

Galt Joint Union Elementary School District
Board of Education
“Building a Bright Future for All Learners”

Special Board Meeting
Wednesday, June 17, 2020
ZOOM Teleconference Link
Meeting ID: 959-4154 7260

6:00 p.m. Closed Session
7:00 p.m. Special Board Meeting
<https://zoom.us/j/96929975313>
Phone Participation: 408-638-0968

AGENDA

The teleconference meeting is being recorded and is being held pursuant to Executive Order N-25-20 issued by California Governor Gavin Newsom on March 12, 2020. The open and closed session is being held by phone or video conference.

The public may observe the open session meeting by using the zoom link or phone number on the agenda.

Public Comment will be accepted by teleconference or phone following the teleconference protocol included in the board packet.

- Public Comment is limited to three minutes or less.
- Comments indicating agenda topics can also be emailed to kbock@galt.k12.ca.us by 12:00 p.m. on Tuesday, June 15, 2020 and is limited to 450 words.

Individuals requiring reasonable modifications to access the meeting or accommodations in order to observe or participate in the Board meeting are invited to contact Kauai Bock at 209-744-4545 or at kbock@galt.k12.ca.us by Tuesday, June 15, 2020.

A. 6:00 p.m. – Closed Session: Zoom Teleconference

B. Announce Items to be Discussed in Closed Session, Adjourn to Closed Session

1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Karen Schauer, Lois Yount, Donna Mayo-Whitlock,
Claudia Del Toro-Anguiano
 - Employee Agency: (GEFA) Galt Elementary Faculty Association
 - Employee Agency: (CSEA) California School Employee Association
 - Non-Represented Employees

C. Adjourn Closed Session, Call Meeting to Order, Flag Salute, Announce Action Taken in Closed Session

D. Public Comments for topics not on the agenda

Public comment is limited to three minutes or less pending Board President approval. Community members who cannot wait for the related agenda item may also request to speak at this time.

E. Communications

1. Sacramento County Office of Education: Safe Re-Opening of Sacramento County Schools

F. Reports

1. GJUESD 2020-21 Schools Re-Opening Progress and Next Steps

G. Recommended Actions/New Business

- 192.093 Public Hearing and Board Review of 2020-21 Budget

Public
Hearing

H. Pending Agenda Items

1. School District Properties
2. Low Performing Block grant: Mathematics
3. CSBA Social Media & Training for School Boards

I. Adjournment

The next regular meeting of the GJUESD Board of Education: June 24, 2020

Board agenda materials are available for review at the address below.

Individuals who require disability-related accommodations or modifications including auxiliary aids and services in order to participate in the Board meeting should contact the Superintendent or designee in writing:

Karen Schauer Ed.D., District Superintendent
Galt Joint Union Elementary School District
1018 C Street, Suite 210, Galt, CA 95632
(209) 744-4545



Galt Joint Union Elementary School District

1018 C Street, Suite 210, Galt, CA 95632
209-744 4545 * 209-744-4553 fax

Board Meeting Agenda Item Information

Meeting Date: June 17, 2020	Agenda Item: Closed Session
Presenter: Karen Schaeuer	Action Item: Information Item: XX

1. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
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Board Meeting Agenda Item Information

Meeting Date: June 17, 2020	Agenda Item: Communications
Presenter: Karen Schauer	Action Item: Information Item: XX

1. Sacramento County Office of Education (SCOE)
 - Safe Re-Opening of Sacramento County Schools; Governor of California
 - Safe Re-Opening of Sacramento County Schools; Senators and Assembly Members

David W. Gordon
Superintendent

June 2, 2020

BOARD OF EDUCATION

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President

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Heather Davis

Harold Fong, M.S.W.

Karina Talamantes

The Honorable Gavin Newsom
Governor of California
1303 10th Street, Suite 1173
Sacramento, CA 95814

SUBJECT: Safe Re-Opening of Sacramento County Schools

Dear Governor Newsom:

On behalf of the 13 school districts and 240,000 students in Sacramento County, we are writing to you to emphasize the need for temporary flexibility and the urgent need for legislative solutions as school districts and county offices of education prepare to re-open safely in the fall. The COVID-19 pandemic has caused enormous upheaval in the K-12 public education system. Safely re-opening in the fall will require social distancing by use of smaller class sizes, master schedule changes, and continued use of distance learning, and other measures to adhere to public health directives and guidance. We ask that the Legislature consider the following:

Attendance Hold Harmless – When schools begin to reopen, they will continue to struggle with student attendance due to illness, quarantine, or parents keeping their children home out of caution. In addition, existing attendance accounting requirements are incompatible with the need to claim funding for services provided through a combination of on-campus and distance learning options. It is critical to schools that the Legislature provide a temporary ADA hold harmless through the 2020-2021 school year to offer options for parents.

Instructional Time Requirements - Current requirements for instructional minutes and year requirements were designed for in-classroom activities. Temporarily suspending the number of school days and instructional minutes requirements for local education agencies (LEAs) will be needed to accommodate distance learning and other hybrid-type options LEAs will be forced to implement as we re-open. The COVID-19 pandemic has required schools to pursue educational settings through distance learning and social distancing environments which are not compatible to the current law requirements.



May Revise Funding - While we appreciate the efforts the Governor is making to mitigate the erosion of the Proposition 98 guarantee in the May Revision, the May Revision proposes drastic cuts to K-12 education at a time when schools already face significant costs related to COVID-19. As LEAs prepare to re-open in the fall, we must respectfully oppose the proposed cuts in the May Revision to K-12 education, and ask that the Legislature look to alternative revenue sources to ensure K-12 schools can provide quality, safe educational environments for all students, including students with disabilities.

In conclusion, if the above-mentioned fiscal issues can be resolved, while offering maximum flexibility to the attendance and instructional time requirements, California schools will be better equipped to re-open schools in a safe and equitable manner. We recognize the tremendous impact that you have in supporting students throughout California. We thank you for your consideration of these matters to ensure equity and access to high-quality education for all students.

Sincerely,



David W. Gordon
Sacramento County Superintendent of Schools

DWG/ch

cc: Troy Miller, Superintendent, AUSD
Scott A. Loehr, Superintendent, CJUSD
Christopher R. Hoffman, Superintendent, EGUSD
Dr. Michael D. Borgaard, Superintendent, EJSD
Dr. Sarah Koligian, Superintendent, FCUSD
Dr. Karen Schauer, Superintendent, GJUESD
William Spalding, Superintendent, GJUHS
Chris Evans, Superintendent, NUSD
Katherine Wright, Superintendent, RDUSD
Ruben Reyes, Superintendent, RSD
Jorge A. Aguilar, Superintendent, SCUSD
Kent Kern, Superintendent, SJUSD
Dr. Steve Martinez, Superintendent, TRUSD

David W. Gordon
Superintendent

June 2, 2020

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Karina Talamantes

Senator Bill Dodd
555 Mason Street, Suite 275
Vacaville, CA 95688

Assembly Member Jim Cooper
4801 Laguna Blvd., Suite 105
Elk Grove, CA 95758

Assembly Member Kevin McCarty
915 L Street #110
Sacramento, CA 95814

Assembly Member Ken Cooley
2729 Prospect Park Dr., Ste. 130
Rancho Cordova, CA 95670

Assembly Member Kevin Kiley
8799 Auburn Folsom Road
Granite Bay, CA 95746

Senator Dr. Richard Pan
2251 Florin Road #156
Sacramento, CA 95822

SUBJECT: Safe Re-Opening of Sacramento County Schools

Dear Senators and Assembly Members:

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Sincerely,



David W. Gordon
Sacramento County Superintendent of Schools

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Dr. Steve Martinez, Superintendent, TRUSD



Board Meeting Agenda Item Information

Meeting Date: June 17, 2020	Agenda Item: Report
Presenter: Karen Schauer GJUESD Directors	Action Item: Information Item: XX

GJUESD SCHOOLS REOPENING PROGRESS AND NEXT STEPS

As the 2019-20 school year with school closure has concluded, GJUESD has made progress with 2020-21 school reopening efforts. The report will include:

1. feedback survey results and findings
2. reopening models: elementary and middle School
3. committee efforts
4. upcoming parent communications
5. next steps

Survey Results and Findings

Four different surveys were launched on May 26th and closed on June 2nd. Over **1,200 parent** surveys were completed and over *800 students* responded. Over *160 teachers and over 150 classified staff* responded to the survey questions. The survey questions were broken down into three categories and allowed for open ended questions.

Learning Preference

Approximately **60%** of our families responded as having learning at school be their first preference with 40% wishing to have a blended or remote learning option for their child this coming year. Both teacher and classified staff indicated similar results, over **50%** preferred to have learning take place in the classroom, while 50% indicated that a blended or remote program would be their preference.

Top Three Priorities

Physical health and safety were the main priority for all adults with learning and instruction coming in second. As for students, 93% indicated 'being with friends' as their top priority with both *'learning at school from teachers'* and *'end of the year activities'* coming in as their second highest priority.

Distance Learning Rating

All four groups were asked to rate the distance learning program. Almost **70%** of the parents indicated that they had a *positive or neutral experience*. Over **90%** of the staff rated the distance learning program as *positive or neutral*. Our students rated the distance learning experience as only being **50%** positive or neutral.

Comment Highlights

The open-ended questions provided all groups with the opportunity to share highlights, challenges and considerations. A total of **222 pages** of comments were submitted!

Number of comment pages by group:			
<u>Parents</u>	<u>Teachers</u>	<u>Classified</u>	<u>Students</u>
94 pages	25 pages	13 pages	90 pages

Galt Joint Union Elementary School District

Report

Trends and Insights

Survey Type	Learning Preference	Positive Aspects	Challenges Faced	Additional Feedback
Parent	at school	Flexibility with pacing, time with family, gratitude towards teachers, knowing what my child is learning	Tech limitations, amount of time on Zoom or on line, difficult process with multiple children, lack of support for special needs child, amount of independent work assigned, isolation	<ul style="list-style-type: none"> • Critical to open in a safely/healthy manner • Concerns with the wearing of <u>face coverings</u> • Vital to have consistent program for at all grades/ schools • Offer educational <u>options</u> • Follow state and health dept. guidelines • Use local control to plan that fits the <u>needs of 'Galt'</u> • Stronger distance learning program if done again
Teacher	at school	Rethinking teaching and learning, parent support, the use of Zoom, teacher collaboration	Maintaining high levels of engagement, inability to reach all, limitations with technology	<ul style="list-style-type: none"> • Safety of all employees and students • Need more time to plan properly, higher standards and <u>accountability</u> for all • Want to be with students in my classroom, but must feel safe • Provide needed <u>emotional support</u>
Classified	at school	Being provided the technology needed, parent support and teacher guidance	Limitations with technology, lack of communication, weak internet, limited support provided to kids	<ul style="list-style-type: none"> • Implement the <u>safest precautions</u> • Strong plan for children with <u>special needs</u> • Consider creative <u>work spaces</u> • Protocols to ensure <u>staff follow all safe and health guidelines</u>
Students	at school	Doing work at my own pace, being with my family, Zoom meetings to see friends	Not having help from my teacher, math, not being with friends, hard to focus and lack of motivation	<p><u>Message to principal: let us go to school, more math to catch up, less Zoom meetings, look at the work we are given, make DL more organized, 'I don't want to do this again'</u></p>

All survey responses were read by both district and site leadership. The input provided by all groups will help guide the development of a plan to reopen our schools this coming August in the most caring and safe manner possible.

Next Steps and Considerations

Based upon feedback and guidance recommendations, we are preparing for safely reopening in August through 1.) on campus daily learning and 2) home school program. A district committee is convening through teleconference on Monday, June 15th to discuss reopening planning considerations and will virtually meet again on Monday, June 22nd.

In addition, a communication to parents to determine Home School interest is planned for the week of June 22nd.

Reopening considerations include:

1. Equity= Inclusion + Access
2. Social Emotional needs
3. Employee, parent and student hygiene and safety
4. Personal Protective Equipment
5. Facilities and outdoor space use
6. High School and City Coordination
7. Communication

Attachments:

1. GJUESD Re-opening Schools Survey Results and Findings
2. California School Boards Association: The Uncertain Road Ahead
3. Sacramento County Public Health: Industry Guidance
4. Sacramento County Office of Education 2020-21 School Year Planning Guide
5. California Department of Education: Stronger Together Guidebook for the Safe Re-opening of California's Public Schools

Certificated Survey Results

	DISTRICT	FAIRSITE	LAKE CANYON	MARENGO RANCH	RIVER OAKS	VALLEY OAKS	GREER	McCAFFREY
Learning Preferences:								
Learn at School	55%	75%	67%	63%	48%	59%	55%	42%
Distance Learning/At School Mix	40%	25%	33%	37%	48%	32%	45%	44%
Distance Learning	5%	0%	0%	0%	4%	9%	0%	14%
Top 3 Priorities: *Questions Vary								
Physical Health and Safety	68%	38%	58%	71%	76%	64%	70%	70%
Learning and Instruction	56%	63%	67%	54%	60%	36%	65%	53%
Emotional Support	21%	13%	33%	25%	8%	9%	30%	23%
New Expectations	30%	38%	25%	33%	32%	45%	20%	21%
Communication	18%	0%	17%	21%	12%	36%	15%	19%
Friends	-	-	-	-	-	-	-	-
Learn at School with Teachers	-	-	-	-	-	-	-	-
Year End Activites	-	-	-	-	-	-	-	-
Rate Distance Learning:								
Positive	73%	37%	71%	67%	84%	76%	80%	74%
Neutral	23%	50%	25%	29%	4%	14%	15%	23%
Negative	4%	13%	4%	4%	0%	10%	5%	3%
Number of Participants	166	8	24	24	25	22	20	43

Classified Survey Results

	DISTRICT	FAIRSITE	LAKE CANYON	MARENGO RANCH	RIVER OAKS	VALLEY OAKS	GREER	McCAFFREY
Learning Preferences:								
Learn at School	52%	50%	50%	54%	50%	59%	48%	48%
Distance Learning/At School Mix	36%	32%	33%	43%	35%	27%	38%	48%
Distance Learning	12%	18%	17%	4%	15%	14%	14%	4%
Top 3 Priorities: *Questions Vary								
Physical Health and Safety	76%	71%	62%	78%	100%	68%	76%	78%
Learning and Instruction	-	-	-	-	-	-	-	-
Emotional Support	13%	21%	38%	14%	5%	5%	5%	13%
New Expectations	50%	46%	31%	57%	55%	41%	48%	61%
Communication	47%	46%	31%	46%	30%	41%	48%	65%
Friends	-	-	-	-	-	-	-	-
Learn at School with Teachers	-	-	-	-	-	-	-	-
Year End Activites	-	-	-	-	-	-	-	-
Rate Distance Learning:								
Positive	69%	71%	62%	75%	68%	50%	75%	26%
Neutral	25%	22%	38%	25%	16%	50%	15%	61%
Negative	6%	7%	0%	0%	16%	0%	10%	13%
Number of Participants	155	28	13	28	20	22	21	23

Parent Survey Results

	DISTRICT	FAIRSITE	LAKE CANYON	MARENGO RANCH	RIVER OAKS	VALLEY OAKS	GREER	McCAFFREY
Learning Preferences:								
Learn at School	60%	53%	63%	60%	58%	51%	61%	62%
DL/At School Mix	31%	33%	29%	30%	35%	36%	27%	29%
Distance Learning	9%	14%	8%	10%	7%	13%	12%	9%
Top 3 Priorities: *Questions Vary								
Physical Health and Safety	76%	77%	74%	77%	77%	98%	71%	71%
Learning and Instruction	70%	66%	71%	72%	69%	68%	68%	73%
Emotional Support	47%	58%	50%	48%	42%	42%	53%	44%
New Expectations	37%	32%	34%	34%	37%	32%	42%	38%
Communication	36%	34%	38%	32%	36%	40%	34%	41%
Friends	-	-	-	-	-	-	-	-
Learn at School with Teachers	-	-	-	-	-	-	-	-
Year End Activities	-	-	-	-	-	-	-	-
Rate Distance Learning:								
Positive	35%	38%	38%	33%	37%	36%	32%	29%
Neutral	36%	39%	35%	35%	36%	37%	41%	36%
Negative	29%	23%	27%	32%	27%	27%	27%	35%
Number of Participants	1282	73	198	263	178	118	147	305

Student Survey Results

	DISTRICT	FAIRSITE	LAKE CANYON	MARENGO RANCH	RIVER OAKS	VALLEY OAKS	GREER	McCAFFREY
Learning Preferences:								
Learn at School	62%	-	57%	60%	65%	66%	58%	62%
DL/At School Mix	30%	-	34%	30%	26%	23%	33%	31%
Distance Learning	8%	-	9%	9%	9%	11%	9%	7%
Top 3 Priorities: *Questions Vary								
Physical Health and Safety	-	-	-	-	-	-	-	-
Learning and Instruction	-	-	-	-	-	-	-	-
Emotional Support	-	-	-	-	-	-	-	-
New Expectations	-	-	-	-	-	-	-	-
Communication	-	-	-	-	-	-	-	-
Friends	93%	-	93%	94%	86%	95%	87%	94%
Learn at School with Teachers	51%	-	55%	56%	54%	51%	49%	49%
Year End Activities	50%	-	53%	51%	43%	44%	46%	53%
Rate Distance Learning:								
Positive	23%	-	30%	26%	23%	30%	23%	17%
Neutral	28%	-	52%	60%	57%	58%	63%	64%
Negative	49%	-	18%	14%	20%	12%	14%	19%
Number of Participants	813		104	84	93	109	69	354

The Uncertain Road Ahead

Reopening schools in the time of COVID-19

Executive summary

In *The Uncertain Road Ahead: Reopening Schools in the Time of COVID-19*, CSBA seeks to answer some important questions on the subject of reopening schools. While there are no clear solutions in this unprecedented situation, this report presents a robust examination of what it will take to reopen schools safely and effectively. While many education organizations and county offices of education have recently released guidance, this report provides a framework in which district and county office boards can make decisions based on their local circumstances, focused on the areas of health and safety, high-quality teaching and learning, equity, funding and flexibility. *The Uncertain Road Ahead* also provides important questions for board members to ask and answer while planning for the 2020–21 school year, and an overview of CSBA's efforts to advocate for the resources, guidance, funding and support schools need to navigate this crisis and reopen schools safely.

Health and safety

The health and safety of students and staff is paramount when making decisions about resuming in-person instruction in the 2020–21 academic year. [Recent guidance](#) by the California Department of Public Health outlines the conditions that should be met prior to reopening, including physical distancing, healthy hygiene practices, sanitation measures, screening staff and students for symptoms upon campus entry and the need for contingency plans should a staff or student become ill with COVID-19.

CSBA supports these health and safety guidelines, but the reality on the ground is that schools must have the resources to implement them without diverting resources away from instruction. CSBA is engaged in advocacy at the state and federal levels to address these funding issues. Local

educational agencies should be working with their local public health officials to develop protocols for deciding when it is safe to reopen campuses, as well as when future classroom, school site or LEA closures are warranted.

The Centers for Disease Control and Prevention and CDPH advise that physical distancing is the primary strategy to reduce transmission of the coronavirus. LEAs should consider scheduling alternatives that limit the number of students and staff on campus at any given time. Decision-making should factor in the impact of health and safety risks, cost, implications for child care for families and employees, stakeholder input and the impact on instructional quality.

Funding and resources

Given the necessary health and safety measures for reopening, additional significant investment is needed at both the state and federal level. CSBA is advocating for the funding LEAs need to safely reopen schools while addressing the needs of all students and staff.

Health and safety: State and federal funding must be able to cover the totality of the health and safety concerns to address the needs of students, employees and their families.

Technology: Funding at the state and federal levels should provide broadband access to all communities to accommodate appropriate distance learning opportunities for all students. CSBA is advocating for a tech bond to address these issues.

Special education: LEAs need increased state and federal funding, along with regulatory flexibility, to appropriately address the needs of special education students.

Supporting student groups: Connect funding needs to issues and considerations of the various LCFF student groups, including access to services and programs necessary to close achievement gaps.



Adaptable, high-quality teaching and learning

The instruction students received this spring was not representative of what distance learning could be under normal conditions. This summer, LEAs should draw on the many resources available to them as they plan for a multitude of scenarios (many of which are provided in Appendix B of the report and are available at www.csba.org/coronavirus). Priorities for providing adaptable, high-quality teaching and learning include investing in professional learning opportunities to deepen staff understanding of blended learning approaches and distance learning, stakeholder engagement, addressing uneven educational quality due to COVID-related disruptions, and planning for the rapid transition back to full-time distance learning if local public health conditions require schools to close again.

Surveying families and staff to identify their needs and preferences for the upcoming school year can give LEAs a sense of how many families may need options for distance learning and which teachers may not be willing to return to campuses, either due to pre-existing health conditions or to concerns about the risk of infection prior to the release of a vaccine. Surveys can also help determine how engaged students were with distance learning during school closures. Schools should have a plan to identify potential gaps in content knowledge so educators can provide the instruction needed. One option is the use of diagnostic assessments, which are designed to assess student understanding of standards-based content so that educators can pinpoint strategies to the needs of their students.

Equitable supports for all students

Recent campus closures highlighted how integral schools are in supporting the health, learning and well-being of California's students. LEAs must plan to ensure all students have access to the supports they need, no matter which instructional model is used in the 2020–21 school year. Chief among these concerns is making sure every student has a mobile device and broadband internet access — for many of California's districts, the digital divide has been the greatest barrier

to ensuring all students have access to instruction during distance learning. Special considerations should be given to already-vulnerable student groups such as students with disabilities, students in low-income households, English learners, and homeless and foster youth.

Additional consideration should be given to providing mental health supports for student and staff, whose needs may have increased due to challenges associated with anxiety about the pandemic, extended social isolation and other stressors that students and staff might be experiencing during school closures.

Flexibility

Unprecedented times require innovative responses. When schools suddenly closed this March, the state and federal government provided flexibility in many areas through executive orders, waivers and other measures. However, many of these measures are scheduled to expire on July 1, 2020. The proposed scenarios for resuming school will require regulatory relief. A CSBA survey of Delegates, board presidents and superintendents identified the following top five areas in which they say flexibility is needed: reducing required instructional minutes or days, special education requirements, suspending pension rate increases, and reducing or eliminating routine restricted maintenance requirements.

As CSBA continues advocating at the state and federal level for the funding schools require to reopen safely, board members and the education community can add their voices to the chorus using CSBA's funding advocacy toolkit at www.csba.org/coronavirus.

The Uncertain Road Ahead



Reopening schools in the time of COVID-19



June 9, 2020

Dear California Education Leaders:



It is probably fair to state that the 2019–20 school year will go down in history (some might say infamy) as the most uncommon year in the long history of California public schools. The COVID-19 pandemic turned our schools — and the world — upside down and required a resiliency that words cannot appropriately describe. And to our dismay, it appears that this uncommon season will continue into the 2020–21 school year.

When classes resume later this year, COVID-19 will still be here, and Californians will continue to rely on their local schools for safety and support, with the expectation of a high-quality education for every student. Meeting those expectations is a daunting prospect for which no roadmap exists. In recognition of the uncertainties facing education leaders, we have titled this report, *The Uncertain Road Ahead: Reopening Schools in the Time of COVID-19*.

In *The Uncertain Road Ahead*, we answer some important questions about reopening schools. Where there are no clear solutions, we present options for governing board members to consider on behalf of students, staff, families and their communities. Inside you will find a robust examination of what it will take to reopen our schools safely and effectively, with in-depth resources focused on the areas of Health and Safety, High-Quality Teaching and Learning, Equity, Funding and Flexibility. You will also find an overview of CSBA's efforts to advocate for the resources, guidance, funding and support schools need to navigate this crisis.

The typically demanding process of preparing for the start of school carries even greater urgency this summer. As board members, you face the challenge of making decisions while battling several invisible adversaries: a virus we don't fully understand, guidance that is typically insufficient and occasionally nonexistent, and funding that is inadequate to cope with the added expense and logistical challenges of responding to COVID-19.

Our hope is that this report makes this arduous task a bit easier and provides knowledge and inspiration as you move through the planning process. I have been amazed by the ingenuity governance teams have displayed in responding to COVID-19. I have no doubt that your resourcefulness will continue as you serve California's students and, amidst great challenges, prepare them for success in college, career and civic life.

This pandemic continues to evolve and change the way we live, and each day it becomes even clearer that our schools are the centers of our communities and beacons of hope for so many students and families. Our campuses may have been closed, but school was never out. I salute the educators who have worked tirelessly to make distance learning a new reality; the classified staff and volunteers who have distributed countless meals and cleared innumerable logistical hurdles; the administrators and governing boards who rapidly adopted, adapted and implemented policies to serve students in an unprecedented time; the parents and guardians who demonstrated patience despite disruption; and the students who persevered through this bewildering period in world history.

We have all exhibited great resilience, but the fight is not over. As we approach the new school year, we must continue to remain nimble in our response, and we must place the health and safety of our students first. As you endeavor to meet this standard, CSBA will be right beside you, championing public schools and the board members and superintendents that lead our 6.1 million students.

Sincerely,

Vernon M. Billy

CEO & Executive Director

California School Boards Association



Background




Context

Campus closures during the COVID-19 pandemic have impacted every aspect of education and social life, presenting the most daunting challenge schools have ever faced.

Board members, administrators, certificated and classified employees have worked tirelessly to find creative and resourceful ways to safely educate and support the state's 6.1 million students for the remainder of the 2019–20 academic year and the years to come.

While the Governor's Office, California Department of Education, State Board of Education and public health agencies will determine much of the specific guidance, funding, legislation and regulations, CSBA continues to advocate that these organizations and leaders provide clear, consistent and aligned guidance to school boards, county offices of education and superintendents. The ability of local educational agencies to plan for the coming year hinges upon these elements.

Look for this symbol  throughout this report to see spotlight areas for which CSBA is advocating.

Purpose of this document

California's school districts and county offices of education are considering options to safely and effectively provide instruction for the 2020–21 school year. Families, students and staff are seeking clarity after months of uncertainty and constantly shifting conditions. CSBA is working arduously to support LEAs in these efforts as they plan for the coming year.

In recognition of the obstacles facing its members, CSBA convened an internal staff work group to respond to member needs and ensure the association's advocacy efforts and resources address members' needs and concerns. As part of this work, CSBA conducted a series of virtual listening sessions (see Appendix A) and surveyed Delegates and board presidents about distance learning issues, along with concerns and needs related to reopening schools. To obtain additional budgetary, administrative and logistical data, CSBA also surveyed superintendents of member LEAs.

Each day seems to bring new guidance and (sometimes conflicting) information, but one thing remains constant — resuming in-person instruction in a way that both serves and protects students, staff and community will require a historic level of support and coordination at a local, county and statewide level. As those entrusted with the health and safety of California's students, education leaders must

consider whether schools can reopen campuses safely in the midst of a global pandemic and a budget crisis potentially worse than the austere conditions seen during the Great Recession. And if it is not safe for students and staff to be on campus, how will schools ensure students have access to a high-quality education and support services?

This document presents the principles that CSBA believes to be essential in any plan for resuming instruction for the 2020–21 academic year. Unlike many reopening frameworks or guidance, this document is not intended to provide specific health and safety guidelines, instructional recommendations

or budget advice. Instead, CSBA hopes the principles and content within provide a framework for the many decisions and considerations that board members will need to address in the months ahead.

It also includes important examples of questions for board members to consider as they plan. The framework complements the suite of COVID-19-related materials that CSBA has developed, from a comprehensive pandemic sample policy for reopening schools to a funding advocacy toolkit and COVID-19 webinar series. Many of these resources are available on our dedicated [COVID-19 webpage](#).

CSBA’s Core Principles for Resuming Instruction

CSBA believes resuming instruction must be based on five core principles. These principles apply to decisions about how and when to reopen campuses, as well as to the types of instructional approaches a school district or county office of education may provide.

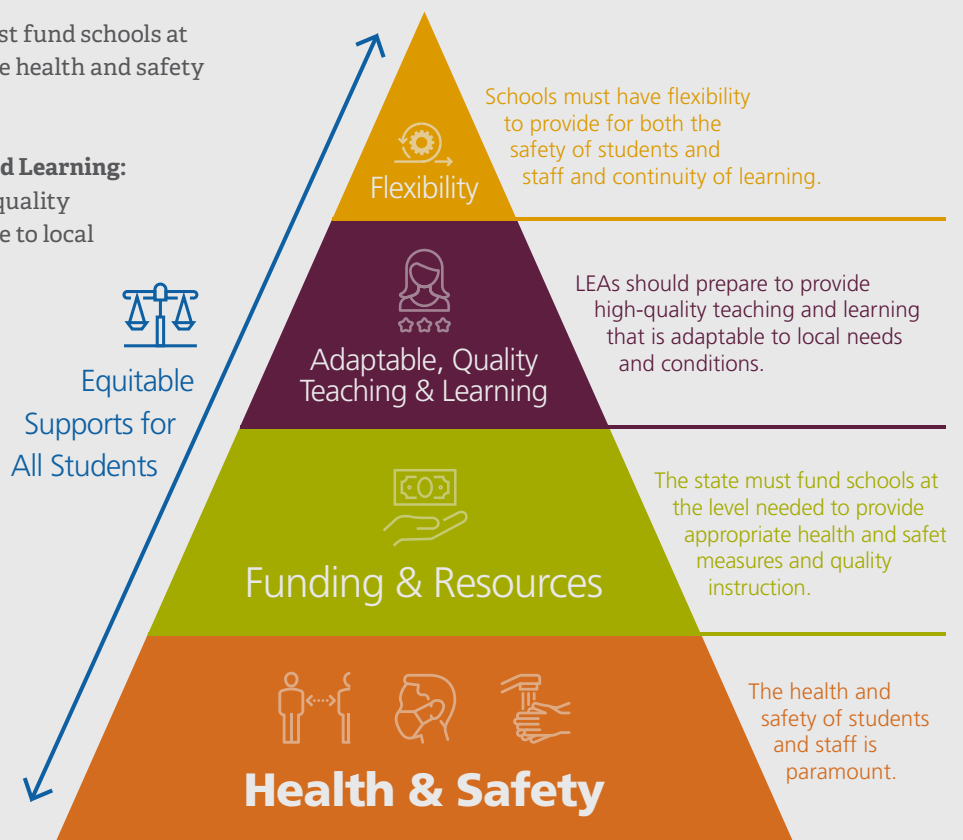
Health and Safety: The health and safety of students and staff is paramount

Funding and Resources: The state must fund schools at the level needed to provide appropriate health and safety measures and quality instruction

Adaptable, High-Quality Teaching and Learning: LEAs should prepare to provide high-quality teaching and learning that is adaptable to local needs and conditions

Equitable Supports for All Students: Plans for the new school year should ensure that all students have access to the supports they need

Flexibility: Schools must have flexibility to provide for both the safety of students and staff and continuity of learning





Principle 1: Health and Safety

The health and safety of students and staff is paramount



Health and safety is an essential consideration for any plan to reopen for California's schools. In response to the COVID-19 pandemic, Gov. Gavin Newsom and SPI Thurmond have repeatedly emphasized the important role of local educational leaders in determining when to close schools and when to bring students back to campuses.

If health considerations are paramount, then campuses should open only when schools have the necessary resources and procedures in place to offer a safe environment for students and staff. A vaccine will not be available before the start of the 2020–21 academic year. Therefore, students, families, educators and community members are relying on the state and federal governments to establish readily accessible testing, a robust system of contact tracing, and the consistent use of self-isolation practices for those with confirmed cases of COVID-19 or recent exposure to those infected by the virus.

Conditions for reopening

The decision to reopen is a local one and should be based on available local data and scientific understanding of the novel coronavirus. According to recent guidance offered by the [Centers for Disease Control and Prevention](#) and [California Department of Public Health](#), certain conditions should be met prior to reopening.

CSBA recommends the following conditions, at a minimum, should be in place and communicated to your school community prior to reopening campuses for in-person instruction:

- ▶ The community has met all six safety indicators outlined by Governor Newsom
- ▶ Schools have the resources to implement the state's COVID-19 guidance, including funding, adequate staffing and supplies, without diverting resources away from instruction
- ▶ Health and safety guidance should be realistic and able to be implemented consistently
- ▶ The LEA and local public health officials are coordinating on guidance about procedures, monitoring local cases and other public health issues
- ▶ Protocols have been developed to determine when and if to close schools if local conditions worsen
- ▶ Plans for a rapid transition to distance learning have been developed in case classroom, school or LEA closures are warranted

Schools remain an essential service, and CSBA recognizes that returning to campus is a critical aspect of reopening the California economy. With the Governor's May Revision budget proposal, however, schools simply will not be able to afford to implement the recommended public health guidance at the start of the 2020–21 academic year. The Legislative agreement reached on June 3 provides room for more optimism, but its heavy reliance on deferrals is still troubling for districts facing an array of added expenses. From social distancing and personal protective equipment (PPE), to transportation and cleaning and disinfecting routines, every health and safety practice creates an additional cost in a system that is already grossly underfunded.

Health and safety considerations for reopening

Facilities and Operations

- ▶ Consult with local public health officials about implementing guidance from the California Department of Public Health and CDC in the local context.
- ▶ Work with staff to analyze current resources and identify additional needs, including staffing, facilities, cleaning and disinfecting supplies and PPE, to implement the guidelines.
- ▶ Identify supply pipelines for equipment and materials in high demand, perhaps in coordination with the county office of education, other local LEAs or the county emergency services office.

Transportation

- ▶ If an LEA provides transportation, ensure conversations about scheduling options address considerations for reducing risk while transporting students, including social distancing. Consider implications for additional staffing and routes, including cost and time.

Accommodations

For [higher-risk staff](#) and students or those who will not send their children to campuses due to safety concerns:

- ▶ Every LEA should consider an independent study or distance learning option for students who are at higher risk for infection or have members of their household who are at higher risk. Additionally, some parents have indicated they are unwilling to send their children back to campus prior to the development of a vaccine. CSBA recommends that districts survey families about their intent to return and interest in alternatives to classroom-based instruction.



▶ CSBA ADVOCACY

Clear guidance: Guidance on reopening from various agencies at the state level — and ultimately at the local level — must be clear, realistic and not contradictory.

Access to state, regional, and local services: The state should provide schools with access to as many state, regional and county-level services as possible to relieve local funding pressures. This would include coordinating purchasing and distribution of PPE, providing access to mental health services for students, staff, and families, and ensuring access to COVID-19 testing and related services including contact tracing and screening.

- ▶ If not already done, LEAs should immediately survey staff and/or collaborate with bargaining units to gather information about staff members' intent to return in the 2020–21 academic year. This should include those staff members willing to identify themselves as being at higher risk for infection or having a household member who is at higher risk. Information about whether those staff would like to be considered for alternative assignments or would refuse to re-enter a classroom environment if a vaccine is unavailable will allow LEAs to begin organizing their placements for the 2020–21 academic year.

Physical distancing: Developing schedules to support health and safety

Until a vaccine is widely available or containment strategies have been effectively implemented, the CDC and CDPH advise that physical distancing is the primary way to reduce transmission of the coronavirus. Schools, however, are not designed for the degree of physical distancing recommended by public health officials. One approach many LEAs are considering to facilitate physical distancing is to develop scheduling alternatives that limit the number of students and staff on campus at any given time.

Each LEA will have unique conditions, needs and preferences that influence the scheduling options they select. Additionally, several organizations, associations and LEAs have developed overviews of the various options and the considerations associated with each. CSBA does not recommend a particular scheduling structure, however, we suggest LEAs consider the following factors in reviewing their options:

- ▶ Impact on health and safety risks
- ▶ Cost, including staffing needs
- ▶ Implications for child care for families and employees
- ▶ Feasibility of implementation
- ▶ Stakeholder input, particularly from employees and families
- ▶ Impact on instructional quality

At the time our framework was developed, most LEAs were in the early stages of selecting their scheduling options. A survey of CSBA Delegates and board presidents indicates that 77 percent of LEAs are engaged in a work group to plan for their reopening strategy in the 2020–21 academic year.

Furthermore, CSBA Delegates and LEA superintendents indicate that the most popular option is currently a hybrid (also known as blended) learning model. More than 78 percent of reporting LEAs were considering some form of hybrid approach, though their preferences for a particular model (if they have one) vary. Additionally, when asked whether any possible schedule would be unacceptable, the responses from many of our members indicated that either end of the spectrum would be untenable — a continuation of full-time distance learning or reopening campuses full time for “business as usual.”

More than 78 percent of reporting LEAs were considering some form of hybrid approach, though their preferences for a particular model vary.

Regardless of the way instruction resumes this 2020–21 academic year, CSBA and its members remain committed to the health and safety of California’s 6.1 million students, their families and the employees who work with them.

Questions and considerations for board members:

- ▶ Now that the CDPH, CDE and CDC have released guidance, are we working with our local public health officials and county office of education to develop protocols for deciding when it is safe to reopen campuses, as well as when future classroom, school site or LEA closures are warranted?
- ▶ Are we working on addressing supply chain issues for equipment and materials to ensure we can implement health and safety measures when in-person instruction resumes?
- ▶ Have we engaged with families and staff to identify those who will need accommodations when in-person instruction resumes?
- ▶ Has our administration evaluated potential liability issues, including insurance costs, associated with reopening campuses?
- ▶ What health and safety measures are collective bargaining units advocating for as part of a memorandum of understanding (MOU) for returning to campuses?
- ▶ How will we educate classified and certificated staff about implementing the necessary health and safety measures?
- ▶ How do we communicate with our families about the health and safety measures we will be adopting to reopen campuses?



Principle 2: Funding and Resources

The state must fund schools at the level needed to provide appropriate health and safety measures and quality instruction



Schools need more funding to reopen

For schools to reopen their campuses, they must have the funding and resources needed to implement the measures described within this framework: health and safety precautions (including physical distancing), academic and mental health support, and equitable opportunities. Given the additional expenses incurred by campus closures this March, our chronically underfunded schools will be under additional strain.

It is unrealistic for campuses to reopen without a significant additional investment in our schools. Yet the Governor's recent revised budget proposes unacceptable cuts for California's PK-12 system. According to a recent letter from the Education Coalition, of which CSBA is a member, the Governor's proposed 10-percent cut to LCFF would translate to:

- ▶ Equivalent cut per student: \$1,230
- ▶ Equivalent cut per classroom: \$21,667
- ▶ Equivalent teacher layoffs (salary and benefits): \$57,638
- ▶ Equivalent classified employee layoffs: \$125,000
- ▶ Percentage increase in class size: 19.1 percent

Given the necessary health and safety measures for reopening, these cuts would preclude schools from being able to welcome students and staff back to campus. Schools have always been innovative about making the most of limited resources, but this is beyond what is possible for even the most creative school business officials, and the stakes are too high for half-measures.

CSBA ADVOCACY

Members whose LEAs are not basic aid and who do not receive concentration funding are worried relief will not reach them. CSBA is advocating for full funding of the LCFF at the January budget level, including COLA, which is the level contained in the Legislature's proposed response to the May Revision.

LEAs should also be prepared to manage their cash flow, as state-level deferrals are planned for the 2020–21 fiscal year. As proposed in the May Revision, \$100 million will be available in May and \$100 million in June for districts that would experience financial hardship due to the deferrals. In order for a school district to receive a payment, the county superintendent of schools shall certify to the SPI and to the Director of Finance on or before January 5, 2021, for May and by April 1 for June that the deferral will result in the school district being unable to meet its financial obligations for May or June, and shall provide an estimate of the amount of additional funds necessary for the school district to meet its financial obligations for the month of May or June.

It is likely that deferrals will require some level of borrowing by LEAs that do not have sufficient reserves to cover the entire amounts being deferred. Consider CSBA's [California School Cash Reserve Program](#) for the best terms.

CSBA is engaged in advocacy on behalf of our members and their LEAs. Board members can play an important role in communicating the potential impact to the Governor’s Office and the Legislature. To help, CSBA has developed an [Advocacy Toolkit](#), which includes talking points, sample letters and call scripts, recommendations for social media posts, and sample resolutions for both state and federal funding.

CSBA ADVOCACY

Health and safety funding: State and federal funding must be able to cover the totality of the health and safety concerns to address the needs of students, employees and their families.

Technology funding: Funding at the state and federal levels should provide broadband access to all communities to accommodate appropriate distance learning opportunities for all students, as well as expansion of E-Rate and providing funds for devices and maintenance services. CSBA is advocating for a tech bond to include funds to provide access to broadband services and for purchasing and replacing devices and hotspots.

Special education funding: LEAs need increased state and federal funding, along with regulatory flexibility, to appropriately address the needs of special education students including additional funding for high-cost, low-incidence services, flexibility in timelines for reviewing and implementing changes in IEPs and ensuring access to individualized services.

Funding to support student groups: Connect funding needs to issues and considerations of the various LCFF student groups, including access to services and programs necessary to close achievement gaps.

“The May Revision budget proposal will prevent many schools from opening safely as expenses for COVID-19 response have exacerbated the already precarious financial situation of public schools. In February — before the pandemic — we conducted a survey of school districts’ financial conditions which found that 77 percent of school districts were deficit spending and more than a third were contemplating layoffs. Today, schools are planning for physical distancing on campus and school buses, assessing the expense and availability of personal protective equipment, buying technology to expand their capacity for distance learning, calculating high food and meal distribution costs and preparing for the additional cleaning and sanitizing needed to keep, students, staff and families safe. Against this backdrop, the current budget would exacerbate inequity and damage a generation of public-school students. California can and must do better.”

