Governor’s proposal and instead shift the \$10 million and adopt placeholder TBL to require the Governor’s Office of Planning and Research to establish a Statewide Longitudinal Data System workgroup.	Approved May Revision

2019-20 Budget Comparison Chart: Governor’s Budget, May Revision, Assembly, Senate & Conference

	Governor’s January Budget	May Revision	Assembly Budget Committee	Senate Budget Committee	Conference Committee
Classified Employee Summer Assistance Program		\$36 million in one-time P98 funding to provide an additional year of funding for this program created in 2018-19 Budget.	Approve May Revision w/ TBL to allow funds to be available over three years and to increase minimum salaries; additional technical adjustments.	Approve May Revision W/ TBL to allow funds to be available over three years and to increase minimum salaries.	May Revision Proposal and TBL approved.
Low Performing Student Block Grant			\$50 million in one-time P98 funding. Builds on the \$300 million in one-time funding provided in 2018-19. Modifies the allocation methodology to ensure the funding follows the student to the LEA they are attending at the time of the allocation.		No funding but approved Supplemental Reporting Language. SAUSD receives \$0.59 million in 2019-20 – already budgeted
College Readiness Block Grant				\$242 million one-time Prop 98 funds. Funds to school districts & charter schools to prepare high school students, particularly low-income, EL and foster youth, to be eligible for admission into postsecondary institution and increase four year college going rates.	Not funded Funding expired – 2 existing staff moved to General Fund with approximately \$0.6 million transfer
CARSNet – Charter Accountability Resource & Support Network				\$18 m in one-time P98 funds, over 3 years to CARSNet which supports training for school districts and COEs in oversight of charter schools. Funds would increase number of CARSNet regional leads and technical assistance providers.	Not funded.

2019-20 Budget Comparison Chart: Governor’s Budget, May Revision, Assembly, Senate & Conference

	Governor’s January Budget	May Revision	Assembly Budget Committee	Senate Budget Committee	Conference Committee
Mental Health Student Services Act	\$5.3 m in non-P98 ongoing to provide mental health services at UC	\$5.3 m in non-P98 ongoing to provide mental health services at UC	<p>\$10 million ongoing P 98 funding and \$12 million one-time Proposition 63 state administration fund to the CCC,</p> <p>\$2 million ongoing from Proposition 63 funds, and \$3 million one-time from Proposition 63 to UC, and</p> <p>(\$3 million ongoing from Proposition 63 funds and \$5 million one-time from Proposition 63 funds to the CSU to provide mental health services.</p>	\$550 million in non-Prop 98 funds, one-time funds to the Mental Health Services Oversight & Accountability Commission (Prop 63), for purpose of establishing mental health partnerships between County Mental Health or behavioral Health Departments and K-12 school districts, charters schools, county offices of education community colleges, CSU and UC within a county region.	<p>\$50 million in Proposition 63 funding (\$10 m ongoing, \$40m one-time) for the Mental Health Student Services Act to provide competitive grants to partnerships between county mental or behavioral health departments and school districts, charter schools, and county offices of education.</p> <p>Potential Grant Revenue \$7 million in one-time P 63 to CCC to provide mental health services</p> <p>\$3 million in one-time P 63 for mental health services at CSU</p> <p>\$5.3 million ongoing non-P 98 for mental health services at the University of California.</p>
ECE- State Preschool Slots and Eligibility	<p>Shifts \$297.1 million from P98 for part-day State Preschool programs at non-local educational agencies to non-Proposition 98 spending to allow non-LEAs providers to receive full- day, full-year reimbursement</p> <p>\$124.9 million in non-Proposition 98 spending (and additional investments in the two</p>	<p>Shifts \$297.1 million from P98 for part-day State Preschool programs at non-local educational agencies to non-Proposition 98 spending to allow non-LEAs providers to receive full- day, full-year reimbursement</p> <p>\$124.9 million in non-Proposition 98 spending (and additional investments in the two</p>	<p>Approved \$297.1 million shift of State Preschool funding to non-LEA providers.</p> <p>Approved May Revision \$124.9 million in non-Proposition 98 spending to fund additional slots Allocates an additional \$31 million in ongoing non-P 98 funding in 2019-20 and approximately \$125 million in 2020-21 to</p>	<p>Approved \$297.1 million shift of State Preschool funding to non-LEA providers.</p> <p>Approved May Revision \$124.9 million in non-Proposition 98 spending to fund additional slots</p> <p>Amend TBL to provide priority for full-time slots for working parents and those attending school.</p>	<p>Approved May Revision funding and added TBL changes to prioritize working families for full-time slots and expand eligibility to all families in the school attendance area where 80 percent or more students qualify for free or reduced price meals</p> <p>Potential expansion</p>

2019-20 Budget Comparison Chart: Governor’s Budget, May Revision, Assembly, Senate & Conference

	Governor’s January Budget	May Revision	Assembly Budget Committee	Senate Budget Committee	Conference Committee
	succeeding fiscal years) to fund a total of 200,000 slots by 2021-22 for not-for-profit providers to provide full-day, full- year access to State Preschool to all eligible low-income four-year- olds	succeeding fiscal years) to fund a total of 200,000 slots by 2021-22 for not-for-profit providers to provide full-day, full- year access to State Preschool to all eligible low-income four-year- olds	annualize these additional slots. Amend TBL to include all families that live in a school attendance area where 80% or more students qualify for Free/Reduced Price Meals.	Require reporting on the demand for and uptake of new state preschool slots.	
Child Care and Preschool Rates			TBL to establish a single regionalized state reimbursement rate system for subsidized child care and preschool based on the cost of providing care in different settings, recognizing regional cost difference and providing incentives for increased quality.	\$85 mill in in ongoing General Fund (non-Prop 98) to increase the hourly rate of license-exempt providers to approximately 70% of the hourly rate for licensed providers. \$5.5 million in ongoing funding (\$3.6 million Prop 98) for the Stet Preschool Program to reflect the application of adjustment to rates for children with exceptional needs in part-day state preschool programs.	
Master Plan for Early Learning & Care	\$10 million for the SBE to develop a long term strategic plan and road map for more well- aligned comprehensive early learning care system.	\$10 million with revised language: for the SBE to develop an Early Learning & Care Master Plan and road map to provide universal preschool in California and long-term plan to improve access to and quality of subsidized child care.	Reduces funding to \$5 million; requires the SBE to convene stakeholders to recommend priority areas of study related to gaps in the current research.	Reduces funding to \$5 million and require SBE to convene stakeholders to recommend priority area of study related to gaps in current research.	\$5 million in one-time, non-P98 for the Secretary of Health and Human Services, in concurrence with the executive director of the SBE, and the SPL, to contract for research on specified areas of the child care and early education system to be completed no later than October 1, 2020.

2019-20 Budget Comparison Chart: Governor’s Budget, May Revision, Assembly, Senate & Conference

	Governor’s January Budget	May Revision	Assembly Budget Committee	Senate Budget Committee	Conference Committee
Early Learning & Care Infrastructure grant Program	\$245 million non-98 to expand facilities for subsidized child care. SPI to distribute funds in equal amounts per year for five years through grants to non-LEA child care and preschool providers.	Same dollar amount and SPI to distribute funds in equal amounts per year for five years through grants to non-LEA early learning and care providers. Funds may be used for construction or renovation of child care and preschool facilities. Priority to applicants with demonstrated need as measured by ratio of children in subsidized early learning and care programs to eligible children in the applicant’s service area. Additional TBL on grant management.	Approve MR proposal with TBL changes: In addition, transfers funding in the Revolving Loan Fund into the Early Learning and Care Infrastructure Grant Program as of 12/31/2019. Allows the CDE to use up to 5% of grants to contract with financial intermediaries for technical assistance. Other language to align with AB 452 (Mullin).	Approve MR proposal with TBL changes: Specify that up to 5% of funds in 2020-21 through 2023-24 shall be set-aside for assisting facilities modifications to meet licensing requirements or address health and safety violations; Require quarterly reporting to legislature and DOF.	Approve MR proposal of \$245 million and add TBL to transfer: \$18 million in non-P 98 funding from the Child Care Facilities Revolving Loan Fund for purposes of this program. \$10 million in P 98 funding from the Child Care Facilities Revolving Loan Fund to the Inclusive Early Education Expansion Program. Allow CDE to use up to 5% of grant funding to contract for technical assistance. Provide up to 5% to support renovation, repair, modernization, or retrofitting to address health and safety or other licensure needs.
Early Learning & Care Workforce Development Grant Program	\$245 million non-98 for Early Learning & Care Workforce Development Grants to increase educational attainment of child care workforce. SPI to distribute funds in equal amounts over 5 years. Grants for ed expense, e.g., tuition, supplies, transportation, child care, substitute teacher pay.	\$245 million with revised TBL to direct SPI to award and administer grants to local & regional quality improvement partnerships as defined by the SPI, representing all 58 counties. Also authorizes partnerships with local or online accredited higher ed online programs, apprenticeships.	Approved funding with modified TBL to ensure stipends and PD provided align with the Quality Counts California professional development system; Require the SPI to develop guidelines for local planning councils for this program; make other changes to align with AB 324.	Approved funding with TBL to include training & support activities for broader range of providers & learning needs, including providers who serve a population for whom English is a second language; include training around operating child care centers as a small business.	\$195 million in one-time non-P98 for the Child Care Early Learning and Care Workforce Development Grant. TBL to: Expand trainings and support activities to a broad range of providers. Ensure stipends and PD provided align with the Quality Counts California PD system.

2019-20 Budget Comparison Chart: Governor’s Budget, May Revision, Assembly, Senate & Conference

	Governor’s January Budget	May Revision	Assembly Budget Committee	Senate Budget Committee	Conference Committee
ECE Other Investments			\$30 million in one-time non-Prop 98 and placeholder TBL for CDE to improve data collection, including \$16 million to develop a statewide data system for state-funded early education programs, \$10 million to improve local strategic planning councils, and \$4 million for CDE to collect provider information. \$2.25 million in ongoing non-Prop 98 to establish the Early Childhood Policy Council to continue and build upon the work of the Assembly Blue Ribbon Commission on ECE. \$2 million in ongoing non-98 to support CDE’s Early Learning and Care Division.		Conference Compromise: <ul style="list-style-type: none"> • Approve \$10 million for various departments, including the Department of Education, the Department of Social Services, and the Public Employment Relations Board for data collection and implementation of child care organizing. • Approve \$10 million to begin a statewide data system for early education. • Approve \$2.2 million annually for three years to establish the Early Childhood Policy Council. • Approve \$1 million in ongoing General Fund Support for the Department of Education’s Early Learning and Care Division
Child Care Access		\$80 million in ongoing Prop 64 (Cannabis Tax revenue) for 8,158 additional Alternative Payment slots starting in July 1, 2019.	Rejected Governor’s proposal for using Prop 64 funding for Alternative Payment (AP) slots and provides the following:	Approved Governor’s proposal and added: \$12.8 million ongoing federal funds for 1,298 AP slots	\$80.5 million in ongoing Proposition 64 funding for Alternative Payment slots starting July 1, 2019. Approve \$50 million in one-time

2019-20 Budget Comparison Chart: Governor’s Budget, May Revision, Assembly, Senate & Conference

	Governor’s January Budget	May Revision	Assembly Budget Committee	Senate Budget Committee	Conference Committee
			\$12.8 million ongoing federal funds for 1,298 AP slots \$153.2 million ongoing state non Prop 98 for AP 15,534 slots \$100 million ongoing non Prop 98 funds for 6,172 General Child Care Slots.	\$81 million ongoing non Prop 98 for 12,250 AP slots \$7 million ongoing non Prop 98 for 1,800 General Child Care slots	Approve the application of the rate adjustment for children with exceptional needs to part-day state preschool rates. Potential Grant Revenue
Paid Family Leave		Lengthens paid family leave by two weeks (from six to eight weeks) and reduces reserve requirement for Disability Insurance Fund. Intent to establish a taskforce to consider further paid family leave changes.	Rejects Governor’s Proposal and defers to the legislative policy committee process	Approves Governor’s Proposal and adopts TBL to establish the membership and objectives of a taskforce	Approve the application of the rate adjustment for children with exceptional needs to part-day state preschool rates. Potential cost increase - TBD
Child Savings Accounts		\$50 million one time non Prop98 to establish the Child Savings Accounts Grant Program.	Modified proposal and provided \$25 million for Child Savings Account and \$25 million to create a stet program in partnership with the state Scholarshare Investment Board in the State Treasurer’s Office.	Rejected the Governor’s proposal and redirect \$20 million in one time non P98 general fund to the existing Every Kid Counts College Savings Account Program.	Approved Assembly version.
CSU Center to Close the Achievement Gap			Provided \$3 million one-time to create the CSU Center to Close Achievement Gaps that would identify best educational practices and disseminate them to K- 12 schools and teacher preparation programs.		Approved Assembly version.
Charter School Trailer Bill		Language that prohibits charter schools from influencing enrollment or disenrollment of students	Does not adopt; defers to the policy process	Adopted Governor’s language	Adopts Governor’s language.

2019-20 Budget Comparison Chart: Governor's Budget, May Revision, Assembly, Senate & Conference

	Governor's January Budget	May Revision	Assembly Budget Committee	Senate Budget Committee	Conference Committee
		based on academic performance or other factors. Includes a study on the use of existing data to identify these practices			



SANTA ANA
UNIFIED SCHOOL DISTRICT

2019-20

SAUSD **ADOPTED** BUDGET



Classroom



Community



Connectedness



SANTA ANA
UNIFIED SCHOOL DISTRICT

Board of Education



VALERIE AMEZCUA
President

CURRENT TERM: 2018-2022



RIGO RODRIGUEZ, Ph.D.
Vice President

CURRENT TERM: 2016-2020



ALFONSO ALVAREZ, Ed.D.
Clerk

CURRENT TERM: 2016-2020



JOHN PALACIO
Member

CURRENT TERM: 2018-2022



Our Success, Our Passion

In August 2012, the Santa Ana Unified School District Board of Education approved our new Vision and Mission Statements as part of the Seven Building Blocks to SAUSD's success. These statements align with the national direction and our implementation of the Common Core State Standards. They reflect SAUSD's path to providing a world-class education to ensure that our students are college and career ready and prepared to assume their role as a part of the global citizenry.

Success

Achievement

United

Service

Dedication

Vision Statement

We will work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career.

Mission Statement

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

Santa Ana Unified School District

Assistant Superintendent, Business Services 2019-20 Budget Message

We are excited to present the 2019-20 Budget for the District. The Budget reflects the goals of the District as outlined by the Board of Education. The District has implemented multiple programs to improve student outcomes and enhance the safety and security in 2018-19 and prior years. Even with the projected decrease in Revenue in 2019-20, the District plans to enhance and consolidate the programs and ensure that the gains in student outcomes are not compromised by expenditure reductions. The District is maintaining the same level of staffing in the Budget Year and implementing new programs like the full day Kindergarten to ensure success for early education.

The District's revenue projections are reflective of the K-12 revenues contained in the May Revision of the Governor's 2019 Budget Proposal as well as the projected student enrollment for the 2019-20 school year.

The May Revision reflects lower State General Fund revenues below the January estimates for 2019-20 by \$63.9 million due to changes in average daily attendance and cost of living adjustments, bringing the projected Local Control Funding Formula (LCFF) funding to a total of \$1.959 billion. The following factors, presented in the Governor's May Revision proposal, were utilized to build our 2019-20 Adopted Budget:

- The Local Control Funding Formula;
- The State's K-12 Revenue Allocation;
- The current Department of Finance revenue assumptions; and
- The COLA rate of 3.26%.

District Projections

Santa Ana Unified projects a decrease in overall ongoing funding in the adopted budget primarily due to declining enrollment projections. The District continues to project an ongoing enrollment loss of 1,590 students in 2020-21 and 2021-22. As the LCFF is fully funded in 2018-19, the District will receive a cost of living adjustment only in the out years. Taking into consideration of these two factors, the District projects an ongoing loss in LCFF funding in the out years. The 2019-20 adopted budget projects an unrestricted ending fund balance of \$53.94 million.

SAUSD Long-range Planning

This budget is a numerical depiction of the Santa Ana Unified School District's academic program and strategic Local Control Accountability Plan (LCAP) goals as well as fiscal solvency. Our four LCAP goals, developed through our LCAP stakeholder input, include 1) Teaching and Learning, 2) Engagement, 3) School Climate and Safety, and 4) Targeted Support.

The District continues to monitor and plan for long-range external pressures that will result in increased costs such as contribution to employee health & welfare insurance benefits as well as employee retirement contributions (STRS and PERS), Other Post Employment Benefit Obligations (OPEB), technology refresh, textbooks adoptions, negotiated labor cost, routine and deferred maintenance and other items.

While the District has demonstrated the ability to manage these and other costs through the 2021-22 school year with expenditure adjustments, we continue to monitor projected changes in future years. The goal is to ensure efficient District operations and services while maintaining fiscal solvency. Ultimately, budget and programmatic priorities for new or redirected dollars are determined by the Board of Education with considerable input by our community stakeholders through the LCAP process. The District acknowledges that it will have to reduce ongoing expenditures by \$43 million in 2020-21 to ensure fiscal solvency.

This budget will be adopted according to statute, prior to June 30, 2019. Once the State Budget is adopted, a revision of this budget including revenue assumptions will be presented in conformance with the Education Code, if necessary.

Manoj Roychowdhury, Assistant Superintendent, Business Services



Introduction and Overview

2019-20 BUDGET



JULY 2019

The District develops the budget each year by identifying the changes in revenue from the Local Control Funding Formula (LCFF) and expenditures that are continuing, mandated, or required for operations. The Local Control Accountability Plan (LCAP) is the guiding plan for programming any new funding that is available after balancing the revenue and expenditure projections. The LCAP plan process is the guiding point set by the Board of Education and the community in providing prioritization for new funding as it becomes available after meeting all obligations for continuing, mandated, or required for operations.

July 1 Budget Report

Orange County Department of Education (OCDE), the District's oversight agency, provides guidance and direction as to which assumptions should reasonably be incorporated into the District's July 1 Budget Report.

The key assumptions included in the July 1 Budget are as follows:

Revenue Adjustments:

- Decrease in LCFF funding of approximately \$1.6 million from projected 2019-20 at Second Interim, made up of the following:
 - Decrease in projected funded ADA of 90.12 from 45,162.58 to 45,072.46, resulting in a decrease in revenue of \$1.3 million;
 - Increase in unduplicated pupil count from 85.88% to 86.13% (students who qualify for free or reduced price meals, English learners, and/or Foster Youth), resulting in an increase in revenue of \$0.7 million;
 - Decrease in cost of living adjustment from 3.46% to 3.26%, resulting in a decrease in revenue of \$1.0 million;
- Decrease in projected federal funding of \$3.4 million, including MAA, Title I, and Title I School Improvement;
- Increase in other state funding of \$0.6 million, including an increase in Mandated BG, Lottery, ASES, STRS on behalf and a decrease in Special Education, CTE Incentives, Supplementary Programs and Kinder Readiness program;

- Decrease in other local funding of \$8.2 million, including removal of a one-time amount for SELPA services billing to charter schools and defined benefits refund.

Expense Adjustments:

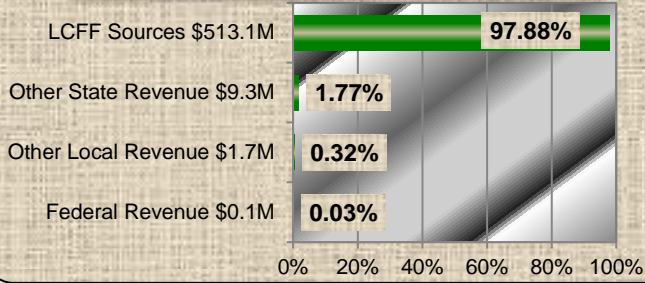
- Increase in certificated employee cost of \$2.0 million due to a reduction in EPA and an increase in Unrestricted Lottery as well as Special Education costs;
- Increase in employee benefits of \$1.5 million due to an increase in STRS on-behalf costs as well adjustments to statutory benefits related to certificated and classified salaries;
- Social Studies textbook adoption (elementary and secondary) cost of \$ 8 million and an increase in materials and supplies of \$3.9 million;
- Increase in services and other operating expenditures of \$3.5 million due to an increase in sub-agreements for services, travel and conferences as well as professional/consulting services and a decrease in dues and memberships, utilities, contract/repairs, and communications costs;
- Decrease in capital outlay of \$3.4 million due to a reduction in projected California Clean Energy carryover, Carl Perkins Career and Technical Education, Routine and Restricted Maintenance Account, CTE grant for Santa Ana High School, architectural services for the following: the portable kitchen and administrative building at ALA (1) and Edward B. Cole, the Portable Master Plan at various sites, the relocating of Head Start portable from Roosevelt to Spurgeon, ALA expansion, Lathrop Intermediate School portable restroom building and parking lot Expansion/ Renovation, and district-wide security camera project.

Labor Contract Negotiations: Negotiations with SAEA bargaining unit has already settled for 2019-20. Negotiations with CSEA is still in the process.

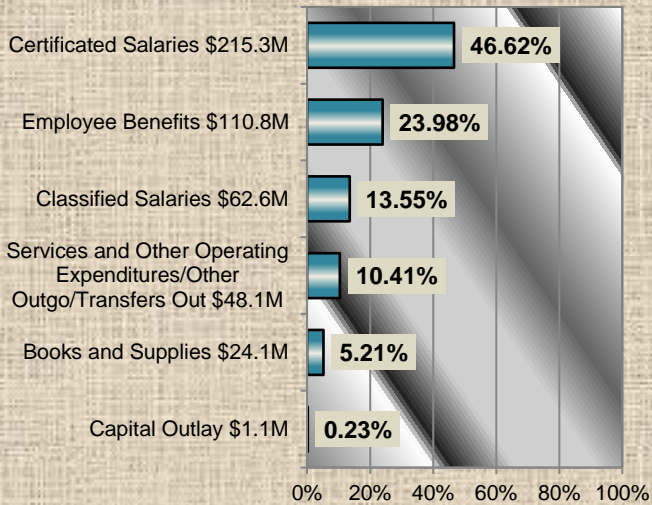
July 1 Budget Data

To represent the District's budget in a more readable format, the following bar charts identify the various elements of the 2019-20 budgets for the unrestricted and restricted general funds (i.e. the General Fund or Fund 01).

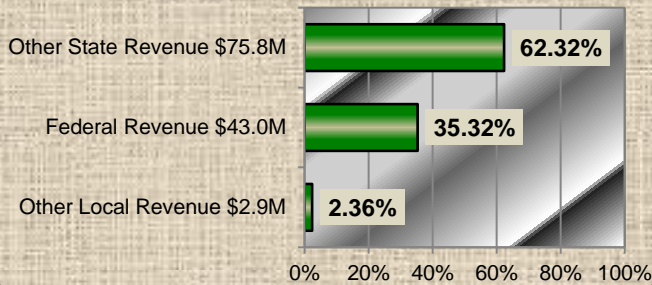
Unrestricted General Fund - Revenues



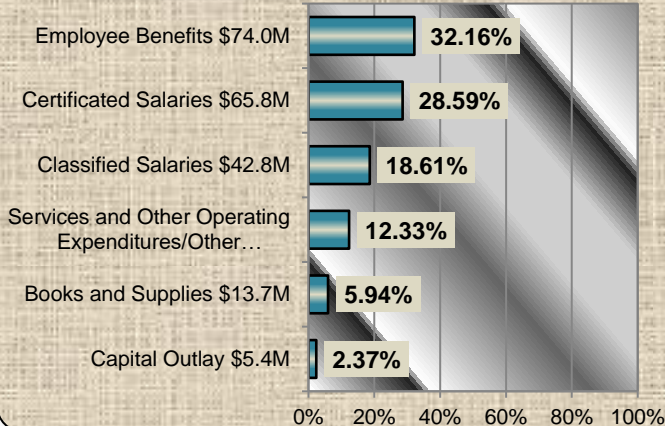
Unrestricted General Fund - Expenditures



Restricted General Fund - Revenue



Restricted General Fund - Expenditures



July 1 Budget – All Funds

In addition to the General Fund, the District has other funds that are utilized for specific purposes. In the table below, you will see a summary of the District budget for all other funds at the July 1 Budget.

Funds are allocated to the District based upon several criteria. The State requires that various funds be maintained for the proper accounting of revenue and expenditure activities carried out within the various funds. The “fund type” is important because it determines how the financial resources must be spent.

Fund #	Fund Name	Total Budget Expenditures Incl. Other Financing Sources/Uses (\$ in million)
01	General Fund, Unrestricted & Restricted	\$697.40
09	Charter Schools Special Revenue Fund	4.33
12	Child Development Fund	8.62
13	Cafeteria Fund	46.44
14	Deferred Maintenance Fund	4.45
20	Special Reserve for Postemployment Benefits	0.0
21	Building Fund	18.49
25	Capital Facilities Fund	5.46
35	County School Facilities Fund	11.39
40	Special Reserve Fund for Capital Outlay	9.76
49	Capital Project Fund for Blended Component Units	0.14
51	Bond Interest & Redemption Fund	20.58
56	Debt Service Fund	7.52
67	Self-Insurance Fund	25.68
71	Retiree Benefit Fund	0.0
	Total	\$860.26

Cash Flow Considerations

The District projects a positive cash flow for 2018-19, 2019-20, and 2020-21 without any borrowing. The District continues to diligently monitor its cash flow.

District Multiyear Projections – General Fund

Multiyear projections (MYPs) are required by AB1200 and AB2756. It is the obligation of the school district to show that it will be able to meet its financial obligations in the current year and two subsequent fiscal years. A barometer of a district's financial strength is the district's unrestricted reserve percentage. Districts the size of SAUSD are required to maintain unrestricted reserves of at least 2% or roughly \$14.0 million. While \$14.0 million is a significant amount, the reserve is less than two weeks payroll, with monthly payroll of approximately \$40 million.

The multiyear projections were adjusted, beginning in 2020-21 to account for:

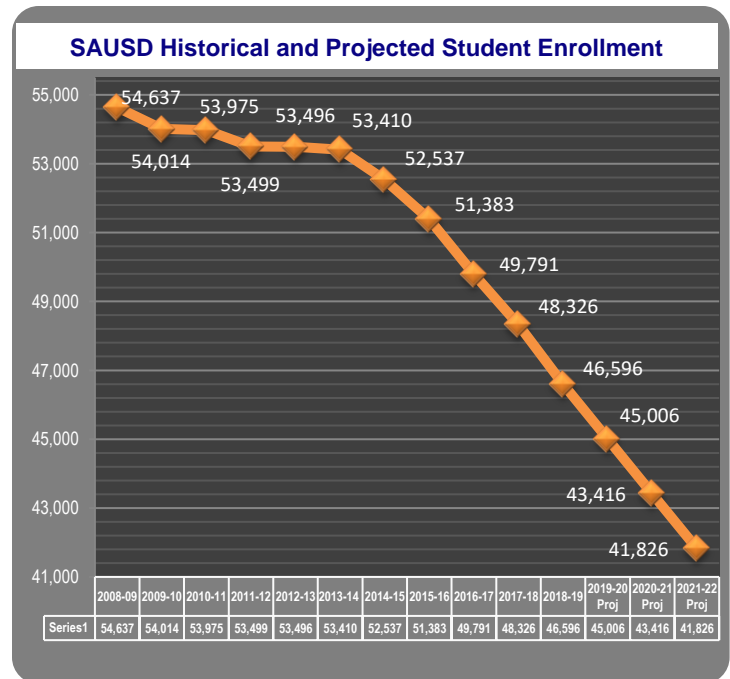
- Decrease in certificated staffing due to a projected enrollment loss of 1,590, resulting in a reduction in certificated expenditures of \$4.43 million as well as adjustments to EPA, Lottery, and removal of Positive School Climate funding;
- Decrease in classified staffing due to removal of Positive School Climate funding;
- The projected step/column salary increase of approximately \$0.85 million and \$0.26 million for certificated and classified salaries, respectively;
- The projected increase of approximately \$8.20 million in STRS/PERS and Health benefits costs;
- Increase in textbook adoption for Science of \$4.0 million;
- Removal of the California Clean Energy funding of \$4.5 million;
- An increase in general fund contribution of \$4.7 million, mostly for Special Education;

The District acknowledges that it will have to reduce ongoing expenditures by \$43 million beginning 2020-21 to ensure fiscal solvency. Superintendent will work with the Board of Education to provide options to increase revenue and/or reduce staffing and other costs. The Board will make decisions on the options by March 2020.

The District will no longer receive the LCFF gap funding as it is fully funded in 2018-19. The District utilizes LCFF COLA of 3.00% and 2.80% for 2020-21 and 2021-22, respectively. Revenue is projected to decrease in 2020-21 by \$5.50 million and continue to decrease in 2021-22 by an additional \$8.52 million.

The State funds districts based on students who attend school.

- **Student Enrollment.** The District has experienced enrollment loss in 15 out of 16 years since 2003-04. The District anticipates losing 1,590 students in 2020-21 and an additional 1,590 in 2021-22. The projected decline in student enrollment is reflected in revenue projections for the July 1 Budget.



SAUSD is submitting a positive certification to the State based on revenue assumptions that the District will be able to meet its General Fund obligations in the current and two subsequent fiscal years.

