

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

Special Board Meeting
Thursday, September 10, 2015
5:30 p.m. Closed Session
6:00 p.m. Open Session

GJUESD District Office
1018 C Street, Suite 210, Galt, CA 95632

AGENDA

Anyone may address the Board regarding any item that is within the Board's subject matter jurisdiction. However, the Board may not take action on any item which is not on this agenda as authorized by Government Code Section 54954.2.

Community members and employees may address items on the agenda by filling out a speaker's request form and giving it to the board meeting assistant prior to the start of that agenda item.

Comments are limited to no more than 3 minutes or less pending Board President approval.

A. 5:30 p.m. – Closed Session: District Office Conference Room

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

1. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE, Government Code §54957
2. PUBLIC EMPLOYEE APPOINTMENT, Government Code §54957
 - Title: Interim Director of Business Services
3. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6
Agency Negotiator: Karen Schauer, Claudia Del-Toro Anguiano, Robert Nacario
 - 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 should be 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 by indicating this on the speaker's request form.

E. Reports

Superintendent

1. Bright Future Learning Continuous Improvement Data and Implications for Action
 - 2015 Continuous Improvement Stakeholder Surveys: Youth, Teachers and Parents
 - Smarter Balanced State Testing Update
 - Race To The Top Annual Performance Report (APR)

2. Facilities Master Plan Implementation Update and Joint Powers Authority (JPA) Implications
 - Back-to-School Night Facilities Master Plan Presentations and Community Survey
 - Joint Powers Authority accounts and Facilities Improvement Funds

F. Recommended Actions

131.657	Board Consideration of Approval of GJUESD Contract of Employment for Interim Director of Business Services	MOTION
131.658	Board Consideration of Approval of 2014-15 Unaudited Actuals and 2015-16 Budget Revisions	MOTION
131.659	Board Consideration of Approval of Resolution #4: 2015-16 GANN Limit	MOTION
131.660	Board Consideration of Approval of Out of State Conference Attendance by Karen Schauer, John Gordon, Claudia Del Toro-Anguiano, and Kim Lizama for the Race To The Top-District 2015 Annual Convening in Washington, DC, October 15-16	MOTION
131.661	Public Hearing of Professional Development Educator Effectiveness Expenditure Plan	PUBLIC HEARING

G. Board Discussion

1. Governance Team Continuous Improvement
 - What are the characteristics of a successful School Board, and what do those characteristics look like in practice in a district with a personalized learning focus and a growth mindset? How do Board members assess their own growth and commitment in this new environment?

H. Pending Agenda Items

1. Curriculum, Instruction, Assessment, Technology Alignment
2. Electronic Board Agenda Packet
3. Special Education Services
4. School Furniture Analysis

I. Public Comments for topics not on the agenda

Public comment should be limited to three minutes or less pending Board President approval.

J. Adjournment

The next regular meeting of the GJUESD Board of Education: September 23, 2015

Board agenda materials are available for inspection 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



Board Meeting Agenda Item Information

Meeting Date: 9/10/15	Agenda Item: Closed Session
Presenter: Karen Schauer	Action Item: Information Item: XX
<ol style="list-style-type: none"> 1. PUBLIC EMPLOYEE DISCIPLINE/DISSMISSAL/RELEASE, Government Code §54957 2. PUBLIC EMPLOYEE APPOINTMENT, Government Code §54957 <ul style="list-style-type: none"> ▪ Title: Interim Director of Business Services 3. CONFERENCE WITH LABOR NEGOTIATOR, Government Code §54957.6 Agency Negotiator: Karen Schauer, Claudia Del-Toro Anguiano, Robert Nacario <ul style="list-style-type: none"> ▪ Employee Agency: (GEFA) Galt Elementary Faculty Association ▪ Employee Agency: (CSEA) California School Employee Association ▪ Non-Represented Employees 	



Board Meeting Agenda Item Information

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Superintendent

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1. **Bright Future Learning Continuous Improvement Data and Implications for Action**

2015 Continuous Improvement Stakeholder Surveys: Youth, Teachers and Parents

The WestEd Research and Development organization is serving as an external evaluator for GJUESD and our reform work. WestEd researchers are finalizing stakeholder survey results to be used in guiding Bright Future continuous improvement areas. The survey provides two year feedback trends for LCAP areas pertaining to stakeholder familiarity and/or satisfaction pertaining to personalized learning, Common Core State Standards implementation, blended learning efforts and continuous improvement or evaluation. The 2014-15 survey included facilities, safety and grounds feedback, as well.

Smarter Balanced State Testing Update

We anticipate the public release of SBAC assessment results on September 9, 2015. This state assessment will provide baseline information that can be used with the other on-going district assessments to develop meaningful goals for every learner and factor into continuous improvement efforts.

Race To The Top Annual Performance Report (APR) Due September 30th to U.S. Department of Education

The second APR is due to the U.S. Department of Education on September 30th and will include information that can contribute to 2015-16 LCAP continuous improvement efforts. The report includes: 1) project area accomplishments and insights, 2) performance measures progress, and 3) budget reporting.

2. **Facilities Master Plan Implementation Update and Joint Powers Authority (JPA) Implications**

Facilities: Back-to-School Night Facilities Master Plan Presentations and Community Survey

Six Back-to-School Night presentations have been presented to share Facilities Master Plan efforts, communicate needs and seek feedback. A school presentation example is included in the board packet. In addition, the GJUESD Facilities Community Survey was started on September 1, 2015 involving 400 community stakeholders. The survey data will provide feedback on 1.) community priorities for facilities and 2.) voter support for a possible General Obligation Bond.

Joint Powers Authority accounts and Facilities Improvement Funds

During JPA meetings, facility improvement needs have been discussed by board members. At the last JPA meeting, the board voted to sustain the current reduced tax rate. Debbie Schmidt, former JPA treasurer and retired GJUESD Director of Business Services, researched JPA reserve account areas that could support urgent or future facility's needs.

The JPA bond does not have a reserve account so the JPA local accounts need to keep \$1,000,000 in reserve. This still leaves approximately \$1,000,000 that could be dispersed to the elementary district and high school district. The JPA accounts will still be able to keep an additional \$500,000 in local accounts to absorb any unexpected costs.



Galt Joint Union School District



Facility Master Plan & Facility Needs Presentation

Marengo Ranch Elementary School

September 2015



District Overview



Over 100 years of educating Galt's children

Galt Joint Union ESD

- Galt Joint Union Elementary School District encompasses approximately 27 square miles and serves nearly 3,700 students from the City of Galt and surrounding areas, including a portion of San Joaquin County.
- The District operates a preschool, five elementary schools, and a middle school with original construction dates ranging from 1955 to 2005.
- The average age of our schools is nearly 28 years old. Fairsite School was built in 1955.
- District accomplishments: 1) National recognition as Race To The Top District, 2) State selection as California NGSS Science Early Implementation District, 3) 100% children with Personalized Learning Plans, 4) Wireless access with 3,346 chromebooks, and 5) BFLC/Libraries open year round and after school.

Facility Master Plan



Guiding Principles

Galt Joint Union ESD



- *Creating – innovative facilities that align with and support the GJUESD Bright Future Learning mission and vision.*



- *Building – upon past success to engage GJUESD students, staff, parents and community in the envisioning process.*



- *Promoting – learner focused programs and facilities with equity of opportunities for all GJUESD students to reach their full potential.*



- *Developing – a sustainable plan that is achievable and able to grow and adapt with the GJUESD community.*



- *Communicating – identifiable needs and sharing short and long term goals with GJUESD stakeholders and community to promote future investment.*



- *Enhancing – our neighborhoods by creating learning centers in our schools.*

School Facilities Construction History



Galt Joint Union ESD

- The District operates a preschool, five elementary schools, and a middle school:
 - Fairsite Preschool: Constructed 1955
 - Lake Canyon Elementary School: Constructed 2005
 - Marengo Ranch Elementary School : Constructed 1997
 - River Oaks Elementary School: Constructed 1993
 - Robert McCaffrey Middle School: Constructed 2003
 - Valley Oaks Elementary School: Constructed 1966
 - Vernon E. Greer Elementary School: Constructed 1992

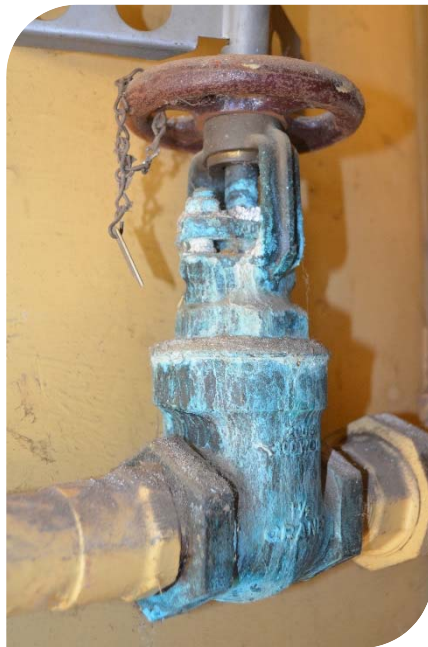
- School ages result in a range of facility improvement needs . . .

Aging Infrastructure



Improvements throughout the District must be made

Galt Joint Union ESD



Deteriorating plumbing systems must be replaced.

Outdated and inefficient HVAC systems need to be replaced.

Aging Infrastructure



Improvements throughout the District must be made

Galt Joint Union ESD



Outdated electrical systems and fixtures need to be modernized.



Deteriorating surfaces should be repaired.

Aging Infrastructure



Aging facilities need to be modernized

Galt Joint Union ESD



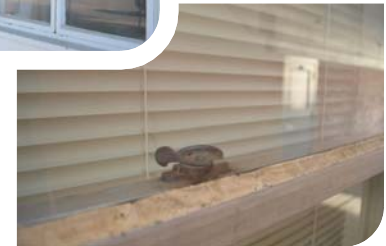
Schools are showing their age.

Outdated Facilities



Renovated facilities to benefit the school and community

Galt Joint Union ESD



Aging portable classrooms should be replaced with permanent classrooms.

Restrooms need to be modernized.

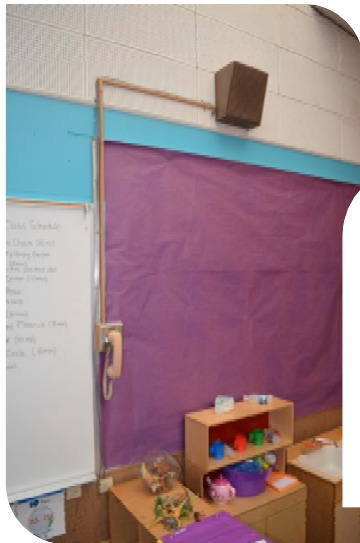
Outdated and energy inefficient windows should be replaced.

Classrooms and Libraries



21st century students need 21st century classrooms

Galt Joint Union ESD



Classrooms need to be modernized for 21st century learning.



Libraries need technology updates and modernization.

Health and Safety



Health and safety improvements must be made

Galt Joint Union ESD



Leaky and damaged roofs must be repaired or replaced.



Campus upgrades are needed.



Fire alarm and security systems need to be updated.

Grounds



Grounds, playfields, and facilities

Galt Joint Union ESD



Play fields and facilities need to be upgraded.



Outdoor areas should be improved.



Blacktop and parking areas must be repaired.

Preliminary Facilities Needs



Galt Joint Union ESD has significant needs

Galt Joint Union ESD

Scope Category	School Site								Total Cost
	Greer Elementary	Lake Canyon Elementary	Marengo Ranch Elementary	River Oaks Elementary	Valley Oaks Elementary	McCaffrey Middle	Fairsite Preschool		
1. Modernize & Reconfigure: Kindergarten & Classrooms	1,451,000	--	1,172,000	1,990,000	2,500,000	492,000	1,039,000	8,644,000	
2. Existing Building Systems & Toilets	854,000	267,000	833,000	2,339,000	1,873,000	622,000	724,000	7,512,000	
3. Site Utilities	229,000	--	--	--	--	--	--	229,000	
4a. New Construction - Kindergarten	--	1,459,000	299,000	1,459,000	--	--	--	3,217,000	
4b. New Construction - Classrooms	13,466,000	2,649,000	13,027,000	8,108,000	9,253,000	6,239,000	-	52,742,000	
4c. New Construction - Preschool Program	--	--	--	--	--	--	7,806,000	7,806,000	
5. Science & Elective Programs	--	--	--	--	--	3,036,000	--	3,036,000	
6. Performing Arts Improvements	850,000	--	218,000	850,000	850,000	--	--	2,768,000	
7. Multipurpose Building & Food Service Improvements	1,131,000	787,000	835,000	948,000	1,132,000	617,000	726,000	6,176,000	
8. Physical Education Improvements	773,000	773,000	787,000	773,000	773,000	1,017,000	--	4,896,000	
9. Administration & Staff Support	303,000	43,000	580,000	1,342,000	2,673,000	795,000	438,000	6,174,000	
10a. BFLC (includes Creativity Center, Innovation Center & Parent Center)	980,000	2,035,000	898,000	3,173,000	3,814,000	1,092,000	932,000	12,924,000	
10b. Student Collaboration & Student Support Spaces	2,814,000	689,000	2,723,000	1,838,000	2,701,000	5,168,000	144,000	16,077,000	
11. Safety & Security	1,242,000	1,091,000	505,000	1,301,000	1,256,000	1,076,000	1,693,000	8,164,000	
12. Outdoor Learning Courts & Quads	162,000	132,000	620,000	231,000	601,000	454,000	144,000	2,344,000	
13. Exterior Play Spaces, Playfields & Hardcourts	1,019,000	86,000	384,000	892,000	1,314,000	1,664,000	1,004,000	6,363,000	
14. 21 st Century Learning Classroom Flexibility	310,000	340,000	370,000	360,000	390,000	460,000	150,000	2,380,000	
15. Technology Infrastructure	591,000	667,000	474,000	702,000	715,000	1,169,000	419,000	4,737,000	
Total Project Cost (2015\$)	\$26,175,000	\$11,018,000	\$23,725,000	\$26,306,000	\$29,845,000	\$23,901,000	\$15,219,000	\$156,189,000	

- The District estimates a preliminary need of approximately \$156 million due to the old age of classrooms and facilities as well as the changing educational needs of today's students.
- A potential bond measure can generate only \$18 to \$22 million. The District is prioritizing needs to strategically address short term and long term facilities improvements.