*—Xilonin Cruz-Gonzalez, CSBA President, Trustee
Azusa Unified School District*

Additional resources

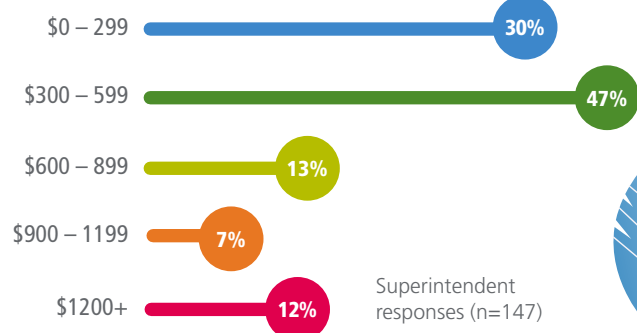
Personal protective equipment and essential protective gear

Responding to calls from CSBA, the Education Coalition and others for the state to use its purchasing power — rather than relying on LEAs to purchase equipment — [the state announced](#) that it has procured the following supplies to distribute to schools and child care centers:

- ▶ More than 47,000 no-touch thermometers for every school and child care facility
- ▶ Face shields for every teacher and child care provider (approximately 2.4 million)
- ▶ Over 14 million cloth face coverings for staff and students



Estimated additional per-ADA costs during distance learning from March through end of school year



- ▶ Over 16 million disposable masks
- ▶ 123,000 N95 masks for school-based health professionals, including those interacting with symptomatic students
- ▶ 143,000 gallons of hand sanitizer

The distribution of these supplies will be through the California Department of General Services and the Office of Emergency Services, with the DGS also creating a procurement process for schools and child care centers to access on an ongoing basis.

This development is important for LEAs, which should not have to compete against one another for the supplies they need to open campuses safely. Given ongoing shortages, competition could lead to some schools being unable to reopen primarily because they did not have the resources to do so safely.

Questions and considerations for board members:

- ▶ What do we need to budget for to support distance learning (short- or long-term, depending on public health guidance)?
- ▶ What needs to be included in our budget to prepare for reopening campuses once it becomes safer to do so?
- ▶ How are we working as a governance team to advocate for the school funding needed to reopen schools? (Please see [CSBA's Advocacy Toolkit](#) for resources.)
- ▶ How are we communicating to stakeholders about the financial implications of our COVID-19 response? Are there ways we can support their advocacy as community members?
- ▶ Are we prepared to manage cash flow issues created by deferred payments from the state?

A joint analysis by the Association of School Business Officials International and the School Superintendents Association estimates that the expenses associated with following the CDC health and safety guidance for schools would require an additional \$490 per student. While only one estimate, it highlights the urgency for additional state and federal funding needed if students and staff are to return to campus before an effective vaccine becomes available or community spread is contained.



LCAP AND LCFF FOR 2020–21

The Governor's [executive order](#), issued on April 23, extended the deadline for the 2020–21 Local Control and Accountability Plan to Dec. 15, 2020, to provide LEAs more time to address pressing COVID-19 needs. On July 1, 2020, LEAs will submit an update of COVID-19 related impacts on students and plans to address those impacts instead of submitting a three-year LCAP. This will be followed by an abbreviated annual 2020–21 planning document in December. The report must include a description of how the LEA is meeting the needs of English learners, foster youth and low-income youth during school closures. The California Department of Education issued a [template](#) for LEAs to use for their written report, which must be adopted by governing boards at the same time as their 2020–21 budgets.

To help guide LEA officials through this new timeline and format, the CDE has posted [frequently asked questions and answers](#).

Members have asked if there will be any flexibility in the use of LCFF funds. The guidelines regarding supplemental and concentration grant funds remain unchanged.



Principle 3: Adaptable, High-Quality Teaching and Learning

LEAs should prepare to provide high-quality teaching and learning that is adaptable to local needs and conditions



The importance of educational quality

As noted in CSBA's Policy Pillars, "School boards and districts must provide all students high-quality teaching." Yet, the instruction students received this spring was not representative of what distance learning could be under normal conditions. It was distance learning *during a global pandemic and economic crisis*, designed and implemented with little time to prepare staff, students and their families.

This summer, however, LEAs have time to draw on the many resources available to them as they plan for a multitude of scenarios. The expectations our students and their families will have for the 2020–21 school year will be significantly higher than they were in the spring.

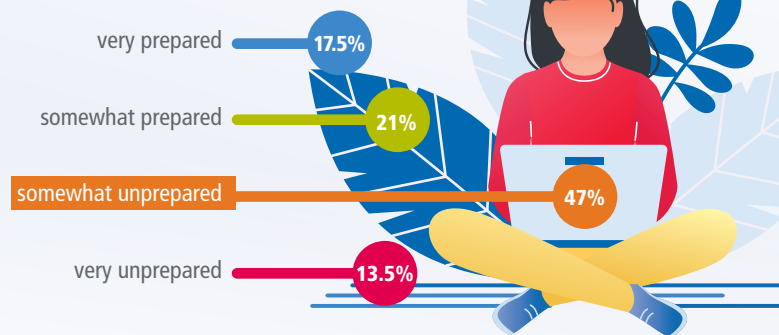
Professional development

Professional development will be critical in planning for the 2020–21 academic year, as most teachers received limited, if any, education on how to provide distance or blended learning during this last school year or during their initial credential preparation programs.

Even LEAs with high hopes for reopening campuses with in-person instruction at the start of the school year should



Overall, how prepared was your LEA for the transition to distance learning?"



Board member responses (n=152)

consider investing in professional learning opportunities to deepen staff understanding of blended learning and distance learning. These could be related to best practices associated with LEA-approved digital platforms and licenses, though many educators could also benefit from professional development that supports effective digital pedagogy. Teaching through a blended model, using both online and in-person instruction, is a well-developed area of

educational technology, but California's schools have never had to implement it at scale.

In a recent CSBA survey of superintendents, about half of responding LEAs are planning summer professional development in online or blended learning, and another third are considering it.

Students, families and staff seek clarity

Part of the instructional planning process must include stakeholder engagement. Many LEAs have already surveyed families about their distance learning needs and experiences, as well as the conditions under which they would feel comfortable sending their children back to in-person instruction. Recent surveys indicate that many families will need options for distance learning, either due to pre-existing health conditions or to concerns about the risk of infection prior to the release of a vaccine. Other parents and families eagerly anticipate a return to campus as soon as possible. To prepare for these varying needs, CSBA recommends that LEAs work with families to identify their preferences.

“95 percent of LEAs have surveyed or will soon survey their families about their preferences for how their children’s schools will resume instruction.”

Timing these decisions will prove challenging, as CDC and state health and safety guidance were only recently released, and the state budget has not been finalized as of this framework's development. Yet LEAs need to begin planning for the upcoming school year, and families and staff are asking for clarity so that they can plan as well. Extensive delays may lead to families looking for answers in other places, including virtual charter schools or homeschooling, and unclear expectations could factor into staff attrition.

Additionally, LEAs should develop a communication plan that clarifies the roles and responsibilities of students, parents or guardians, and staff in instructional activities. News reports and polls indicate that many parents felt as if they were responsible for instruction during the emergency distance learning model, which created additional stress during an already challenging period.

Addressing uneven educational quality due to COVID-related disruptions

When the 2020–21 academic year begins, students will have had varying levels of engagement with distance learning, disparities in the resources available to them, and perhaps lost instructional time due to the transition period many schools experienced at the outset of campus closures. A recent survey of our Delegates and board presidents indicates that approximately six in 10 LEAs are considering summer learning options to address potential learning loss, though budget concerns might limit the number of spaces offered.

Schools should have a plan to identify potential gaps in content knowledge so educators can provide the instruction needed. One option is the use of diagnostic assessments, which are designed to assess student understanding of standards-based content so that educators can pinpoint strategies to the needs of their students. This will be especially important in subject areas that build upon prior content mastery (e.g., early-grade reading, courses with prerequisites). LEAs should also prepare to assess English language development and, for students with disabilities, progress toward their Individualized Educational Programs (IEPs).

Additional considerations will, to a large degree, depend on state and local public health recommendations and requirements, many of which might evolve as conditions within California and its communities change. For governance teams, there are many issues worth exploring as guidance is released. Among them are instruction for lab-based courses, career and technical education, project-based learning, music, athletics and physical education. Some of the guidance listed within Appendix B discusses these issues in greater depth, and CSBA is continuing to advocate for public health guidance to be as clear as possible.

When considering uneven academic development due to the disruptions earlier this year, board members and educators should approach the work with an asset-based perspective. Students, despite our best efforts, lost educational opportunities this spring. When they return to school, our role as educators is to meet them where they are, providing the instructional supports that will help them thrive academically.

In addition to diagnostic assessments, LEAs should develop options for student assessment if schools need to operate using a full-time distance learning or a blended approach. Among other considerations, educators should examine how conditions in the home, including students' access to resources such as digital devices and Wi-Fi, may impact engagement and performance. This also includes developing student grading policies. Students, families and educators will likely expect different policies than ones adopted by LEAs in the spring.

Planning for rapid transitions

The rapid switch to distance learning this spring demonstrated the need for districts and COEs to be flexible and responsive to local conditions. Each LEA will decide how and when it will reopen campuses for students and staff, as well as its start date for instruction.

If a campus reopens, the LEA needs a plan for shifting rapidly into distance learning if local public health conditions result in the need to close for either short or extended periods, at the classroom, school or LEA level.

Questions and considerations for board members:

- ▶ How is our LEA engaging with staff, students and families about expectations and preferences for resuming instruction in the 2020–21 academic year?
- ▶ What feedback have we received about our LEA's ability to provide meaningful, high-quality instruction in a distance learning model? How can we apply those lessons to planning for the 2020–21 academic year?
- ▶ What have our educators shared about the supports they need to feel effective while teaching in an online or blended learning model?
- ▶ What did we learn from the unexpected transition to distance learning this spring? Once we reopen campuses in some capacity, does our plan for rapidly transitioning back to distance learning apply these lessons?
- ▶ Should we consider identifying core standards to prioritize if our educational programs are disrupted again?
- ▶ If our LEA is considering using educators at a higher risk for severe infection to conduct distance learning, what supports will we provide them to facilitate their instructional effectiveness?
- ▶ What new resources for instruction are offered through our county office of education?





Principle 4: Equitable Supports for All Students

Plans for the new school year should ensure that all students have access to the supports they need



Integrate equity throughout plans

Recent campus closures highlighted how integral schools are in supporting the health, learning and well-being of California's students. The education community responded to the unprecedented challenges of this crisis by organizing resources and adjusting to distance learning with dedication and creativity, but educators and policymakers have also noted that the pandemic exacerbated long-standing health, economic and educational disparities. LEAs must plan to ensure all students have access to the supports they need, whether schools continue full-time distance learning, operate a blended learning approach, or bring all students and teachers back to campus five days a week.

Central to this principle is the understanding that “equity” and “equality” are not the same thing. Some students require additional supports to be able to access educational opportunities. In California, some of the students identified as needing extra support are low-income students, students with disabilities, homeless students, English learners and foster children and youth. Additionally, race and ethnicity are linked to historical structures that impact gaps in educational opportunities issues to this day, and many districts are working to address these inequities in their schools.

When planning for the 2020–21 academic year, the board member role includes using an equity lens in decision-making. Sometimes this may prove challenging politically. If true

equity requires providing additional resources to specific student groups, other stakeholders might perceive the decision as unfair. Your communication strategies, therefore, should include clear, data-informed explanations of how these decisions are equitable.

CSBA EQUITY STATEMENT

CSBA recognizes that educational excellence requires a commitment to equity. California students bring a wide range of assets, abilities, backgrounds and needs to their educational experience. Schools have an obligation to provide all students with the access and opportunities necessary for college, career and life success. This requires school leaders to address practices, policies and barriers that perpetuate inequities which lead to opportunity and achievement gaps. Effective school boards are equity-driven, making intentional governance decisions that combat institutional discrimination and bias (both explicit and implicit) and eliminate disparities in educational outcomes based on socioeconomic status, gender, gender identity, gender expression, race, religion, national origin, ethnicity, sexual orientation, disability or family background.

Adopted September 2019

Digital divide

For many of California's districts, the digital divide has been the greatest barrier to ensuring all students have access to instruction during distance learning. The stark statistics represent a massive lift for our schools, and to meet it, many LEAs have invested heavily in supporting students by providing devices, mobile hotspots and Wi-Fi access. Yet more work is needed, particularly if we are to be prepared for episodes of short- or long-term distance learning in the coming year. In addition to devices, students and families with previously limited technological access or experience may need further support (in some cases, in conjunction with translation services).

Student groups with additional support needs

Resuming instruction will require careful planning to ensure LEAs provide full access to the curriculum for all students. Among those considerations are:

- ▶ Students with disabilities, including those with IEPs and 504 plans
- ▶ Students in low-income households
- ▶ English learners
- ▶ Homeless children and youth
- ▶ Foster children and youth

A wide range of resources have been created since school closures began, and more will continue to be developed in the months ahead. Several of these can be found in Appendix B. As a board member, consideration must be given to ensuring that the needs of vulnerable students are included in all reopening plans, while also looking at the unintended consequences of new policies and procedures.

Food services

Due to the economic impacts of COVID-19 and mitigation efforts such as shelter-in-place, many families may need to rely on the free- or reduced-price meals for the first time. Additionally, LEAs will need to consider options for meal distribution, consistent with state and federal regulations, based on proposed scheduling and infection prevention protocols. Appendix B includes several health and safety guidance documents that outline considerations for meal distribution, including interim guidance from the CDC, guidance from the CDPH and the CDE. Specific recommendations may also be found in reopening documents issued by county offices of education.

Additional health and safety considerations

In addition to the risk of infection, the novel coronavirus has contributed to conditions that can negatively impact the mental health of students and staff alike. In a recent [letter](#) to the Governor, the California Association of School Counselors reported the urgent need for additional mental health supports. In a survey of 650 youth, 22 percent reported that they were receiving mental health services prior to the pandemic. An additional 32 percent, who had not previously been receiving mental health services, indicated they believe they now require help for their mental health.

Given the impact students' mental health can have on their ability to learn, LEAs should consider how to address the increased need for supports and services, across a variety of delivery models. Additionally, LEAs might consider what supports are available to employees, as certificated and classified staff are also likely to be impacted by the stressors related to the pandemic and campus closures.

Questions and considerations for board members:

- ▶ Are we allowing returning students to continue using LEA-owned devices through the summer? Can we continue to support students' internet access in any capacity?
- ▶ What additional technology needs (e.g., devices, tech support, internet access, hotspots) are needed to ensure all students have access to high-quality distance learning?
- ▶ Are we providing summer learning opportunities for our students to reduce the risk of learning loss? Have we discussed partnerships with external groups and agencies that can provide continued support to students?
- ▶ How are special education teachers and administrators planning to provide services in the 2020–21 academic year if distance or blended learning is necessary? How are we planning to address remediation and/or compensatory education services as required under the Individuals with Disabilities Education Act?
- ▶ What options are available for extended learning time in the 2020–21 academic year?
- ▶ Are there groups of students whose educational needs might require more in-person instruction (e.g., students with disabilities, English learners)? Would we be able to create a schedule that brings those students on campus more often as part of a staggered schedule?
- ▶ Are we developing a plan for addressing the mental health challenges associated with anxiety about the pandemic, extended social isolation, and other stressors students and staff might be experiencing during school closures? What resources are available to help support them, and which service delivery platforms should we have in place?



Principle 5: Flexibility

Schools must have flexibility to provide for both the safety of students and staff and continuity of learning



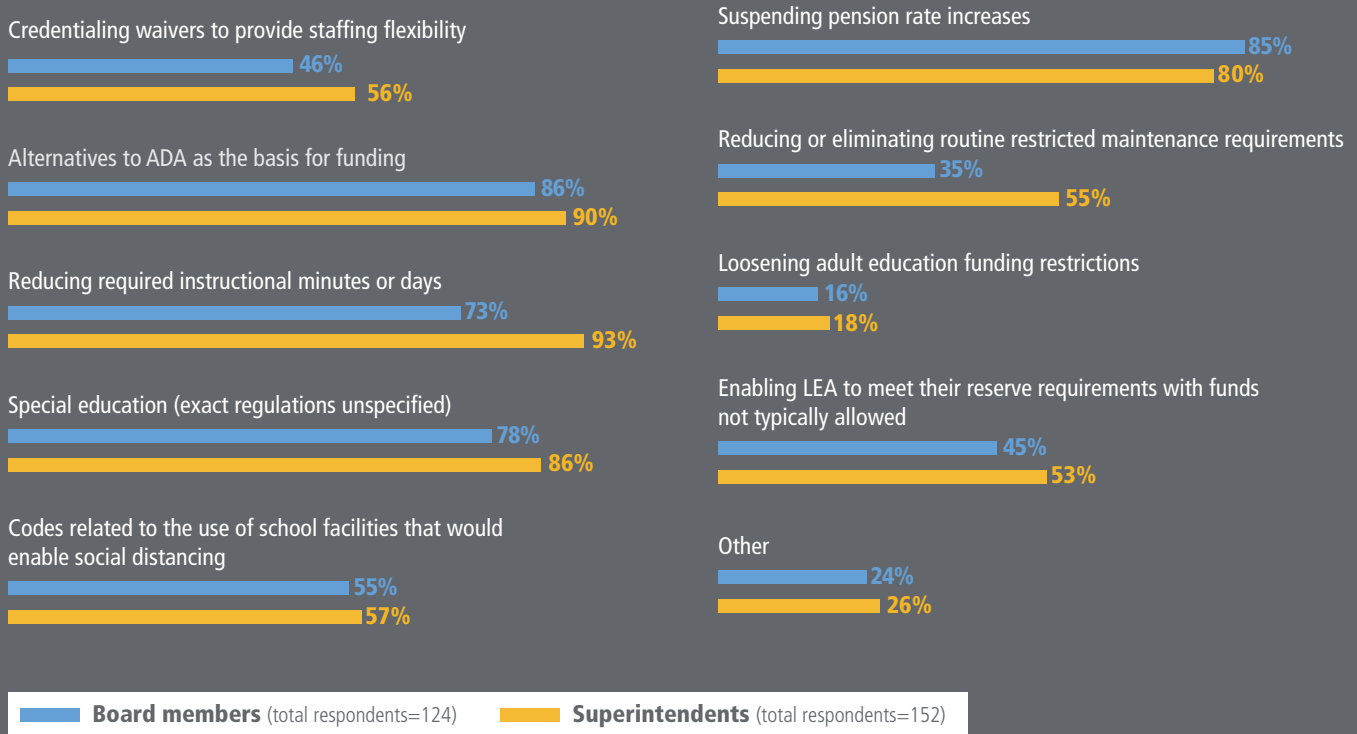
Changing circumstances, changing needs

Unprecedented times require innovative responses. When schools suddenly closed this March, the state and federal government provided flexibility in many areas through executive orders, waivers and other measures. However, many of these measures are scheduled to expire on July 1, 2020. Because many of the actions taken by the state to assist with school closures were advisory, many of the terms in existing collective bargaining agreements, such as employee leaves, differential/hazard pay, work hours and the instructional day, were renegotiated with local labor associations. It is anticipated that in response to upcoming guidance released by the state about the reopening of schools, conditions of employment such as class sizes, sanitization measures, PPE and employee evaluations will be addressed in the next round of negotiations.

Members have asked whether the August layoff window will be available in 2020. Currently there are no bills addressing the August layoff window in the Legislature, but there is likely to be a push by labor organizations to nullify this section for the coming fiscal year.

The proposed scenarios for resuming school will require regulatory relief. CSBA surveyed Delegates, board presidents and superintendents to identify areas in which flexibility is needed.

Percent of Board Members and Superintendents Who Recommend Flexibility in Federal Law or Regulations (n=276)



For board members and superintendents that replied “other,” their recommendations included items such as:

- ▶ Granting traditional public schools the same flexibility that is offered to online charters
- ▶ Suspending testing and instructional minutes requirements for physical education
- ▶ Lifting the requirement to show three years of positive budgets

Questions and considerations for board members:

- ▶ How are staff tracking the laws, regulations and executive orders that might affect the feasibility of plans to resume instruction?
- ▶ What are those flexibilities and are they state, federal or locally authorized?
- ▶ How can our governing board advocate for the flexibility we need to reopen schools?

Many districts have relied on federal waivers to provide nutrition services to families during spring school closures. Economic conditions currently suggest families will continue to need free- or reduced-price meals during the pandemic, particularly given current unemployment figures.

Appendix A:

Reopening work group:

STAKEHOLDER ENGAGEMENT: VIRTUAL LISTENING SESSIONS AND SURVEYS

Because CSBA recognizes that our members and their LEAs require support as they consider resuming schools in the 2020–21 academic year, including reopening campuses, an internal work group was convened. The group, composed of staff from across the association, was created to ensure a coordinated and comprehensive response to our members' needs.

As part of CSBA's member engagement, staff in the internal working group organized a series of conversations about members' experiences with distance learning during campus closures and their needs and concerns about resuming instruction in the 2020–21 academic year. CSBA engagement is ongoing, but the following represents the conversations held in April and May 2020:

- ▶ Twenty-nine meetings with Delegates, as well as state legislators, organized by CSBA's Public Affairs and Community Engagement Representatives (PACERS)
- ▶ Reconvening of the former Professional Learning Networks for Small Districts and for Medium/Large Districts
- ▶ Reconvening of CSBA's Equity Network cohorts I and II
- ▶ Special meeting of CSBA's Legislative Committee
- ▶ Optional virtual breakout discussions for Delegates
- ▶ Special meeting of CSBA's Superintendents Advisory Council

The internal working group also held listening sessions with external labor and parent groups, including the California Teachers Association, the California Federation of Teachers and the California PTA. The information from these discussions, combined with survey data, is being used to inform CSBA advocacy, resources, and member supports.

Information from these listening sessions and surveys is being used in a variety of ways, particularly in advocacy on behalf of our members, which you have seen throughout the report.

Policy Services: In addition to a sample [Resolution on Grading During Emergency School Closures](#) and sample policies on [Distance Learning](#) and [Working Remotely](#) made available to all members, CSBA has developed a comprehensive COVID-19 sample reopening schools policy (June 2020) for subscribers to CSBA GAMUT Policy. Content includes sample policies on attendance, sanitized facilities, campus practices to reduce infection risks, teaching and learning issues, special education and other equity issues. Additional guidance will be forthcoming and will address the needs identified by our members.

Legal: Discussions with partner organizations and responses from CSBA's members have provided CSBA with a better understanding of the specific needs of our members related to legal guidance, model board policies, and laws and regulations from which member LEAs may need waivers or other flexibilities. These conversations also highlighted existing concerns about potential liability and litigation while educating students during the pandemic, both in person and through distance learning. In addition, discussions have been helpful in illustrating for CSBA leaders the complexities of engaging in collective bargaining during COVID-19 closures.

Policy and Programs: Stakeholder conversations provided extensive insights into the types of support needed to inform decisions about resuming instruction in the 2020–21 academic year, including examples of best practices. The Policy and Programs department is compiling information based on member feedback for distribution this summer and fall.

Association Education: CSBA will offer sessions related to LEAs' COVID-19 response at our Annual Education Conference, including best practices for supporting students and educators during the pandemic.

Appendix B:

Resources

CSBA has developed an extensive, curated collection of resources for our members, available on our dedicated COVID-19 page (www.csba.org/coronavirus). For your convenience, we have selected just a few of the resources that governance teams might find relevant as this year comes to a close and you look toward resuming school in the 2020–21 academic year.

GOVERNANCE:

From the CSBA Blog: [Brown Act waivers during COVID-19](#)

CSBA Webinar: Governance and Guidance in the Age of COVID-19

[Watch the recording](#) | [View the slides](#)

CSBA Webinar: Open Board Meetings in a World of School Closures

[Watch the recording](#) | [View the slides](#)

CSBA sample policy on reopening schools (available to [GAMUT Policy](#) subscribers)

PRINCIPLE 1: HEALTH AND SAFETY

[Interim Guidance for Resuming School and Day Camps](#) from the Centers for Disease Control and Prevention

[Schools Reopening Decision Tool](#) from the CDC

[CDPH Guidance for Schools](#)

[Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools](#) by the California Department of Education

PRINCIPLE 2: FUNDING AND RESOURCES

[CSBA funding advocacy toolkit](#) — Schools need more funding to reopen safely! Toolkit includes sample letters, call scripts, social media posts, resolutions and a one-click link to email your representatives.

PRINCIPLE 3: ADAPTABLE, HIGH-QUALITY TEACHING AND LEARNING

[COVID-19 Technical Assistance Distance Learning Resources](#), developed by the California Collaborative for Educational Excellence

[School Reopening Group: Final Report](#), a planning document prepared by the Association of California School Administrators

[Distance Learning Instructional Resources by Content Area](#), developed by the San Diego County Office of Education

[Resources for Online Learning During School Closures](#), from NEA Today (a publication of the National Education Association)

[Remote Learning with Khan Academy During School Closures](#)

[Providing Services to English Learners During the COVID-19 Outbreak](#), a fact sheet from the U.S. Department of Education (published May 20, 2020)

[Continuity of Learning Playbooks](#), a resource for distance and hybrid learning models developed by the CCEE

PRINCIPLE 4: EQUITABLE SUPPORTS FOR ALL STUDENTS

CSBA Webinar: Supporting Student Well-Being from Afar
[Watch the recording](#) | [View the slides](#)

CSBA Webinar: Going the Distance to Bridge the Digital Divide

[Watch the recording](#) | [View the slides](#)

CSBA Webinar: Special Education in Extraordinary Times
[Watch the recording](#) | [View the slides](#)

[Supporting student mental health during COVID-19 campus closures](#): Sample questions for board members from CSBA

[Equity and Continuity of Learning: Guidance and Tools for Unprecedented Times](#), published by the CCEE

[Help for Students in Crisis](#), a resource from the CDE

From the CSBA Blog: [COVID-19 webinar explores legal, policy and instructional aspects of special education](#)

[Connected Nation: Resources and Solutions to Providing Connectivity](#)

[Special education guidance](#) from the CDE

[Center on Online Learning and Students with Disabilities](#)



California
School Boards
Association

3251 BEACON BLVD, WEST SACRAMENTO, CA | WWW.CSBA.ORG



COVID-19 INDUSTRY GUIDANCE: Schools and School- Based Programs

Release date: **June 5, 2020**

Recommended effective date
no sooner than: **June 12, 2020**

All guidance should be implemented only with county health officer approval following their review of local epidemiological data including cases per 100,000 population, rate of test positivity, and local preparedness to support a health care surge, vulnerable populations, contact tracing, and testing.



OVERVIEW

Communities across the state are spending the next weeks and months preparing for the forthcoming school year. To assist with that planning process, the following guidelines and considerations are intended to help school and community leaders plan and prepare to resume in-person instruction.

This guidance is interim. These guidelines and considerations are based on the best available public health data at this time, international best practices currently employed, and the practical realities of managing school operations; as new data and practices emerge, the guidance will be updated. Additionally, the guidelines and considerations do not reflect the full scope of issues that school communities will need to address, which range from day-to-day site-based logistics to the social and emotional well-being of students and staff; further guidance is forthcoming, including on school-based sports and extracurricular activities.

Implementation of this guidance will depend on local public health conditions, including those listed [here](#). Communities meeting those criteria, such as lower incidence of COVID-19 and adequate preparedness, may implement the guidance described below as part of a phased reopening. All decisions about following this guidance should be made in collaboration with local health officials and other authorities.

Implementation of this guidance should be tailored for each setting, including adequate consideration of instructional programs operating at each school site and the needs of students and families. School leaders should engage relevant stakeholders—including families, staff and labor partners in the school community—to formulate and implement plans that consider the following:

- **Student, Family and Staff Population:** Who are the student, family and staff populations that will be impacted by or can serve as partners in implementing any of the following measures?
- **Ability to Implement or Adhere to Measures:** Do staff, students and families have the tools, information, resources and ability to successfully adhere to or implement the new measures?
- **Negative or Unintended Consequences:** Are there any negative or unintended consequences to staff, students or families of implementing the measures and how can those consequences be mitigated?

The guidance is not intended to revoke or repeal any employee rights, either statutory, regulatory or collectively bargained, and is not exhaustive, as it does not include county health orders, nor is it a substitute for any existing safety and health-related regulatory requirements such as those of Cal/OSHA. Stay current on changes to public health guidance and state/local orders, as the COVID-19 situation continues. Cal/OSHA has more safety and health guidance on its [Cal/OSHA Guidance on Requirements to](#)

[Protect Workers from Coronavirus webpage](#), and will be developing supplemental guidance to assist education employers in complying with Cal/OSHA's COVID-19-related standards.



1. General Measures

- Establish and continue communication with local and State authorities to determine current disease levels and control measures in your community. For example:
 - Review and refer to, if applicable, the relevant county variance documentation. Documentation can be found [here](#).
 - Consult with your county health officer, or designated staff, who are best positioned to monitor and provide advice on local conditions. A directory can be found [here](#).
 - Collaborate with other local educational agencies in your region, including the county office of education.
 - Regularly review updated guidance from state agencies, including the [California Department of Public Health](#) and [California Department of Education](#).
- Evaluate whether and to what extent external community organizations can safely utilize the site and campus resources. Ensure external community organizations that use the facilities also follow this guidance.
- Develop a plan for the possibility of repeated closures of classes, groups or entire facilities when persons associated with the facility or in the community become ill with COVID-19. See Section 10 below.
- Develop a plan to further support students with access and functional needs who may be at increased risk of becoming infected or having unrecognized illness due to COVID-19. For example, review existing student health plans to identify students who may need additional accommodations, develop a process for engaging families for potentially unknown concerns that may need to be accommodated or identify additional preparations for classroom and non-classroom environments as needed. Groups that might be at increased risk of becoming infected or having unrecognized illness include the following:
 - Individuals who have limited mobility or require prolonged and close contact with others, such as direct support providers and family members;
 - Individuals who have trouble understanding information or practicing preventive measures, such as hand washing and physical distancing; and
 - Individuals who may not be able to communicate symptoms of illness.

- Be aware of Cal/OSHA requirements to conduct site-specific hazard assessments and develop and implement an effective plan to protect employees.



2. Promote Healthy Hygiene Practices

- Teach and reinforce [washing hands](#), avoiding [contact with one's eyes, nose, and mouth](#), and [covering coughs and sneezes](#) among students and staff.
 - Teach students and remind staff to use tissue to wipe their nose and to cough/sneeze inside a tissue or their elbow.
 - Students and staff should wash their hands before and after eating; after coughing or sneezing; after being outside; and before and after using the restroom.
 - Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application, and use paper towels (or single-use cloth towels) to dry hands thoroughly.
 - Staff should model and practice handwashing. For example, for lower grade levels, use bathroom time as an opportunity to reinforce healthy habits and monitor proper handwashing.
 - Students and staff should use fragrance-free hand sanitizer when handwashing is not practicable. Sanitizer must be rubbed into hands until completely dry. Note: frequent handwashing is more effective than the use of hand sanitizers.
 - Ethyl alcohol-based hand sanitizers are preferred and should be used when there is the potential of unsupervised use by children. Isopropyl hand sanitizers are more toxic and can be absorbed through the skin.
 - Children under age 9 should use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- Consider portable handwashing stations throughout a site and near classrooms to minimize movement and congregations in bathrooms to the extent practicable.
- Develop routines enabling students and staff to regularly wash their hands at staggered intervals.
- Teach and reinforce use of [cloth face coverings](#), masks, or face shields. Face coverings are most essential when physical distancing is not practicable.

- All staff should use cloth face coverings unless Cal/OSHA standards require respiratory protection. Teachers can use face shields, if available, which enable younger students to see their teachers' faces and to avoid potential barriers to phonological instruction.
- Food service workers and staff in routine contact with the public (e.g., front office) should use gloves and facial coverings.
- Students should be encouraged to use cloth face coverings. Cloth face coverings are most essential in settings where physical distancing cannot easily be maintained, such as school buses or other settings where space may be insufficient.
- Students and staff should be frequently reminded not to touch the face covering and to [wash their hands](#) frequently.
- Information should be provided to all staff and families in the school community on [proper use, removal and washing of cloth face coverings](#).
- Ensure adequate supplies to support healthy hygiene behaviors, including soap, tissues, no-touch trashcans, face coverings and hand sanitizers with at least 60 percent ethyl alcohol for staff and children who can safely use hand sanitizer.
 - Employers should provide and ensure staff use face coverings and all required protective equipment.
 - The California Governor's Office of Emergency Services (CalOES) and the Department of Public Health (CDPH) are and will be working to support procurement and distribution of personal protective equipment. Additional information can be found [here](#).



3. Intensify Cleaning, Disinfection, and Ventilation

- Consider suspending or modifying use of site resources that necessitate sharing or touching items. For example, consider suspending use of drinking fountains and instead encourage the use of reusable water bottles.
- Staff should [clean and disinfect](#) frequently-touched surfaces within school and on school buses at least daily and, as practicable, frequently throughout the day by trained custodial staff.

- Buses should be thoroughly cleaned and disinfected daily and after transporting any individual who is exhibiting symptoms of COVID-19. Drivers should be provided disinfectant wipes and disposable gloves to support disinfection of frequently touched surfaces during the day.
- Frequently touched surfaces in the school include, but are not limited to:
 - Door handles
 - Light switches
 - Sink handles
 - Bathroom surfaces
 - Tables
 - Student Desks
 - Chairs
- Limit use of shared playground equipment in favor of physical activities that require less contact with surfaces.
- Limit sharing of objects and equipment, such as toys, games and art supplies to the extent practicable. But where allowed, clean and disinfect between uses.
- When choosing cleaning products, use those approved for use against COVID-19 on the [Environmental Protection Agency \(EPA\)-approved list "N"](#) and follow product instructions.
 - To reduce the risk of asthma related to disinfecting, programs should aim to select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid).
 - Avoid products that mix these ingredients with peroxyacetic (paracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
 - Use disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times. Provide employees training on manufacturer's directions, on Cal/OSHA requirements for safe use and as required by the Healthy Schools Act, as applicable.
 - Custodial staff with the responsibility of cleaning and disinfecting the school site must be equipped with proper protective equipment, including gloves, eye protection, respiratory protection and other appropriate protective equipment as required by the product

instructions. All products must be kept out of children's reach and stored in a space with restricted access.

- Establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.
- Ensure safe and correct application of disinfectant and keep products away from students.
- Ensure proper ventilation during cleaning and disinfecting. Introduce fresh outdoor air as much as possible, for example, by opening windows where practicable. When cleaning, air out the space before children arrive; plan to do thorough cleaning when children are not present. If using air conditioning, use the setting that brings in fresh air. Replace and check air filters and filtration systems to ensure optimal air quality.
 - If opening windows poses a safety or health risk (e.g., allowing pollens in or exacerbating asthma symptoms) to persons using the facility, consider alternatives. For example, maximize central air filtration for HVAC systems (targeted filter rating of at least MERV 13).
- [Take steps](#) to ensure that all water systems and features (for example, drinking fountains and decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of [Legionnaires' disease](#) and other diseases associated with water.



4. Implementing Distancing Inside and Outside the Classroom

ARRIVAL AND DEPARTURE

- Open windows and maximize space between students and between students and the driver on school buses where practicable.
- Minimize contact at school between students, staff, families and the community at the beginning and end of the school day.
- Stagger arrival and drop off-times and locations as consistently as practicable as to minimize scheduling challenges for families.
- Designate routes for entry and exit, using as many entrances as feasible. Put in place other protocols to limit direct contact with others as much as practicable.
- Consider using privacy boards or clear screens.

CLASSROOM SPACE

- Students should remain in the same space and in groups as small and consistent as practicable. Keep the same students and teacher or staff with each group, to the greatest extent practicable.
- Minimize movement of students and teachers or staff as much as practicable. For example, consider ways to keep teachers with one group of students for the whole day.
- Maximize space between seating and desks. Distance teacher and other staff desks at least six feet away from student desks. Consider ways to establish separation of students through other means if practicable, such as, six feet between desks, partitions between desks, markings on classroom floors to promote distancing or arranging desks in a way that minimizes face-to-face contact.
- Consider redesigning activities for smaller groups and rearranging furniture and play spaces to maintain separation.
- Staff should develop instructions for maximizing spacing and ways to minimize movement in both indoor and outdoor spaces that are easy for students to understand and are developmentally appropriate.
- Implement procedures for turning in assignments to minimize contact.

NON-CLASSROOM SPACES

- Limit nonessential visitors, volunteers and activities involving other groups at the same time.
- Limit communal activities where practicable. Alternatively, stagger use, properly space occupants and disinfect in between uses.
- Consider use of non-classroom space for instruction, including regular use of outdoor space, weather permitting. For example, consider part-day instruction outside.
- Minimize congregate movement through hallways as much as practicable. For example, establish more ways to enter and exit a campus, and staggered passing times when necessary or when students cannot stay in one room.
- Serve meals in classrooms or outdoors instead of cafeterias or group dining rooms where practicable. Serve individually plated or bagged meals. Avoid sharing of foods and utensils and buffet or family-style meals.
- Consider holding recess activities in separated areas designated by class.



5. Limit Sharing

- Keep each child's belongings separated and in individually labeled storage containers, cubbies or areas. Ensure belongings are taken home each day to be cleaned.
- Ensure adequate supplies to minimize sharing of high-touch materials (art supplies, equipment, etc.) to the extent practicable or limit use of supplies and equipment to one group of children at a time and clean and disinfect between uses.
- Avoid sharing electronic devices, clothing, toys, books and other games or learning aids as much as practicable.



6. Train All Staff and Educate Families

- Train all staff and provide educational materials to families in the following safety actions:
 - Enhanced sanitation practices
 - Physical distancing guidelines and their importance
 - Use of face coverings
 - Screening practices
 - COVID-19 specific [symptom](#) identification
- Consider conducting the training and education virtually, or, if in-person, ensure distancing is maintained.
- Information should be provided to all staff and families on [proper use, removal and washing of cloth face coverings](#).



7. Check for Signs and Symptoms

- Prevent discrimination against students who (or whose families) were or are diagnosed with COVID-19.
- Actively encourage staff and students who are sick or who have recently had [close contact](#) with a person with COVID-19 to stay home. Develop policies that encourage sick staff and students to stay at home without

fear of reprisal, and ensure staff, students and students' families are aware of these policies.

- Implement screening and other procedures for all staff and students entering the facility.
 - Conduct visual wellness checks of all students and take students' temperature with a no-touch thermometer.
 - Ask all individuals about [COVID-19 symptoms](#) within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.
 - Make available and encourage use of hand-washing stations or hand sanitizer.
 - Document/track incidents of possible exposure and notify local health officials, staff and families immediately of any positive case of COVID-19 while maintaining confidentiality, as required under FERPA and state law related to privacy of educational records. Additional guidance can be found [here](#). As noted in Section 9 below, the staff liaison can serve a coordinating role to ensure prompt and responsible notification.
 - If a student is exhibiting symptoms of COVID-19, staff should communicate with the parent/caregiver and refer to the student's health history form and/or emergency card to identify if the student has a history of allergies.
- Monitor staff and students throughout the day for signs of illness; send home students and staff with a fever of 100.4 degrees or higher, cough or other [COVID-19 symptoms](#).
- Policies should not penalize students and families for missing class.



8. Plan for When a Staff Member, Child or Visitor Becomes Sick

- Work with school administrators, nurses and other healthcare providers to identify an isolation room or area to separate anyone who exhibits symptoms of COVID-19.
- Any students or staff exhibiting symptoms should immediately be required to wear a face covering and be required to wait in an isolation area until they can be transported home or to a healthcare facility, as soon as practicable.

- Establish procedures to arrange for safe transport home or to a healthcare facility, as appropriate, when an individual is exhibiting COVID-19 symptoms:
 - Fever
 - Cough
 - Shortness of breath or difficulty breathing
 - Chills
 - Repeated shaking with chills
 - Muscle pain
 - Headache
 - Sore throat
 - New loss of taste or smell
- For serious injury or illness, call 9-1-1 without delay. Seek medical attention if COVID-19 symptoms become severe, including persistent pain or pressure in the chest, confusion, or bluish lips or face. Updates and further details are available on [CDC's webpage](#).
- Notify local health officials, staff and all families immediately of any positive case of COVID-19 while maintaining confidentiality as required by state and federal laws. Additional guidance can be found [here](#).
- Close off areas used by any sick person and do not use before cleaning and disinfection. To reduce risk of exposure, wait 24 hours before you [clean and disinfect](#). If it is not possible to wait 24 hours, wait as long as practicable. Ensure a [safe and correct application](#) of disinfectants using personal protective equipment and ventilation recommended for cleaning. Keep disinfectant products away from students.
- Advise sick staff members and students not to return until they have met CDC criteria to discontinue [home isolation](#), including 3 days with no fever, symptoms have improved and 10 days since symptoms first appeared.
- Ensure that students, including students with disabilities, have access to instruction when out of class, as required by federal and state law.
- Provide students, teachers and staff from higher transmission areas opportunities for telework, virtual learning, independent study and other options as feasible to reduce travel to schools in lower transmission areas and vice versa.