COMBINED GENERAL FUND			
(\$s in Millions)	2019-20	2020-21	2021-22
Beginning Fund Balance	\$119.91	\$68.38	\$47.44
Revenues	\$645.87	\$638.19	\$630.63
Expenditures	\$697.40	\$659.13	\$648.34
Net Increase/(Decrease)	<\$51.53>	<\$20.94>	<\$17.71>
Projected Ending Fund Balance	\$68.38	\$47.44	\$29.73
Components of Projected Ending Fund Balance			
Stabilization Arrangements	\$0.00	\$0.00	\$0.00
Revolving Cash/Stores	\$1.19	\$1.19	\$1.19
Other Designations	\$3.02	\$3.03	\$3.04
Restricted Reserves	\$14.51	\$11.45	\$8.80
Unrestricted Reserve	\$13.95	\$13.18	\$12.97
Unrestricted Reserve %	2.0%	2.0%	2.0%
Undesignated/Unappropriated	\$35.71	\$18.59	\$3.73

For more information on SAUSD budget, please use the following link:
<http://www.sausd.us/Page/434>

2019-20 Proposed LCAP Goals

The July 1 Budget incorporates the action plans, services, and expenditures outlined in the proposed Local Control and Accountability Plan (LCAP) as shown in the charts below:

Goal 1: Teaching and Learning

\$470.2M

- Rigorous standards based instructional program, digital resources, and professional development
- Highly qualified and well trained teachers and leaders
- Access to technology
- Early learning opportunities
- Expanded K-12 college and career pathways
- Data Warehouse system
- English Learner Support

Goal 2: Engagement

\$13.9M

- 56 fully staffed Wellness Centers at all school sites
- Expand college credit Dual Enrollment
- Speech and Debate, CTE pathways, IB, etc.
- Biliteracy options including dual immersion
- Parent Training and Workshops
- "Ready 360" TK/Kindergarten extended learning

Goal 3: School Climate and Safety

\$272.5M

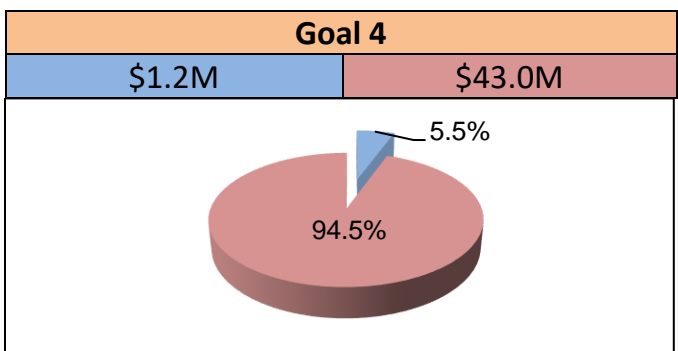
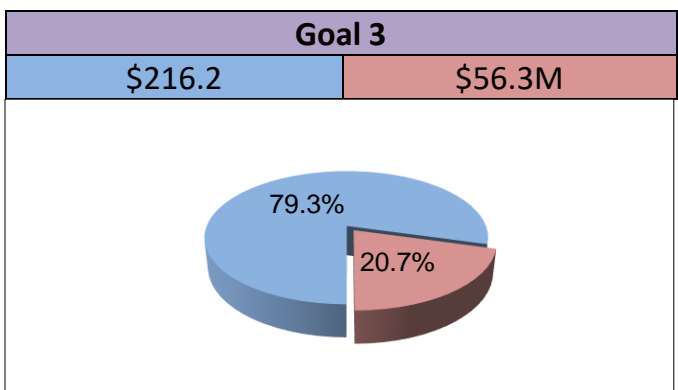
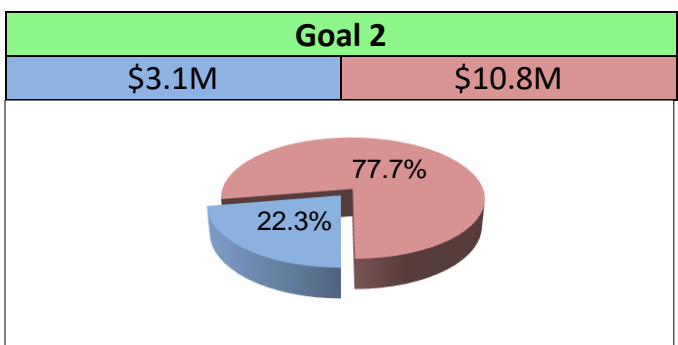
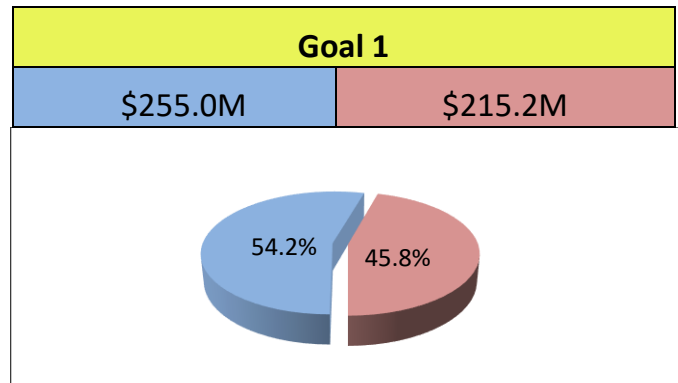
- Family events
- School safety and maintenance
- Welcoming school environments
- PBIS and dropout prevention efforts
- Mentoring and service learning
- Wellness programs and connections to community resources
- Parenting programs with childcare
- Translation services
- School climate & structured recess

Goal 4: Targeted Support

\$44.2M

- Extended learning opportunities
- Supplemental instructional programs
- Support for identified schools on the California Dashboard
- Targeted academic supports
- Targeted restorative practices and SEL support

CORE	SUPPLEMENTAL
Actions and expenditures to meet the goals described for ALL pupils.	Additional annual actions above what is provided for all students that will serve low-income, English learner, and foster youth pupils.



ANNUAL BUDGET REPORT:
July 1, 2019 Budget Adoption

Insert "X" in applicable boxes:

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

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

Budget available for inspection at:

Public Hearing:

Place: 1601 E. Chestnut Ave., Santa Ana, CA
Date: June 06, 2019

Place: 1601 E. Chestnut Ave., Santa Ana
Date: June 11, 2019
Time: _____

Adoption Date: June 25, 2019

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

Contact person for additional information on the budget reports:

Name: Swandayani Singgih

Telephone: (714) 558-5895

Title: Director, Budget

E-mail: swandayani.singgih@sausd.us

Criteria and Standards Review Summary

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

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

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.	X	
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?	X	

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		<ul style="list-style-type: none"> If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2018-19) annual payment? 		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		<ul style="list-style-type: none"> If yes, are they lifetime benefits? 	X	
		<ul style="list-style-type: none"> If yes, do benefits continue beyond age 65? If yes, are benefits funded by pay-as-you-go? 		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?		X
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:	X	
		<ul style="list-style-type: none"> Certificated? (Section S8A, Line 1) Classified? (Section S8B, Line 1) Management/supervisor/confidential? (Section S8C, Line 1) 		X
				X
S9	Local Control and Accountability Plan (LCAP)	<ul style="list-style-type: none"> Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year? Approval date for adoption of the LCAP or approval of an update to the LCAP: 		X
			Jun 25, 2019	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services, and Expenditures?		X

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

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

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

() Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	\$ 12,384,817.00
Less: Amount of total liabilities reserved in budget:	\$ 12,384,817.00
Estimated accrued but unfunded liabilities:	\$ 0.00

() This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

() This school district is not self-insured for workers' compensation claims.

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

Date of Meeting: Jun 25, 2019

For additional information on this certification, please contact:

Name: Camille Boden

Title: Executive Director, Risk Management

Telephone: (714) 558-5856

E-mail: camille.boden@sausd.us

Operating Funds

Unrestricted and Restricted



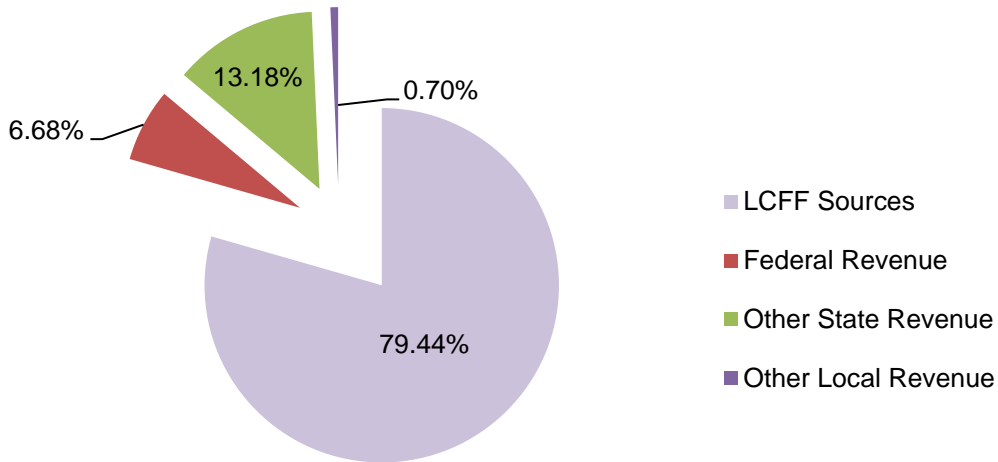
Artwork created by a Santa Ana Unified School District student from Hoover Elementary School.

COMBINED GENERAL FUND (01)

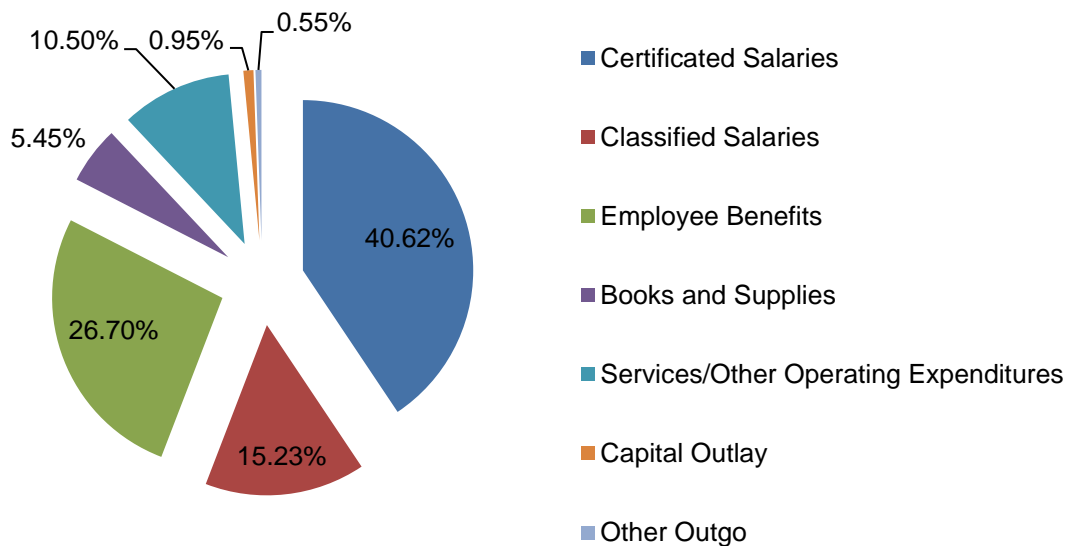
Unrestricted and Restricted



The General Fund is the general operating fund of the District with the largest revenue coming from State Local Control Funding Formula (LCFF) sources (79.44%). Total projected revenue is \$645.9 million.



The combined General Fund is used to account for financial activities, except those that are required to be accounted for in another fund. Employees' salaries and benefits represent the largest expenditures (82.55%). Total projected expenditures are \$692.2 million. In addition, the District transfers dollars to other funds totaling \$5.2 million for Certificates of Participation, Qualified Zone Academy Bonds, the Advanced Learning Academy Charter School, and Nutrition Services.



The District relies on State revenue to run its daily operations in educating our students. The district projects to have a positive fund balance of approximately \$68.4 million, which includes \$14.5 million in restricted fund balances.

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	522,828,185.00	0.00	522,828,185.00	513,078,215.00	0.00	513,078,215.00	-1.9%
2) Federal Revenue		8100-8299	2,071,737.39	42,843,238.65	44,914,976.04	145,000.00	42,977,827.82	43,122,827.82	-4.0%
3) Other State Revenue		8300-8599	18,726,397.82	75,603,913.25	94,330,311.07	9,264,811.00	75,838,379.74	85,103,190.74	-9.8%
4) Other Local Revenue		8600-8799	5,155,086.51	4,047,392.85	9,202,479.36	1,691,959.72	2,873,849.26	4,565,808.98	-50.4%
5) TOTAL, REVENUES			548,781,406.72	122,494,544.75	671,275,951.47	524,179,985.72	121,690,056.82	645,870,042.54	-3.8%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	213,681,966.30	63,050,568.17	276,732,534.47	215,388,040.67	65,795,841.22	281,183,881.89	1.6%
2) Classified Salaries		2000-2999	57,550,325.79	39,768,691.99	97,319,017.78	62,583,655.91	42,833,125.52	105,416,781.43	8.3%
3) Employee Benefits		3000-3999	102,606,800.93	64,922,257.37	167,529,058.30	110,789,743.34	74,008,142.90	184,797,886.24	10.3%
4) Books and Supplies		4000-4999	16,204,819.42	12,037,038.83	28,241,858.25	24,062,533.74	13,676,672.38	37,739,206.12	33.6%
5) Services and Other Operating Expenditures		5000-5999	46,690,850.98	23,303,293.22	69,994,144.20	50,412,166.41	22,161,453.67	72,573,620.08	3.7%
6) Capital Outlay		6000-6999	947,062.84	7,318,366.54	8,265,429.38	1,126,832.00	5,442,839.00	6,569,671.00	-20.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,610,320.44	4,398,057.90	6,008,378.34	1,630,266.44	4,603,752.00	6,234,018.44	3.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(7,736,639.51)	4,926,546.03	(2,810,093.48)	(3,963,672.33)	1,619,035.67	(2,344,636.66)	-16.6%
9) TOTAL, EXPENDITURES			431,555,507.19	219,724,820.05	651,280,327.24	462,029,566.18	230,140,862.36	692,170,428.54	6.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			117,225,899.53	(97,230,275.30)	19,995,624.23	62,150,419.54	(108,450,805.54)	(46,300,386.00)	-331.6%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers		8900-8929	237.61	0.00	237.61	0.00	0.00	0.00	-100.0%
a) Transfers In									
b) Transfers Out		7600-7629	5,298,117.71	35,313.97	5,333,431.68	5,224,709.78	0.00	5,224,709.78	-2.0%
2) Other Sources/Uses		8930-8979	0.00	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	0.00	0.0%
3) Contributions		8980-8999	(92,719,310.52)	92,719,310.52	0.00	(98,878,313.62)	98,878,313.62	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(98,017,190.62)	92,683,996.55	(5,333,194.07)	(104,103,023.40)	98,878,313.62	(5,224,709.78)	-2.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			19,208,708.91	(4,546,278.75)	14,662,430.16	(41,952,603.86)	(9,572,491.92)	(51,525,095.78)	-451.4%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance		9791	77,926,488.88	28,021,091.96	105,947,580.84	95,828,703.39	24,079,582.16	119,908,285.55	13.2%
a) As of July 1 - Unaudited		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Audit Adjustments			77,926,488.88	28,021,091.96	105,947,580.84	95,828,703.39	24,079,582.16	119,908,285.55	13.2%
c) As of July 1 - Audited (F1a + F1b)		9795	(1,306,494.40)	604,768.95	(701,725.45)	0.00	0.00	0.00	-100.0%
d) Other Restatements			76,619,994.48	28,625,860.91	105,245,855.39	95,828,703.39	24,079,582.16	119,908,285.55	13.9%
e) Adjusted Beginning Balance (F1c + F1d)			95,828,703.39	24,079,582.16	119,908,285.55	53,876,099.53	14,507,090.24	68,383,189.77	-43.0%
2) Ending Balance, June 30 (E + F1e)									
Components of Ending Fund Balance									
a) Nonspendable		9711	190,000.00	0.00	190,000.00	190,000.00	0.00	190,000.00	0.0%
Revolving Cash		9712	1,000,000.00	0.00	1,000,000.00	1,000,000.00	0.00	1,000,000.00	0.0%
Stores		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9740	0.00	24,079,582.16	24,079,582.16	0.00	14,507,090.24	14,507,090.24	-39.8%
b) Restricted									
c) Committed		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Stabilization Arrangements		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments									
d) Assigned		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Assignments		9780	0.00	0.00	0.00	3,020,632.00	0.00	3,020,632.00	New
CSEA Salary Adjustments	0000					3,020,632.00		3,020,632.00	
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	13,132,275.18	0.00	13,132,275.18	13,947,902.77	0.00	13,947,902.77	6.2%
Unassigned/Unappropriated Amount		9790	81,506,428.21	0.00	81,506,428.21	35,717,564.76	0.00	35,717,564.76	-56.2%

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

July 1 Budget
General Fund
Unrestricted and Restricted
Expenditures by Object

Description (G9 + H2) - (I6 + J2)	2018-19 Estimated Actuals		2019-20 Budget			% Diff Column C & F
	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	
	0.00	0.00	0.00			0.00

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL_LCFF SOURCES			522,828,185.00	0.00	522,828,185.00	513,078,215.00	0.00	513,078,215.00	-1.9%
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	10,239,026.00	10,239,026.00	0.00	10,239,026.00	10,239,026.00	0.0%
Special Education Discretionary Grants		8182	0.00	2,487,045.98	2,487,045.98	0.00	2,460,789.64	2,460,789.64	-1.1%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		16,781,164.20	16,781,164.20		14,901,473.18	14,901,473.18	-11.2%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		2,020,021.87	2,020,021.87		1,738,921.80	1,738,921.80	-13.9%
Title III, Part A, Immigrant Student Program	4201	8290		101,965.75	101,965.75		240,092.00	240,092.00	135.5%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F	
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)		
Title III, Part A, English Learner Program	4203	8290		727,111.54	727,111.54		1,940,290.00		1,940,290.00	166.8%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00		0.00	0.0%
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3183, 3185, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630									
Other NCLB / Every Student Succeeds Act		8290		2,677,973.85	2,677,973.85		3,756,855.10		3,756,855.10	40.3%
Career and Technical Education	3500-3599	8290		497,637.00	497,637.00		497,637.00		497,637.00	0.0%
All Other Federal Revenue	All Other	8290	2,071,737.39	7,311,292.46	9,383,029.85	145,000.00	7,202,743.10		7,347,743.10	-21.7%
TOTAL, FEDERAL REVENUE			2,071,737.39	42,843,238.65	44,914,976.04	145,000.00	42,977,827.82		43,122,827.82	-4.0%
OTHER STATE REVENUE										
Other State Apportionments										
ROC/P Entitlement	6360	8319		0.00	0.00		0.00		0.00	0.0%
Prior Years										
Special Education Master Plan	6500	8311		27,232,798.00	27,232,798.00		34,732,798.00		34,732,798.00	27.5%
Current Year										
Prior Years	6500	8319		0.00	0.00		0.00		0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	426,392.00	426,392.00	0.00	426,392.00		426,392.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00		0.00	0.0%
Child Nutrition Programs		8520		0.00	0.00		0.00		0.00	0.0%
Mandated Costs Reimbursements		8550	10,457,871.00	0.00	10,457,871.00	1,860,782.00	0.00		1,860,782.00	-82.2%
Lottery - Unrestricted and Instructional Materials		8560	7,201,640.82	2,712,204.94	9,913,845.76	7,124,029.00	2,500,487.00		9,624,516.00	-2.9%
Tax Relief Subventions										
Restricted Levies - Other										
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00		0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00		0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00		0.00	0.0%
After School Education and Safety (ASES)	6010	8590		8,626,208.84	8,626,208.84		8,598,474.20		8,598,474.20	-0.3%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Charter School Facility Grant	6030	8590		0.00	0.00			0.00	0.00%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00			0.00	0.00%
California Clean Energy Jobs Act	6230	8590		0.00	0.00			0.00	0.00%
Career Technical Education Incentive Grant Program	6387	8590		5,935,432.12	5,935,432.12			0.00	-100.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00			0.00	0.00%
Specialized Secondary	7370	8590		110,000.00	110,000.00			0.00	-100.0%
Quality Education Investment Act	7400	8590		0.00	0.00			0.00	0.00%
All Other State Revenue	All Other	8590	1,066,886.00	30,560,877.35	31,627,763.35	280,000.00	29,580,228.54	29,860,228.54	-5.6%
TOTAL, OTHER STATE REVENUE			18,726,397.82	75,603,913.25	94,330,311.07	9,264,811.00	75,838,379.74	85,103,190.74	-9.8%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	2,987,521.20	2,157,209.76	5,144,730.96	625,387.72	1,028,703.26	1,654,090.98	-67.8%
Tuition		8710	0.00	1,145,059.00	1,145,059.00	0.00	1,145,059.00	1,145,059.00	0.0%
All Other Transfers In		8781-8783	192,527.00	0.00	192,527.00	96,263.00	0.00	96,263.00	-50.0%
Transfers of Apportionments									
Special Education SELPA Transfers From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	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	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791	0.00	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	0.00	0.0%
From JPAs	6360	8793	0.00	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	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL_OTHER LOCAL REVENUE			5,155,086.51	4,047,392.85	9,202,479.36	1,691,959.72	2,873,849.26	4,565,808.98	-50.4%
TOTAL_REVENUES			548,781,406.72	122,494,544.75	671,275,951.47	524,179,985.72	121,690,056.82	645,870,042.54	-3.8%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	179,051,697.83	51,568,984.48	230,620,682.31	178,370,789.53	52,913,683.45	231,284,472.98	0.3%
Certificated Pupil Support Salaries		1200	9,665,388.52	5,761,749.04	15,427,137.56	10,929,798.82	6,687,165.74	17,616,964.56	14.2%
Certificated Supervisors' and Administrators' Salaries		1300	18,162,508.79	2,241,831.74	20,404,340.53	18,886,588.23	2,317,199.47	21,203,787.70	3.9%
Other Certificated Salaries		1900	6,802,371.16	3,478,002.91	10,280,374.07	7,200,864.09	3,877,792.56	11,078,656.65	7.8%
TOTAL, CERTIFICATED SALARIES			213,681,966.30	63,050,568.17	276,732,534.47	215,388,040.67	65,795,841.22	281,183,881.89	1.6%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	4,639,448.55	26,661,133.34	31,300,581.89	5,100,326.05	28,773,968.75	33,874,294.80	8.2%
Classified Support Salaries		2200	20,895,580.06	8,032,935.26	28,928,515.32	22,595,298.24	8,838,547.97	31,433,846.21	8.7%
Classified Supervisors' and Administrators' Salaries		2300	3,996,407.37	1,099,807.68	5,096,215.05	4,438,074.38	1,294,866.01	5,732,940.39	12.5%
Clerical, Technical and Office Salaries		2400	22,204,934.35	2,773,358.21	24,978,292.56	22,618,569.99	2,662,278.77	25,280,848.76	1.2%
Other Classified Salaries		2900	5,813,955.46	1,201,457.50	7,015,412.96	7,831,387.25	1,283,464.02	9,094,851.27	29.6%
TOTAL, CLASSIFIED SALARIES			57,550,325.79	39,768,691.99	97,319,017.78	62,583,655.91	42,833,125.52	105,416,781.43	8.3%
EMPLOYEE BENEFITS									
STRS		3101-3102	34,159,888.14	32,502,660.77	66,662,548.91	35,864,607.46	35,810,279.59	71,674,887.05	7.5%
PERS		3201-3202	9,434,728.99	7,368,350.52	16,803,079.51	10,649,637.22	9,182,436.75	19,832,073.97	18.0%
OASDI/Medicare/Alternative		3301-3302	6,986,873.64	4,079,666.43	11,066,540.07	7,153,256.50	4,408,411.05	11,561,667.55	4.5%
Health and Welfare Benefits		3401-3402	39,253,609.15	16,404,087.52	55,657,696.67	42,148,340.54	18,761,367.31	60,909,707.85	9.4%
Unemployment Insurance		3501-3502	135,472.49	48,793.59	184,266.08	138,202.56	79,853.68	218,056.24	18.3%
Workers' Compensation		3601-3602	1,744,665.10	675,487.92	2,420,153.02	3,742,261.81	1,475,981.57	5,218,243.38	115.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	10,891,563.42	3,843,210.62	14,734,774.04	11,093,437.25	4,289,812.95	15,383,250.20	4.4%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			102,606,800.93	64,922,257.37	167,529,058.30	110,789,743.34	74,008,142.90	184,797,886.24	10.3%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	314,879.66	1,579,044.56	1,893,924.22	4,216,512.62	3,783,487.38	8,000,000.00	322.4%
Books and Other Reference Materials		4200	35,527.84	208,791.91	244,319.75	8,825.00	54,000.00	62,825.00	-74.3%
Materials and Supplies		4300	11,631,519.19	5,873,781.37	17,505,300.56	16,995,879.96	9,038,375.23	26,034,255.19	48.7%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Noncapitalized Equipment		4400	2,722,892.73	4,375,420.99	7,098,313.72	1,991,316.16	800,809.77	2,792,125.93	-60.7%
Food		4700	1,500,000.00	0.00	1,500,000.00	850,000.00	0.00	850,000.00	-43.3%
TOTAL BOOKS AND SUPPLIES			16,204,819.42	12,037,038.83	28,241,858.25	24,062,533.74	13,676,672.38	37,739,206.12	33.6%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	14,341,952.44	9,774,499.96	24,116,452.40	14,942,398.21	8,777,631.93	23,720,030.14	-1.6%
Travel and Conferences		5200	539,200.32	782,622.79	1,321,823.11	1,165,098.82	1,452,187.29	2,617,286.11	98.0%
Dues and Memberships		5300	524,087.31	144,451.00	668,538.31	346,024.64	18,500.00	364,524.64	-45.5%
Insurance		5400 - 5450	3,615,791.24	1,564.00	3,617,355.24	3,612,405.20	2,000.00	3,614,405.20	-0.1%
Operations and Housekeeping Services		5500	8,769,322.97	47,529.96	8,816,852.93	9,381,698.25	77,780.00	9,459,478.25	7.3%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	3,398,635.15	3,373,097.58	6,771,732.73	3,967,889.85	4,953,686.00	8,921,575.85	31.7%
Transfers of Direct Costs		5710	(565,636.73)	565,636.73	0.00	(337,708.00)	337,708.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(51,388.22)	0.00	(51,388.22)	(42,627.00)	0.00	(42,627.00)	-17.0%
Professional/Consulting Services and Operating Expenditures		5800	14,822,170.92	8,588,257.62	23,410,428.54	15,646,169.25	6,509,114.75	22,155,284.00	-5.4%
Communications		5900	1,296,715.58	25,633.58	1,322,349.16	1,730,817.19	32,845.70	1,763,662.89	33.4%
TOTAL SERVICES AND OTHER OPERATING EXPENDITURES			46,690,850.98	23,303,293.22	69,994,144.20	50,412,166.41	22,161,453.67	72,573,620.08	3.7%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	153,608.44	0.00	153,608.44	153,608.44	0.00	153,608.44	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,610,320.44	4,398,057.90	6,008,378.34	1,630,266.44	4,603,752.00	6,234,018.44	3.8%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(4,926,546.03)	4,926,546.03	0.00	(1,619,035.67)	1,619,035.67	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(2,810,093.48)	0.00	(2,810,093.48)	(2,344,636.66)	0.00	(2,344,636.66)	-16.6%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(7,736,639.51)	4,926,546.03	(2,810,093.48)	(3,963,672.33)	1,619,035.67	(2,344,636.66)	-16.6%
TOTAL, EXPENDITURES			431,555,507.19	219,724,820.05	651,280,327.24	462,029,566.18	230,140,862.36	692,170,428.54	6.3%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals			2019-20 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(92,719,310.52)	92,719,310.52	0.00	(98,878,313.62)	98,878,313.62	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(92,719,310.52)	92,719,310.52	0.00	(98,878,313.62)	98,878,313.62	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(98,017,190.62)	92,683,996.55	(5,333,194.07)	(104,103,023.40)	98,878,313.62	(5,224,709.78)	-2.0%

July 1 Budget
 General Fund
 Exhibit: Restricted Balance Detail

30 66670 0000000
 Form 01

Santa Ana Unified
 Orange County

Resource	Description	2018-19	2019-20
		Estimated Actuals	Budget
5640	Medi-Cal Billing Option	849,031.95	179,049.46
6230	California Clean Energy Jobs Act	4,500,000.00	0.00
6300	Lottery: Instructional Materials	2,659,500.38	0.00
6512	Special Ed: Mental Health Services	557,019.01	0.00
7311	Classified School Employee Professional Development Block Grant	80,707.39	5,707.39
7510	Low-Performing Students Block Grant	590,831.00	590,831.00
8150	Ongoing & Major Maintenance Account (RMA: Education Code Sectic	10,956,180.08	10,071,388.37
9010	Other Restricted Local	3,886,312.35	3,660,114.02
Total, Restricted Balance		24,079,582.16	14,507,090.24

2019-20 Proposed July 1 Budget

Reasons for Assigned and Unassigned Ending Fund Balances Above the State Recommended Minimum Level

Education Code Section 42127(a)(2)(B) requires a statement of reasons that substantiates the need for assigned and unassigned ending fund balance that is in excess of the minimum recommended reserve for economic uncertainties for the budget.

District: **Santa Ana Unified School District**

Combined Assigned and Unassigned Fund Balances			
Fund	Fund Description	2019-20	
01	General Fund/County School Service Fund	\$ 52,686,099.53	Fund 01, Objects 9780/9789/9790
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$ -	Fund 17 Objects 9780/9789/9790
Total Assigned and Unassigned Fund Balance		\$ 52,686,099.53	
District Standard Reserve Level		2.0%	Form 01CS Line 10B-4
Less: Reserve for Economic Uncertainties		\$ 13,526,873.93	Form 01CS Line 10B-7
Fund Balance that Requires a Statement of Reasons		\$ 39,159,225.60	

Reasons for Assigned and Unassigned Ending Fund Balances Above the State Recommended Minimum Level			
Form	Fund	2019-20	Reasons
01	General Fund/County School Service Fund	\$ 39,159,225.60	Financial flexibility to absorb unanticipated expenditures without significant disruption to educational programs; Protection against exposure to significant onetime outlays such as disasters, lawsuits or material audit findings; Protection against the volatility of state revenues; Cash management/ avoiding the cost of borrowing for cash flow purposes; Protection against declining enrollment; Assigned technology projects; Future textbook adoptions; and Negotiations.
17	Special Reserve Fund for Other Than Capital Outlay Projects	\$ -	
(Insert Lines above as needed)			
Total of Substantiated Needs		\$ 39,159,225.60	

Charter Schools Special Revenue Fund



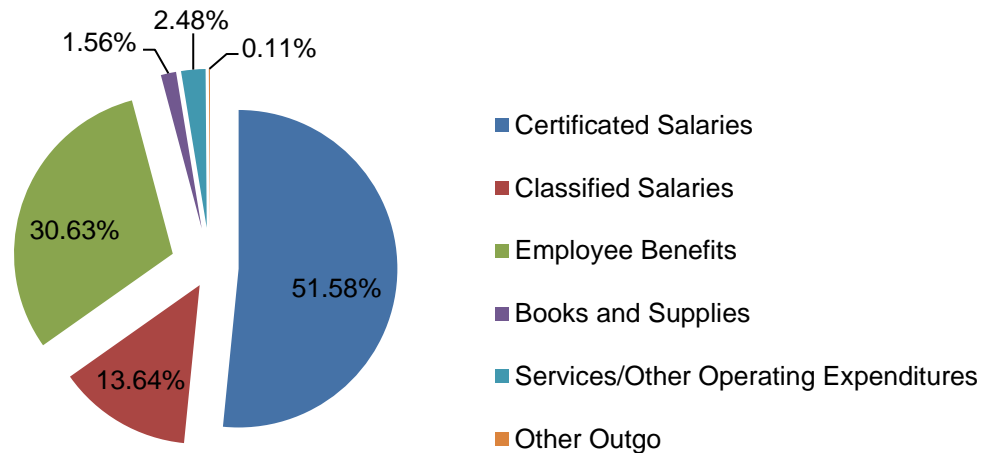
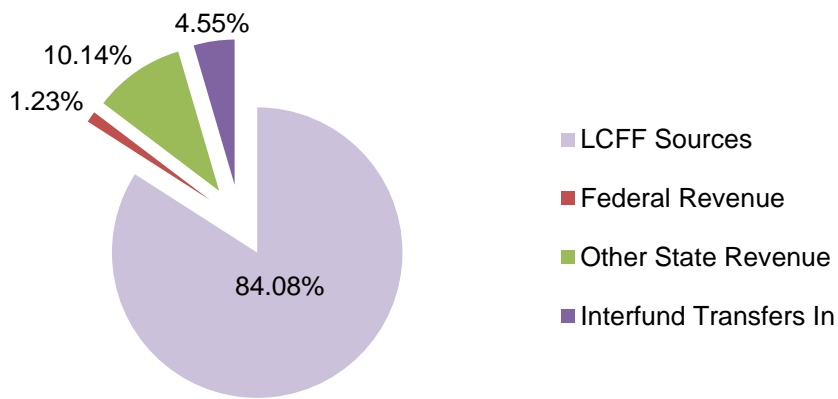
Artwork created by a Santa Ana Unified School District student from Hoover Elementary School.