Marengo Ranch Elementary



Current Elementary Classroom

Galt Joint Union ESD

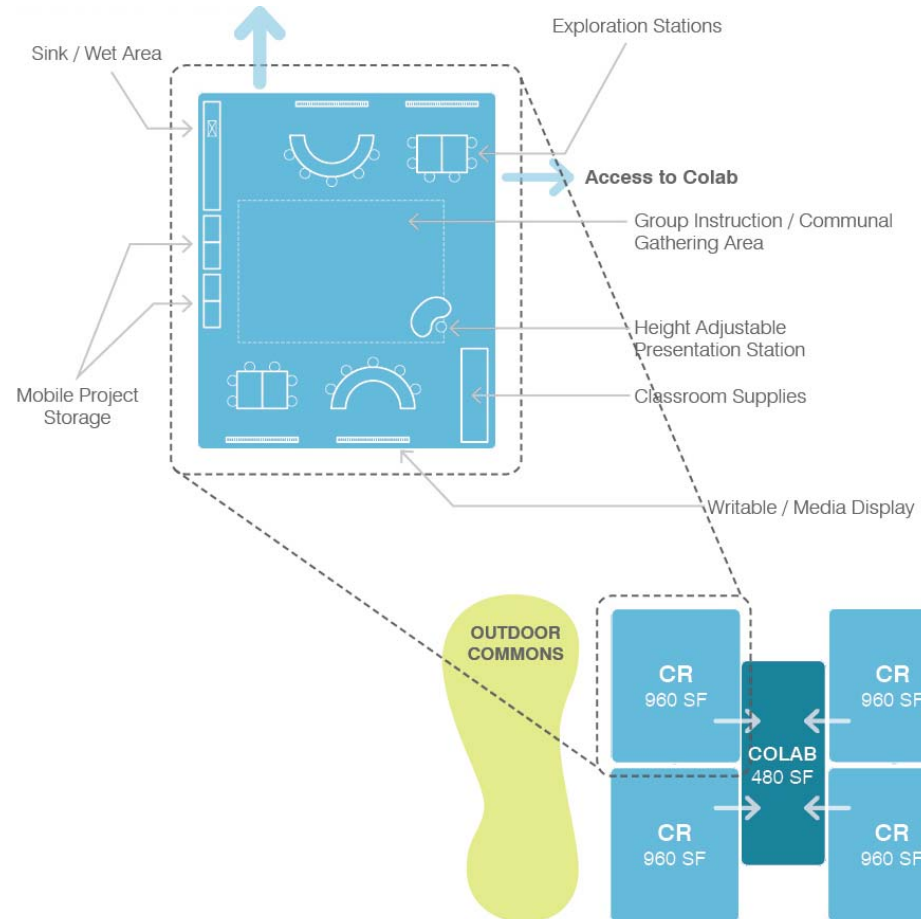


Marengo Ranch Elementary



Future Elementary Classroom

Galt Joint Union ESD



Marengo Ranch Elementary



Current School BFLC

Galt Joint Union ESD

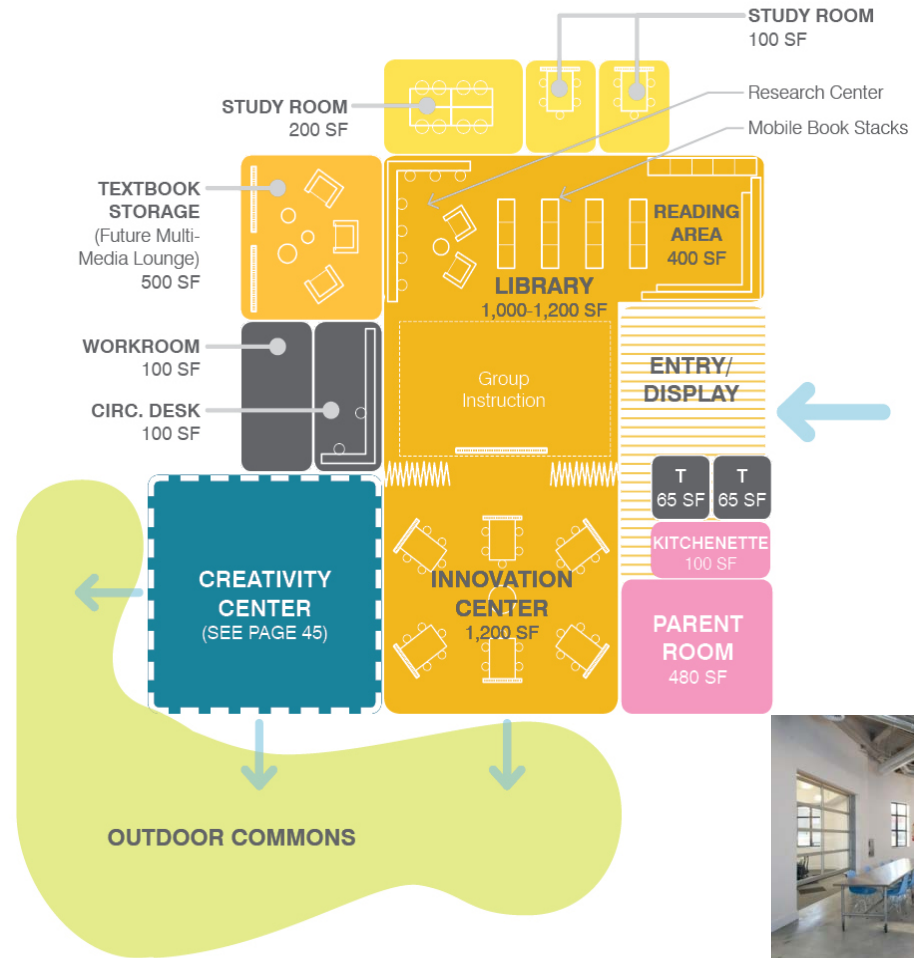
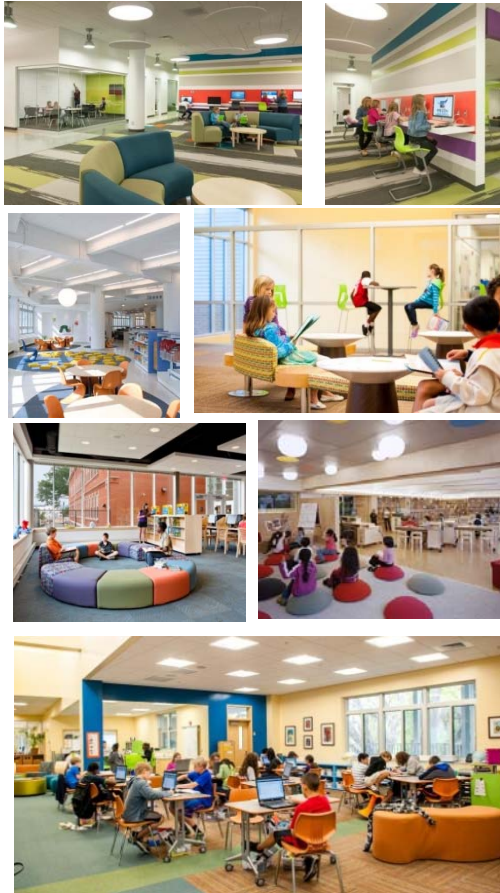


Marengo Ranch Elementary



Future School BFLC

Galt Joint Union ESD



Marengo Ranch Elementary



Proposed Master Plan - Cost estimate \$23,725,000

Galt Joint Union ESD



Modernization
New Construction
Reconfigure

- Classrooms
K - Kindergarten, # represents grade level
- Music / Creativity Center
M - Music
- Shared Spaces
IC - Innovation Center, CC - Creativity Center
- Administration / Faculty
FW - Faculty Work, FL - Faculty Lounge, LC - Learning Center
- Support Spaces
X - Storage, U - Utility, C - Custodial
- Play Fields / Learning Courts
- Play Apparatus
- Hardcourts
- Kinder Play
- Portable Classrooms
- ✳ Main Entry
- Fire Lane
- 6' Tube Steel Fence

Teaching Stations:

Transitional Kinder, TK	0	Music, M	1
Kindergarten, K	*3	Physical Education, PE	1
1 st - 3 rd Grade	13	Innovation Center, IC	1
4 th - 6 th Grade	9	Creativity Center, CC	1
		Special Education	6
		After School / Champions	2
		Other (1 - City Tots, 1 - SCOE SH)	2
<small>*2 classes are held in each room - AM/PM schedule</small>			
Sub-total:		25	Grand Total: 39

Questions or Suggestions?

Please complete feedback cards
or e-mail school principal at
jporter@galt.k12.ca.us or
superintendent@galt.k12.ca.us

Complete GJUESD Facilities Master
Plan on the District's website at
<http://gjuesd-ca.schoolloop.com>





Board Meeting Agenda Item Information

Meeting Date: 9/10/15	Agenda Item: 131.657 Board Consideration of Approval of GJUESD Contract of Employment for Interim Director of Business Services
Presenter: Karen Schauer	Action Item: XX Information Item:
<p>Pending board session action with the closed session appointment of Tom Barentson as the Interim Director of Business Services, the Contract of Employment is recommended for board approval. The contract reflects “at will” interim employment and may be terminated by the District with (30) days calendar notice.</p> <p>Tom Barentson has had over thirty years of experience providing leadership, fiscal management and strategic planning to education and organizations serving public education. His leadership experience includes serving as Deputy Superintendent/Chief Fiscal Officer of the Sacramento City Unified School District.</p>	

GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT
CONTRACT OF EMPLOYMENT FOR INTERIM DIRECTOR OF BUSINESS SERVICES

PREAMBLE

The following is an agreement between the Governing Board of the Galt Joint Union Elementary School District, hereinafter referred to as "Governing Board," and Tom Barentson hereinafter referred to as "Interim Director" of Business Services.

RECITALS

I. TERM OF AGREEMENT

The term of this Agreement shall commence on September 14, 2015, subject to the terms and conditions hereinafter set forth. The Agreement shall be in effect until a permanent successor in the position is appointed by the governing Board and available to begin service.

II. SALARY/SCHEDULE

The Interim Director shall be compensated at the rate of \$537.68 per day of service. The Interim Director's schedule shall be flexible, with the District Superintendent and Interim Director monthly agreeing upon the days per week, and hours per day, of service on a weekly basis.

III. DUTIES AND RESPONSIBILITIES

The Interim Director shall assist the Superintendent in maintaining the business, finance and budget functions of the District including transportation, food service and maintenance functions. The Interim Director supervises all business services department supervisors.

IV. VACATION/SICK LEAVE

The Interim Director shall not be entitled to paid holidays defined in Sections 37220 and 37222 of the Education Code. The Interim Director shall also earn no sick or vacation leave during his Interim service.

V. FRINGE BENEFITS

1) Interim Director shall not be eligible for health insurance through the District and the District shall make no contribution toward insurance premium costs for this Interim service.

2) The District shall reimburse the Interim Director for all actual and necessary expenses incurred by the Interim Director within the scope of employment and while representing the District. The Interim Director shall submit original receipts and/or billing slips for all expenses.

VI. CHANGES IN OR TERMINATION OF AGREEMENT

This Agreement is for "at will" interim employment and may be terminated by the District with thirty (30) calendar days notice.

This Agreement may be changed or terminated by mutual consent of the parties provided however that the party seeking such change or termination shall give not less than thirty (30) calendar days written notice to the other party.

Additional amendments may be added to the Agreement by mutual consent of the Interim Director and the Governing Board at any time during the period of this contract, provided such agreements are reduced to writing and signed by both parties.

VII. APPLICABLE LAW/INCORPORATION OF GOVERNMENT CODE SECTIONS

This Agreement is subject to the laws of the State of California which are incorporated herein.

In the event this agreement or applicable law is construed or interpreted to provide any paid leave pending an investigation, criminal legal defense, or cash settlement in the event of termination, the specific limitations set forth in Government Code sections 54243, 53243.1, 54242.2, and 5324.3 are fully incorporated into this agreement.

GENERAL PROVISIONS

In witness herein we affix our signatures to this agreement as the full and complete understanding of the relationships between the parties hereto.

This contract is the full and complete agreement between the parties hereto, and it can be changed or modified only by a written agreement, signed by all parties or their successors in interest to this agreement.

References to code sections in this Agreement are references to sections in force at the time the agreement was signed and to successor sections covering the same statutory issues or to which may subsequently amend the section referred to herein.

GOVERNING BOARD OF THE GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

BY: _____

BY: _____

BY: _____

BY: _____

BY: _____

I hereby accept this offer of employment and agree to comply with the conditions thereof and to fulfill all of the duties of employment of Interim Director of Business of the Galt Joint Union Elementary School District.

Date of Acceptance

Interim Director of Business

Reviewed by District's Attorney:

Date of Review

Christian Keiner
Kronick Moskowitz Tiedemann and Girard



Board Meeting Agenda Item Information

Meeting Date: 9/10/15	Agenda Item: 131.658 Board Consideration of Approval of 2014-15 Unaudited Actuals and 2015-16 Budget Revisions
Presenter: Karen Schauer Myla Frantson Debbie Schmidt	Action Item: XX Information Item:

The 2014-2015 Unaudited Actuals financial report is being presented. This is the financial report for the prior year.

2015-2016 budgeted amounts have been updated to include revised beginning balances, personnel changes due to retirements/resignations, One-Time Mandate Block Grant funding expenses, and changes that are due to the Governor's June Budget revisions.

A multi-year analysis has also been included for your review. The enrollment projection for 2015-16 has been reviewed and compared to current attendance/enrollment. Although enrollment is projected to be reduced from the adopted budget by only 4 students, ADA will be reduced by 40 students to be in line with the district's historical rate of 95% - 96% attendance.

Using the SCI projections from the March 2015 board meeting, we updated the projections to use a low to medium growth pattern instead of the medium to high growth pattern that was used in the adopted budget projections. Enrollment projections for 2016-17 and 2017-18 have been decreased by 31 students in 2016-17 and 80 students in 2017-18.

The components of the ending balance have also been separated by category in the Multi-year analysis to present the actual available reserves.

Board approval is recommended.

**2014-15 Galt Joint Union School District
Unaudited Actuals Multi Year Financial Analysis**

9/3/2015

	Account Codes	Actuals 2014-15	Projected 2015-16	Projected 2016-17	Projected 2017-18
A. REVENUES					
LCFF Revenues	8010-8099	26,323,682	28,904,312	29,348,417	30,016,230
Federal Revenues	8100-8299	4,608,604	4,313,429	2,262,918	2,262,918
Other State Revenues	8300-8599	1,613,873	3,258,922	1,285,922	1,285,922
Other Local Revenues	8600-8799	2,498,532	2,383,218	2,358,874	2,358,874
Total Revenues		35,044,691	38,859,881	35,256,131	35,923,944
B. EXPENDITURES					
Certificated Salaries	1000-1999	18,440,296	18,543,078	18,343,719	18,237,112
Classified Salaries	2000-2999	6,192,779	6,610,641	6,780,394	6,819,770
Employee Benefits	3000-3999	5,359,909	5,916,323	6,233,720	6,734,146
Books and Supplies	4000-4999	1,611,204	2,068,802	1,402,434	1,402,434
Services	5000-5999	2,588,061	3,700,142	3,438,030	3,293,142
Capital Outlay	6000-6999	12,318	418,000	68,000	68,000
Other Outgo	7100-7299	75,796	69,535	69,535	69,535
Direct/Indirect Costs	7300-7399	(127,889)	(99,890)	(99,890)	(99,890)
Total Expenses		34,152,474	37,226,631	36,235,942	36,524,249
Difference (Revenues-Expenses)		892,217	1,633,250	(979,811)	(600,305)
Prior Year Adjustments					
Transfers In		14,033	10,500	10,500	10,500
Other Sources		10,416	0	0	0
Transfers Out					
Total Transfers		24,449	10,500	10,500	10,500
Net Increase(Decrease) in Fund Balance		916,666	1,643,750	(969,311)	(589,805)
Beginning Balance		3,590,975	4,507,641	6,151,391	5,182,080
Audit Adjustments					
Ending Balance		4,507,641	6,151,391	5,182,080	4,592,275
Components of Ending Balance					
Revolving Fund Cash Account		20,000	20,000	20,000	20,000
Prepaid Expenditures		9,048			
Restricted Programs		602,766	754,290	289,896	289,896
Supplemental/Concentration Uses			415,932	1,183,843	2,134,578
Mandated One-Time Carryover			444,888		
School Site Lottery		62,100	62,100	62,100	62,100
District Technology Upgrades		173,449	300,000	300,000	300,000
Future Expense/Uncertainties		2,615,704	3,037,382	2,239,163	689,974
3% Economic Uncertainties		1,024,574	1,116,799	1,087,078	1,095,727
Reserve %		11.17%	11.97%	10.01%	5.71%