9. Maintain Healthy Operations

- Monitor staff absenteeism and have a roster of trained back-up staff where available.
- Monitor the types of illnesses and symptoms among your students and staff to help isolate them promptly.
- Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Employees should know who they are and how to contact them. The liaison should be trained to coordinate the documentation and tracking of possible exposure, in order to notify local health officials, staff and families in a prompt and responsible manner.
- Maintain communication systems that allow staff and families to self-report symptoms and receive prompt notifications of exposures and closures, while maintaining confidentiality, as required by FERPA and state law related to privacy of educational records. Additional guidance can be found here.
- Consult with local health departments if routine testing is being considered by a local educational agency. The role of providing routine systematic testing of staff or students for COVID-19 (e.g., PCR swab testing for acute infection, or presence of antibodies in serum after infection) is currently unclear.
- Support staff and students who are at higher risk for severe illness or who cannot safely distance from household contacts at higher risk, by providing options such as telework, virtual learning or independent study.



10. Considerations for Partial or Total Closures

- Check State and local orders and health department notices daily about transmission in the area or closures and adjust operations accordingly.
- When a student, teacher or staff member tests positive for COVID-19 and had exposed others at the school, implement the following steps:
 - In consultation with the local public health department, the appropriate school official may decide whether school closure is warranted, including the length of time necessary, based on the risk level within the specific community as determined by the local public health officer.

- Given standard guidance for isolation at home for at least 14 days after close contact, the classroom or office where the patient was based will typically need to close temporarily as students or staff isolate.
- Additional close contacts at school outside of a classroom should also isolate at home.
- Additional areas of the school visited by the COVID-19 positive individual may also need to be closed temporarily for cleaning and disinfection.
- Implement communication plans for school closure to include outreach to students, parents, teachers, staff and the community.
- Include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable for public local educational agencies.
- Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
- Develop a plan for continuity of education. Consider in that plan how to also continue nutrition and other services provided in the regular school setting to establish alternate mechanisms for these services to continue.
- Maintain regular communications with the local public health department.



SACRAMENTO COUNTY
2020-2021

SCHOOL YEAR PLANNING:

A GUIDE TO ADDRESS THE CHALLENGES OF COVID-19

INCLUDING A SPECIAL SECTION FOR FAMILIES/COMMUNITIES



JUNE 2, 2020

Plans will be modified as public health guidelines are updated.

A MESSAGE FROM SUPERINTENDENTS IN SACRAMENTO COUNTY

The Sacramento County Office of Education (SCOE), local school districts, and Sacramento County Public Health are fully committed to working together to prepare for the reopening of schools and convened a countywide committee to address this need.

As COVID-19 continues to change our collective landscape, our districts will work together to leverage resources, share best practices, and advocate for regulatory flexibility, including state and federal waivers to enable us to provide the best possible programs for all our students. This document is a guide for districts to consider as they plan for the next school year.

There is no one-size-fits-all approach to reopening schools across our 13 districts. Based on available information as of June 2, 2020, school districts in Sacramento County will create contingency plans for reopening schools based on the guiding principles, current planning considerations, and assumptions set forth in this document. These plans are subject to change as public health guidelines are updated.

Our thanks to the school district staff members who helped develop these guidelines. Special thanks to our County Department of Health and especially to our Public Health Officer, Dr. Olivia Kasirye, for her outstanding support.

Regards,

David W. Gordon, Superintendent – *Sacramento County Office of Education*

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Christopher R. Hoffman, Superintendent – *Elk Grove Unified School District*

Dr. Michael D. Borggaard, Superintendent – *Elverta Joint School District*

Dr. Sarah Koligian, Superintendent – *Folsom Cordova Unified School District*

Dr. Karen Schauer, Superintendent – *Galt Joint Union Elementary School District*

William Spalding, Superintendent – *Galt Joint Union High School District*

Chris Evans, Superintendent – *Natomas Unified School District*

Katherine Wright, Superintendent – *River Delta Unified School District*

Ruben Reyes, Superintendent – *Robla School District*

Jorge A. Aguilar, Superintendent – *Sacramento City Unified School District*

Kent Kern, Superintendent – *San Juan Unified School District*

Dr. Steve Martinez, Superintendent – *Twin Rivers Unified School District*

June 2, 2020

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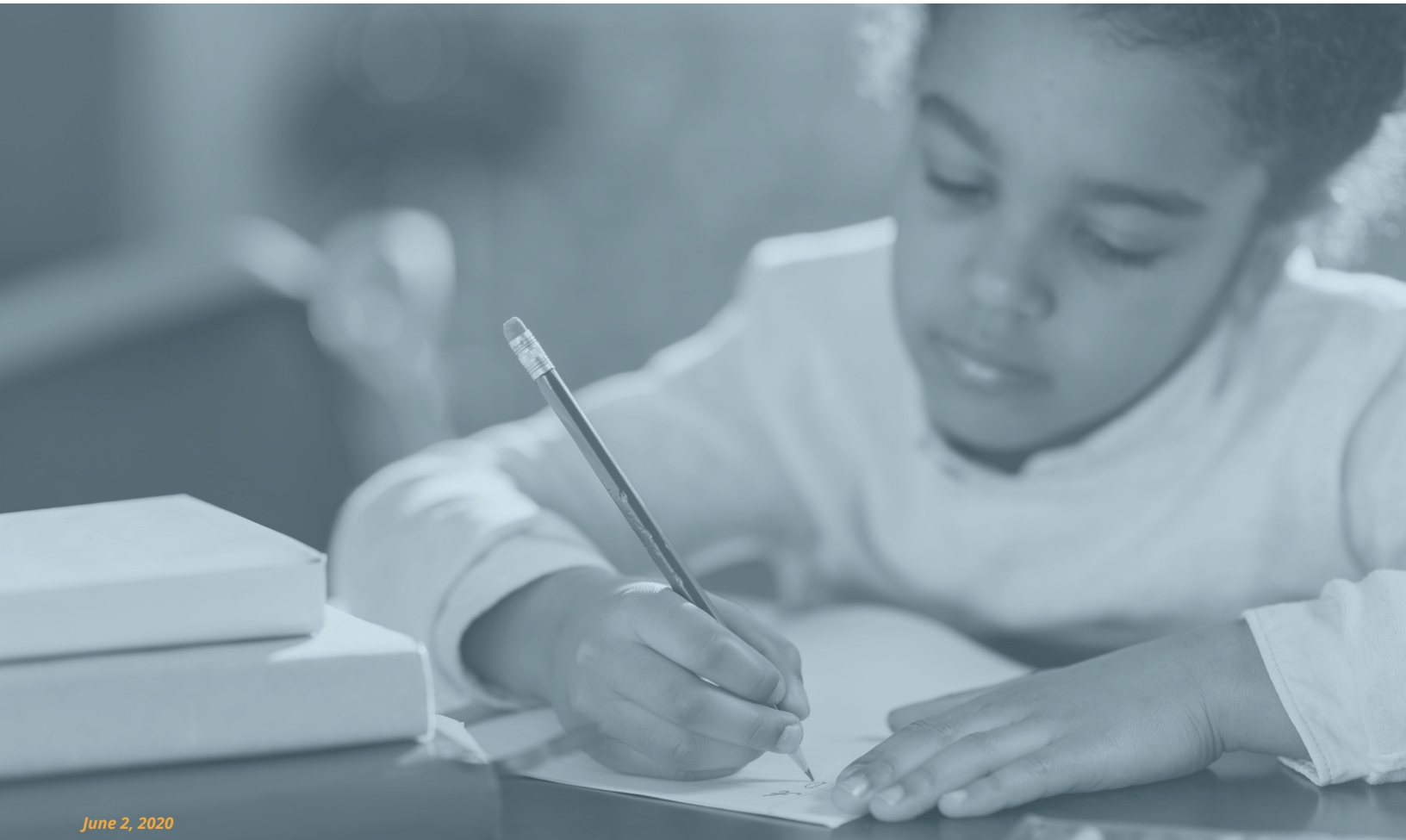
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June 2, 2020

WHAT FAMILIES CAN EXPECT WHEN SCHOOLS REOPEN

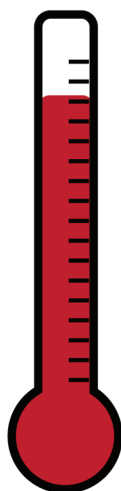
The health and safety of our students, staff, and families is of utmost importance. When the 2020-2021 school year begins in Sacramento County, on-campus school will look much different than previous years due to new health and safety measures. Each district will be developing plans to reopen schools based on guidance from public health officials and state agencies. District plans will be updated as the situation evolves.

It is important to note that district plans must focus sharply on academic instruction to enhance student performance and address learning loss. At the same time, districts will also try their best to maintain the extracurricular programs, clubs, and athletics that are so important to the physical, mental, and social well-being of our students.

On May 15, 2020, Governor Newsom shared California’s May Budget Revision for 2020-2021. Schools have never faced this level of funding cuts. These significant funding cuts for schools will impact the reopening of school campuses that will be faced with increased costs to address safety measures connected to the pandemic.

WHEN SCHOOLS RESUME IN THE FALL, THEY WILL LOOK DIFFERENT. HERE IS WHAT YOU CAN EXPECT: Schools will reopen with a continuum of options that include on-campus and remote learning.

The following health and safety guidance has been recommended by the Sacramento County Public Health for the reopening of schools based on current information and will be updated as the situation changes.



Screening at Home

- Families are recommended to take temperatures daily before going to school. Anyone with a fever of 100.4 F or higher should not go to a school site.
- Students and adults should also screen themselves for respiratory symptoms such as cough and shortness of breath prior to coming to school each day. Students and adults experiencing those symptoms should not attend school.



Arriving at School

- Staff may be wearing face coverings.
- Students will arrive on buses with fewer students.
- Parents and visitors may have limited access to the school campus.
- It is likely that arrival and dismissal times may vary depending on grade level.

June 2, 2020 - Plans will be modified as public health guidelines are updated.

General Safety Precautions Throughout the Day



- Schools will follow disinfection guidelines developed by Sacramento County Public Health and Sacramento County Environmental Management for school campuses including classrooms, workspaces, outdoor spaces, and playgrounds.
- Physical barriers may be installed where social distancing is not possible.
- All students and staff will be encouraged to wash/clean their hands regularly.
 - * Handwashing stations with soap and/or hand sanitizer should be made available in classrooms.
- Schools will limit sharing of supplies between students and disinfect between uses if sharing is unavoidable.

Other Safety Considerations

- Face coverings should be worn by staff and students (particularly older students), as feasible, and are most essential in times when physical distancing is difficult.
- Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school.
- Gloves are not recommended for use by students or staff, with the exception of those conducting duties such as cleaning, first aid, or food service.

ON CAMPUS AND IN THE CLASSROOM



Social distancing will help limit the spread of the virus. Schools will consider the following strategies to maintain smaller groups of students in shared spaces:



- Modify school schedules
- Limit visitors on campus
- Keep students in smaller groups
- Serve meals in small group settings
- Space desks further apart to ensure a minimum of 6 feet distance between students



- Serve individually plated or boxed meals
- Where possible, keep student cohorts from mixing



- Stagger lunches, recesses, and other transition times
- Do not host large gatherings such as assemblies and dances
- When feasible, identify a sick room for students who are not feeling well to minimize contact with others until they are able to go home



June 2, 2020

BECAUSE OF THE NEED FOR SOCIAL DISTANCING, EVERY CHILD CANNOT BE ON CAMPUS AT THE SAME TIME.

Quality instruction and a commitment to equity for ALL students continue to be the linchpin to the success of educational programs. Each district will make decisions based on available resources, local needs, and state policy. In order to maintain social distancing, schools may use schedules that combine distance learning and on-campus instruction. Some examples may include smaller class sizes where students attend classes for a portion of the week and/or reduced hours per day to maintain social distancing requirements. Schedules may change throughout the year.

At this time, schools will be required by Sacramento County Public Health to modify school schedules to limit the number of students on campus. Some examples of schedules may include:

Smaller Cohorts/Student Groups:

Classes can be divided into smaller cohorts/ student groups (e.g. one group may come to school on Monday and Wednesday, the other on Tuesday and Thursday or any combination of two days per group. The fifth day could be flexible based on district/school site plans.)

Half-Day Schedule:

Offer double sessions where half the students attend class in the morning and the other half attend in the afternoon.

Block Schedule:

Secondary Schools: Implement a block schedule to reduce passing periods and possible points of contact in each classroom.

Stagger and Modify Schedule:

Stagger start and end times within a day
Modify recess schedules and lunch periods
Stagger breakfast/lunch schedules or serve breakfast/lunch in classroom options

To address childcare needs, community partnerships will be explored to offer expanded learning programs (before school, after school, and summer programs) to support families, especially families with preschool and elementary students.

Schools will work with students and families to ensure equity and access to quality instruction. Accommodations for students with disabilities, students with diverse learning needs, students who are medically vulnerable, and English learners will be made as needed.



ATTENDING TO THE SOCIAL EMOTIONAL WELL-BEING OF OUR STUDENTS WILL BE A TOP PRIORITY AS THEY RETURN TO SCHOOL.



District and school staffs are committed to supporting students' social emotional wellness and offering resources to ensure students transition back to school smoothly. Support may include social emotional learning, building relationships, community building activities, and increased access to mental health/wellness services. Families and schools will need to work together to check how students are feeling and assess their individual needs to provide the support our students need during these challenging times.

IN ORDER TO MAINTAIN SOCIAL DISTANCING, ACTIVITIES THAT REQUIRE STUDENTS TO CONGREGATE WILL BE LIMITED AND MODIFIED AS GUIDELINES CHANGE.



Social distancing is important to ensure the health and safety of our students and will impact how some courses will be taught and which sports and extracurricular activities students will be able to participate in safely.

Courses

To minimize the number of students interacting, social distancing will need to be maintained in all classes and courses.

Some courses will need modifications on how the course will be taught if social distancing is not feasible or when there is an increased risk for spreading the virus. Some examples of this include courses like Choir and Band.

Schools will work with students and families to ensure accommodations are made and alternative options will be considered.

For middle and high schools, students and staff may be asked to wear face coverings when social distancing cannot be achieved in some classes.

June 2, 2020

Sports and Extracurricular Activities

As of June 2, 2020, the following health and safety guidance have been recommended by the Sacramento County Public Health for the reopening of schools. (Reference Appendix B: Sacramento County Public Health Guidance, June 2, 2020)

If social distancing is feasible and modifications are made, the following are examples of sports that may be permitted:

- Swimming (one person per lane or every other lane)
- Diving
- Golf
- Tennis
- Cheerleading
- Cross Country
- Track and Field

The following sports involve close contact and are not recommended as of June 2, 2020.

As the school year approaches, further guidance will likely be forthcoming from California Department of Public Health (CDPH), California Department of Education (CDE), California Interscholastic Federation (CIF) and local authorities. As an example, the State CIF has a Sports Medicine Advisory Sub-Committee comprised of physicians, trainers, and administrators that is studying strategies to work with public health to restore athletics when it is safe to do so.

- Basketball
- Water Polo
- Wrestling
- Volleyball
- Football
- Soccer
- Baseball and Softball

Field trips are not currently recommended. Consider virtual field trips when possible.

Assemblies, dances, and rallies are not recommended at this time.

The Sacramento County Office of Education, Sacramento County Public Health, and local school districts are committed to ensuring the health and safety of all students. Sacramento County Public Health will continue closely monitoring the rate of infection in Sacramento County. As public health guidelines change, the districts and schools will adapt and modify plans. We will work together with our students and families to keep our children safe as we transition to our new approach to educating students.

Family Resources

Check out www.scoe.net website for resources available.

- School Meals Pickup Information
- Enrichment Learning Resources and Videos
- Social Emotional Wellness
- Reduced Cost/Free Internet Access

PLANNING CONSIDERATIONS



Sacramento County Office of Education

June 2, 2020

Plans will be modified as public health guidelines are updated.

INTRODUCTION

The health and safety of our students, employees, families, and community is of utmost importance.

As part of that shared commitment, the Sacramento County Office of Education and local school districts are closely monitoring the on-going developments regarding COVID-19 (coronavirus disease) in partnership with Sacramento County Public Health. As we work in partnership, we are clear that there is no one-size-fits-all approach to reopening schools. Districts will need to adapt to the evolving guidance from health officials and implement plans with strategies best tailored to local needs. Strategies will need to be adaptive and flexible to be scaled up or down depending on local conditions during this process. Planning for reopening schools creates the opportunity to strengthen partnerships and our commitment to work together as a community with the shared goal of improving outcomes for all students.

As mentioned above, Sacramento County Public Health is closely monitoring the ongoing developments regarding COVID-19 and will continue to provide updates and guidance to local school districts. This document is designed to support school planning and will be updated regularly as the situation evolves.

GUIDING PRINCIPLES

- 1. QUALITY INSTRUCTION** – Whether distance learning or in person, quality instruction continues to be the linchpin to the success of educational programs since coursework delivered through hybrid modalities must continue to be available (on-campus and distance learning) and should meet the same standards as coursework offered only on-campus. We will need to give educators “space and grace” as they work to improve the delivery of content through multiple modalities.
- 2. COMMIT TO EQUITY** – All students must have opportunities to achieve academic success that are accessible, personalized, culturally relevant, and responsive. Schools have a responsibility to be culturally and linguistically responsive and meet the continued needs of ALL students, including students from low-income backgrounds, students with disabilities, students experiencing homelessness, foster youth, English learners, and students from diverse cultures.
- 3. ADOPT WHOLE SCHOOL WELLNESS APPROACH** – Take a systems approach to promoting student academic, social, and emotional learning, physical well-being, and college, career, and civic readiness. Adopt a whole school wellness approach to ensure student and adult success in school, work, and community.
- 4. PARTNER WITH STUDENTS, FAMILIES, COMMUNITY, AND LABOR GROUPS** – Engage with students, families, community partners, and labor groups to build collective impact and support public health. Maximize the resources of the entire community, including health care, expanded learning, early learning, and family and community partnerships to implement health and safety protocols and to advance alternative learning modalities.
- 5. LEARN AND IMPROVE** – Adopt continuous improvement practices and use evidence to guide decision making while aiming to enhance the quality of student learning opportunities. Use data to inform improvement of instructional and school practices. Work together, leverage our collective positive effect through advocacy, and share best practices and resources. To maximize impact, SCOE and district leaders will establish an infrastructure designed to promote ongoing collaboration and sharing of best practices among districts.



June 2, 2020

PLANNING FOR THE 2020-2021 SCHOOL YEAR

One may ask, “How do I plan for the beginning of the upcoming school year without knowing the basics?”

The answer is that one must build a baseline plan with multiple alternative scenarios until more definitive information is available. Alternative scenarios should be built by assigning various documented assumptions to the basic building blocks of the instructional plan.

Throughout the upcoming year, it is our commitment to provide multiple opportunities for countywide engagement and collaboration as we adopt a continuous improvement lens. The current situation necessitates that we work together, leverage our collective presence through advocacy, and share best practices and resources. To maximize impact, leaders will need to advocate for regulatory flexibility including state and federal waivers to address the unprecedented financial, operational, and educational challenges. Leaders will need to use evidence and data to guide decision making while aiming to enhance the quality of student learning opportunities.

To guide school districts in developing plans, Appendix A highlights Planning Assumptions to support this process. Current guidance from Sacramento County Public Health is included in Appendix B.

PLANNING CONSIDERATIONS

Purpose:

- Provide guidance to districts in developing plans to reopen schools based on current information and local context.
- Assist leaders with understanding and prioritizing needs by using an equity lens to ensure the needs of all students are met through a comprehensive planning process.
- Explore alternative operational and instructional models to be responsive to traditional school site limitations with regard to social distancing and facility use.

Recommended Process:

- Identify district-level and school-level needs with involvement of a diverse representation of stakeholders.
- Based on identified need, determine areas of focus and prioritize efforts.
- Identify services and assets currently available.
- Identify the service and district building capacity gaps and develop plans based on local context and needs.
- Monitor implementation at both district and school levels.
- Modify and adapt plans and services as needed.

SECTION I: HEALTH AND SAFETY CONSIDERATIONS

Follow the latest Sacramento County Public Health guidelines.

Health and Safety

What are the latest guidelines from the Sacramento County Public Health?

School site/campus procedures

Screening and Testing:

- Will students and adults entering campuses be screened for symptoms?
- Is the protocol for testing children different from adults? How available will it be?

Personal Protective Equipment (PPE)

- Will students and adults wear face coverings?
- What supplies are needed (e.g., face coverings, thermometers, personal protective equipment) for each campus?
- What supplies should be included in every classroom and general area (e.g., office, cafeteria, bathroom) for use by students and employees?
- Are gloves recommended for students and adults?

Social Distancing

- What are the social distancing protocols (distance, number permitted in a group) in multiple settings: in classroom, hallways, common outdoor spaces?
- What is the recommended number of students in a class based on student age and room size?
- Do schools need to close or limit access to common outdoor spaces?
- What are the recommendations on how to configure

the campus to include a space to isolate emergent cases? Possible campus configurations to designate an 'area' or safe place where students can wait to be picked up, if they are showing signs of COVID-19?

- What are the recommendations during inclement weather (e.g., rain, spare the air day, fire) for schools to maintain social distancing while limited to indoor spaces on campus?
- To help limit contact and maintain social distancing, what are the guidelines for campuses for identifying designated routes for traffic flow?
- What are the guidelines for configuring district and school offices? Considerations include identifying multiple entry points and directing the flow of staff and student movement to meet social distancing requirements.

Transportation

- What social distancing and other safety measures will need to be in place for bus drivers and students?



Reopening and Course Offerings

- What courses can be offered in person once schools reopen? What are the guidelines and recommendations for the following courses:
 - Music
 - Physical Education
 - Performing and Theater Arts
 - Science and labs
 - Choir
- Which sports and student activities can be offered in person? What are the guidelines and recommendations for the following activities: Swimming, Water Polo, Diving, Wrestling, Volleyball, Basketball, Golf, Tennis, Football, Soccer, Cross Country, Track and Field, Baseball and Softball, Cheerleading

Reporting/Health Protocols/ Communication

- What is the protocol for handling students or staff exhibiting symptoms?
- What is the recommended procedure for handling emergent cases and once a positive case is confirmed?
- What are the expected reporting procedures with Sacramento County Public Health?
- What are the procedures for referring, tracing, and isolating students and staff with symptoms or diagnosis?
- What are the communication guidelines when a positive case is confirmed?
- What are the expected reporting procedures with the Sacramento County Public Health?
- Will staff or students diagnosed with COVID-19 need a document to return to school?

- If a parent is diagnosed with COVID-19 will their student need to self-isolate 14 days prior to returning to school? How will the schools know when the student is ok to return?
- What processes are in place to monitor that Heating, Ventilation, and Air Conditioning (HVAC) systems are functioning properly, providing ample circulation, and are being maintained according to manufacturer's recommendations?

Health Education

- What are the recommended health education topics schools should provide?
- Will Sacramento County Public Health assist with the development of health education training, guidelines, and materials for students and families?

Facilities - Safety and Sanitation Considerations

- What supplies should be included in every classroom and general area (e.g., office, cafeteria, bathroom) for use by students and employees?
- How might the county office and districts coordinate the procurement of supplies across the county?
- What will be the daily cleaning schedule used at all school sites and district offices to ensure frequent cleaning and regular disinfection of surfaces?
- Where might physical barriers need to be installed at school sites and district offices to ensure student and employee safety?
- What accommodations will be needed for students and employees that are vulnerable and/or at higher risk of contracting the virus? What safety measures will need to be in place for Special

Education students, students who are medically fragile, and students who cannot wear masks?

- What are the guidelines for cleaning and sanitation- Classrooms? Office/work spaces? Outdoor equipment/playgrounds? Common outdoor spaces?
- Will extensive classroom cleaning need to be performed if a student or teacher is diagnosed with COVID-19? What are the guidelines for this?
- Is the use of hand dryers in restrooms recommended?

Leaders will need to collaborate and coordinate requests for federal and state funding to implement health and safety protocols and fund COVID-19 mitigation activities.

SECTION 2: INSTRUCTIONAL PROGRAM

Expand instructional programs and educational options.

Improve each district's capacity to provide:

- Distance learning: Schools have the responsibility to serve all students and will need to offer distance learning to ensure all students have access on a daily basis.
 - Synchronous distance learning as a flexible option for students who cannot physically participate in classroom instruction or who are scheduled in a cohort at home to meet social distancing guidelines.
 - Asynchronous distance learning as a means of providing instruction for students who cannot

participate in classroom instruction at a designated time.

- Home and hospital instruction (Education Code Section 48206.3) for students who must be hospitalized or remain at home due to a temporary but extended illness, disability, quarantine, or in self-isolation.
- Effective in-person and distance learning English learner programs and integrated and designated English Language Development (ELD) instruction in alignment with the California English Learner (EL) Roadmap.

Special Education

- Anticipate the need for Individualized Education Programs (IEP) Addendums that outline instruction and services that can be offered through:
 - On-campus instruction
 - Distance learning
 - A blended model of on-campus and distance learning
- To ensure the provision of free, appropriate public education (FAPE) in the least restrictive environment (LRE) is met and provided with parental agreement in a fluctuating environment, consider the following questions:
 - How will instruction, related services and accommodations be provided during a student's extended absence for quarantine or self-isolation? What assistive technology is necessary to support each student's learning in virtual and/or a blended learning environment?
 - Which related services lend themselves to a distance learning format and how will they be prioritized for students with IEPs? Services such as occupational therapy and physical

therapy for on-campus reporting days may in most cases be more effective in person.

- How will LEAs assess and address regression on IEP goals?
- Which IEP goals can continue to be addressed through distance learning and which goals need to be modified based on the shift in learning environment?
- Which external vendors and contractors are able to continue to provide on-line/distance services and which contracts need to be revised?
- What instructional accommodations (distance learning, on-campus with social distance measures in place, blended) are needed for students with a 504 plan and students with disabilities who are medically fragile or who have significant behavioral or physical support needs?
- What special precautions/exceptions are necessary for working with students with significant support needs or students who are medically fragile and students with moderate to severe disabilities?

Standards

- Does the district have an instructional team that will support schools as they determine which lessons are taught on-campus vs. distance learning?
- How will districts calendar / schedule essential standard and competency instruction in a blended learning environment?
- Will the district use a universal instructional calendar or support sites as they develop individual instructional calendars?
- What frameworks or planning maps are available to help teachers plan lessons that meet the demands of grade-level standards and address learning gaps?

Differentiated Instruction in Blended Learning Environments

- How will teachers differentiate instruction to respond to academic, behavioral, and social emotional needs?
- What are the critical elements of the district and school infrastructure that must be in place to implement and sustain Multi-Tiered Student Supports (MTSS)?
- How do we ensure fidelity of instruction and intervention services across the tiers?

Assessment

- What universal screeners and diagnostic assessment tools should be used to understand the individual and collective needs of our students?
- What formative and summative assessments can be administered to assess student learning and academic needs to identify interventions?



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Grading

- How do we support teachers to ensure that assessment and grading are meaningful and practical (distance learning, on-campus, and blended)? How will this impact grading policies?
- What are the grading guidelines provided by the State Board of Education and how will the University of California (UC) / California State University (CSU) interpret grades during this period for secondary students?

Professional Development:

- What are the professional learning needs of the staff? Design a professional development plan to build the remote instruction / blended learning capacity of employees.

SECTION 3: SCHOOL SCHEDULES

Consider a blended approach to limit the number of students on campus.

- **Smaller Cohorts/Student Groups:**
 - Classes can be divided into smaller cohorts/ student groups (e.g. one group may come to school on Monday and Wednesday, the other on Tuesday and Thursday or any combination of two days per group. The fifth day could be flexible based on district/school site plans.)
 - On-campus days: Teachers provide each cohort/ group with direct instruction and support.
 - At home days: Teachers provide assignments for students to complete each week.
 - Take-home meals for each eligible student will be provided before they leave for days they are not in school.

- **Half-day schedule:**

- Offer double sessions where half the students attend class in the morning and the other half attend in the afternoon. Students complete assignments at home daily in the morning or afternoon, depending on their school schedule.

- **Block schedule:**

- Secondary Schools: Implement a block schedule to reduce passing periods and points of contact in each classroom.

- **Stagger and modify schedule:**

- Stagger start and end times within a day
- Modify recess schedules and lunch periods
- Stagger breakfast/lunch schedules or breakfast/ lunch in classroom options. What are other meal delivery options that can maintain social distancing based on adopted schedule model? Consider outdoor eating, smaller groups, spaced seating.

Considerations for Modified Schedules

- How can leaders coordinate requests for state waivers if schedule alternatives are implemented (1/2 days, instructional rotation, modified schedules)?
- Early Learning: How can the community leverage and partner with early learning programs (infant to preschool) to increase daycare access for families with young children?
- Expanded Learning: How can Expanded Learning programs (before school, after school, and summer programs) be re-aligned to the modified schedules to support families, especially families with preschool and elementary students?

- Course Offerings and Instructional Delivery: Prioritize course offerings (on-campus and synchronous instruction) based on instructional need in alignment with the current guidance from Sacramento County Public Health.

Ensuring Equity and Access

Schools have a responsibility to continue to be culturally and linguistically responsive and continue to meet the needs of all students, including language support for English learners and support for students with disabilities.

Considerations:

- In what ways are inequities appearing because of the current situation regardless of which option(s) for learning is implemented? How will these inequities be addressed?
- How can districts and the county office of education coordinate efforts to request waivers and additional federal and state funding to adequately address the inequities?
- **Technology:** Consider the need for replacement

technology and student mobility and have ample inventory to plan for these needs.

- Is there a need to increase the availability of devices?
- What are the available options to resolve issues of access and connectivity?
- What additional protocols and policies need to be created or revised? Example: Technology use agreements
- **Curricular Materials:** Consider how Williams (instructional materials) sufficiency will be established and where students will need access to physical textbooks.
 - How can students access the curriculum if they don't have access to computers, internet, and technology support? What are the alternatives should this occur?
 - What support can be offered to families and students?
 - Are additional materials or curriculum needed to support students who have fallen behind?
 - How can districts and the county office of education collaborate to coordinate requests for federal and state funding to provide additional instructional and student materials?
- **Meals:**
 - What are the meal delivery options for eligible students?
 - What is the procedure for parents or designated adults to pick up meals for children who are absent or engaged in distance learning?
 - How will the district continue to provide specialized meals for children with special health needs and allergies?



- What waivers and additional funding can leaders request to support meal distribution to students?

SECTION 4: OUTDOOR/ TRANSITION SCHEDULE / EXTRACURRICULAR ACTIVITIES

Develop procedures when students are on campus in common outdoor spaces and during transition times. Consider options for sports and extracurricular activities.

Outdoor:

- **Elementary Schools**
 - What are options for reducing the number of students on the playground and common outdoor spaces?
 - Do we need to close or limit access to playgrounds?
 - What are the guidelines for cleaning outdoor equipment?
- **Secondary Schools**
 - What are options for reducing the number of students in the common outdoor spaces (quads, picnic tables, benches, stadiums, etc.)?
 - Do we need to close or limit access to common outdoor spaces?
 - What are the guidelines for cleaning outdoor equipment?

Transition:

- What is the plan for social distancing upon students' arrival and departure from campus and during passing periods and transition times?

- Can the flow of foot traffic be controlled in hallways and common areas?

Extracurricular and Student Activities:

- What are the criteria for evaluating and restructuring activities (e.g., field trips, assemblies, rallies, sports, student clubs)?
- Have we analyzed all aspects of each program to determine where social distancing will be a challenge (club activities, practices, locker rooms, transportation, performances)?
- What revised policies do we need for student events and activities?
- What updates has the California Interscholastic Federation (CIF) provided regarding student participation and grades?
- Can we have a regional approach to secure and distribute updates on National Collegiate Athletic Association (NCAA) eligibility information?
- Should students be grouped in cohorts to limit number of students to small groups and maintain social distancing?



SECTION 5: SOCIAL EMOTIONAL LEARNING / MENTAL HEALTH AND WELLNESS

Develop plans to support the mental health and wellness of students, families, and employees.

- What services will be provided to support the mental health and well-being of students, families, and staff that are concerned about transmission of COVID-19 at school sites and district offices?
- What are the processes for screening, identifying, and assessing needs of students? Consider guidance on recognizing and protocols for Child Protective Services (CPS) and other mandated reporting guidelines.
- What are the procedures and expectations for school attendance?

- How are we supporting the needs of students with inconsistent participation/attendance (distance learning, on-campus, blended)?
- How will student and family engagement be monitored and supported?
- What programs and services are available to promote student connectedness and student engagement during distance learning, on-campus, or blended instruction?
- How can we keep students engaged and connected to their school and with their peers? How can we safely promote socialization?
- How can we leverage community partnerships and resources to provide additional support for our students, including student leadership, families, and employees?
- How can we ensure vulnerable populations do not become further disenfranchised? What is the communication and feedback loop to ensure connectedness by all student groups?



SECTION 6: COMMUNICATION

Re-opening schools will require careful planning, prioritization, and communication with families. Create timelines and develop communication plans to support each phase for the reopening of schools.

- How will stakeholders be engaged in the planning process?
- What will be the process to gather stakeholder input to develop district and school site plans?
- How can youth engagement activities be used to empower and engage students in problem solving and planning?

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- Frequent and ongoing communication will be needed to ensure students, parents, and employees feel comfortable returning to schools and district offices. Plans for proactive communication that share information, identify concerns, and address concerns should be implemented with all stakeholders.
- What are the opportunities for joint communication with Sacramento County Public Health and district superintendents?
- How will information be provided to families and community partners using multiple methods and languages?
- What is the plan for communicating directly and immediately with parents and community regarding cases and how the district responded?
- How will we prepare students and families for their return to school?
- What is the plan for communication analysis and feedback?



APPENDIX A:

COVID-19 PLANNING ASSUMPTIONS



June 2, 2020
Plans will be modified as public health guidelines are updated.

APPENDIX A: COVID-19 PLANNING ASSUMPTIONS

1. Public Health Assumptions:

- a. The virus that causes COVID-19 will remain in circulation, and people will be susceptible to the virus until an effective vaccine is developed and widely used.
- b. A vaccine is not likely to be in broad use for the next 12 to 18 months.
- c. During this time, improvements in understanding of the virus and in testing will allow public health officials to act with greater precision when taking steps to slow the rate of infection. Broad stay-at-home orders and long-term school closures are less likely to be needed in the future.
- d. Children and staff with significant health conditions will continue to be especially vulnerable during this time.
- e. Teaching and reinforcing prevention behaviors (social distancing, face coverings, handwashing and cough/sneeze etiquette) and promoting flu vaccinations will continue to be important strategies in slowing the spread of this and other infectious diseases.
- f. Frequent cleaning and disinfection of high-touch surfaces will also be needed throughout this period.

2. School Operation Assumptions:

- a. Conditions are not likely to improve quickly enough to allow schools to resume normal (pre-pandemic) operations for the 2020-21 school year.
- b. It is unlikely that traditional graduation ceremonies and promotion assemblies will be allowed this summer. Even if permissible, convening large groups during this time frame may still be inadvisable.
- c. When stay-at-home orders are lifted and schools are

permitted to re-open, it is likely that operations will need to be modified until schools resume normal operations. Easing of restrictions is likely to be stepped down in phases. Should viral transmission flare up, schools will need to be prepared to respond quickly and be flexible to adjust to reclosing and reopening of campuses as needed.

- d. It is unlikely it will be safe for schools to fully return to normal operations until the following have occurred:
 - The California stay-at-home order has been lifted
 - The County stay-at-home order has been lifted
 - The directive to physically distance has been removed
 - Restrictions on group gatherings have been lifted

3. Economic Impact Assumptions:

The economic impacts of the pandemic will have significant and lasting impacts on schools.

a. Funding:

- State tax revenues have fallen well below those of previous years and reductions in school funding are likely. Leaders will need to advocate for regulatory flexibility, including state and federal waivers to address unprecedented financial challenges.

b. Need for increased services:

- School nutrition programs will be needed by more students and will become a more significant portion of their access to food. Accommodations to provide continued access to meals for children who are ill or required to self-isolate may be necessary until COVID-19 is controlled.

- LEAs will need to respond to increased student and family mental health and wellness needs.
- The number of children and families experiencing homelessness and eligible for the support services and protections required under the federal McKinney-Vento Act will likely increase.
- Structural changes (staggered schedules and/or blended learning configurations), the need for enhanced cleaning, and protective equipment to implement social distancing will need to be addressed.

c. Potential COVID-19 Effect on Attendance:

- Schools have the responsibility to serve all students and will need to continue offering distance learning to ensure student access to learning.
- Students and staff with COVID-19, and those who are directly exposed, will probably need to stay off campus for two or more weeks. In larger households, children may be required to stay off-campus for an extended period if the virus affects other members of their family. These quarantine protocols underscore the need to maintain high quality, flexible, distance learning options throughout the school year.

4. Social-Emotional Assumptions:

The social-emotional impacts of the pandemic will continue to affect many students and staff.

- a. Fear, loss, and isolation will result in the need for increased and continuing mental health supports.
- The impact of ongoing social distancing restrictions may overwhelm the coping skills of many.
- Coping for people with pre-existing mental health concerns will be very difficult.
- b. Social distancing requirements may impede schools' ability to engage students through athletics, the performing arts, and other

extracurricular programs that involve close contact or large gatherings.

5. Community Assumptions:

- a. **Public Response:** There will continue to be a broad spectrum of opinions in the community regarding government and school responses (from schools are overreacting to under reacting) to COVID-19.
- b. **Local Decisions:** The challenges posed by COVID-19, and the duration of this threat, will make it more difficult for school districts to make unified regional decisions. Differences in resources, negotiations, community concerns, and direction from county public health services in response to local conditions will impact decision-making.

APPENDIX B:

SACRAMENTO COUNTY PUBLIC HEALTH GUIDANCE



June 2, 2020

Plans will be modified as public health guidelines are updated.



County of Sacramento

June 2, 2020

Dear School Official,

These are unprecedented times; with school closures, stay-at-home orders and now slowly re-opening our economy with new protocols for social distancing, families and our communities have had to endure a tremendous amount of stress. We appreciate the central role that schools play in bringing a sense of normalcy back into our children's lives and we want to be able to do it as safely as possible.

We appreciate the partnership we have had with the Sacramento County Office of Education in thinking through how to operationalize the guidelines for prevention of COVID-19 in the school environment. These guidelines may change as we learn more, and as we continue to find new strategies to prevent the spread of infection in our communities, so we thank you for your patience.

The information in Appendix B is designed to provide you with some answers to questions you may have as you prepare to re-open schools in this period of COVID-19. This information will also help parents anticipate the changes their children will face and help them make the necessary adjustments. Please do not hesitate to reach out if you have questions.

Sincerely,

A handwritten signature in black ink that reads "Olivia Kasirye MD".

Dr Olivia Kasirye,
Public Health Officer,
County of Sacramento

APPENDIX B: SACRAMENTO COUNTY PUBLIC HEALTH GUIDANCE

The guidance provided are in accordance with current health orders from the California Department of Public Health (CDPH) and Sacramento County Public Health (SCPH) as of June 2, 2020.

Districts will need to seek approval from SCPH to address unique circumstances. Responses will be modified by SCPH based on new guidance or directives from state agencies.

Health and Safety Protocols

What are the latest guidelines from Sacramento County Public Health (SCPH)?

School site/campus procedures

Screening and Testing:

- **Will students and adults entering campuses be screened for symptoms?**

SCPH: Schools may implement screening measures for students and adults entering campus, however doing so would likely be challenging to implement, especially for larger schools. We do recommend asking families to take temperatures each morning prior to coming to school. Anyone with a fever of 100.4 or higher should not come to campus. Students and adults should also screen themselves for respiratory symptoms such as cough and shortness of breath prior to coming to school each day. Students and adults experiencing those symptoms should not attend school.

- **Is the protocol for testing children different from adults? How available will it be?**

SCPH: The process for testing children is the same as it is in adults and making adjustments for size.

Personal Protective Equipment:

- **Will students and adults wear face coverings?**

SCPH: Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and students (particularly older students), as feasible, and are most essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to staff, students, and students' families on the proper use, removal, and washing of cloth face coverings.

- **What supplies are needed (e.g., face coverings, thermometers, personal protective equipment) for each campus?**

SCPH: If social distancing is unattainable and face coverings are needed, it is recommended that schools provide face coverings for students and staff who are unable to provide their own. Schools should have a temporal or other external thermometer to detect fever in students or staff who become ill after arriving at school. Handwashing stations with soap and/or hand sanitizer should be made available in classrooms and other areas where staff/students are likely to be present. Gloves are not recommended for use by students or staff,

with the exception of those conducting duties such as cleaning, first aid, or food service.

- **What supplies should be included in every classroom and general area (e.g., office, cafeteria, bathroom) for use by students and employees?**

SCPH: All sinks should have soap. Handwashing stations with soap and/or hand sanitizer should be available in classrooms and other commonly used areas. Classrooms should have a supply of face coverings for use when social distancing is not possible.

- **Are gloves recommended for students and adults?**

SCPH: Gloves are not recommended for use by students or staff, with the exception of those conducting duties such as cleaning, first aid, or food service.

- **Governor Newsom announced recently that personal protective equipment (PPE) will be provided to all non-healthcare businesses.**

Will this include the education sector?

SCPH: We do not know at this time.