Charter Schools Special Revenue Fund (09)



The Charter Schools Special Revenue Fund is a special revenue fund used to record pass-through financial activities for Advanced Learning Academy (ALA).

Fund 09 is utilized as the chief operating fund to account separately for activities of ALA.



The projected ending fund balance of \$1.6 million is to be utilized to cover any additional grade level expansion cost.

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,631,644.00	3,727,628.00	2.6%
2) Federal Revenue		8100-8299	95,088.21	54,746.82	-42.4%
3) Other State Revenue		8300-8599	496,822.88	449,392.00	-9.5%
4) Other Local Revenue		8600-8799	4,661.77	0.00	-100.0%
5) TOTAL, REVENUES			4,228,216.86	4,231,766.82	0.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	2,113,126.12	2,229,721.18	5.5%
2) Classified Salaries		2000-2999	512,876.32	589,807.15	15.0%
3) Employee Benefits		3000-3999	1,155,978.91	1,324,103.64	14.5%
4) Books and Supplies		4000-4999	122,479.39	67,257.65	-45.1%
5) Services and Other Operating Expenditures		5000-5999	122,347.58	107,150.00	-12.4%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	13,432.54	4,905.17	-63.5%
9) TOTAL, EXPENDITURES			4,040,240.86	4,322,944.79	7.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			187,976.00	(91,177.97)	-148.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	288,790.21	201,697.48	-30.2%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			288,790.21	201,697.48	-30.2%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			476,766.21	110,519.51	-76.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,065,816.86	1,542,583.07	44.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,065,816.86	1,542,583.07	44.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,065,816.86	1,542,583.07	44.7%
2) Ending Balance, June 30 (E + F1e)			1,542,583.07	1,653,102.58	7.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			44,395.97	63,740.97	43.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,498,187.10	1,589,361.61	6.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
LCFF SOURCES					
Principal Apportionment State Aid - Current Year		8011	2,542,180.00	2,601,585.00	2.3%
Education Protection Account State Aid - Current Year		8012	68,926.00	68,926.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	1,020,538.00	1,057,117.00	3.6%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			3,631,644.00	3,727,628.00	2.6%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	95,088.21	54,746.82	-42.4%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.0%
Title III, Part A, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, Part A, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3150, 3155, 3180, 3181, 3182, 3185, 4124, 4126, 4127, 4128, 5510, 5630	8290	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			95,088.21	54,746.82	-42.4%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
OTHER STATE REVENUE					
Other State Apportionments					
Special Education Master Plan Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	69,424.00	7,020.00	-89.9%
Lottery - Unrestricted and Instructional Materials		8560	77,614.88	74,460.00	-4.1%
After School Education and Safety (ASES)	6010	8590	163,800.00	163,800.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
Quality Education Investment Act	7400	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	185,984.00	204,112.00	9.7%
TOTAL, OTHER STATE REVENUE			496,822.88	449,392.00	-9.5%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1,996.06	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.71	0.00	-100.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	2,665.00	0.00	-100.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			4,661.77	0.00	-100.0%
TOTAL, REVENUES			4,228,216.86	4,231,766.82	0.1%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	1,622,092.91	1,788,560.66	10.3%
Certificated Pupil Support Salaries		1200	104,595.80	64,343.63	-38.5%
Certificated Supervisors' and Administrators' Salaries		1300	131,895.37	249,961.66	89.5%
Other Certificated Salaries		1900	254,542.04	126,855.23	-50.2%
TOTAL, CERTIFICATED SALARIES			2,113,126.12	2,229,721.18	5.5%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	131,894.45	114,520.00	-13.2%
Classified Support Salaries		2200	108,410.07	116,787.24	7.7%
Classified Supervisors' and Administrators' Salaries		2300	7,582.00	8,646.00	14.0%
Clerical, Technical and Office Salaries		2400	214,226.80	290,399.26	35.6%
Other Classified Salaries		2900	50,763.00	59,454.65	17.1%
TOTAL, CLASSIFIED SALARIES			512,876.32	589,807.15	15.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	513,403.06	576,977.64	12.4%
PERS		3201-3202	74,785.24	107,609.85	43.9%
OASDI/Medicare/Alternative		3301-3302	61,559.87	73,176.52	18.9%
Health and Welfare Benefits		3401-3402	372,726.73	409,326.05	9.8%
Unemployment Insurance		3501-3502	1,308.36	1,410.57	7.8%
Workers' Compensation		3601-3602	28,054.25	38,345.02	36.7%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	104,141.40	117,257.99	12.6%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			1,155,978.91	1,324,103.64	14.5%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	17,480.00	0.00	-100.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	59,926.97	67,257.65	12.2%
Noncapitalized Equipment		4400	45,072.42	0.00	-100.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			122,479.39	67,257.65	-45.1%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	33,233.94	6,000.00	-81.9%
Travel and Conferences		5200	4,600.00	6,000.00	30.4%
Dues and Memberships		5300	3,920.00	10,000.00	155.1%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	3,842.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	4,960.63	5,650.00	13.9%
Professional/Consulting Services and Operating Expenditures		5800	71,791.01	79,500.00	10.7%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			122,347.58	107,150.00	-12.4%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	13,432.54	4,905.17	-63.5%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			13,432.54	4,905.17	-63.5%
TOTAL, EXPENDITURES			4,040,240.86	4,322,944.79	7.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	288,790.21	201,697.48	-30.2%
(a) TOTAL, INTERFUND TRANSFERS IN			288,790.21	201,697.48	-30.2%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			288,790.21	201,697.48	-30.2%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	3,631,644.00	3,727,628.00	2.6%
2) Federal Revenue		8100-8299	95,088.21	54,746.82	-42.4%
3) Other State Revenue		8300-8599	496,822.88	449,392.00	-9.5%
4) Other Local Revenue		8600-8799	4,661.77	0.00	-100.0%
5) TOTAL, REVENUES			4,228,216.86	4,231,766.82	0.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		2,807,572.52	3,033,927.53	8.1%
2) Instruction - Related Services	2000-2999		894,155.13	1,002,271.96	12.1%
3) Pupil Services	3000-3999		147,532.90	88,214.09	-40.2%
4) Ancillary Services	4000-4999		16,385.70	18,178.50	10.9%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		13,832.54	4,905.17	-64.5%
8) Plant Services	8000-8999		160,762.07	175,447.54	9.1%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			4,040,240.86	4,322,944.79	7.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			187,976.00	(91,177.97)	-148.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	288,790.21	201,697.48	-30.2%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			288,790.21	201,697.48	-30.2%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			476,766.21	110,519.51	-76.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,065,816.86	1,542,583.07	44.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,065,816.86	1,542,583.07	44.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,065,816.86	1,542,583.07	44.7%
2) Ending Balance, June 30 (E + F1e)			1,542,583.07	1,653,102.58	7.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			44,395.97	63,740.97	43.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,498,187.10	1,589,361.61	6.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2018-19 Estimated Actuals	2019-20 Budget
6300	Lottery: Instructional Materials	34,515.97	53,860.97
7510	Low-Performing Students Block Grant	9,880.00	9,880.00
Total, Restricted Balance		<u>44,395.97</u>	<u>63,740.97</u>

Child Development Fund

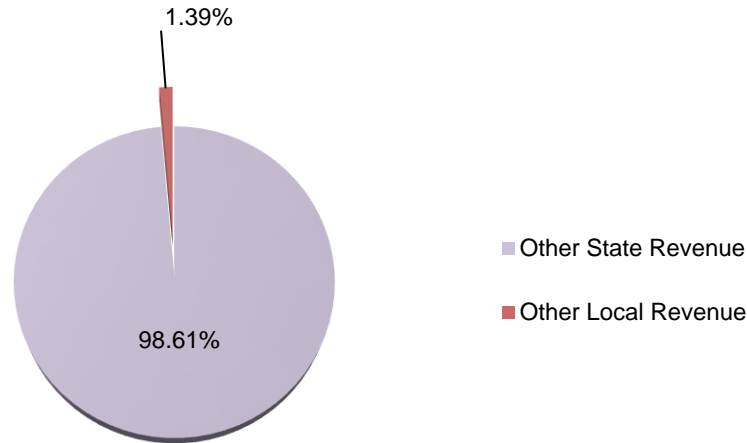


Artwork created by a Santa Ana Unified School District student from Hoover Elementary School.

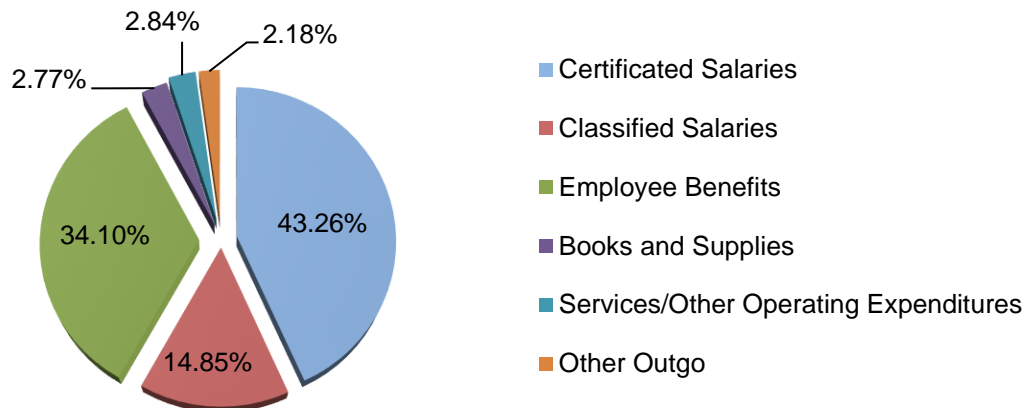
CHILD DEVELOPMENT FUND (12)



The Child Development Fund is a special reserve fund for the operations of child development programs. Total projected revenue is \$8.6 million.



The Child Development Fund is used to account for financial activities pertinent to state preschool programs. Employees' salaries and benefits represent the largest expenditure (92.21%). Total projected expenditures are \$8.6 million.



The District relies on State revenue to run its daily operations in educating our preschool students.

The State Preschool Program allows the District to set aside a reserve amount of up to fifteen percent of the current year's California State Preschool Program (CSPP) contract. Of the fifteen percent set aside, ten percent is intended for the specific purpose of professional development for CSPP instructional staff. The District plans to spend any excess amount by June 30, 2020 (or later).

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	8,190,970.71	8,535,721.27	4.2%
4) Other Local Revenue		8600-8799	149,102.01	120,000.00	-19.5%
5) TOTAL, REVENUES			8,340,072.72	8,655,721.27	3.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	3,689,982.22	3,729,743.32	1.1%
2) Classified Salaries		2000-2999	1,214,064.60	1,280,173.00	5.4%
3) Employee Benefits		3000-3999	2,626,268.90	2,939,524.16	11.9%
4) Books and Supplies		4000-4999	168,209.75	238,557.00	41.8%
5) Services and Other Operating Expenditures		5000-5999	207,868.13	245,150.00	17.9%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	580,840.62	187,573.79	-67.7%
9) TOTAL, EXPENDITURES			8,487,234.22	8,620,721.27	1.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(147,161.50)	35,000.00	-123.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	182,161.50	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			182,161.50	0.00	-100.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			35,000.00	35,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	455,260.07	490,260.07	7.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			455,260.07	490,260.07	7.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			455,260.07	490,260.07	7.7%
2) Ending Balance, June 30 (E + F1e)			490,260.07	525,260.07	7.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			490,260.07	525,260.07	7.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
State Preschool	6105	8590	7,711,988.16	8,039,113.27	4.2%
All Other State Revenue	All Other	8590	478,982.55	496,608.00	3.7%
TOTAL, OTHER STATE REVENUE			8,190,970.71	8,535,721.27	4.2%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	112,490.01	70,000.00	-37.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	36,612.00	50,000.00	36.6%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			149,102.01	120,000.00	-19.5%
TOTAL, REVENUES			8,340,072.72	8,655,721.27	3.8%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	3,402,776.41	3,437,451.00	1.0%
Certificated Pupil Support Salaries		1200	58,251.12	59,529.96	2.2%
Certificated Supervisors' and Administrators' Salaries		1300	108,982.10	110,599.00	1.5%
Other Certificated Salaries		1900	119,972.59	122,163.36	1.8%
TOTAL, CERTIFICATED SALARIES			3,689,982.22	3,729,743.32	1.1%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	643,170.88	688,487.00	7.0%
Classified Support Salaries		2200	49,139.99	49,161.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	117,518.20	114,456.00	-2.6%
Clerical, Technical and Office Salaries		2400	171,437.36	171,227.00	-0.1%
Other Classified Salaries		2900	232,798.17	256,842.00	10.3%
TOTAL, CLASSIFIED SALARIES			1,214,064.60	1,280,173.00	5.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	721,067.83	778,975.96	8.0%
PERS		3201-3202	346,340.96	445,195.00	28.5%
OASDI/Medicare/Alternative		3301-3302	191,818.55	206,843.46	7.8%
Health and Welfare Benefits		3401-3402	1,142,703.16	1,229,024.00	7.6%
Unemployment Insurance		3501-3502	2,430.59	2,504.06	3.0%
Workers' Compensation		3601-3602	23,662.65	68,133.94	187.9%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	198,245.16	208,847.74	5.3%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			2,626,268.90	2,939,524.16	11.9%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	150,852.26	222,057.00	47.2%
Noncapitalized Equipment		4400	17,357.49	16,500.00	-4.9%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			168,209.75	238,557.00	41.8%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	17,639.27	17,500.00	-0.8%
Travel and Conferences		5200	32,328.29	29,350.00	-9.2%
Dues and Memberships		5300	1,500.00	1,500.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	13,202.22	18,500.00	40.1%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	6,937.82	6,200.00	-10.6%
Professional/Consulting Services and Operating Expenditures		5800	134,760.53	170,600.00	26.6%
Communications		5900	1,500.00	1,500.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			207,868.13	245,150.00	17.9%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	580,840.62	187,573.79	-67.7%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			580,840.62	187,573.79	-67.7%
TOTAL, EXPENDITURES			8,487,234.22	8,620,721.27	1.6%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	182,161.50	0.00	-100.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			182,161.50	0.00	-100.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			182,161.50	0.00	-100.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	8,190,970.71	8,535,721.27	4.2%
4) Other Local Revenue		8600-8799	149,102.01	120,000.00	-19.5%
5) TOTAL, REVENUES			8,340,072.72	8,655,721.27	3.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		6,506,959.23	6,941,993.20	6.7%
2) Instruction - Related Services	2000-2999		856,851.16	875,503.08	2.2%
3) Pupil Services	3000-3999		531,769.98	599,688.12	12.8%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		580,840.62	187,573.79	-67.7%
8) Plant Services	8000-8999		10,813.23	15,963.08	47.6%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			8,487,234.22	8,620,721.27	1.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(147,161.50)	35,000.00	-123.8%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	182,161.50	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			182,161.50	0.00	-100.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			35,000.00	35,000.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	455,260.07	490,260.07	7.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			455,260.07	490,260.07	7.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			455,260.07	490,260.07	7.7%
2) Ending Balance, June 30 (E + F1e)			490,260.07	525,260.07	7.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			490,260.07	525,260.07	7.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2018-19 Estimated Actuals	2019-20 Budget
6130	Child Development: Center-Based Reserve Account	490,260.07	525,260.07
Total, Restricted Balance		<u>490,260.07</u>	<u>525,260.07</u>

Cafeteria Special Revenue Fund

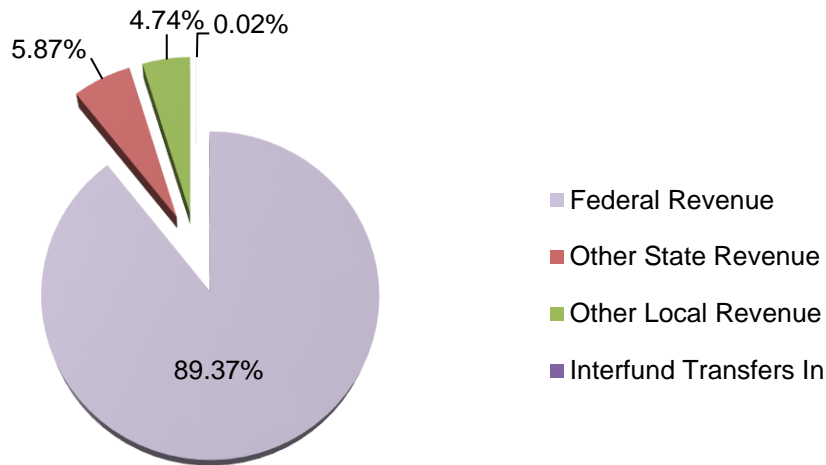


Artwork created by Santa Ana Unified School District students from Cesar Chavez Continuation High School.

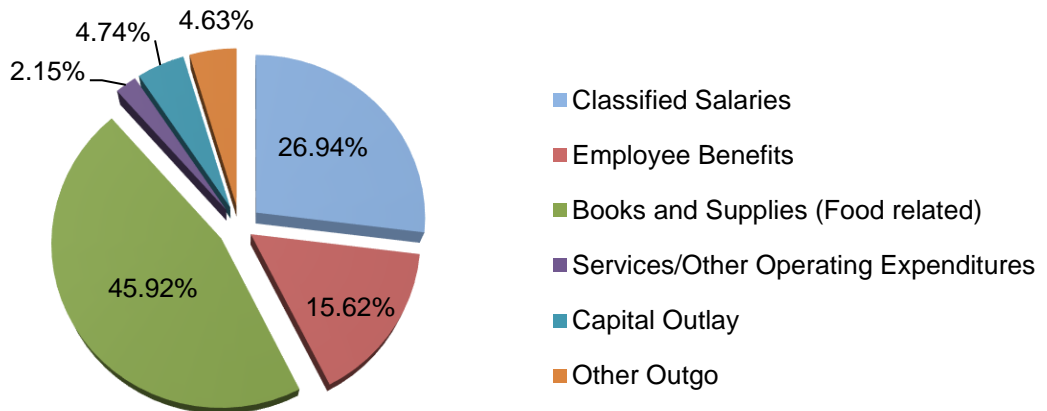
Cafeteria Special Revenue Fund (13)



The Cafeteria Special Revenue Fund is a special reserve fund for the operation and improvement of food service programs. The largest revenues come from Federal reimbursement process (89.37%). Total projected revenue is \$39.2 million.



The Cafeteria Special Revenue Fund is used to account for financial activities pertinent to food service programs. Books and Supplies (food related) represent the largest expenditures (45.92%). Total projected expenditures are \$46.4 million.



The District relies on Federal revenue to run its daily operations in feeding our students. The District is projected to spend approximately \$7.2 million more than its anticipated revenue by June 30, 2020 (or later) in conformance with the Budget Agreement with the California Department of Education.

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	36,108,800.00	35,065,700.00	-2.9%
3) Other State Revenue		8300-8599	2,348,000.00	2,305,000.00	-1.8%
4) Other Local Revenue		8600-8799	2,732,000.00	1,862,000.00	-31.8%
5) TOTAL, REVENUES			41,188,800.00	39,232,700.00	-4.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	11,927,427.50	12,512,660.00	4.9%
3) Employee Benefits		3000-3999	6,341,038.21	7,255,370.00	14.4%
4) Books and Supplies		4000-4999	21,837,645.92	21,327,600.00	-2.3%
5) Services and Other Operating Expenditures		5000-5999	851,750.00	993,700.00	16.7%
6) Capital Outlay		6000-6999	1,369,489.02	2,200,000.00	60.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	2,215,820.32	2,152,157.70	-2.9%
9) TOTAL, EXPENDITURES			44,543,170.97	46,441,487.70	4.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(3,354,370.97)	(7,208,787.70)	114.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	17,398.54	6,000.00	-65.5%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			17,398.54	6,000.00	-65.5%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,336,972.43)	(7,202,787.70)	115.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	21,003,537.28	17,666,564.85	-15.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			21,003,537.28	17,666,564.85	-15.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			21,003,537.28	17,666,564.85	-15.9%
2) Ending Balance, June 30 (E + F1e)			17,666,564.85	10,463,777.15	-40.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			17,666,564.85	10,463,777.15	-40.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	33,543,500.00	32,600,700.00	-2.8%
Donated Food Commodities		8221	2,565,300.00	2,465,000.00	-3.9%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			36,108,800.00	35,065,700.00	-2.9%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	2,348,000.00	2,305,000.00	-1.8%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			2,348,000.00	2,305,000.00	-1.8%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	20,000.00	20,000.00	0.0%
Food Service Sales		8634	792,000.00	742,000.00	-6.3%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	410,000.00	400,000.00	-2.4%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	1,510,000.00	700,000.00	-53.6%
TOTAL, OTHER LOCAL REVENUE			2,732,000.00	1,862,000.00	-31.8%
TOTAL, REVENUES			41,188,800.00	39,232,700.00	-4.7%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	9,844,956.29	10,287,040.00	4.5%
Classified Supervisors' and Administrators' Salaries		2300	2,082,271.21	2,221,620.00	6.7%
Clerical, Technical and Office Salaries		2400	200.00	4,000.00	1900.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			11,927,427.50	12,512,660.00	4.9%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	1,857,750.00	2,150,050.00	15.7%
OASDI/Medicare/Alternative		3301-3302	810,918.79	900,840.00	11.1%
Health and Welfare Benefits		3401-3402	3,207,370.00	3,537,400.00	10.3%
Unemployment Insurance		3501-3502	5,982.97	6,380.00	6.6%
Workers' Compensation		3601-3602	55,396.45	171,830.00	210.2%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	403,620.00	488,870.00	21.1%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			6,341,038.21	7,255,370.00	14.4%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	685,000.00	500,000.00	-27.0%
Noncapitalized Equipment		4400	202,295.92	300,000.00	48.3%
Food		4700	20,950,350.00	20,527,600.00	-2.0%
TOTAL, BOOKS AND SUPPLIES			21,837,645.92	21,327,600.00	-2.3%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	55,000.00	New
Travel and Conferences		5200	4,000.00	7,000.00	75.0%
Dues and Memberships		5300	3,000.00	3,000.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	218,700.00	255,000.00	16.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	490,000.00	500,000.00	2.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	26,000.00	25,700.00	-1.2%
Professional/Consulting Services and Operating Expenditures		5800	109,900.00	147,800.00	34.5%
Communications		5900	150.00	200.00	33.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			851,750.00	993,700.00	16.7%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	1,059,489.02	0.00	-100.0%
Equipment		6400	310,000.00	2,200,000.00	609.7%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			1,369,489.02	2,200,000.00	60.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	2,215,820.32	2,152,157.70	-2.9%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			2,215,820.32	2,152,157.70	-2.9%
TOTAL, EXPENDITURES			44,543,170.97	46,441,487.70	4.3%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	4,071.90	6,000.00	47.4%
Other Authorized Interfund Transfers In		8919	13,326.64	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			17,398.54	6,000.00	-65.5%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			17,398.54	6,000.00	-65.5%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	36,108,800.00	35,065,700.00	-2.9%
3) Other State Revenue		8300-8599	2,348,000.00	2,305,000.00	-1.8%
4) Other Local Revenue		8600-8799	2,732,000.00	1,862,000.00	-31.8%
5) TOTAL, REVENUES			41,188,800.00	39,232,700.00	-4.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		40,830,600.42	43,836,380.00	7.4%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		216,240.00	197,850.00	-8.5%
7) General Administration	7000-7999		2,215,820.32	2,152,157.70	-2.9%
8) Plant Services	8000-8999		1,280,510.23	255,100.00	-80.1%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			44,543,170.97	46,441,487.70	4.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(3,354,370.97)	(7,208,787.70)	114.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	17,398.54	6,000.00	-65.5%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			17,398.54	6,000.00	-65.5%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,336,972.43)	(7,202,787.70)	115.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	21,003,537.28	17,666,564.85	-15.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			21,003,537.28	17,666,564.85	-15.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			21,003,537.28	17,666,564.85	-15.9%
2) Ending Balance, June 30 (E + F1e)			17,666,564.85	10,463,777.15	-40.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			17,666,564.85	10,463,777.15	-40.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2018-19 Estimated Actuals	2019-20 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School	17,639,678.83	10,436,891.13
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Cen	26,886.01	26,886.01
5370	Child Nutrition: Fresh Fruit and Vegetable Program	0.01	0.01
Total, Restricted Balance		<u>17,666,564.85</u>	<u>10,463,777.15</u>

Deferred Maintenance Fund

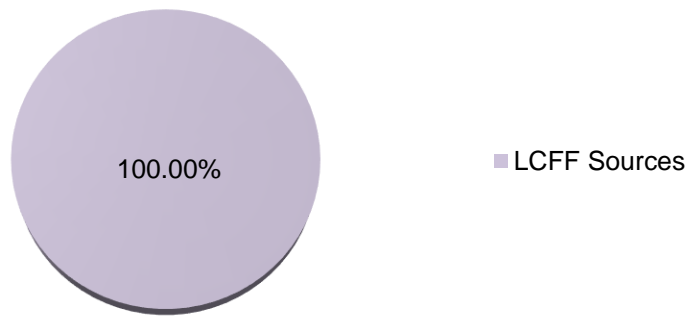


Artwork created by a Santa Ana Unified School District student from Hoover Elementary School.

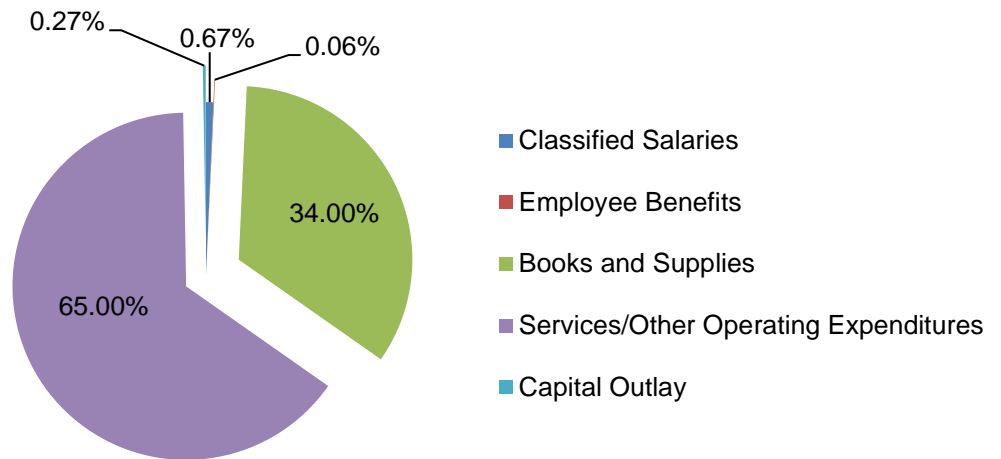
Deferred Maintenance Fund (14)



The Deferred Maintenance Fund is a special reserve fund established to account for facility maintenance purposes. The Deferred Maintenance Program is now part of the District's Local Control Funding Formula (LCFF). However, the District maintains the fund as restricted for historical data tracking purposes. The State revenue of \$4.0 million was transferred to the Deferred Maintenance Fund by means of a LCFF Sources transfer.



The Deferred Maintenance Fund is used to account for major repairs or replacement of the District's property. Services/Other Operating Expenditures represent the largest expenditure (65.00%). Total projected expenditures are \$4.4 million.



Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	7,360,000.00	4,000,000.00	-45.7%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	110,026.00	40,000.00	-63.6%
5) TOTAL, REVENUES			7,470,026.00	4,040,000.00	-45.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	503,908.00	30,000.00	-94.0%
3) Employee Benefits		3000-3999	249,212.00	2,718.00	-98.9%
4) Books and Supplies		4000-4999	1,112,554.00	1,512,000.00	35.9%
5) Services and Other Operating Expenditures		5000-5999	2,112,326.80	2,890,282.00	36.8%
6) Capital Outlay		6000-6999	1,791,248.20	12,000.00	-99.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			5,769,249.00	4,447,000.00	-22.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,700,777.00	(407,000.00)	-123.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	13,326.64	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(13,326.64)	0.00	-100.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,687,450.36	(407,000.00)	-124.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,100,051.03	6,787,501.39	33.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,100,051.03	6,787,501.39	33.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,100,051.03	6,787,501.39	33.1%
2) Ending Balance, June 30 (E + F1e)			6,787,501.39	6,380,501.39	-6.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	6,787,501.39	6,380,501.39	-6.0%
Maintenance Projects	0000	9780		6,380,501.39	
Maintenance Projects	0000	9780	6,787,501.39		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	7,360,000.00	4,000,000.00	-45.7%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			7,360,000.00	4,000,000.00	-45.7%
OTHER STATE REVENUE					
All Other State Revenue					
		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	110,000.00	40,000.00	-63.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	26.00	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			110,026.00	40,000.00	-63.6%
TOTAL, REVENUES			7,470,026.00	4,040,000.00	-45.9%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	503,908.00	30,000.00	-94.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			503,908.00	30,000.00	-94.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	84,584.00	0.00	-100.0%
OASDI/Medicare/Alternative		3301-3302	37,912.00	2,295.00	-93.9%
Health and Welfare Benefits		3401-3402	103,976.00	0.00	-100.0%
Unemployment Insurance		3501-3502	249.00	15.00	-94.0%
Workers' Compensation		3601-3602	2,581.00	408.00	-84.2%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	19,910.00	0.00	-100.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			249,212.00	2,718.00	-98.9%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	1,014,854.00	1,422,000.00	40.1%
Noncapitalized Equipment		4400	97,700.00	90,000.00	-7.9%
TOTAL, BOOKS AND SUPPLIES			1,112,554.00	1,512,000.00	35.9%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	2,092,866.80	2,879,922.00	37.6%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	19,460.00	10,360.00	-46.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,112,326.80	2,890,282.00	36.8%
CAPITAL OUTLAY					
Land Improvements		6170	824,261.20	0.00	-100.0%
Buildings and Improvements of Buildings		6200	966,987.00	0.00	-100.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	12,000.00	New
TOTAL, CAPITAL OUTLAY			1,791,248.20	12,000.00	-99.3%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			5,769,249.00	4,447,000.00	-22.9%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	13,326.64	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			13,326.64	0.00	-100.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(13,326.64)	0.00	-100.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	7,360,000.00	4,000,000.00	-45.7%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	110,026.00	40,000.00	-63.6%
5) TOTAL, REVENUES			7,470,026.00	4,040,000.00	-45.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		5,769,249.00	4,447,000.00	-22.9%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			5,769,249.00	4,447,000.00	-22.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)					
			1,700,777.00	(407,000.00)	-123.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	13,326.64	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(13,326.64)	0.00	-100.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,687,450.36	(407,000.00)	-124.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	5,100,051.03	6,787,501.39	33.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			5,100,051.03	6,787,501.39	33.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			5,100,051.03	6,787,501.39	33.1%
2) Ending Balance, June 30 (E + F1e)			6,787,501.39	6,380,501.39	-6.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	6,787,501.39	6,380,501.39	-6.0%
Maintenance Projects	0000	9780		6,380,501.39	
Maintenance Projects	0000	9780	6,787,501.39		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Special Reserve Fund for Other than Capital Outlay Projects



Artwork created by a Santa Ana Unified School District student from Santiago Elementary School.

Special Reserve Fund for Other Than Capital Outlay Projects (17)



The Special Reserve Fund for Other Than Capital Outlay Projects is a special reserve fund established to provide for the accumulation of general fund monies for general operating purposes other than for capital outlay.