Galt Joint Union Elementary School District
2015-16 September 2015 Budget Revision Assumptions

<u>INCOME</u>	ASSUMPTIONS
Student ADA / LCFF Resources	<p>We are using the LCFF Calculator provided by FCMAT and using the updated percentage decreases as reported in the Governor's June Budget.</p> <p>2015-16 ADA is based on the current enrollment numbers for the first week of school. The adopted budget in June anticipated losing 76 students between the last day of school in 2014-15 and the first day of school in 2015-16. Although the first week attendance is showing that we have a greater loss than 76, enrollment numbers appear to show that the budgeted enrollment of 3,620 would only be decreased to 3616.</p> <p>ENROLLMENT: 3,616 ADA: 3,438 COLA: 1.02% GAP Closure: 51.52% (<i>decreased from 53.08%</i>) ONE TIME Mandated Cost Reimbursement: <i>Reduction of \$251,000 due to the Governor's June Budget reduction</i></p>
Federal Income	The Race to the Top Grant is in the final year of full funding. Only Title I carry over amounts have been included in the budget
State Income	State income has been decreased by \$251,000 in ONE TIME Mandated Cost Reimbursement The budget has not been updated with 2014-15 carry over amounts.
Local Income	The budget has not been updated with 2014-15 carry over amounts.
Transfers In	No changes have been made since the adopted budget.
<u>EXPENSES</u>	
Certificated Salaries	<p>Positions have been updated to include retirements and include new employees placed in those positions.</p> <p>The budget continues to show no COLA added to any positions</p>
Classified Salaries	<p>Positions have been updated to include retirements and include new employees placed in those positions.</p> <p>The budget continues to show no COLA added to any positions</p>
Benefits	Benefits have been updated with any increase/decrease in statutory benefits
Supplies & Services	School Site carryovers for Site Allocation and Lottery have been included in the budget

OTHER FUNDS	The list of Funded Priorities (below), approved in the Adopted Budget have been incorporated into the 2015-16 budgeted expenses.
Cafeteria	Although the Cafeteria Fund is showing an ending balance of \$118,910, this balance is only positive in the Dinner Program and the Summer Feeding Program. The Breakfast/Lunch Child Nutrition program actually ended in a negative due to a large ending food inventory and the Federal requirements to serve healthier foods. The budget assumes that many of the changes being made in food service this year will reduce food costs to stay within the budget and bring the Breakfast/Lunch program back into balance during 2015-16.
Child Development	The budget has remained as budgeted during the Adopted Budget process.
Post-Employment Benefits	The budget has remained as budgeted during the Adopted Budget process.
Capital Facilities Fund	The budget has remained as budgeted during the Adopted Budget process.

FUNDED PRIORITIES IN GENERAL FUND

Description	Amount	Funding Source
Restore six night part time custodians (1 at each site)	92,000	BASE
Restore Part Time Seasonal Groundskeeper	16,000	BASE
Increase Maintenance budget (required)	300,000	BASE
Special Education Increase	125,000	BASE
Affordable Care ACT Implementation	25,000	BASE
Service Learning Coordinator	60,000	BASE
Add 3.75 hours of Yard Duty	10,000	BASE
Restore Site Discretionary Budgets	60,000	BASE
Deferred Maintenance Projects	125,000	1-TIME
Security Enhancement to sites	75,000	1-TIME
Two New Busses	350,000	1-TIME
Additional Subs Required by AB1522	50,000	1-TIME
Add 3 Common Core Collaboration Days for Pre-K	3,700	1-TIME
Interest-Based Bargaining Training for Bargaining Teams	15,000	1-TIME
CCSS and NGSS Resources	350,000	1-TIME
Technology Enhancements to Service and Bandwidth	82,500	1-TIME
Add Three Collaboration Days for Teachers and Admin	368,700	1-TIME
Partially Fund the District Technology Replacement Fund	100,000	1-TIME
Library Replacement Books/Resources	12,000	1-TIME
Add one am & pm route for west side MMS students	239,800	S&C

Galt Joint Union Elementary School District 2015-16 Budget Revision 1

1

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 FCMAT (Fiscal Crisis and Management Assistance Team) calculator. The calculator was updated by FCMAT to incorporate the Governor's June budget.
- 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.
 - 2014-15: 3,696 (actual)
 - 2015-16: 3,616
 - 2016-17: 3,571 (This is a decrease of 31 from the adopted budget assumptions. *Using the SCI projections from March 2015, we assumed a low to medium growth pattern, instead of the medium to high growth pattern assumed in the adopted budget*)
 - 2017-18: 3,573 (This is a decrease of 80 from the adopted budget assumptions)
- COLA Projections:
 - 2015-16: 1.02%
 - 2016-17: 1.6%
 - 2017-18: 2.48%
- LCFF Gap Funding
 - 2015-16: 51.52% (*decreased from 53.08% per Governor's June budget*)
 - 2016-17: 35.55% (*decreased from 37.40% per Governor's June budget*)
 - 2017-18: 35.11% (*decreased from 36.74% per Governor's June budget*)
- STRS Employer Rates
 - 2015-16: 10.73%
 - 2016-17: 12.58%
 - 2017-18: 14.43%
- PERS Employer Rates
 - 2015-16: 11.85%
 - 2016-17: 13.05%
 - 2017-18: 16.6%
- Free and Reduced percentages:
 - 2015-16: 67%
 - 2015-16: 67%
 - 2016-17: 67%
- Step and Column increases of \$282,036 annually are based on actual step and column for prior year less a proportionate decrease in enrollment projections. This results in less staff. This represents both restricted and unrestricted increases.

- Reductions in federal income from the phase out of Race to the Top grant and corresponding expenses in staffing, supplies, and services have been accounted for in 2016-17.
- The One-Time Mandate Block Grant will have a \$444,888 remaining balance at the end of 2015-16. This has been incorporated into the 2016-17 budget projection expenses.
- The Routine Repair and Maintenance restricted account is funded at 3% of the total general fund adopted budget expenditures for 15-16, 16-17 and 17-18. Any balance in this account is required to carryover to the next year and cannot be used for unrestricted expenditures.
- 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 in 2015-16 is \$3,585,277, \$4,095,723 in 2016-17, and \$4,444,938 in 2017-18. The current expenditure budget in 2015-16 uses only \$3,169,345 in Supplemental/Concentration expenditures, so a carryover of \$415,932 is projected in 2015-16. Both 2016-17 and 2017-18 assume the same level of Supplemental/Concentration expenditures, so carryovers in this targeted area continue to grow each year. The carryovers have been reserved in the multi-year analysis to allow the district the necessary time needed to analyze and determine the best implementation of this targeted funding from LCFF.
 - ✓ The 2015-16 One-time Mandate Block Grant income of \$1,963,000 (*a decrease of \$251,000 from the adopted budget assumptions*) will have a \$444,888 carryover into 2016-17. The remaining \$444,888 has been added to the 2016-17 budget projection. The budget for 2017-18 contains no One-Time Mandate Block Grant funding or expenses.
 - ✓ The district's multi-year technology plan indicates a definite need to reserve funding each year for the on-going replacement of student/staff computers and the necessary servers, etc. to support district technology. \$300,000 has been set aside each year for this purpose.
 - ✓ Any remaining reserve has been labeled as a reserve for future expense/uncertainties
 - ✓ The district's Reserve for Economic Uncertainties has been set at 3% annually

**GALT JOINT UNION SCHOOL DISTRICT
2015-16 BUDGET REVISION 1**

GENERAL FUND INCOME:

DESCRIPTION	AMOUNT
LCFF Sources	(90,238)
Federal Revenue	245,215
State Revenue	(251,056)
Local Revenues	24,344
Other	
Transfers from Other Funds	
TOTAL INCOME DECREASE	(71,735)

GENERAL FUND EXPENDITURES:

DESCRIPTION	AMOUNT
Certificated Salary	(423,705)
Classified Salary	443,371
Employee Benefits	34,769
Books & supplies	429,476
Services, Other Expense	193,441
Capital Outlay	398,490
Other Outgo	(12,242)
Interfund Transfers	
Stores	
Assigned Reserve	
Committed Reserve	
Reserve for Economic Uncertainties	(1,135,335)
TOTAL INCREASE IN EXPENSE/DECREASE IN RESERVE	(71,735)

**GALT JOINT UNION SCHOOL DISTRICT
2015-16 BUDGET REVISION 1**

PRESCHOOL FUND INCOME:

DESCRIPTION	AMOUNT
Federal Revenues	
State Revenues	(3,000)
Local Revenues	<u>2,965</u>
TOTAL INCOME INCREASE	(35)

PRESCHOOL FUND EXPENDITURES:

DESCRIPTION	AMOUNT
Cert. Salaries	2,615
Class. Salaries	(10,790)
Benefits	597
Books & Supplies	10,933
Services	500
Capital Outlay	
Other Outgo	(3,855)
Designated for Preschool Programs	<u>(35)</u>
TOTAL INCREASE IN EXPENSE/RESERVE	(35)

**GALT JOINT UNION SCHOOL DISTRICT
2015-16 BUDGET REVISION 1**

CAFETERIA FUND INCOME:

DESCRIPTION	AMOUNT
Federal Revenues	
State Revenues	
Local Revenues	<u>(200)</u>
TOTAL INCOME INCREASE	(200)

CAFETERIA EXPENDITURES:

DESCRIPTION	AMOUNT
Certificated Salaries	
Classified Salaries	(56,510)
Benefits	(5,578)
Supplies	
Services	
Capital Outlay	
Other Outgo	(19,758)
Transfer to General Fund	
Stores	
Designated for Cafeteria Programs	<u>81,646</u>
TOTAL INCREASE IN EXPENSE/RESERVE	(200)

**GALT JOINT UNION SCHOOL DISTRICT
2015-16 BUDGET REVISION 1**

CAPITAL FACILITIES FUND INCOME

DESCRIPTION	AMOUNT
Interest	
Other Income	
TOTAL INCOME INCREASE	0

COUNTY SCHOOL FACILITIES EXPENDITURES:

DESCRIPTION	AMOUNT
Supplies	
Services	13,582
Capital Outlay	92,000
Transfer to State School Building	
Lease/Purchase Payments	
Designated for Capital Projects	(105,582)
TOTAL INCREASE IN EXPENSE/RESERVE	0

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:	
		2014-15 Unaudited Actuals	2015-16 Budget
01	General Fund/County School Service Fund	GS	GS
09	Charter Schools Special Revenue Fund		
10	Special Education Pass-Through Fund		
11	Adult Education Fund		
12	Child Development Fund	G	G
13	Cafeteria Special Revenue Fund	G	G
14	Deferred Maintenance Fund		
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects		
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits	G	G
21	Building Fund		
25	Capital Facilities Fund	G	G
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund	G	
40	Special Reserve Fund for Capital Outlay Projects	G	
49	Capital Project Fund for Blended Component Units	G	G
51	Bond Interest and Redemption Fund	G	G
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
76A	Changes in Assets and Liabilities (Warrant/Pass-Through)		
95A	Changes in Assets and Liabilities (Student Body)		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets	S	
CA	Unaudited Actuals Certification		
CAT	Schedule for Categoricals	S	
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	GS	
CHG	Change Order Form		
DEBT	Schedule of Long-Term Liabilities	S	
GANN	Appropriations Limit Calculations	GS	GS
ICR	Indirect Cost Rate Worksheet	GS	
L	Lottery Report	GS	
NCMOE	No Child Left Behind Maintenance of Effort	GS	
PCRAF	Program Cost Report Schedule of Allocation Factors	GS	

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:	
		2014-15 Unaudited Actuals	2015-16 Budget
PCR	Program Cost Report	GS	
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		
SIAA	Summary of Interfund Activities - Actuals	G	

Unaudited Actuals
FINANCIAL REPORTS
2014-15 Unaudited Actuals
Summary of Unaudited Actual Data Submission

Following is a summary of the critical data elements contained in your unaudited actual data. Since these data may have fiscal implications for your agency, please verify their accuracy before filing your unaudited actual financial reports.

Form	Description	Value
CEA	Percent of Current Cost of Education Expended for Classroom Compensation Must equal or exceed 60% for elementary, 55% for unified, and 50% for high school districts or future apportionments may be affected. (EC 41372)	63.59%
	CEA Deficiency Amount Applicable to districts not exempt from the requirement and not meeting the minimum classroom compensation percentage - see Form CEA for further details.	\$0.00
GANN	Adjustments to Appropriations Limit Per Government Code Section 7902.1 If this amount is not zero, it represents an increase to your appropriations limit. The Department of Finance must be notified of increases within 45 days of budget adoption.	\$0.00
	Adjusted Appropriations Limit	\$22,203,493.40
	Appropriations Subject to Limit These amounts represent the board approved Appropriations Limit and Appropriations Subject to Limit pursuant to Government Code Section 7906 and EC 42132.	\$22,203,493.40
ICR	Preliminary Proposed Indirect Cost Rate Fixed-with-carry-forward indirect cost rate for use in 2016-17, subject to CDE approval.	4.94%
NCMOE	No Child Left Behind (NCLB) Maintenance of Effort (MOE) Determination If MOE Not Met, the 2016-17 apportionment may be reduced by the lesser of the following two percentages:	MOE Met
	MOE Deficiency Percentage - Based on Total Expenditures	
	MOE Deficiency Percentage - Based on Expenditures Per ADA	

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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	26,323,682.12	0.00	26,323,682.12	28,904,312.00	0.00	28,904,312.00	9.8%
2) Federal Revenue		8100-8299	0.00	4,608,603.75	4,608,603.75	0.00	4,313,428.56	4,313,428.56	-6.4%
3) Other State Revenue		8300-8599	801,538.76	812,334.39	1,613,873.15	2,429,636.00	829,286.00	3,258,922.00	101.9%
4) Other Local Revenue		8600-8799	358,094.03	2,140,437.86	2,498,531.89	235,245.83	2,147,972.70	2,383,218.53	-4.6%
5) TOTAL, REVENUES			27,483,314.91	7,561,376.00	35,044,690.91	31,569,193.83	7,290,687.26	38,859,881.09	10.9%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	13,661,276.74	4,779,018.91	18,440,295.65	14,290,376.00	4,252,702.55	18,543,078.55	0.6%
2) Classified Salaries		2000-2999	3,604,735.14	2,588,044.16	6,192,779.30	4,021,800.01	2,588,840.65	6,610,640.66	6.7%
3) Employee Benefits		3000-3999	3,722,891.39	1,637,017.18	5,359,908.57	4,285,230.02	1,631,092.59	5,916,322.61	10.4%
4) Books and Supplies		4000-4999	685,996.75	925,207.69	1,611,204.44	1,458,342.54	610,459.62	2,068,802.16	28.4%
5) Services and Other Operating Expenditures		5000-5999	1,537,296.27	1,050,764.92	2,588,061.19	1,859,749.94	1,840,391.88	3,700,141.82	43.0%
6) Capital Outlay		6000-6999	12,317.75	0.00	12,317.75	410,000.00	8,000.00	418,000.00	3293.5%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	15,464.16	60,332.00	75,796.16	30,935.00	38,600.00	69,535.00	-8.3%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(388,341.05)	260,452.14	(127,888.91)	(339,584.90)	239,694.90	(99,890.00)	-21.9%
9) TOTAL, EXPENDITURES			22,851,637.15	11,300,837.00	34,152,474.15	26,016,848.61	11,209,782.19	37,226,630.80	9.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			4,631,677.76	(3,739,461.00)	892,216.76	5,552,345.22	(3,919,094.93)	1,633,250.29	83.1%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	14,032.91	0.00	14,032.91	10,500.00	0.00	10,500.00	-25.2%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	10,415.81	0.00	10,415.81	0.00	0.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(3,257,909.26)	3,257,909.26	0.00	(4,070,420.00)	4,070,420.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(3,233,460.54)	3,257,909.26	24,448.72	(4,059,920.00)	4,070,420.00	10,500.00	-57.1%