Social Distancing:

- **What are the social distancing protocols (distance, number permitted in a group) in multiple settings: in classroom, hallways, common outdoor spaces?**

SCPH: Ideally, social distancing of at least 6 feet between people can be maintained in all areas of the school. Facility limitations may prohibit this in all spaces. Depending on grade level, physical space, and class sizes, schools could consider the following strategies, where possible and appropriate:

- Keep students in smaller groups
- Serve lunches in classrooms (smaller groups) instead of a cafeteria
- Stagger lunches, recesses, and other breaks to maintain smaller groups of students in shared spaces
- Individually plated or boxed lunches in lieu of cafeteria style
- Space desks further apart and orient desks so students are not facing each other
- Utilize larger classrooms for larger class sizes
- Where possible, keep student cohorts together and limit intermixing between different students
- Do not host larger gatherings such as assemblies, rallies, and dances
- Space students out on buses

- **What is the recommended number of students in a class based on student age and room size?**

SCPH: Students and staff should be able to maintain social distancing (6 feet between each person). The number of students per classroom will depend on room size and furniture configuration. Schools will likely need to assess their physical spaces and determine capacity accordingly.

- **Do schools need to close or limit access to common outdoor spaces?**

SCPH: Common outdoor spaces may present less risk of transmission than indoor spaces, assuming students and adults maintain distancing. Schools may consider staggering recesses and/or outdoor time so that smaller groups are using shared spaces at one time. When using outdoor spaces, cohorts

should be maintained whenever possible. Contact sports and activities that encourage close contact should be avoided.

- **What are the recommendations on how to configure the campus to include a space to isolate emergent cases? Possible campus configurations to designate an 'area' or safe place where students can wait to be picked up, if they are showing signs of COVID-19?**

SCPH: When feasible, identify a "sick room" through which others do not regularly pass where symptomatic individuals can remain until they are able to go home.

Transportation:

- **What safety measures will need to be in place for bus drivers and students?**

SCPH: To achieve social distancing, students should be seated one student per every other row. It is preferable for drivers to wear masks but there needs to be consideration for visibility and ease of breathing.

Reopening and Course Offerings

- **What courses can be offered in person once schools reopen? What are the guidelines and recommendations for the following courses?**

SCPH:

- Music – No wind/horn, strings/percussion/piano unless adequate physical distancing is possible. Same with Orchestra and band
- Physical Education – YES, with social distancing

- Performing and Theater Arts – YES, with social distancing
- Science and labs – YES, with social distancing
- Choir – Virtual, if possible

- **Which sports and student activities can be offered in person? What are the guidelines and recommendations for the following activities?**

SCPH: Based on the current situation, these are our recommendations. As the school year grows closer, the California Department of Public Health, California Department of Education, and/or California Interscholastic Federation may provide specific guidance on this issue.

- Swimming – Possibly, with modifications (one person per lane or every other lane)
- Water Polo – NO
- Diving – YES, with distancing
- Wrestling – NO
- Volleyball – NO
- Basketball – NO
- Golf - YES, with distancing
- Tennis – YES
- Football – NO
- Soccer – NO
- Cross Country – tend to run in packs so probably no
- Track and Field – hard to distance so probably no
- Baseball and Softball – NO
- Cheerleading – YES, with distancing

Reporting/Health Protocols/Communication

- **What is the protocol for handling students or staff exhibiting symptoms?**

SCPH: Students or staff who are symptomatic should not come to school. If they begin exhibiting symptoms after arriving at school, separate the individual from others as much as possible and make arrangements for the individual to go home as soon as possible. When feasible, identify a “sick room” through which others do not regularly pass where symptomatic individuals can remain until they are able to go home.

- **What is the recommended procedure for handling emergent cases and once a positive case is confirmed?**

SCPH: When a positive case is confirmed, call Public Health at 916-875-5881 and ask for a public health nurse. The nurse will ask for information on the student/staff and will ask you to start collecting information about class rosters. The nurse will work with you to identify those that will be considered contacts, and will provide guidance on what information needs to go to parents. This is a similar process that we use for communicable diseases. Public Health usually handles media in collaboration with the district/school Public Information Officer (PIO).

- **What are the expected reporting procedures with Sacramento County Public Health? What are the procedures for referring, tracing, and isolating students and staff with symptoms or diagnosis?**

SCPH: The Sacramento County Public Health (SCPH) Communicable Disease Program has procedures in place for investigating communicable disease cases,

including norovirus, tuberculosis, and COVID-19.

Cases of COVID-19 among students or staff should be reported immediately to SCPH by calling (916) 875-5881. SCPH staff will conduct contact tracing using classroom rosters and information obtained from school personnel through interviews and in coordination with school officials.

- **What are the communication guidelines when a positive case is confirmed?**

SCPH: Communication recommendations will vary depending on the specific circumstances of a case in a school community. At a minimum, the affected cohort will need to be notified. Media is handled in coordination between the school PIO and Public Health PIO.

- **Will staff or students, diagnosed with COVID-19 need a document to return to school?**

SCPH: Guidelines for determining when a COVID-19 infected person is able to return to school or work continues to evolve as we learn more about COVID-19. Sacramento County Public Health will provide specific guidance on this as the new school year approaches. If needed, Public Health can provide a clearance letter for return to school.

- **If a parent is diagnosed with COVID-19 will their student need to self-isolate 14 days prior to returning to school? How will the schools know when the student is ok to return?**

SCPH: If a student or staff has a household member that tests positive for COVID-19, the student will be ordered to quarantine at home for 14 days. Sacramento County Public Health will issue

Health Officer Orders with explicit instructions on quarantine and details on its expiration. If needed, Public Health will provide clearance letters at the end of isolation/quarantine.

- **What is SCPH's recommendation for Heating, Ventilation, and Air Conditioning (HVAC) systems in terms of identifying optimal working conditions to support health and safety?**

SCPH: Districts and schools should work with their engineers to ensure that HVAC systems are functioning properly, provide ample circulation, and are maintained according to manufacturer's recommendations.

Health Education

- **What are the recommended health education topics schools should provide?**

SCPH: Schools should consider educating students on the importance of hygiene, understanding and monitoring for symptoms of illness, social distancing, and mental health/sources of support. Public Health will update the handbook that we send to the school nurses/administrators at the beginning of the school year to include information on COVID-19.

- **Will Sacramento County Public Health assist with the development of health education training, guidelines and materials for students and families?**

SCPH: Sacramento County Public Health distributes educational information on several health topics prior to the start of each school year. We will include information on COVID-19 this year and can provide additional information, as needed.

Facilities - Safety and Sanitation Considerations:

- **What supplies should be included in every classroom and general area (e.g., office, cafeteria, bathroom) for use by students and employees?**

SCPH: All sinks should have soap. Handwashing stations with soap and/or hand sanitizer should be made available in classrooms. Classrooms should have a supply of face coverings for use when social distancing is not possible.

- **How might the county office and districts coordinate the procurement of supplies across the county?**

SCPH: The County Emergency Operations Center has a logistics section, we will provide the contact information, however, schools should establish their own contracts for procurement for long term.

- **What will be the daily cleaning schedule used at all school sites and district offices to ensure frequent cleaning and regular disinfection of surfaces?**

SCPH: We are working with Sacramento County Environmental Management Department for disinfection guidance and will share it when it becomes available.

- **Where might physical barriers need to be installed at school sites and district offices to ensure student and employee safety?**

SCPH: Schools may want to consider installing clear plexi-glass barriers at front counters where social distancing is not possible, similar to how many retailers have done so at check-out counters. Staff

workstations should be arranged so that staff can socially distance.

- **What accommodations will be needed for students and employees that are vulnerable and/or at higher risk of contracting the virus? What safety measures will need to be in place for Special Education students, students who are medically fragile, and students who cannot wear masks?**

SCPH: It is important to make sure that there are adequate accommodations for medically fragile students for the reasons that you outline. If not able to ensure social distancing and hand hygiene, it may be advisable to consider leaving these students in virtual classes.

- **What are the guidelines for cleaning and sanitation- Classrooms? Office/work spaces? Outdoor equipment/playgrounds? Common outdoor spaces?**

SCPH: We are working with Sacramento County Environmental Management Department for disinfection guidance and will share it when it becomes available.

- **Will extensive classroom cleaning need to be performed if a student or teacher is diagnosed with COVID-19? What are the guidelines for this?**

SCPH: Schools should follow the same procedures they use for cleaning after a norovirus outbreak.

- **Is the use of hand dryers in restrooms recommended?**

SCPH: Sacramento County Public Health does not have specific concerns about hand dryers at this time. If additional guidance is given, we will update our recommendations.

Other Considerations

SCPH:

- Limit sharing of supplies between students; disinfect between uses if sharing is unavoidable
- No field trips
- Limit events to those where social distancing can be maintained
- Limit/restrict visitors to campus
- Limitations/elimination of extra-curricular activities/sports
- Be prepared for the possibility of additional closures after campuses re-open if outbreaks occur





STRONGER TOGETHER

A GUIDEBOOK FOR THE SAFE REOPENING OF CALIFORNIA'S PUBLIC SCHOOLS



California Department of Education
June 2020





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STRONGER TOGETHER:

FOREWORD BY THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Greetings educational leaders, teachers, classified staff, parents, students, and all Californians:

The effects felt by COVID-19 have been widespread and created impacts unlike anything that we've ever seen. I want to commend the people of California for your resilience and the quick manner in which you moved into distance learning. Thank you for all that you've done to help keep California's students safe and able to continue learning.

As we prepare to move into the likely reopening of our schools, we provide this guidance as a "how to" for safely reopening our schools. In it you will find answers to many questions, including the need for physical distancing and types of recommended personal protective equipment. You'll also learn ways that we will have to rearrange our staff and students in order to ensure that those who are opting for in-person instruction can do so safely.

It has been my honor to lead a statewide reopening schools task force that created a participatory process for our educators and stakeholders to lend their voices. This guidance is also informed by the technical assistance and advice of many health and safety organizations including the Centers for Disease Control, California Department of Public Health, California Division of Occupational Safety and Health, and the many health officers from counties around our state. I want to thank the Governor's Office and our partners in the Legislature for their support in this endeavor, and all the staff at the California Department of Education (CDE) who have written and contributed their expertise throughout this document. I especially want to thank Dr. Stephanie Gregson, the Chief Deputy Superintendent at CDE, who served as its chief writer and editor.

We gathered additional input from focus group conversations with teachers, classified staff, child care providers, superintendents, and public health officials. Important voices were heard during virtual support circles with educators, parents, and students. And additional insight came from consultation with state superintendents, researchers, and experts from throughout the nation. Thank you to all those who took time to help review this document, and I look forward to the next steps of our work together to implement this guidance safely.

We know that guidance is only as good as its implementation, so think of this as the beginning of the conversation—not the end. We know that for many of us, this is the toughest challenge that we'll ever face, perhaps in our lifetime. But when it comes to ensuring that California students continue receiving a high-quality education—and doing so safely—we must rise to meet the challenge. Californians, I'm inspired by how you have come together to make it this far.



I couldn't be prouder to be your state superintendent. We are stronger together, we can do more together, and I thank you for all you are doing together to support our 6.2 million students.

Tony Thurmond

State Superintendent of Public Instruction



INTRODUCTION

The COVID-19 pandemic affected entire communities, states, and the world and led us on a journey none of us thought we would experience in our lifetime. Our communities and families have experienced physical, emotional, health, and financial strains. The high levels of stress and trauma experienced during this time have highlighted the resiliency, strength, and power of ourselves and the importance of our school communities.

We know our local educational agencies (LEAs) are all working collaboratively with their local county health officials and community partners to plan on how to safely reopen schools. **The intent of this document is to be a guide for local discussion on reopening schools.** It is not a “one-size-fits-all” document; rather, it is a document that honors the varied local contexts of each of our LEAs. This guidance document was developed with the most current information known at the time and may be updated as new data becomes relevant. This guide will provide checklists, essential questions for consideration, and examples of best practices. Guidance on standards for quality distance learning is currently being developed by the CDE and will be available on our website. While the guidance by its nature is not a mandate, this guidance serves as a “how to” for LEAs as they plan to safely reopen. LEAs need to work with their local health departments and local stakeholders to ensure that their protocols align with the most current scientific knowledge and community expectations. It is also reasonable to expect that the protocols schools implement will change as the local conditions change.

What has been highlighted during this pandemic is the importance of paying attention to the social–emotional well-being of our students, families, and staff. We encourage all LEAs to keep the emotional well-being of all at the forefront of their decision making. This is also a time to reflect on systems that may not have worked for every child, and we encourage you to please continue to eliminate the barriers to student success that existed before the closure. All of this is difficult work and each LEA should work to be inclusive and collaborative from the start of their planning with community stakeholders (i.e., students, families, teachers, staff, local bargaining representatives, school advisory councils, and other partners). LEAs have an opportunity to align and connect their reopening plans with tools such as the Local Control Accountability Plan (LCAP) and safety plans while utilizing inclusive, distributive, and collaborative leadership grounded in continuous improvement. We have an unprecedented opportunity to improve how we care for and educate each child. Let’s work to enhance the public good of our public schools as we implement new, more student-centered designs.



TIMELINE OF THE CDE COVID-19 RESPONSE AND ACTIVITIES

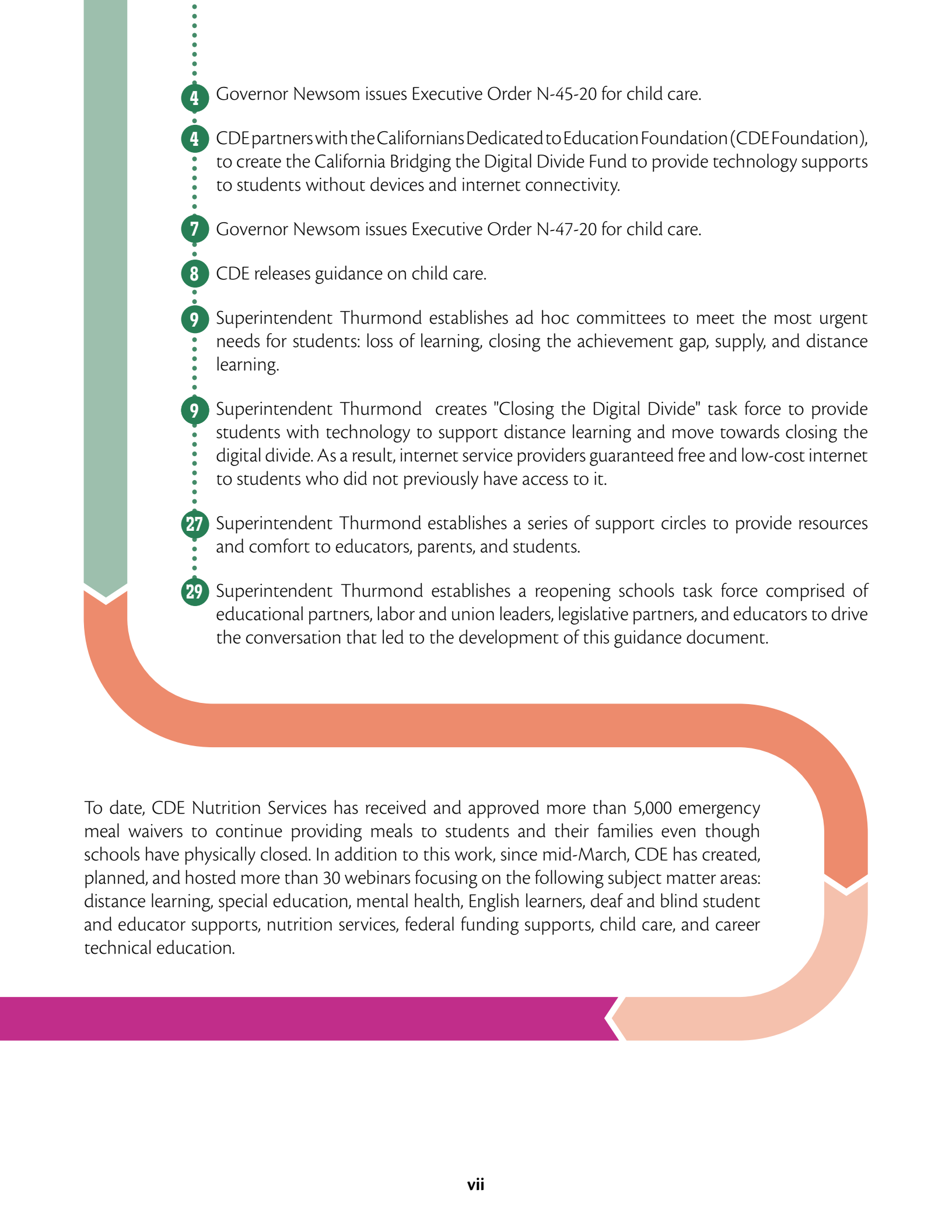
This is a brief overview of key dates and the response efforts of the California Department of Education (CDE).

MARCH 2020

- 13 Governor Gavin Newsom issues Executive Order N-26-20, ensuring state funding for schools even in event of physical closure.
- 17 In coordination with the Department of Health and Human Services, CDE releases guidance on distance learning, child nutrition, and child care.
- 18 Governor Newsom issues Executive Order N-30-20, suspending standardized testing for local educational agencies to take appropriate actions to mitigate the effects of the COVID-19 pandemic while California pursued a federal waiver of testing requirements.
- 19 Governor Newsom issues a stay at home order for the entire state.
- 20 CDE releases special education guidance to support students with disabilities.
- 26 The US Department of Education issues informal approval of Assessment Waiver; joint request from CDE and the California State Board of Education.
- 31 State Superintendent of Public Instruction Tony Thurmond releases a recommendation letter to all schools in the state to consider closing physical campuses to ensure the safety of students and staff through the end of the 2019–20 school year.

APRIL 2020

- 1 CDE releases guidance on graduation and grading requirements.
- 1 CDE releases Labor Management Framework established by the Labor Management Task Force facilitated by SSPI Thurmond.
- 1 Superintendent Thurmond announces Senate Bill (SB) 117 funding is available to school districts.
- 2 The California State Board of Education, CDE, California State University, University of California, California Community Colleges, and the Association of Independent California Colleges and Universities issue a joint statement to waive entrance requirements for college-bound seniors and juniors.

- 
- 4 Governor Newsom issues Executive Order N-45-20 for child care.
 - 4 CDE partners with the Californians Dedicated to Education Foundation (CDE Foundation), to create the California Bridging the Digital Divide Fund to provide technology supports to students without devices and internet connectivity.
 - 7 Governor Newsom issues Executive Order N-47-20 for child care.
 - 8 CDE releases guidance on child care.
 - 9 Superintendent Thurmond establishes ad hoc committees to meet the most urgent needs for students: loss of learning, closing the achievement gap, supply, and distance learning.
 - 9 Superintendent Thurmond creates "Closing the Digital Divide" task force to provide students with technology to support distance learning and move towards closing the digital divide. As a result, internet service providers guaranteed free and low-cost internet to students who did not previously have access to it.
 - 27 Superintendent Thurmond establishes a series of support circles to provide resources and comfort to educators, parents, and students.
 - 29 Superintendent Thurmond establishes a reopening schools task force comprised of educational partners, labor and union leaders, legislative partners, and educators to drive the conversation that led to the development of this guidance document.

To date, CDE Nutrition Services has received and approved more than 5,000 emergency meal waivers to continue providing meals to students and their families even though schools have physically closed. In addition to this work, since mid-March, CDE has created, planned, and hosted more than 30 webinars focusing on the following subject matter areas: distance learning, special education, mental health, English learners, deaf and blind student and educator supports, nutrition services, federal funding supports, child care, and career technical education.



HEALTH AND SAFETY

The health and safety of students and staff is the top priority when making the decision to physically reopen school campuses for use by students, staff, and others. Local educational agencies should work in collaboration with their local health officials in making the decision to safely reopen. Per CDC recommendations, the CDE recommends all staff and students should wear cloth face coverings or face shields while at school or on a bus, and maintain 6 feet of physical distance during school activities.

When the decision is made to reopen, LEAs will need to establish clear plans and protocols to ensure the safety of students and staff. Knowing that there is not a “one-size-fits-all” solution for opening schools across California’s 1,000 LEAs, the CDE has created a comprehensive checklist of health and safety items that LEAs should use to guide the important reopening decisions they will be making. This checklist was developed in consultation with the California Department of Public Health, the California Division of Occupational Safety and Health, school labor and management representatives, California LEAs, and officials from other states to provide a comprehensive menu of considerations for LEAs.

While the checklist focuses on statewide guidance, the final decision to reopen will be made by each LEA working in close collaboration with local health officials and community stakeholders, including families, staff, and labor partners. When a school is reopened, it is important that LEAs continue to communicate with local and state authorities to monitor current disease levels and the capacities of the local health providers and health care systems. Items in the checklist will likely require collaboration between labor and management groups and in some cases a revisit of existing bargaining agreements. These are matters that would be resolved as part of the reopening planning process and prior to school starting so as to provide clarity for reopening. This checklist will support LEA leaders in their ongoing collaboration with their school communities and health professionals about reopening strategies.

The following checklist covers the following main categories:

- | | | |
|---|---|--|
| 1. Local Conditions to Guide Reopening Decisions | ⋮ | 6. Protective Equipment |
| 2. Plan to Address Positive COVID-19 Cases or Community Surges | ⋮ | 7. Physical Distancing |
| 3. Injury and Illness Prevention Plan | ⋮ | 8. Cleaning/Disinfecting |
| 4. Campus Access | ⋮ | 9. Employee Issues |
| 5. Hygiene | ⋮ | 10. Communication with Students, Parents, Employees, Public Health Officials, and the Community |



CDE HEALTH AND SAFETY CHECKLIST

LEA Checklist for Physically Reopening Campuses for Students



Local Conditions. Ensure that the following local conditions are in place:

- a. Flexibility or Lifting of State Stay-Home Order
 - i. The state has lifted or relaxed the stay-home order to allow schools to physically reopen.
- b. Flexibility or Lifting of County Stay-Home Order
 - i. The county has lifted or relaxed the stay-home or shelter-in-place order to allow schools to physically reopen.
- c. Local Public Health Clearance. Local public health officials have made determinations, including, but not limited to, the following:
 - i. Testing Availability. Consult with local public health officials to ensure adequate tests and tracking/tracing resources are available for schools to reopen. Employees have access to COVID-19 testing at regular and ongoing intervals.
 - ii. Sufficient duration of decline or stability of confirmed cases, hospitalizations, and deaths.
 - iii. Sufficient surge capacity exists in local hospitals.
- d. Equipment Availability
 - i. Have sufficient protective equipment to comply with California Department of Public Health (CDPH) guidance for students and staff appropriate for each classification or duty, as well as relevant California Division of Occupational Safety and Health Administration (Cal/OSHA) requirements.
 - ii. Have a plan for an ongoing supply of protective equipment.
 - iii. Purchase a sufficient number of no-touch thermal scan thermometers for symptom screenings.
 - iv. Consider the differing requirements of PPE/EPG for the differing populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance).
- e. Cleaning Supply Availability
 - i. Have enough school-appropriate cleaning supplies to continuously disinfect the school site in accordance with CDPH guidance.
 - ii. Ensure sufficient supplies of hand sanitizers, soap, handwashing stations, tissues, no-touch trash cans, and paper towels.



Plan to Address Positive COVID-19 Cases or Community Surges

- a. Establish a plan to close schools again for physical attendance of students, if necessary, based on public health guidance and in coordination with local public health officials.
- b. In accordance with CDPH guidance, when a student, teacher, or staff member or a member of their household tests positive for COVID-19 and has exposed others at the school implement the following steps:
 - i. In consultation with the local public health officials, the appropriate school official may consider whether school closure is warranted and length of time based on the risk level within the specific community as determined by the local public health officer.



- ii. In accordance with standard guidance for isolation at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily as students or staff isolate.
- iii. Additional close contacts at school outside of a classroom should also isolate at home.
- iv. Additional areas of the school visited by the COVID-19-positive individual may also need to be closed temporarily for cleaning and disinfection.
- v. Develop a plan for continuity of education, medical and social services, and meal programs and establish alternate mechanisms for these to continue.

Injury and Illness Prevention Program (IIPP)

- a. Update the [IIPP](#) to address unique circumstances during the COVID-19 crisis and make updates accessible to employees and parents.

Campus Access. Develop a plan to minimize access to campus, and limit nonessential visitors, facility use permits, and volunteers.

- a. Exclude any student, parent, caregiver, visitor, or staff showing symptoms of COVID-19 (reference CDC and CDPH guidelines for COVID-19 symptoms). Staff should discuss with the parent or caregiver and refer to the student's health history form or emergency card to identify whether the student has a history of allergies, which would not be a reason to exclude.
- b. Monitor staff and students throughout the day for signs of illness. Determine any special or unique needs for students with disabilities related to planned district or schoolwide procedures.
- c. Students—Entering Campuses
 - i. **Passive Screening.** Instruct parents to screen students before leaving for school (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.
 - ii. **Active Screening.** Engage in symptom screening as students enter campus and buses, consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100.4 degrees Fahrenheit), and ask all students about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.
 - 1. If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is the only type available, it should only be used when a fever is suspected and caution is taken by temperature screeners, such as by wearing gloves, eye protection, and a mask.
 - 2. Thermometers must be properly cleaned and disinfected after each use.
 - iii. All students must wash or sanitize hands as they enter campuses and buses.
 - iv. Provide supervised, sufficient points of access to avoid larger gatherings.
 - v. Use privacy boards or clear screens when practicable.
 - vi. If a student is symptomatic while entering campus or during the school day:
 - 1. Students who develop symptoms of illness while at school should be separated from others right away, preferably isolated in an area through which others do not enter or pass. If more than one student is in an isolation area, ensure physical distancing.



2. Any students or staff exhibiting symptoms should be required to immediately wear a face covering and wait in an isolation area until they can be transported home or to a health care facility.
 3. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 4. Follow established guidelines for triaging students in the health office, recognizing not all symptoms are COVID-19 related.
 5. Advise parents of sick students that students are not to return until they have met [CDC criteria to discontinue home isolation](#).
- vii. Develop a plan for if students are symptomatic when boarding the bus.
- viii. Protect and support students who are at higher risk for severe illness ([medical conditions that the CDC says may have increased risks](#)) or who cannot safely distance from household contacts at higher risk by providing options such as virtual learning or independent study.
- d. Staff—Entering Campuses
- i. Passive Screening. Instruct staff to self-screen before leaving for work (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, check for symptoms outlined by public health officials) and to stay home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.
 - ii. Active Screening. Engage in symptom screening as staff enter worksites, consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100.4 degrees Fahrenheit), and ask all staff about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.
 1. If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is the only type available, it should only be used when a fever is suspected.
 2. Thermometers must be properly cleaned and disinfected after each use.
 - iii. All staff must wash or sanitize hands as they enter worksites.
 - iv. Exclude employees who are exhibiting symptoms from the workplace.
 1. Staff members who develop symptoms of illness should be sent to medical care. Have emergency substitute plans in place.
 2. Create a procedure for reporting the reasons for the exclusions.
 3. Advise sick staff members not to return until they have met [CDC criteria to discontinue home isolation](#).
- e. Outside Visitors and Groups
- i. Limit access to campus for parents and other visitors.
 - ii. Evaluate whether and to what extent external community organizations can safely utilize the site and campus resources. Ensure external community organizations that use the facilities also follow the school's health and safety plans and CDPH guidance.
 - iii. Review facility use agreements and establish common facility protocols for all users of the facility.
 - iv. Establish protocol for accepting deliveries safely.



v. Charter School Co-locations

1. Update facility use agreements to address unique circumstances during the COVID-19 crisis, ensuring that organizations that are using the same facility have agreed to the same understandings about how to reopen in a healthy and safe way. Establish a protocol for responding to site concerns regarding health and safety issues that arise during the pandemic that is collaborative and meets the needs of all stakeholders.



Hygiene. Plan to address [hygiene practices](#) to ensure personal health and safety in school facilities and vehicles.

- a. Handwashing. In accordance with CDPH and Cal/OSHA guidance and in consultation with local public health officials, develop a plan for handwashing that includes:
 - i. Providing opportunities for students and staff to meet handwashing frequency guidance.
 - ii. Ensuring sufficient access to handwashing and sanitizer stations. Consider portable handwashing stations throughout a site and near classrooms to minimize movement and congregations in bathrooms to the extent possible.
 - iii. Ensuring fragrance-free hand sanitizer (with a minimum of 60 percent alcohol) is available and supervised at or near all workstations and on buses. Children under age nine should use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222. Note: frequent handwashing is more effective than the use of hand sanitizers.
- b. Train staff and students on proper handwashing techniques and PPE/EPG use, including the following:
 - i. Scrub with soap for at least 20 seconds or use hand sanitizer if soap and water are not accessible. Staff and students should use paper towels (or single use cloth towels) to dry hands thoroughly.
 - ii. Wash hands when: arriving and leaving home; arriving at and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods.
 - iii. [CDC guidance](#) on proper PPE use.
- c. Teach staff and students to:
 - i. Use tissue to wipe the nose and cough and sneeze inside the tissue.
 - ii. Not touch the face or face covering.



Protective Equipment. Plan to address protective equipment needs to ensure personal health and safety in school facilities and vehicles.

- a. According to CDC guidance:
 - i. [Training and information](#) should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
 - ii. Face coverings are not recommended for anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance. LEAs should make reasonable accommodations such as a face shield with a cloth drape for those who are unable to wear face coverings for medical reasons. Per Cal/OSHA, considerations for face shields should include a cloth drape attached across the bottom and tucked into shirt.



- iii. Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms). Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- b. Staff Protective Equipment
 - i. As recommended by the CDC, all staff should wear face coverings. Per CDPH guidance, teachers could use face shields, which enable students to see their faces and to avoid potential barriers to phonological instruction.
 - ii. Provide masks if the employee does not have a clean face covering.
 - iii. Provide other protective equipment, as appropriate for work assignments.
 - 1. For employees engaging in symptom screening, provide surgical masks, face shields, and disposable gloves.
 - 2. For front office and food service employees, provide face coverings and disposable gloves.
 - 3. For custodial staff, provide equipment and PPE for cleaning and disinfecting, including:
 - A. For regular surface cleaning, provide gloves appropriate for all cleaning and disinfecting.
 - B. Classified staff engaged in deep cleaning and disinfecting should be equipped with proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask or respirator) in addition to PPE as required by product instructions. All products must be kept out of children's reach and stored in a space with restricted access.
 - C. Cal/OSHA requires that PPE be provided and worn to effectively protect employees from the hazards of the cleaning products used and training be provided to staff on the hazards of chemicals.
- c. Student Protective Equipment
 - i. Students should use cloth face coverings, especially in circumstances when physical distancing cannot be maintained. If an LEA requires students to wear face coverings, then the LEA must provide face coverings to be used. Consider how the LEA will address students with disabilities who refuse or are not able to wear masks. At a minimum, face coverings should be worn:
 - 1. While waiting to enter the school campus.
 - 2. While on school grounds (except when eating or drinking).
 - 3. While leaving school.
 - 4. While on a school bus.
 - A. Driver has access to surplus masks to provide to students who are symptomatic on the bus.



Physical Distancing. Plan to meet physical distancing standards in school facilities and vehicles. Clearly define how staff can honor physical distancing recommendations, yet meet student medical, personal, or support needs. Determine how adequate space and facilities will be utilized to maintain health and safety of students and staff, especially when tending to individual student medical or personal needs.

- a. Plan to limit the number of people in all campus spaces to the number that can be reasonably accommodated while maintaining a minimum of 6 feet of distance between individuals. (6 feet is the current minimum recommendation for physical distancing from the CDC, but it is important to pay attention to future modifications in public health recommendations.)



- b. To the extent possible, and as recommended by the CDC, attempt to create smaller student/educator cohorts to minimize the mixing of student groups throughout the day. Minimize movement of students, educators, and staff as much as possible.
- c. In a circumstance where sufficient physical distancing is difficult or impossible, such as when students enter or exit a school bus in proximity to the bus driver, all individuals, including staff and students, should wear face coverings that cover the mouth and nose consistent with public health guidance. To be clear, face coverings are not a replacement for physical distancing, but they should be used to mitigate virus spread when physical distancing is not feasible.
- d. Student Physical Distancing. LEAs should plan to:
 - i. Limit number of students physically reporting to school, if needed to maintain physical distancing.
 - 1. Determine student and staff capacity of each school meeting 6-foot physical distancing objectives.
 - 2. Consider various strategies outlined in the Instructional Program Models in the guidance document, such as early/late start times and blended learning models.
 - ii. The CDC recommends virtual activities in lieu of field trips and intergroup events.
 - iii. Post signage and install barriers to direct traffic around campus.
 - iv. Buses
 - 1. Determine maximum capacity for students of each vehicle while meeting 6-foot physical distancing objectives.
 - 2. Create a plan for seating based on maximum capacity determined above, and develop a plan for bus routes that accommodates the capacity limitations. Mark or block seats that must be left vacant. Sample seating options:
 - A. Option 1: Seat one student to a bench on both sides of the bus, skipping every other row.
 - B. Option 2: Seat one student to a bench, alternating rows on each side to create a zigzag pattern on the bus.
 - 3. Instruct students and parents to maintain 6-foot distancing at bus stops and while loading and unloading.
 - 4. Seat students from the rear of the bus forward to prevent students from walking past each other. To prevent students from walking past one another, afternoon runs should be boarded based on the order in which students will be dropped off. (Students who get off first should board last and sit in the front.)
 - 5. Students and staff should wear face coverings at bus stops and on buses.
 - v. Playgrounds/Outside Spaces/Athletics
 - 1. Increase supervision to ensure physical distancing.
 - 2. Physical education (PE) and intramural/interscholastic athletics should be limited to activities that do not involve physical contact with other students or equipment until advised otherwise by state/local public health officials.
 - vi. Classrooms
 - 1. Determine maximum capacity for students of each classroom while meeting 6-foot physical distancing objectives.



2. In accordance with CDC and CDPH guidance, ensure desks are a minimum of 6 feet apart and arrange desks in a way that minimizes face-to-face contact.
3. If necessary, utilize other campus spaces for instructional activities (e.g., lecture halls, gyms, auditoriums, cafeterias, outdoors).
4. If necessary, broadcast to other classrooms and students distance learning at home.
5. Increase staffing to ensure physical distancing for younger students and students with special needs.
6. Arrange developmentally appropriate activities for smaller group activities and rearrange furniture and play spaces to maintain separation, when possible.
7. Address physical distancing objectives as students move between classrooms.
8. Address potential issues from physical distancing rules that could result in unintended segregation of students with disabilities on campuses away from peers without disabilities.

vii. Food Service

1. Consider strategies to limit physical interaction during meal preparation and meal service (e.g., serving meals in classrooms, increasing meal service access points, staggering cafeteria use).
2. Suspend use of share tables and self-service buffets for food and condiments.
3. Install physical barriers, such as sneeze guards and partitions, at point of sale and other areas where maintaining physical distance of 6 feet is difficult.
4. With an approved National School Lunch Program waiver, offer meal delivery for students quarantined or in a home-based cohort.
5. If providing meal service in classrooms, plan for cleaning and trash removal.

e. Staff

- i. Develop a plan that ensures physical distancing among staff in their work environment to reduce spread of the virus that includes:
 1. Avoiding staff congregation in work environments, break rooms, staff rooms, and bathrooms.
 2. Avoiding grouping staff together for training or staff development. Consider conducting the training virtually or, if in-person, ensure distancing is maintained.
- ii. Adjust staff schedules (through negotiations) to accommodate new student schedules and physical distancing strategies.
- iii. In accordance with Cal/OSHA regulations and guidance, evaluate all workspaces to ensure that employees can maintain physical distancing to the extent possible.
 1. Where possible, rearrange workspaces to incorporate a minimum of 6 feet between employees and students.
 2. If physical distancing between workspaces or between employees and students and visitors is not possible, add physical barriers that cannot be moved to separate workspaces.



Cleaning and Disinfecting. Plan to meet cleanliness and disinfecting standards in school facilities and vehicles.

- a. Overall Cleanliness Standards. Schools must meet high cleanliness standards prior to reopening and maintain a high level during the school year.



- b. In accordance with CDC guidance, avoid sharing of electronic devices, toys, books, and other games or learning aids.
- c. Limit stuffed animals and any other toys that are difficult to clean and sanitize.
- d. In accordance with CDC and California Department of Pesticide Regulation (CDPR) guidance, and in consultation with local public health officials, develop a plan that includes:
 - i. A [safe and correct application](#) of disinfectants using personal protective equipment and ventilation recommended for cleaning.
 - ii. Disinfecting surfaces between uses, such as:
 1. Desks and tables
 2. Chairs
 3. Seats on bus
 4. Keyboards, phones, headsets, copy machines
 - iii. Disinfecting frequently—at least daily—high-touch surfaces, such as:
 1. Door handles
 2. Handrails
 3. Drinking fountains
 4. Sink handles
 5. Restroom surfaces
 6. Toys, games, art supplies, instructional materials
 7. Playground equipment
 - iv. When choosing disinfecting products, using those approved for use against COVID-19 on the Environmental Protection Agency (EPA) [List N: Disinfectants for Use Against SARS-CoV-2](#) and follow product instructions.
 1. To reduce the risk of asthma related to disinfecting, programs should aim to select disinfectant products on the EPA List N with asthma-safer ingredients (hydrogen peroxide, citric acid, or lactic acid).
 2. Avoid products that mix these ingredients with peroxyacetic acid, sodium hypochlorite (bleach), or quaternary ammonium compounds, which can cause asthma.
 3. Use disinfectants labeled to be effective against emerging viral pathogens, following label directions for appropriate dilution rates and contact times.
 - v. When cleaning, airing out the space before children arrive. Plan to do thorough cleaning when children are not present.
 - vi. Closing off areas used by any sick person and not using before cleaning and disinfection. To reduce risk of exposure, wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours, wait as long as possible.
- e. Make a Plan for Adequate Outdoor Air Circulation
 - i. In accordance with CDC guidance, ensure that ventilation systems and fans operate properly and increase circulation of outdoor air as much as possible by opening windows and doors and other methods. Do not open windows and doors if doing so poses a safety or health risk to children using the facility (for example, allowing pollen in or exacerbating asthma



symptoms). Maximize central air filtration for heating, ventilation, and air conditioning (HVAC) systems (targeted filter rating of at least MERV 13).

- f. Take steps to ensure that all water systems and features (e.g., drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of Legionnaires' disease and other diseases associated with water.
- g. Keep each child's belongings separated and in an individually labeled storage container, cubby, or area. Send belongings home each day to be cleaned.



Employee Issues. Engage employees on COVID-19 plans and provide necessary training and accommodations.

- a. Revisit existing bargaining agreement.
 - i. Engage the exclusive representatives of labor groups and work collaboratively in tailoring bargaining agreements to address the relevant employee issues in this checklist. Ideally, these are matters that would be resolved as part of the reopening planning process and prior to school starting so as to provide clarity for reopening.
 - ii. Create a plan for future bargaining that may be necessary as additional issues arise.
- b. Staffing Ratios
 - i. Ensure staffing levels are sufficient to meet unique facility cleanliness, physical distancing, student learning, and health and safety needs to address COVID-19.
 - ii. Consider rolling staff cohorts to meet needs and avoid overwork.
- c. Develop and provide staff training or utilize state-provided training on:
 - i. Disinfecting frequency and tools and chemicals used in accordance with the [Healthy Schools Act](#), [CDPR guidance](#), and Cal/OSHA regulations. For staff who use hazardous chemicals for cleaning, specialized training is required.
 - ii. Physical distancing of staff and students.
 - iii. Symptom screening, including temperature checks.
 - iv. Updates to the Injury and Illness Prevention Program (IIPP).
 - v. State and local health standards and recommendations, including, but not limited to, the following:
 - 1. Proper use of protective equipment, including information on limitations of some face coverings that do not protect the wearer and are not PPE but can help protect people near the wearer. Face coverings do not replace the need for physical distancing and frequent handwashing. Cloth face coverings are most essential when physical distancing is not possible. Also include training on removal and washing of cloth face coverings.
 - 2. Cough and sneeze etiquette.
 - 3. Keeping one's hands away from one's face.
 - 4. Frequent handwashing and proper technique.
 - 5. Confidentiality around health recording and reporting.
 - vi. Training for school health staff on clinical manifestations of COVID-19, pediatric presentations, and [CDC transmission-based precautions](#).
 - vii. Training on trauma-informed practices and suicide prevention.



- d. Designate a staff liaison or liaisons to be responsible for responding to COVID-19 concerns. Employees should know who they are and how to contact them.
- e. Reasonable Accommodations
 - i. Protect and support staff who are at higher risk for severe illness ([medical conditions that the CDC says may have increased risks](#)) or who cannot safely distance from household contacts at higher risk by providing options such as telework or negotiated change in classification or duties.
 - ii. If reasonable accommodations are not practicable, the LEA should work with the employee to develop a flexible leave plan that endeavors to avoid exhausting the employee's earned leave.