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	237.60	0.00	-100.0%
5) TOTAL, REVENUES			237.60	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			237.60	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	237.61	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(237.61)	0.00	-100.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(0.01)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.01	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.01	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.01	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	0.51	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	237.09	0.00	-100.0%
TOTAL, OTHER LOCAL REVENUE			237.60	0.00	-100.0%
TOTAL, REVENUES			237.60	0.00	-100.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	237.61	0.00	-100.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			237.61	0.00	-100.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(237.61)	0.00	-100.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	237.60	0.00	-100.0%
5) TOTAL, REVENUES			237.60	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			237.60	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	237.61	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(237.61)	0.00	-100.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(0.01)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	0.01	0.00	-100.0%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			0.01	0.00	-100.0%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			0.01	0.00	-100.0%
2) Ending Balance, June 30 (E + F1e)					
			0.00	0.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)					
		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

Special Reserve Fund for Postemployment Benefits



Artwork created by a Santa Ana Unified School District student from Hoover Elementary School.

Special Reserve Fund for Postemployment Benefits (20)



The Special Reserve Fund for Postemployment Benefits may be used pursuant to *Education Code* Section 42840 to account for amounts the district has earmarked for the future cost of postemployment benefits but has not contributed irrevocably to a separate trust for the postemployment benefit plan. Amounts accumulated in this fund must be transferred back to the general fund for expenditure. (*Education Code* Section 42842).

Although this fund is authorized by statute, it does not meet the GAAP definition of a special revenue fund. It functions effectively as an extension of the general fund. For presentation in the audited financial statements, this fund can either be combined with the general fund, or it can be reported separately and the departure from GAAP explained.

The District projects to have an ending fund balance of \$322 thousand in fiscal year 2019-20.

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,316.00	6,000.00	12.9%
5) TOTAL, REVENUES			5,316.00	6,000.00	12.9%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			5,316.00	6,000.00	12.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5,316.00	6,000.00	12.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	310,896.87	316,212.87	1.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			310,896.87	316,212.87	1.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			310,896.87	316,212.87	1.7%
2) Ending Balance, June 30 (E + F1e)			316,212.87	322,212.87	1.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	316,212.87	322,212.87	1.9%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	5,316.00	6,000.00	12.9%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			5,316.00	6,000.00	12.9%
TOTAL, REVENUES			5,316.00	6,000.00	12.9%

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

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	5,316.00	6,000.00	12.9%
5) TOTAL, REVENUES			5,316.00	6,000.00	12.9%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			5,316.00	6,000.00	12.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			5,316.00	6,000.00	12.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	310,896.87	316,212.87	1.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			310,896.87	316,212.87	1.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			310,896.87	316,212.87	1.7%
2) Ending Balance, June 30 (E + F1e)			316,212.87	322,212.87	1.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	316,212.87	322,212.87	1.9%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Building Fund



Artwork created by a Santa Ana Unified School District student from Hoover Elementary School.

Building Fund (21)

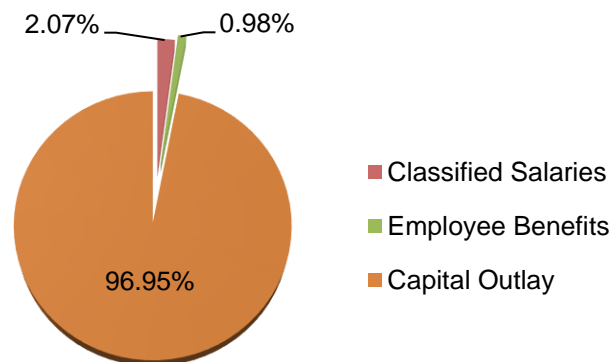


The Building Fund is a capital project fund established to account primarily for proceeds from the sale of bonds. The Building Fund is used for the acquisition or construction of major capital facilities.

On July 16, 2018 the SAUSD Board of Education voted to place Measure I, a \$232 million school improvement bond measure, on the November 6, 2018 ballot. Measure I would cost approximately \$24 per \$100,000 of assessed (not market) value annually, or about \$5.25 per month for the typical homeowner. The November election resulted in 70.65% of the voters approving the issuance of the Measure I Bond. Measure I would provide locally-controlled funding to repair and improve Santa Ana schools. A citizens' oversight committee, detailed project list, and annual audits would be required. The approval of Measure I makes SAUSD eligible for \$62 million in matching funds from the State. The District received the first issuance of Measure I Bond Series A of \$59.5 million in May 2019.

On December 11, 2018 the SAUSD Board of Education approved the Measure I projects spending plan. Below is a list of projects that are budgeted and scheduled for implementation in 2019-20:

Type of project	Location	Budget amount
P2P	Carver elementary school	\$1.00 million
	Muir elementary school	\$0.76 million
Modernization	Carver elementary school	\$1.60 million
	Century high school	\$5.93 million
	Santa Ana high school	\$6.30 million
Sports Complex	Saddleback high school	\$1.00 million
Auditorium Renovation	Valley high school	\$1.36 million



The projected fund balance of \$41.5 million is reserved for the remaining Measure I projects.

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	8,364.95	600,000.00	7072.8%
5) TOTAL, REVENUES			8,364.95	600,000.00	7072.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	85,241.00	382,821.00	349.1%
3) Employee Benefits		3000-3999	34,831.00	181,104.00	420.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	17,891.00	0.00	-100.0%
6) Capital Outlay		6000-6999	0.00	17,926,004.00	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			137,963.00	18,489,929.00	13302.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(129,598.05)	(17,889,929.00)	13704.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	59,503,000.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			59,503,000.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			59,373,401.95	(17,889,929.00)	-130.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	59,373,401.95	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	59,373,401.95	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	59,373,401.95	New
2) Ending Balance, June 30 (E + F1e)			59,373,401.95	41,483,472.95	-30.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			59,373,252.83	41,483,323.83	-30.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	149.12	149.12	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll					
		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes					
		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction					
		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes					
		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies					
		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	8,216.95	600,000.00	7202.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	148.00	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			8,364.95	600,000.00	7072.8%
TOTAL, REVENUES			8,364.95	600,000.00	7072.8%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	75,078.00	327,807.00	336.6%
Clerical, Technical and Office Salaries		2400	10,163.00	55,014.00	441.3%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			85,241.00	382,821.00	349.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	15,212.00	79,245.00	420.9%
OASDI/Medicare/Alternative		3301-3302	6,446.00	29,259.00	353.9%
Health and Welfare Benefits		3401-3402	9,335.00	50,542.00	441.4%
Unemployment Insurance		3501-3502	42.00	194.00	361.9%
Workers' Compensation		3601-3602	307.00	5,209.00	1596.7%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	3,489.00	16,655.00	377.4%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			34,831.00	181,104.00	420.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	17,891.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			17,891.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	17,926,004.00	New
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	17,926,004.00	New
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			137,963.00	18,489,929.00	13302.1%

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

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	59,503,000.00	0.00	-100.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			59,503,000.00	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			59,503,000.00	0.00	-100.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	8,364.95	600,000.00	7072.8%
5) TOTAL, REVENUES			8,364.95	600,000.00	7072.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		137,963.00	18,489,929.00	13302.1%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			137,963.00	18,489,929.00	13302.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)					
			(129,598.05)	(17,889,929.00)	13704.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	59,503,000.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			59,503,000.00	0.00	-100.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			59,373,401.95	(17,889,929.00)	-130.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	59,373,401.95	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	59,373,401.95	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	59,373,401.95	New
2) Ending Balance, June 30 (E + F1e)			59,373,401.95	41,483,472.95	-30.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			59,373,252.83	41,483,323.83	-30.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	149.12	149.12	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2018-19 Estimated Actuals	2019-20 Budget
9010	Other Restricted Local	59,373,252.83	41,483,323.83
Total, Restricted Balance		<u>59,373,252.83</u>	<u>41,483,323.83</u>

Capital Facilities Fund



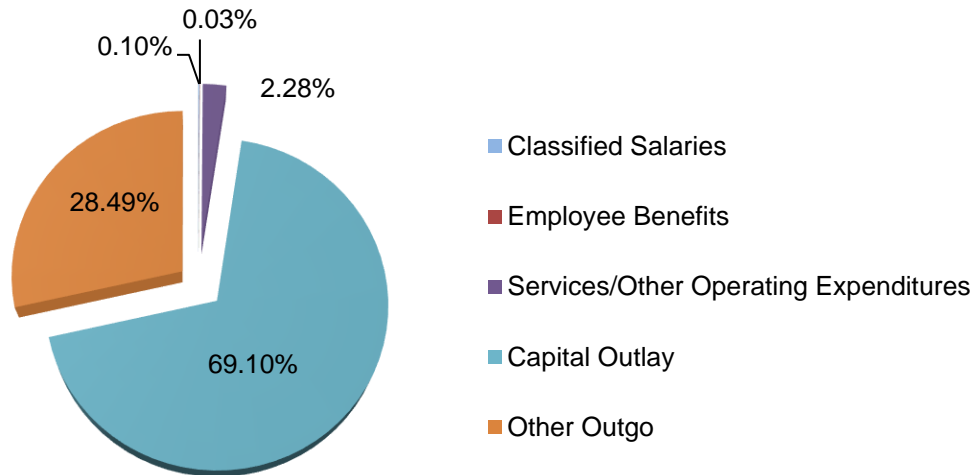
Artwork created by a Santa Ana Unified School District student from Hoover Elementary School.

Capital Facilities Fund (25)



The Capital Facilities Fund is a capital project fund established to account primarily for monies received from fees levied on developers or other agencies as a condition of approving development. The projected revenue is \$6.8 million.

The Capital Facilities Fund is used for the acquisition or construction of major capital facilities related to growth. The projected expenditures are \$5.5 million.



There is a projected fund balance of \$19.12 million that is reserved for legally restricted projects (\$9.78 million), developer fees (\$8.78 million), City of Santa Ana Redevelopment (\$0.50 million), Walker/Roosevelt Joint Use (\$0.01 million), and Valley P2P (\$0.05 million).

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	9,019,367.02	6,804,587.05	-24.6%
5) TOTAL, REVENUES			9,019,367.02	6,804,587.05	-24.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	5,275.00	5,275.00	0.0%
3) Employee Benefits		3000-3999	932.00	1,571.00	68.6%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	253,114.59	125,000.00	-50.6%
6) Capital Outlay		6000-6999	13,791,167.76	3,775,925.00	-72.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			14,050,489.35	3,907,771.00	-72.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(5,031,122.33)	2,896,816.05	-157.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,358,682.85	1,556,701.53	14.6%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,358,682.85)	(1,556,701.53)	14.6%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(6,389,805.18)	1,340,114.52	-121.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	24,166,108.08	17,776,302.90	-26.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			24,166,108.08	17,776,302.90	-26.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			24,166,108.08	17,776,302.90	-26.4%
2) Ending Balance, June 30 (E + F1e)			17,776,302.90	19,116,417.42	7.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			9,046,529.95	9,777,754.42	8.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments			8,729,772.95	9,338,663.00	7.0%
Developer Fees	0000	9780		8,784,716.86	
City of Santa Ana Redevelopment	0000	9780		500,531.15	
Walker/Roosevelt Joint Use	0000	9780		1,512.12	
Valley P2P	0000	9780		51,902.87	
Developer Fees	0000	9780	6,405,555.81		
City of Santa Ana Redevelopment	0000	9780	2,265,802.15		
Walker/Roosevelt Joint Use	0000	9780	1,512.12		
Valley P2P	0000	9780	56,902.87		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	3,925,574.00	4,350,426.00	10.8%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	400,000.00	350,000.00	-12.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	46.00	0.00	-100.0%
Fees and Contracts Mitigation/Developer Fees		8681	4,550,000.00	2,000,000.00	-56.0%
Other Local Revenue All Other Local Revenue		8699	143,747.02	104,161.05	-27.5%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			9,019,367.02	6,804,587.05	-24.6%
TOTAL, REVENUES			9,019,367.02	6,804,587.05	-24.6%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	5,275.00	5,275.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			5,275.00	5,275.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	501.00	1,092.00	118.0%
OASDI/Medicare/Alternative		3301-3302	403.00	404.00	0.2%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	3.00	3.00	0.0%
Workers' Compensation		3601-3602	25.00	72.00	188.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			932.00	1,571.00	68.6%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	8,598.59	0.00	-100.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	580.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	243,936.00	125,000.00	-48.8%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			253,114.59	125,000.00	-50.6%
CAPITAL OUTLAY					
Land		6100	8,016,609.45	4,000.00	-100.0%
Land Improvements		6170	97,665.00	85,000.00	-13.0%
Buildings and Improvements of Buildings		6200	5,676,893.31	3,686,925.00	-35.1%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			13,791,167.76	3,775,925.00	-72.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			14,050,489.35	3,907,771.00	-72.2%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	1,358,682.85	1,556,701.53	14.6%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,358,682.85	1,556,701.53	14.6%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(1,358,682.85)	(1,556,701.53)	14.6%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	9,019,367.02	6,804,587.05	-24.6%
5) TOTAL, REVENUES			9,019,367.02	6,804,587.05	-24.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		139,364.00	75,000.00	-46.2%
8) Plant Services	8000-8999		13,911,125.35	3,832,771.00	-72.4%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			14,050,489.35	3,907,771.00	-72.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(5,031,122.33)	2,896,816.05	-157.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	1,358,682.85	1,556,701.53	14.6%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(1,358,682.85)	(1,556,701.53)	14.6%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(6,389,805.18)	1,340,114.52	-121.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	24,166,108.08	17,776,302.90	-26.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			24,166,108.08	17,776,302.90	-26.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			24,166,108.08	17,776,302.90	-26.4%
2) Ending Balance, June 30 (E + F1e)			17,776,302.90	19,116,417.42	7.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			9,046,529.95	9,777,754.42	8.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	8,729,772.95	9,338,663.00	7.0%
Developer Fees	0000	9780		8,784,716.86	
City of Santa Ana Redevelopment	0000	9780		500,531.15	
Walker/Roosevelt Joint Use	0000	9780		1,512.12	
Valley P2P	0000	9780		51,902.87	
Developer Fees	0000	9780	6,405,555.81		
City of Santa Ana Redevelopment	0000	9780	2,265,802.15		
Walker/Roosevelt Joint Use	0000	9780	1,512.12		
Valley P2P	0000	9780	56,902.87		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2018-19 Estimated Actuals	2019-20 Budget
9010	Other Restricted Local	9,046,529.95	9,777,754.42
Total, Restricted Balance		<u>9,046,529.95</u>	<u>9,777,754.42</u>

County School Facilities Fund



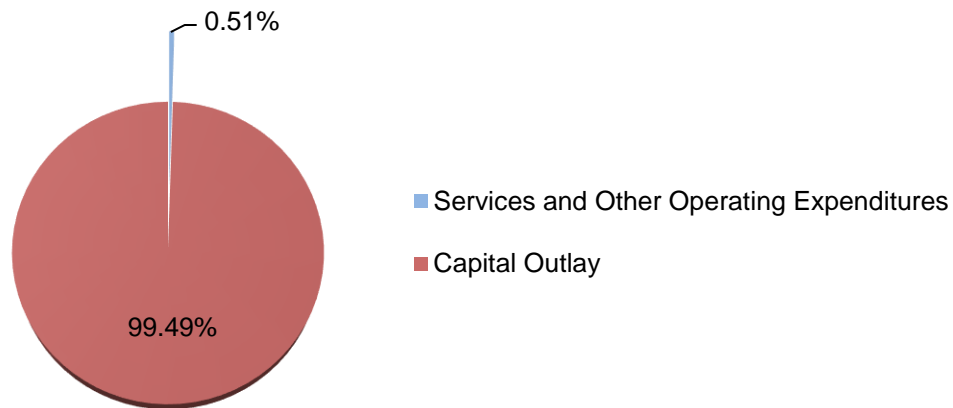
Artwork created by a Santa Ana Unified School District student from Hoover Elementary School.

County School Facilities Fund (35)



The County School Facilities Fund is a capital project fund established to account primarily for State apportionments received for school facility construction and modernization projects. Currently there are no more revenues coming in to the District except for the interest revenue. Of the projected expenditures of \$11.4 million,

- \$57 thousand is for construction projects at Muir Fundamental Elementary;
- \$10.2 million is allocated for P2P and modernization projects at Carver Elementary;
- \$1.1 million is budgeted for modernization at Mitchell Child Development Center;
- \$18 thousand is budgeted for interest and costs.



The projected fund balance of approximately \$16.3 million is reserved for future legally restricted projects.

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	556,204.68	550,000.00	-1.1%
5) TOTAL, REVENUES			556,204.68	550,000.00	-1.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	45,000.00	58,000.00	28.9%
6) Capital Outlay		6000-6999	3,162,099.42	11,327,000.00	258.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			3,207,099.42	11,385,000.00	255.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,650,894.74)	(10,835,000.00)	308.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,650,894.74)	(10,835,000.00)	308.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	29,789,931.57	27,139,036.83	-8.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			29,789,931.57	27,139,036.83	-8.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			29,789,931.57	27,139,036.83	-8.9%
2) Ending Balance, June 30 (E + F1e)			27,139,036.83	16,304,036.83	-39.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			27,138,950.07	16,303,950.07	-39.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	86.76	86.76	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	550,000.00	550,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	86.76	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	6,117.92	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			556,204.68	550,000.00	-1.1%
TOTAL, REVENUES			556,204.68	550,000.00	-1.1%

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

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	45,000.00	58,000.00	28.9%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			45,000.00	58,000.00	28.9%
CAPITAL OUTLAY					
Land		6100	8,701.00	0.00	-100.0%
Land Improvements		6170	380.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	3,153,018.42	11,327,000.00	259.2%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			3,162,099.42	11,327,000.00	258.2%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			3,207,099.42	11,385,000.00	255.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/ County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

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

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	556,204.68	550,000.00	-1.1%
5) TOTAL, REVENUES			556,204.68	550,000.00	-1.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		3,207,099.42	11,385,000.00	255.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			3,207,099.42	11,385,000.00	255.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(2,650,894.74)	(10,835,000.00)	308.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,650,894.74)	(10,835,000.00)	308.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	29,789,931.57	27,139,036.83	-8.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			29,789,931.57	27,139,036.83	-8.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			29,789,931.57	27,139,036.83	-8.9%
2) Ending Balance, June 30 (E + F1e)			27,139,036.83	16,304,036.83	-39.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			27,138,950.07	16,303,950.07	-39.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	86.76	86.76	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2018-19 Estimated Actuals	2019-20 Budget
7710	State School Facilities Projects	27,138,950.07	16,303,950.07
Total, Restricted Balance		<u>27,138,950.07</u>	<u>16,303,950.07</u>

Special Reserve Fund for
Capital Outlay Projects



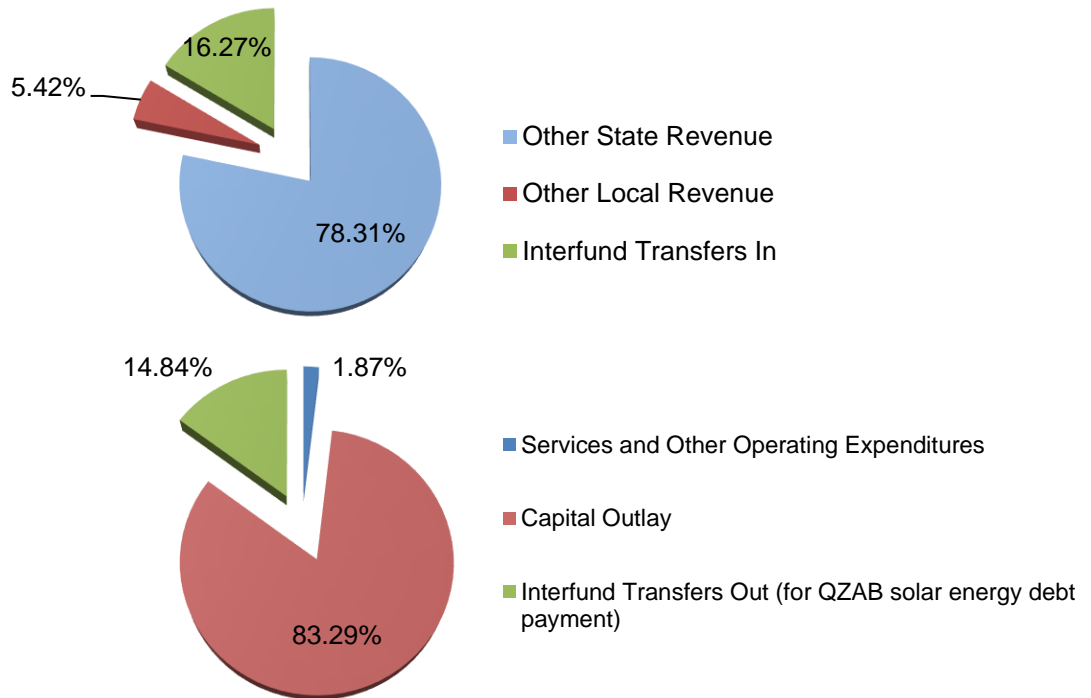
Artwork created by a Santa Ana Unified School District student from Hoover Elementary School.

Special Reserve Fund for Capital Outlay Projects (40)



The Special Reserve Fund for Capital Outlay Projects is a capital project fund established to account primarily for capital outlay purposes. The following funds are utilized for construction projects at various sites as shown in the chart below:

Funding Source	Funded Projects
Special Reserve Fund	\$63 thousand is for Facilities Consulting Contracts.
QZAB Solar	\$1.44 million is allocated to service QZAB Solar debt; and \$75 thousand is budgeted for a contract with SunPower.
California Solar Initiative Rebate	\$0.98 million is allocated to fund architectural services at Washington, Garfield, Carver, and King elementary schools.
Emergency Repair Program	\$45 thousand is for Facilities consultant contract; \$1.3 million is allocated to fund architectural services for a District-wide project and various projects at Pio Pico, Santa Ana, Villa, Century and Walker schools; and \$725 thousand is for a construction contract at Valley HS.
Kitchen Remodeling	\$15 thousand is for a construction contract at Santa Ana HS; \$50 thousand is to fund District-wide architectural services; and \$630 thousand is budgeted for construction management fees at Saddleback High School.



The projected fund balance of \$7.9 million is reserved for future capital outlay projects (\$1.8 million), QZAB Solar Energy debt payments (\$3.1 million), California Solar Initiative projects (\$2.8 million), and Other Restricted Local Projects (\$0.2 million).

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	8,994,702.82	6,500,000.00	-27.7%
4) Other Local Revenue		8600-8799	1,189,842.28	450,000.00	-62.2%
5) TOTAL, REVENUES			10,184,545.10	6,950,000.00	-31.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	96,138.73	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	493,295.47	183,000.00	-62.9%
6) Capital Outlay		6000-6999	12,616,442.79	8,130,500.00	-35.6%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			13,205,876.99	8,313,500.00	-37.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(3,021,331.89)	(1,363,500.00)	-54.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,272,402.00	1,350,005.90	6.1%
b) Transfers Out		7600-7629	1,443,189.00	1,448,705.00	0.4%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(170,787.00)	(98,699.10)	-42.2%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,192,118.89)	(1,462,199.10)	-54.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	12,533,208.07	9,341,089.18	-25.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,533,208.07	9,341,089.18	-25.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,533,208.07	9,341,089.18	-25.5%
2) Ending Balance, June 30 (E + F1e)			9,341,089.18	7,878,890.08	-15.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			909,932.83	214,432.83	-76.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments			8,431,156.35	7,664,457.25	-9.1%
Future capital projects	0000	9780		1,760,544.16	
QZAB Solar Energy	0000	9780		3,062,446.52	
California Solar Initiative	0000	9780		2,841,466.57	
Future capital projects	0000	9780	1,373,544.16		
QZAB Solar Energy	0000	9780	3,236,145.62		
California Solar Initiative	0000	9780	3,821,466.57		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	8,994,702.82	6,500,000.00	-27.7%
TOTAL, OTHER STATE REVENUE			8,994,702.82	6,500,000.00	-27.7%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	445,000.00	450,000.00	1.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	115.00	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	744,727.28	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,189,842.28	450,000.00	-62.2%
TOTAL, REVENUES			10,184,545.10	6,950,000.00	-31.8%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	6,524.73	0.00	-100.0%
Noncapitalized Equipment		4400	89,614.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			96,138.73	0.00	-100.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	166,321.00	75,000.00	-54.9%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	1,501.47	0.00	-100.0%
Professional/Consulting Services and Operating Expenditures		5800	325,473.00	108,000.00	-66.8%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			493,295.47	183,000.00	-62.9%
CAPITAL OUTLAY					
Land		6100	38,920.00	13,000.00	-66.6%
Land Improvements		6170	216,218.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	12,352,415.41	8,117,500.00	-34.3%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	8,889.38	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			12,616,442.79	8,130,500.00	-35.6%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			13,205,876.99	8,313,500.00	-37.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	1,272,402.00	1,350,005.90	6.1%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			1,272,402.00	1,350,005.90	6.1%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	1,443,189.00	1,448,705.00	0.4%
(b) TOTAL, INTERFUND TRANSFERS OUT			1,443,189.00	1,448,705.00	0.4%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(170,787.00)	(98,699.10)	-42.2%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	8,994,702.82	6,500,000.00	-27.7%
4) Other Local Revenue		8600-8799	1,189,842.28	450,000.00	-62.2%
5) TOTAL, REVENUES			10,184,545.10	6,950,000.00	-31.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		13,205,876.99	8,313,500.00	-37.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			13,205,876.99	8,313,500.00	-37.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)					
			(3,021,331.89)	(1,363,500.00)	-54.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	1,272,402.00	1,350,005.90	6.1%
b) Transfers Out		7600-7629	1,443,189.00	1,448,705.00	0.4%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(170,787.00)	(98,699.10)	-42.2%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(3,192,118.89)	(1,462,199.10)	-54.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	12,533,208.07	9,341,089.18	-25.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,533,208.07	9,341,089.18	-25.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,533,208.07	9,341,089.18	-25.5%
2) Ending Balance, June 30 (E + F1e)			9,341,089.18	7,878,890.08	-15.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			909,932.83	214,432.83	-76.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	8,431,156.35	7,664,457.25	-9.1%
Future capital projects	0000	9780		1,760,544.16	
QZAB Solar Energy	0000	9780		3,062,446.52	
California Solar Initiative	0000	9780		2,841,466.57	
Future capital projects	0000	9780	1,373,544.16		
QZAB Solar Energy	0000	9780	3,236,145.62		
California Solar Initiative	0000	9780	3,821,466.57		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount			0.00	0.00	0.0%

Resource	Description	2018-19 Estimated Actuals	2019-20 Budget
9010	Other Restricted Local	909,932.83	214,432.83
Total, Restricted Balance		<u>909,932.83</u>	<u>214,432.83</u>

Capital Project Fund for
Blended Component Units



Artwork created by a Santa Ana Unified School District student from Hoover Elementary School.

Capital Project Fund for Blended Component Units (49)



The Capital Project Fund for Blended Component Units is a capital project fund established to account for capital projects financed by Mello-Roos Community Facilities Districts and similar entities that are considered blended component units of the District.

The projected fund balance of \$414 thousand is reserved for future facility projects.

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,015.72	8,000.00	-20.1%
5) TOTAL, REVENUES			10,015.72	8,000.00	-20.1%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	70,632.00	88,180.00	24.8%
3) Employee Benefits		3000-3999	32,593.00	44,123.00	35.4%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	6,723.00	4,600.00	-31.6%
6) Capital Outlay		6000-6999	7,981.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			117,929.00	136,903.00	16.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(107,913.28)	(128,903.00)	19.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(107,913.28)	(128,903.00)	19.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	650,797.54	542,884.26	-16.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			650,797.54	542,884.26	-16.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			650,797.54	542,884.26	-16.6%
2) Ending Balance, June 30 (E + F1e)			542,884.26	413,981.26	-23.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			541,172.05	412,269.05	-23.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,712.21	1,712.21	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction					
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	10,000.00	8,000.00	-20.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	15.72	0.00	-100.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			10,015.72	8,000.00	-20.1%
TOTAL, REVENUES			10,015.72	8,000.00	-20.1%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	70,632.00	88,180.00	24.8%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			70,632.00	88,180.00	24.8%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	12,758.00	18,254.00	43.1%
OASDI/Medicare/Alternative		3301-3302	5,405.00	6,747.00	24.8%
Health and Welfare Benefits		3401-3402	11,059.00	14,041.00	27.0%
Unemployment Insurance		3501-3502	36.00	45.00	25.0%
Workers' Compensation		3601-3602	263.00	1,200.00	356.3%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	3,072.00	3,836.00	24.9%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			32,593.00	44,123.00	35.4%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	6,723.00	4,600.00	-31.6%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			6,723.00	4,600.00	-31.6%
CAPITAL OUTLAY					
Land		6100	2,981.00	0.00	-100.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	5,000.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			7,981.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			117,929.00	136,903.00	16.1%

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

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)					
			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	10,015.72	8,000.00	-20.1%
5) TOTAL, REVENUES			10,015.72	8,000.00	-20.1%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		114,929.00	134,903.00	17.4%
9) Other Outgo	9000-9999	Except 7600-7699	3,000.00	2,000.00	-33.3%
10) TOTAL, EXPENDITURES			117,929.00	136,903.00	16.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)					
			(107,913.28)	(128,903.00)	19.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(107,913.28)	(128,903.00)	19.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	650,797.54	542,884.26	-16.6%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			650,797.54	542,884.26	-16.6%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			650,797.54	542,884.26	-16.6%
2) Ending Balance, June 30 (E + F1e)					
			542,884.26	413,981.26	-23.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	541,172.05	412,269.05	-23.8%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)					
		9780	1,712.21	1,712.21	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

Resource	Description	2018-19 Estimated Actuals	2019-20 Budget
9010	Other Restricted Local	541,172.05	412,269.05
Total, Restricted Balance		<u>541,172.05</u>	<u>412,269.05</u>

Bond Interest and Redemption Fund

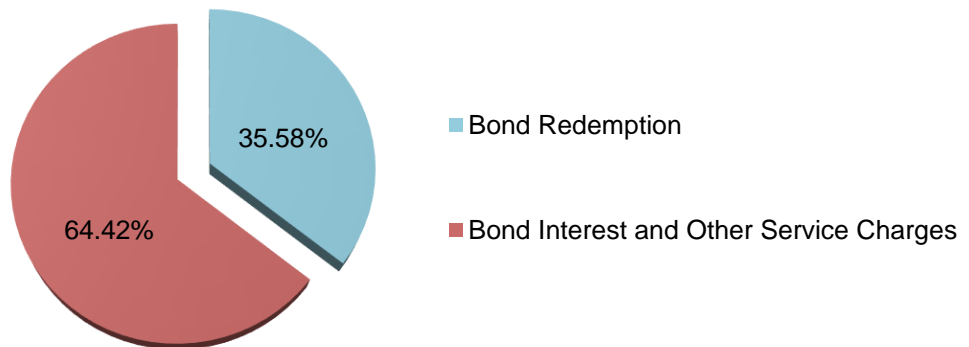
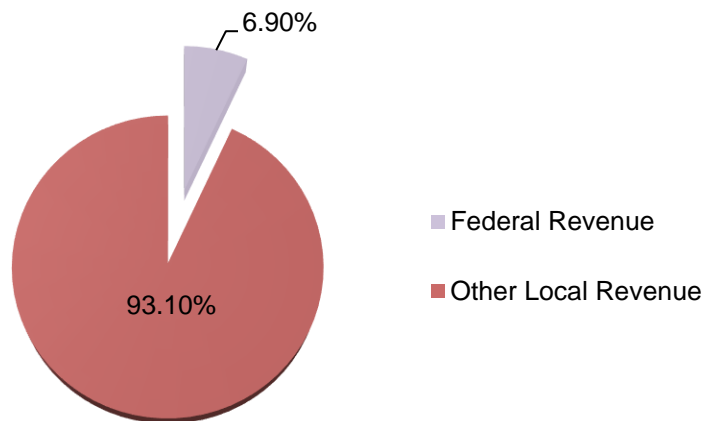


Artwork created by a Santa Ana Unified School District student from Hoover Elementary School.