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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)			1,398,217.22	(481,551.74)	916,665.48	1,492,425.22	151,325.07	1,643,750.29	79.3%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	2,506,452.63	1,084,517.02	3,590,969.65	3,904,675.60	602,965.28	4,507,640.88	25.5%
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)			2,506,452.63	1,084,517.02	3,590,969.65	3,904,675.60	602,965.28	4,507,640.88	25.5%
d) Other Restatements		9795	5.75	0.00	5.75	0.00	0.00	0.00	-100.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,506,458.38	1,084,517.02	3,590,975.40	3,904,675.60	602,965.28	4,507,640.88	25.5%
2) Ending Balance, June 30 (E + F1e)			3,904,675.60	602,965.28	4,507,640.88	5,397,100.82	754,290.35	6,151,391.17	36.5%
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 Expenditures		9713	8,848.63	199.00	9,047.63	0.00	0.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	602,766.28	602,766.28	0.00	754,290.35	754,290.35	25.1%
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									
Reserved for Technology	0000	9780	173,449.00	0.00	173,449.00				
Reserved for Future Expenses/Uncertai	0000	9780	2,430,196.59		2,430,196.59				
Reserved for 15/16 School Site Lottery	1100	9780	62,100.00		62,100.00				
Reserved for Technology Upgrade	1100	9780	185,507.38		185,507.38				
Reserved for District Technology Upgra	0000	9780				300,000.00		300,000.00	
Reserved for Supplemental/Concentrati	0000	9780				415,932.00		415,932.00	
Mandated One-Time Carryover	0000	9780				444,888.00		444,888.00	
Reserved for Future Expenses/Uncertai	0000	9780				2,940,954.39		2,940,954.39	
Reserved for 16/17 School Site Lottery	1100	9780				62,100.00		62,100.00	
Reserved for Lottery expenditures	1100	9780				96,427.43		96,427.43	
e) Unassigned/unappropriated									
Reserve for Economic Uncertainties		9789	1,024,574.00	0.00	1,024,574.00	1,116,799.00	0.00	1,116,799.00	9.0%
Unassigned/Unappropriated Amount			0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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	5,352,799.26	(521,128.67)	4,831,670.59				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	1,000.00	0.00	1,000.00				
c) in Revolving Fund		9130	20,000.00	0.00	20,000.00				
d) with Fiscal Agent		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	440,490.98	1,433,510.68	1,874,001.66				
4) Due from Grantor Government		9290	21,782.88	0.00	21,782.88				
5) Due from Other Funds		9310	118,802.58	7.66	118,810.24				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	8,848.63	199.00	9,047.63				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			5,963,724.33	912,588.67	6,876,313.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	2,059,048.73	247,669.63	2,306,718.36				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	28,132.50	28,132.50				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	33,821.26	33,821.26				
6) TOTAL, LIABILITIES			2,059,048.73	309,623.39	2,368,672.12				
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									

Unaudited Actuals
 General Fund
 Unrestricted and Restricted
 Expenditures by Object

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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)	
(must agree with line F2) (G9 + H2) - (I6 + J2)			3,904,675.60	602,965.28	4,507,640.88				

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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	17,762,294.72	0.00	17,762,294.72	21,420,644.00	0.00	21,420,644.00	20.6%
Education Protection Account State Aid - Current Year		8012	4,945,315.00	0.00	4,945,315.00	4,133,268.00	0.00	4,133,268.00	-16.4%
State Aid - Prior Years		8019	4,441.13	0.00	4,441.13	0.00	0.00	0.00	-100.0%
Tax Relief Subventions Homeowners' Exemptions		8021	33,756.63	0.00	33,756.63	36,040.00	0.00	36,040.00	6.8%
Timber Yield Tax		8022	1.13	0.00	1.13	0.00	0.00	0.00	-100.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes Secured Roll Taxes		8041	2,571,746.69	0.00	2,571,746.69	2,547,891.00	0.00	2,547,891.00	-0.9%
Unsecured Roll Taxes		8042	109,800.40	0.00	109,800.40	113,090.00	0.00	113,090.00	3.0%
Prior Years' Taxes		8043	746.52	0.00	746.52	(41,590.00)	0.00	(41,590.00)	-5671.2%
Supplemental Taxes		8044	97,653.55	0.00	97,653.55	89,520.00	0.00	89,520.00	-8.3%
Education Revenue Augmentation Fund (ERAF)		8045	665,655.04	0.00	665,655.04	547,160.00	0.00	547,160.00	-17.8%
Community Redevelopment Funds (SB 617/699/1992)		8047	131,946.82	0.00	131,946.82	57,889.00	0.00	57,889.00	-56.1%
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	648.99	0.00	648.99	400.00	0.00	400.00	-38.4%
Less: Non-LCFF (50%) Adjustment		8089	(324.50)	0.00	(324.50)	0.00	0.00	0.00	-100.0%
Subtotal, LCFF Sources			26,323,682.12	0.00	26,323,682.12	28,904,312.00	0.00	28,904,312.00	9.8%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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			26,323,682.12	0.00	26,323,682.12	28,904,312.00	0.00	28,904,312.00	9.8%
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	786,070.62	786,070.62	0.00	784,777.00	784,777.00	-0.2%
Special Education Discretionary Grants		8182	0.00	140,694.00	140,694.00	0.00	140,694.00	140,694.00	0.0%
Child Nutrition Programs		8220	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%
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	3010	8290		705,538.89	705,538.89		1,052,039.56	1,052,039.56	49.1%
NCLB: Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290		89,729.58	89,729.58		104,559.00	104,559.00	16.5%
NCLB: Title III, Immigrant Education Program	4201	8290		0.00	0.00		0.00	0.00	0.0%

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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	17,762,294.72	0.00	17,762,294.72	21,420,644.00	0.00	21,420,644.00	20.6%
Education Protection Account State Aid - Current Year		8012	4,945,315.00	0.00	4,945,315.00	4,133,268.00	0.00	4,133,268.00	-16.4%
State Aid - Prior Years		8019	4,441.13	0.00	4,441.13	0.00	0.00	0.00	-100.0%
Tax Relief Subventions Homeowners' Exemptions		8021	33,756.63	0.00	33,756.63	36,040.00	0.00	36,040.00	6.8%
Timber Yield Tax		8022	1.13	0.00	1.13	0.00	0.00	0.00	-100.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes Secured Roll Taxes		8041	2,571,746.69	0.00	2,571,746.69	2,547,891.00	0.00	2,547,891.00	-0.9%
Unsecured Roll Taxes		8042	109,800.40	0.00	109,800.40	113,090.00	0.00	113,090.00	3.0%
Prior Years' Taxes		8043	746.52	0.00	746.52	(41,590.00)	0.00	(41,590.00)	-5671.2%
Supplemental Taxes		8044	97,653.55	0.00	97,653.55	89,520.00	0.00	89,520.00	-8.3%
Education Revenue Augmentation Fund (ERAF)		8045	665,655.04	0.00	665,655.04	547,160.00	0.00	547,160.00	-17.8%
Community Redevelopment Funds (SB 617/699/1992)		8047	131,946.82	0.00	131,946.82	57,889.00	0.00	57,889.00	-56.1%
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	648.99	0.00	648.99	400.00	0.00	400.00	-38.4%
Less: Non-LCFF (50%) Adjustment		8089	(324.50)	0.00	(324.50)	0.00	0.00	0.00	-100.0%
Subtotal, LCFF Sources			26,323,682.12	0.00	26,323,682.12	28,904,312.00	0.00	28,904,312.00	9.8%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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			26,323,682.12	0.00	26,323,682.12	28,904,312.00	0.00	28,904,312.00	9.8%
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	786,070.62	786,070.62	0.00	784,777.00	784,777.00	-0.2%
Special Education Discretionary Grants		8182	0.00	140,694.00	140,694.00	0.00	140,694.00	140,694.00	0.0%
Child Nutrition Programs		8220	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%
NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	3010	8290		705,538.89	705,538.89		1,052,039.56	1,052,039.56	49.1%
NCLB: Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
NCLB: Title II, Part A, Teacher Quality	4035	8290		89,729.58	89,729.58		104,559.00	104,559.00	16.5%
NCLB: Title III, Immigrant Education Program	4201	8290		0.00	0.00		0.00	0.00	0.0%

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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)	
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290		67,115.60	67,115.60		72,385.00	72,385.00	7.9%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other No Child Left Behind	3011-3020, 3026-3199, 4036-4126, 5510	8290		140.59	140.59		0.00	0.00	-100.0%
Vocational and Applied Technology Education	3500-3699	8290		0.00	0.00		0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	2,819,314.47	2,819,314.47	0.00	2,158,974.00	2,158,974.00	-23.4%
TOTAL, FEDERAL REVENUE			0.00	4,608,603.75	4,608,603.75	0.00	4,313,428.56	4,313,428.56	-6.4%
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	345,653.00	0.00	345,653.00	1,973,088.00	0.00	1,973,088.00	470.8%
Lottery - Unrestricted and Instructional Materials		8560	455,885.76	82,496.43	538,382.19	452,608.00	120,224.00	572,832.00	6.4%
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%
School Based Coordination Program	7250	8590		0.00	0.00		0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		334,261.96	334,261.96		334,395.00	334,395.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690	8590		0.00	0.00		0.00	0.00	0.0%

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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)	
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290		67,115.60	67,115.60		72,385.00	72,385.00	7.9%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other No Child Left Behind	3011-3020, 3026-3199, 4036-4126, 5510	8290		140.59	140.59		0.00	0.00	-100.0%
Vocational and Applied Technology Education	3500-3699	8290		0.00	0.00		0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	2,819,314.47	2,819,314.47	0.00	2,158,974.00	2,158,974.00	-23.4%
TOTAL, FEDERAL REVENUE			0.00	4,608,603.75	4,608,603.75	0.00	4,313,428.56	4,313,428.56	-6.4%
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	345,653.00	0.00	345,653.00	1,973,088.00	0.00	1,973,088.00	470.8%
Lottery - Unrestricted and Instructional Materials		8560	455,885.76	82,496.43	538,382.19	452,608.00	120,224.00	572,832.00	6.4%
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%
School Based Coordination Program	7250	8590		0.00	0.00		0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		334,261.96	334,261.96		334,395.00	334,395.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690	8590		0.00	0.00		0.00	0.00	0.0%

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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)	
California Clean Energy Jobs Act	6230	8590		157,304.00	157,304.00		136,395.00	136,395.00	-13.3%
Healthy Start	6240	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%
School Community Violence Prevention Grant	7391	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%
Common Core State Standards Implementation	7405	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	238,272.00	238,272.00	3,940.00	238,272.00	242,212.00	1.7%
TOTAL, OTHER STATE REVENUE			801,538.76	812,334.39	1,613,873.15	2,429,636.00	829,286.00	3,258,922.00	101.9%

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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)	
NCLB: Title III, Limited English Proficient (LEP) Student Program	4203	8290		67,115.60	67,115.60		72,385.00	72,385.00	7.9%
NCLB: Title V, Part B, Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other No Child Left Behind	3011-3020, 3026-3199, 4036-4126, 5510	8290		140.59	140.59		0.00	0.00	-100.0%
Vocational and Applied Technology Education	3500-3699	8290		0.00	0.00		0.00	0.00	0.0%
Safe and Drug Free Schools	3700-3799	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	2,819,314.47	2,819,314.47	0.00	2,158,974.00	2,158,974.00	-23.4%
TOTAL, FEDERAL REVENUE			0.00	4,608,603.75	4,608,603.75	0.00	4,313,428.56	4,313,428.56	-6.4%
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	345,653.00	0.00	345,653.00	1,973,088.00	0.00	1,973,088.00	470.8%
Lottery - Unrestricted and Instructional Materials		8560	455,885.76	82,496.43	538,382.19	452,608.00	120,224.00	572,832.00	6.4%
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%
School Based Coordination Program	7250	8590		0.00	0.00		0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		334,261.96	334,261.96		334,395.00	334,395.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690	8590		0.00	0.00		0.00	0.00	0.0%

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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)	
California Clean Energy Jobs Act	6230	8590		157,304.00	157,304.00		136,395.00	136,395.00	-13.3%
Healthy Start	6240	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%
School Community Violence Prevention Grant	7391	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%
Common Core State Standards Implementation	7405	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	238,272.00	238,272.00	3,940.00	238,272.00	242,212.00	1.7%
TOTAL, OTHER STATE REVENUE			801,538.76	812,334.39	1,613,873.15	2,429,636.00	829,286.00	3,258,922.00	101.9%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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	76,284.00	0.00	76,284.00	75,984.00	0.00	75,984.00	-0.4%
Interest		8660	(2,227.73)	0.00	(2,227.73)	60.00	0.00	60.00	-102.7%
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	73,696.82	0.00	73,696.82	88,984.00	0.00	88,984.00	20.7%
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	71,784.87	71,784.87	0.00	108,927.70	108,927.70	51.7%
Other Local Revenue									
Plus: Misc Funds Non-LCFF									

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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	76,284.00	0.00	76,284.00	75,984.00	0.00	75,984.00	-0.4%
Interest		8660	(2,227.73)	0.00	(2,227.73)	60.00	0.00	60.00	-102.7%
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	73,696.82	0.00	73,696.82	88,984.00	0.00	88,984.00	20.7%
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	71,784.87	71,784.87	0.00	108,927.70	108,927.70	51.7%
Other Local Revenue									
Plus: Misc Funds Non-LCFF									

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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	324.50	0.00	324.50	0.00	0.00	0.00	-100.0%
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	210,016.44	727,766.99	937,783.43	70,217.83	756,803.00	827,020.83	-11.8%
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		1,340,886.00	1,340,886.00		1,282,242.00	1,282,242.00	-4.4%
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			358,094.03	2,140,437.86	2,498,531.89	235,245.83	2,147,972.70	2,383,218.53	-4.6%
TOTAL, REVENUES			27,483,314.91	7,561,376.00	35,044,690.91	31,569,193.83	7,290,687.26	38,859,881.09	10.9%