Communication with Students, Parents, Employees, Public Health Officials, and the Community

- a. School leaders should engage stakeholders, including families, staff, and labor partners in the school community, to formulate and implement the plans in this checklist.
- b. Communicate to staff, students, and parents about new, COVID-19-related protocols, including:
 - i. Proper use of PPE/EPC.
 - ii. Cleanliness and disinfection.
 - iii. Transmission prevention.
 - iv. Guidelines for families about when to keep students home from school.
 - v. Systems for self-reporting symptoms.
 - vi. Criteria and plan to close schools again for physical attendance of students.
- c. Target communication for vulnerable members of the school community.
- d. Create a communications plan for if a school has a positive COVID-19 case.
 - i. Address the school's role in documenting, reporting, tracking, and tracing infections in coordination with public health officials.
 - ii. Notify staff and families immediately of any possible cases of COVID-19. Review legal responsibilities and privacy rights for communicating about cases of the virus.
 - iii. Provide guidance to parents, teachers, and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
 - iv. Provide information to parents regarding labor laws, Disability Insurance, Paid Family Leave, and Unemployment Insurance.
 - v. Advise sick staff members and children not to return until they have met CDC [criteria to discontinue home isolation](#).
 - vi. Inform those who have had [close contact](#) with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms and to follow [CDC guidance](#) if symptoms develop. If a person does not have symptoms follow appropriate CDC guidance for [home isolation](#).



INSTRUCTIONAL PROGRAMS

INSTRUCTIONAL SCHEDULING MODELS

As schools plan to reopen, the instructional schedule model chosen will become the foundation of a student's and family's future experience in their school community. There are many considerations and decision-making points LEAs will need to consider in their planning. First and foremost, LEAs planning for their instructional schedule model need to focus on ensuring student learning and competency development while also considering a student's social-emotional well-being.

We understand there are needed statutory changes to accommodate the instructional schedule model examples identified in this document. These instructional schedule model examples do not contemplate California's current instructional time, attendance for apportionment rules, and audit guidelines.

As schools reopen and considerations are made to meet the health and safety guidelines, the following are some instructional schedule model options and essential planning questions and action steps for LEAs to consider. LEAs should enter into their planning with a flexible approach, understanding that they may start the school year with one instructional schedule model and, as new information becomes available about health and safety, they may transition to a different model. Guidance on standards for quality distance learning is being developed and will be available on the CDE website.

No matter the instructional schedule model, please continue to work to eliminate the barriers to student success that existed before the closure. We have an unprecedented opportunity to improve how we care for and educate each child. Let's work to enhance the public good of our public schools as we implement more student-centered designs. These suggestions are only a few of the options that may be considered, so please work closely with your community to develop the list of essential planning questions that build on your assets and address your local needs.

Instructional Scheduling Model Options

EXAMPLE A: TWO-DAY ROTATION BLENDED LEARNING MODEL

Students report to school on two designated days based on grade level for in-person instruction (example: Monday/Wednesday for grade levels K–3, Tuesday/Thursday for grade levels 4–6). On the other days, students are engaged in enrichment opportunities aligned with academic goals established by the school through various programs, either on site or with community partners, that are coordinated by school instructional staff. This could mean small group instruction for certain student groups, such as English learners receiving designated English language development. Physical education, health, and other content area teachers, as well as administrators and teachers on special assignment, could be included to reduce



student–teacher ratios. On Fridays, all students would be engaged in distance learning opportunities and teachers in collaborative planning and/or professional learning opportunities. An important consideration is maximizing pre-existing student–teacher relationships. This could include students returning to teachers they had before the closure, creating advisory groups that build on positive relationships, or instituting looping to ensure students know who they will be working with for the next two or more years.

EXAMPLE B: A/B WEEK BLENDED LEARNING MODEL

Half of the student population attends in-person learning opportunities four full days per week while the other half is engaged in distance learning opportunities. The students would alternate each week. All grade bands would be included. The instructional program would be sequenced to accommodate both asynchronous and synchronous learning opportunities for students. One day a week, all students would be engaged in distance learning while teachers would use the time for collaborative planning and professional learning. LEAs may also decide to have certain grade levels attend only in-person instruction while other grade levels engage in only distance learning instruction.

EXAMPLE C: LOOPING STRUCTURE

For schools serving grade levels TK–8, there is an opportunity for students to stay with the same teacher in cohorts for multiple grade levels. Looping provides opportunities for improved relationships between students and teachers, more targeted and efficient instruction, and a higher attendance rate. For example, a teacher and student cohort would stay together for first and second grade, increasing the opportunity for literacy rates on or above grade level. Teachers and students staying together over multiple grade levels can build a better understanding of health and safety, decreasing risks to students and staff.

EXAMPLE D: EARLY/LATE STAGGERED SCHEDULES

Grade level bands would have staggered start and dismissal times, such as AM/PM rotations (for example, TK–2, 3–5, 6–8, 9–10, 11–12). The bell schedule would accommodate multiple recesses and lunch periods and multiple meal distribution points, along with time for students to engage in handwashing before entering classrooms. Students could be in a homeroom with teachers rotating to decrease student congregation in hallways.

Essential Planning Questions/Action Steps for LEAs

- How will the LEA engage with their education partners and staff in collaboratively making the decision of choosing an instructional schedule model?
- How will the LEA create a process for evaluating and adapting models throughout the year with all educational partners and staff?
- As an LEA is contemplating different instructional schedule models, a review of the LEA's infrastructure and resources should be considered in the decision-making process. For example:
 - What technology access and resources are available for students and families?
 - What technology support resources are available for students and families?



- What technology policies are in place to protect private and sensitive student information? Are policies current and compliant with California data privacy laws?
- How does a survey of physical buildings and space inform the instructional schedule model decision?
- How will the LEA survey needs of staff and provide aligned professional learning?
- How will all students' needs be addressed within the instructional schedule model?
- What instructional and social–emotional supports will students and families need?
- How will you measure success and effectiveness of the model?
- What model are other schools in the area choosing to help with consistent and coherent approaches to support families?
- Conduct a survey or review on current teacher/staff, student, and family needs. Review data and determine LEA strengths, barriers, and capacity to support identified needs.
- What is the communication plan for reopening with a new instructional schedule model?
 - LEAs should consider communication for different audiences and critical messages, including
 - ▶ how messages will be delivered and
 - ▶ how to improve the efficacy of communication by identifying and addressing potential language barriers, cultural barriers, and disability accommodations or supports necessary for communicating to families and other audiences.

INSTRUCTIONAL PLANNING

As LEAs choose the instructional schedule model that best fits the needs of their students and families, considerations for intentional planning of instruction will be key to a successful implementation. Instructional planning should include time for general and special education staff to collaboratively plan and learn from each other. To support this collaboration, a system to learn in real time how the learning environment is or is not working for students is essential. Ideally, this feedback loop would allow for school leaders to see how well students are engaged in their learning, whether the instructional supports and accommodations are working, and whether the material is relevant and accessible to the student.

Essential Questions for Consideration

- What planning time and infrastructure will teachers and staff need to discuss real-time feedback from students?
- What planning resources will staff need to work together to design and lead changes in their classrooms?
- What data will be collected as a feedback loop on students' experiences to inform planning?
- How will the LEA ensure students with disabilities and other special populations are fully integrated into every aspect of preparation and participation of the instructional model?
- How will Universal Design for Learning (UDL) be utilized during instructional planning time?
- How will the teacher teams determine essential state standards to focus learning?
- How will staff engage with the student to figure out learning barriers and plan to find innovative ways to meet their needs?



- What academic and social–emotional supports or interventions are provided to those students who are struggling with the instructional program model?
- How will the LEA ensure not only the needs of all students are addressed, but that the decision made will benefit all students, staff, and families?

COLLABORATION AND ASSESSMENT

In order to inform instruction and gauge student learning, it is important to consider and solidify a systematic cycle of assessments including initial screenings and formative and summative assessments. For data to lead to meaningful change in student outcomes, teachers and administrators need designated collaboration time to analyze data, identify shifts and changes in instruction to meet student needs, implement intervention strategies, and assess the effectiveness of instructional strategies. This section assists district leadership and school boards as they make reopening determinations related to using assessments to inform instruction for all students, including those with unique learning needs such as students with disabilities, English language learners, students placed in foster care, and students experiencing homelessness.

Because parents may have children enrolled in multiple schools across districts, it is vital that communication protocols, online learning platforms, and expectations are coherent and consistent. This also engages parents as partners in learning.

Curriculum Frameworks

California’s curriculum frameworks are guidance documents for implementing the content standards adopted by the State Board of Education. The standards themselves are a resource to inform teachers, administrators, and parents of the skills and knowledge that students should master and learn at each grade or proficiency level. All curriculum frameworks include information on how to ensure access and equity for all students. Much of this guidance includes how to utilize the Universal Design for Learning (UDL) practices in instructional planning and delivery.

INITIAL SCREENING/DIAGNOSTIC ASSESSMENTS

Purpose: Diagnostic assessments are used to identify specific areas where instruction or intervention may be needed to improve student learning.

Due to interrupted instruction caused by COVID-19, local educational agencies (LEAs) should consider scheduling universal screenings at a variety of intervals. For example, diagnostic assessments can be administered at the beginning of the school year (or in summer if appropriate or feasible).

FORMATIVE ASSESSMENTS/PROGRESS MONITORING

Purpose: Formative assessments and progress monitoring take place during the lesson and provide actionable information about students’ learning status relative to the desired lesson goal. Teachers can use data from formative assessments immediately to adjust their instruction and ensure students progress towards learning goals.



Essential Questions

- Are there common diagnostic, formative, and summative assessment tools across the district/site for comparative analysis to identify specific targeted student learning needs?
- If assessments must be given at home, how have students been prepared for and given opportunity to practice the protocols for administration? If parent support or guidance is needed, how have they been prepared?
- Is there a clearly defined multitiered system of support that includes guidance for implementing Tier 1 strategies before offering Tier 2 interventions? When and how to offer Tier 2 and Tier 3 supports?
- Do staff have structured collaboration time to engage in improvement cycles including reviewing student assessments, planning instructional shifts and strategies based on data, establishing clear outcome goals, debriefing the lesson as a team, and repeating the process? What might this look like in a virtual setting?
- How will districts ensure appropriate accommodations are made for students?

Considerations

- Consider a data management platform to collect, house, and disaggregate local data on a regular basis.
- Consider developing a regularly scheduled time for grade-level teams and staff meetings to engage in cycles of inquiry around student data. Rural districts might use this opportunity to connect grade-level teams virtually for collaboration.
- Establish a common protocol for regular and consistent communication to parents.
- Develop a plan to meet the social–emotional needs of the student prior to administering an assessment. Examples include greetings and a warm-up game (with physical distancing) to ease anxiety, prior to asking students to demonstrate learning. If diagnostic testing has not been widely implemented in previous years, staff administering the assessments should be sure to clarify the purpose of diagnostic assessments.
- Interventions may include a regularly scheduled 30-minute session with an intervention provider or specialist through video conference, scaffolding for specific task assignments (e.g., an outline or sentence starters for written responses), pre-highlighted texts, more frequent feedback or check-ins, time management supports, or maintaining a daily written agenda. Students in upper grade levels may be offered guidance for monitoring their own progress and implementing interventions independently, if appropriate. For example, students can implement supports like setting their own timer to chunk assignments, keeping a daily agenda that outlines tasks and goals, or creating a playlist or active routine to help with stress or anxiety management.
- Formative assessment examples may include collecting exit tickets through a digital platform at the end of each class session, whether online or in person; using an opener to reinforce skills and check for understanding on concepts recently taught; giving students opportunities to share what is working and what is not working; or continuing to provide ample opportunity for discussion and meaningful content interaction with students through high-order thinking questions. As students are given opportunities to participate in engaging activities, be sure to provide students with ample time to think and develop a solid response, as appropriate.
- When reviewing all assessment data, focus on a continuous improvement learning model.



- Provide professional learning for teachers on diagnostic assessments.
- Existing learning management systems can also provide opportunities to assign students quiz-style assessments that they can complete synchronously (in real time through distance learning) or asynchronously (learning same material at different times/locations). Students can be permitted to complete the assessment multiple times to allow for reteaching.
- Learning goals should be clearly established and explicitly communicated to students. Providing students with an essential question or learning goal at the beginning of instruction, and frequently referring back to the question or goal, provides transparency for students. In a virtual environment, this can include prominently posting the learning goal or essential question on a teacher's web page, asking students to keep a learning log to track their key learnings throughout a lesson or unit, or weekly check-ins that require students to respond to the essential question using information from the week's lessons and activities.
- Consider using choice boards, which provide students with a variety of options that demonstrate learning and allow students to revise or resubmit work after reteaching or receiving feedback. Feedback should be timely, specific, and actionable, either through written or oral communication, videos or sound recordings, or student-to-student feedback in online breakout sessions.
- Consider working with students to develop a portfolio (online or paper), selecting their work products to put in an online file, and submitting reflection videos.

Resources

See [Appendix B](#) for Instructional Programs resources.

SOCIAL-EMOTIONAL LEARNING

There is a growing body of research proving that social and emotional learning (SEL) is fundamental to academic success. SEL must be woven into the work of every teacher, in every classroom and every after-school and summer learning program if we truly want to prepare all our students for college and careers. We know the COVID-19 pandemic has created different types of traumatic experiences and high levels of stress for many of our staff, students, and families. This experience emphasizes the importance of social-emotional well-being for all. LEAs will need to have the emotional recovery of students, staff, and families at the forefront of their planning and decision making.

When educators and students practice physical distancing at school or through distance learning, it does not mean they must lose social and school connections. During the COVID-19 response, it is critically important to place adult and student wellness first to establish a positive, safe, and supportive learning environment. Leading with SEL is essential because children need social and emotional support as they, like the adults around them, navigate the unprecedented challenges of alternative learning contexts, and because SEL helps students access academic content through building essential self-management skills, resilience, and connections.

As students return to campus in classrooms adapted to ensure physical distancing, consider how your local education agency might adapt instruction to account for the following:



- Before school starts, how will the LEA engage with families and provide activities to help families feel comfortable on the school campus?
- Before school starts, how will the LEA engage with staff to help them feel comfortable when returning to their classrooms and schools?
- How will the LEA support staff to integrate SEL practices? What types of professional development will be offered and how often will it be available?
- How will school staff provide non-academic-focused check-ins with students?
- How might wearing masks alter our understandings of how individuals are feeling? Consider lessons on alternative ways to communicate feelings.
- How can we positively communicate the need for physical distancing in the classroom? Children naturally hug, touch, etc. when playing. Consider finding ways to positively reinforce good practices.
- How will we handle students' and/or families' varied understandings of physical distancing measures? Consider age-appropriate lessons on the science behind infection. Such lessons may also be leaned upon when addressing students who express concern when seeing other classmates exhibit signs of allergies or other noncontagious symptoms.
- How will students who need additional support to physically distance or who may not be able to wear a mask due to a manifestation of their disability be supported at the school site? What, if any, exceptions can be made in such circumstances?
- How can we support movement to ensure children are expending adequate energy? As student movement from classroom to classroom or recess activities are restricted, there may not be as many opportunities for physical activity during the school day. Consider building in transition activities that allow for movement.
- How do we integrate SEL practices into instructional planning?

As the possibility of a virus resurgence exists, so does the possibility of alternating between virtual learning and in-person classroom activities. The CDE has compiled a list of resources that provide a range of SEL options for educators, administrators, other school leaders, and families/guardians as they support their students during distance learning. To view the list of resources, visit the CDE SEL and Distance Learning web page at <https://www.cde.ca.gov/ci/se/seldistance.asp>. Many of these resources can be used inside and outside the classroom.

The CDE is committed to helping educators learn more about SEL and how to infuse social and emotional supports into every child's school experience. The CDE convened a group of experts from different sectors of the education system to advise the best ways to support SEL implementation. The team developed California's Social and Emotional Learning Guiding Principles ([full version](#) and [summary](#)) and a social and emotional learning [resource guide](#). To learn more about this work, visit the CDE SEL web page at <https://www.cde.ca.gov/eo/in/socialemotionalllearning.asp>.



SPECIAL EDUCATION

As LEAs make plans to reopen school sites, they are presented with a unique opportunity—to ensure students with disabilities and other special populations are fully integrated into every aspect of preparation and participation, and to ensure the needs of all students are addressed and the decision benefits all students, staff, and families. As Tucker and Kruse wrote:

We must prepare in a way that is flexible enough to respond to an uncertain future under COVID-19, yet robust enough to ensure that all students—including students with disabilities—have an equal opportunity to succeed over the long term. Doing so can help ensure that equity is built into the foundation of a new era of education.¹

Creating A Universally Designed, Inclusive Plan for Reopening That Plans for the Needs of Diverse Learners and Students with Exceptional Needs

Seize the opportunity to develop an integrated plan for reopening that addresses the needs of students with disabilities from the build. While this is not an exhaustive list, the Special Education Local Plan Area (SELPA) Administrators of California surveyed their membership and provided the following areas to consider as LEAs build their plans to return to school sites.

AREAS IDENTIFIED SPECIFIC TO STUDENTS WITH DISABILITIES (SWD)

The following areas have been identified as overarching areas of concern that should be addressed in reopening planning.

Health and Safety

Personal Protective Equipment (PPE)/Essential Protective Gear (EPG)

- Consider the differing requirements of PPE/EPG for the differing populations of students with disabilities (i.e., for those requiring medical procedures, toileting, lifting and mobility assistance).
- Consider how the LEA will address students with disabilities who refuse or are not able to wear masks.

Planning for Students who are Medically Fragile and/or Immune Compromised

- Clearly define how staff can honor physical distancing recommendations, yet meet student medical, personal, or support needs.
- Determine how adequate space and facilities will be utilized to maintain health and safety of students and staff, especially when tending to individual student medical or personal needs.
- Build in flexibilities to keep students connected and included in the class and school community regardless of how much physical time they are able to attend school. Ensure the ability to quickly pivot to attending class virtually in order to retain some regular connection to teacher and peers.
- Determine any special or unique needs for students with disabilities related to planned district or schoolwide procedures and protocols related to the following:
 - Daily health screening and temperature checks

¹ Eric Tucker and Lindsay Kruse, 2020, “Preparing to Reopen: Six Principles That Put Equity at the Core,” *Getting Smart*. <https://www.gettingsmart.com/2020/05/preparing-to-reopen-six-principles-that-put-equity-at-the-core/>.



- Restroom use as well as diapering and toileting
- Paths of travel
- Use of campuses for recess or recreational activities
- Cleaning and disinfecting

Physical Distancing

- Establish any necessary flexibilities for specific students-with-disabilities populations such as preschool-age, students with extensive support needs, behavioral challenges, etc.
- Establish flexibilities and plan for how to implement physical distancing given lack of space and facility limitations, particularly for children who will struggle with maintaining physical distancing.
- Address potential issues from physical distancing rules that could result in unintended segregation of students on campuses away from peers without disabilities.
- Plan for maintaining access to peers without disabilities and ensure that students remain in the least restrictive environment.
- Determine how the LEA will provide related services in instructional models while staying physically distant.
- Discuss how LEA staff and providers will conduct assessments while practicing physical distancing.



Ensuring a Free Appropriate Public Education (FAPE) under the Individuals with Disabilities Education Act

- Work with each family and student to determine what FAPE looks like for each student and family during COVID-19. It may be different than the individualized education program (IEP) developed pre-COVID-19.
- Use the LEA model(s) for all students as the basis for establishing FAPE.
- Ensure children with disabilities are included in all offerings of school education models by using the IEP process to customize educational opportunities and provide supports when necessary.
- Use annual IEP to plan for traditional school year and while not required, it is suggested LEAs include distance learning plans or addendums to address distance learning needs during immediate or future school site closures.

UTILIZING THE IEP AND CONSIDERATION OF FAMILY NEEDS

Utilize and Update Individualized Education Programs (IEPs)

In the early stages of the COVID-19 pandemic, the federal Office of Special Education Programs (OSEP) and CDE provided guidance that IEP amendments were not necessarily required for the immediate change to distance learning. However, the duration and overarching changes to education delivery in many cases will warrant changes to students' IEPs. This ensures that the IEPs account for the local delivery of education as school sites reopen, including contingencies for pivoting in and out of distance learning.



In accordance with the Individuals with Disabilities Education Act (IDEA), each student with a disability has unique needs and it is the purpose of the education system to ensure every student has access to their grade-level standards and makes progress in their education. The IEP is the roadmap for each student with a disability, and in these challenging and evolving times including COVID-19 restrictions, it is critical that the IEP team meets and works with the family to jointly determine what is working for each student in distance learning as well as what accommodations and modality of learning allows the greatest access.

Communicate Openly and Often with Families

Do not underestimate the need to initiate and have ongoing communication with families. Even for those families who switched apprehensively to distance learning, re-engaging and reaching out often and sometimes through multiple avenues is critical to ensure connectedness and support, particularly for families who may be in crisis.

Collaborative, ongoing discussion about an appropriate path forward once school sites reopen for each student, given each student's unique needs and circumstances, is critical to ensuring equitable access and offering of FAPE for students with disabilities. We know every family situation and feeling about the current pandemic are as unique as the needs of the children. Honoring the fears, challenges, diversities, and preferences of families is critical to the success of students with disabilities in reopening our schools.

ENGLISH LEARNERS



School closures will have an increased impact on learning acceleration for the 1.1 million English learners enrolled in California public schools. When schools reopen—whether it is via distance learning, physical attendance, or a blended model—it is important that LEAs continue to ensure the goal of English learners acquiring fluent English proficiency as rapidly and effectively as possible is attained.

Our English learners, like all our students, have had a disruption of their daily lives, have worries about their own families, and have experienced high stress situations. These students will need additional supports to rebalance and refocus on the task of learning and being productive in the school community. The goal remains for English learners to achieve the same rigorous grade-level academic standards that are expected of all students, within a reasonable period of time. To accomplish these goals, all English learners must receive a comprehensive program of designated and integrated English language development (ELD) instruction targeted to their proficiency level, and appropriate academic instruction in a language acquisition program (5 CCR[c][1]).



The California English Learner Roadmap Policy

The Educational Programs and Services for English Learners (EL Roadmap Policy) sets the direction for educating English learners in California. The EL Roadmap Policy provides LEAs with four guiding principles to support and embrace the English learners they serve:

- Principle One: Assets-Oriented and Needs-Responsive Schools
- Principle Two: Intellectual Quality of Instruction and Meaningful Access
- Principle Three: System Conditions That Support Effectiveness
- Principle Four: Alignment and Articulation Within and Across Systems

These principles should continue to guide LEAs in implementing instructional programs for English learners during distance learning and the transition to reopening schools. This includes ensuring that LEAs support English learners' social–emotional well-being. LEAs should ensure that they embrace English learners as the assets they are while also providing them with the support they need to succeed. The same is true for English learner students with disabilities. For dually identified students, a knowledgeable educator should be involved in planning distance learning needs for students with an individualized education program (IEP). The Practitioners' Guide for Educating English Learners with Disabilities is available on the CDE [Educating English Learners with Disabilities](#) web page.

If an LEA is providing remote learning for its students, the LEA must provide language instruction services to English learners. LEAs must continue to provide designated and integrated ELD and have the flexibility to determine how services will be provided to English learners. The LEA can determine where, when, and what students receive in order to continue to make progress toward English language proficiency to meet grade-level academic achievement.

Under state and federal law, there is no required amount of time that must be allocated to English language services. LEAs do have a dual obligation to provide English learners a program designed to overcome language barriers, to address any deficits incurred while learning English. These services may be provided virtually, online, or via telephone.

California schools have over 700 language acquisition programs where students are learning in two languages through dual language or bilingual models, and those should continue to be implemented through the use of technology and support from LEAs that are effectively providing the services. While LEAs may not be able to provide services in the way they normally would during this national emergency, LEAs must make every attempt to continue to provide these services.

As we return to schools, it will be critical to leverage the Local Control and Accountability Plan (LCAP) concentration funds, supplemental federal Title I, Title III, and federal flexibilities on programs and supports to accelerate learning. Engaging parents and the community in this acceleration can be done with a parent liaison who facilitates family engagement. Using these resources helps ensure equipment, internet connectivity, access to the necessary materials, and professional development for teachers of English learners. Title III funds can support dual enrollment for students to be able to complete the A–G requirements or obtain college credit.

School closures and the reopening process may also impact reclassification. If an LEA was not able to administer the English Language Proficiency Assessments for California (ELPAC) to all students during the 2019–20 school year due to school closures, the LEA should follow the most recent guidance provided



by the CDE: LEAs may not exit an English learner from EL status unless the student has demonstrated proficiency (level 4) on the ELPAC. Schools should closely monitor English learners and students who were reclassified as fluent English proficient to evaluate whether students need additional services. An English learners' English proficiency level may have decreased because the student has experienced limited instruction for an extended time during school closures. Therefore, close monitoring is key to ensure that English learners have the opportunity to recover any academic losses incurred during school closures.

Collaboration is key to supporting English learners during distance learning and throughout the transition to reopening schools. Consider practices such as remote instruction, telephone calls, meetings held on digital platforms, online options for data tracking, and documentation of services, supports, and accommodations provided. In addition, an LEA might consider non-technology-based strategies, such as providing instructional packets or assigning projects and written assignments to English learners.

In addition to collaborating with classroom teachers and school, district, and county educators, engaging the parents of English learners remains important during distance learning and school reopening. LEAs have an obligation to ensure meaningful communication with parents of English learners in a language they can understand and to adequately notify parents of the same information about any program, service, or activity that is shared with parents of students who are not classified as English learners. LEAs should translate all mailings and emails to parents to provide access to the information in a language they understand. For parents who are not literate, LEAs may use recorded telephone calls that go to families that include the option to select a language in which to hear the message. Working with parents and offering them the opportunity to be involved in their children's education is key to the students' success at all times, especially during distance learning and the transition to reopening.

Essential Questions That LEAs Need to Consider

- How will designated and integrated ELD be provided?
- How will we support English learners with oral language development?
- How will we engage English learners' families and ensure they receive information and convey information in a language they understand?
- How will we ensure that the social–emotional and physical health needs of English learners are addressed?
- How will we ensure that English learners have the tools needed to engage in the curriculum, including access to technology as well as access to books or assignment packets?





- How will we track English learners' progress and ensure that all current English learners and reclassified students make progress?
- How will we support English learners who are not making progress toward proficiency?
- How will we provide opportunities for home language development for all English learners and ensure that the home language is seen as an asset?
- How will we address the needs of multilingual students and English learners enrolled in multilingual programs?
- How will we ensure that English learners have access to the full curriculum, including ELD?
- How will we provide professional learning opportunities and tools to teachers and paraprofessionals focused on meeting the needs of English learners during distance learning and the transition to reopening schools?

CAREER TECHNICAL EDUCATION

As California begins the process of reopening its schools, special consideration must be given to those that offer programs in career and technical education (CTE). CTE programs and the local educational agencies (LEAs) that offer them need to consider the conduct of instruction, how career counseling should be offered, and the measures required to ensure safety without losing quality work-based learning (WBL) opportunities. For a safe reopening, CTE programs should review the health and safety guidance and checklist as well as guidance for other work sectors that the student may be working in. <https://www.dir.ca.gov/dosh/coronavirus/Health-Care-General-Industry.html>

As schools plan to reopen, reviewing the following 12 essential elements described by the California Workforce Pathways Joint Advisory Committee (CWPJAC) will help create a quality CTE program. These 12 elements are supported by the CWPJAC Guiding Principles. The Guiding Principles and the 12 essential elements are located at <https://www.cde.ca.gov/ci/ct/gi/guidingpps.asp>.

CTE programs are part of the comprehensive educational system and must be held to the same general guidelines set by the LEA. However, due to the nature of CTE programs and the hands-on approach that is needed, additional elements must be considered as schools plan for a safe reopening. Please refer to the CDE Career Technical Education page as a starting point for how current CTE students are being served, at <https://www.cde.ca.gov/ci/ct/>. There are also resources for CTE distance learning at <https://www.cde.ca.gov/ci/ct/dli/>.

CTE Instruction

CTE classrooms often engage students in learning activities that stretch the imagination and require critical thinking as well as experimentation. As such, students need to be prepared to enter the classroom or learning space feeling safe and comfortable. When schools are planning for reopening, they should consider what types of instructional models would best match the CTE program goals and ensure students and staff are engaging in a safe manner according to the health and safety guidelines.

LEAs should consider the following as they move to reopen their CTE classrooms.

- Develop a system to clean all equipment or tools being used using the health and safety guidance as the foundation for their planning. Tools are checked out often during an instructional period and returned at the end of that class. A process should be developed to ensure that all tools are cleaned each time they are returned so that they are ready for the next student or next class.



- In an instructional laboratory such as a shop, equipment is used numerous times during a class period and may need to be sanitized according to the health and safety guidance. Extra time should be spent at the beginning of the year to review typical safety precautions with additional time reviewing special circumstances centered on cleanliness to avoid exposure to COVID-19.
- A process should be developed to ensure all equipment is clean and safe every time a class occurs. Many CTE courses assign tasks to students who assist in cleanup at the end of class, and the students should be trained in all safety processes and procedures. It would be appropriate to assign a student each period to ensure that equipment is properly cleaned following each use.
- To reduce the number of students in a CTE laboratory and maintain physical distancing, consider having half of the students remain in the classroom while the other half participates in the laboratory instruction.

A high-quality CTE program includes instruction and also engages students in career counseling, leadership, and experiential learning. To reopen schools, all three components need to be addressed along with high-quality CTE instruction.

Career Counseling

Career counseling is an important component for a student when they decide which high-quality CTE program to choose. When schools reopen, they should consider the following with regard to career counseling.

- Since counselors and teachers will likely be able to see students on site but with less face time, they may need to rely on blended instruction with some in-person direction and some via a remote platform. Direction could also be delivered by recorded instruction posted on a class web page.
- Educators should rely on online tools such as the California CareerZone, found at <https://www.cde.ca.gov/ci/ct/cc/>, California Career Center, and mobile apps such as the Career Surfer, My Stuff Job Central, and My Stuff CAP (career action plan) which students can use on their own and at their own speed to complete assignments.
- Educators will need lesson plans and activities developed for distance learning that can be given to students with less upfront direction due to the limited time of in-person instruction.

Experiential Learning

An important component of a quality CTE program is experiential learning. This is where a student is able to gain additional skills through job shadowing, internships, and entrepreneurial experiences. To ensure that students remain safe and healthy while completing this instructional strategy, LEAs should consider the following.

- Work with business and industry partners to develop a plan to maintain distancing requirements while students are on site.
- Look into alternatives to on-site placement. Are there opportunities for virtual industry opportunities?
- Work with teachers on potential methods to supervise and monitor students who are taking part in experiential learning opportunities. Teachers should consider skills being obtained by the student and also notice safety and cleanliness policies.



For long-term preparation, LEAs must explore different modes of delivering work-based learning (WBL), problem- and project-based learning, and how a blended approach of virtual and in-person instruction can create more experiential learning opportunities for students.

Career and Technical Student Organizations

Leadership development through participation in a Career Technical Student Organization (CTSO) provides skills that are necessary to be successful in any career. Critical thinking, consensus building, teamwork, and job readiness skills are a few of the many standards addressed through participation in a CTSO. As a graded component in a CTE course, it is important that the LEAs review the expectations and how they can be accomplished in a safe and healthy way.

Engage students in a process to review their calendar of events in an effort to provide creative alternatives to participation. Some considerations might include:

- Holding monthly meetings in a way that enhances the distancing requirements
- Developing engaging activities that can be completed virtually
- Working with community groups to plan for safely participating in service projects
- Reviewing the LEA's current travel policy and adopting revised strategies to ensure safe and healthy travels, as many CTSO activities are out-of-class and often out-of-town
- Reviewing the current travel restrictions for students and faculty, addressing travel within the community, county, state, and even nationally
- Addressing the need of the travel versus the risks
 - For example, if a group of seven students is traveling within a 30-mile radius to participate in a competition, what would the restrictions be? If the students were traveling the same distance to take part in a meeting, would the same restriction apply? What if the students were participating in a leadership conference with students from other communities?

For many students, their CTE class is what keeps them in school and engaged in learning. Significantly, it is the hands-on learning that takes place within a high-quality CTE program, and it is the social gathering that builds relationships. LEAs are encouraged to provide safe and healthy opportunities for students to develop alternatives that keep the students engaged in the hands-on learning process as well as having the opportunities to be social.

To ensure that learning is occurring, be creative; engage industry partners, teachers, and students; and listen actively. These are big steps that help CDE properly prepare young people to enter the career of their choice and/or elect to continue their education beyond high school.



EXPANDED LEARNING

As school districts consider their options for reopening and redesigning the school day, they should be reaching out proactively to their expanded learning partners. Publicly funded after-school and summer programs operate at more than 4,500 school sites around the state, serving over 860,000 students—more than 80 percent of whom are socioeconomically disadvantaged (California Department of Education 2018).² Expanded learning partners have a unique set of assets and expertise that are particularly important in the COVID-19 era. In particular, after-school and summer programs have an explicit commitment (defined in [Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality](#)) to build the positive relationships, safe and supportive environments, and engaging activities that students most need in this time of uncertainty and stress.³

DIFFERENT TYPES OF EXPANDED LEARNING PROGRAMS

After-school and summer programs are often run by nonprofit, community-based organizations, sometimes under contracts with school districts for public funding like the state After School Education and Safety (ASES) Program or the federal 21st Century Community Learning Center (21st CCLC) and After School Safety and Enrichment for Teens (ASSETs). Sometimes these programs operate with private grants and/or charge parent fees. They may run programs on school sites or in the community.

Why: The Science Grounding

Stress has a major impact on the developing brain. The Science of Learning and Development Alliance is a great resource for teachers, administrators, and LEAs to understand how stress affects students (see its research at <https://www.soldalliance.org/resources>). In the pandemic, students may have experienced high levels of stress from the disruption of their daily lives, worries about their own and family members' health, and possibly financial strains in the household and community. For children living in unstable or unsafe conditions, the stress and trauma—resulting in ongoing, unbuffered cortisol—threaten to have long-term negative impacts on their bodies and brains. These students will likely return to school needing additional supports to rebalance their limbic systems and refocus on the task of learning and being productive in a school community.

This is where expanded learning can play a key role. Oxytocin—released through the experience of trusting relationships and safe, calm, predictable environments—acts as a buffer to cortisol, allowing children to access the higher order thinking, planning, remembering, and regulating functions of their limbic system.⁴ Expanded learning programs are an untapped resource that not only complement academic skill-building, but more importantly, specialize in building positive relationships with young people and their families.

2 California Department of Education, 2018, *Characteristics of Schools and Students Participating in After School Programs 2017 Report*. <https://www.cde.ca.gov/ls/ex/documents/lrafterschoolprograms17.pdf>.

3 California Department of Education, 2014, *Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality*. https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality_standards.pdf?1490047028.

4 Turnaround for Children, n.d., "The Science." <https://www.turnaroundusa.org/what-we-do/the-science/>.



Staff in these programs often have had similar experiences of the student population and can quickly form authentic relationships with students. And, because family members sign their children out with staff at the end of the after-school program, expanded learning staff are more likely to have relationships with families, often acting as a bridge to school-day teachers through the ongoing communication that naturally takes place. In fact, during distance learning, some districts have relied on their expanded learning partners to find and re-engage families that they could not reach remotely. Expanded learning programs also focus on creating safe, supportive learning environments that foster a sense of belonging for all students, reinforce high expectations for behavior, and inspire engagement, skill development, and mastery—all of which are enhanced and deepened through the trust built between students and expanded learning staff. In this time of dysregulation and readjustment, expanded learning providers are key allies in reaching students and rebalancing their equilibrium for learning.

How: Innovation, Time, and People

There are multiple models being considered for a redesigned school structure to comply with health standards and physical distancing requirements. After-school programs can help in each model. Across all of the following configurations, expanded learning providers can ensure that students are having positive social interactions with adults and peers in safe and supportive environments that value youth engagement and learning.

STAGGERED TIMES

Some districts may have A and B groups that attend on alternating days or in AM and PM rotations. In either case, expanded learning staff could be

- working with the group that is not currently in class,
- doing innovative and engaging activities that build on the lessons taught in class,
- supporting students in completing projects assigned in class, or
- doing computer science activities, theatre, visual arts, or science to enrich students' learning experiences.

DIFFERENT GRADE LEVELS

Similarly, if districts choose to have in-school programming for younger students and continue distance learning for older students, after-school providers could schedule in-person activities for the older students so that they have opportunities to be with peers, practice social and emotional skills, get support with their school work, and have enriching activities to keep them engaged and active.

EPISODIC DISTANCE LEARNING

Should the pandemic re-emerge and require periodic distance learning, after-school providers can partner in ensuring that all students have remote access to learning and school meals, and are also maintaining connections with adults from their school communities.

ALL IN-PERSON INSTRUCTION

After-school providers will still be essential partners in helping students readjust to the school environment and re-engage with learning.



What: Eager Partners

What are your next steps?

- Find out who is offering after-school and summer programs at or near your schools.
- Invite them to talk about their approach and their programs.
- Engage them in the planning process as early as possible to align with instructional programs to accelerate learning. They often know much about the local community and its resources and opportunities. When asked, they are good at coming up with innovative solutions and flexible models for supporting the students.
- Be clear about your parameters and expectations, and then continue to engage as equal partners. Like you, expanded learning providers are professionals and experts in their field.
- Do any existing memoranda of understandings (MOUs) require updates on modifications to ensure students and staff are safe?



PROFESSIONAL RELATIONSHIPS AND LEARNING

Reopening schools utilizing new instructional models requires special attention to professional relationships and learning. Any large-scale transition for schools can only be achieved with commitment through strong educator supports. Educators must be supported in ways that allow them to focus on student learning. An important part of this support should include building and nurturing staff relationships. This can be achieved by addressing the strain of isolation through video conferencing, digital environments, and time for educators to stay in touch with each other, and by ensuring teachers have agency in determining the focus of professional learning (PL). PL sessions should also be facilitated with adult social-emotional learning in mind, incorporating practices such as welcoming rituals, engagement activities, and optimistic closures.



Implementation of a quality PL system aligned to California's [Quality Professional Learning Standards](#) ensures that the transition to a new instructional program model will result in positive outcomes for students and educators. Schools should conduct surveys of educators and families regarding early efforts to transition to distance learning to analyze what worked well and what needs improvement before transitioning to a new instructional program model. Data should be continuously collected throughout the transition to inform PL and should be disaggregated by student groups in order to identify the most critical student needs. The content of PL experiences should help administrators and teachers build a shared understanding of what successful implementation of the instructional program model looks like for all students and what the system needs in order to achieve it. PL should also cover health and safety protocols. Community of practice models should continue, through effective use of digital tools, to try new approaches and share results with colleagues, facilitate common planning and peer observation, and provide tailored supports as needed. Instructional leaders should support teachers in building confidence within the new model by providing opportunities to learn and experiment with tools and resources.



ESSENTIAL PLANNING QUESTIONS

- How will the school maintain positive relationships among staff?
- What information can we solicit from students, families, and educators about distance learning efforts and a transition to a new instructional program model that can inform PL opportunities?
- What does successful implementation of the new instructional program model look like and what supports do educators need in order to achieve it?
- What PL structures can continue under the new instructional schedule model and what adjustments need to be made in order to maintain quality and safety and accelerate student learning?
- What opportunities will be provided to teachers in order to build their confidence with the new instructional program model?

MODELS AND BEST PRACTICES

[CDE Quality Professional Learning from a Distance](#)

[CDE Distance Learning Guidance](#)

[CDE COVID-19 Webinars](#)

[Learning Forward: Tips for Leading Professional Learning Online](#)

[Education Week \(Opinion\): What Does Remote Instructional Leadership Look Like During a Pandemic?](#)

[Oakland Unified School District's Three Signature Social Emotional Learning \(SEL\) Practices](#)

[Chief Learning Officer: How Can We Build Relationships in Virtual Isolation?](#)



CONTINUITY OF RELATIONSHIPS AND LEARNING PLANS

Through the COVID-19 pandemic the importance of the physical space of schools has been amplified. The physical space of schools is where shared experiences happen, memories are created, connectedness and relationships are built, and meals are shared. When LEAs quickly pivoted to distance learning models, one of the reasons school staff found success was because of the existing relationships and connectedness built during the school year.



Relationships and connectedness are at the core of our healthiest school communities. We know from experience and the science of learning and development that meaningful relationships are essential for students to grow as learners. The student/staff relationships are the foundation of students' connectedness to the school community and learning. Staff to staff relationships provide the space for staff collaboration and growth. Student to student relationships allow peers to connect to each other and begin to understand diverse perspectives, helping them become more compassionate human beings.

When schools are developing their reopening plans it is important to include a plan to ensure that the learning and the connected relationships developed while the school buildings were open can continue if another school building closure occurs. This is also an opportune time for schools that have previously closed for wildfires, other natural disasters, or public safety power shutdowns (PSPS) to include how learning and relationships will continue if those, or similar, disasters occur again.

Below are essential questions for consideration when developing continuity of relationships and learning plans.

ESSENTIAL QUESTIONS FOR CONSIDERATION

- How will LEAs maintain relationships and connectedness when the physical school buildings are closed?
- How will the LEA continue some of the same practices, such as student announcements, even when the physical school buildings are closed?
- How will the LEA continue to provide opportunities for staff collaboration and professional learning?
- How will LEAs create a feedback loop about the experiences of students, staff, and families to inform their ongoing planning and communication?



- How will LEAs consider the diverse needs of all students and plan for common and differentiated social–emotional and academic supports?
- How will LEAs continue their community partnerships to amplify their efforts of continuity of relationships and learning?
- How are all of our relationships becoming more equitable and strengthening our community?