Bond Interest and Redemption Fund (51)



The Bond Interest and Redemption Fund is a fund established for the repayment of bonds issued (bond interest, redemption, and related costs). The projected revenue and expenditures are \$20.8 million and \$20.6 million, respectively.



The County Auditor maintains control over the District's Bond Interest and Redemption Fund.

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	664,701.00	1,433,066.00	115.6%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	19,342,477.00	19,342,477.00	0.0%
5) TOTAL, REVENUES			20,007,178.00	20,775,543.00	3.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	20,341,319.00	20,581,283.00	1.2%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			20,341,319.00	20,581,283.00	1.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(334,141.00)	194,260.00	-158.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(334,141.00)	194,260.00	-158.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	24,611,264.00	24,277,123.00	-1.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			24,611,264.00	24,277,123.00	-1.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			24,611,264.00	24,277,123.00	-1.4%
2) Ending Balance, June 30 (E + F1e)			24,277,123.00	24,471,383.00	0.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			24,277,123.00	24,471,383.00	0.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	664,701.00	1,433,066.00	115.6%
TOTAL, FEDERAL REVENUE			664,701.00	1,433,066.00	115.6%
OTHER STATE REVENUE					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes Voted Indebtedness Levies					
Secured Roll		8611	18,370,016.00	18,370,016.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	313,573.00	313,573.00	0.0%
Supplemental Taxes		8614	493,627.00	493,627.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	165,261.00	165,261.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			19,342,477.00	19,342,477.00	0.0%
TOTAL, REVENUES			20,007,178.00	20,775,543.00	3.8%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	10,081,316.00	7,322,365.00	-27.4%
Bond Interest and Other Service Charges		7434	10,260,003.00	13,258,918.00	29.2%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			20,341,319.00	20,581,283.00	1.2%
TOTAL, EXPENDITURES			20,341,319.00	20,581,283.00	1.2%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	664,701.00	1,433,066.00	115.6%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	19,342,477.00	19,342,477.00	0.0%
5) TOTAL, REVENUES			20,007,178.00	20,775,543.00	3.8%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	20,341,319.00	20,581,283.00	1.2%
10) TOTAL, EXPENDITURES			20,341,319.00	20,581,283.00	1.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(334,141.00)	194,260.00	-158.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(334,141.00)	194,260.00	-158.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	24,611,264.00	24,277,123.00	-1.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			24,611,264.00	24,277,123.00	-1.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			24,611,264.00	24,277,123.00	-1.4%
2) Ending Balance, June 30 (E + F1e)			24,277,123.00	24,471,383.00	0.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			24,277,123.00	24,471,383.00	0.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2018-19 Estimated Actuals	2019-20 Budget
9010	Other Restricted Local	24,277,123.00	24,471,383.00
Total, Restricted Balance		<u>24,277,123.00</u>	<u>24,471,383.00</u>

Debt Service Fund



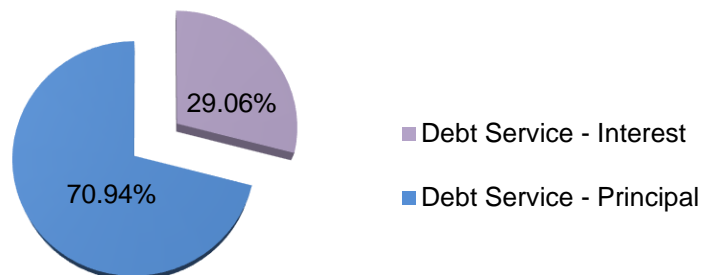
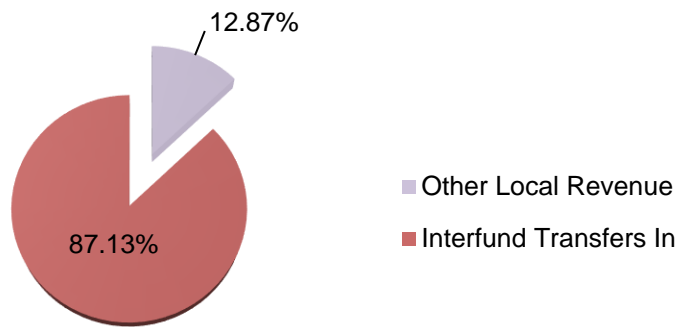
Artwork created by a Santa Ana Unified School District student from Monte Vista Elementary School.

Debt Service Fund (56)



The Debt Service Fund is a fund established for the accumulation of resources and the retirement of principal and interest on general long-term debt. The sources to retire both principal and interest on debt service are as follows:

Funding Source	Debt Service
General Fund	1999 Certificates of Participation for the acquisition, construction of Esqueda and Heroes elementary schools as well as additional school facility projects. 2018 refunding COP to prepay District's outstanding 2007 COP for the acquisition and construction of certain infrastructure improvements as well as to refinance the Energy Savings Project and the 1998 and 1999 Financing Projects
Debt Service Fund (Interest revenue)	2005 Qualified Zone Academy Bond for certain improvements, equipment, and other educational development programs of the District
General Fund/Special Reserve Fund for Capital Outlay Projects	2012 Qualified Zone Academy Bond for Solar Energy
Redevelopment Agency Funds	2016 Lease Purchase Loan for Valley P2P, Mitchell CDC Phase III, and Advanced Learning Academy projects.



Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,044,677.01	985,469.00	-5.7%
5) TOTAL, REVENUES			1,044,677.01	985,469.00	-5.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	7,434,752.69	7,522,381.93	1.2%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			7,434,752.69	7,522,381.93	1.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(6,390,075.68)	(6,536,912.93)	2.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	6,387,877.92	6,672,412.93	4.5%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			6,387,877.92	6,672,412.93	4.5%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,197.76)	135,500.00	-6265.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,174,361.74	4,172,163.98	-0.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,174,361.74	4,172,163.98	-0.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,174,361.74	4,172,163.98	-0.1%
2) Ending Balance, June 30 (E + F1e)			4,172,163.98	4,307,663.98	3.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			4,143,743.12	4,271,743.12	3.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	28,420.86	35,920.86	26.4%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Interest		8660	145,111.01	135,500.00	-6.6%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	899,566.00	849,969.00	-5.5%
TOTAL, OTHER LOCAL REVENUE			1,044,677.01	985,469.00	-5.7%
TOTAL, REVENUES			1,044,677.01	985,469.00	-5.7%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	2,155,004.70	2,186,252.36	1.5%
Other Debt Service - Principal		7439	5,279,747.99	5,336,129.57	1.1%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			7,434,752.69	7,522,381.93	1.2%
TOTAL, EXPENDITURES			7,434,752.69	7,522,381.93	1.2%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	6,387,877.92	6,672,412.93	4.5%
(a) TOTAL, INTERFUND TRANSFERS IN			6,387,877.92	6,672,412.93	4.5%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			6,387,877.92	6,672,412.93	4.5%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,044,677.01	985,469.00	-5.7%
5) TOTAL, REVENUES			1,044,677.01	985,469.00	-5.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	7,434,752.69	7,522,381.93	1.2%
10) TOTAL, EXPENDITURES			7,434,752.69	7,522,381.93	1.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)					
			(6,390,075.68)	(6,536,912.93)	2.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	6,387,877.92	6,672,412.93	4.5%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			6,387,877.92	6,672,412.93	4.5%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(2,197.76)	135,500.00	-6265.4%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	4,174,361.74	4,172,163.98	-0.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			4,174,361.74	4,172,163.98	-0.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			4,174,361.74	4,172,163.98	-0.1%
2) Ending Balance, June 30 (E + F1e)			4,172,163.98	4,307,663.98	3.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			4,143,743.12	4,271,743.12	3.1%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	28,420.86	35,920.86	26.4%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2018-19 Estimated Actuals	2019-20 Budget
9010	Other Restricted Local	4,143,743.12	4,271,743.12
Total, Restricted Balance		<u>4,143,743.12</u>	<u>4,271,743.12</u>

Self-Insurance Fund



Artwork created by a Santa Ana Unified School District student from Hoover Elementary School.

Self-Insurance Fund (67)

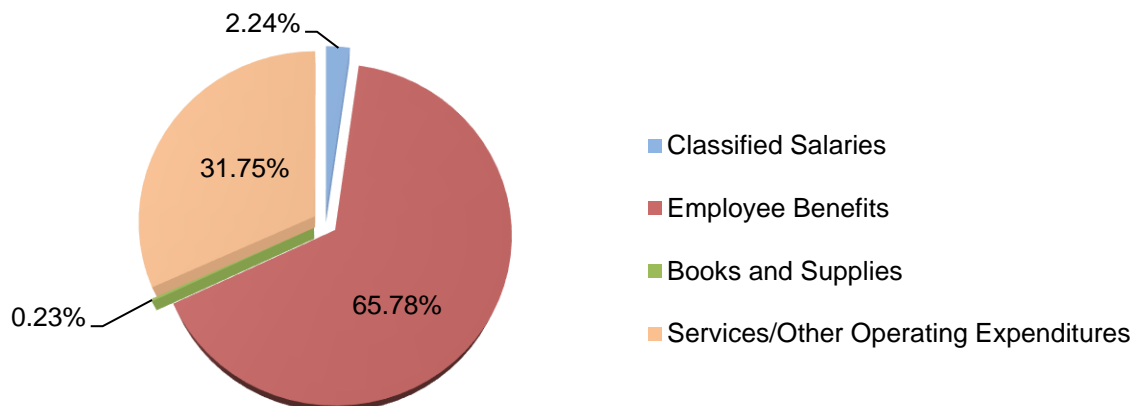


The Self-Insurance Fund is established to separate monies received for self-insurance activities from other operating funds of the District.

Each type of self-insurance activity has its own sub-fund within Fund 67:

- Workers' Compensation (Fund 68)
- Health and Welfare (Fund 69)
- Property Liability (Fund 81)

The Self-Insurance Fund is used for claim payments, estimates of costs relating to incurred-but-not-reported (IBNR) claims, administrative costs, deductible insurance amounts, cost of excess insurance, and other related costs.



The Self-Insurance Fund relies on District's funds, primarily the General Fund (Fund 01) for its operational costs.

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	404.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	22,079,907.22	25,642,520.67	16.1%
5) TOTAL, REVENUES			22,080,311.22	25,642,520.67	16.1%
B. EXPENSES					
1) Certificated Salaries		1000-1999	4,784.29	0.00	-100.0%
2) Classified Salaries		2000-2999	543,560.32	574,311.00	5.7%
3) Employee Benefits		3000-3999	16,091,927.48	16,897,247.04	5.0%
4) Books and Supplies		4000-4999	423,334.13	59,234.00	-86.0%
5) Services and Other Operating Expenses		5000-5999	7,664,491.62	8,149,462.26	6.3%
6) Depreciation		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			24,728,097.84	25,680,254.30	3.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(2,647,786.62)	(37,733.63)	-98.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(2,647,786.62)	(37,733.63)	-98.6%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	24,085,761.94	21,437,975.32	-11.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			24,085,761.94	21,437,975.32	-11.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			24,085,761.94	21,437,975.32	-11.0%
2) Ending Net Position, June 30 (E + F1e)			21,437,975.32	21,400,241.69	-0.2%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	21,437,975.32	21,400,241.69	-0.2%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Net Pension Liability		9663	0.00		
b) Total/Net OPEB Liability		9664	0.00		
c) Compensated Absences		9665	0.00		
d) COPs Payable		9666	0.00		
e) Capital Leases Payable		9667	0.00		
f) Lease Revenue Bonds Payable		9668	0.00		
g) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30					
(G10 + H2) - (I7 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	404.00	0.00	-100.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			404.00	0.00	-100.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	415,000.00	275,000.00	-33.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	641.63	0.00	-100.0%
Fees and Contracts					
In-District Premiums/ Contributions		8674	21,621,167.81	25,367,520.67	17.3%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	43,097.78	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			22,079,907.22	25,642,520.67	16.1%
TOTAL, REVENUES			22,080,311.22	25,642,520.67	16.1%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Pupil Support Salaries		1200	2,937.72	0.00	-100.0%
Certificated Supervisors' and Administrators' Salaries		1300	1,846.57	0.00	-100.0%
TOTAL, CERTIFICATED SALARIES			4,784.29	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	3,000.00	0.00	-100.0%
Classified Supervisors' and Administrators' Salaries		2300	154,127.96	209,190.00	35.7%
Clerical, Technical and Office Salaries		2400	386,082.36	365,121.00	-5.4%
Other Classified Salaries		2900	350.00	0.00	-100.0%
TOTAL, CLASSIFIED SALARIES			543,560.32	574,311.00	5.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	1,182.88	0.00	-100.0%
PERS		3201-3202	94,741.90	118,882.00	25.5%
OASDI/Medicare/Alternative		3301-3302	38,938.69	43,935.00	12.8%
Health and Welfare Benefits		3401-3402	431,662.02	446,607.00	3.5%
Unemployment Insurance		3501-3502	270.42	287.00	6.1%
Workers' Compensation		3601-3602	2,804.01	7,812.00	178.6%
OPEB, Allocated		3701-3702	15,497,330.19	16,251,823.26	4.9%
OPEB, Active Employees		3751-3752	22,078.59	24,982.00	13.2%
Other Employee Benefits		3901-3902	2,918.78	2,918.78	0.0%
TOTAL, EMPLOYEE BENEFITS			16,091,927.48	16,897,247.04	5.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	161,225.43	39,000.00	-75.8%
Noncapitalized Equipment		4400	262,108.70	20,234.00	-92.3%
TOTAL, BOOKS AND SUPPLIES			423,334.13	59,234.00	-86.0%

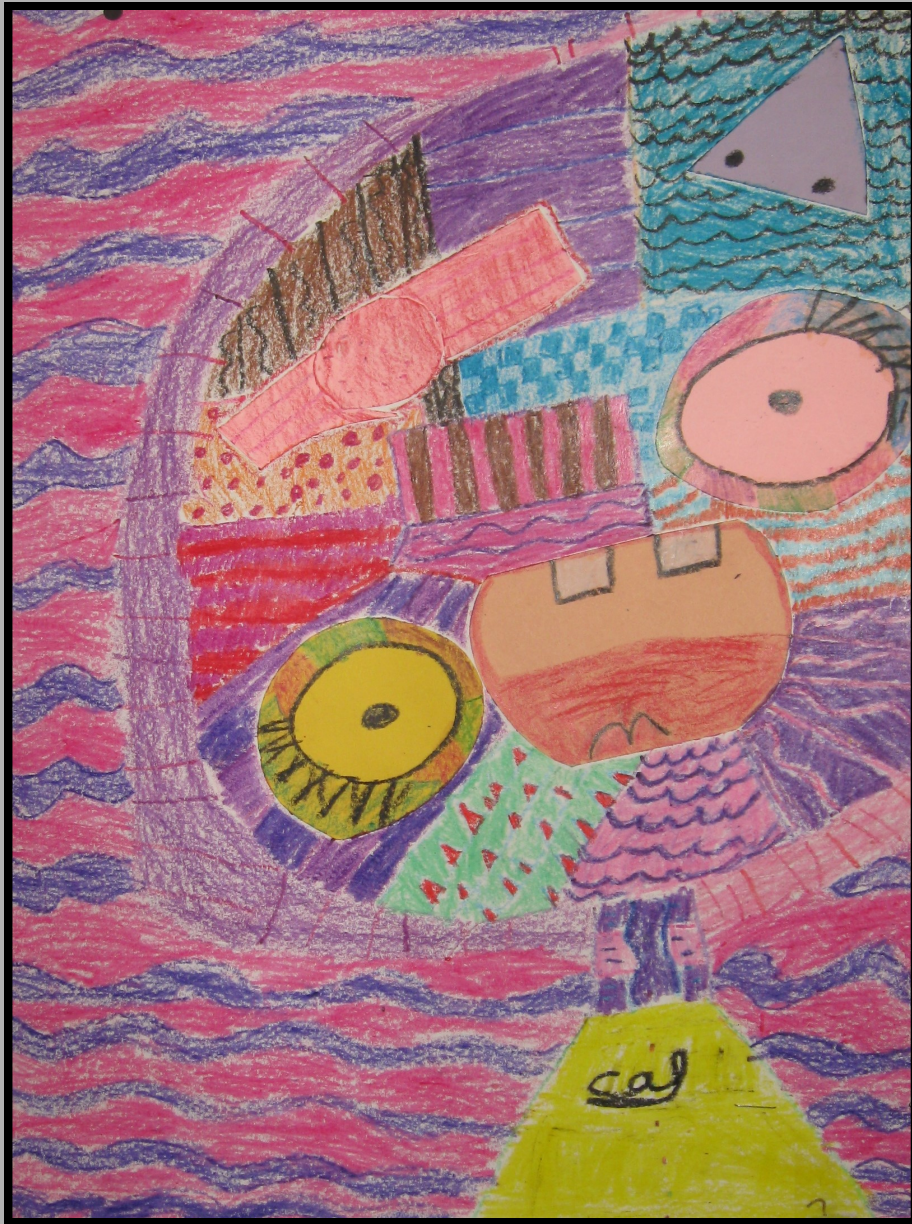
Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	5,318.00	3,753.00	-29.4%
Dues and Memberships		5300	500.00	0.00	-100.0%
Insurance		5400-5450	3,498,670.00	3,800,000.00	8.6%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	13,390.40	80,893.20	504.1%
Transfers of Direct Costs - Interfund		5750	11,988.30	5,077.00	-57.7%
Professional/Consulting Services and Operating Expenditures		5800	4,133,724.92	4,259,239.06	3.0%
Communications		5900	900.00	500.00	-44.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			7,664,491.62	8,149,462.26	6.3%
DEPRECIATION					
Depreciation Expense		6900	0.00	0.00	0.0%
TOTAL, DEPRECIATION			0.00	0.00	0.0%
TOTAL, EXPENSES			24,728,097.84	25,680,254.30	3.9%

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

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	404.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	22,079,907.22	25,642,520.67	16.1%
5) TOTAL, REVENUES			22,080,311.22	25,642,520.67	16.1%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		24,728,097.84	25,680,254.30	3.9%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			24,728,097.84	25,680,254.30	3.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(2,647,786.62)	(37,733.63)	-98.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(2,647,786.62)	(37,733.63)	-98.6%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	24,085,761.94	21,437,975.32	-11.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			24,085,761.94	21,437,975.32	-11.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			24,085,761.94	21,437,975.32	-11.0%
2) Ending Net Position, June 30 (E + F1e)			21,437,975.32	21,400,241.69	-0.2%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	21,437,975.32	21,400,241.69	-0.2%

Retireee Benefit Fund



Artwork created by a Santa Ana Unified School District student from King Elementary School.

Retiree Benefit Fund (71)



The Retiree Benefit Fund is established to account for the District's irrevocable contributions to the California Employer's Retiree Benefits Trust Program (CERBT) with the California Public Employers' Retirement System for the prefunding of retiree health benefits.

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	266.00	200.00	-24.8%
5) TOTAL, REVENUES			266.00	200.00	-24.8%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	400.00	300.00	-25.0%
6) Depreciation		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			400.00	300.00	-25.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(134.00)	(100.00)	-25.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(134.00)	(100.00)	-25.4%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	50,012,863.20	50,012,729.20	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			50,012,863.20	50,012,729.20	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			50,012,863.20	50,012,729.20	0.0%
2) Ending Net Position, June 30 (E + F1e)			50,012,729.20	50,012,629.20	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	50,012,729.20	50,012,629.20	0.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets		9400	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Net Pension Liability		9663	0.00		
b) Total/Net OPEB Liability		9664	0.00		
c) Compensated Absences		9665	0.00		
d) COPs Payable		9666	0.00		
e) Capital Leases Payable		9667	0.00		
f) Lease Revenue Bonds Payable		9668	0.00		
g) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30					
(G10 + H2) - (I7 + J2)			0.00		

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	266.00	200.00	-24.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/ Contributions		8674	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			266.00	200.00	-24.8%
TOTAL, REVENUES			266.00	200.00	-24.8%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services					
		5100	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	400.00	300.00	-25.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			400.00	300.00	-25.0%
TOTAL, EXPENSES			400.00	300.00	-25.0%

Description	Resource Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	266.00	200.00	-24.8%
5) TOTAL, REVENUES			266.00	200.00	-24.8%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		400.00	300.00	-25.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			400.00	300.00	-25.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)					
			(134.00)	(100.00)	-25.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2018-19 Estimated Actuals	2019-20 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(134.00)	(100.00)	-25.4%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	50,012,863.20	50,012,729.20	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			50,012,863.20	50,012,729.20	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			50,012,863.20	50,012,729.20	0.0%
2) Ending Net Position, June 30 (E + F1e)			50,012,729.20	50,012,629.20	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	50,012,729.20	50,012,629.20	0.0%

Supplemental Information



Artwork created by a Santa Ana Unified School District student from Thorpe Fundamental School.

Description	2018-19 Estimated Actuals			2019-20 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
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)	44,951.24	44,811.67	46,792.55	43,491.20	43,356.16	44,951.24
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	44,951.24	44,811.67	46,792.55	43,491.20	43,356.16	44,951.24
5. District Funded County Program ADA						
a. County Community Schools	74.18	74.18	74.18	74.18	74.18	74.18
b. Special Education-Special Day Class	41.90	41.90	41.90	41.90	41.90	41.90
c. Special Education-NPS/LCI	5.14	5.14	5.14	5.14	5.14	5.14
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	121.22	121.22	121.22	121.22	121.22	121.22
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	45,072.46	44,932.89	46,913.77	43,612.42	43,477.38	45,072.46
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2018-19 Estimated Actuals			2019-20 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Current Expense Formula/Minimum Classroom Compensation

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	276,732,534.47	301	0.00	303	276,732,534.47	305	6,999,079.91		307	269,733,454.56	309
2000 - Classified Salaries	97,319,017.78	311	282,998.90	313	97,036,018.88	315	6,675,980.20		317	90,360,038.68	319
3000 - Employee Benefits	167,529,058.30	321	114,154.47	323	167,414,903.83	325	4,340,117.47		327	163,074,786.36	329
4000 - Books, Supplies Equip Replace. (6500)	28,405,544.56	331	1,617,517.00	333	26,788,027.56	335	3,165,920.32		337	23,622,107.24	339
5000 - Services. . . & 7300 - Indirect Costs	67,184,050.72	341	567,833.63	343	66,616,217.09	345	23,079,051.44		347	43,537,165.65	349
TOTAL					634,587,701.83	365			TOTAL	590,327,552.49	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)		Object	EDP No.
1. Teacher Salaries as Per EC 41011.		1100	228,677,686.53 375
2. Salaries of Instructional Aides Per EC 41011.		2100	30,096,157.40 380
3. STRS.		3101 & 3102	55,125,181.32 382
4. PERS.		3201 & 3202	5,988,856.37 383
5. OASDI - Regular, Medicare and Alternative.		3301 & 3302	5,858,416.27 384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).		3401 & 3402	38,274,984.41 385
7. Unemployment Insurance.		3501 & 3502	128,809.36 390
8. Workers' Compensation Insurance.		3601 & 3602	1,548,939.21 392
9. OPEB, Active Employees (EC 41372).		3751 & 3752	10,349,599.66
10. Other Benefits (EC 22310).		3901 & 3902	0.00 393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).			376,048,630.53 395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.			0.00
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).			8,025,768.35 396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.			396
14. TOTAL SALARIES AND BENEFITS.			368,022,862.18 397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.			62.34%
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%
2. Percentage spent by this district (Part II, Line 15)	62.34%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	590,327,552.49
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

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Current Expense Formula/Minimum Classroom Compensation

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	281,183,881.89	301	0.00	303	281,183,881.89	305	5,826,942.70		307	275,356,939.19	309
2000 - Classified Salaries	105,416,781.43	311	314,478.69	313	105,102,302.74	315	6,859,153.29		317	98,243,149.45	319
3000 - Employee Benefits	184,797,886.24	321	151,876.21	323	184,646,010.03	325	4,920,883.21		327	179,725,126.82	329
4000 - Books, Supplies Equip Replace. (6500)	37,916,206.12	331	958,664.00	333	36,957,542.12	335	4,325,919.60		337	32,631,622.52	339
5000 - Services... & 7300 - Indirect Costs	70,228,983.42	341	306,326.01	343	69,922,657.41	345	22,944,452.33		347	46,978,205.08	349
TOTAL					677,812,394.19	365			TOTAL	632,935,043.06	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)		Object	EDP No.
1. Teacher Salaries as Per EC 41011.		1100	375
2. Salaries of Instructional Aides Per EC 41011.		2100	380
3. STRS.		3101 & 3102	382
4. PERS.		3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.		3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).		3401 & 3402	385
7. Unemployment Insurance.		3501 & 3502	390
8. Workers' Compensation Insurance.		3601 & 3602	392
9. OPEB, Active Employees (EC 41372).		3751 & 3752	393
10. Other Benefits (EC 22310).		3901 & 3902	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).			395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.			0.00
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).			8,673,507.88
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.			396
14. TOTAL SALARIES AND BENEFITS.			378,983,260.72
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.			59.88%
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT	
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.	
1. Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%
2. Percentage spent by this district (Part II, Line 15)	59.88%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	632,935,043.06
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

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) 19,025,144.95
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) 526,220,950.67

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) 3.62%

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)	26,046,947.69
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	6,083,904.21
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	88,000.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	192,467.60
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)	1,985,685.26
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)	34,397,004.76
9. Carry-Forward Adjustment (Part IV, Line F)	(7,424,992.40)
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	26,972,012.36

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	413,146,816.31
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	72,531,823.62
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 5100)	38,473,224.68
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	5,764,711.65
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	204,333.00
6. Enterprise (Function 6000, objects 1000-5999 except 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	1,875,115.72
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	0.00
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)	280,332.34
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)	1.39
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)	52,867,498.73
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)	7,888,754.33
16. Cafeteria (Funds 13 and 61, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	40,957,861.63
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)	633,990,473.40

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)	5.43%
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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)	4.25%
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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>34,397,004.76</u>
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	<u>6,488,076.91</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 (7.62%) 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 (7.62%) times Part III, Line B18) or (the highest rate used to recover costs from any program (7.62%) times Part III, Line B18); zero if positive	<u>(7,424,992.40)</u>
D. Preliminary carry-forward adjustment (Line C1 or C2)	<u>(7,424,992.40)</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>4.25%</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment (\$-3,712,496.20) is applied to the current year calculation and the remainder (\$-3,712,496.20) is deferred to one or more future years:	<u>4.84%</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment (\$-2,474,997.47) is applied to the current year calculation and the remainder (\$-4,949,994.93) is deferred to one or more future years:	<u>5.04%</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>(7,424,992.40)</u>

Approved indirect cost rate: 7.62%
Highest rate used in any program: 7.62%

Fund	Resource	Eligible Expenditures (Objects 1000-5999 except Object 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
01	3010	14,094,297.57	1,073,982.24	7.62%
01	3060	459,693.37	35,028.63	7.62%
01	3110	40,850.21	3,112.79	7.62%
01	3310	9,453,725.63	720,373.89	7.62%
01	3315	338,370.05	25,783.80	7.62%
01	3320	1,384,665.52	105,511.51	7.62%
01	3327	547,454.22	41,716.01	7.62%
01	3345	4,255.70	324.28	7.62%
01	3385	274,150.37	20,890.26	7.62%
01	3395	14,741.68	1,123.32	7.62%
01	3410	413,434.25	31,503.69	7.62%
01	3550	361,051.96	18,052.60	5.00%
01	4035	1,876,809.02	143,012.85	7.62%
01	4124	1,569,157.86	78,457.91	5.00%
01	4127	162,010.33	12,345.19	7.62%
01	4201	94,746.10	7,219.65	7.62%
01	4203	1,269,915.39	25,398.31	2.00%
01	5630	269,033.01	20,500.32	7.62%
01	5640	2,157,156.94	164,375.36	7.62%
01	5810	1,073,730.23	81,818.24	7.62%
01	6010	7,136,135.02	356,806.75	5.00%
01	6382	2,213,326.57	168,655.49	7.62%
01	6385	69,716.17	5,312.12	7.62%
01	6387	2,322,833.48	176,999.91	7.62%
01	6510	469,290.86	35,759.96	7.62%
01	6512	2,213,541.18	168,671.84	7.62%
01	6515	14,242.70	1,085.29	7.62%
01	6520	353,577.00	26,942.57	7.62%
01	7220	188,394.21	14,355.63	7.62%
01	7311	177,665.50	13,538.11	7.62%
01	7338	1,488,612.01	113,432.24	7.62%
01	7370	99,860.62	7,609.38	7.62%
01	7810	430,670.14	32,817.07	7.62%
01	8150	15,455,727.00	1,177,726.40	7.62%
01	9010	4,605,810.22	16,302.42	0.35%
09	3010	88,355.51	6,732.70	7.62%
09	6010	132,443.87	6,622.19	5.00%
09	7311	1,019.35	77.65	7.62%
12	6105	7,441,229.95	567,021.72	7.62%
12	6127	181,350.38	13,818.90	7.62%
13	5310	36,936,421.54	1,998,260.41	5.41%
13	5320	4,021,440.09	217,559.91	5.41%