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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	12,065,309.92	3,065,078.82	15,130,388.74	11,940,743.00	3,055,453.05	14,996,196.05	-0.9%
Certificated Pupil Support Salaries		1200	245,913.78	166,501.47	412,415.25	297,520.00	213,124.00	510,644.00	23.8%
Certificated Supervisors' and Administrators' Salaries		1300	1,110,249.90	902,686.06	2,012,935.96	1,810,245.00	270,257.50	2,080,502.50	3.4%
Other Certificated Salaries		1900	239,803.14	644,752.56	884,555.70	241,868.00	713,868.00	955,736.00	8.0%
TOTAL, CERTIFICATED SALARIES			13,661,276.74	4,779,018.91	18,440,295.65	14,290,376.00	4,252,702.55	18,543,078.55	0.6%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	436,378.59	1,285,695.63	1,722,074.22	445,572.38	1,348,117.41	1,793,689.79	4.2%
Classified Support Salaries		2200	949,022.71	613,882.94	1,562,905.65	1,147,975.00	637,519.20	1,785,494.20	14.2%
Classified Supervisors' and Administrators' Salaries		2300	301,015.62	136,268.09	437,283.71	352,680.00	155,834.00	508,514.00	16.3%
Clerical, Technical and Office Salaries		2400	1,600,473.91	251,581.95	1,852,055.86	1,703,513.85	126,937.04	1,830,450.89	-1.2%
Other Classified Salaries		2900	317,844.31	300,615.55	618,459.86	372,058.78	320,433.00	692,491.78	12.0%
TOTAL, CLASSIFIED SALARIES			3,604,735.14	2,588,044.16	6,192,779.30	4,021,800.01	2,588,840.65	6,610,640.66	6.7%
EMPLOYEE BENEFITS									
STRS		3101-3102	1,180,853.24	415,231.23	1,596,084.47	1,506,137.00	445,418.48	1,951,555.48	22.3%
PERS		3201-3202	326,397.98	241,134.07	567,532.05	350,630.00	223,023.24	573,653.24	1.1%
OASDI/Medicare/Alternative		3301-3302	460,373.95	260,929.08	721,303.03	527,897.44	272,031.11	799,928.55	10.9%
Health and Welfare Benefits		3401-3402	1,216,273.37	548,081.45	1,764,354.82	1,324,829.00	533,834.62	1,858,663.62	5.3%
Unemployment Insurance		3501-3502	8,780.04	3,700.74	12,480.78	12,581.92	3,522.70	16,104.62	29.0%
Workers' Compensation		3601-3602	248,259.18	105,847.64	354,106.82	262,828.38	97,043.64	359,872.02	1.6%
OPEB, Allocated		3701-3702	150,959.33	2,505.70	153,465.03	169,820.00	6,925.00	176,745.00	15.2%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	130,994.30	59,587.27	190,581.57	130,506.28	49,293.80	179,800.08	-5.7%
TOTAL, EMPLOYEE BENEFITS			3,722,891.39	1,637,017.18	5,359,908.57	4,285,230.02	1,631,092.59	5,916,322.61	10.4%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	101,219.94	387,381.75	488,601.69	351,000.00	65,224.00	416,224.00	-14.8%
Books and Other Reference Materials		4200	0.00	1,438.27	1,438.27	0.00	0.00	0.00	-100.0%
Materials and Supplies		4300	537,492.57	422,175.85	959,668.42	949,942.54	535,533.62	1,485,476.16	54.8%

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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	47,284.24	114,211.82	161,496.06	157,400.00	9,702.00	167,102.00	3.5%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			685,996.75	925,207.69	1,611,204.44	1,458,342.54	610,459.62	2,068,802.16	28.4%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	211,396.40	211,396.40	38,375.00	280,535.88	318,910.88	50.9%
Travel and Conferences		5200	36,963.06	55,788.20	92,751.26	27,562.15	116,538.00	144,100.15	55.4%
Dues and Memberships		5300	17,598.21	540.00	18,138.21	17,701.00	0.00	17,701.00	-2.4%
Insurance		5400 - 5450	157,285.00	0.00	157,285.00	165,194.00	0.00	165,194.00	5.0%
Operations and Housekeeping Services		5500	638,437.92	7,000.00	645,437.92	690,800.00	7,000.00	697,800.00	8.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	80,076.08	60,973.37	141,049.45	101,121.15	131,221.00	232,342.15	64.7%
Transfers of Direct Costs		5710	(9,654.75)	9,654.75	0.00	(41,130.00)	41,130.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	547,610.91	703,601.79	1,251,212.70	782,100.64	1,261,205.00	2,043,305.64	63.3%
Communications		5900	68,979.84	1,810.41	70,790.25	78,026.00	2,762.00	80,788.00	14.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,537,296.27	1,050,764.92	2,588,061.19	1,859,749.94	1,840,391.88	3,700,141.82	43.0%

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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	47,284.24	114,211.82	161,496.06	157,400.00	9,702.00	167,102.00	3.5%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			685,996.75	925,207.69	1,611,204.44	1,458,342.54	610,459.62	2,068,802.16	28.4%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	211,396.40	211,396.40	38,375.00	280,535.88	318,910.88	50.9%
Travel and Conferences		5200	36,963.06	55,788.20	92,751.26	27,562.15	116,538.00	144,100.15	55.4%
Dues and Memberships		5300	17,598.21	540.00	18,138.21	17,701.00	0.00	17,701.00	-2.4%
Insurance		5400 - 5450	157,285.00	0.00	157,285.00	165,194.00	0.00	165,194.00	5.0%
Operations and Housekeeping Services		5500	638,437.92	7,000.00	645,437.92	690,800.00	7,000.00	697,800.00	8.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	80,076.08	60,973.37	141,049.45	101,121.15	131,221.00	232,342.15	64.7%
Transfers of Direct Costs		5710	(9,654.75)	9,654.75	0.00	(41,130.00)	41,130.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	547,610.91	703,601.79	1,251,212.70	782,100.64	1,261,205.00	2,043,305.64	63.3%
Communications		5900	68,979.84	1,810.41	70,790.25	78,026.00	2,762.00	80,788.00	14.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			1,537,296.27	1,050,764.92	2,588,061.19	1,859,749.94	1,840,391.88	3,700,141.82	43.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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	12,317.75	0.00	12,317.75	0.00	0.00	0.00	-100.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	60,000.00	0.00	60,000.00	New
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	0.00	0.00	350,000.00	8,000.00	358,000.00	New
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			12,317.75	0.00	12,317.75	410,000.00	8,000.00	418,000.00	3293.5%
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	0.00	60,332.00	60,332.00	0.00	38,600.00	38,600.00	-36.0%
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%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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	12,317.75	0.00	12,317.75	0.00	0.00	0.00	-100.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	60,000.00	0.00	60,000.00	New
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	0.00	0.00	350,000.00	8,000.00	358,000.00	New
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			12,317.75	0.00	12,317.75	410,000.00	8,000.00	418,000.00	3293.5%
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	0.00	60,332.00	60,332.00	0.00	38,600.00	38,600.00	-36.0%
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%

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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	2,096.64	0.00	2,096.64	3,590.00	0.00	3,590.00	71.2%
Other Debt Service - Principal		7439	13,367.52	0.00	13,367.52	27,345.00	0.00	27,345.00	104.6%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			15,464.16	60,332.00	75,796.16	30,935.00	38,600.00	69,535.00	-8.3%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(260,452.14)	260,452.14	0.00	(239,694.90)	239,694.90	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(127,888.91)	0.00	(127,888.91)	(99,890.00)	0.00	(99,890.00)	-21.9%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(388,341.05)	260,452.14	(127,888.91)	(339,584.90)	239,694.90	(99,890.00)	-21.9%
TOTAL, EXPENDITURES			22,851,637.15	11,300,837.00	34,152,474.15	26,016,848.61	11,209,782.19	37,226,630.80	9.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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	12,317.75	0.00	12,317.75	0.00	0.00	0.00	-100.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	60,000.00	0.00	60,000.00	New
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	0.00	0.00	350,000.00	8,000.00	358,000.00	New
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			12,317.75	0.00	12,317.75	410,000.00	8,000.00	418,000.00	3293.5%
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	0.00	60,332.00	60,332.00	0.00	38,600.00	38,600.00	-36.0%
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%

Unaudited Actuals
General Fund
Unrestricted and Restricted
Expenditures by Object

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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	2,096.64	0.00	2,096.64	3,590.00	0.00	3,590.00	71.2%
Other Debt Service - Principal		7439	13,367.52	0.00	13,367.52	27,345.00	0.00	27,345.00	104.6%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			15,464.16	60,332.00	75,796.16	30,935.00	38,600.00	69,535.00	-8.3%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(260,452.14)	260,452.14	0.00	(239,694.90)	239,694.90	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(127,888.91)	0.00	(127,888.91)	(99,890.00)	0.00	(99,890.00)	-21.9%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(388,341.05)	260,452.14	(127,888.91)	(339,584.90)	239,694.90	(99,890.00)	-21.9%
TOTAL, EXPENDITURES			22,851,637.15	11,300,837.00	34,152,474.15	26,016,848.61	11,209,782.19	37,226,630.80	9.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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	14,032.91	0.00	14,032.91	10,500.00	0.00	10,500.00	-25.2%
(a) TOTAL, INTERFUND TRANSFERS IN			14,032.91	0.00	14,032.91	10,500.00	0.00	10,500.00	-25.2%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.00	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	10,415.81	0.00	10,415.81	0.00	0.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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	14,032.91	0.00	14,032.91	10,500.00	0.00	10,500.00	-25.2%
(a) TOTAL, INTERFUND TRANSFERS IN			14,032.91	0.00	14,032.91	10,500.00	0.00	10,500.00	-25.2%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.00	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	10,415.81	0.00	10,415.81	0.00	0.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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	14,032.91	0.00	14,032.91	10,500.00	0.00	10,500.00	-25.2%
(a) TOTAL, INTERFUND TRANSFERS IN			14,032.91	0.00	14,032.91	10,500.00	0.00	10,500.00	-25.2%
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	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.00	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	10,415.81	0.00	10,415.81	0.00	0.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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			10,415.81	0.00	10,415.81	0.00	0.00	0.00	-100.0%
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	(3,257,909.26)	3,257,909.26	0.00	(4,070,420.00)	4,070,420.00	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			(3,257,909.26)	3,257,909.26	0.00	(4,070,420.00)	4,070,420.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(3,233,460.54)	3,257,909.26	24,448.72	(4,059,920.00)	4,070,420.00	10,500.00	-57.1%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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			10,415.81	0.00	10,415.81	0.00	0.00	0.00	-100.0%
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	(3,257,909.26)	3,257,909.26	0.00	(4,070,420.00)	4,070,420.00	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			(3,257,909.26)	3,257,909.26	0.00	(4,070,420.00)	4,070,420.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(3,233,460.54)	3,257,909.26	24,448.72	(4,059,920.00)	4,070,420.00	10,500.00	-57.1%

Resource	Description	2014-15 Unaudited Actuals	2015-16 Budget
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	0.00	194,023.54
5640	Medi-Cal Billing Option	38,954.57	38,954.57
5810	Other Restricted Federal	0.00	24,963.00
6010	After School Education and Safety (ASES)	3.31	3.31
6230	California Clean Energy Jobs Act	281,212.77	281,212.77
6512	Special Ed: Mental Health Services	235,450.16	167,239.16
7405	Common Core State Standards Implementation	6,408.54	6,408.54
7810	Other Restricted State	256.86	256.86
8150	Ongoing & Major Maintenance Account (RMA: Education Code Sectir	0.00	199.00
9010	Other Restricted Local	40,480.07	41,029.60
Total, Restricted Balance		602,766.28	754,290.35

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals			2015-16 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			10,415.81	0.00	10,415.81	0.00	0.00	0.00	-100.0%
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	(3,257,909.26)	3,257,909.26	0.00	(4,070,420.00)	4,070,420.00	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			(3,257,909.26)	3,257,909.26	0.00	(4,070,420.00)	4,070,420.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(3,233,460.54)	3,257,909.26	24,448.72	(4,059,920.00)	4,070,420.00	10,500.00	-57.1%

Resource	Description	2014-15 Unaudited Actuals	2015-16 Budget
3010	NCLB: Title I, Part A, Basic Grants Low-Income and Neglected	0.00	194,023.54
5640	Medi-Cal Billing Option	38,954.57	38,954.57
5810	Other Restricted Federal	0.00	24,963.00
6010	After School Education and Safety (ASES)	3.31	3.31
6230	California Clean Energy Jobs Act	281,212.77	281,212.77
6512	Special Ed: Mental Health Services	235,450.16	167,239.16
7405	Common Core State Standards Implementation	6,408.54	6,408.54
7810	Other Restricted State	256.86	256.86
8150	Ongoing & Major Maintenance Account (RMA: Education Code Sectir	0.00	199.00
9010	Other Restricted Local	40,480.07	41,029.60
Total, Restricted Balance		602,766.28	754,290.35

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	35,501.00	40,695.00	14.6%
3) Other State Revenue		8300-8599	339,541.90	376,316.00	10.8%
4) Other Local Revenue		8600-8799	10,636.69	10,015.00	-5.8%
5) TOTAL, REVENUES			385,679.59	427,026.00	10.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	145,585.61	148,785.00	2.2%
2) Classified Salaries		2000-2999	123,696.57	148,753.00	20.3%
3) Employee Benefits		3000-3999	64,966.78	71,895.00	10.7%
4) Books and Supplies		4000-4999	9,422.38	19,892.00	111.1%
5) Services and Other Operating Expenditures		5000-5999	20,396.33	18,321.00	-10.2%
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	21,589.33	19,365.00	-10.3%
9) TOTAL, EXPENDITURES			385,659.00	427,011.00	10.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)					
			20.59	15.00	-27.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	35,501.00	40,695.00	14.6%
3) Other State Revenue		8300-8599	339,541.90	376,316.00	10.8%
4) Other Local Revenue		8600-8799	10,636.69	10,015.00	-5.8%
5) TOTAL, REVENUES			385,679.59	427,026.00	10.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	145,585.61	148,785.00	2.2%
2) Classified Salaries		2000-2999	123,696.57	148,753.00	20.3%
3) Employee Benefits		3000-3999	64,966.78	71,895.00	10.7%
4) Books and Supplies		4000-4999	9,422.38	19,892.00	111.1%
5) Services and Other Operating Expenditures		5000-5999	20,396.33	18,321.00	-10.2%
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	21,589.33	19,365.00	-10.3%
9) TOTAL, EXPENDITURES			385,659.00	427,011.00	10.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)					
			20.59	15.00	-27.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			20.59	15.00	-27.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	7,478.61	7,499.20	0.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			7,478.61	7,499.20	0.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			7,478.61	7,499.20	0.3%
2) Ending Balance, June 30 (E + F1e)			7,499.20	7,514.20	0.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Expenditures		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			7,499.20	7,514.20	0.2%
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	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(200.31)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	5,448.22		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	28,132.50		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			33,380.41		
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	4,291.88		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	21,589.33		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			25,881.21		
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 (must agree with line F2) (G9 + H2) - (I6 + J2)			7,499.20		