MENTAL HEALTH AND WELL-BEING OF ALL

The entire education community has been affected by the COVID-19 pandemic. The community has experienced high levels of stress from the disruption of daily lives and worries about the physical health of oneself and others, and many have been under financial strains. For many, especially children, living with these strains in the household and community, the stress and trauma threaten to have long-lasting negative impacts on the body and brain. Each person will need additional supports and systems that will help to rebalance and refocus on the task of learning and being productive in a school community.

When considering the reopening of schools, LEAs should contemplate not only the physical health of their constituents but also their mental health and wellness and make it a priority within their planning. LEAs should examine the availability and accessibility of mental health resources and supports for their students, families, and staff members as they return to school, continue distance learning, or participate in a blended model. LEAs should ensure that strong partnerships with mental health supports are created and a system is in place to allow for student and staff support referrals without wait time. This checklist is intended to help local LEAs in their planning for the reopening of schools.



TIER 1: UNIVERSAL SUPPORTS: WHOLE SCHOOL SAFETY AND PREVENTION PLANNING

- What is the LEA doing to promote wellness of students on a daily basis?
 - Conduct universal screening to identify social–emotional needs of students.
 - Share student mental health need assessment data with stakeholders during LCAP stakeholder engagement process.
 - Encourage school boards to adopt policies that support staff and student wellness.
 - Consider strategies to become a trauma-responsive school system to support the school community.
 - Conduct routine check-ins using a trauma- and resilience-informed lens.
 - Develop a system to connect with students and families to promote attendance.



- Engage with students and families using culturally responsive techniques.
- Are staff trained in providing supports through a trauma-informed and responsive lens?
 - Use Psychological First Aid to assess immediate needs and provide support.
 - Use professional development time to increase trauma knowledge and skills.
- What is the LEA doing to reduce the stigma associated with accessing services?
 - Engage staff in professional development about mental health destigmatization.
- Has the LEA adopted a suicide prevention policy?
 - Share the National Suicide Prevention Lifeline 1-800-273-8255 widely. (Include it on staff and secondary student ID cards.)
 - Include mental health and wellness resources on district and school websites and in communications with families (newsletters, emails, texts, robocalls, etc.).
- Has the LEA engaged the school community and mental health practitioners in a survey to understand its constituents' needs in order to build upon existing assets and determine the current mental health needs of staff, students, and families? (For example, the CDE offers a free [CalSCHLS Learning from Home Survey](#).)
 - Conduct schoolwide mental health assessment that includes trauma and stress.
 - Assess and review necessary staffing ratios to meet student needs (teachers, support services, etc.).

TIER 1: COMMUNITY AND FAMILY ENGAGEMENT AND SUPPORT

- How are LEAs engaging community-based and local government partners in supporting the mental wellness of staff and students?
 - Collaborate with stakeholders, such as county behavioral health departments and local HMOs and PPOs, to promote staff wellness and provide workshops and supports regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience.
 - Suggest all LEAs (county offices of education, districts, and school sites) include information and links to increase access to mental health and wellness resources.
 - Share resources for basic needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and patient assistance programs, unemployment supports, local job postings, local CalFresh and food distribution, free internet access, etc.
 - Provide a link to CDE's Resources for Students in Crisis: <https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp>.

TIER 1: UNIVERSAL SUPPORTS: STAFF WELLNESS

- What supports are available to promote staff wellness and prevent burnout, compassion fatigue, and secondary traumatic stress?
 - Provide trainings on secondary traumatic stress and self-care (e.g., Support for Teachers Affected by Trauma [STAT]).
 - Promote mindfulness techniques and staff social supports.



- Provide routine communication (in-person or virtual) to staff members to encourage self-care, including examples, and examples of wellness (e.g., saying no, accepting oneself and others, and not being at 100% all the time).
- Promote the use of staff support groups to enhance staff cohesion and coping.
- Provide a monthly informational insert in staff checks about mental wellness and local resources.

TIER 1: CLASSROOM STRATEGIES

- How do LEAs promote safety and consistency in the classroom?
 - Establish and implement daily routines for both in-person and remote delivery.
 - Include stress management or mindfulness practices in daily classroom routine.
 - Consider impact of stress and trauma when assessing and supporting students.
 - Use restorative circles (in-person and virtually).

TIER 2/3: EARLY AND TARGETED INTERVENTION FOR STUDENTS AND STAFF

- What supports are currently in place to assist students and staff with mental health issues?
 - Provide staff with resources from their Employee Assistance Program (EAP).
 - Align district funding, policies, and programs to fully support mental wellness for students and staff.
 - Implement or scale up Social Emotional Learning (SEL) to promote social–emotional competencies among students. Promote and support adult SEL.
 - Maintain or expand student mental health services using LCFF, ESSA Title II and IV funds, or other leveraged resources.
- What technology is being used to deliver mental health services remotely? Is this technology platform HIPAA or FERPA compliant? Is it secure?
 - Review district policy and coordinate with mental health partners to ensure confidentiality.
 - Assess what supports are currently in place to assist students with mental health issues.
 - Encourage students to use counseling services as needed. Promote messaging to remove stigma.
 - See that staff are trained in evidence-based practices (CBITS, SSET, DBT for Schools, etc.).
 - Provide information about and access to tele-behavioral health services for counseling services (group, individual).



COMMUNICATION AND COMMUNITY ENGAGEMENT



COMMUNICATION

The COVID-19 pandemic has created intense stress and trauma for the stakeholders schools serve. Any carefully crafted reopening plan will be only as successful as an LEA's ability to maintain trust and credibility through frequent and transparent, two-way communication.

Research on risk communication shows that people are less able to comprehend information when under stress and trust is determined when organizations demonstrate empathy and honesty during a crisis.

CDE recommends that schools develop comprehensive communication plans targeting key audiences—such as students, parents and caregivers, employees, and community members—that are responsive to stakeholder concerns. Implementing clear, consistent, and specific communication protocols will allow everyone to safely reengage in this next transition for schools.

Effective communication plans will:

- Understand and utilize the communication methods preferred by target audiences.
- Determine the desired outcomes of communication efforts and design key messages to achieve them.
- Differentiate key messaging across multiple platforms (e.g., email, text messaging, push alerts, infographics, website posts, social media, news media outlets, printed mailings, etc.).
- Include languages other than English.
- Use communication methods that will accommodate persons with hearing and visual impairments.
- Develop frequent messaging that includes all critical information to reduce confusion, anxiety, or misunderstandings. Certainty reduces stress, even when there are not always specifics to share. For example, if plan or action step specifics are not yet available, provide detailed updates and information about the decision-making process and factors being considered (especially as they pertain to stakeholder feedback).



- Ensure communication is bias free and destigmatizing and does not perpetuate stereotypes.
- Use existing school resources to amplify messaging: school campus signage, marquees, existing handouts, etc.
- Provide contact information for follow-up questions or concerns.
- Develop a dedicated hotline and web page that includes answers to common questions and that all staff can direct the public to for the latest updates. This measure can reduce the burden on individual employees and will promote message clarity and consistency across schools.
- Encourage consistency of messaging by developing internal talking points for frontline staff, including principals, teachers, office and clerical staff, etc.

Communication strategies leading up to school reopening should emphasize the safety measures undertaken by the school, including personal protective equipment (PPE) for students, teachers, and staff, cleaning and sanitization protocols, physical distancing measures, and mental health and well-being supports. LEAs should also inform parents about the importance of symptom onset and keeping students home when sick. Communication efforts should also outline processes for parent and guardian visits, pick-up, and drop-off.

LEAs should consider partnering with community organizations, local government, health officials, and higher education partners, leveraging trusted third-party messengers to reach a broader audience.

COMMUNITY ENGAGEMENT

As schools begin to plan for reopening, they must actively and authentically engage parents and caregivers, families, and students in the decision-making process in order to build trust and credibility for any plans that are implemented. Effective community engagement will:

- Clearly communicate the organization's objectives.
- Ensure stakeholders understand the ask and their role in the process.
- Specify how and when feedback will be used in the decision-making process.
- Reflect back to stakeholders the feedback received to demonstrate the organization has listened.
- Close the loop and strengthen credibility by communicating how feedback was acted upon.

Examples of effective community engagement strategies include:

- Qualitative and quantitative surveys.
- Focus groups and listening sessions with target stakeholders.
- Previews of draft plans with representative stakeholders to build early understanding and solicit real-time feedback.
- Appointment of representative stakeholders—administrators, students, educators, parents and caregivers, health officers, etc.—to steering committees and task forces charged with developing plans.

EARLY LEARNING AND CARE

Early learning and care (ELC) programs are critical to the California economy. Many essential workers have children who require supervision and care while they perform their essential functions in the community. These children need a safe, quality environment with rich learning experiences and responsive interactions while their parents work.

Many school districts have ELC programs located on the school site that serve infants and toddlers or preschoolers during the day or operate as before or after school programs. The majority of these programs have contracts to provide care that are overseen by the CDE Early Learning and Care Division (ELCD) while other schools might operate an Early Head Start or Head Start program or use Title 1 funds for early learning.

Local school systems may want to consider reopening ELC programs on their campuses even if other classrooms remain closed in order to ensure families in their communities have adequate care for their children while they are at work. (See the [CDC guidance](#) and additional guidance from CDSS as available for more information about making the decision to reopen.)

As LEA ELC programs make decisions about whether and how to reopen in adherence to local and state health directives, they should ensure compliance with all program requirements. To ensure the health and safety of staff and children, programs should utilize resources developed by the California Department of Social Services (CDSS) and by ELCD outlining new regulations and operating procedures.

LEA ELC program providers will need to be well-resourced with cleaning and medical supplies, paying specific attention to handwashing stations, use of PPE by staff—face coverings at a minimum, and disinfecting procedures for all shared surfaces and materials, including toys and other manipulatives. (See [MB 20-06](#) and [PIN 20-06-CCP](#) for additional guidance.) All staff and children should minimally undergo temperature checks at the start of each day and appropriate actions should be taken as health concerns including, but not limited to, a temperature above 100.4 degrees Fahrenheit or known exposures to COVID-19 arise.

LEA ELC program providers should also take steps to ensure their ability to maintain reasonable physical distancing prior to reopening, including the following:





- Adhering, to the extent possible, to best practices guidance issued by the CDSS and ELCD regarding group size and ratios while also maintaining contractual requirements, unless waived.
- Instituting procedures to ensure children are grouped in the same configuration, with the same staff throughout the day and restrict mixing between groups. This may require reconfiguring the physical space (e.g., deconstructing centers to ensure access to all types of activities for all children) or moving children between physical spaces throughout the day.
- Closing or repurposing communal spaces such as cafeterias and libraries while implementing physical distancing procedures. Such spaces may offer opportunities for reconfiguring to support smaller groups of children.
- Maximizing outdoor time for children in accordance with schedules to rotate use and allow for cleaning of any shared materials or equipment.
- Utilizing head-to-toe placement of children and creating physical barriers, as needed, to protect children and ensure distancing during naptimes.
- Staggering arrival and pick-up times to limit direct contact with and between parents and caregivers to the greatest extent possible and creating processes such as curbside pick-up or different doors for entering and exiting to the greatest extent possible.

For additional guidance on implementing physical distancing with young children, see [recommendations from the Center for Disease Control \(CDC\)](#), [recommendations from the University of California San Francisco Child Care Health Center](#), and guidance in [MB 20-06](#).

ELCD will continue to support contractors who are unable to reopen and supplement providers who do reopen as funding and Executive Orders prevail. (See [MB 20-11](#) and [MB 20-06](#).)



SCHOOL SERVICES

TRANSPORTATION

Background

Many LEAs in California operate a school bus program to transport students to and from school. The California school transportation system is the largest mass transportation operation in the state. The system comprises 24,201 public and privately owned school buses, which transport approximately 1,121,857 students to and from school each day.

As the LEAs plan for reopening and decide on their instructional model, transporting students will need to align with the chosen model. Collaboration between the instructional program staff, school transportation staff, and city bus services will be necessary to ensure students reliant on school and city buses will be at school on time. Given the complexities of aligning transportation and instructional models, collaboration and further statewide dialogue on strategies and different scenarios will need to occur. It is critical to plan for the safe transportation of students to and from school during this pandemic.

Best Practices

In order to practice physical distancing on a school bus, the seating capacity must be reduced. This may necessitate the use of a seating chart to designate which seats are available for use.

Routing is the responsibility of the transportation providers at local levels. Each LEA or private carrier will need to evaluate the need of the students that are provided transportation. Transportation providers should be assessing their routes now to determine what will work for their individual area by surveying families and collaborative planning with stakeholders.

Loading/Unloading Zones and Bus Stops

LEAs and private carriers need to consider whether there is enough space for physical distancing at bus stops and school loading and unloading zones. Once physical space is confirmed, it is important to inform students and parents and guardians of steps they must





take to keep students and staff safe during loading and unloading. If transportation providers take the temperature of children prior to loading and unloading the school bus, the provider may need procedures in place for proper training to meet local policies.

Physical Distancing on School Buses

- Determine maximum capacity of students for each vehicle while meeting 6-foot physical distancing objectives.
- Create a plan for seating based on maximum capacity determined above. Sample options:
 - Option 1: Seat one student to a bench on both sides of the bus, skipping every other row.
 - Option 2: Seat one student to a bench, alternating rows on each side to create a zigzag pattern on the bus.
 - Mark or block seats that must be left vacant.
- Assign a bus aide to ensure distancing and do symptom screenings.
- Ensure 6-foot distancing at bus stops and while loading and unloading.
- Prevent students from walking past each other by taking the following measures:
 - Seat students from the rear of the bus forward.
 - Board afternoon runs based on the order in which students will be dropped off. Students who get off first should board last and sit in the front.
- Require face coverings for students and staff at bus stops and on buses.

Vehicle Cleaning

More information on cleaning practices is available in the [CDC Cleaning and Disinfecting Your Facility Guidelines](#).

NOTE: Wear disposable gloves to clean and disinfect.

Maintenance Scheduling

Vehicles may have exceeded a 45-day maintenance or inspection date while sitting out of service during the COVID-19 stay-at-home orders.

Vehicles need to meet all maintenance and inspection requirements before being placed back into service in accordance with [Title 13 CCR 1232 Periodic Preventive Maintenance Inspection](#).

Carriers and drivers need to look closely at each Vehicle Inspection Approval Certificate (CHP 292) in accordance with [Title 13 CCR 1231 Vehicle Inspection Approval Certificate](#).

Carriers and drivers need to make sure the vehicle's certificate is still valid and that 13 months from the last inspection have not been exceeded in accordance with [Vehicle Code 2807 Lawful Orders and Inspections](#).

Driver Training and Certification

LEAs and private carriers shall ascertain that all drivers meet licensing requirements before operating vehicles.



STUDENT MEALS

Student Meals

A successful nutrition program is a key component to every educational environment. School meals protect the most vulnerable children against hunger. A child cannot focus on learning when they are feeling hungry. School meals boost learning, and studies show that students perform best academically when well nourished. Therefore, ensuring a child has access to healthy and appealing meals in schools is extremely important.

As school food service operations transition from serving meals during unanticipated school closures to serving meals in a blended learning school environment, school districts will need to consider national, state, and local health and safety guidelines. It is important that school districts engage school food service directors in district discussions regarding plans for reopening schools to ensure that students participating in all learning models have access to healthy meals.

School districts will need to consider the resources and flexibilities necessary to transition food service operations to an on-site or off-site student meal delivery system or operate both at the same time. This includes applying for state or nationwide waivers and updating school policies, standard operating procedures, and trainings to ensure compliance with Child Nutrition Program requirements and procuring equipment, supplies, and menu options necessary for meal service.



Considerations for Changes in Food Service Operations

HEALTH AND HYGIENE PROMOTION

- Designate a COVID-19 coordinator.
- Teach and reinforce handwashing and use of a cloth face covering by employees when near other employees or students.
- Have adequate supplies for both employees and students including soap, hand sanitizer, and tissues.
- Post signs on how to stop the spread of COVID-19.

CLEANING AND SANITATION

- Update standard operating procedures for sanitation of school kitchens, cafeterias, food warehouses, and central production kitchens.
- Train all employees on health and safety protocols, including correct application of disinfectants and maintaining physical distancing.



- Clean and disinfect surfaces frequently touched by students during meal service, including tables, chairs, carts used in transportation, and point-of-service touch pads. Use timers for cleaning reminders.

MEAL PREPARATION

- Ensure gloves, masks, disposable aprons, and other supplies are readily available.
- Promote fresh healthy menu options that are individually plated meals and preportioned and prewrapped produce.
- Use disposable trays and wrap cold items in plastic and hot food with foil.
- Consider how work stations can be reorganized for proper physical distancing during meal preparation and meal service.
- Adjust employee shifts to minimize number of staff in the kitchen.

ONSITE MEAL SERVICE

- Assess whether to serve meals in the classroom or cafeteria or to use outdoor seating.
- Encourage physical distancing through increased spacing, small groups, and limited mixing between groups, if feasible. Stagger meal times to allow for cleaning between meal services and to serve students in smaller groups.
- Provide at least 6 feet of physical distancing between groups or tables by increasing table spacing, removing tables, marking tables as closed, or providing a physical barrier between tables.
- Provide physical guides, such as tape on floors or sidewalks and signage on walls to ensure that students remain at least 6 feet apart in lines or while waiting for seating.

- Remove or suspend use of share tables and self-service buffets for food and condiments.
- Consider having staff wear masks and gloves while using point of service (POS) touch pads, replace touch pads with a scanner, or have hand sanitizer available.
- Install physical barriers, such as sneeze guards and partitions, at POS and other areas where maintaining physical distance of 6 feet is difficult.
- Consider increasing access points for providing meal service.
- Ensure cleaning of every table between groups of students or meal service times.

OFFSITE MEAL SERVICE (WITH APPROVED USDA WAIVERS)

- Offer grab-and-go student meals for consumption at home, including drive-through, delivery, or curbside pick-up options.
- Assess whether there are students who are unable to access school meal distribution sites and identify ways to address these gaps.
- Consider whether it is feasible to continue to use buses to distribute meals to students.

COMMUNICATION WITH STUDENTS AND FAMILIES

- Notify parents and the school community about school meal service and options.
- Use a variety of communication methods such as social media, newsletters, and school websites.



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APPENDIX A. CDE HEALTH AND SAFETY CHECKLIST

CDC DECISION-MAKING TREE

Visit <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf> for guidance on reopening decisions.

CAMPUS ACCESS

- [CDC: What to Do If You Are Sick](#)
- [CDC: People Who Are at Higher Risk for Severe Illness](#)

HYGIENE AND PPE

- [CDC: Hygiene Practices](#)
- [CDC: Using Personal Protective Equipment \(PPE\)](#)
- [CDC: Use of Cloth Face Coverings to Help Slow the Spread of COVID-19](#)

CLEANING AND DISINFECTING

- [EPA: 6 Steps for Safe and Effective Disinfectant Use](#)
- [EPA: List N - Disinfectants for Use Against SARS-CoV-2](#)

EMPLOYEE ISSUES

Information for Staff Training

- [Healthy Schools Act](#)
- [CDPR: California School & Child Care Integrated Pest Management \(IPM\)](#)
- [CDC: Interim Infection Prevention and Control Recommendations for Patients with Suspected or Confirmed Coronavirus Disease 2019 \(COVID-19\) in Healthcare Settings](#)

Protect and Support Staff Who Are at Higher Risk for Severe Illness

- [CDC: People Who Are at Higher Risk for Severe Illness](#)

Communication with Students, Parents, Employees, Public Health Officials, and the Community

- [CDC: Criteria to Discontinue Home Isolation](#)
- [CDC: Public Health Recommendations for Community-Related Exposure](#)



APPENDIX B. RESOURCES

Instructional Programs

COLLABORATION AND ASSESSMENTS

Multi-Tiered System of Support

For more information, please visit the California Department of Education's Multi-Tiered System of Support (MTSS) web page at <https://www.cde.ca.gov/ci/cr/ri/>.

Grade Two Diagnostic Assessments

The Grade Two Diagnostic Assessments web page at <https://www.cde.ca.gov/ta/tg/da/> provides more information about the optional diagnostic assessments for students in grade level two for English Language Arts (ELA) and mathematics that meet the requirements of California *Education Code*, Section 60644.

Grade K–8 Assessments

All instructional materials adopted by the State Board of Education include assessments for measuring what students know and are able to do, and also advise teachers how to use assessment results to guide instruction. Thus, if the district is utilizing SBE-adopted materials, standards-based assessments are provided in the instructional materials.

Tools for Teachers

A preview release of Tools for Teachers, the new Smarter Balanced formative assessment component of its system, is scheduled to be available June 16, 2020, at <http://www.smarterbalanced.org/tools-for-teachers/>. Tools for Teachers provides subject- and grade-specific resources intended to help educators apply the formative assessment process during daily instruction.

Curriculum Frameworks

All of the curriculum frameworks discuss the use of assessment of learning. Screening assessments identify students who may need additional supports or instruction, diagnostic assessments provide specific information about the difficulties, and progress-monitoring assessments provide feedback on whether planned interventions to address the difficulties are effective. These assessments can operate in short or medium cycles.

To access the various frameworks, please visit the CDE Curriculum Frameworks and Instructional Resources page at <https://www.cde.ca.gov/re/di/or/cfird.asp>.

Progress Monitoring: Interim Assessments Resources

For resources to support progress monitoring, please see the CDE Smarter Balanced Interim Assessments for ELA and mathematics web page at <https://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp>.

- More than 160 interim assessments are scheduled to be available August 20, 2020.
- Although developed for grade levels three through eight and high school, the Smarter Balanced Interim Assessments can be administered to students at any grade level (i.e., K-12).
- Results from these assessments will be electronically available to educators within 20 minutes of administration after a school or district coordinator creates the student groups for teachers to access these results.



For practice or training resources visit the California Assessment of Student Performance and Progress (CAASPP) web page at <http://www.caaspp.org/practice-and-training/> or the English Language Proficiency Assessments for California (ELPAC) Practice and Training Tests web page at <https://www.elpac.org/resources/online-practice-and-training-test/>.

For additional information or support for distance learning instructional strategies and learning acceleration, please contact the Curriculum Frameworks and Instructional Resources Division at distancelearning@cde.ca.gov.

For additional information or support for assessments, please contact the Assessment Development and Administration Division at caaspp@cde.ca.gov for CAASPP; elpac@cde.ca.gov for ELPAC; and pft@cde.ca.gov for Physical Fitness Test.

SOCIAL–EMOTIONAL LEARNING

- [CDE SEL and Distance Learning web page](#)
- *California's Social and Emotional Learning Guiding Principles* ([full version](#) and [summary](#)) and social and emotional learning [resource guide](#)
 - To learn more about this work, visit the CDE SEL web page at <https://www.cde.ca.gov/eo/in/socialemotionallearning.asp>

ENGLISH LEARNERS

The CDE English Learners web page at <https://www.cde.ca.gov/sp/el/> contains state and federal guidance, resources, webinars, program models, and newsletters to assist LEAs with implementing distance learning and the transition to reopening schools. This web page includes:

- Guidance
 - US Department of Education Guidance
 - English Language Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) Guidance
 - State Seal of Biliteracy Guidance
 - Distance Learning FAQs
- Resources
 - This section includes resources to support English learners; newcomers; multilingual students; and immigrant, refugee, and migratory students during distance learning and the transition to schools reopening, including supporting their social–emotional needs and physical health.
- Webinars or Models
 - Language Acquisition Programs; Dual Language
 - Distance Learning Designated/Integrated ELD
- English Learner Support Division (ELSD) and Parent Newsletters

The Practitioners' Guide for Educating English Learners with Disabilities is available on the CDE [Educating English Learners with Disabilities](#) web page.



CAREER TECHNICAL EDUCATION

- The Guiding Principles and the 12 essential elements are located at the [Workforce Pathways Guiding Policy Principles page](#)
- [CDE Career Technical Education page](#) as a starting point for how current CTE students are being served
- [Resources for CTE distance learning](#)
- [California CareerZone](#)
- [California Career Center](#)
 - [California Career Center Mobile Applications page](#) featuring Career Surfer, My Stuff Job Central, and My Stuff CAP (career action plan) which students can use on their own and at their own speed to complete assignments
- [Cal/OSHA Industry Guidance](#)

EXPANDED LEARNING

- [Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality](#)
- [Science of Learning and Development Alliance resources](#)

Professional Relationships and Learning

- [CDE Quality Professional Learning Standards](#)

MODELS AND BEST PRACTICES

- [CDE Quality Professional Learning from a Distance](#)
- [CDE Distance Learning Guidance](#)
- [CDE COVID-19 Webinars](#)
- [Learning Forward: Tips for Leading Professional Learning Online](#)
- [Education Week \(Opinion\): What Does Remote Instructional Leadership Look Like During a Pandemic?](#)
- [Oakland Unified School District's Three Signature Social Emotional Learning \(SEL\) Practices](#)
- [Chief Learning Officer: How Can We Build Relationships in Virtual Isolation?](#)

Mental Health and Well-Being of All

- [CalSCHLS Learning from Home Survey](#)
- [CDE Resources for Students in Crisis](#)

Early Learning and Care

During the state of emergency, the ELCD released Management Bulletins to guide contractors through the COVID closures. This guidance was developed by ELCD in coordination with CDSS Community Care Licensing Division (CCL), CDE Nutrition Services Division, and the California Head Start State Collaboration Office.

- [MB 20-11](#) COVID-19 Guidance: Emergency Closures
- [MB 20-09](#) COVID-19 Guidance on Program Self Evaluation, Contract Monitoring, and Program Quality Requirements



- Please see the following associated webpage:
 - ▶ [Early Learning and Care Resources for Family Engagement and Professional Development](#)
- [MB 20-08](#) COVID-19 Guidance on Procurement and Audits
- [MB 20-06](#) COVID-19 Guidance Regarding Emergency Childcare Services for Essential Workers and At-Risk Populations
- Please see the following associated forms:
 - ▶ [COVID-19 Self-Certification Form](#) (PDF)
 - ▶ [COVID-19 2020 Confidential Application for Emergency Childcare Services](#) (PDF)
 - ▶ [COVID-19 Temporary Waiver Request](#) (PDF)
- [MB 20-05](#) COVID-19 Guidance on Temporary Waiver of Family Fees
- [MB 20-04](#) COVID-19 Guidance on Apportionment, Attendance, and Reporting Requirements

The links below provide access to guidance documents.

CDSS AND CCL

- [PIN 20-06-CCP](#) (PDF) Social and Physical Distancing Guidance and Healthy Practices for Child Care Facilities in Response to the Global Coronavirus (COVID-19) Pandemic Written in Collaboration with the California Department Education

US DEPARTMENT OF HEALTH AND HUMAN SERVICES

HHS Administration for Children and Families Early Childhood Development [Caring for Our Children Basics: Health and Safety Foundations for Early Care and Education](#)

School Services

TRANSPORTATION

[Cal/OSHA Guidance for Transportation](#)

Vehicle Cleaning

- [CDC: Cleaning and Disinfecting Your Facility Guidelines](#)

Maintenance Scheduling

Vehicles may have exceeded a 45-day maintenance or inspection date while sitting out of service during the COVID-19 stay-at-home orders.

Vehicles need to meet all maintenance and inspection requirements before being placed back into service in accordance with [Title 13 CCR 1232 Periodic Preventive Maintenance Inspection](#).

Carriers and drivers need to look closely at each Vehicle Inspection Approval Certificate (CHP 292) in accordance with [Title 13 CCR 1231 Vehicle Inspection Approval Certificate](#).

Carriers and drivers need to make sure the vehicle's certificate is still valid and that 13 months from the last inspection have not been exceeded in accordance with [Vehicle Code 2807 Lawful Orders and Inspections](#).

STUDENT MEALS

[Cal/OSHA Guidance for Restaurants](#)



APPENDIX C. FREQUENTLY ASKED QUESTIONS (FAQS): SAFE REOPENING OF SCHOOL DISTRICTS

1. What will LEAs do if a teacher has an underlying health condition?

LEAs should work with the teacher to obtain a medical note and may need to consider providing these teachers with accommodations, such as telework or negotiated change in classification or duties.

2. What will the plan be for nonteaching staff with underlying health conditions?

LEAs may need to provide these employees with the ability to work remotely. There may need to be some reassignment of duties that lends to these staff being able to work remotely, or in some other way that meets their need for accommodations, for example, a parent engagement liaison assisting parents with technical support.

3. If students have underlying health conditions or parents/family members have underlying health conditions, what accommodations will LEAs make?

LEAs will likely need to consider providing these students with the option to distance learn so as to protect students and families with compromised health systems from being in harm's way.

4. How will LEAs arrange students and staff to accommodate physical distancing conditions?

LEAs will likely have to maintain small class sizes and limit the number of students in hallways and common spaces. There may need to be a morning session and afternoon session at each school so as to accommodate all students arranged into small class sizes and to offset space limitations.

5. How will LEAs work with early-grade students who, because of their age, may struggle with maintaining physical distance or wearing a mask?

If students from early grades participate in in-person instruction, LEAs may need to arrange them in small groups and may need to increase the number of staff who work with the students in classrooms to help keep students separated in physical distancing ways.

6. How will you manage school spaces (hallways, common areas, etc.) to accommodate physical distancing needs?

Staff will likely need to remind students in hallways and common spaces to maintain physical distancing. LEAs will need to have signage throughout the campus communicating physical distancing requirements.

7. How will you handle requests from parents who state a preference for distance learning instead of in-person instruction for their children?

There are families that may request distance learning and LEAs should consider providing parents, who request it, with the option to learn through distance learning.

8. How will LEAs handle physical education considering the need for physical distancing?

LEAs may need to consider providing physical education through instruction provided to students in small groups or through distance learning where students complete assignments independently.

**9. How will LEAs manage meals during school hours?**

LEAs may need to consider serving meals utilizing different spaces on campus for health and safety reasons. For those with staggered start times, this could be accomplished in ways such as providing “grab-and-go” meals as students who attended a morning session ending by lunch time leave campus.

10. How will LEAs handle physical distancing guidelines during bus transport?

LEAs will need to consider how transportation can best support their chosen instructional model. LEAs may need to consider deploying more buses or bringing students to schools in shifts in order to maintain physical distances on buses. Buses will have to be fully sanitized between each run. CDE recommends that students should wear cloth face coverings and maintain 6 feet of physical distance while on buses.

11. What will LEAs do if students forget to bring a mask or do not have one?

LEAs will likely have to maintain a supply of masks at school for students and staff who forget to bring one.

12. What, if any, temperature-taking procedures will LEAs utilize?

LEAs will need to designate staff and create a system for student entry that accommodates temperature checks for all students. This could include a self-screening process for families prior to coming to school. In some instances, they may also need to arrange for staff to take the temperatures of students and staff as they arrive to prevent the further spread of the coronavirus.

13. How will LEAs address hand sanitizing procedures for students?

LEAs may have to establish hand sanitizing stations at all school entrances and on playgrounds so that students and staff can sanitize their hands upon entering and exiting the campus and classrooms.

14. How will LEAs address campus cleaning and sanitizing?

Campuses will have to deploy deep-cleaning schedules at campuses at least daily, frequently disinfecting door handles, handrails, sink handles, restroom surfaces, playground equipment, and shared items. Considerations will need to be made for longer breaks within the instructional day to accommodate handwashing. Occupational safety guidelines should be consulted to determine the interval and the ingredients needed to ensure that desks and surfaces are properly sanitized.

15. How will LEAs handle after-school program needs?

If LEAs offer after-school programs, physical distancing guidelines will have to be followed at all times. School and after-school program staff ratios will need to be adjusted (more staff and smaller student group sizes).

16. How will LEAs address sports and extracurricular activities?

LEAs will need to consult public health experts for when these activities may be safely resumed. LEAs are encouraged to be in touch with their local lead of the California Interscholastic Federations.



17. How will LEAs ensure consistency of instruction across classes and schools in each district? Given that during distance learning the amount and nature of work varied from class to class, how will LEAs promote consistency in districts where there is a blended form of instruction (i.e., in-person instruction and distance learning)?

LEAs will need to engage in a collaborative planning process with teachers to develop a scope and sequence for learning and a continuity of learning plan should future school building closures be necessary.

18. How will locker rooms be sanitized and managed?

These facilities will need to be sanitized daily and possibly after each physical education class or activity.

19. How will students with special needs be served (for example, students with moderate/severe special needs and students who are assigned with a 1:1 paraprofessional)?

LEAs will need to engage in a collaborative Individual Education Plan meeting that provides accommodations for the instructional program model that best meets the needs of the student. This could include how a student would access the support of a 1:1 paraprofessional in a blended learning model or a distance learning model.



APPENDIX D. DEPARTMENT OF PUBLIC HEALTH GUIDANCE

[CDPH Guidance Documents: Coronavirus Disease 2019 \(COVID-19\)](#)



ACKNOWLEDGMENTS

The California Department of Education is grateful for our partners for the consultation, guidance, and collaboration involved in the creation of this document. Thank you for your help encouraging innovation, improving equity, and strengthening the relationship between educators, schools, parents, and community partners. And, most importantly, thank you for providing guidance for safely reopening schools for California's 6.2 million students.

American Federation of State, County and Municipal Employees (AFSCME)
 Association of California School Administrators (ACSA)
 California Association of School Business Officials (CASBO)
 California Charter Schools Association (CCSA)
 California Collaborative for Educational Excellence (CCEE)
 California County Superintendents Educational Services Association (CCSESA)
 California Department of Public Health (DPH)
 California Division of Occupational Safety and Health (Cal/OSHA)
 California Federation of Teachers (CFT)
 California Governor's Office of Emergency Services (CalOES)
 California Labor Federation (CLF)
 California Parent Teachers Association
 California School Boards Association (CSBA)
 California School Employees Association (CSEA)
 California Special Education Local Plan Areas (SELPA)
 California Teachers Association

Service Employees International Union (SEIU) 1000
 Service Employees International Union (SEIU) Local 99
 Service Employees International Union (SEIU) State Council
 Small School Districts Association (SSDA)
 SSPI Superintendents Advisory Council

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Board Meeting Agenda Item Information

Meeting Date: June 17, 2020	Agenda Item: 192.093 Public Hearing and Board Review of 2020-2021 Budget
Presenter: Lois Yount	Public Hearing: XX Information Item:

The Fiscal Services team has prepared the 2020-2021 budget for your review. This budget reflects projections based on the May Revise. Carryover from fiscal year 2019-2020 and adoption of the State budget may change these projections. Substantial changes will require budget revisions brought to the Board for approval in August.

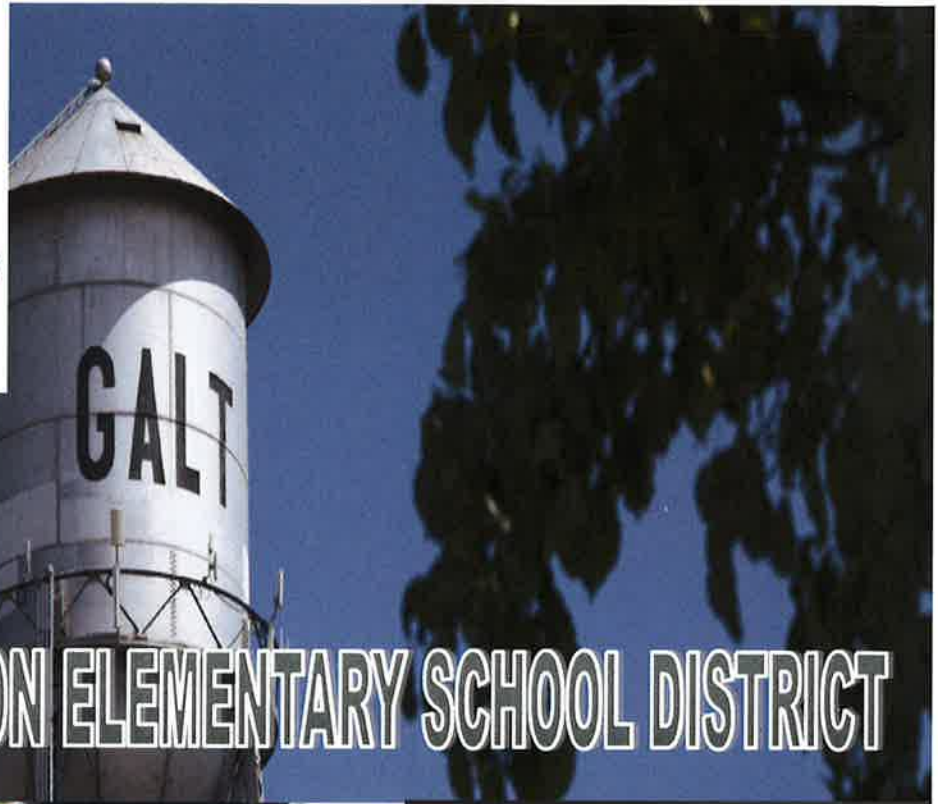
Assumptions that impact the 2020-2021 budget and multi-year financial analysis:

- \$500,000 reductions in staff, supplies, and operational costs for 20-21
- STRS employer contribution decreased 2.25% in 20-21
- PERS employer contribution decreased 1.98% in 20-21
- Enrollment projections are flat for 20-21
- \$483,598 Central Valley Foundation Grant in 20-21
- 3% routine repair and maintenance
- Unduplicated Pupil Percentage increase to 63.23% in 20-21
- Cafeteria Fund deficit is budgeted for \$182,000 in 20-21
- \$2,825,000 additional reductions in 21-22
- \$825,000 additional reductions in 22-23
- COLA suspended for 20-23
- LCFF reduction of 7.92% for 20-23

Unrestricted Reserve Levels:

- 19-20 = 6.50%
- 20-21 = 3.00%
- 21-22 = 3.02%
- 22-23 = 3.02%

SELPA revenue increase of \$75,000 will be in the August budget revisions.



GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

2020-21 ADOPTED BUDGET



Superintendent, Karen Schauer Ed.D.
1018 C STREET, SUITE 210 GALT, CA 95632
<https://gjuesd-ca.schoolloop.com/>

Multi Year Financial Analysis
2020-21 Adopted

	Account Codes	Projected 2019-20 Total	Projected 2020-21	Projected 2021-22	Projected 2022-23
A. REVENUES					
LCFF Sources	8010-8099	32,866,442	30,228,366	30,214,272	30,228,006
Federal Revenues	8100-8299	3,125,584	3,522,870	2,519,794	2,519,794
Other State Revenues	8300-8599	4,073,574	3,182,886	3,182,886	3,182,886
Other Local Revenues	8600-8799	2,733,954	2,337,516	2,337,516	2,337,516
		<u>42,799,554</u>	<u>39,271,638</u>	<u>38,254,468</u>	<u>38,268,202</u>
Total Revenues					
B. EXPENDITURES					
Certificated Salaries	1000-1999	18,998,264	18,645,994	18,872,353	19,098,711
Classified Salaries	2000-2999	7,866,348	7,808,935	7,908,240	8,007,545
Employee Benefits	3000-3999	10,033,212	9,846,828	9,750,820	10,092,203
Books and Supplies	4000-4999	2,362,132	1,159,278	1,159,278	1,159,278
Services	5000-5999	4,292,092	3,476,910	3,500,667	3,524,424
Capital Outlay	6000-6999	229,522	0	0	0
Other Outgo	7100-7200/7438-7439	109,825	48,150	0	0
Direct/Indirect Costs	7310-7350	(101,396)	(126,299)	(126,299)	(126,299)
Proposed Annual Savings		0	0	0	(2,825,000)
Proposed Additional Budget Cuts		0	0	(2,825,000)	(825,000)
Total Expenses		<u>43,789,999</u>	<u>40,859,796</u>	<u>38,240,059</u>	<u>38,105,862</u>
Difference (Revenues-Expenses)					
		(990,445)	(1,588,158)	14,409	162,340
Prior Year Adjustments					
Transfers In		5,000	5,000	5,000	5,000
Other Sources		10,000	10,000	10,000	10,000
Transfers Out		232,552	182,232	182,232	182,232
Contributions		0	0	0	0
Total Transfers		<u>(217,552)</u>	<u>(167,232)</u>	<u>(167,232)</u>	<u>(167,232)</u>
Net Increase(Decrease) in Fund Balance					
		(1,207,997)	(1,755,390)	(152,823)	(4,892)
Beginning Balance					
		4,374,559	3,166,562	1,411,172	1,258,349
Audit Adjustments					
Ending Reserve Balance		3,166,562	1,411,172	1,258,349	1,253,456
3% Econ. Uncertainties					
		1,320,677	1,231,261	1,152,669	1,148,643
Components of Reserve					
		Projected 2019-20 Total	Projected 2020-21	Projected 2021-22	Projected 2022-23
Revolving Fund		20,000	20,000	20,000	20,000
Prepaid		0	0	0	0
		0	0	0	0
Restricted Beg. Balance:		0	0	0	0
Restricted Carryover		208,629	83,584	(0)	(0)
Routine Maintenance Carryover		0	0	0	0
Lottery Current to spend next year		75,400	76,280	76,280	76,280
Reserve for Supplemental/Conc.		0	0	0	0
School Site Carryovers		0	0	0	0
3% Economic Uncertainties		1,320,677	1,231,261	1,152,669	1,148,643
Remaining Reserve		1,541,856	46	9,400	8,534
Ending Balances		<u>3,166,562</u>	<u>1,411,172</u>	<u>1,258,349</u>	<u>1,253,456</u>
Total Reserve Percentage					
		7.2%	3.4%	3.3%	3.3%
Total Unrestricted Reserve					
		6.50%	3.00%	3.02%	3.02%

Galt Joint Union Elementary School District 2020-21 Adopted Budget

MULTI-YEAR BUDGET NARRATIVE and ASSUMPTIONS

The Multi-year Projection is based on the following assumptions:

- The Local Control Funding Formula (LCFF) revenue has been calculated using the FCMAT (Fiscal Crisis and Management Assistance Team) calculator. The calculator was updated by FCMAT to incorporate the Governor's 2020-21 May Revise.
- Enrollment Projections: Note – we are funded on the attendance rate of our enrollment or "Average Daily Attendance" (ADA). Typically, we average about a 95% - 96% actual attendance rate on our enrollment.
 - 2019-20: 3545
 - 2020-21: 3545
 - 2021-22: 3545
 - 2022-23: 3545
- COLA Projections:
 - 2019-20: 3.26%
 - 2020-21 & 2022-23: 0%
- LCFF Gap Funding is at 100%
- STRS Employer Rates
 - 2019-20: 16.70%
 - 2020-21: 16.15%
 - 2021-22: 16.02%
 - 2022-23: 18.40%
- PERS Employer Rates
 - 2019-20: 19.721%
 - 2020-21: 20.70%
 - 2021-22: 22.84%
 - 2022-23: 25.80%
- Unduplicated/Free/Reduced/EL percentages:
 - 2019-20: 61.71%
 - 2020-21: 63.23%
 - 2021-22: 63.16%
 - 2022-23: 63.24%
- The Routine Repair and Maintenance restricted account remains at 3% of the total general fund excluding the STRS on behalf amount of adopted budget expenditures for 2020-21.
- Projected Cuts:
 - 2020-21: \$500,000
 - 2021-22: \$2,825,000
 - 2022-23: \$825,000

- Components of the Ending Balance
 - ✓ Restricted carryovers each year must be reserved as part of the program from which the funding originated.
 - ✓ The calculation for the Supplemental/Concentration funding is \$4,422,524 in 2019-20, \$4,304,440 in 2020-21, \$4,291,857 in 2021-22, and \$4,306,145 in 2022-23.
 - ✓ The district's Reserve for Economic Uncertainties has been set at 3% annually.