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	0.00		1,762,231.21	1,762,231.21
2. State Lottery Revenue	8560	7,258,086.44		2,733,374.20	9,991,460.64
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		7,258,086.44	0.00	4,495,605.41	11,753,691.85
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	5,373,655.44			5,373,655.44
2. Classified Salaries	2000-2999	0.00			0.00
3. Employee Benefits	3000-3999	1,884,431.00			1,884,431.00
4. Books and Supplies	4000-4999	0.00		1,599,221.17	1,599,221.17
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			520.00	520.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			201,847.89	201,847.89
6. Capital Outlay	6000-6999	0.00			0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221, 7222,7281,7282	0.00			0.00
b. To JPAs and All Others	7213,7223, 7283,7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399				
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		7,258,086.44	0.00	1,801,589.06	9,059,675.50
C. ENDING BALANCE					
(Must equal Line A6 minus Line B12)	979Z	0.00	0.00	2,694,016.35	2,694,016.35
D. COMMENTS:					
Budgeted expenditures include instructional items such as Canvas, MyAccess, Discovery Education, Apex, and Kaltura.					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	513,078,215.00	-1.07%	507,580,252.00	-1.68%	499,056,746.00
2. Federal Revenues	8100-8299	43,122,827.82	-1.83%	42,332,943.50	0.00%	42,332,943.50
3. Other State Revenues	8300-8599	85,103,190.74	-1.60%	83,743,132.76	1.24%	84,784,180.15
4. Other Local Revenues	8600-8799	4,565,808.98	-0.64%	4,536,449.98	-1.76%	4,456,697.38
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		645,870,042.54	-1.19%	638,192,778.24	-1.18%	630,630,567.03
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				281,183,881.89		277,601,924.42
b. Step & Column Adjustment				845,502.31		849,001.50
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(4,427,459.78)		(4,350,794.65)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	281,183,881.89	-1.27%	277,601,924.42	-1.26%	274,100,131.27
2. Classified Salaries						
a. Base Salaries				105,416,781.43		105,407,723.79
b. Step & Column Adjustment				262,862.17		263,519.30
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(271,919.81)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	105,416,781.43	-0.01%	105,407,723.79	0.25%	105,671,243.09
3. Employee Benefits	3000-3999	184,797,886.24	4.44%	192,996,097.43	1.73%	196,335,684.15
4. Books and Supplies	4000-4999	37,739,206.12	11.45%	42,060,143.44	-27.44%	30,519,993.86
5. Services and Other Operating Expenditures	5000-5999	72,573,620.08	0.28%	72,774,848.51	0.72%	73,299,117.70
6. Capital Outlay	6000-6999	6,569,671.00	-66.25%	2,217,082.00	0.00%	2,217,082.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	6,234,018.44	-2.46%	6,080,410.00	0.00%	6,080,410.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(2,344,636.66)	0.00%	(2,344,636.66)	0.00%	(2,344,636.66)
9. Other Financing Uses						
a. Transfers Out	7600-7629	5,224,709.78	2.28%	5,343,649.80	2.23%	5,462,611.72
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				(43,000,000.00)		(43,000,000.00)
11. Total (Sum lines B1 thru B10)		697,395,138.32	-5.49%	659,137,242.73	-1.64%	648,341,637.13
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(51,525,095.78)		(20,944,464.49)		(17,711,070.10)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		119,908,285.55		68,383,189.77		47,438,725.28
2. Ending Fund Balance (Sum lines C and D1)		68,383,189.77		47,438,725.28		29,727,655.18
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	1,190,000.00		1,190,000.00		1,190,000.00
b. Restricted	9740	14,507,090.24		11,445,477.09		8,798,386.17
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	3,020,632.00		3,028,183.58		3,035,754.04
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	13,947,902.77		13,182,744.85		12,966,832.74
2. Unassigned/Unappropriated	9790	35,717,564.76		18,592,319.76		3,736,682.23
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		68,383,189.77		47,438,725.28		29,727,655.18

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	13,947,902.77		13,182,744.85		12,966,832.74
c. Unassigned/Unappropriated	9790	35,717,564.76		18,592,319.76		3,736,682.23
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		49,665,467.53		31,775,064.61		16,703,514.97
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		7.12%		4.82%		2.58%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00		0.00		0.00
2. District ADA Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		43,491.20		41,958.26		40,425.82
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		697,395,138.32		659,137,242.73		648,341,637.13
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)		697,395,138.32		659,137,242.73		648,341,637.13
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		2%		2%		2%
e. Reserve Standard - By Percent (Line F3c times F3d)		13,947,902.77		13,182,744.85		12,966,832.74
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		13,947,902.77		13,182,744.85		12,966,832.74
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	513,078,215.00	-1.07%	507,580,252.00	-1.68%	499,056,746.00
2. Federal Revenues	8100-8299	145,000.00	0.00%	145,000.00	0.00%	145,000.00
3. Other State Revenues	8300-8599	9,264,811.00	0.57%	9,317,961.00	-0.04%	9,314,239.00
4. Other Local Revenues	8600-8799	1,691,959.72	-1.74%	1,662,600.72	-4.80%	1,582,848.12
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	(98,878,313.62)	4.80%	(103,623,328.49)	0.96%	(104,614,303.27)
6. Total (Sum lines A1 thru A5c)		425,301,672.10	-2.40%	415,082,485.23	-2.31%	405,484,529.85
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				215,388,040.67		211,461,437.10
b. Step & Column Adjustment				364,777.31		361,055.77
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(4,291,380.88)		(4,350,794.65)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	215,388,040.67	-1.82%	211,461,437.10	-1.89%	207,471,698.22
2. Classified Salaries						
a. Base Salaries				62,583,655.91		62,740,115.06
b. Step & Column Adjustment				156,459.15		156,850.28
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	62,583,655.91	0.25%	62,740,115.06	0.25%	62,896,965.34
3. Employee Benefits	3000-3999	110,789,743.34	4.54%	115,817,258.34	1.30%	117,317,540.00
4. Books and Supplies	4000-4999	24,062,533.74	30.25%	31,340,773.01	-33.00%	20,997,001.44
5. Services and Other Operating Expenditures	5000-5999	50,412,166.41	0.39%	50,606,709.08	0.28%	50,747,298.13
6. Capital Outlay	6000-6999	1,126,832.00	0.00%	1,126,832.00	0.00%	1,126,832.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,630,266.44	-9.42%	1,476,658.00	0.00%	1,476,658.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(3,963,672.33)	-0.39%	(3,948,095.82)	0.00%	(3,948,095.82)
9. Other Financing Uses						
a. Transfers Out	7600-7629	5,224,709.78	2.28%	5,343,649.80	2.23%	5,462,611.72
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	
10. Other Adjustments (Explain in Section F below)				(43,000,000.00)		(43,000,000.00)
11. Total (Sum lines B1 thru B10)		467,254,275.96	-7.34%	432,965,336.57	-2.87%	420,548,509.03
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		(41,952,603.86)		(17,882,851.34)		(15,063,979.18)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		95,828,703.39		53,876,099.53		35,993,248.19
2. Ending Fund Balance (Sum lines C and D1)		53,876,099.53		35,993,248.19		20,929,269.01
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	1,190,000.00		1,190,000.00		1,190,000.00
b. Restricted	9740					
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	3,020,632.00		3,028,183.58		3,035,754.04
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	13,947,902.77		13,182,744.85		12,966,832.74
2. Unassigned/Unappropriated	9790	35,717,564.76		18,592,319.76		3,736,682.23
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)						
		53,876,099.53		35,993,248.19		20,929,269.01

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	13,947,902.77		13,182,744.85		12,966,832.74
c. Unassigned/Unappropriated	9790	35,717,564.76		18,592,319.76		3,736,682.23
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
		49,665,467.53		31,775,064.61		16,703,514.97
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.						
Adjustments due to projected ongoing enrollment loss of -1,590 as well as EPA and Lottery adjustments. In 2021-22 the District projected an additional enrollment loss of -1,590.						

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%		0.00%	
2. Federal Revenues	8100-8299	42,977,827.82	-1.84%	42,187,943.50	0.00%	42,187,943.50
3. Other State Revenues	8300-8599	75,838,379.74	-1.86%	74,425,171.76	1.40%	75,469,941.15
4. Other Local Revenues	8600-8799	2,873,849.26	0.00%	2,873,849.26	0.00%	2,873,849.26
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	98,878,313.62	4.80%	103,623,328.49	0.96%	104,614,303.27
6. Total (Sum lines A1 thru A5c)		220,568,370.44	1.15%	223,110,293.01	0.91%	225,146,037.18
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				65,795,841.22		66,140,487.32
b. Step & Column Adjustment				480,725.00		487,945.73
c. Cost-of-Living Adjustment						
d. Other Adjustments				(136,078.90)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	65,795,841.22	0.52%	66,140,487.32	0.74%	66,628,433.05
2. Classified Salaries						
a. Base Salaries				42,833,125.52		42,667,608.73
b. Step & Column Adjustment				106,403.02		106,669.02
c. Cost-of-Living Adjustment						
d. Other Adjustments				(271,919.81)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	42,833,125.52	-0.39%	42,667,608.73	0.25%	42,774,277.75
3. Employee Benefits	3000-3999	74,008,142.90	4.28%	77,178,839.09	2.38%	79,018,144.15
4. Books and Supplies	4000-4999	13,676,672.38	-21.62%	10,719,370.43	-11.16%	9,522,992.42
5. Services and Other Operating Expenditures	5000-5999	22,161,453.67	0.03%	22,168,139.43	1.73%	22,551,819.57
6. Capital Outlay	6000-6999	5,442,839.00	-79.97%	1,090,250.00	0.00%	1,090,250.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	4,603,752.00	0.00%	4,603,752.00	0.00%	4,603,752.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	1,619,035.67	-0.96%	1,603,459.16	0.00%	1,603,459.16
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		230,140,862.36	-1.72%	226,171,906.16	0.72%	227,793,128.10
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		(9,572,491.92)		(3,061,613.15)		(2,647,090.92)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		24,079,582.16		14,507,090.24		11,445,477.09
2. Ending Fund Balance (Sum lines C and D1)		14,507,090.24		11,445,477.09		8,798,386.17
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	14,507,090.24		11,445,477.09		8,798,386.17
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)		14,507,090.24		11,445,477.09		8,798,386.17

Description	Object Codes	2019-20 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2020-21 Projection (C)	% Change (Cols. E-C/C) (D)	2021-22 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
Positive School Climate funding will expire in December 2019; California Clean Energy funding will expire in June 2020.						

Cash Flow Projections as of 4/30/2019 for Fiscal Year 2018-2019

Object	Budget	Actuals												Projected June	Total
		July	August	September	October	November	December	January	February	March	April	May	June		
A. BEGINNING CASH		147,331,896	113,112,141	81,481,628	94,246,784	84,923,247	74,236,603	149,181,733	132,519,573	103,338,908	111,327,515	124,505,233	88,453,415		
B. RECEIPTS															
LCFF Sources															
Principal Apportionment	377,872,508	16,946,872	16,946,872	46,585,819	30,504,370	30,504,370	46,569,508	30,360,866	23,778,953	41,139,587	23,922,695	29,133,671	41,478,925	377,872,508	
Property Taxes	169,663,805	4,237,596	190,988	4,670,455	933,772	17,775,159	34,347,399	16,905,870	273,473	7,162,796	35,778,723	10,444,265	36,943,329	169,663,805	
Miscellaneous Funds	(24,708,128)	(350,499)	(1,935,987)	-	(3,034,122)	-	-	(1,250,093)	(1,250,093)	(2,573,357)	(1,221,613)	(2,621,976)	(10,470,388)	(24,708,128)	
Federal Revenue	44,914,976	183,821	1,228,783	4,959,464	950,521	1,010,517	6,429,036	10,591,200	1,786,611	7,424,454	1,522,163	1,835,179	6,993,227	44,914,976	
Other State Revenue	94,330,311	1,391,321	9,780,722	4,136,800	3,383,780	10,172,136	7,423,824	9,271,794	2,747,221	8,168,612	3,248,446	2,766,472	31,839,183	94,330,311	
Other Local Revenue	9,202,479	61,920	411,277	349,454	2,055,935	262,619	303,491	410,004	931,470	648,742	554,230	1,012,457	2,200,880	9,202,479	
Interfund Transfers/Contributions	238	-	-	-	-	-	-	-	-	-	-	-	238	238	
All Other Financing Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL RECEIPTS	671,276,189	22,471,031	26,622,635	60,701,992	37,828,378	56,690,679	95,073,258	66,289,641	28,267,635	61,970,834	63,804,644	42,570,068	108,985,394	671,276,189	
C. DISBURSEMENTS															
Certificated Salaries	276,732,534	3,452,974	24,644,132	23,455,541	23,144,538	23,620,039	642,319	46,900,311	24,569,662	24,108,835	24,201,301	25,749,626	32,243,256	276,732,534	
Classified Salaries	97,319,018	(593,940)	4,809,633	6,892,237	7,889,694	7,943,546	11,587,792	8,639,138	8,055,723	9,217,649	9,501,692	13,053,158	10,322,696	97,319,018	
Employee Benefits	167,529,058	3,294,216	8,202,066	11,680,550	11,476,245	11,416,682	3,589,088	16,643,723	12,125,451	12,334,366	12,385,452	23,021,993	41,359,226	167,529,058	
Books and Supplies	28,241,858	442,773	8,941,535	5,608,643	1,880,015	1,595,126	1,090,518	1,296,617	4,251,655	1,524,171	1,262,735	6,465,631	(6,117,561)	28,241,858	
Services	69,994,144	1,225,757	4,218,667	4,314,794	5,494,425	4,907,412	3,602,930	4,712,128	3,316,374	4,704,837	5,162,508	16,024,311	12,310,001	69,994,144	
Capital Outlay	8,265,429	18,356	428,464	420,099	203,854	195,950	152,107	972,030	622,080	1,083,102	476,942	1,282,567	2,409,888	8,265,429	
Other Outgo	3,198,285	92,419	99,384	366,334	166,355	732,459	(40,590)	739,681	125,856	449,751	125,856	170,390	3,198,285	3,198,285	
Interfund Transfers Out	5,333,432	-	18,866	-	(18,866)	17,329,993	-	-	2,295,000	-	-	(7,145,781)	5,333,432	5,333,432	
All Other Financing Uses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL DISBURSEMENTS	656,613,758	7,932,555	51,362,747	52,738,198	50,236,260	67,741,207	20,624,164	79,903,628	55,361,801	53,422,711	53,116,486	78,621,886	85,552,115	656,613,758	
D. Balance Sheet Items															
Assets and Deferred Outflows															
Cash Not in Treasury	210,700	(1,177,451)	(151,607)	(95,043)	(151,899)	(281,139)	626,740	1,085,714	(132,345)	(426,255)	(210,074)	-	-	-	
Accounts Receivable	21,053,458	(1,808,297)	1,788,737	5,386,431	3,263,442	719,048	172,252	6,654,299	(610,565)	988,508	871,291	-	-	-	
Due From Other Funds	12,969,955	(4,571,242)	(703,945)	-	-	-	-	13,388,184	-	-	4,569,306	-	-	-	
Stores	804,648	42,164	(102,523)	(153,982)	(73,734)	(73,734)	7,036	144,913	22,775	43,521	16,493	-	-	-	
Prepaid Expenditures	87,653	(25)	-	25	-	-	-	-	-	-	-	-	-	-	
Other Current Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Mid Month Payroll	-	(832,597)	(660,240)	(334,681)	(13,913)	(266)	(11,565)	(192,794)	(13,637)	(19,514)	411	-	-	-	
Deferred Outflows of Resources	-	-	-	-	-	-	-	-	(733,772)	586,260	5,247,427	-	-	-	
SUBTOTAL		(8,347,448)	170,422	4,802,750	3,084,345	363,909	794,463	21,080,316	(733,772)	586,260	5,247,427				
Liabilities and Deferred Inflows															
Accounts Payable	49,340,068	33,665,537	710,860	1,388	-	25	298,427	8,861,217	1,352,727	1,148,776	889,587	-	-	-	
Due to Other Funds	18,286,113	4,723,031	169,069	-	-	-	-	12,440,693	-	-	953,320	-	-	-	
Current Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Unearned Revenues	8,884,785	2,703,891	6,180,894	-	-	-	-	-	-	-	-	-	-	-	
Deferred Inflows of Resources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
SUBTOTAL		41,092,459	7,060,823	1,388	3,084,345	25	298,427	21,301,910	1,352,727	1,148,776	1,842,907				
Adjustments		681,676	(48,758,231)	(4,801,362)	(9,323,537)	(10,686,644)	(74,945,130)	(16,662,160)	(29,180,665)	(7,988,607)	(13,177,718)	(36,051,818)	23,433,279		
TOTAL BALANCE SHEET ITEMS		(34,219,755)	(31,630,513)	12,765,156	(9,323,537)	(10,686,644)	74,945,130	(16,662,160)	(29,180,665)	7,988,607	13,177,718				
E. NET INCREASE/DECREASE (B-C+D)															
F. ENDING CASH (A+E)		113,112,141	81,481,628	94,246,784	84,923,247	74,236,603	149,181,733	132,519,573	103,338,908	111,327,515	124,505,233	88,453,415	111,886,694		

Cash Flow Projections: 2019-2020

Object	Budget	Actuals												Projected					Total
		July	August	September	October	November	December	January	February	March	April	May	June						
A. BEGINNING CASH		111,886,694	124,779,063	144,548,571	150,889,953	157,689,372	163,507,050	190,053,814	179,541,668	147,315,384	139,661,511	131,815,382	100,425,816						
B. RECEIPTS																			
LCFF	513,078,215	28,861,513	54,044,063	52,154,367	51,950,723	51,950,723	52,492,021	51,950,723	13,235,148	39,484,361	39,557,924	39,557,924	37,838,725	513,078,215					
Federal Revenue	145,000	954	1,742	16,917	956	5,202	19,417	3,493	370	15,750	4,248	5,925	70,026	145,000					
Other State Revenue	9,264,811	155,088	307,742	692,478	576,852	1,207,254	802,456	857,142	313,731	577,323	681,380	271,714	2,821,651	9,264,811					
Other Local Revenue	1,691,960	213,207	50,383	86,745	174,523	25,555	25,614	424,795	(419,927)	218,899	519,867	186,150	186,150	1,691,960					
Interfund Transfers/Contributions	(98,878,314)	(8,239,860)	(8,239,860)	(8,239,860)	(8,239,860)	(8,239,860)	(8,239,860)	(8,239,860)	(8,239,860)	(8,239,860)	(8,239,860)	(8,239,860)	(8,239,860)	(98,878,314)					
TOTAL RECEIPTS	425,301,672	20,990,902	46,164,070	44,710,648	44,463,195	44,948,875	45,099,648	44,996,294	4,889,463	32,056,474	32,523,561	31,781,853	32,676,691	425,301,672					
C. DISBURSEMENTS																			
Certificated Salaries	215,388,041	4,573,933	17,340,203	18,812,237	18,847,826	21,020,145	581,023	36,965,298	19,212,786	19,103,849	18,847,549	20,041,596	20,041,595	215,388,041					
Classified Salaries	62,583,656	27,916	2,963,729	4,002,935	5,464,758	5,544,652	5,729,934	5,562,295	5,032,038	5,904,779	5,562,238	8,394,191	8,394,191	62,583,656					
Employee Benefits	110,789,743	69,830	1,679,298	11,672,392	8,573,636	8,406,134	8,388,151	8,714,269	8,334,146	11,696,954	12,805,282	15,224,825	15,224,825	110,789,743					
Books and Supplies	24,065,534	1,135,242	1,305,426	1,212,363	1,584,528	1,370,926	1,423,977	1,444,867	1,231,145	1,243,425	1,094,611	5,509,512	5,509,512	24,065,534					
Services	50,412,166	2,378,089	2,734,590	2,539,641	3,319,248	2,871,798	2,982,928	3,026,688	2,578,986	2,604,711	2,292,978	11,541,255	11,541,255	50,412,166					
Capital Outlay	1,126,832	(8,056)	214,762	82,323	14,937	56,494	10,824	208,341	51,100	93,422	52,982	174,852	174,852	1,126,832					
Other Outgo	(2,333,406)	(78,421)	(51,058)	(142,038)	(141,159)	(141,159)	(638,805)	(413,318)	(299,560)	(788,414)	(285,950)	323,238	323,238	(2,333,406)					
Interfund Transfers Out	5,224,710	-	207,613	189,413	-	2,207	74,853	-	975,106	(148,380)	-	1,961,950	1,961,950	5,224,710					
Other Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-					
TOTAL DISBURSEMENTS	467,257,276	8,098,533	26,394,563	38,369,266	37,663,775	39,131,197	18,552,885	55,508,439	37,115,747	39,710,347	40,369,690	63,171,418	63,171,417	467,257,276					
D. NET INCREASE/DECREASE (B-C)		12,892,369	19,769,507	6,341,382	6,799,420	5,817,678	26,546,764	(10,512,146)	(32,226,285)	(7,653,873)	(7,846,129)	(31,389,565)	(30,494,726)						
E. ENDING CASH (A+D)		124,779,063	144,548,571	150,889,953	157,689,372	163,507,050	190,053,814	179,541,668	147,315,384	139,661,511	131,815,382	100,425,816	69,931,090						

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	660,653,999.78
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	44,428,435.43
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	204,333.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	8,127,253.94
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	156,814.94
4. Other Transfers Out	All	9200	7200-7299	81,843.00
5. Interfund Transfers Out	All	9300	7600-7629	5,333,431.68
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
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	1,145,059.00
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)				15,048,735.56
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	3,354,370.97
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)				604,531,199.76

Section II - Expenditures Per ADA		2018-19 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)		45,282.93
B. Expenditures per ADA (Line I.E divided by Line II.A)		13,350.09
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)		
	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	581,177,249.03	12,314.40
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)	581,177,249.03	12,314.40
B. Required effort (Line A.2 times 90%)	523,059,524.13	11,082.96
C. Current year expenditures (Line I.E and Line II.B)	604,531,199.76	13,350.09
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%

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

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	(51,388.22)	0.00	(2,810,093.48)				
Other Sources/Uses Detail					237.61	5,333,431.68		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	4,960.63	0.00	13,432.54	0.00				
Other Sources/Uses Detail					288,790.21	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	6,937.82	0.00	580,840.62	0.00				
Other Sources/Uses Detail					182,161.50	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	26,000.00	0.00	2,215,820.32	0.00				
Other Sources/Uses Detail					17,398.54	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	13,326.64		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	237.61		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	1,358,682.85		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	1,501.47	0.00						
Other Sources/Uses Detail					1,272,402.00	1,443,189.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					6,387,877.92	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	11,988.30	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	51,388.22	(51,388.22)	2,810,093.48	(2,810,093.48)	8,148,867.78	8,148,867.78	0.00	0.00

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	5,077.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	42,627.00	(42,627.00)	2,344,636.66	(2,344,636.66)	8,230,116.31	8,230,116.31		

Criteria and Standards

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's ADA Standard Percentage Level:

1A. Calculating the District's ADA Variances

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

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2016-17)				
District Regular	49,864	49,930		
Charter School				
Total ADA	49,864	49,930	N/A	Met
Second Prior Year (2017-18)				
District Regular	48,383	48,401		
Charter School				
Total ADA	48,383	48,401	N/A	Met
First Prior Year (2018-19)				
District Regular	46,649	46,793		
Charter School		0		
Total ADA	46,649	46,793	N/A	Met
Budget Year (2019-20)				
District Regular	44,951			
Charter School	0			
Total ADA	44,951			

1B. Comparison of District ADA to the Standard

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

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

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

Fiscal Year	Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2016-17)				
District Regular	49,754	49,791		
Charter School				
Total Enrollment	49,754	49,791	N/A	Met
Second Prior Year (2017-18)				
District Regular	48,491	48,326		
Charter School				
Total Enrollment	48,491	48,326	0.3%	Met
First Prior Year (2018-19)				
District Regular	46,798	46,596		
Charter School				
Total Enrollment	46,798	46,596	0.4%	Met
Budget Year (2019-20)				
District Regular	45,006			
Charter School				
Total Enrollment	45,006			

2B. Comparison of District Enrollment to the Standard

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

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

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

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

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2016-17)			
District Regular	48,383	49,791	
Charter School		0	
Total ADA/Enrollment	48,383	49,791	97.2%
Second Prior Year (2017-18)			
District Regular	46,855	48,326	
Charter School			
Total ADA/Enrollment	46,855	48,326	97.0%
First Prior Year (2018-19)			
District Regular	44,951	46,596	
Charter School	0		
Total ADA/Enrollment	44,951	46,596	96.5%
Historical Average Ratio:			96.9%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			97.4%

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

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2019-20)				
District Regular	43,491	45,006		
Charter School	0			
Total ADA/Enrollment	43,491	45,006	96.6%	Met
1st Subsequent Year (2020-21)				
District Regular	41,958	43,416		
Charter School				
Total ADA/Enrollment	41,958	43,416	96.6%	Met
2nd Subsequent Year (2021-22)				
District Regular	40,426	41,826		
Charter School				
Total ADA/Enrollment	40,426	41,826	96.7%	Met

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

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

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

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's cost-of-living adjustment (COLA) and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's COLA and its economic recovery target payment, plus or minus one percent.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2c. All other data is calculated.

Note: Enter data for the Economic Recovery Target Funding (current year increment), Step 2c, for the current year only (not applicable in the two subsequent fiscal years).

Projected LCFF Revenue

	Prior Year (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	46,913.77	45,072.46	43,612.42	42,079.48
b. Prior Year ADA (Funded)		46,913.77	45,072.46	43,612.42
c. Difference (Step 1a minus Step 1b)		(1,841.31)	(1,460.04)	(1,532.94)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		-3.92%	-3.24%	-3.51%
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		530,186,871.00	517,078,215.00	511,580,252.00
b1. COLA percentage		3.26%	3.00%	2.80%
b2. COLA amount (proxy for purposes of this criterion)		17,284,091.99	15,512,346.45	14,324,247.06
c. Economic Recovery Target Funding (current year increment)		0.00	N/A	N/A
d. Total (Lines 2b2 plus Line 2c)		17,284,091.99	15,512,346.45	14,324,247.06
e. Percent Change Due to Funding Level (Step 2d divided by Step 2a)		3.26%	3.00%	2.80%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2e)				
		-0.66%	-0.24%	-0.71%
LCFF Revenue Standard (Step 3, plus/minus 1%):		-1.66% to .34%	-1.24% to .76%	-1.71% to .29%

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	169,663,805.00	169,663,805.00	169,663,805.00	169,663,805.00
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Necessary Small School Standard (COLA plus Economic Recovery Target Payment, Step 2e, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	547,534,999.00	536,105,269.00	530,607,306.00	522,083,800.00
District's Projected Change in LCFF Revenue:		-2.09%	-1.03%	-1.61%
LCFF Revenue Standard:		-1.66% to .34%	-1.24% to .76%	-1.71% to .29%
Status:		Not Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

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

- 1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

The funded ADA for 2019-20 was projected at a loss of 1841.31 and the COLA was reduced from 3.70% in 2018-19 to 3.26% in 2019-20.

5. CRITERION: Salaries and Benefits

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

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

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2016-17)	360,728,850.98	423,240,461.35	85.2%
Second Prior Year (2017-18)	361,936,381.20	427,604,606.10	84.6%
First Prior Year (2018-19)	373,839,093.02	431,555,507.19	86.6%
	Historical Average Ratio:		85.5%

District's Reserve Standard Percentage (Criterion 10B, Line 4):	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	2.0%	2.0%	2.0%
	82.5% to 88.5%	82.5% to 88.5%	82.5% to 88.5%

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

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

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)		
Budget Year (2019-20)	388,761,439.92	462,029,566.18	84.1%	Met
1st Subsequent Year (2020-21)	390,018,810.50	427,621,686.77	91.2%	Not Met
2nd Subsequent Year (2021-22)	387,686,203.56	415,085,897.31	93.4%	Not 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(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:
(required if NOT met)

The District planned an ongoing reduction of \$43 million starting in 2020-21 to ensure continued fiscal solvency. The Superintendent is working in conjunction with the Board and Stakeholders to identify these adjustments. The details of such adjustments will be provided at the 2020-21 Budget Development.

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	-0.66%	-0.24%	-0.71%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-10.66% to 9.34%	-10.24% to 9.76%	-10.71% to 9.29%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-5.66% to 4.34%	-5.24% to 4.76%	-5.71% to 4.29%

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

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

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

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2018-19)	44,914,976.04		
Budget Year (2019-20)	43,122,827.82	-3.99%	No
1st Subsequent Year (2020-21)	42,332,943.50	-1.83%	No
2nd Subsequent Year (2021-22)	42,332,943.50	0.00%	No

Explanation:
(required if Yes)

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2018-19)	94,330,311.07		
Budget Year (2019-20)	85,103,190.74	-9.78%	Yes
1st Subsequent Year (2020-21)	83,743,132.76	-1.60%	No
2nd Subsequent Year (2021-22)	84,784,180.15	1.24%	No

Explanation:
(required if Yes)

There will be no one-time Mandate Funds for Outstanding Mandate Claims funds of \$8.6 million in the out years; expiration of Career Technical Education Incentive Grant program of \$5.9 million; expiration of Specialized Secondary program of \$0.11 million; adjustments to Lottery funds to exclude prior year adjustments; increase Special Education funding by \$7.5 million to include an ongoing Special Education Concentration funds of \$5M and a one-time Special Education Concentration funds of \$2.5M; expiration of College and Career Block Grant of \$1.8M.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2018-19)	9,202,479.36		
Budget Year (2019-20)	4,565,808.98	-50.39%	Yes
1st Subsequent Year (2020-21)	4,536,449.98	-0.64%	No
2nd Subsequent Year (2021-22)	4,456,697.38	-1.76%	No

Explanation:
(required if Yes)

A reduction of projected interest and local revenue of \$4.6 million.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)			
First Prior Year (2018-19)	28,241,858.25		
Budget Year (2019-20)	37,739,206.12	33.63%	Yes
1st Subsequent Year (2020-21)	42,060,143.44	11.45%	Yes
2nd Subsequent Year (2021-22)	30,519,993.86	-27.44%	Yes

Explanation:
(required if Yes)

The District budgeted \$8M for Social Studies textbooks adoption for elementary and secondary schools in 2019-20. In 2020-21 the District budgeted an additional \$4M for Science textbooks adoption for TK through grades 12. There will be no textbooks adoptions in 2021-22.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2018-19)	69,994,144.20		
Budget Year (2019-20)	72,573,620.08	3.69%	No
1st Subsequent Year (2020-21)	72,774,848.51	0.28%	No
2nd Subsequent Year (2021-22)	73,299,117.70	0.72%	No

Explanation:
(required if Yes)

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2018-19)	148,447,766.47		
Budget Year (2019-20)	132,791,827.54	-10.55%	Met
1st Subsequent Year (2020-21)	130,612,526.24	-1.64%	Met
2nd Subsequent Year (2021-22)	131,573,821.03	0.74%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2018-19)	98,236,002.45		
Budget Year (2019-20)	110,312,826.20	12.29%	Not Met
1st Subsequent Year (2020-21)	114,834,991.95	4.10%	Met
2nd Subsequent Year (2021-22)	103,819,111.56	-9.59%	Met

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

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

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

Explanation:

Federal Revenue
(linked from 6B
if NOT met)

Explanation:

Other State Revenue
(linked from 6B
if NOT met)

Explanation:

Other Local Revenue
(linked from 6B
if NOT met)

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

Explanation:

Books and Supplies
(linked from 6B
if NOT met)

The District budgeted \$8M for Social Studies textbooks adoption for elementary and secondary schools in 2019-20. In 2020-21 the District budgeted an additional \$4M for Science textbooks adoption for TK through grades 12. There will be no textbooks adoptions in 2021-22.