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 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%
NCLB: Title I, Part A, Basic Grants Low- Income and Neglected	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	35,501.00	40,695.00	14.6%
TOTAL, FEDERAL REVENUE			35,501.00	40,695.00	14.6%
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	334,541.90	371,316.00	11.0%
All Other State Revenue	All Other	8590	5,000.00	5,000.00	0.0%
TOTAL, OTHER STATE REVENUE			339,541.90	376,316.00	10.8%
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	17.59	15.00	-14.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	10,619.10	10,000.00	-5.8%
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			10,636.69	10,015.00	-5.8%
TOTAL, REVENUES			385,679.59	427,026.00	10.7%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	131,599.45	132,250.00	0.5%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	13,986.16	16,535.00	18.2%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			145,585.61	148,785.00	2.2%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	65,300.39	99,445.00	52.3%
Classified Support Salaries		2200	11,493.05	9,830.00	-14.5%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	41,928.02	39,478.00	-5.8%
Other Classified Salaries		2900	4,975.11	0.00	-100.0%
TOTAL, CLASSIFIED SALARIES			123,696.57	148,753.00	20.3%
EMPLOYEE BENEFITS					
STRS		3101-3102	12,914.85	15,969.00	23.6%
PERS		3201-3202	6,042.38	5,800.00	-4.0%
OASDI/Medicare/Alternative		3301-3302	10,650.49	13,976.00	31.2%
Health and Welfare Benefits		3401-3402	30,258.86	30,202.00	-0.2%
Unemployment Insurance		3501-3502	134.58	156.00	15.9%
Workers' Compensation		3601-3602	3,847.60	4,331.00	12.6%
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	1,120.02	1,461.00	30.4%
TOTAL, EMPLOYEE BENEFITS			64,968.78	71,895.00	10.7%
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	9,132.45	19,892.00	117.8%
Noncapitalized Equipment		4400	289.93	0.00	-100.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			9,422.38	19,892.00	111.1%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	325.00	1,000.00	207.7%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	16,020.96	13,000.00	-18.9%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,116.30	2,000.00	79.2%
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	1,822.00	2,321.00	27.4%
Communications		5900	1,112.07	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			20,396.33	18,321.00	-10.2%
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	21,589.33	19,365.00	-10.3%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			21,589.33	19,365.00	-10.3%
TOTAL EXPENDITURES			385,659.00	427,011.00	10.7%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	1,444,735.65	1,507,675.03	4.4%
3) Other State Revenue		8300-8599	100,894.03	97,200.00	-3.7%
4) Other Local Revenue		8600-8799	217,651.24	203,800.00	-6.4%
5) TOTAL, REVENUES			1,763,280.92	1,808,675.03	2.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	736,693.42	758,946.74	3.0%
3) Employee Benefits		3000-3999	245,766.51	217,297.39	-11.6%
4) Books and Supplies		4000-4999	784,241.98	602,282.29	-23.2%
5) Services and Other Operating Expenditures		5000-5999	36,174.34	48,203.91	33.3%
6) Capital Outlay		6000-6999	0.00	6,440.00	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	106,299.58	80,525.00	-24.2%
9) TOTAL, EXPENDITURES			1,909,175.83	1,713,695.33	-10.2%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)					
			(145,894.91)	94,979.70	-165.1%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(145,894.91)	94,979.70	-165.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	264,805.12	118,910.21	-55.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			264,805.12	118,910.21	-55.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			264,805.12	118,910.21	-55.1%
2) Ending Balance, June 30 (E + F1e)			118,910.21	213,889.91	79.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	10,000.00	0.00	-100.0%
Stores		9712	25,768.44	0.00	-100.0%
Prepaid Expenditures		9713	199.00	0.00	-100.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			114,233.91	213,889.91	87.2%
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	(31,291.14)	0.00	-100.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(244,044.34)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	10,000.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	432,019.63		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	25,768.44		
7) Prepaid Expenditures		9330	199.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			223,942.73		
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	35,426.52		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	69,606.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			105,032.52		
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 (must agree with line F2) (G9 + H2) - (I6 + J2)			118,910.21		

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	1,444,735.65	1,507,675.03	4.4%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			1,444,735.65	1,507,675.03	4.4%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	100,894.03	97,200.00	-3.7%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			100,894.03	97,200.00	-3.7%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	217,614.59	203,800.00	-6.3%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	36.65	0.00	-100.0%
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	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			217,651.24	203,800.00	-6.4%
TOTAL, REVENUES			1,763,280.92	1,808,675.03	2.6%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 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	635,221.07	652,777.08	2.8%
Classified Supervisors' and Administrators' Salaries		2300	52,307.53	70,720.00	35.2%
Clerical, Technical and Office Salaries		2400	49,164.82	35,432.00	-27.9%
Other Classified Salaries		2900	0.00	17.66	New
TOTAL, CLASSIFIED SALARIES			736,693.42	758,946.74	3.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	68,830.82	55,228.34	-19.8%
OASDI/Medicare/Alternative		3301-3302	55,594.10	60,958.77	9.6%
Health and Welfare Benefits		3401-3402	93,633.30	78,075.00	-16.6%
Unemployment Insurance		3501-3502	373.30	426.91	14.4%
Workers' Compensation		3601-3602	10,597.12	11,033.58	4.1%
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	16,737.87	11,574.79	-30.8%
TOTAL, EMPLOYEE BENEFITS			245,766.51	217,297.39	-11.6%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	45,627.40	42,500.00	-6.9%
Noncapitalized Equipment		4400	10,642.73	12,740.00	19.7%
Food		4700	727,971.85	547,042.29	-24.9%
TOTAL, BOOKS AND SUPPLIES			784,241.98	602,282.29	-23.2%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,752.67	1,509.24	-13.9%
Dues and Memberships		5300	50.00	135.00	170.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	9,502.03	10,329.67	8.7%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,864.76	8,500.00	355.8%
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	22,748.35	27,230.00	19.7%
Communications		5900	256.53	500.00	94.9%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			36,174.34	48,203.91	33.3%
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	6,440.00	New
TOTAL, CAPITAL OUTLAY			0.00	6,440.00	New
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	106,299.58	80,525.00	-24.2%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			106,299.58	80,525.00	-24.2%
TOTAL, EXPENDITURES			1,909,175.83	1,713,695.33	-10.2%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	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 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%

<u>Resource</u>	<u>Description</u>	<u>2014-15 Unaudited Actuals</u>	<u>2015-16 Budget</u>
5310	Child Nutrition: School Programs (e.g., School Lunch, School	0.00	24,002.00
5320	Child Nutrition: Child Care Food Program (CCFP) Claims-Cen	110,321.23	174,212.53
5330	Child Nutrition: Summer Food Service Program Operations	3,912.68	15,675.38
Total, Restricted Balance		<u>114,233.91</u>	<u>213,889.91</u>

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 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	597.00	0.00	-100.0%
5) TOTAL REVENUES			597.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			597.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	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	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			597.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	253,918.07	254,515.07	0.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			253,918.07	254,515.07	0.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			253,918.07	254,515.07	0.2%
2) Ending Balance, June 30 (E + F1e)			254,515.07	254,515.07	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 Expenditures		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	254,515.07	254,515.07	0.0%
Reserved for Retiree Benefits	0000	9780	254,515.07		
Reserved for Retiree Benefits	0000	9780		254,515.07	
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	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	253,918.07		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	597.00		
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			254,515.07		
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 (must agree with line F2) (G9 + H2) - (I6 + J2)			254,515.07		

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Interest		8660	597.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			597.00	0.00	-100.0%
TOTAL, REVENUES			597.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 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	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 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	477,338.29	410,350.00	-14.0%
5) TOTAL, REVENUES			477,338.29	410,350.00	-14.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	13,550.74	30,470.00	124.9%
3) Employee Benefits		3000-3999	3,574.84	7,976.00	123.1%
4) Books and Supplies		4000-4999	4,175.07	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	158,274.36	131,792.00	-16.7%
6) Capital Outlay		6000-6999	6,699.72	94,500.00	1310.5%
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			186,274.73	264,738.00	42.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			291,063.56	145,612.00	-50.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	14,032.91	10,500.00	-25.2%
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			(14,032.91)	(10,500.00)	-25.2%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			277,030.65	135,112.00	-51.2%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	753,619.76	1,030,650.41	36.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			753,619.76	1,030,650.41	36.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			753,619.76	1,030,650.41	36.8%
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 Expenditures		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	1,030,650.41	1,165,762.41	13.1%
Reserved for Capital Facilities Projects	0000	9780	1,030,650.41		
Reserved for Capital Facilities Projects	0000	9780		1,165,762.41	
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	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,115,399.75		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	2,287.00		
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			1,117,686.75		
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	59,421.43		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	27,614.91		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			87,036.34		
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 (must agree with line F2) (G9 + H2) - (I6 + J2)			1,030,650.41		

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	7,287.61	20,000.00	174.4%
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	2,287.00	350.00	-84.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	467,763.68	390,000.00	-16.6%
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			477,338.29	410,350.00	-14.0%
TOTAL, REVENUES			477,338.29	410,350.00	-14.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 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	13,550.74	30,470.00	124.9%
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			13,550.74	30,470.00	124.9%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	1,595.09	3,610.00	126.3%
OASDI/Medicare/Alternative		3301-3302	1,005.69	2,285.00	127.2%
Health and Welfare Benefits		3401-3402	648.76	1,395.00	115.0%
Unemployment Insurance		3501-3502	6.79	16.00	135.6%
Workers' Compensation		3601-3602	193.48	435.00	124.8%
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	125.03	235.00	88.0%
TOTAL, EMPLOYEE BENEFITS			3,574.84	7,976.00	123.1%
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	4,175.07	0.00	-100.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			4,175.07	0.00	-100.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,581.54	1,305.00	-17.5%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	3,083.18	7,000.00	127.0%
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	153,609.64	123,487.00	-19.6%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			158,274.36	131,792.00	-16.7%
CAPITAL OUTLAY					
Land		6100	6,699.72	2,000.00	-70.1%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	92,500.00	New
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			6,699.72	94,500.00	1310.5%
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			186,274.73	264,738.00	42.1%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 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	14,032.91	10,500.00	-25.2%
(b) TOTAL, INTERFUND TRANSFERS OUT			14,032.91	10,500.00	-25.2%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale/Lease- Purchase of Land/Buildings		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)			(14,032.91)	(10,500.00)	-25.2%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1.00	0.00	-100.0%
5) TOTAL, REVENUES			1.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	933.78	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			933.78	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(932.78)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	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	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(932.78)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	932.78	0.00	-100.0%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			932.78	0.00	-100.0%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			932.78	0.00	-100.0%
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 Expenditures					
		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	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	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(1.00)		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	1.00		
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 (must agree with line F2) (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1.00	0.00	-100.0%
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			1.00	0.00	-100.0%
TOTAL, REVENUES			1.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	933.78	0.00	-100.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			933.78	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					
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			933.78	0.00	-100.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/ County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 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	89.00	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			89.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(89.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	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	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(89.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	89.00	0.00	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			89.00	0.00	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			89.00	0.00	-100.0%
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 Expenditures		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	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	2014-15 Unaudited Actuals	2015-16 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 Fund		9130	0.00		
d) with Fiscal Agent		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 (must agree with line F2) (G9 + H2) - (I6 + J2)			0.00		

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
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%
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	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	89.00	0.00	-100.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			89.00	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					
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			89.00	0.00	-100.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 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%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale/Lease-Purchase of Land/Buildings		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 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	218.49	New
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	218.49	New
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	(218.49)	New
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	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	(218.49)	New
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	218.49	218.49	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			218.49	218.49	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			218.49	218.49	0.0%
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 Expenditures		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	218.49	0.00	-100.0%
Reserved for Mello Roos Projects	0000	9780	218.49		
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	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	218.49		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		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			218.49		
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 (must agree with line F2) (G9 + H2) - (I6 + J2)			218.49		

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 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	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	2014-15 Unaudited Actuals	2015-16 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	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	218.49	New
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	218.49	New
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			0.00	218.49	New

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 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	2014-15 Unaudited Actuals	2015-16 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	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	8,912.00	16,853.00	89.1%
4) Other Local Revenue		8600-8799	616,158.00	443,734.00	-28.0%
5) TOTAL, REVENUES			625,070.00	460,587.00	-26.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	583,866.00	615,431.00	5.4%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			583,866.00	615,431.00	5.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			41,204.00	(154,844.00)	-475.8%
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%

Unaudited Actuals
Bond Interest and Redemption Fund
Expenditures by Object

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			41,204.00	(154,844.00)	-475.8%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	700,991.00	742,195.00	5.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			700,991.00	742,195.00	5.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			700,991.00	742,195.00	5.9%
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 Expenditures		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	742,195.00	587,351.00	-20.9%
Reserved for Bond Interest and Redemption	0000	9780	742,195.00		
Reserved for Bond Interest and Redemption	0000	9780		587,351.00	
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	2014-15 Unaudited Actuals	2015-16 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	741,274.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		9135	0.00		
e) collections awaiting deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	982.00		
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			742,256.00		
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	61.00		
6) TOTAL, LIABILITIES			61.00		
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 (must agree with line F2) (G9 + H2) - (I6 + J2)			742,195.00		

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 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	8,912.00	7,112.00	-20.2%
Other Subventions/In-Lieu Taxes		8572	0.00	9,741.00	New
TOTAL, OTHER STATE REVENUE			8,912.00	16,853.00	89.1%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes Voted Indebtedness Levies Secured Roll		8611	578,080.00	424,353.00	-26.6%
Unsecured Roll		8612	13,826.00	19,381.00	40.2%
Prior Years' Taxes		8613	7,035.00	0.00	-100.0%
Supplemental Taxes		8614	17,065.00	0.00	-100.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	174.00	0.00	-100.0%
Interest		8660	(22.00)	0.00	-100.0%
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			616,158.00	443,734.00	-28.0%
TOTAL, REVENUES			625,070.00	460,587.00	-26.3%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 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	367.00	1,000.00	172.5%
Debt Service - Interest		7438	138,499.00	129,431.00	-6.5%
Other Debt Service - Principal		7439	445,000.00	485,000.00	9.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			583,866.00	615,431.00	5.4%
TOTAL EXPENDITURES			583,866.00	615,431.00	5.4%

Description	Resource Codes	Object Codes	2014-15 Unaudited Actuals	2015-16 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%



Board Meeting Agenda Item Information

Meeting Date: 9/10/15	Agenda Item: 131.659 Board Consideration of Approval of Resolution #4: 2015-16 GANN Limit
Presenter: Karen Schauer Myla Frantson Debbie Schmidt	Action Item: XX Information Item:
<p>Attached is Resolution #2 – GANN Limit and supporting information. This is a routine resolution and declares that the appropriations in the 2014-2015 budget do not exceed the limitations imposed by Proposition 4 and that the GANN Limit recalculation for the 2013-2014 fiscal year and the GANN Limit calculations for the 2014-2015 fiscal year are made in accordance with applicable constitutional and statutory law.</p> <p>Board approval is recommended.</p>	

GALT JOINT UNION SCHOOL DISTRICT

RESOLUTION NO. 4 (2015-16)

GANN LIMIT

WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII B to the California Constitution; and,

WHEREAS, the provisions of Article XIII B establish maximum appropriation limitations, commonly called "Gann Limits," for public agencies, including school districts; and,

WHEREAS, the District must establish a revised Gann Limit for the 2014-15 fiscal year and a projected Gann limit for the 2015-16 fiscal year in accordance with the provisions of Article XIII B and applicable statutory law;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann limits for the 2014-15 and the 2015-16 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this board does hereby declare that the appropriations in the Budget for the 2014-15 and 2015-16 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provides copies of this resolution along with appropriate attachments to interested citizens of this district.

IN WITNESS WHEREOF, we the Members of the Governing Board of Galt Joint Union School District of Sacramento County, California, have hereunto set our hand this 10th day of September 2015.