Galt Joint Union Elementary School District 2020-21 Adopted Budget Assumptions

INCOME

ASSUMPTIONS

Student ADA	-Revenue is based on the 2019-20 P2 ADA of 3,401.94. ADA is projected to remain flat for 2021-22 and 2022-23. -The statutory COLA for 2020-2021 through 2022-23 is 0% and a (7.92%) net decline in the LCFF base grant beginning in 20-21. There is a 10% reduction to the Home to School Transportation funds. This results in a negative fiscal impact of (\$2,601,726) from prior year.
Federal Income	-The following changes have been made: Addition of Cares Act ESSER funds of \$1,003,076 Decrease to MAA funding
State Income	-The following changes have been made: No One Time Funding Decrease in lottery based on enrollment Decrease of 10% in ASES No additional CTE funding
Local Income	-The following changes have been made: \$483,598 in Central Valley Foundation funding
Transfers In	-Transfers in will include an interfund transfer in May 2021 for \$3,000,000 from Fund 21 and Fund 25.

EXPENSES

Cert. Salaries	-Salaries have been updated for step and column
Class. Salaries	-Salaries have been updated for step and column
Benefits	-Increases to statutory benefits have been budgeted to reflect salary changes and rates changes to STRS, PERS and Worker's Compensation rates.
Supplies	-Reductions have been made in supplies
Operating Expenses	- Reductions has been made to operating expenses
Capital Outlay	- No significant changes have been made
Transfers Out	-The transfer to cafeteria fund is projected at \$182,232

OTHER FUNDS:

CHILD DEVELOPMENT

- Salaries have been updated for step and column

CAFETERIA FUND

- Income has been updated to reflect current year cafeteria income. Other expenses have been changed to reflect a balanced budget.
- The transfer into Cafeteria from Fund 01 has been reduced to \$182,232 at this time.

BUILDING FUND – BOND PROCEEDS

- Expenditures have been updated to reflect anticipated projects in 2020-21.

CAPITAL FACILITIES

- Income and expenditures are projected to remain the same as current year.

MELLO ROOS

- Expenses have been updated

No changes have been made to the following funds:

- Post Employment Benefits Fund

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals			2020-21 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	32,866,442.00	0.00	32,866,442.00	30,228,366.00	0.00	30,228,366.00	-8.0%
2) Federal Revenue		8100-8299	0.00	3,125,584.00	3,125,584.00	0.00	3,522,870.00	3,522,870.00	12.7%
3) Other State Revenue		8300-8599	1,246,513.00	2,827,061.00	4,073,574.00	630,716.00	2,552,170.00	3,182,886.00	-21.9%
4) Other Local Revenue		8600-8799	453,527.00	2,280,427.00	2,733,954.00	366,879.00	1,970,637.00	2,337,516.00	-14.5%
5) TOTAL REVENUES			34,566,482.00	8,233,072.00	42,799,554.00	31,225,961.00	8,045,677.00	39,271,638.00	-8.2%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	14,883,405.00	4,114,859.00	18,998,264.00	14,490,720.00	4,155,274.00	18,645,994.00	-1.9%
2) Classified Salaries		2000-2999	5,266,435.00	2,599,913.00	7,866,348.00	5,182,400.00	2,626,535.00	7,808,935.00	-0.7%
3) Employee Benefits		3000-3999	6,312,936.00	3,720,276.00	10,033,212.00	6,075,005.00	3,771,823.00	9,846,828.00	-1.9%
4) Books and Supplies		4000-4999	1,063,872.00	1,298,260.00	2,362,132.00	530,753.00	628,525.00	1,159,278.00	-50.9%
5) Services and Other Operating Expenditures		5000-5999	2,163,085.00	2,129,007.00	4,292,092.00	2,194,583.00	1,282,327.00	3,476,910.00	-19.0%
6) Capital Outlay		6000-6999	49,788.00	179,734.00	229,522.00	0.00	0.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	109,825.00	0.00	109,825.00	48,150.00	0.00	48,150.00	-56.2%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(450,993.00)	349,597.00	(101,396.00)	(334,551.00)	208,252.00	(126,299.00)	24.6%
9) TOTAL EXPENDITURES			29,398,353.00	14,391,646.00	43,789,999.00	28,187,060.00	12,672,736.00	40,859,796.00	-6.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			5,168,129.00	(6,158,574.00)	(990,445.00)	3,038,901.00	(4,627,059.00)	(1,588,158.00)	60.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	0.0%
b) Transfers Out		7600-7629	232,552.00	0.00	232,552.00	182,232.00	0.00	182,232.00	-21.6%
2) Other Sources/Uses									
a) Sources		8930-8979	10,000.00	0.00	10,000.00	10,000.00	0.00	10,000.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(5,201,033.00)	5,201,033.00	0.00	(4,502,014.00)	4,502,014.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			(5,418,585.00)	5,201,033.00	(217,552.00)	(4,669,246.00)	4,502,014.00	(167,232.00)	-23.1%

July 1 Budget
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals			2020-21 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)			(250,456.00)	(957,541.00)	(1,207,997.00)	(1,630,345.00)	(125,045.00)	(1,755,390.00)	45.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,208,386.83	1,166,171.94	4,374,558.77	2,957,930.83	208,630.94	3,166,561.77	-27.6%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,208,386.83	1,166,171.94	4,374,558.77	2,957,930.83	208,630.94	3,166,561.77	-27.6%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,208,386.83	1,166,171.94	4,374,558.77	2,957,930.83	208,630.94	3,166,561.77	-27.6%
2) Ending Balance, June 30 (E + F1e)			2,957,930.83	208,630.94	3,166,561.77	1,327,585.83	83,585.94	1,411,171.77	-55.4%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	208,631.04	208,631.04	0.00	83,586.04	83,586.04	-59.9%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	75,400.00	0.00	75,400.00	76,280.00	0.00	76,280.00	1.2%
Site Lottery	1100	9780				76,280.00		76,280.00	
Site Lottery	1100	9780	75,400.00		75,400.00				
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	2,862,530.83	0.00	2,862,530.83	1,231,305.83	0.00	1,231,305.83	-57.0%
Unassigned/Unappropriated Amount		9790	0.00	(0.10)	(0.10)	0.00	(0.10)	(0.10)	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals			2020-21 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	8,770,004.92	(4,217,795.33)	4,552,209.59				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	64,626.62	0.00	64,626.62				
c) in Revolving Cash Account		9130	20,000.00	0.00	20,000.00				
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	64,254.37	61,340.32	125,594.69				
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			8,918,885.91	(4,156,455.01)	4,762,430.90				
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	1,567,377.07	8,890.12	1,576,267.19				
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			1,567,377.07	8,890.12	1,576,267.19				
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	Resource Codes	Object Codes	2019-20 Estimated Actuals			2020-21 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)	
(G9 + H2) - (I6 + J2)			7,351,508.84	(4,165,345.13)	3,186,163.71				

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals			2020-21 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 SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	22,360,712.00	0.00	22,360,712.00	19,758,986.00	0.00	19,758,986.00	-11.6%
Education Protection Account State Aid - Current Year		8012	4,182,931.00	0.00	4,182,931.00	4,140,442.00	0.00	4,140,442.00	-1.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	32,229.00	0.00	32,229.00	32,229.00	0.00	32,229.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	3,497,014.00	0.00	3,497,014.00	3,497,014.00	0.00	3,497,014.00	0.0%
Unsecured Roll Taxes		8042	110,399.00	0.00	110,399.00	110,399.00	0.00	110,399.00	0.0%
Prior Years' Taxes		8043	22,427.00	0.00	22,427.00	22,427.00	0.00	22,427.00	0.0%
Supplemental Taxes		8044	335,691.00	0.00	335,691.00	335,691.00	0.00	335,691.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	2,103,692.00	0.00	2,103,692.00	2,103,692.00	0.00	2,103,692.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	227,486.00	0.00	227,486.00	227,486.00	0.00	227,486.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			32,872,581.00	0.00	32,872,581.00	30,228,366.00	0.00	30,228,366.00	-8.0%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(6,139.00)	0.00	(6,139.00)	0.00	0.00	0.00	-100.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals			2020-21 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			32,866,442.00	0.00	32,866,442.00	30,228,366.00	0.00	30,228,366.00	-8.0%
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	792,969.00	792,969.00	0.00	788,711.00	788,711.00	-0.5%
Special Education Discretionary Grants		8182	0.00	80,708.00	80,708.00	0.00	80,708.00	80,708.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		1,444,920.00	1,444,920.00		1,218,022.00	1,218,022.00	-15.7%
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		220,105.00	220,105.00		141,410.00	141,410.00	-35.8%
Title III, Part A, Immigrant Student Program	4201	8290		166.00	166.00		0.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals			2020-21 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		113,058.00	113,058.00		80,516.00	80,516.00	-28.8%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630	8290		134,559.00	134,559.00		90,427.00	90,427.00	-32.8%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	339,099.00	339,099.00	0.00	1,123,076.00	1,123,076.00	231.2%
TOTAL, FEDERAL REVENUE			0.00	3,125,584.00	3,125,584.00	0.00	3,522,870.00	3,522,870.00	12.7%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	110,416.00	0.00	110,416.00	109,474.00	0.00	109,474.00	-0.9%
Lottery - Unrestricted and Instructional Materials		8560	576,703.00	193,698.00	770,401.00	520,497.00	183,705.00	704,202.00	-8.6%
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		395,833.00	395,833.00		356,249.00	356,249.00	-10.0%

July 1 Budget
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals			2020-21 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	559,394.00	2,237,530.00	2,796,924.00	745.00	2,012,216.00	2,012,961.00	-28.0%
TOTAL, OTHER STATE REVENUE			1,246,513.00	2,827,061.00	4,073,574.00	630,716.00	2,552,170.00	3,182,886.00	-21.9%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals			2020-21 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)	
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds									
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	75,984.00	0.00	75,984.00	75,984.00	0.00	75,984.00	0.0%
Interest		8660	80,060.00	0.00	80,060.00	80,060.00	0.00	80,060.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	100,480.00	51,070.00	151,550.00	120,772.00	53,055.00	173,827.00	14.7%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	191,435.00	191,435.00	0.00	214,963.00	214,963.00	12.3%
Other Local Revenue									
Plus: Misc Funds Non-LCFF									

July 1 Budget
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals			2020-21 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	197,003.00	1,208,943.00	1,405,946.00	90,063.00	881,158.00	971,221.00	-30.9%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		828,979.00	828,979.00		821,461.00	821,461.00	-0.9%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			453,527.00	2,280,427.00	2,733,954.00	366,879.00	1,970,637.00	2,337,516.00	-14.5%
TOTAL, REVENUES			34,566,482.00	8,233,072.00	42,799,554.00	31,225,961.00	8,045,677.00	39,271,638.00	-8.2%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals			2020-21 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	12,512,547.00	3,133,412.00	15,645,959.00	12,502,999.00	3,110,831.00	15,613,830.00	-0.2%
Certificated Pupil Support Salaries		1200	429,118.00	68,400.00	497,518.00	307,715.00	209,462.00	517,177.00	4.0%
Certificated Supervisors' and Administrators' Salaries		1300	1,903,197.00	206,086.00	2,109,283.00	1,580,280.00	197,422.00	1,777,702.00	-15.7%
Other Certificated Salaries		1900	38,543.00	706,961.00	745,504.00	99,726.00	637,559.00	737,285.00	-1.1%
TOTAL, CERTIFICATED SALARIES			14,883,405.00	4,114,859.00	18,998,264.00	14,490,720.00	4,155,274.00	18,645,994.00	-1.9%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	544,797.00	1,571,539.00	2,116,336.00	473,766.00	1,527,650.00	2,001,416.00	-5.4%
Classified Support Salaries		2200	1,817,704.00	494,624.00	2,312,328.00	1,804,918.00	508,848.00	2,313,766.00	0.1%
Classified Supervisors' and Administrators' Salaries		2300	444,974.00	101,022.00	545,996.00	475,664.00	137,115.00	612,779.00	12.2%
Clerical, Technical and Office Salaries		2400	1,951,626.00	157,899.00	2,109,525.00	1,952,202.00	149,492.00	2,101,694.00	-0.4%
Other Classified Salaries		2900	507,334.00	274,829.00	782,163.00	475,850.00	303,430.00	779,280.00	-0.4%
TOTAL, CLASSIFIED SALARIES			5,266,435.00	2,599,913.00	7,866,348.00	5,182,400.00	2,626,535.00	7,808,935.00	-0.7%
EMPLOYEE BENEFITS									
STRS		3101-3102	2,504,362.00	2,379,105.00	4,883,467.00	2,320,226.00	2,360,378.00	4,680,604.00	-4.2%
PERS		3201-3202	806,077.00	417,024.00	1,223,101.00	828,943.00	454,935.00	1,283,878.00	5.0%
OASDI/Medicare/Alternative		3301-3302	637,973.00	263,609.00	901,582.00	624,356.00	264,296.00	888,652.00	-1.4%
Health and Welfare Benefits		3401-3402	1,414,713.00	502,193.00	1,916,906.00	1,388,331.00	540,098.00	1,928,429.00	0.6%
Unemployment Insurance		3501-3502	10,473.00	4,199.00	14,672.00	10,061.00	3,398.00	13,459.00	-8.3%
Workers' Compensation		3601-3602	312,579.00	98,450.00	411,029.00	318,127.00	103,266.00	421,393.00	2.5%
OPEB, Allocated		3701-3702	179,270.00	7,985.00	187,255.00	150,205.00	3,125.00	153,330.00	-18.1%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	447,489.00	47,711.00	495,200.00	434,756.00	42,327.00	477,083.00	-3.7%
TOTAL, EMPLOYEE BENEFITS			6,312,936.00	3,720,276.00	10,033,212.00	6,075,005.00	3,771,823.00	9,846,828.00	-1.9%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	96,619.00	96,619.00	0.00	64,748.00	64,748.00	-33.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Materials and Supplies		4300	917,417.00	1,157,699.00	2,075,116.00	466,830.00	556,483.00	1,023,313.00	-50.7%

July 1 Budget
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals			2020-21 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	146,455.00	43,942.00	190,397.00	63,923.00	7,294.00	71,217.00	-62.6%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL. BOOKS AND SUPPLIES			1,063,872.00	1,298,260.00	2,362,132.00	530,753.00	628,525.00	1,159,278.00	-50.9%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	74,698.00	1,019,629.00	1,094,327.00	63,275.00	230,730.00	294,005.00	-73.1%
Travel and Conferences		5200	46,314.00	117,587.00	163,901.00	37,765.00	21,670.00	59,435.00	-63.7%
Dues and Memberships		5300	25,168.00	1,164.00	26,332.00	20,190.00	924.00	21,114.00	-19.8%
Insurance		5400 - 5450	182,193.00	1,495.00	183,688.00	214,206.00	0.00	214,206.00	16.6%
Operations and Housekeeping Services		5500	748,939.00	7,000.00	755,939.00	745,181.00	7,000.00	752,181.00	-0.5%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	175,501.00	29,642.00	205,143.00	170,589.00	33,000.00	203,589.00	-0.8%
Transfers of Direct Costs		5710	(21,014.00)	21,014.00	0.00	(11,179.00)	11,179.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(672.00)	0.00	(672.00)	0.00	0.00	0.00	-100.0%
Professional/Consulting Services and Operating Expenditures		5800	825,904.00	927,522.00	1,753,426.00	862,796.00	974,324.00	1,837,120.00	4.8%
Communications		5900	106,054.00	3,954.00	110,008.00	91,760.00	3,500.00	95,260.00	-13.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			2,163,085.00	2,129,007.00	4,292,092.00	2,194,583.00	1,282,327.00	3,476,910.00	-19.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals			2020-21 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)	
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	49,788.00	20,000.00	69,788.00	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	17,061.00	17,061.00	0.00	0.00	0.00	-100.0%
Equipment Replacement		6500	0.00	142,673.00	142,673.00	0.00	0.00	0.00	-100.0%
TOTAL, CAPITAL OUTLAY			49,788.00	179,734.00	229,522.00	0.00	0.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	82,381.00	0.00	82,381.00	48,150.00	0.00	48,150.00	-41.6%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

July 1 Budget
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals			2020-21 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	1,155.00	0.00	1,155.00	0.00	0.00	0.00	-100.0%
Other Debt Service - Principal		7439	26,289.00	0.00	26,289.00	0.00	0.00	0.00	-100.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			109,825.00	0.00	109,825.00	48,150.00	0.00	48,150.00	-56.2%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(349,597.00)	349,597.00	0.00	(208,252.00)	208,252.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(101,396.00)	0.00	(101,396.00)	(126,299.00)	0.00	(126,299.00)	24.6%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(450,993.00)	349,597.00	(101,396.00)	(334,551.00)	208,252.00	(126,299.00)	24.6%
TOTAL, EXPENDITURES			29,398,353.00	14,391,646.00	43,789,999.00	28,187,060.00	12,672,736.00	40,859,796.00	-6.7%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals			2020-21 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)	
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	232,552.00	0.00	232,552.00	182,232.00	0.00	182,232.00	-21.6%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			232,552.00	0.00	232,552.00	182,232.00	0.00	182,232.00	-21.6%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	10,000.00	0.00	10,000.00	10,000.00	0.00	10,000.00	0.0%

July 1 Budget
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals			2020-21 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			10,000.00	0.00	10,000.00	10,000.00	0.00	10,000.00	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	(5,201,033.00)	5,201,033.00	0.00	(4,502,014.00)	4,502,014.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(5,201,033.00)	5,201,033.00	0.00	(4,502,014.00)	4,502,014.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(5,418,585.00)	5,201,033.00	(217,552.00)	(4,669,246.00)	4,502,014.00	(167,232.00)	-23.1%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals			2020-21 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	32,866,442.00	0.00	32,866,442.00	30,228,366.00	0.00	30,228,366.00	-8.0%
2) Federal Revenue		8100-8299	0.00	3,125,584.00	3,125,584.00	0.00	3,522,870.00	3,522,870.00	12.7%
3) Other State Revenue		8300-8599	1,246,513.00	2,827,061.00	4,073,574.00	630,716.00	2,552,170.00	3,182,886.00	-21.9%
4) Other Local Revenue		8600-8799	453,527.00	2,280,427.00	2,733,954.00	366,879.00	1,970,637.00	2,337,516.00	-14.5%
5) TOTAL, REVENUES			34,566,482.00	8,233,072.00	42,799,554.00	31,225,961.00	8,045,677.00	39,271,638.00	-8.2%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		18,111,246.00	9,772,043.00	27,883,289.00	17,373,162.00	8,683,532.00	26,056,694.00	-6.6%
2) Instruction - Related Services	2000-2999		3,794,763.00	1,947,811.00	5,742,574.00	3,462,715.00	1,800,946.00	5,263,661.00	-8.3%
3) Pupil Services	3000-3999		2,253,296.00	488,079.00	2,741,375.00	2,167,210.00	706,250.00	2,873,460.00	4.8%
4) Ancillary Services	4000-4999		7,147.00	240.00	7,387.00	0.00	240.00	240.00	-96.8%
5) Community Services	5000-5999		38,701.00	0.00	38,701.00	32,397.00	0.00	32,397.00	-16.3%
6) Enterprise	6000-6999		0.00	9,000.00	9,000.00	0.00	0.00	0.00	-100.0%
7) General Administration	7000-7999		2,624,662.00	389,223.00	3,013,885.00	2,753,600.00	240,229.00	2,993,829.00	-0.7%
8) Plant Services	8000-8999		2,458,713.00	1,785,250.00	4,243,963.00	2,349,826.00	1,241,539.00	3,591,365.00	-15.4%
9) Other Outgo	9000-9999	Except 7600-7699	109,825.00	0.00	109,825.00	48,150.00	0.00	48,150.00	-56.2%
10) TOTAL, EXPENDITURES			29,398,353.00	14,391,646.00	43,789,999.00	28,187,060.00	12,672,736.00	40,859,796.00	-6.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			5,168,129.00	(6,158,574.00)	(990,445.00)	3,038,901.00	(4,627,059.00)	(1,588,158.00)	60.3%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	0.0%
b) Transfers Out		7600-7629	232,552.00	0.00	232,552.00	182,232.00	0.00	182,232.00	-21.6%
2) Other Sources/Uses									
a) Sources		8930-8979	10,000.00	0.00	10,000.00	10,000.00	0.00	10,000.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(5,201,033.00)	5,201,033.00	0.00	(4,502,014.00)	4,502,014.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(5,418,585.00)	5,201,033.00	(217,552.00)	(4,669,246.00)	4,502,014.00	(167,232.00)	-23.1%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals			2020-21 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)			(250,456.00)	(957,541.00)	(1,207,997.00)	(1,630,345.00)	(125,045.00)	(1,755,390.00)	45.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	3,208,386.83	1,166,171.94	4,374,558.77	2,957,930.83	208,630.94	3,166,561.77	-27.6%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,208,386.83	1,166,171.94	4,374,558.77	2,957,930.83	208,630.94	3,166,561.77	-27.6%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,208,386.83	1,166,171.94	4,374,558.77	2,957,930.83	208,630.94	3,166,561.77	-27.6%
2) Ending Balance, June 30 (E + F1e)			2,957,930.83	208,630.94	3,166,561.77	1,327,585.83	83,585.94	1,411,171.77	-55.4%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	20,000.00	0.00	20,000.00	20,000.00	0.00	20,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	208,631.04	208,631.04	0.00	83,586.04	83,586.04	-59.9%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	75,400.00	0.00	75,400.00	76,280.00	0.00	76,280.00	1.2%
Site Lottery	1100	9780				76,280.00		76,280.00	
Site Lottery	1100	9780	75,400.00		75,400.00				
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	2,862,530.83	0.00	2,862,530.83	1,231,305.83	0.00	1,231,305.83	-57.0%
Unassigned/Unappropriated Amount		9790	0.00	(0.10)	(0.10)	0.00	(0.10)	(0.10)	0.0%

<u>Resource</u>	<u>Description</u>	<u>2019-20 Estimated Actuals</u>	<u>2020-21 Budget</u>
5640	Medi-Cal Billing Option	0.95	0.95
6010	After School Education and Safety (ASES)	2.14	2.14
6300	Lottery: Instructional Materials	0.35	0.35
7311	Classified School Employee Professional Development Block Grant	0.19	0.19
7415	Classified School Employee Summer Assistance Program	0.00	12,586.00
7510	Low-Performing Students Block Grant	0.10	0.10
7810	Other Restricted State	4,449.78	4,449.78
8150	Ongoing & Major Maintenance Account (RMA: Education Code Secti	51,465.57	51,465.57
9010	Other Restricted Local	152,711.96	15,080.96
Total, Restricted Balance		208,631.04	83,586.04

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 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	647,714.00	645,885.00	-0.3%
4) Other Local Revenue		8600-8799	17,280.00	12,280.00	-28.9%
5) TOTAL, REVENUES			664,994.00	658,165.00	-1.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	226,952.00	222,968.00	-1.8%
2) Classified Salaries		2000-2999	198,156.00	208,217.00	5.1%
3) Employee Benefits		3000-3999	136,637.00	138,615.00	1.4%
4) Books and Supplies		4000-4999	20,609.00	15,805.00	-23.3%
5) Services and Other Operating Expenditures		5000-5999	41,807.00	34,818.00	-16.7%
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	38,553.00	35,462.00	-8.0%
9) TOTAL, EXPENDITURES			662,714.00	655,885.00	-1.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			2,280.00	2,280.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	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	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,280.00	2,280.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	84,768.23	87,048.23	2.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			84,768.23	87,048.23	2.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			84,768.23	87,048.23	2.7%
2) Ending Balance, June 30 (E + F1e)			87,048.23	89,328.23	2.6%
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	87,048.23	89,328.23	2.6%
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	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	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	42,827.13		
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			42,827.13		
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	2,379.70		
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			2,379.70		
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)			40,447.43		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 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	568,567.00	566,738.00	-0.3%
All Other State Revenue	All Other	8590	79,147.00	79,147.00	0.0%
TOTAL, OTHER STATE REVENUE			647,714.00	645,885.00	-0.3%
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	2,280.00	2,280.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	15,000.00	10,000.00	-33.3%
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			17,280.00	12,280.00	-28.9%
TOTAL, REVENUES			664,994.00	658,165.00	-1.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	215,977.00	211,993.00	-1.8%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	10,975.00	10,975.00	0.0%
TOTAL, CERTIFICATED SALARIES			226,952.00	222,968.00	-1.8%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	142,130.00	145,028.00	2.0%
Classified Support Salaries		2200	11,295.00	11,254.00	-0.4%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	43,821.00	51,025.00	16.4%
Other Classified Salaries		2900	910.00	910.00	0.0%
TOTAL, CLASSIFIED SALARIES			198,156.00	208,217.00	5.1%
EMPLOYEE BENEFITS					
STRS		3101-3102	59,469.00	57,811.00	-2.8%
PERS		3201-3202	16,710.00	16,706.00	0.0%
OASDI/Medicare/Alternative		3301-3302	18,539.00	19,328.00	4.3%
Health and Welfare Benefits		3401-3402	30,993.00	33,094.00	6.8%
Unemployment Insurance		3501-3502	216.00	224.00	3.7%
Workers' Compensation		3601-3602	8,723.00	9,364.00	7.3%
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	1,987.00	2,088.00	5.1%
TOTAL, EMPLOYEE BENEFITS			136,637.00	138,615.00	1.4%
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	14,559.00	15,805.00	8.6%
Noncapitalized Equipment		4400	6,050.00	0.00	-100.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			20,609.00	15,805.00	-23.3%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	892.00	0.00	-100.0%
Travel and Conferences		5200	3,869.00	2,208.00	-42.9%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	26,700.00	26,700.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,950.00	1,950.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	672.00	0.00	-100.0%
Professional/Consulting Services and Operating Expenditures		5800	4,910.00	1,460.00	-70.3%
Communications		5900	2,814.00	2,500.00	-11.2%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			41,807.00	34,818.00	-16.7%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	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	38,553.00	35,462.00	-8.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			38,553.00	35,462.00	-8.0%
TOTAL, EXPENDITURES			662,714.00	655,885.00	-1.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 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	647,714.00	645,885.00	-0.3%
4) Other Local Revenue		8600-8799	17,280.00	12,280.00	-28.9%
5) TOTAL REVENUES			664,994.00	658,165.00	-1.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		484,209.00	471,610.00	-2.6%
2) Instruction - Related Services	2000-2999		88,665.00	89,612.00	1.1%
3) Pupil Services	3000-3999		5,664.00	15,503.00	173.7%
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		38,553.00	35,462.00	-8.0%
8) Plant Services	8000-8999		45,623.00	43,698.00	-4.2%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL EXPENDITURES			662,714.00	655,885.00	-1.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			2,280.00	2,280.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	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	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,280.00	2,280.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	84,768.23	87,048.23	2.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			84,768.23	87,048.23	2.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			84,768.23	87,048.23	2.7%
2) Ending Balance, June 30 (E + F1e)					
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	87,048.23	89,328.23	2.6%
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	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	2019-20 Estimated Actuals	2020-21 Budget
6052	Child Development: Prekindergarten and Family Literacy, Proq	0.03	0.03
6130	Child Development: Center-Based Reserve Account	87,048.20	89,328.20
Total, Restricted Balance		87,048.23	89,328.23

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,594,707.00	1,531,300.00	-4.0%
3) Other State Revenue		8300-8599	179,635.00	162,141.00	-9.7%
4) Other Local Revenue		8600-8799	79,656.00	123,150.00	54.6%
5) TOTAL, REVENUES			1,853,998.00	1,816,591.00	-2.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	692,052.00	673,860.00	-2.6%
3) Employee Benefits		3000-3999	346,111.00	291,552.00	-15.8%
4) Books and Supplies		4000-4999	874,700.04	837,734.04	-4.2%
5) Services and Other Operating Expenditures		5000-5999	40,836.00	34,446.00	-15.6%
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	62,843.00	90,837.00	44.5%
9) TOTAL, EXPENDITURES			2,016,542.04	1,928,429.04	-4.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(162,544.04)	(111,838.04)	-31.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	232,552.00	182,232.00	-21.6%
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			232,552.00	182,232.00	-21.6%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			70,007.96	70,393.96	0.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	178,527.11	248,535.07	39.2%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			178,527.11	248,535.07	39.2%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			178,527.11	248,535.07	39.2%
2) Ending Balance, June 30 (E + F1e)					
			248,535.07	318,929.03	28.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	10,000.00	0.00	-100.0%
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	238,535.07	318,965.07	33.7%
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	(36.04)	New

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(323,965.91)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	10,000.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	1,668.05		
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			(312,297.86)		
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	1,718.30		
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			1,718.30		
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)			(314,016.16)		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	1,594,707.00	1,531,300.00	-4.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			1,594,707.00	1,531,300.00	-4.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	179,635.00	162,141.00	-9.7%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			179,635.00	162,141.00	-9.7%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	78,425.00	122,550.00	56.3%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	1,231.00	600.00	-51.3%
TOTAL, OTHER LOCAL REVENUE			79,656.00	123,150.00	54.6%
TOTAL, REVENUES			1,853,998.00	1,816,591.00	-2.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 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	541,579.00	546,863.00	1.0%
Classified Supervisors' and Administrators' Salaries		2300	95,336.00	80,567.00	-15.5%
Clerical, Technical and Office Salaries		2400	55,137.00	46,430.00	-15.8%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			692,052.00	673,860.00	-2.6%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	138,360.00	119,851.00	-13.4%
OASDI/Medicare/Alternative		3301-3302	62,270.00	51,796.00	-16.8%
Health and Welfare Benefits		3401-3402	99,924.00	78,973.00	-21.0%
Unemployment Insurance		3501-3502	438.00	357.00	-18.5%
Workers' Compensation		3601-3602	12,503.00	10,858.00	-13.2%
OPEB, Allocated		3701-3702	16,130.00	16,130.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	16,486.00	13,587.00	-17.6%
TOTAL, EMPLOYEE BENEFITS			346,111.00	291,552.00	-15.8%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	92,401.04	74,405.04	-19.5%
Noncapitalized Equipment		4400	51,968.00	54,093.00	4.1%
Food		4700	730,331.00	709,236.00	-2.9%
TOTAL, BOOKS AND SUPPLIES			874,700.04	837,734.04	-4.2%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	750.00	2,250.00	200.0%
Dues and Memberships		5300	0.00	255.00	New
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	8,245.00	0.00	-100.0%
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	31,841.00	31,941.00	0.3%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			40,836.00	34,446.00	-15.6%
CAPITAL OUTLAY					
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)					
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	62,843.00	90,837.00	44.5%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			62,843.00	90,837.00	44.5%
TOTAL, EXPENDITURES			2,016,542.04	1,928,429.04	-4.4%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	232,552.00	182,232.00	-21.6%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			232,552.00	182,232.00	-21.6%
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)			232,552.00	182,232.00	-21.6%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,594,707.00	1,531,300.00	-4.0%
3) Other State Revenue		8300-8599	179,635.00	162,141.00	-9.7%
4) Other Local Revenue		8600-8799	79,656.00	123,150.00	54.6%
5) TOTAL, REVENUES			1,853,998.00	1,816,591.00	-2.0%
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		1,945,454.04	1,837,591.04	-5.5%
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		62,843.00	90,837.00	44.5%
8) Plant Services	8000-8999		8,245.00	1.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,016,542.04	1,928,429.04	-4.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(162,544.04)	(111,838.04)	-31.2%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	232,552.00	182,232.00	-21.6%
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			232,552.00	182,232.00	-21.6%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			70,007.96	70,393.96	0.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	178,527.11	248,535.07	39.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			178,527.11	248,535.07	39.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			178,527.11	248,535.07	39.2%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	10,000.00	0.00	-100.0%
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	238,535.07	318,965.07	33.7%
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	(36.04)	New

Resource	Description	2019-20 Estimated Actuals	2020-21 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School	24,960.11	34,960.11
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Cen	172,862.08	241,854.08
5330	Child Nutrition: Summer Food Service Program Operations	40,709.47	42,147.47
5380	Child Nutrition: School Breakfast Startup	3.41	3.41
Total, Restricted Balance		238,535.07	318,965.07

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,706.00	3,706.00	0.0%
5) TOTAL, REVENUES			3,706.00	3,706.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		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)			3,706.00	3,706.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	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	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,706.00	3,706.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	266,934.23	270,640.23	1.4%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			266,934.23	270,640.23	1.4%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			266,934.23	270,640.23	1.4%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments					
		9780	270,640.23	274,346.23	1.4%
Retiree Benefits					
	0000	9780		274,346.23	
Retiree Benefits					
	0000	9780	270,640.23		
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	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	269,601.23		
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			269,601.23		
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)			269,601.23		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	3,706.00	3,706.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,706.00	3,706.00	0.0%
TOTAL REVENUES			3,706.00	3,706.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 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	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,706.00	3,706.00	0.0%
5) TOTAL REVENUES			3,706.00	3,706.00	0.0%
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)			3,706.00	3,706.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	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	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,706.00	3,706.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	266,934.23	270,640.23	1.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			266,934.23	270,640.23	1.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			266,934.23	270,640.23	1.4%
2) Ending Balance, June 30 (E + F1e)					
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					
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	270,640.23	274,346.23	1.4%
Retiree Benefits	0000	9780		274,346.23	
Retiree Benefits	0000	9780	270,640.23		
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	2019-20 Estimated Actuals	2020-21 Budget
	Total, Restricted Balance	0.00	0.00

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 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	95,000.00	50,000.00	-47.4%
5) TOTAL, REVENUES			95,000.00	50,000.00	-47.4%
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	549.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	7,671.00	10,450.00	36.2%
6) Capital Outlay		6000-6999	6,498,576.00	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			6,506,796.00	10,450.00	-99.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(6,411,796.00)	39,550.00	-100.6%
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	4,450.00	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			4,450.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(6,407,346.00)	39,550.00	-100.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	8,865,544.39	2,458,198.39	-72.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,865,544.39	2,458,198.39	-72.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,865,544.39	2,458,198.39	-72.3%
2) Ending Balance, June 30 (E + F1e)			2,458,198.39	2,497,748.39	1.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	2,458,198.39	2,497,748.39	1.6%
Bond Projects	0000	9780		2,497,748.39	
	0000	9780		0.00	
Bond Projects	0000	9780	2,458,198.39		
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	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,776,710.28		
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			2,776,710.28		
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)			2,776,710.28		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 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					
Unsecured Roll		8615	0.00	0.00	0.0%
Prior Years' Taxes		8616	0.00	0.00	0.0%
Supplemental Taxes		8617	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8618	0.00	0.00	0.0%
Other		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		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		8631	0.00	0.00	0.0%
Interest		8650	0.00	0.00	0.0%
Interest		8660	95,000.00	50,000.00	-47.4%
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			95,000.00	50,000.00	-47.4%
TOTAL, REVENUES			95,000.00	50,000.00	-47.4%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 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	549.00	0.00	-100.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			549.00	0.00	-100.0%
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	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	7,671.00	10,450.00	36.2%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			7,671.00	10,450.00	36.2%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	98,159.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	6,400,417.00	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			6,498,576.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
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			6,506,796.00	10,450.00	-99.8%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 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	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	4,450.00	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			4,450.00	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)					
			4,450.00	0.00	-100.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 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	95,000.00	50,000.00	-47.4%
5) TOTAL, REVENUES			95,000.00	50,000.00	-47.4%
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		6,506,096.00	10,450.00	-99.8%
9) Other Outgo	9000-9999	Except 7600-7699	700.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			6,506,796.00	10,450.00	-99.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(6,411,796.00)	39,550.00	-100.6%
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	4,450.00	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			4,450.00	0.00	-100.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(6,407,346.00)	39,550.00	-100.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	8,865,544.39	2,458,198.39	-72.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,865,544.39	2,458,198.39	-72.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,865,544.39	2,458,198.39	-72.3%
2) Ending Balance, June 30 (E + F1e)			2,458,198.39	2,497,748.39	1.6%
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	2,458,198.39	2,497,748.39	1.6%
Bond Projects	0000	9780		2,497,748.39	
	0000	9780		0.00	
Bond Projects	0000	9780	2,458,198.39		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

<u>Resource</u>	<u>Description</u>	<u>2019-20 Estimated Actuals</u>	<u>2020-21 Budget</u>
Total, Restricted Balance		0.00	0.00

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 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	3,386.00	3,386.00	0.0%
4) Other Local Revenue		8600-8799	277,211.00	327,211.00	18.0%
5) TOTAL REVENUES			280,597.00	330,597.00	17.8%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	40,750.00	40,750.00	0.0%
3) Employee Benefits		3000-3999	13,473.00	13,141.00	-2.5%
4) Books and Supplies		4000-4999	1,000.00	1,000.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	99,650.00	194,810.00	95.5%
6) Capital Outlay		6000-6999	10,000.00	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			164,873.00	249,701.00	51.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			115,724.00	80,896.00	-30.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	5,000.00	5,000.00	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			(5,000.00)	(5,000.00)	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			110,724.00	75,896.00	-31.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,130,638.60	2,241,362.60	5.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,130,638.60	2,241,362.60	5.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,130,638.60	2,241,362.60	5.2%
2) Ending Balance, June 30 (E + F1e)					
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	2,241,362.60	2,317,258.60	3.4%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		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	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,216,619.66		
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			2,216,619.66		
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)			2,216,619.66		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 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	3,386.00	3,386.00	0.0%
TOTAL, OTHER STATE REVENUE			3,386.00	3,386.00	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	50,075.00	50,075.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes					
		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies					
		8631	0.00	0.00	0.0%
Interest					
		8660	27,136.00	27,136.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments					
		8662	0.00	0.00	0.0%
Fees and Contracts Mitigation/Developer Fees					
		8681	200,000.00	250,000.00	25.0%
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			277,211.00	327,211.00	18.0%
TOTAL, REVENUES			280,597.00	330,597.00	17.8%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 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	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	40,750.00	40,750.00	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			40,750.00	40,750.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	10,356.00	9,971.00	-3.7%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	591.00	591.00	0.0%
Health and Welfare Benefits		3401-3402	455.00	455.00	0.0%
Unemployment Insurance		3501-3502	21.00	21.00	0.0%
Workers' Compensation		3601-3602	625.00	653.00	4.5%
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	1,425.00	1,450.00	1.8%
TOTAL, EMPLOYEE BENEFITS			13,473.00	13,141.00	-2.5%
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	1,000.00	1,000.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,000.00	1,000.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,000.00	1,000.00	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	13,000.00	13,000.00	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	85,650.00	180,810.00	111.1%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			99,650.00	194,810.00	95.5%
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	10,000.00	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			10,000.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			164,873.00	249,701.00	51.5%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 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	5,000.00	5,000.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			5,000.00	5,000.00	0.0%
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)			(5,000.00)	(5,000.00)	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 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	3,386.00	3,386.00	0.0%
4) Other Local Revenue		8600-8799	277,211.00	327,211.00	18.0%
5) TOTAL, REVENUES			280,597.00	330,597.00	17.8%
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		110,873.00	120,466.00	8.7%
8) Plant Services	8000-8999		54,000.00	129,235.00	139.3%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			164,873.00	249,701.00	51.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			115,724.00	80,896.00	-30.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	5,000.00	5,000.00	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			(5,000.00)	(5,000.00)	0.0%