Explanation:

Services and Other Exps
(linked from 6B
if NOT met)

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

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

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

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

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation? No
- b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223) 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999)	697,395,138.32			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)	0.00	3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution ¹ to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	697,395,138.32	20,921,854.15	20,921,854.15	Met

¹ Fund 01, Resource 8150, Objects 8900-8999

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

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

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

8. CRITERION: Deficit Spending

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

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

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2016-17)	Second Prior Year (2017-18)	First Prior Year (2018-19)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	25,445,158.58	45,564,822.23	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	12,931,648.17	13,018,521.00	13,132,275.18
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	7,689,879.80	81,506,428.21
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	38,376,806.75	66,273,223.03	94,638,703.39
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	646,582,408.52	650,926,031.81	656,613,758.92
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	646,582,408.52	650,926,031.81	656,613,758.92
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	5.9%	10.2%	14.4%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	2.0%	3.4%	4.8%

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

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

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2016-17)	12,756,454.72	452,457,240.48	N/A	Met
Second Prior Year (2017-18)	(1,250,539.72)	449,347,490.04	0.3%	Met
First Prior Year (2018-19)	19,208,708.91	436,853,624.90	N/A	Met
Budget Year (2019-20) (Information only)	(41,952,603.86)	467,254,275.96		

8C. Comparison of District Deficit Spending to the Standard

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

- 1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

9. CRITERION: Fund Balance

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

Percentage Level ¹	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 400,000
0.3%	400,001 and over

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

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

District's Fund Balance Standard Percentage Level:

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level	Status
	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	
Third Prior Year (2016-17)	55,104,038.43	71,474,809.52	N/A	Met
Second Prior Year (2017-18)	73,948,216.69	79,177,028.60	N/A	Met
First Prior Year (2018-19)	74,321,980.35	76,619,994.48	N/A	Met
Budget Year (2019-20) (Information only)	95,828,703.39			

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

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

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

- 1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

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

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

Percentage Level	District ADA		
5% or \$69,000 (greater of)	0	to	300
4% or \$69,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

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

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

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

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	43,491	41,958	40,426
District's Reserve Standard Percentage Level:	2%	2%	2%

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

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

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

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

10B. Calculating the District's Reserve Standard

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

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	697,395,138.32	659,137,242.73	648,341,637.13
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	697,395,138.32	659,137,242.73	648,341,637.13
4. Reserve Standard Percentage Level	2%	2%	2%
5. Reserve Standard - by Percent (Line B3 times Line B4)	13,947,902.77	13,182,744.85	12,966,832.74
6. Reserve Standard - by Amount (\$69,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	13,947,902.77	13,182,744.85	12,966,832.74

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	13,947,902.77	13,182,744.85	12,966,832.74
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	35,717,564.76	18,592,319.76	3,736,682.23
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	0.00	0.00
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	49,665,467.53	31,775,064.61	16,703,514.97
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	7.12%	4.82%	2.58%
District's Reserve Standard (Section 10B, Line 7):	13,947,902.77	13,182,744.85	12,966,832.74
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

- 1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

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

S1. Contingent Liabilities

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

No

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

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

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

No

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

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0%
or -\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year will be extracted. For Transfers In and Transfers Out, enter data in the First Prior Year. If Form MYP exists, the data will be extracted for the Budget Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Budget Year, 1st and 2nd subsequent Years. Click the appropriate button for item 1d; all other data will be calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2018-19)	(92,719,310.52)			
Budget Year (2019-20)	(98,878,313.62)	6,159,003.10	6.6%	Met
1st Subsequent Year (2020-21)	(103,623,328.49)	4,745,014.87	4.8%	Met
2nd Subsequent Year (2021-22)	(104,614,303.27)	990,974.78	1.0%	Met
1b. Transfers In, General Fund *				
First Prior Year (2018-19)	237.61			
Budget Year (2019-20)	0.00	(237.61)	-100.0%	Met
1st Subsequent Year (2020-21)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2021-22)	0.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2018-19)	5,298,117.71			
Budget Year (2019-20)	5,224,709.78	(73,407.93)	-1.4%	Met
1st Subsequent Year (2020-21)	5,343,649.80	118,940.02	2.3%	Met
2nd Subsequent Year (2021-22)	5,462,611.72	118,961.92	2.2%	Met

1d. **Impact of Capital Projects**
Do you have any capital projects that may impact the general fund operational budget? No

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

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

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

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

Explanation:
(required if NOT met)

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

Explanation:
(required if NOT met)

S6. Long-term Commitments

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

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

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

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

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

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

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2019
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases				
Certificates of Participation	18	Fund 56	Fund 56	65,249,852
General Obligation Bonds	29	Fund 51	Fund 51	298,727,205
Supp Early Retirement Program				3,872,000
State School Building Loans				
Compensated Absences	ongoing	General Fund	General Fund	3,392,837

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

CTE Facilities		General Fund	General Fund	153,608
2005 QZAB		General Fund/Fund 56	General Fund/Fund 56	4,500,000
Construction Loan		Fund 40	Fund 56	12,681,027
TOTAL:				388,576,529

Type of Commitment (continued)	Prior Year (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
Capital Leases				
Certificates of Participation	5,930,872	6,610,524	6,480,030	6,349,024
General Obligation Bonds	13,005,000	12,580,000	13,185,000	13,435,000
Supp Early Retirement Program		968,000	968,000	968,000
State School Building Loans				
Compensated Absences	1,573,664	1,573,664	1,573,664	1,573,664
Other Long-term Commitments (continued):				
CTE Facilities	153,608	153,608	0	0
2005 QZAB	230,810	230,810	230,810	230,810
Construction Loan	1,503,881	1,556,702	1,607,753	
Total Annual Payments:	22,397,835	23,673,308	24,045,257	22,556,498
Has total annual payment increased over prior year (2018-19)?		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 budget 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 in long term debt are scheduled to increase due to Certificates of Participation, General Obligation Bond payment schedules, Supplemental Early Retirement Program (PARS), and the repayment of the Lease/Purchase loan.

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

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

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

No

- 2.

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

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

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

Yes

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

No

b. Do benefits continue past age 65?

Yes

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

Medical and dental benefits are provided varying from 8 to 13 years depending on length in service, but not beyond age 65.* Requires service from 10 years for up to 8 years of coverage to 35 years for up to 13 years of coverage. Minimum age requirement is retirement under CalSTRS or CalPERS. The district contribution is 100% to cap and the cap is the lowest cost HMO.** Age 70 for those hired before 4/28/99 for certificated, 7/1/98 for classified. **Those hired prior to a date that varies by employee group are not limited to the lowest cost HMO. All employees subject to employee contribution that varies by medical plan selected.

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

Pay-as-you-go

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

	Self-Insurance Fund	Governmental Fund
	16,232,367	50,019,963

4. OPEB Liabilities

- a. Total OPEB liability
- b. OPEB plan(s) fiduciary net position (if applicable)
- c. Total/Net OPEB liability (Line 4a minus Line 4b)
- d. Is total OPEB liability based on the district's estimate or an actuarial valuation?
- e. If based on an actuarial valuation, indicate the date of the OPEB valuation

188,173,655.00
50,633,652.00
137,540,003.00
Actuarial
Jun 30, 2018

5. OPEB Contributions

- a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method
- b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)
- c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)
- d. Number of retirees receiving OPEB benefits

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	0.00	0.00	0.00
b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	32,495,522.19	32,325,647.00	32,191,432.00
c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	10,517,402.00	11,263,505.00	11,923,946.00
d. Number of retirees receiving OPEB benefits	792	792	792

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

Yes

2. Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

Self Insured, self administered workers' compensation program: Self-insured retention at one million; excess coverage purchased. Actuarial annual basis as of June 30, 2017.
--

3. Self-Insurance Liabilities

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

12,384,817.00
0.00

4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
b. Amount contributed (funded) for self-insurance programs

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
a. Required contribution (funding) for self-insurance programs	5,112,750.00	5,112,750.00	5,112,750.00
b. Amount contributed (funded) for self-insurance programs	5,507,710.53	5,462,615.00	5,418,818.00

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

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

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

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

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Number of certificated (non-management) full-time-equivalent (FTE) positions	2,394.0	2,393.4	2,340.4	2,287.4

Certificated (Non-management) Salary and Benefit Negotiations

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

Yes

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

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

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

--

Negotiations Settled

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

May 21, 2019

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

Yes

If Yes, date of Superintendent and CBO certification:

May 10, 2019

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

No

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date: Jul 01, 2019

End Date: Jun 30, 2020

5. Salary settlement:

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?	Yes	Yes	Yes

One Year Agreement

Total cost of salary settlement	6,404,951	6,420,472	6,468,626
% change in salary schedule from prior year	2.0%		

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:

--

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

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Number of classified (non-management) FTE positions	1,689.3	1,873.3	1,873.3	1,873.3

Classified (Non-management) Salary and Benefit Negotiations

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

No

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

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

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

We have unsettled negotiations for 19-20 for CSEA and SASPOA.

Negotiations Settled

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

--

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

--

If Yes, date of Superintendent and CBO certification:

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

--

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

--

End Date:

--

5. Salary settlement:

Budget Year
(2019-20)

1st Subsequent Year
(2020-21)

2nd Subsequent Year
(2021-22)

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

--	--	--

One Year Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year
or

--

Multiyear Agreement

Total cost of salary settlement

--	--	--

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

--	--	--

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

--

Negotiations Not Settled

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

1,321,983

Budget Year
(2019-20)

1st Subsequent Year
(2020-21)

2nd Subsequent Year
(2021-22)

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 budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
25,458,920	26,663,689	27,945,772
80.0%	80.0%	80.0%
6.0%	6.0%	6.0%

Classified (Non-management) Prior Year Settlements

- Are any new costs from prior year settlements included in the budget?
If Yes, amount of new costs included in the budget and MYPs
If Yes, explain the nature of the new costs:

No		
----	--	--

Classified (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Yes	Yes	Yes
330,496	346,983	351,755
0.3%	0.3%	0.3%

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

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

Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
No	No	No
No	No	No

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2018-19)	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Number of management, supervisor, and confidential FTE positions	196.2	215.1	215.1	215.1

Management/Supervisor/Confidential Salary and Benefit Negotiations

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

No

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

Negotiations have not been settled for 2019-20 for Certificated Management, Classified Management, or Confidential.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

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

Total cost of salary settlement

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

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

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

376,126

4. Amount included for any tentative salary schedule increases

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Amount included for any tentative salary schedule increases	0	0	0

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

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
Total cost of H&W benefits	2,923,398	3,061,739	3,208,959
Percent of H&W cost paid by employer	89.0%	89.0%	89.0%
Percent projected change in H&W cost over prior year	6.0%	6.0%	6.0%

Management/Supervisor/Confidential Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step and column adjustments
- Percent change in step & column over prior year

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
Cost of step and column adjustments	282,094	73,184	73,685
Percent change in step & column over prior year	0.8%	0.8%	0.8%

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

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

	Budget Year (2019-20)	1st Subsequent Year (2020-21)	2nd Subsequent Year (2021-22)
Are costs of other benefits included in the budget and MYPs?	No	No	No
Total cost of other benefits	0	0	0
Percent change in cost of other benefits over prior year	0.0%	0.0%	0.0%

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year?

Yes

2. Approval date for adoption of the LCAP or approval of an update to the LCAP.

Jun 25, 2019

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services and Expenditures?

Yes

ADDITIONAL FISCAL INDICATORS

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

DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

- | | |
|--|----------------------------------|
| A1. Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund? | <input type="text" value="No"/> |
| A2. Is the system of personnel position control independent from the payroll system? | <input type="text" value="Yes"/> |
| A3. Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No) | <input type="text" value="Yes"/> |
| A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year? | <input type="text" value="No"/> |
| A5. Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment? | <input type="text" value="No"/> |
| A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees? | <input type="text" value="No"/> |
| A7. Is the district's financial system independent of the county office system? | <input type="text" value="Yes"/> |
| A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education) | <input type="text" value="No"/> |
| A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months? | <input type="text" value="Yes"/> |

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

Comments:
(optional)

A2. The District's Human Resources and Position Control modules are interfaced with the County's payroll system. A3. The district is projecting a loss of 1,590 students in 2019-20 and an additional 1,590 students in 2020-21. A7. While our finasystem is independent the district and county office work closely to ensure that our records are in sync. A9. Our Deputy Superintendent of Administrative Services, Dr. Thomas Stekol, began 10/22/2018.



SANTA ANA
UNIFIED SCHOOL DISTRICT

Board of Education



VALERIE AMEZCUA
President

CURRENT TERM: 2018-2022



RIGO RODRIGUEZ, Ph.D.
Vice President

CURRENT TERM: 2016-2020



ALFONSO ALVAREZ, Ed.D.
Clerk

CURRENT TERM: 2016-2020



JOHN PALACIO
Member

CURRENT TERM: 2018-2022

12. Regular Agenda - Action Items

Subject	12.5 Authorization to Extend Contracts for Home-to-School Student Transportation Services Districtwide
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	Action
Preferred Date	Jun 25, 2019
Absolute Date	Jun 25, 2019
Fiscal Impact	Yes
Dollar Amount	\$15,000,000.00
Budgeted	Yes
Budget Source	Previously Budgeted Funds
Recommended Action	Authorize staff to extend contracts pursuant to Bid No. 05-16 to Durham School Services LP, JFK Transportation Company, Inc., and OC Transit, Inc., in the amount not to exceed \$15,000,000 annually for the period of 2-years.
Goals	<p>GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.</p> <p>ACTION 3.7 - Support the enhancement of school climate through smooth operations, processes, and customer service by ensuring that all staff engage in culturally proficient interaction with the public and customer service.</p> <p>SERVICES 3.07010 Purchasing Services</p>

AGENDA ITEM BACKUP SHEET

TITLE: Authorization to Extend Contracts for Home-to-School Student Transportation Services Districtwide

ITEM: Action

SUBMITTED BY: Manoj Roychowdhury, Assistant Superintendent, Business Services

PREPARED BY: Jonathan Geiszler, Director, Purchasing and Stores

ITEM SUMMARY:

- Extend Bid No. 05-16 through June 30, 2021
- Provides for Daily Home-to-School Transportation

BACKGROUND INFORMATION:

The District currently transports 1,359 students daily in its home-to-school transportation program. The contracts with our current providers, awarded by the Board in 2016, will reach the completion of their initial 3-year period at the end of the 2018-2019 school year. Staff is requesting the Board to approve extending the contracts for an additional two years.

RATIONALE:

The purpose of this agenda item is to seek Board approval to extend contracts for student transportation services awarded to Durham School Services, LP, JFK Transportation Company, Inc., and OC Transit, Inc., based on the information in the table below, in the amount not to exceed \$15,000,000 annually for the period of 2-years.

Home-to-School Transportation "School Bus"
<ul style="list-style-type: none"> • Durham School Services <ul style="list-style-type: none"> ◦ Ambulatory 18 Passenger Bus ◦ Wheelchair/Ambulatory Combined Bus ◦ Mid-Size Wheelchair Bus ◦ Head Start Student Bus
Home-to-School Transportation "School Bus"
<ul style="list-style-type: none"> • JFK Transportation <ul style="list-style-type: none"> ◦ 78 Passenger School Bus ◦ 84+ Passenger School Bus
Non-School Bus "Van" Transportation
<ul style="list-style-type: none"> • JFK Transportation
<ul style="list-style-type: none"> • OC Transit

FUNDING:

Previously Budgeted Funds: \$15,000,000

RECOMMENDATION:

Authorize staff to extend contracts pursuant to Bid No. 05-16 to Durham School Services, LP, JFK Transportation Company, Inc., and OC Transit, Inc., in the amount not to exceed \$15,000,000 annually for the period of 2-years.

Proposed Rates for 2019-2020**Home-to-School Transportation "School Bus" Services**

Durham School Services, LP (4HR Minimum)	
Ambulatory 18 passenger Bus	\$416.08
Wheelchair/Ambulatory Combined Bus	\$448.44
Mid-Size Wheelchair Bus	\$463.36
Head Start Student Bus	\$416.08

JFK Transportation Company, Inc. (4HR Minimum)	
78 Passenger School Bus	\$361.88
84 + Passenger School Bus	\$361.88

Non-School Bus "Van" Services

JFK Transportation Company, Inc.	
Per hour	\$80.36
OC Transit, Inc.	
Per day	\$330.98

File Attachments

[STUDENT TRANSPORTATION SERVICES AGREEMENT Durham Extension 2019.pdf \(223 KB\)](#)
[STUDENT TRANSPORTATION SERVICES AGREEMENT JFK Extension 2019.pdf \(223 KB\)](#)
[STUDENT TRANSPORTATION SERVICES AGREEMENT OC Transit Extension 2019.pdf \(223 KB\)](#)

STUDENT TRANSPORTATION SERVICES AGREEMENT

THIS AGREEMENT is made and entered into as of the 26th day of June, 2019, by and between the Santa Ana Unified School District hereinafter called "DISTRICT" and Durham School Services, LP, hereinafter called "CONTRACTOR."

WITNESSETH

WHEREAS, DISTRICT has selected CONTRACTOR to provide the pupil transportation services described herein; and

WHEREAS, CONTRACTOR desires to provide such transportation services,

NOW, THEREFORE, in consideration of the covenants hereinafter contained, the parties agree as follows:

1. TERM

The term of this Agreement shall commence July 1, 2019 and shall continue through, June 30, 2021.

2. SCOPE OF SERVICES REQUIRED

CONTRACTOR shall, during the term of this Agreement, supply and maintain such number and type of school buses and personnel as are required to fulfill DISTRICT's needs for "Home-to School Transportation" and "Supplemental Transportation" as defined below and as provided in the documentation supplied and agreed upon as part the submission of Bid # 05-16.

"Basic Transportation" shall mean the safe and convenient transportation of any and all pupils who are designated by DISTRICT to be transported between school and a point reasonably close to the pupils' homes. Such transportation shall be provided for each and every day that school is convened and in accordance with bus routes and schedules submitted by CONTRACTOR to DISTRICT and approved by DISTRICT.

"Supplemental Transportation" shall mean the safe and convenient transportation of any and all pupils or other authorized persons as may be requested by DISTRICT for field trips, excursions, athletic activities or any other purpose designated by DISTRICT both during and outside of normal school hours.

3. COMPENSATION AND BILLING

In consideration for services rendered hereunder, DISTRICT shall pay to CONTRACTOR all sums due and owing and calculated in accordance with the rates set forth in Exhibit A attached hereto and made a part

hereof, as may be adjusted from time to time as provided herein. Not later than the 10 working days after the end of each month during the term of this Agreement, CONTRACTOR will submit to DISTRICT a statement of its services rendered during the preceding month. After verification of the statement, DISTRICT shall pay the amount due to CONTRACTOR on or before the 30th day of the month in which the statement has been submitted.

DISTRICT and CONTRACTOR recognize that certain of CONTRACTOR's costs are subject to change during the term of this Agreement. Therefore, on July 1, 2020 the rate(s) of compensation payable hereunder during the ensuing Contract Year shall be the result of the following calculation:

The rate(s) of compensation payable during the expiring Contract Year shall be multiplied by a fraction, the numerator of which shall be the CPI for April of the expiring Contract Year and denominator of which shall be the CPI for the April immediately preceding the commencement of the expiring Contract Year.

For purposes of this agreement, "CPI" shall mean the Consumer Price Index published by the Bureau of Labor Statistics of the U.S. Department of Labor, for All Urban Wage Earners and Clerical Workers, U.S. Cities (1982-84=100), "All Items."

All requests for rate increases must be received by the District no later than April 30th the current contracted year to be considered during the contract renewal process.

In the event, DISTRICT's transportation needs materially change during the term of this Agreement, including any extensions or renewals hereof, then at the request of either party, the rate(s) of compensation payable hereunder shall be renegotiated.

4. ROUTES AND SCHEDULES

DISTRICT shall be responsible for planning all routes, stops and schedules. DISTRICT will furnish CONTRACTOR a complete route map and copies of all routes and corresponding Left/Rights, including a route standard, on or before 10 days prior to the opening of school preceding each Contract Year. CONTRACTOR shall work with DISTRICT's designee in planning the routes and otherwise performing this Agreement. All route standards shall be computed using the latest version of TransTraks. The base Driving Speeds used shall be as follows:

- Interstate Highways - 55 MPH
- Limited-Access Highways - 55 MPH
- Other Highways - 50 MPH

- Arterial Roads - 30 MPH
- Streets - 25 MPH

DISTRICT reserves the right to establish the routes, stops, and schedules to be followed and to make changes therein from time to time. DISTRICT shall notify CONTRACTOR whenever changes are necessary in routes, stops, and schedules and CONTRACTOR shall make a reasonable effort to adjust its operations to incorporate such changes within three (3) business days after notice is received from DISTRICT.

6. RECORDS AND REPORTS

CONTRACTOR shall provide those reports and records, which may be reasonably requested by DISTRICT and necessary for proper payment for or evaluation of CONTRACTOR's performance hereunder. All such records shall be open to inspection by DISTRICT or its representative during regular business hours in CONTRACTOR's office.

7. INDEMNIFICATION

CONTRACTOR shall hold DISTRICT, its governing board, officers and employees harmless and does hereby indemnify DISTRICT, its governing board, officers and employees from and against every claim or demand which may be made by any person, firm or corporation, or other entity arising from or caused by any act of neglect, default or omission of CONTRACTOR in the performance of this Agreement, except to the extent that such claim or demand arises from or is caused by the negligence or willful misconduct of DISTRICT, its agents or employees.

To the extent permitted by law, DISTRICT shall hold CONTRACTOR, its officers, employees, agents, successors and assigns harmless and does hereby indemnify CONTRACTOR, its officers, employees, agents, successors and assigns from and against every claim or demand which may be made by any act of neglect, default or omission of DISTRICT, its governing board, officers, employees or agents, except to the extent that such claim or demand arises from or is caused by the negligence or willful misconduct of CONTRACTOR, its agents or employees.

8. INSURANCE

CONTRACTOR shall, at its expense, procure and keep in force during the entire term of this Agreement, public liability and property damage liability insurance protecting DISTRICT, its board, officers, employees and agents, and CONTRACTOR, its drivers and other personnel. CONTRACTOR shall, so long as available at reasonable prices from standard markets in the property and casualty insurance industry, provide limits of liability of not less than Five Million Dollars (\$5,000,000) Combined Single Limit for bodily injury and damage to property. CONTRACTOR agrees to provide DISTRICT a certificate of

insurance evidencing such coverage and designating DISTRICT as an additional insured. Workers' compensation insurance shall be maintained as required by law, or contractor shall undertake self-insurance in accordance with applicable state law, as will protect the contractor from claims, which may arise from its operation under the contract. All insurance policies shall provide that no coverage shall be canceled except by ten (10) days written notice to CONTRACTOR and DISTRICT with evidence of Worker's Compensation coverage in the amount required by law.

9. PERFORMANCE SECURITY

CONTRACTOR shall furnish DISTRICT with performance security in an amount to be fixed by DISTRICT's Board (which shall not exceed \$750,000 to guarantee the faithful performance of CONTRACTOR's duties under this Agreement. Such performance security may be in the form of a performance bond or other security acceptable to DISTRICT and CONTRACTOR. DISTRICT may waive this requirement for performance security at any time.

10. FORCE MAJEURE

In the event CONTRACTOR is unable to provide the transportation services herein specified because of any act of God, civil disturbance, fire, flood, riot, war, picketing, strike, lockout, labor dispute, loss of transportation facilities, oil or fuel shortage or embargo, governmental action or any condition or cause beyond CONTRACTOR's control, DISTRICT shall excuse CONTRACTOR from performance under this Agreement.

11. INCLEMENT WEATHER/SCHOOL CLOSINGS

In the event of inclement weather or impassability of roads or whenever school is canceled, delayed or is dismissed early, DISTRICT shall notify CONTRACTOR not later than 6:00 a.m. on the day of such cancellation or delay or not later than one (1) hour before early dismissal or the cancellation of Supplemental Transportation.

12. SAFETY PROGRAM

CONTRACTOR shall be responsible for implementing and maintaining a comprehensive pupil transportation safety program. A summary of the safety program shall be provided for review by DISTRICT upon request.

13. MANAGEMENT PERSONNEL

CONTRACTOR shall employ management personnel who shall be responsible for the efficient operation of the transportation services furnished hereunder and who shall be CONTRACTOR's liaison to DISTRICT. CONTRACTOR shall inform DISTRICT of the name(s), address(s), and emergency contact information of such management personnel. A manager

and mechanic shall be on duty at all times a school bus is being used in the performance of this contract.

14. OPERATIONS PERSONNEL/DRIVER QUALIFICATIONS

CONTRACTOR shall employ a sufficient number of drivers and support personnel to assure DISTRICT of continuous and reliable service.

The CONTRACTOR shall, for the protection of pupils, take reasonable steps to ensure its drivers and other persons who have contact with the pupils and their families are of stable personality and high moral character. The CONTRACTOR shall assure that all the CONTRACTOR's personnel meet these qualifications. The CONTRACTOR will not allow any person to drive a school bus whose conduct might in any way expose a child to any impropriety of word or conduct, nor shall CONTRACTOR allow any person to drive a school bus who is not in a condition of mental and emotional stability. The CONTRACTOR shall comply with Section 45125.1 of the Education Code of California.

CONTRACTOR shall not knowingly permit its drivers to smoke on the bus nor to drink any intoxicating beverage or be under the influence of alcohol or drugs, prescription and non-prescription drugs, which impair the safe operation of the bus, while operating any bus.

In accordance with the gang intervention program, certain items of clothing and accessories may be determined to be gang affiliated, and therefore, not permitted at school sites. Drivers must also adhere to this policy. It is therefore suggested that drivers avoid wearing items with specific sport team or identified logos other than school, school bus, or contractor related items. Any tattoos or body art that may be deemed offensive must be covered during the course of the driver performing their duties.

CONTRACTOR shall be responsible for hiring and discharging personnel employed by CONTRACTOR to perform its obligations hereunder; provided, however, that DISTRICT shall have the right to require CONTRACTOR to remove from service under this Agreement any employee who, in DISTRICT's sole discretion, is deemed unsuitable for the performance of transportation services for DISTRICT; and provided further that DISTRICT shall make such request in writing and state the reasons therefor.

CONTRACTOR shall ensure that the appropriate number of drivers are scheduled to work during normal school hours even when their route may not be running due to a school closure. Drivers scheduled for routes where school may not be in session should be used as the primary pool for the CONTRACTOR to backfill any open routes for operating school sites.

CONTRACTOR shall provide qualified drivers, trained and licensed in accordance with the laws of the State of California and the rules and regulations of DISTRICT. Accordingly, CONTRACTOR agrees that each driver shall:

(a) Possess a valid commercial license or permit issued by the State of California and a Special Driver's Certificate authorizing such person to operate a school bus.

(b) Be certified by a duly licensed medical practitioner as medically qualified and free of medical or physical conditions, which, absent reasonable accommodation, would limit safe operation of a school bus. The physical examination shall be conducted prior to employment and periodically thereafter as required by law.

(c) Successfully complete a course of training, including instruction in school bus safety, pupil discipline, human relations, defensive driving, first aid, use of fire extinguisher, traffic laws, applicable DISTRICT policies and regulations and behind-the-wheel school bus driving instruction.

(d) Possess a satisfactory driving record and criminal history record, after review of such records prior to employment and periodically thereafter to the extent permitted or available, and as required, by law.

(e) In addition to federal and state regulations, a drug and alcohol screen will be required of school bus drivers subsequent to any accident where there has been an injury and/or an involved vehicle has needed to be towed away that involves the van driver. The screens must be performed by a reputable clinic and the results kept on file throughout the duration of the employment with the CONTRACTOR and shall be subject to inspection by the DISTRICT. The cost of the screen shall be the responsibility of the CONTRACTOR. School bus drivers who test positive for drugs or alcohol will not be eligible to work under this contract. Prior to employment and from time to time thereafter, to the extent permitted by law, all safety-sensitive personnel shall undergo such tests as may reveal, within a reasonable degree of medical or scientific certainty, the presence or absence of drugs or controlled substances in the body and such tests as may clinically reveal alcoholism or alcohol misuse. Negative findings for such tests shall be a condition of employment.

(f) Satisfy all applicable requirements of the U.S. Department of Transportation, Federal Highway Administration in rendering transportation services regulated by that agency. (g) Meet any other

criteria required by law or by DISTRICT's policies, rules or regulations.

CONTRACTOR shall hold each driver responsible for:

(a) Supervising the loading and unloading of his or her bus at every pick-up and delivery point.

(b) Keeping informed of all rules and regulations affecting the operation of school buses and standards of conduct.

(c) Complying with all federal, state and local traffic laws while operating buses under this Agreement.

(d) Carrying appropriate identification at all times while on duty.

(e) Carrying a timepiece while on duty so that the driver can maintain established schedule times.

15. EQUIPMENT

All school buses supplied by CONTRACTOR in performance of this Agreement shall meet or exceed the standards established by the laws and regulations of the State of California. CONTRACTOR shall maintain the school buses used to provide transportation services under this Agreement in accordance with all laws and accepted industry maintenance standards.

Buses supplied by the CONTRACTOR shall be no older than:

Vans - Ten (10) model years.

Conventionals - twelve (12) model years.

Transit Style - fifteen (15) model years.

Unless CONTRACTOR receives written approved by DISTRICT.

CONTRACTOR shall provide buses in sufficient number to efficiently transport all pupils for whom DISTRICT orders services, including a ten percent ratio of spare buses to ensure continuous service without interruption. Buses shall be of sufficient capacity to permit every pupil transported to be seated. All busses assigned to the District shall be fitted with both front and rear air conditioning units.

16. PUPIL DISCIPLINE/VANDALISM

The ultimate responsibility and authority to suspend or expel any pupil from transportation services hereunder shall rest with DISTRICT. CONTRACTOR's drivers are responsible only for such discipline as is required to safely and properly operate CONTRACTOR's buses. Each driver shall handle all disciplinary matters in strict accordance with

DISTRICT policy. In no case will a driver eject a pupil from a bus for misbehavior except in the event of an extreme emergency endangering the safety of the pupil, other pupils, the driver or the bus assistant, and then only after radio notice to CONTRACTOR's terminal and to the pupil's building principal. All discipline problems shall be reported in writing following completion of the route. Further procedures and regulations for the administration of discipline shall be established cooperatively between DISTRICT and CONTRACTOR. Vandalism damages to CONTRACTOR's equipment or facilities shall be the responsibility of CONTRACTOR. However, DISTRICT shall give CONTRACTOR reasonable assistance in obtaining restitution for damaged equipment or facilities. CONTRACTOR may, upon concurrence by DISTRICT, refuse to provide a pupil with transportation services until vandalism damage caused by such pupil are paid in full.

17. FACILITIES

CONTRACTOR shall store, dispatch and maintain the equipment to be utilized hereunder and shall maintain an office from which to manage its operations hereunder at facilities located within or in convenient proximity to DISTRICT. CONTRACTOR shall minimize driver park-outs as to avoid possible delays in arrival to the District for their first scheduled daily pickup.

18. ASSIGNMENT

The services contemplated under this Agreement are deemed to be in the nature of personal services. This Agreement shall not be assigned by CONTRACTOR without prior consent of DISTRICT. The parties agree that assignment by CONTRACTOR of any sums due and owing CONTRACTOR under this Agreement shall not constitute an assignment of the Agreement.

19. TERMINATION

If either party shall willfully violate any of the covenants or duties imposed upon it by this Agreement, such willful violation shall entitle the other party to terminate this Agreement. The party desiring to terminate for such cause shall give the offending party thirty (30) days written notice to remedy the violation. If at the end of such time the party notified has not removed the cause of complaint or remedied the purported violation, then this Agreement shall be deemed terminated.

20. SURVIVAL

The mutual obligations described in Sections 3, COMPENSATION; 8, INDEMNIFICATION hereof shall survive the termination or expiration of this Agreement.

21. STATUS OF CONTRACTOR

In the interpretation of this Agreement and the relations between CONTRACTOR and DISTRICT, CONTRACTOR shall be construed as being an independent contractor employed to provide transportation services only. Neither CONTRACTOR nor any of its employees shall be held or deemed in any way to be an agent, employee or official of DISTRICT. CONTRACTOR shall be responsible for, and hold DISTRICT harmless from any liability for unemployment taxes or contributions, payroll taxes or other federal or state employment taxes.

22. PLACE OF CONTRACT

This Agreement shall be deemed to be made in and shall be construed in accordance with the laws of the State of California. All references in this contract to the "State" shall mean the State of California.