Board of Education

President

Clerk

Member

Member

Member

	2014-15 Calculations			2015-16 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
DR YEAR DATA	2013-14 Actual			2014-15 Actual		
2013-14 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)						
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	22,942,968.21		22,942,968.21			22,203,493.40
2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	3,649.95		3,649.95			3,540.54
ADJUSTMENTS TO PRIOR YEAR LIMIT	Adjustments to 2013-14			Adjustments to 2014-15		
3. District Lapses, Reorganizations and Other Transfers						
4. Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5)			0.00			0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
B. CURRENT YEAR GANN ADA	2014-15 P2 Report			2015-16 P2 Estimate		
(2014-15 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the district)						
1. Total K-12 ADA (Form A, Line A6)	3,540.54		3,540.54	3,435.15		3,435.15
2. Total Charter Schools ADA (Form A, Line C9)	0.00		0.00	0.00		0.00
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)			3,540.54			3,435.15
C. LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED	2014-15 Actual			2015-16 Budget		
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1. Homeowners' Exemption (Object 8021)	33,756.63		33,756.63	36,040.00		36,040.00
2. Timber Yield Tax (Object 8022)	1.13		1.13	0.00		0.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	0.00		0.00	0.00		0.00
Secured Roll Taxes (Object 8041)	2,571,746.69		2,571,746.69	2,547,891.00		2,547,891.00
Insecured Roll Taxes (Object 8042)	109,800.40		109,800.40	113,090.00		113,090.00
4. Prior Years' Taxes (Object 8043)	746.52		746.52	(41,590.00)		(41,590.00)
5. Supplemental Taxes (Object 8044)	97,653.55		97,653.55	89,520.00		89,520.00
6. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	665,655.04		665,655.04	547,160.00		547,160.00
7. Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00
8. Other In-Lieu Taxes (Object 8082)	648.99		648.99	400.00		400.00
9. Comm. Redevelopment Funds (objects 8047 & 8625)	131,946.82		131,946.82	57,889.00		57,889.00
10. Parcel Taxes (Object 8621)	0.00		0.00	0.00		0.00
11. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
12. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
13. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)	0.00		0.00	0.00		0.00
14. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	3,611,955.77	0.00	3,611,955.77	3,350,400.00	0.00	3,350,400.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
15. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
16. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	3,611,955.77	0.00	3,611,955.77	3,350,400.00	0.00	3,350,400.00

	2014-15 Calculations			2015-16 Calculations		
	Extracted Data	Adjustments*	Entered Data/Totals	Extracted Data	Adjustments*	Entered Data/Totals
EXCLUDED APPROPRIATIONS						
19. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			335,366.50			362,662.00
OTHER EXCLUSIONS						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
22. Other Unfunded Court-ordered or Federal Mandates						
23. TOTAL EXCLUSIONS (Lines C19 through C22)			335,366.50			362,662.00
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. LCFF - CY (objects 8011 and 8012)	22,707,609.72		22,707,609.72	25,553,912.00		25,553,912.00
25. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	4,441.13		4,441.13	0.00		0.00
26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)	22,712,050.85	0.00	22,712,050.85	25,553,912.00	0.00	25,553,912.00
DATA FOR INTEREST CALCULATION						
27. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	35,044,690.91		35,044,690.91	38,859,881.09		38,859,881.09
28. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	(2,227.73)		(2,227.73)	60.00		60.00
APPROPRIATIONS LIMIT CALCULATIONS						
D. PRELIMINARY APPROPRIATIONS LIMIT			2014-15 Actual			2015-16 Budget
1. Revised Prior Year Program Limit (Lines A1 plus A6)			22,942,968.21			22,203,493.40
2. Inflation Adjustment			0.9977			1.0382
3. Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places)			0.9700			0.9702
4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)			22,203,493.40			22,364,727.18
APPROPRIATIONS SUBJECT TO THE LIMIT						
5. Local Revenues Excluding Interest (Line C18)			3,611,955.77			3,350,400.00
6. Preliminary State Aid Calculation						
a. Minimum State Aid in Local Limit (Greater of \$120 times Line B3 or \$2,400; but not greater than Line C26 or less than zero)			424,864.80			412,218.00
b. Maximum State Aid in Local Limit (Lesser of Line C26 or Lines D4 minus D5 plus C23; but not less than zero)			18,926,904.13			19,376,989.18
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)			18,926,904.13			19,376,989.18
7. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])			(2,227.73)			35.09
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)			3,609,728.04			3,350,435.09
8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C26 or less than zero)			18,929,131.86			19,376,954.09
9. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D7b)			3,609,728.04			
b. State Subventions (Line D8)			18,929,131.86			
c. Less: Excluded Appropriations (Line C23)			335,366.50			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)			22,203,493.40			



Board Meeting Agenda Item Information

<p>Meeting Date: 9/10/15</p>	<p>Agenda Item: 131.660 Board Consideration of Approval of Out of State Conference Attendance by Karen Schauer, John Gordon, Claudia Del Toro-Anguiano, and Kim Lizama for the Race To The Top-District 2015 Annual Convening in Washington, DC, October 15-16</p>
<p>Presenter: Karen Schauer</p>	<p>Action Item: XX Information Item:</p>
<p>The Annual Convening for national Race To The Top districts is entitled: Making it Personal: Building Capacity to Sustain What Works. The grant will fund the following four district employees to attend: Karen Schauer, John Gordon, Claudia Del-Toro Anguiano, Kim Lizama. If space is available, the team will participate in a visit to KIPP-DC school site visit on October 14th.</p> <p>The Essential Question for convening participants: How will we know that our current personalization practices are working for all students, and how do we improve and sustain our practices over time so that every student can achieve their highest potential?</p>	



Board Meeting Agenda Item Information

Meeting Date: 9/10/15	Agenda Item: 131.661 Public Hearing of Professional Development Educator Effectiveness Expenditure Plan
Presenter: Karen Schauer	Action Item: Public Hearing: XX Information Item:

Background

For the second year, GJUESD teachers and administrators are developing a Professional Learning Growth Plan. The plan includes a focus area for professional learning, evidence to gauge growth, reflection with administrator or other educator and adjustments for continuous improvement.

Plan

Every teacher and administrator receive \$1000 from the “educator effectiveness” state funding to be used over a two year period to support professional learning as part of the Professional Learning Growth Plan. The professional learning focus area must relate to key learning areas included in the LCAP goal areas including personalization for maximizing learner growth, Common Core State Standards and NGSS implementation, addressing high needs learners for learning success through RALLI strategies, blended learning approaches and service learning. School administrators prepare professional learning growth plans supporting instructional leadership for CCSS and NGSS implementation.

Administrators approve the teacher professional learning growth plan focus areas and expenditures. Superintendent approves principal professional learning growth plans and expenditures.

Expenditure Plan

Professional learning funding covers release time, workshop fees, publications, course fees, on-line resources, supplies. Projected cost for 232 TK- grade eight educators is \$232,000 with the balance of approximately 95,000 supporting BTSA and PAR program needs for 2015-16 and 2016-17. Six pre-kindergarten teachers will also participate through other funding sources, if required.



Board Meeting Agenda Item Information

Meeting Date: 9/10/15	Agenda Item: Board Discussion
Presenter: Karen Schauer	Action Item: Information Item: XX

1. Governance Team Continuous Improvement



Board Discussion: Governance Team Continuous Improvement Superintendent

The Galt Bright Future Learning initiative includes a Race To The Top District requirement to advance systems evaluation: Superintendent, Principals, Teachers and Board of Trustees. Varying levels of GJUESD *personalized* evaluation progress have been accomplished in the last two years.

Common components of the superintendent, principal and teacher systems include: reflection, review of multiple data sources and performance indicators, coach/peer interaction and focus growth/goal areas. A commitment to professional learning for continuous improvement and personalized growth are fundamental.

Over time, the board has participated in discussions and study concerning board evaluation and continuous improvement. The September 10th discussion will set the stage for future 2015-16 governance team continuous improvement efforts.

As GJUESD completes the shift to a personalized learning focus for all learners, Board members will discuss the impact of that shift on their roles, both individually and collectively.

ESSENTIAL QUESTION:

What are the characteristics of a successful School Board, and what do those characteristics look like in practice in a district with a personalized learning focus and a growth mindset? How do Board members assess their own growth and commitment in this new environment?

Discussion Preparation Resources

1. *GJUESD Logic Model*
2. *Bright Future Learning Detailed Logic Model*
3. *GJUESD Strengths: A Community Model*
4. *GALLUP Strengths Reference Card*
5. *Clifton Youth Strengths Explorer Theme Descriptions*
6. *What Kind of Mindset Do You Have?*
7. *Fixed vs. Growth Mindset*
8. *District Conditions for Scale: A Practical Guide to Scaling Personalized Learning*
9. *Partnerships, Not Pushouts: A Guide for School Board Members, Community Partnerships for Student Success*
10. *Eight Characteristics of Effective School Boards*



GJUESD BRIGHT FUTURE VISION

Growing And Learning Together

Our Goal:

Inspire learners-
one plan at a
time!

Developing
Personalized Learning
Plans (PLPs) for every
learner

- THREE PLAN
COMPONENTS
1. Learner Information
 2. Goal Setting
 3. Performance Progress

**GOAL
1**

Implement Common
Core State Standards in
every classroom through
blended and flexible
learning environments

1. Variety of Blended Learning
Environments
2. Classroom, BFLC, Outdoors,
Community

**GOAL
2**

Using data, meaningful
evaluation, and self-
reflection to
continuously improve
classroom instruction

1. We are in this together: A
systems approach!
2. Engaging educator
evaluation
3. On-going data use to gauge
adjustments

**GOAL
3**

Providing safe, clean
school facilities with the
flexibility and
infrastructure needed
for high-level instruction

Support 21st Century Learning
through safe, healthy and
flexible learning environments

**GOAL
4**

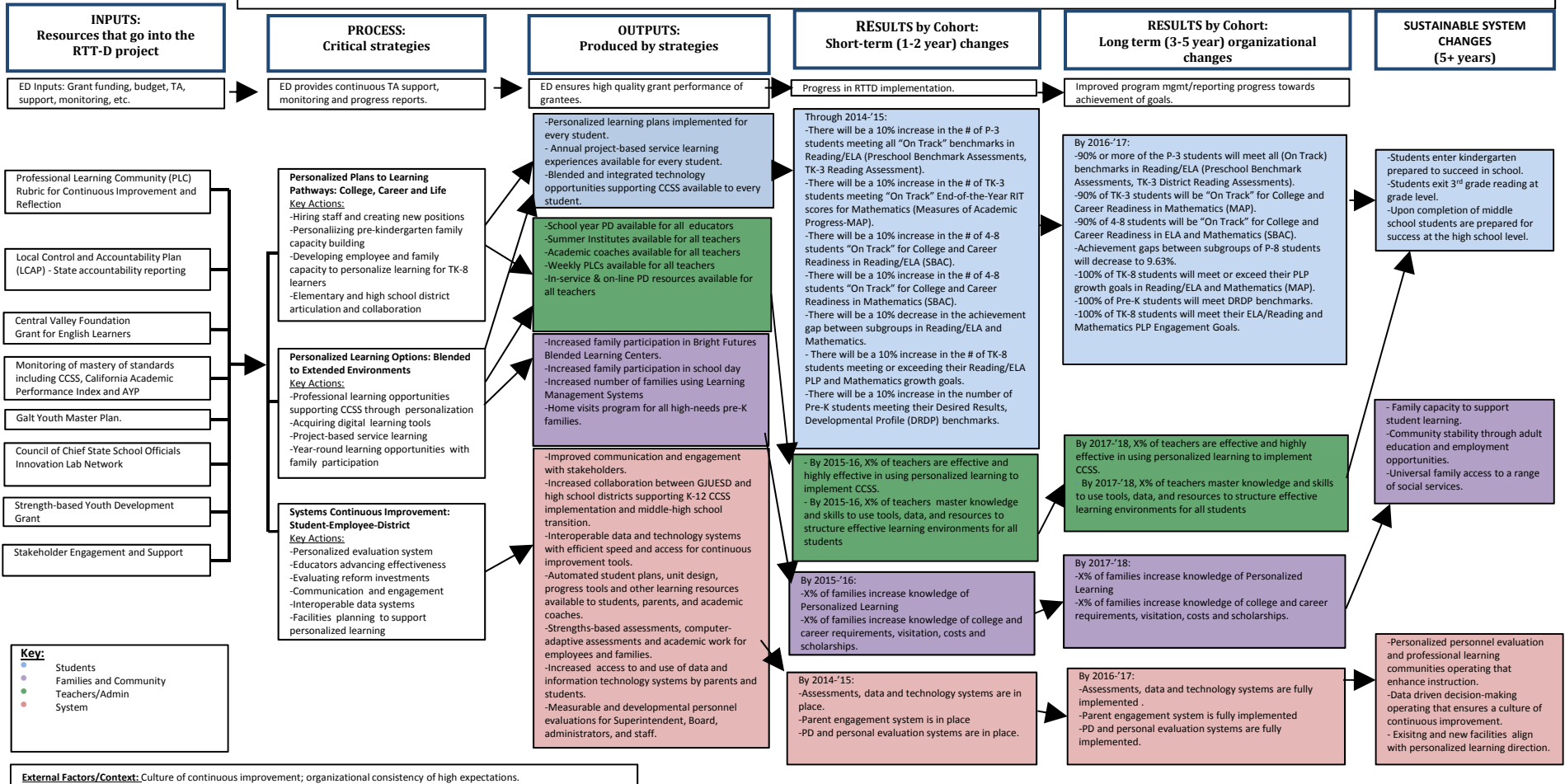
GJUESD BRIGHT FUTURE VISION



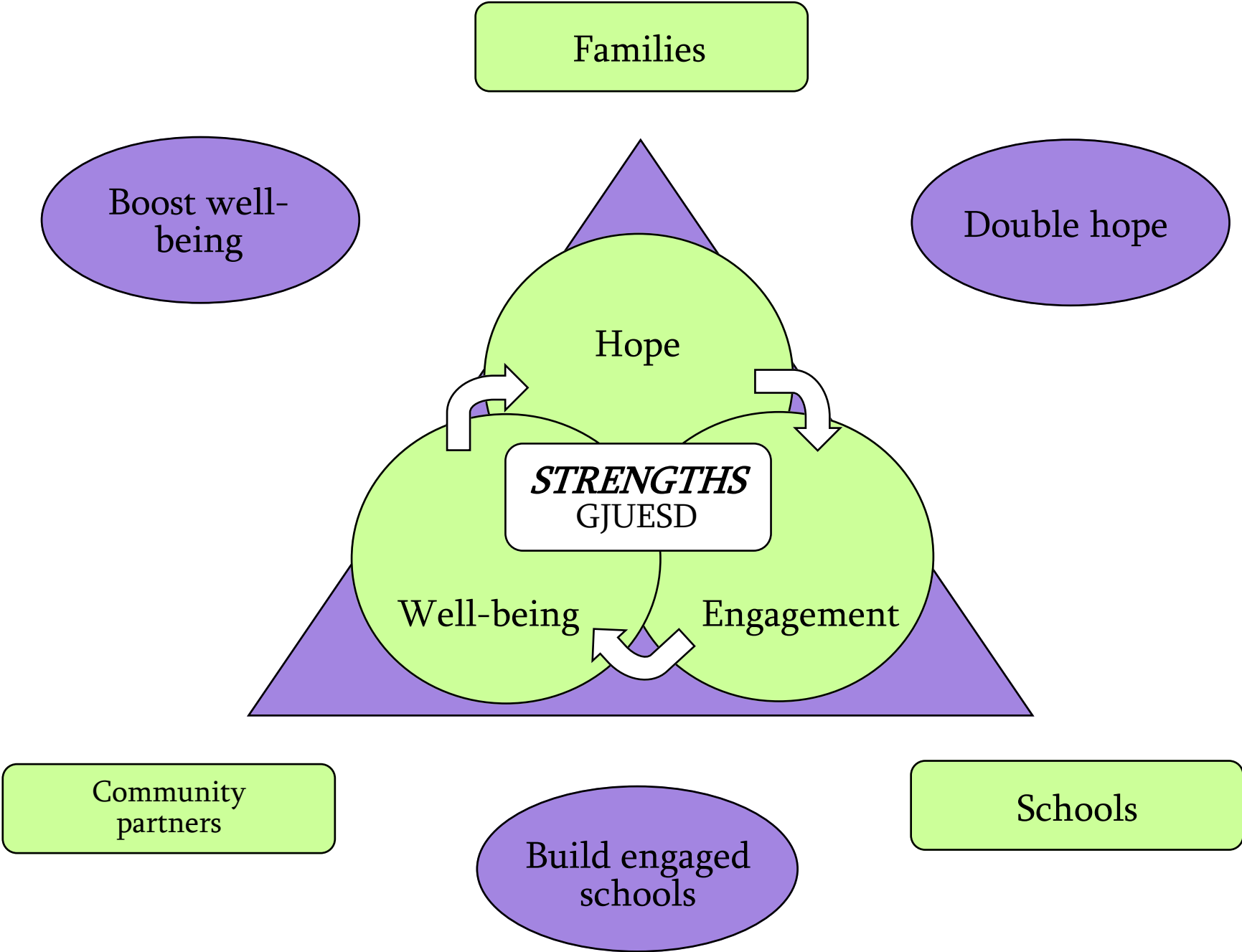
RACE TO THE TOP—DISTRICT GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

RTT-D core educational reform areas (NIA, p. 2):1) College and career ready standards as defined by Common Core State standards facilitated by blended learning centers serving students, parents and the community and enhanced instruction supported by professional learning communities, targeted professional development and meaningful use of student data..