Description	Function Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			110,724.00	75,896.00	-31.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,130,638.60	2,241,362.60	5.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,130,638.60	2,241,362.60	5.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,130,638.60	2,241,362.60	5.2%
2) Ending Balance, June 30 (E + F1e)					
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	2,241,362.60	2,317,258.60	3.4%
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	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	2019-20 Estimated Actuals	2020-21 Budget
9010	Other Restricted Local	2,241,362.60	2,317,258.60
Total, Restricted Balance		<u>2,241,362.60</u>	<u>2,317,258.60</u>

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 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	6,000.00	4,500.00	-25.0%
5) TOTAL REVENUES			6,000.00	4,500.00	-25.0%
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	10,850.00	0.00	-100.0%
6) Capital Outlay		6000-6999	90,275.00	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			101,125.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(95,125.00)	4,500.00	-104.7%
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	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(95,125.00)	4,500.00	-104.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	241,987.18	146,862.18	-39.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			241,987.18	146,862.18	-39.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			241,987.18	146,862.18	-39.3%
2) Ending Balance, June 30 (E + F1e)			146,862.18	151,362.18	3.1%
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					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	146,862.18	151,362.18	3.1%
Mello Roos Projects	0000	9780		151,362.18	
Mello Roos Projects	0000	9780	146,862.18		
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	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	143,195.88		
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			143,195.88		
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)			143,195.88		

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 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		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	6,000.00	4,500.00	-25.0%
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			6,000.00	4,500.00	-25.0%
TOTAL, REVENUES			6,000.00	4,500.00	-25.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 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%
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	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	10,850.00	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			10,850.00	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	9,900.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	80,375.00	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			90,275.00	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			101,125.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 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	2019-20 Estimated Actuals	2020-21 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	2019-20 Estimated Actuals	2020-21 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	6,000.00	4,500.00	-25.0%
5) TOTAL REVENUES			6,000.00	4,500.00	-25.0%
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		101,125.00	0.00	-100.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL EXPENDITURES			101,125.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(95,125.00)	4,500.00	-104.7%
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	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(95,125.00)	4,500.00	-104.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	241,987.18	146,862.18	-39.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			241,987.18	146,862.18	-39.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			241,987.18	146,862.18	-39.3%
2) Ending Balance, June 30 (E + F1e)					
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					
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	146,862.18	151,362.18	3.1%
Mello Roos Projects	0000	9780		151,362.18	
Mello Roos Projects	0000	9780	146,862.18		
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

<u>Resource</u>	<u>Description</u>	<u>2019-20 Estimated Actuals</u>	<u>2020-21 Budget</u>
	Total, Restricted Balance	0.00	0.00

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 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	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		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)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	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	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,546,622.00	1,546,622.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,546,622.00	1,546,622.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,546,622.00	1,546,622.00	0.0%
2) Ending Balance, June 30 (E + F1e)			1,546,622.00	1,546,622.00	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					
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	1,546,622.00	1,546,622.00	0.0%
Debt Service	0000	9780		1,546,622.00	
Debt Service	0000	9780	1,546,622.00		
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	2019-20 Estimated Actuals	2020-21 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	2019-20 Estimated Actuals	2020-21 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 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	0.00	0.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes					
		8629	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2019-20 Estimated Actuals	2020-21 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	2019-20 Estimated Actuals	2020-21 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	0.00	0.00	0.0%
5) TOTAL REVENUES			0.00	0.00	0.0%
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)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	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	2019-20 Estimated Actuals	2020-21 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,546,622.00	1,546,622.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,546,622.00	1,546,622.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,546,622.00	1,546,622.00	0.0%
2) Ending Balance, June 30 (E + F1e)			1,546,622.00	1,546,622.00	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 (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,546,622.00	1,546,622.00	0.0%
Debt Service	0000	9780		1,546,622.00	
Debt Service	0000	9780	1,546,622.00		
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	2019-20 Estimated Actuals	2020-21 Budget
	Total, Restricted Balance	0.00	0.00

Description	2019-20 Estimated Actuals			2020-21 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)	3,401.94	3,401.94	3,446.59	3,401.94	3,401.94	3,401.94
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)	3,401.94	3,401.94	3,446.59	3,401.94	3,401.94	3,401.94
5. District Funded County Program ADA						
a. County Community Schools	2.00	2.00	2.00	0.00	0.00	0.00
b. Special Education-Special Day Class	9.06	9.06	9.06	9.06	9.06	9.06
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 A5a through A5f)	11.06	11.06	11.06	9.06	9.06	9.06
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	3,413.00	3,413.00	3,457.65	3,411.00	3,411.00	3,411.00
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2019-20 Estimated Actuals			2020-21 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)						

Description	2019-20 Estimated Actuals			2020-21 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools. Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School 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, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School 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. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School 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, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School 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. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF JUNE										
A. BEGINNING CASH			1,081,310.00	3,783,943.00	2,324,533.00	3,340,876.00	1,884,930.00	1,232,444.00	3,464,952.00	3,319,982.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		987,949.00	987,949.00	2,813,419.00	1,778,309.00	1,778,309.00	2,813,419.00	1,778,309.00	1,778,309.00
Property Taxes	8020-8079		31,045.00	371.00	453.00		77,484.00	13,124.00	3,078,272.00	899,268.00
Miscellaneous Funds	8080-8099									
Federal Revenue	8100-8299			17,295.00	797,182.00	1,000.00	572,974.00	10,000.00	760,538.00	35,000.00
Other State Revenue	8300-8599					46,500.00	237,354.00	109,474.00	182,301.00	
Other Local Revenue	8600-8799		34,149.00	40,737.00	456,106.00	133,141.00	203,764.00	83,678.00	171,547.00	259,425.00
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			1,053,143.00	1,046,352.00	4,067,160.00	1,958,950.00	2,869,885.00	3,029,695.00	5,970,967.00	2,972,002.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		1,155,237.00	1,569,685.00	1,565,688.00	1,615,164.00	1,615,164.00	130,458.00	3,134,778.00	1,567,867.00
Classified Salaries	2000-2999		590,679.00	649,625.00	645,512.00	649,732.00	649,472.00	50,110.00	1,248,455.00	651,323.00
Employee Benefits	3000-3999		90,693.00	600,000.00	600,000.00	650,000.00	650,000.00	160,000.00	1,264,146.00	685,000.00
Books and Supplies	4000-4999		29,319.00	86,781.00	150,000.00	50,000.00	150,000.00	84,740.00	84,740.00	84,740.00
Services	5000-5999		223,755.00	150,000.00	175,000.00	50,000.00	175,000.00	371,879.00	371,879.00	371,879.00
Capital Outlay	6000-6599									
Other Outgo	7000-7499								11,939.00	
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			2,089,683.00	3,056,091.00	3,136,200.00	3,014,896.00	3,239,636.00	797,187.00	6,115,937.00	3,360,809.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299		3,889,173.00	565,329.00	485,383.00					
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL			0.00	3,889,173.00	565,329.00	485,383.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599		150,000.00	15,000.00	400,000.00	400,000.00	282,735.00			
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL			0.00	150,000.00	15,000.00	400,000.00	400,000.00	282,735.00	0.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910		0.00							
TOTAL BALANCE SHEET ITEMS			0.00	3,739,173.00	550,329.00	85,383.00	(400,000.00)	(282,735.00)	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)			2,702,633.00	(1,459,410.00)	1,016,343.00	(1,455,946.00)	(652,486.00)	2,232,508.00	(144,970.00)	(388,807.00)
F. ENDING CASH (A + E)			3,783,943.00	2,324,533.00	3,340,876.00	1,884,930.00	1,232,444.00	3,464,952.00	3,319,982.00	2,931,175.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF JUNE									
A. BEGINNING CASH		2,931,175.00	3,227,324.00	2,257,085.00	2,189,126.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	2,813,419.00	1,000,000.00			5,370,037.00		23,899,428.00	23,899,428.00
Property Taxes	8020-8079	763.00	1,260,563.00		967,595.00			6,328,938.00	6,328,938.00
Miscellaneous Funds	8080-8099							0.00	0.00
Federal Revenue	8100-8299	311,500.00	22,039.00	10,000.00	10,000.00	975,342.00		3,522,870.00	3,522,870.00
Other State Revenue	8300-8599	354,517.00				2,020,692.00		3,182,886.00	3,182,886.00
Other Local Revenue	8600-8799	176,989.00	109,815.00	239,897.00	201,602.00	226,666.00		2,337,516.00	2,337,516.00
Interfund Transfers In	8910-8929					5,000.00		5,000.00	5,000.00
All Other Financing Sources	8930-8979					10,000.00		10,000.00	10,000.00
TOTAL RECEIPTS		3,657,188.00	2,392,417.00	249,897.00	1,411,245.00	8,607,737.00	0.00	39,286,638.00	39,286,638.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,567,654.00	1,571,097.00	1,547,910.00	1,571,072.00	34,220.00		18,645,994.00	18,645,994.00
Classified Salaries	2000-2999	651,766.00	649,940.00	663,327.00	663,326.00	45,668.00		7,808,935.00	7,808,935.00
Employee Benefits	3000-3999	685,000.00	685,000.00	650,000.00	685,000.00	2,441,989.00		9,846,828.00	9,846,828.00
Books and Supplies	4000-4999	84,740.00	84,740.00	84,740.00	84,738.00	100,000.00		1,159,278.00	1,159,278.00
Services	5000-5999	371,879.00	371,879.00	371,879.00	371,881.00	100,000.00		3,476,910.00	3,476,910.00
Capital Outlay	6000-6599							0.00	0.00
Other Outgo	7000-7499					(90,088.00)		(78,149.00)	(78,149.00)
Interfund Transfers Out	7600-7629					182,232.00		182,232.00	182,232.00
All Other Financing Uses	7630-7699							0.00	0.00
TOTAL DISBURSEMENTS		3,361,039.00	3,362,656.00	3,317,856.00	3,376,017.00	2,814,021.00	0.00	41,042,028.00	41,042,028.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							4,939,885.00	
Due From Other Funds	9310			3,000,000.00				3,000,000.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490					0.00		0.00	
SUBTOTAL		0.00	0.00	3,000,000.00	0.00	0.00	0.00	7,939,885.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							1,247,735.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	1,247,735.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	3,000,000.00	0.00	0.00	0.00	6,692,150.00	
E. NET INCREASE/DECREASE (B - C + D)		296,149.00	(970,239.00)	(67,959.00)	(1,964,772.00)	5,793,716.00	0.00	4,936,760.00	(1,755,390.00)
F. ENDING CASH (A + E)		3,227,324.00	2,257,085.00	2,189,126.00	224,354.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								6,018,070.00	

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF JUNE										
A. BEGINNING CASH			224,354.00	580,748.00	898,944.00	4,225,901.00	2,768,686.00	2,114,931.00	1,342,777.00	691,606.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
Principal Apportionment	8010-8019		987,245.00	987,245.00	2,812,151.00	1,777,040.00	1,777,040.00	2,812,151.00	1,777,040.00	1,777,040.00
Property Taxes	8020-8079		31,045.00	371.00	453.00		77,484.00	13,124.00	3,078,272.00	899,268.00
Miscellaneous Funds	8080-8099									
Federal Revenue	8100-8299			17,295.00	295,644.00	1,000.00	572,974.00	10,000.00	259,000.00	35,000.00
Other State Revenue	8300-8599					46,500.00	237,354.00	109,474.00	182,301.00	
Other Local Revenue	8600-8799		34,149.00	40,737.00	456,106.00	133,141.00	203,764.00	83,678.00	171,547.00	259,425.00
Interfund Transfers In	8910-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			1,052,439.00	1,045,648.00	3,564,354.00	1,957,681.00	2,868,616.00	3,028,427.00	5,468,160.00	2,970,733.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		1,155,237.00	1,569,685.00	1,565,688.00	1,615,164.00	1,615,164.00	130,458.00	3,134,778.00	1,567,867.00
Classified Salaries	2000-2999		590,679.00	649,625.00	645,512.00	649,732.00	649,472.00	50,110.00	1,248,455.00	651,323.00
Employee Benefits	3000-3999		90,693.00	600,000.00	600,000.00	650,000.00	650,000.00	160,000.00	1,264,146.00	685,000.00
Books and Supplies	4000-4999		29,318.00	86,780.00	150,000.00	50,000.00	150,000.00	84,740.00	84,740.00	84,740.00
Services	5000-5999		223,756.00	150,000.00	175,000.00	50,000.00	175,000.00	375,273.00	375,273.00	375,273.00
Capital Outlay	6000-6599									
Other Outgo	7000-7499								11,939.00	
Interfund Transfers Out	7600-7629									
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			2,089,683.00	3,056,090.00	3,136,200.00	3,014,896.00	3,239,636.00	800,581.00	6,119,331.00	3,364,203.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299		1,543,638.00	2,343,638.00	3,298,803.00					
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Deferred Outflows of Resources	9490									
SUBTOTAL			0.00	1,543,638.00	2,343,638.00	3,298,803.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599		150,000.00	15,000.00	400,000.00	400,000.00	282,735.00			
Due To Other Funds	9610							3,000,000.00		
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL			0.00	150,000.00	15,000.00	400,000.00	400,000.00	282,735.00	3,000,000.00	0.00
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS			0.00	1,393,638.00	2,328,638.00	2,898,803.00	(400,000.00)	(282,735.00)	(3,000,000.00)	0.00
E. NET INCREASE/DECREASE (B - C + D)			356,394.00	318,196.00	3,326,957.00	(1,457,215.00)	(653,755.00)	(772,154.00)	(651,171.00)	(393,470.00)
F. ENDING CASH (A + E)			580,748.00	898,944.00	4,225,901.00	2,768,686.00	2,114,931.00	1,342,777.00	691,606.00	298,136.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF	JUNE								
A. BEGINNING CASH		298,136.00	589,623.00	393,030.00	1,066,312.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	2,812,151.00	1,777,040.00	1,777,040.00	2,812,151.00			23,885,334.00	23,885,334.00
Property Taxes	8020-8079	763.00	1,260,563.00	967,595.00				6,328,938.00	6,358,938.00
Miscellaneous Funds	8080-8099							0.00	
Federal Revenue	8100-8299	311,500.00	22,039.00	10,000.00	10,000.00	975,342.00		2,519,794.00	2,519,794.00
Other State Revenue	8300-8599	354,517.00			232,049.00	2,020,692.00		3,182,887.00	3,182,887.00
Other Local Revenue	8600-8799	176,989.00	109,815.00	239,897.00	201,603.00	226,665.00		2,337,516.00	2,337,516.00
Interfund Transfers In	8910-8929			1,000,000.00				1,000,000.00	
All Other Financing Sources	8930-8979							0.00	
TOTAL RECEIPTS		3,655,920.00	3,169,457.00	3,994,532.00	3,255,803.00	3,222,699.00	0.00	39,254,469.00	38,284,469.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	1,567,654.00	1,571,097.00	1,547,910.00	1,571,072.00	260,579.00		18,872,353.00	18,872,353.00
Classified Salaries	2000-2999	651,766.00	649,940.00	663,327.00	663,326.00	144,973.00		7,908,240.00	7,908,240.00
Employee Benefits	3000-3999	685,000.00	685,000.00	650,000.00	685,000.00	2,345,981.00		9,750,820.00	9,750,820.00
Books and Supplies	4000-4999	84,740.00	84,740.00	84,740.00	84,740.00	100,000.00		1,159,278.00	1,159,278.00
Services	5000-5999	375,273.00	375,273.00	375,273.00	375,273.00	100,000.00		3,500,667.00	3,500,667.00
Capital Outlay	6000-6599							0.00	
Other Outgo	7000-7499					(90,070.00)		(78,131.00)	(78,131.00)
Interfund Transfers Out	7600-7629					182,232.00		182,232.00	182,232.00
All Other Financing Uses	7630-7699							0.00	
TOTAL DISBURSEMENTS		3,364,433.00	3,366,050.00	3,321,250.00	3,379,411.00	3,043,695.00	0.00	41,295,459.00	41,295,459.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							7,186,079.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	7,186,079.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							1,247,735.00	
Due To Other Funds	9610							3,000,000.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	4,247,735.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	2,938,344.00	
E. NET INCREASE/DECREASE (B - C + D)		291,487.00	(196,593.00)	673,282.00	(123,608.00)	179,004.00	0.00	897,354.00	(3,010,990.00)
F. ENDING CASH (A + E)		589,623.00	393,030.00	1,066,312.00	942,704.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								1,121,708.00	

Description	Object Codes	2020-21 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 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	30,228,366.00	-0.05%	30,214,272.00	0.05%	30,228,006.00
2. Federal Revenues	8100-8299	0.00	0.00%		0.00%	
3. Other State Revenues	8300-8599	630,716.00	0.00%	630,716.00	0.00%	630,716.00
4. Other Local Revenues	8600-8799	366,879.00	0.00%	366,879.00	0.00%	366,879.00
5. Other Financing Sources						
a. Transfers In	8900-8929	5,000.00	0.00%	5,000.00	0.00%	5,000.00
b. Other Sources	8930-8979	10,000.00	0.00%	10,000.00	0.00%	10,000.00
c. Contributions	8980-8999	(4,502,014.00)	3.12%	(4,642,611.00)	5.80%	(4,911,781.00)
6. Total (Sum lines A1 thru A5c)		26,738,947.00	-0.58%	26,584,256.00	-0.96%	26,328,820.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				14,490,720.00		15,148,700.00
b. Step & Column Adjustment				174,832.00		174,832.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				483,148.00		5,362.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	14,490,720.00	4.54%	15,148,700.00	1.19%	15,328,894.00
2. Classified Salaries						
a. Base Salaries				5,182,400.00		5,346,176.00
b. Step & Column Adjustment				67,174.00		67,174.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				96,602.00		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	5,182,400.00	3.16%	5,346,176.00	1.26%	5,413,350.00
3. Employee Benefits	3000-3999	6,075,005.00	1.57%	6,170,675.00	4.18%	6,428,523.00
4. Books and Supplies	4000-4999	530,753.00	33.91%	710,753.00	0.00%	710,753.00
5. Services and Other Operating Expenditures	5000-5999	2,194,583.00	2.73%	2,254,509.00	0.00%	2,254,509.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	48,150.00	-100.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(334,551.00)	0.00%	(334,551.00)	0.00%	(334,551.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	182,232.00	0.00%	182,232.00	0.00%	182,232.00
b. Other Uses	7630-7699	0.00	0.00%	(2,825,000.00)	29.20%	(3,650,000.00)
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		28,369,292.00	-6.05%	26,653,494.00	-1.20%	26,333,710.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		(1,630,345.00)		(69,238.00)		(4,890.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		2,957,930.83		1,327,585.83		1,258,347.83
2. Ending Fund Balance (Sum lines C and D1)		1,327,585.83		1,258,347.83		1,253,457.83
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	20,000.00		20,000.00		20,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	76,280.00		76,280.00		76,280.00
c. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,231,305.83		1,162,067.83		1,157,177.83
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,327,585.83		1,258,347.83		1,253,457.83

Description	Object Codes	2020-21 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,231,305.83		1,162,067.83		1,157,177.83
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
		1,231,305.83		1,162,067.83		1,157,177.83
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.						
Change of \$483,148 is the loss of Federal stimulus funding and longevity increase of \$5,363.00 for the certificated and the change of \$96,602 in classified is the loss of Federal stimulus funds in 2021-22. The (-\$2,825,000) is the necessary cuts and 2022-23 the (-3,650,000) includes the need for additional cuts of (- \$850,000). Cuts are being identified and discussed with all stakeholders including GEFA and CSEA.						

Description	Object Codes	2020-21 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 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	3,522,870.00	-28.47%	2,519,794.00	0.00%	2,519,794.00
3. Other State Revenues	8300-8599	2,552,170.00	0.00%	2,552,170.00	0.00%	2,552,170.00
4. Other Local Revenues	8600-8799	1,970,637.00	0.00%	1,970,637.00	0.00%	1,970,637.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%		0.00%	
b. Other Sources	8930-8979	0.00	0.00%		0.00%	
c. Contributions	8980-8999	4,502,014.00	3.12%	4,642,611.00	5.80%	4,911,781.00
6. Total (Sum lines A1 thru A5c)		12,547,691.00	-6.87%	11,685,212.00	2.30%	11,954,382.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				4,155,274.00		3,723,653.00
b. Step & Column Adjustment				46,165.00		46,165.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(477,786.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	4,155,274.00	-10.39%	3,723,653.00	1.24%	3,769,818.00
2. Classified Salaries						
a. Base Salaries				2,626,535.00		2,562,063.00
b. Step & Column Adjustment				32,130.00		32,130.00
c. Cost-of-Living Adjustment						
d. Other Adjustments				(96,602.00)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	2,626,535.00	-2.45%	2,562,063.00	1.25%	2,594,193.00
3. Employee Benefits	3000-3999	3,771,823.00	-5.08%	3,580,145.00	2.33%	3,663,680.00
4. Books and Supplies	4000-4999	628,525.00	-28.64%	448,525.00	0.00%	448,525.00
5. Services and Other Operating Expenditures	5000-5999	1,282,327.00	-2.82%	1,246,158.00	1.91%	1,269,915.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	208,252.00	0.00%	208,252.00	0.00%	208,252.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		12,672,736.00	-7.13%	11,768,796.00	1.58%	11,954,383.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(125,045.00)		(83,584.00)		(1.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1c)		208,630.94		83,585.94		1.94
2. Ending Fund Balance (Sum lines C and D1)		83,585.94		1.94		0.94
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00				
b. Restricted	9740	83,586.04		1.94		0.94
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	(0.10)		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		83,585.94		1.94		0.94

Description	Object Codes	2020-21 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 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.						
Reduction of restricted funds moved to unrestricted						

Description	Object Codes	2020-21 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 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. LCFE/Revenue Limit Sources	8010-8099	30,228,366.00	-0.05%	30,214,272.00	0.05%	30,228,006.00
2. Federal Revenues	8100-8299	3,522,870.00	-28.47%	2,519,794.00	0.00%	2,519,794.00
3. Other State Revenues	8300-8599	3,182,886.00	0.00%	3,182,886.00	0.00%	3,182,886.00
4. Other Local Revenues	8600-8799	2,337,516.00	0.00%	2,337,516.00	0.00%	2,337,516.00
5. Other Financing Sources						
a. Transfers In	8900-8929	5,000.00	0.00%	5,000.00	0.00%	5,000.00
b. Other Sources	8930-8979	10,000.00	0.00%	10,000.00	0.00%	10,000.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		39,286,638.00	-2.59%	38,269,468.00	0.04%	38,283,202.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				18,645,994.00		18,872,353.00
b. Step & Column Adjustment				220,997.00		220,997.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				5,362.00		5,362.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	18,645,994.00	1.21%	18,872,353.00	1.20%	19,098,712.00
2. Classified Salaries						
a. Base Salaries				7,808,935.00		7,908,239.00
b. Step & Column Adjustment				99,304.00		99,304.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	7,808,935.00	1.27%	7,908,239.00	1.26%	8,007,543.00
3. Employee Benefits	3000-3999	9,846,828.00	-0.98%	9,750,820.00	3.50%	10,092,203.00
4. Books and Supplies	4000-4999	1,159,278.00	0.00%	1,159,278.00	0.00%	1,159,278.00
5. Services and Other Operating Expenditures	5000-5999	3,476,910.00	0.68%	3,500,667.00	0.68%	3,524,424.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	48,150.00	-100.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(126,299.00)	0.00%	(126,299.00)	0.00%	(126,299.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	182,232.00	0.00%	182,232.00	0.00%	182,232.00
b. Other Uses	7630-7699	0.00	0.00%	(2,825,000.00)	29.20%	(3,650,000.00)
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		41,042,028.00	-6.38%	38,422,290.00	-0.35%	38,288,093.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(1,755,390.00)		(152,822.00)		(4,891.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		3,166,561.77		1,411,171.77		1,258,349.77
2. Ending Fund Balance (Sum lines C and D1)		1,411,171.77		1,258,349.77		1,253,458.77
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	20,000.00		20,000.00		20,000.00
b. Restricted	9740	83,586.04		1.94		0.94
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	76,280.00		76,280.00		76,280.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	1,231,305.83		1,162,067.83		1,157,177.83
2. Unassigned/Unappropriated	9790	(0.10)		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,411,171.77		1,258,349.77		1,253,458.77

Description	Object Codes	2020-21 Budget (Fonn 01) (A)	% Change (Cols. C-A/A) (B)	2021-22 Projection (C)	% Change (Cols. E-C/C) (D)	2022-23 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	1,231,305.83		1,162,067.83		1,157,177.83
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(0.10)		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)		1,231,305.73		1,162,067.83		1,157,177.83
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.00%		3.02%		3.02%
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)						
		3,401.94		3,401.94		3,401.94
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		41,042,028.00		38,422,290.00		38,288,093.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		41,042,028.00		38,422,290.00		38,288,093.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		1,231,260.84		1,152,668.70		1,148,642.79
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)		1,231,260.84		1,152,668.70		1,148,642.79
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

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 (2017-18)				
District Regular	3,481	3,468		
Charter School				
Total ADA	3,481	3,468	0.4%	Met
Second Prior Year (2018-19)				
District Regular	3,481	3,478		
Charter School				
Total ADA	3,481	3,478	0.1%	Met
First Prior Year (2019-20)				
District Regular	3,441	3,447		
Charter School		0		
Total ADA	3,441	3,447	N/A	Met
Budget Year (2020-21)				
District Regular	3,402			
Charter School	0			
Total ADA	3,402			

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 (2017-18)				
District Regular		3,595		
Charter School				
Total Enrollment		3,595	3,639	N/A
Second Prior Year (2018-19)				
District Regular		3,651		
Charter School				
Total Enrollment		3,651	3,580	1.9%
First Prior Year (2019-20)				
District Regular		3,610		
Charter School				
Total Enrollment		3,610	3,546	1.8%
Budget Year (2020-21)				
District Regular		3,545		
Charter School				
Total Enrollment		3,545		

2B. Comparison of District Enrollment to the Standard

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

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

Explanation:
(required if NOT met)

The housing starts projection was higher than actuals

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

Explanation:
(required if NOT met)

The housing starts projection was higher than actuals

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 (2017-18)			
District Regular	3,468	3,639	
Charter School		0	
Total ADA/Enrollment	3,468	3,639	95.3%
Second Prior Year (2018-19)			
District Regular	3,433	3,580	
Charter School			
Total ADA/Enrollment	3,433	3,580	95.9%
First Prior Year (2019-20)			
District Regular	3,402	3,546	
Charter School	0		
Total ADA/Enrollment	3,402	3,546	95.9%
Historical Average Ratio:			95.7%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			96.2%

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

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2020-21)				
District Regular	3,402	3,545		
Charter School	0			
Total ADA/Enrollment	3,402	3,545	96.0%	Met
1st Subsequent Year (2021-22)				
District Regular	3,402	3,545		
Charter School				
Total ADA/Enrollment	3,402	3,545	96.0%	Met
2nd Subsequent Year (2022-23)				
District Regular	3,402	3,545		
Charter School				
Total ADA/Enrollment	3,402	3,545	96.0%	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 gap funding or cost-of-living adjustment (COLA)¹ 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 gap funding or COLA¹ and its economic recovery target payment, plus or minus one percent.

¹ Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

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 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

Projected LCFF Revenue

	Prior Year (2019-20)	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	3,457.65	3,411.00	3,411.00	3,411.00
b. Prior Year ADA (Funded)		3,457.65	3,411.00	3,411.00
c. Difference (Step 1a minus Step 1b)		(46.65)	0.00	0.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		-1.35%	0.00%	0.00%
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		32,866,442.00	30,228,366.00	30,214,272.00
b1. COLA percentage		0.00%	0.00%	0.00%
b2. COLA amount (proxy for purposes of this criterion)		0.00	0.00	0.00
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		0.00%	0.00%	0.00%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)				
		-1.35%	0.00%	0.00%
LCFF Revenue Standard (Step 3, plus/minus 1%):		-2.35% to -.35%	-1.00% to 1.00%	-1.00% to 1.00%

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 (2019-20)	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	6,328,938.00	6,328,938.00	6,328,938.00	6,328,938.00
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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Necessary Small School Standard (COLA Step 2c, 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 (2019-20)	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	32,872,581.00	30,228,366.00	30,214,272.00	30,228,006.00
District's Projected Change in LCFF Revenue:		-8.04%	-0.05%	0.05%
LCFF Revenue Standard:		-2.35% to -.35%	-1.00% to 1.00%	-1.00% to 1.00%
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)

Suspension of COLA and reduction of 7.92% of the base funding due to the COVID 19 pandemic.

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	
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	
Third Prior Year (2017-18)	25,317,998.22	29,429,048.47	86.0%	
Second Prior Year (2018-19)	26,044,579.70	28,342,425.47	91.9%	
First Prior Year (2019-20)	26,462,776.00	29,398,353.00	90.0%	
	Historical Average Ratio:		89.3%	

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	86.3% to 92.3%	86.3% to 92.3%	86.3% to 92.3%

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		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)	of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures		
Budget Year (2020-21)	25,748,125.00	28,187,060.00	91.3%		Met
1st Subsequent Year (2021-22)	26,665,551.00	29,296,262.00	91.0%		Met
2nd Subsequent Year (2022-23)	27,170,767.00	29,801,478.00	91.2%		Met

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

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

- 1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	-1.35%	0.00%	0.00%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-11.35% to 8.65%	-10.00% to 10.00%	-10.00% to 10.00%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-6.35% to 3.65%	-5.00% to 5.00%	-5.00% to 5.00%

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

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

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

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2019-20)	3,125,584.00		
Budget Year (2020-21)	3,522,870.00	12.71%	Yes
1st Subsequent Year (2021-22)	2,519,794.00	-28.47%	Yes
2nd Subsequent Year (2022-23)	2,519,794.00	0.00%	No

Explanation:
(required if Yes) Reduction of one time Federal ESSER funds of \$1,003,076.00 in 2021-22.

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2019-20)	4,073,574.00		
Budget Year (2020-21)	3,182,886.00	-21.87%	Yes
1st Subsequent Year (2021-22)	3,182,886.00	0.00%	No
2nd Subsequent Year (2022-23)	3,182,886.00	0.00%	No

Explanation:
(required if Yes) Reduction of one time PS Special Education, Middle School Foundation Academies Planning Grant, State Lottery, Cal Recycle Grant, & COVID 19 funding.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2019-20)	2,733,954.00		
Budget Year (2020-21)	2,337,516.00	-14.50%	Yes
1st Subsequent Year (2021-22)	2,337,516.00	0.00%	No
2nd Subsequent Year (2022-23)	2,337,516.00	0.00%	No

Explanation:
(required if Yes) Reduction of Census Grant and NGSS Grant.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)			
First Prior Year (2019-20)	2,362,132.00		
Budget Year (2020-21)	1,159,278.00	-50.92%	Yes
1st Subsequent Year (2021-22)	1,159,278.00	0.00%	No
2nd Subsequent Year (2022-23)	1,159,278.00	0.00%	No

Explanation:
(required if Yes) Prior year carryovers have not been added to the 2020-21 budget.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2019-20)	4,292,092.00		
Budget Year (2020-21)	3,476,910.00	-18.99%	Yes
1st Subsequent Year (2021-22)	3,500,667.00	0.68%	No
2nd Subsequent Year (2022-23)	3,524,424.00	0.68%	No

Explanation:
(required if Yes) Prior year carryovers have not been added to the 2020-21 budget.

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 (2019-20)	9,933,112.00		
Budget Year (2020-21)	9,043,272.00	-8.96%	Met
1st Subsequent Year (2021-22)	8,040,196.00	-11.09%	Not Met
2nd Subsequent Year (2022-23)	8,040,196.00	0.00%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2019-20)	6,654,224.00		
Budget Year (2020-21)	4,636,188.00	-30.33%	Not Met
1st Subsequent Year (2021-22)	4,659,945.00	0.51%	Met
2nd Subsequent Year (2022-23)	4,683,702.00	0.51%	Met

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

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

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

Explanation:
Federal Revenue
(linked from 6B
if NOT met) Reduction of one time Federal ESSER funds of \$1,003,076.00 in 2021-22.

Explanation:
Other State Revenue
(linked from 6B
if NOT met) Reduction of one time PS Special Education, Middle School Foundation Academies Planning Grant, State Lottery, Cal Recycle Grant, & COVID 19 funding.

Explanation:
Other Local Revenue
(linked from 6B
if NOT met) Reduction of Census Grant and NGSS Grant.

- 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) Prior year carryovers have not been added to the 2020-21 budget.

Explanation:
Services and Other Exps
(linked from 6B
if NOT met) Prior year carryovers have not been added to the 2020-21 budget.

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?
- b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999)	41,042,028.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)				
c. Net Budgeted Expenditures and Other Financing Uses	41,042,028.00	3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution ¹ to the Ongoing and Major Maintenance Account	Status
		1,231,260.84	1,179,500.00	Not 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:

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

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

Due to the fiscal flexibility provision in the Governor's May Revise authorizing to exclude the state's pension on behalf from the Routine Restricted Maintenance Account calculation. \$41,041,806.00 - \$1,730,375.00 = \$39,311,431.00 x 3% = \$1,179,342

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 (2017-18)	Second Prior Year (2018-19)	First Prior Year (2019-20)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	1,259,962.00	2,261,777.67	2,862,530.83
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	0.00
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	(0.10)
e. Available Reserves (Lines 1a through 1d)	1,259,962.00	2,261,777.67	2,862,530.73
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	41,998,737.43	40,909,462.29	44,022,551.00
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	41,998,737.43	40,909,462.29	44,022,551.00
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	3.0%	5.5%	6.5%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	1.0%	1.8%	2.2%

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 (2017-18)	(2,388,767.75)	29,702,504.54	8.0%	Not Met
Second Prior Year (2018-19)	787,876.42	28,673,924.59	N/A	Met
First Prior Year (2019-20)	(250,456.00)	29,630,905.00	0.8%	Met
Budget Year (2020-21) (Information only)	(1,630,345.00)	28,369,292.00		

8C. Comparison of District Deficit Spending to the Standard

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

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

Due to the large carryovers of one time funds and Prop 39 funds.

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 (If overestimated, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
Third Prior Year (2017-18)	3,522,971.64	4,809,278.16	N/A	Met
Second Prior Year (2018-19)	1,541,313.96	2,420,510.41	N/A	Met
First Prior Year (2019-20)	2,027,353.00	3,208,386.83	N/A	Met
Budget Year (2020-21) (Information only)	2,957,930.83			

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 \$71,000 (greater of)	0	to 300
4% or \$71,000 (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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	3,402	3,402	3,402
District's Reserve Standard Percentage Level:	3%	3%	3%

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

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

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

- b. Special Education Pass-through Funds
(Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Special Education Pass-through Funds	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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	41,042,028.00	38,422,290.00	38,288,093.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	41,042,028.00	38,422,290.00	38,288,093.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	1,231,260.84	1,152,668.70	1,148,642.79
6. Reserve Standard - by Amount (\$71,000 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)	1,231,260.84	1,152,668.70	1,148,642.79

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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	1,231,305.83	1,162,067.83	1,157,177.83
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00	0.00	0.00
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	(0.10)	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)	1,231,305.73	1,162,067.83	1,157,177.83
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.00%	3.02%	3.02%
District's Reserve Standard (Section 10B, Line 7):	1,231,260.84	1,152,668.70	1,148,642.79
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

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

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

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

S1. Contingent Liabilities

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

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

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?

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?

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)?

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: If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the 1st and 2nd Subsequent Years. Click the appropriate button for Item 1d. All other data are extracted or 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 (2019-20)	(5,201,033.00)			
Budget Year (2020-21)	(4,502,014.00)	(699,019.00)	-13.4%	Not Met
1st Subsequent Year (2021-22)	(4,642,611.00)	140,597.00	3.1%	Met
2nd Subsequent Year (2022-23)	(4,911,781.00)	289,170.00	5.8%	Met
1b. Transfers In, General Fund *				
First Prior Year (2019-20)	5,000.00			
Budget Year (2020-21)	5,000.00	0.00	0.0%	Met
1st Subsequent Year (2021-22)	5,000.00	0.00	0.0%	Met
2nd Subsequent Year (2022-23)	5,000.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2019-20)	232,552.00			
Budget Year (2020-21)	182,232.00	(50,320.00)	-21.6%	Not Met
1st Subsequent Year (2021-22)	182,232.00	0.00	0.0%	Met
2nd Subsequent Year (2022-23)	182,232.00	0.00	0.0%	Met

1d. **Impact of Capital Projects**
Do you have any capital projects that may impact the general fund operational budget? No

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

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

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

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

Explanation:
(required if NOT met)

The ESSER funds were used to offset the contribution in Special Education.

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

Explanation:
(required if NOT met)

1c. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

Due to the cafeteria fund transfer.

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

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear 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, 2020
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases				
Certificates of Participation				
General Obligation Bonds	29	Fund 51/object 8600	Fund 51/objects 7438-7439	24,068,541
Supp Early Retirement Program	4	General Fund/object 8011	General Fund/object 3900	674,864
State School Building Loans				
Compensated Absences				

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

Type of Commitment	# of Years Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2020
TOTAL:				24,743,405

Type of Commitment (continued)	Prior Year (2019-20)	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
Capital Leases	27,403			
Certificates of Participation				
General Obligation Bonds	1,987,860	1,704,487	1,677,627	1,730,466
Supp Early Retirement Program	273,675	268,175	162,204	162,204
State School Building Loans				
Compensated Absences	131,984			

Other Long-term Commitments (continued):

Type of Commitment	Prior Year (2019-20)	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)	Annual Payment (P & I)
Total Annual Payments:	2,420,922	1,972,662	1,839,831	1,892,670

Has total annual payment increased over prior year (2019-20)?

No

No

No

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

DATA ENTRY: Enter an explanation if Yes.

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

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

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

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

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

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?

No

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:

Retirees pay the amount above the cap per district policy.

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

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 measurement date of the OPEB valuation

5,341,250.00
5,341,250.00
Actuarial
Jul 30, 2019

Data must be entered.

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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
a.	513,423.00	513,423.00	513,423.00
b.	169,460.00	169,460.00	169,460.00
c.	185,473.00	239,952.00	277,061.00
d.	26	28	30

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

2. Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

--

3. Self-Insurance Liabilities

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

4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
 b. Amount contributed (funded) for self-insurance programs

	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)

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) (2019-20)	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of certificated (non-management) full-time-equivalent (FTE) positions	201.4	197.9	195.9	195.9

Certificated (Non-management) Salary and Benefit Negotiations

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

No

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

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

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations 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
(2020-21)

1st Subsequent Year
(2021-22)

2nd Subsequent Year
(2022-23)

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

194,001

7. Amount included for any tentative salary schedule increases

Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)

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

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
No	No	No
1,799,772	1,799,772	1,799,772
60.8%	60.8%	60.8%
0.0%	0.0%	0.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?
If Yes, amount of new costs included in the budget and MYPs
If Yes, explain the nature of the new costs:

No		
----	--	--

Certificated (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Yes	Yes	Yes
220,996	220,996	220,996
0.0%	0.0%	0.0%

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

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

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

Certificated (Non-management) - Other

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

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

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2019-20)	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of classified (non-management) FTE positions	203.8	187.9	185.4	185.4

Classified (Non-management) Salary and Benefit Negotiations

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

No

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

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

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations 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
(2020-21)

1st Subsequent Year
(2021-22)

2nd Subsequent Year
(2022-23)

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

81,429

7. Amount included for any tentative salary schedule increases

Budget Year
(2020-21)

1st Subsequent Year
(2021-22)

2nd Subsequent Year
(2022-23)

--	--	--

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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Yes	Yes	Yes
905,632	905,632	905,632
75.0%	75.0%	75.0%
0.0%	0.0%	0.0%

Classified (Non-management) Prior Year Settlements

- Are any new costs from prior year settlements included in the budget?
If Yes, amount of new costs included in the budget and MYPs
If Yes, explain the nature of the new costs:

No		
----	--	--

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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
99,305	99,305	99,305
0.0%	0.0%	0.0%

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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Yes	Yes	Yes
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) (2019-20)	Budget Year (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Number of management, supervisor, and confidential FTE positions	42.0	38.0	37.0	37.0

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.

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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
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

42,223

4. Amount included for any tentative salary schedule increases

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

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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
Total cost of H&W benefits	277,901	277,901	277,901
Percent of H&W cost paid by employer	61.3%	61.3%	61.3%
Percent projected change in H&W cost over prior year	0.0%	0.0%	0.0%

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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
Cost of step and column adjustments	36,406	36,406	36,406
Percent change in step & column over prior year	0.0%	0.0%	0.0%

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 (2020-21)	1st Subsequent Year (2021-22)	2nd Subsequent Year (2022-23)
Are costs of other benefits included in the budget and MYPs?	Yes	Yes	Yes
Total cost of other benefits	28,800	28,800	28,800
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 an update to the LCAP effective for the budget year?

2. Adoption date of the LCAP or an update to the LCAP.

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?

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?

- A2. Is the system of personnel position control independent from the payroll system?

- A3. Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)

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

- 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?

- A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?

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

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

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

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

Comments:
(optional)

End of School District Budget Criteria and Standards Review