23. SEVERABILITY

In the event any provision specified herein is held or determined by a court of competent jurisdiction to be illegal, void or in contravention of any applicable law, the remainder of the Agreement shall remain in full force and effect.

24. EXTENSION AND MODIFICATION

DISTRICT may extend or otherwise modify the terms of this Agreement in whole or in part, as circumstances may justify by mutual written agreement executed by the duly authorized representatives of the parties.

25. NOTICES TO PARTIES

All notices to be given by the parties to this Agreement shall be in writing and served by depositing same in the United States Mail, postage prepaid, registered or certified mail.

Notices to DISTRICT shall be addressed to:

Santa Ana Unified School District
1601 E. Chestnut Ave.
Santa Ana, Ca., 92701-6322
Attn: Manoj Roychowdhury, Assistant Superintendent, Business Services

Notices to CONTRACTOR shall be addressed to:

Durham School Services, LP.
4300 Weaver Parkway
Warrenville, IL 60555

Either DISTRICT or CONTRACTOR may change its address of record for receipt of official notice by giving the other written notice of such change and any necessary mailing instructions.

26. ENTIRE AGREEMENT

This Agreement sets forth the entire agreement between DISTRICT and CONTRACTOR concerning the subject matter hereof. There are no representations, either oral or written, between DISTRICT and CONTRACTOR other than those contained in this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement in duplicate the day and year first herein above written.

[CONTRACTOR] Santa Ana Unified School District

By: _____ By: _____

Title: _____ Title: _____

By: _____ By: _____

Title: _____ Title: _____

ATTEST:

By: _____ By: _____

Title: _____ Title: _____

STUDENT TRANSPORTATION SERVICES AGREEMENT

THIS AGREEMENT is made and entered into as of the 26th day of June, 2019, by and between the Santa Ana Unified School District hereinafter called "DISTRICT" and JFK Transportation Company, Inc., hereinafter called "CONTRACTOR."

WITNESSETH

WHEREAS, DISTRICT has selected CONTRACTOR to provide the pupil transportation services described herein; and

WHEREAS, CONTRACTOR desires to provide such transportation services,

NOW, THEREFORE, in consideration of the covenants hereinafter contained, the parties agree as follows:

1. TERM

The term of this Agreement shall commence July 1, 2019 and shall continue through, June 30, 2021.

2. SCOPE OF SERVICES REQUIRED

CONTRACTOR shall, during the term of this Agreement, supply and maintain such number and type of school buses and personnel as are required to fulfill DISTRICT's needs for "Home-to School Transportation" and "Supplemental Transportation" as defined below and as provided in the documentation supplied and agreed upon as part the submission of Bid # 05-16.

"Basic Transportation" shall mean the safe and convenient transportation of any and all pupils who are designated by DISTRICT to be transported between school and a point reasonably close to the pupils' homes. Such transportation shall be provided for each and every day that school is convened and in accordance with bus routes and schedules submitted by CONTRACTOR to DISTRICT and approved by DISTRICT.

"Supplemental Transportation" shall mean the safe and convenient transportation of any and all pupils or other authorized persons as may be requested by DISTRICT for field trips, excursions, athletic activities or any other purpose designated by DISTRICT both during and outside of normal school hours.

3. COMPENSATION AND BILLING

In consideration for services rendered hereunder, DISTRICT shall pay to CONTRACTOR all sums due and owing and calculated in accordance with the rates set forth in Exhibit A attached hereto and made a part

hereof, as may be adjusted from time to time as provided herein. Not later than the 10 working days after the end of each month during the term of this Agreement, CONTRACTOR will submit to DISTRICT a statement of its services rendered during the preceding month. After verification of the statement, DISTRICT shall pay the amount due to CONTRACTOR on or before the 30th day of the month in which the statement has been submitted.

DISTRICT and CONTRACTOR recognize that certain of CONTRACTOR's costs are subject to change during the term of this Agreement. Therefore, on July 1, 2020 the rate(s) of compensation payable hereunder during the ensuing Contract Year shall be the result of the following calculation:

The rate(s) of compensation payable during the expiring Contract Year shall be multiplied by a fraction, the numerator of which shall be the CPI for April of the expiring Contract Year and denominator of which shall be the CPI for the April immediately preceding the commencement of the expiring Contract Year.

For purposes of this agreement, "CPI" shall mean the Consumer Price Index published by the Bureau of Labor Statistics of the U.S. Department of Labor, for All Urban Wage Earners and Clerical Workers, U.S. Cities (1982-84=100), "All Items."

All requests for rate increases must be received by the District no later than April 30th the current contracted year to be considered during the contract renewal process.

In the event, DISTRICT's transportation needs materially change during the term of this Agreement, including any extensions or renewals hereof, then at the request of either party, the rate(s) of compensation payable hereunder shall be renegotiated.

4. ROUTES AND SCHEDULES

DISTRICT shall be responsible for planning all routes, stops and schedules. DISTRICT will furnish CONTRACTOR a complete route map and copies of all routes and corresponding Left/Rights, including a route standard, on or before 10 days prior to the opening of school preceding each Contract Year. CONTRACTOR shall work with DISTRICT's designee in planning the routes and otherwise performing this Agreement. All route standards shall be computed using the latest version of TransTraks. The base Driving Speeds used shall be as follows:

- Interstate Highways - 55 MPH
- Limited-Access Highways - 55 MPH
- Other Highways - 50 MPH

- Arterial Roads - 30 MPH
- Streets - 25 MPH

DISTRICT reserves the right to establish the routes, stops, and schedules to be followed and to make changes therein from time to time. DISTRICT shall notify CONTRACTOR whenever changes are necessary in routes, stops, and schedules and CONTRACTOR shall make a reasonable effort to adjust its operations to incorporate such changes within three (3) business days after notice is received from DISTRICT.

6. RECORDS AND REPORTS

CONTRACTOR shall provide those reports and records, which may be reasonably requested by DISTRICT and necessary for proper payment for or evaluation of CONTRACTOR's performance hereunder. All such records shall be open to inspection by DISTRICT or its representative during regular business hours in CONTRACTOR's office.

7. INDEMNIFICATION

CONTRACTOR shall hold DISTRICT, its governing board, officers and employees harmless and does hereby indemnify DISTRICT, its governing board, officers and employees from and against every claim or demand which may be made by any person, firm or corporation, or other entity arising from or caused by any act of neglect, default or omission of CONTRACTOR in the performance of this Agreement, except to the extent that such claim or demand arises from or is caused by the negligence or willful misconduct of DISTRICT, its agents or employees.

To the extent permitted by law, DISTRICT shall hold CONTRACTOR, its officers, employees, agents, successors and assigns harmless and does hereby indemnify CONTRACTOR, its officers, employees, agents, successors and assigns from and against every claim or demand which may be made by any act of neglect, default or omission of DISTRICT, its governing board, officers, employees or agents, except to the extent that such claim or demand arises from or is caused by the negligence or willful misconduct of CONTRACTOR, its agents or employees.

8. INSURANCE

CONTRACTOR shall, at its expense, procure and keep in force during the entire term of this Agreement, public liability and property damage liability insurance protecting DISTRICT, its board, officers, employees and agents, and CONTRACTOR, its drivers and other personnel. CONTRACTOR shall, so long as available at reasonable prices from standard markets in the property and casualty insurance industry, provide limits of liability of not less than Five Million Dollars (\$5,000,000) Combined Single Limit for bodily injury and damage to property. CONTRACTOR agrees to provide DISTRICT a certificate of

insurance evidencing such coverage and designating DISTRICT as an additional insured. Workers' compensation insurance shall be maintained as required by law, or contractor shall undertake self-insurance in accordance with applicable state law, as will protect the contractor from claims, which may arise from its operation under the contract. All insurance policies shall provide that no coverage shall be canceled except by ten (10) days written notice to CONTRACTOR and DISTRICT with evidence of Worker's Compensation coverage in the amount required by law.

9. PERFORMANCE SECURITY

CONTRACTOR shall furnish DISTRICT with performance security in an amount to be fixed by DISTRICT's Board (which shall not exceed \$750,000 to guarantee the faithful performance of CONTRACTOR's duties under this Agreement. Such performance security may be in the form of a performance bond or other security acceptable to DISTRICT and CONTRACTOR. DISTRICT may waive this requirement for performance security at any time.

10. FORCE MAJEURE

In the event CONTRACTOR is unable to provide the transportation services herein specified because of any act of God, civil disturbance, fire, flood, riot, war, picketing, strike, lockout, labor dispute, loss of transportation facilities, oil or fuel shortage or embargo, governmental action or any condition or cause beyond CONTRACTOR's control, DISTRICT shall excuse CONTRACTOR from performance under this Agreement.

11. INCLEMENT WEATHER/SCHOOL CLOSINGS

In the event of inclement weather or impassability of roads or whenever school is canceled, delayed or is dismissed early, DISTRICT shall notify CONTRACTOR not later than 6:00 a.m. on the day of such cancellation or delay or not later than one (1) hour before early dismissal or the cancellation of Supplemental Transportation.

12. SAFETY PROGRAM

CONTRACTOR shall be responsible for implementing and maintaining a comprehensive pupil transportation safety program. A summary of the safety program shall be provided for review by DISTRICT upon request.

13. MANAGEMENT PERSONNEL

CONTRACTOR shall employ management personnel who shall be responsible for the efficient operation of the transportation services furnished hereunder and who shall be CONTRACTOR's liaison to DISTRICT. CONTRACTOR shall inform DISTRICT of the name(s), address(s), and emergency contact information of such management personnel. A manager

and mechanic shall be on duty at all times a school bus is being used in the performance of this contract.

14. OPERATIONS PERSONNEL/DRIVER QUALIFICATIONS

CONTRACTOR shall employ a sufficient number of drivers and support personnel to assure DISTRICT of continuous and reliable service.

The CONTRACTOR shall, for the protection of pupils, take reasonable steps to ensure its drivers and other persons who have contact with the pupils and their families are of stable personality and high moral character. The CONTRACTOR shall assure that all the CONTRACTOR's personnel meet these qualifications. The CONTRACTOR will not allow any person to drive a school bus whose conduct might in any way expose a child to any impropriety of word or conduct, nor shall CONTRACTOR allow any person to drive a school bus who is not in a condition of mental and emotional stability. The CONTRACTOR shall comply with Section 45125.1 of the Education Code of California.

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DISTRICT policy. In no case will a driver eject a pupil from a bus for misbehavior except in the event of an extreme emergency endangering the safety of the pupil, other pupils, the driver or the bus assistant, and then only after radio notice to CONTRACTOR's terminal and to the pupil's building principal. All discipline problems shall be reported in writing following completion of the route. Further procedures and regulations for the administration of discipline shall be established cooperatively between DISTRICT and CONTRACTOR. Vandalism damages to CONTRACTOR's equipment or facilities shall be the responsibility of CONTRACTOR. However, DISTRICT shall give CONTRACTOR reasonable assistance in obtaining restitution for damaged equipment or facilities. CONTRACTOR may, upon concurrence by DISTRICT, refuse to provide a pupil with transportation services until vandalism damage caused by such pupil are paid in full.

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The mutual obligations described in Sections 3, COMPENSATION; 8, INDEMNIFICATION hereof shall survive the termination or expiration of this Agreement.

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Attn: Manoj Roychowdhury, Assistant Superintendent, Business Services

Notices to CONTRACTOR shall be addressed to:

Durham School Services, LP.
4300 Weaver Parkway
Warrenville, IL 60555

Either DISTRICT or CONTRACTOR may change its address of record for receipt of official notice by giving the other written notice of such change and any necessary mailing instructions.

26. ENTIRE AGREEMENT

This Agreement sets forth the entire agreement between DISTRICT and CONTRACTOR concerning the subject matter hereof. There are no representations, either oral or written, between DISTRICT and CONTRACTOR other than those contained in this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement in duplicate the day and year first herein above written.

[CONTRACTOR] Santa Ana Unified School District

By: _____ By: _____

Title: _____ Title: _____

By: _____ By: _____

Title: _____ Title: _____

ATTEST:

By: _____ By: _____

Title: _____ Title: _____

STUDENT TRANSPORTATION SERVICES AGREEMENT

THIS AGREEMENT is made and entered into as of the 26th day of June, 2019, by and between the Santa Ana Unified School District hereinafter called "DISTRICT" and OC Transit, Inc., hereinafter called "CONTRACTOR."

WITNESSETH

WHEREAS, DISTRICT has selected CONTRACTOR to provide the pupil transportation services described herein; and

WHEREAS, CONTRACTOR desires to provide such transportation services,

NOW, THEREFORE, in consideration of the covenants hereinafter contained, the parties agree as follows:

1. TERM

The term of this Agreement shall commence July 1, 2019 and shall continue through, June 30, 2021.

2. SCOPE OF SERVICES REQUIRED

CONTRACTOR shall, during the term of this Agreement, supply and maintain such number and type of school buses and personnel as are required to fulfill DISTRICT's needs for "Home-to School Transportation" and "Supplemental Transportation" as defined below and as provided in the documentation supplied and agreed upon as part the submission of Bid # 05-16.

"Basic Transportation" shall mean the safe and convenient transportation of any and all pupils who are designated by DISTRICT to be transported between school and a point reasonably close to the pupils' homes. Such transportation shall be provided for each and every day that school is convened and in accordance with bus routes and schedules submitted by CONTRACTOR to DISTRICT and approved by DISTRICT.

"Supplemental Transportation" shall mean the safe and convenient transportation of any and all pupils or other authorized persons as may be requested by DISTRICT for field trips, excursions, athletic activities or any other purpose designated by DISTRICT both during and outside of normal school hours.

3. COMPENSATION AND BILLING

In consideration for services rendered hereunder, DISTRICT shall pay to CONTRACTOR all sums due and owing and calculated in accordance with the rates set forth in Exhibit A attached hereto and made a part

hereof, as may be adjusted from time to time as provided herein. Not later than the 10 working days after the end of each month during the term of this Agreement, CONTRACTOR will submit to DISTRICT a statement of its services rendered during the preceding month. After verification of the statement, DISTRICT shall pay the amount due to CONTRACTOR on or before the 30th day of the month in which the statement has been submitted.

DISTRICT and CONTRACTOR recognize that certain of CONTRACTOR's costs are subject to change during the term of this Agreement. Therefore, on July 1, 2020 the rate(s) of compensation payable hereunder during the ensuing Contract Year shall be the result of the following calculation:

The rate(s) of compensation payable during the expiring Contract Year shall be multiplied by a fraction, the numerator of which shall be the CPI for April of the expiring Contract Year and denominator of which shall be the CPI for the April immediately preceding the commencement of the expiring Contract Year.

For purposes of this agreement, "CPI" shall mean the Consumer Price Index published by the Bureau of Labor Statistics of the U.S. Department of Labor, for All Urban Wage Earners and Clerical Workers, U.S. Cities (1982-84=100), "All Items."

All requests for rate increases must be received by the District no later than April 30th the current contracted year to be considered during the contract renewal process.

In the event, DISTRICT's transportation needs materially change during the term of this Agreement, including any extensions or renewals hereof, then at the request of either party, the rate(s) of compensation payable hereunder shall be renegotiated.

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DISTRICT shall be responsible for planning all routes, stops and schedules. DISTRICT will furnish CONTRACTOR a complete route map and copies of all routes and corresponding Left/Rights, including a route standard, on or before 10 days prior to the opening of school preceding each Contract Year. CONTRACTOR shall work with DISTRICT's designee in planning the routes and otherwise performing this Agreement. All route standards shall be computed using the latest version of TransTraks. The base Driving Speeds used shall be as follows:

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CONTRACTOR shall provide those reports and records, which may be reasonably requested by DISTRICT and necessary for proper payment for or evaluation of CONTRACTOR's performance hereunder. All such records shall be open to inspection by DISTRICT or its representative during regular business hours in CONTRACTOR's office.

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To the extent permitted by law, DISTRICT shall hold CONTRACTOR, its officers, employees, agents, successors and assigns harmless and does hereby indemnify CONTRACTOR, its officers, employees, agents, successors and assigns from and against every claim or demand which may be made by any act of neglect, default or omission of DISTRICT, its governing board, officers, employees or agents, except to the extent that such claim or demand arises from or is caused by the negligence or willful misconduct of CONTRACTOR, its agents or employees.

8. INSURANCE

CONTRACTOR shall, at its expense, procure and keep in force during the entire term of this Agreement, public liability and property damage liability insurance protecting DISTRICT, its board, officers, employees and agents, and CONTRACTOR, its drivers and other personnel. CONTRACTOR shall, so long as available at reasonable prices from standard markets in the property and casualty insurance industry, provide limits of liability of not less than Five Million Dollars (\$5,000,000) Combined Single Limit for bodily injury and damage to property. CONTRACTOR agrees to provide DISTRICT a certificate of

insurance evidencing such coverage and designating DISTRICT as an additional insured. Workers' compensation insurance shall be maintained as required by law, or contractor shall undertake self-insurance in accordance with applicable state law, as will protect the contractor from claims, which may arise from its operation under the contract. All insurance policies shall provide that no coverage shall be canceled except by ten (10) days written notice to CONTRACTOR and DISTRICT with evidence of Worker's Compensation coverage in the amount required by law.

9. PERFORMANCE SECURITY

CONTRACTOR shall furnish DISTRICT with performance security in an amount to be fixed by DISTRICT's Board (which shall not exceed \$750,000 to guarantee the faithful performance of CONTRACTOR's duties under this Agreement. Such performance security may be in the form of a performance bond or other security acceptable to DISTRICT and CONTRACTOR. DISTRICT may waive this requirement for performance security at any time.

10. FORCE MAJEURE

In the event CONTRACTOR is unable to provide the transportation services herein specified because of any act of God, civil disturbance, fire, flood, riot, war, picketing, strike, lockout, labor dispute, loss of transportation facilities, oil or fuel shortage or embargo, governmental action or any condition or cause beyond CONTRACTOR's control, DISTRICT shall excuse CONTRACTOR from performance under this Agreement.

11. INCLEMENT WEATHER/SCHOOL CLOSINGS

In the event of inclement weather or impassability of roads or whenever school is canceled, delayed or is dismissed early, DISTRICT shall notify CONTRACTOR not later than 6:00 a.m. on the day of such cancellation or delay or not later than one (1) hour before early dismissal or the cancellation of Supplemental Transportation.

12. SAFETY PROGRAM

CONTRACTOR shall be responsible for implementing and maintaining a comprehensive pupil transportation safety program. A summary of the safety program shall be provided for review by DISTRICT upon request.

13. MANAGEMENT PERSONNEL

CONTRACTOR shall employ management personnel who shall be responsible for the efficient operation of the transportation services furnished hereunder and who shall be CONTRACTOR's liaison to DISTRICT. CONTRACTOR shall inform DISTRICT of the name(s), address(s), and emergency contact information of such management personnel. A manager

and mechanic shall be on duty at all times a school bus is being used in the performance of this contract.

14. OPERATIONS PERSONNEL/DRIVER QUALIFICATIONS

CONTRACTOR shall employ a sufficient number of drivers and support personnel to assure DISTRICT of continuous and reliable service.

The CONTRACTOR shall, for the protection of pupils, take reasonable steps to ensure its drivers and other persons who have contact with the pupils and their families are of stable personality and high moral character. The CONTRACTOR shall assure that all the CONTRACTOR's personnel meet these qualifications. The CONTRACTOR will not allow any person to drive a school bus whose conduct might in any way expose a child to any impropriety of word or conduct, nor shall CONTRACTOR allow any person to drive a school bus who is not in a condition of mental and emotional stability. The CONTRACTOR shall comply with Section 45125.1 of the Education Code of California.

CONTRACTOR shall not knowingly permit its drivers to smoke on the bus nor to drink any intoxicating beverage or be under the influence of alcohol or drugs, prescription and non-prescription drugs, which impair the safe operation of the bus, while operating any bus.

In accordance with the gang intervention program, certain items of clothing and accessories may be determined to be gang affiliated, and therefore, not permitted at school sites. Drivers must also adhere to this policy. It is therefore suggested that drivers avoid wearing items with specific sport team or identified logos other than school, school bus, or contractor related items. Any tattoos or body art that may be deemed offensive must be covered during the course of the driver performing their duties.

CONTRACTOR shall be responsible for hiring and discharging personnel employed by CONTRACTOR to perform its obligations hereunder; provided, however, that DISTRICT shall have the right to require CONTRACTOR to remove from service under this Agreement any employee who, in DISTRICT's sole discretion, is deemed unsuitable for the performance of transportation services for DISTRICT; and provided further that DISTRICT shall make such request in writing and state the reasons therefor.

CONTRACTOR shall ensure that the appropriate number of drivers are scheduled to work during normal school hours even when their route may not be running due to a school closure. Drivers scheduled for routes where school may not be in session should be used as the primary pool for the CONTRACTOR to backfill any open routes for operating school sites.

CONTRACTOR shall provide qualified drivers, trained and licensed in accordance with the laws of the State of California and the rules and regulations of DISTRICT. Accordingly, CONTRACTOR agrees that each driver shall:

(a) Possess a valid commercial license or permit issued by the State of California and a Special Driver's Certificate authorizing such person to operate a school bus.

(b) Be certified by a duly licensed medical practitioner as medically qualified and free of medical or physical conditions, which, absent reasonable accommodation, would limit safe operation of a school bus. The physical examination shall be conducted prior to employment and periodically thereafter as required by law.

(c) Successfully complete a course of training, including instruction in school bus safety, pupil discipline, human relations, defensive driving, first aid, use of fire extinguisher, traffic laws, applicable DISTRICT policies and regulations and behind-the-wheel school bus driving instruction.

(d) Possess a satisfactory driving record and criminal history record, after review of such records prior to employment and periodically thereafter to the extent permitted or available, and as required, by law.

(e) In addition to federal and state regulations, a drug and alcohol screen will be required of school bus drivers subsequent to any accident where there has been an injury and/or an involved vehicle has needed to be towed away that involves the van driver. The screens must be performed by a reputable clinic and the results kept on file throughout the duration of the employment with the CONTRACTOR and shall be subject to inspection by the DISTRICT. The cost of the screen shall be the responsibility of the CONTRACTOR. School bus drivers who test positive for drugs or alcohol will not be eligible to work under this contract. Prior to employment and from time to time thereafter, to the extent permitted by law, all safety-sensitive personnel shall undergo such tests as may reveal, within a reasonable degree of medical or scientific certainty, the presence or absence of drugs or controlled substances in the body and such tests as may clinically reveal alcoholism or alcohol misuse. Negative findings for such tests shall be a condition of employment.

(f) Satisfy all applicable requirements of the U.S. Department of Transportation, Federal Highway Administration in rendering transportation services regulated by that agency. (g) Meet any other

criteria required by law or by DISTRICT's policies, rules or regulations.

CONTRACTOR shall hold each driver responsible for:

- (a) Supervising the loading and unloading of his or her bus at every pick-up and delivery point.
- (b) Keeping informed of all rules and regulations affecting the operation of school buses and standards of conduct.
- (c) Complying with all federal, state and local traffic laws while operating buses under this Agreement.
- (d) Carrying appropriate identification at all times while on duty.
- (e) Carrying a timepiece while on duty so that the driver can maintain established schedule times.

15. EQUIPMENT

All school buses supplied by CONTRACTOR in performance of this Agreement shall meet or exceed the standards established by the laws and regulations of the State of California. CONTRACTOR shall maintain the school buses used to provide transportation services under this Agreement in accordance with all laws and accepted industry maintenance standards.

Buses supplied by the CONTRACTOR shall be no older than:

Vans - Ten (10) model years.

Conventionals - twelve (12) model years.

Transit Style - fifteen (15) model years.

Unless CONTRACTOR receives written approved by DISTRICT.

CONTRACTOR shall provide buses in sufficient number to efficiently transport all pupils for whom DISTRICT orders services, including a ten percent ratio of spare buses to ensure continuous service without interruption. Buses shall be of sufficient capacity to permit every pupil transported to be seated. All busses assigned to the District shall be fitted with both front and rear air conditioning units.

16. PUPIL DISCIPLINE/VANDALISM

The ultimate responsibility and authority to suspend or expel any pupil from transportation services hereunder shall rest with DISTRICT. CONTRACTOR's drivers are responsible only for such discipline as is required to safely and properly operate CONTRACTOR's buses. Each driver shall handle all disciplinary matters in strict accordance with

DISTRICT policy. In no case will a driver eject a pupil from a bus for misbehavior except in the event of an extreme emergency endangering the safety of the pupil, other pupils, the driver or the bus assistant, and then only after radio notice to CONTRACTOR's terminal and to the pupil's building principal. All discipline problems shall be reported in writing following completion of the route. Further procedures and regulations for the administration of discipline shall be established cooperatively between DISTRICT and CONTRACTOR. Vandalism damages to CONTRACTOR's equipment or facilities shall be the responsibility of CONTRACTOR. However, DISTRICT shall give CONTRACTOR reasonable assistance in obtaining restitution for damaged equipment or facilities. CONTRACTOR may, upon concurrence by DISTRICT, refuse to provide a pupil with transportation services until vandalism damage caused by such pupil are paid in full.

17. FACILITIES

CONTRACTOR shall store, dispatch and maintain the equipment to be utilized hereunder and shall maintain an office from which to manage its operations hereunder at facilities located within or in convenient proximity to DISTRICT. CONTRACTOR shall minimize driver park-outs as to avoid possible delays in arrival to the District for their first scheduled daily pickup.

18. ASSIGNMENT

The services contemplated under this Agreement are deemed to be in the nature of personal services. This Agreement shall not be assigned by CONTRACTOR without prior consent of DISTRICT. The parties agree that assignment by CONTRACTOR of any sums due and owing CONTRACTOR under this Agreement shall not constitute an assignment of the Agreement.

19. TERMINATION

If either party shall willfully violate any of the covenants or duties imposed upon it by this Agreement, such willful violation shall entitle the other party to terminate this Agreement. The party desiring to terminate for such cause shall give the offending party thirty (30) days written notice to remedy the violation. If at the end of such time the party notified has not removed the cause of complaint or remedied the purported violation, then this Agreement shall be deemed terminated.

20. SURVIVAL

The mutual obligations described in Sections 3, COMPENSATION; 8, INDEMNIFICATION hereof shall survive the termination or expiration of this Agreement.

21. STATUS OF CONTRACTOR

In the interpretation of this Agreement and the relations between CONTRACTOR and DISTRICT, CONTRACTOR shall be construed as being an independent contractor employed to provide transportation services only. Neither CONTRACTOR nor any of its employees shall be held or deemed in any way to be an agent, employee or official of DISTRICT. CONTRACTOR shall be responsible for, and hold DISTRICT harmless from any liability for unemployment taxes or contributions, payroll taxes or other federal or state employment taxes.

22. PLACE OF CONTRACT

This Agreement shall be deemed to be made in and shall be construed in accordance with the laws of the State of California. All references in this contract to the "State" shall mean the State of California.

23. SEVERABILITY

In the event any provision specified herein is held or determined by a court of competent jurisdiction to be illegal, void or in contravention of any applicable law, the remainder of the Agreement shall remain in full force and effect.

24. EXTENSION AND MODIFICATION

DISTRICT may extend or otherwise modify the terms of this Agreement in whole or in part, as circumstances may justify by mutual written agreement executed by the duly authorized representatives of the parties.

25. NOTICES TO PARTIES

All notices to be given by the parties to this Agreement shall be in writing and served by depositing same in the United States Mail, postage prepaid, registered or certified mail.

Notices to DISTRICT shall be addressed to:

Santa Ana Unified School District
1601 E. Chestnut Ave.
Santa Ana, Ca., 92701-6322
Attn: Manoj Roychowdhury, Assistant Superintendent, Business Services

Notices to CONTRACTOR shall be addressed to:

Durham School Services, LP.
4300 Weaver Parkway
Warrenville, IL 60555

Either DISTRICT or CONTRACTOR may change its address of record for receipt of official notice by giving the other written notice of such change and any necessary mailing instructions.

26. ENTIRE AGREEMENT

This Agreement sets forth the entire agreement between DISTRICT and CONTRACTOR concerning the subject matter hereof. There are no representations, either oral or written, between DISTRICT and CONTRACTOR other than those contained in this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement in duplicate the day and year first herein above written.

[CONTRACTOR] Santa Ana Unified School District

By: _____ By: _____

Title: _____ Title: _____

By: _____ By: _____

Title: _____ Title: _____

ATTEST:

By: _____ By: _____

Title: _____ Title: _____

12. Regular Agenda - Action Items

Subject	12.6 Authorization to Reject All Bids for Bid Package No. 1 – Drop-off at Villa Intermediate School
Meeting	Jun 25, 2019 - Regular Board Meeting
Access	Public
Type	Action
Preferred Date	Jun 25, 2019
Absolute Date	Jun 25, 2019
Fiscal Impact	No
Budgeted	No
Recommended Action	Authorize staff to reject all bids for Bid Package No. 1 – Drop-off at Villa Intermediate School
Goals	<p>GOAL 3 - Cultivate and maintain a healthy, safe, secure, and respectful school and working environment for all.</p> <p>ACTION 3.3 - Continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments.</p> <p>SERVICES 3.03006 Renovation</p>

AGENDA ITEM BACKUP SHEET

TITLE: Authorization to Reject All Bids for Bid Package No. 1 – Drop-off at Villa Intermediate School

ITEM: Action

SUBMITTED BY: Orin L. Williams, Assistant Superintendent, Facilities and Governmental Relations

PREPARED BY: Andy Putney, Director, Construction

ITEM SUMMARY:

- The bids received significantly exceeded the project budget.
- District staff designed a new pickup and drop-off procedure for Villa Intermediate.
- Rejection of bids is in compliance with Board Policy Bids 3311(a) and Public Contract Code Section 20111 (b)

BACKGROUND INFORMATION:

The purpose of this agenda item is to seek Board authorization to reject all bids for Bid Package No. 1 – Drop-off at Villa Intermediate School.

RATIONALE:

Legal advertisement of notice calling for bids was placed in the Orange County Reporter on March 22, and March 29, 2019. On April 18, 2019, staff received and opened two bids. District staff recommends that all bids be rejected. All bid amount were significantly over budget. Following the bid opening, School Police and Planning collaboratively worked together to design a new pickup and drop-off procedure that did not require construction. This procedure went into effect May 13, 2019, and has been implemented effectively. District staff recommends rejecting all bids and continuation with the new pickup and drop-off procedure until a new permanent re-design can be presented to the Board.

Project Site	Bid Package	Description
Villa Intermediate School	BP No. 1	Drop-off Project

FUNDING:

No fiscal impact.

RECOMMENDATION:

Authorize staff to reject all bids for Bid Package No. 1 – Drop-off at Villa Intermediate School.

File Attachments

[06 25 19 4Authorize to Reject All Bids -Villa Drop Off.pdf \(228 KB\)](#)

AGENDA ITEM BACKUP SHEET
June 25, 2019

Board Meeting

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ITEM: Action

SUBMITTED BY: Orin L. Williams, Assistant Superintendent, Facilities and Governmental Relations

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Project Site	Bid Package	Description
Villa Intermediate School	BP No. 1	Drop-off Project

LCAP Goal: 3 Cultivate and maintain a healthy, safe, secure, and respectful school and environment for all.

Action: 3.3 Continually improve and maintain facilities to ensure school safety, security, and high quality learning and working environments.

Service: 3.03006 Renovation

FUNDING:

No fiscal impact.

RECOMMENDATION:

Authorize staff to reject all bids for Bid Package No. 1 – Drop-off at Villa Intermediate School.