ASSUMPTIONS: Personalized learning will ensure readiness for college and career. Strong foundations in TK-3 reading and math are essential for 4-12 success. Focused learning plans increase student engagement, ownership and academic achievement. Student choices in learning environments including blended learning further increase engagement and achievement. Adult stakeholders must engage in professional learning and access resources for monitoring and adjusting plans. Internal and external coaching is needed for capacity building.



A Community Model



Reference Card

ACHIEVER People especially talented in the Achiever theme have a great deal of stamina and work hard. They take great satisfaction from being busy and productive.

ACTIVATOR People especially talented in the Activator theme can make things happen by turning thoughts into action. They are often impatient.

ADAPTABILITY People especially talented in the Adaptability theme prefer to “go with the flow.” They tend to be “now” people who take things as they come and discover the future one day at a time.

ANALYTICAL People especially talented in the Analytical theme search for reasons and causes. They have the ability to think about all the factors that might affect a situation.

ARRANGER People especially talented in the Arranger theme can organize, but they also have a flexibility that complements this ability. They like to figure out how all of the pieces and resources can be arranged for maximum productivity.

BELIEF People especially talented in the Belief theme have certain core values that are unchanging. Out of these values emerges a defined purpose for their life.

COMMAND People especially talented in the Command theme have presence. They can take control of a situation and make decisions.

COMMUNICATION People especially talented in the Communication theme generally find it easy to put their thoughts into words. They are good conversationalists and presenters.

COMPETITION People especially talented in the Competition theme measure their progress against the performance of others. They strive to win first place and revel in contests.

CONNECTEDNESS People especially talented in the Connectedness theme have faith in the links between all things. They believe there are few coincidences and that almost every event has a reason.

CONSISTENCY People especially talented in the Consistency theme are keenly aware of the need to treat people the same. They try to treat everyone in the world with consistency by setting up clear rules and adhering to them.

CONTEXT People especially talented in the Context theme enjoy thinking about the past. They understand the present by researching its history.

DELIBERATIVE People especially talented in the Deliberative theme are best described by the serious care they take in making decisions or choices. They anticipate the obstacles.

DEVELOPER People especially talented in the Developer theme recognize and cultivate the potential in others. They spot the signs of each small improvement and derive satisfaction from these improvements.

DISCIPLINE People especially talented in the Discipline theme enjoy routine and structure. Their world is best described by the order they create.

EMPATHY People especially talented in the Empathy theme can sense the feelings of other people by imagining themselves in others' lives or others' situations.

- FOCUS** People especially talented in the Focus theme can take a direction, follow through, and make the corrections necessary to stay on track. They prioritize, then act.
- FUTURISTIC** People especially talented in the Futuristic theme are inspired by the future and what could be. They inspire others with their visions of the future.
- HARMONY** People especially talented in the Harmony theme look for consensus. They don't enjoy conflict; rather, they seek areas of agreement.
- IDEATION** People especially talented in the Ideation theme are fascinated by ideas. They are able to find connections between seemingly disparate phenomena.
- INCLUDER** People especially talented in the Includer theme are accepting of others. They show awareness of those who feel left out, and make an effort to include them.
- INDIVIDUALIZATION** People especially talented in the Individualization theme are intrigued with the unique qualities of each person. They have a gift for figuring out how people who are different can work together productively.
- INPUT** People especially talented in the Input theme have a craving to know more. Often they like to collect and archive all kinds of information.
- INTELLECTION** People especially talented in the Intellection theme are characterized by their intellectual activity. They are introspective and appreciate intellectual discussions.
- LEARNER** People especially talented in the Learner theme have a great desire to learn and want to continuously improve. In particular, the process of learning, rather than the outcome, excites them.
- MAXIMIZER** People especially talented in the Maximizer theme focus on strengths as a way to stimulate personal and group excellence. They seek to transform something especially talented into something superb.
- POSITIVITY** People especially talented in the Positivity theme have an enthusiasm that is contagious. They are upbeat and can get others excited about what they are going to do.
- RELATOR** People who are especially talented in the Relator theme enjoy close relationships with others. They find deep satisfaction in working hard with friends to achieve a goal.
- RESPONSIBILITY** People especially talented in the Responsibility theme take psychological ownership of what they say they will do. They are committed to stable values such as honesty and loyalty.
- RESTORATIVE** People especially talented in the Restorative theme are adept at dealing with problems. They are good at figuring out what is wrong and resolving it.
- SELF-ASSURANCE** People especially talented in the Self-Assurance theme feel confident in their ability to manage their own lives. They possess an inner compass that gives them confidence that their decisions are right.
- SIGNIFICANCE** People especially talented in the Significance theme want to be very important in the eyes of others. They are independent and want to be recognized.
- STRATEGIC** People especially talented in the Strategic theme create alternative ways to proceed. Faced with any given scenario, they can quickly spot the relevant patterns and issues.
- WOO** People especially talented in the Woo theme love the challenge of meeting new people and winning them over. They derive satisfaction from breaking the ice and making a connection with another person.

CLIFTON YOUTH STRENGTH EXPLORER

THEME DESCRIPTIONS

BRIEF THEME DESCRIPTIONS

ACHIEVING	You have more energy and more goals than other people. You love a sense of accomplishment.
CARING	In your heart, helping other people is very important. You want to make the world better by helping people in small ways or big ways.
COMPETING	You see many things in life as a game, and you feel great joy when you win. You truly hate to lose because you are always striving for first place.
CONFIDENCE	You believe in yourself and what you can do. This helps you take on challenges because you feel sure you can succeed.
DEPENDABILITY	Trust is important to you, and you care about being seen as responsible and trustworthy. People count on you to do what you say you will do. When you make a promise, you mean to keep it.
DISCOVERER	A thinker and learner, you are excited about exploring ideas and making connections. You like to ask the questions “How?” and “Why?”
FUTURE THINKER	Your mind loves to think and dream about the future. You are a person who thinks about what is possible, not what is impossible.
ORGANIZER	Scheduling, planning, and organizing your world makes life better. People count on you to get the details right and pull a plan together.
PRESENCE	You were born to be at the front of the room telling stories and taking the lead. Other people watch you and listen to you.
RELATING	You like to start friendships and keep them for a long time — maybe even your whole life. You widen the circle of friends for yourself and others.

What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

Fixed Mindset

Leads to a desire to look smart, so tends to:

Avoid challenges

Give up easily

See effort as fruitless or worse

Ignore useful negative feedback

Feel threatened by the success of others

As a result, they may plateau early and achieve less than their full potential.

Leads to a desire to learn, so tends to:

Embrace challenges

Persist in the face of setbacks

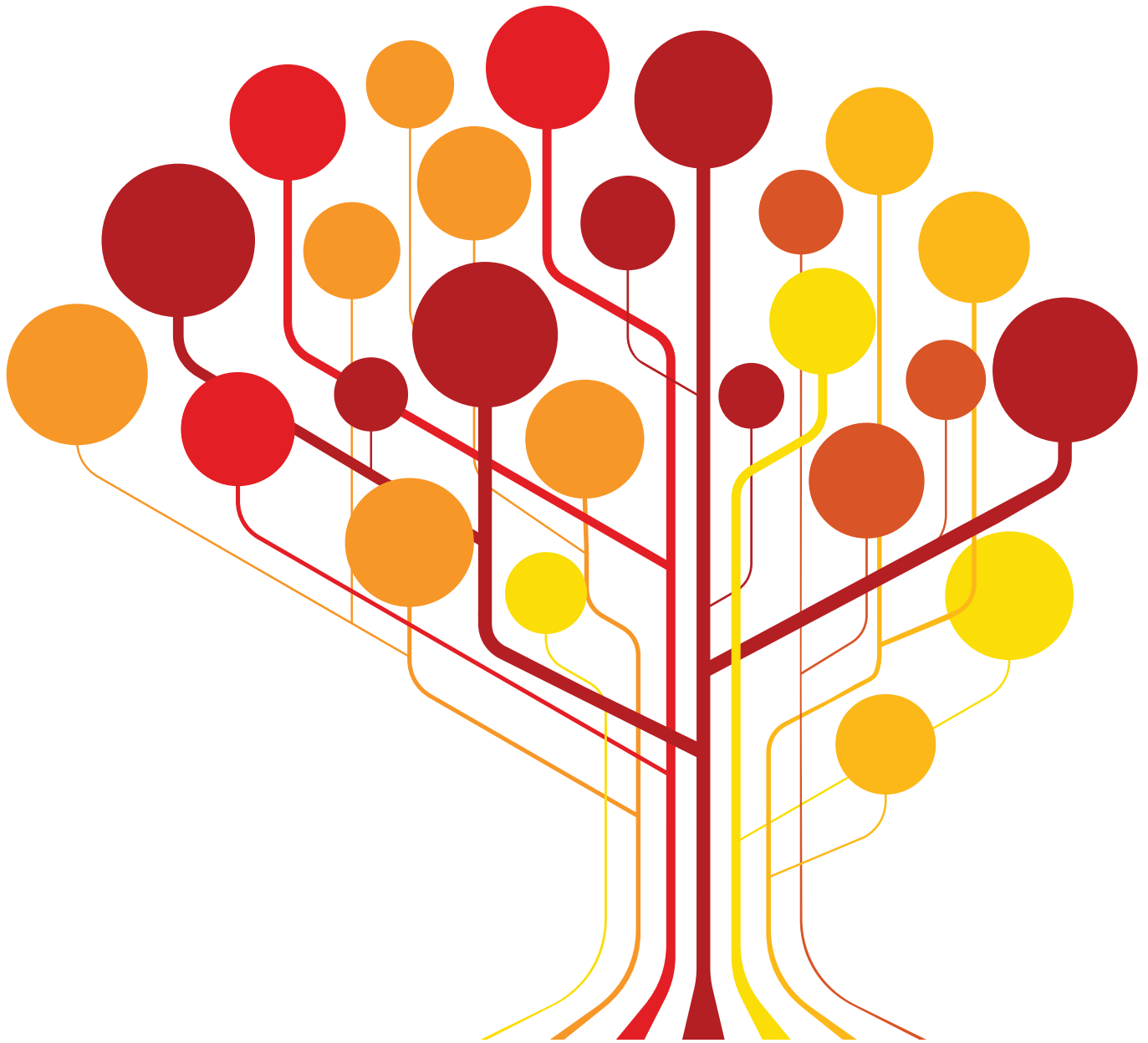
See effort as the path to mastery

Learn from criticism

Find lessons and inspiration in the success of others

Growth Mindset

As a result, they reach ever-higher levels of achievement



District Conditions for Scale: A Practical Guide to Scaling Personalized Learning



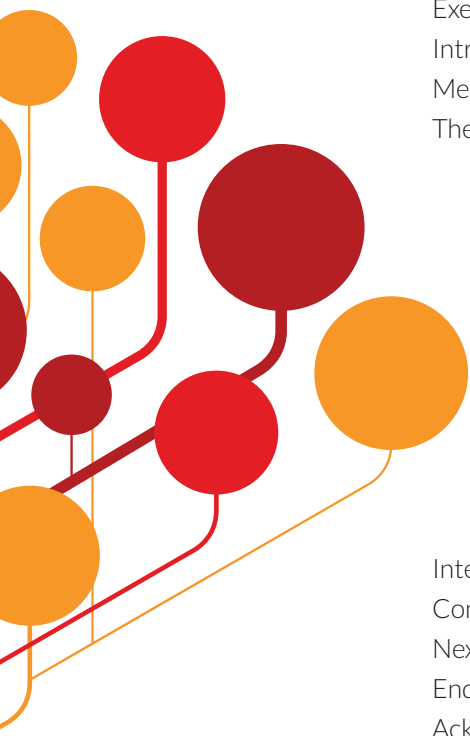
KnowledgeWorks.

Written By:
Matt Williams
Jesse Moyer
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November 2014

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Executive Summary

Over the past few years there have been numerous publications, reports, and briefs released that focus on the elements of an innovative school from a programmatic and a policy standpoint. These have helped to shape what practitioners and policymakers expect to see in innovative, student-centered, or personalized learning environments. Personalized learning, broadly speaking, is stuck in the school pilot phase. There are countless examples of personalized learning environments, models, and schools from coast to coast. We have all seen that great school or model and the world of possibilities it offers for the students that attend the school. But how are the other students in that district being educated? How do we reach a level of scale for personalized learning? How do we move from the isolated examples to whole systems designed around providing personalized learning options for all students? How do we build a school system, a learning system, with personalized learning at the core? One important step in this work is to identify the conditions for scale that exist at a district level. In other words, what are the conditions that a K-12 school district should put in place to support the scaling of personalized learning?

Why is scaling educational concepts such as personalized learning so difficult? Our current system is outmoded, designed for a time that is long since passed. Our system was designed for a time where low graduation rates, from both secondary and post-secondary, were absorbable into an economy brimming with and driven by industrial era jobs with union protections and benefits. That is not the economy of today, but our education system stands as a relic of the industrial age. The structures of our current system push against innovation, often thwarting it and blocking change beyond incremental tweaks.

What are the conditions that a district leadership team and school board should put in place to scale personalized learning? We have seen some bright spots across the country from Kentucky to Maine, from Iowa to Colorado, from New Hampshire to Ohio. The conditions that we put forth and examine are based on KnowledgeWorks' secondary research into this area as well as extensive primary research. We conducted interviews of district superintendents and district leadership teams from across the country who are leading system level scale around personalized learning. The secondary and primary research provided the basis for our ten District Conditions for Scale. It is important to note that the District Conditions for Scale would work to scale more traditional educational approaches; however, KnowledgeWorks maintains a bias that personalized learning is and will be the catalytic force for educational change in the United States.

In the paper that follows, we discuss in depth each of the ten district conditions, explore the cross cutting meta themes, and begin to build the alignment between the district conditions and state policy levers. As this work evolves, KnowledgeWorks believes that not only does unlocking the role for districts and district leaders hold the key to scaling personalized learning but also to aligning a supportive, flexible state policy environment will fully unlock the education system.

The District Conditions for Scale follow:

1. Curriculum

Curriculum must be aligned to the district's vision for teaching and learning and should be reviewed regularly to ensure alignment. The standards and learning targets contained in the curriculum should be consistent and easily understood for every student, although the ways in which students meet those standards may differ in order to provide a personalized learning experience for each student. These multiple pathways to meeting standards should be informed by real-time data on student performance and engagement, students' learning styles and interests, and the goals of the student and parents.

2. Instruction

Instructional practices must be aligned with the district's vision for teaching and learning. Instruction should be focused on teaching students how to learn, shifting from a teacher-led to student-led model incorporating differentiated instruction (incorporating direct instruction, mastery learning, blended and project-based learning, flipped models, etc.). Finally, instruction should be rigorous and relevant to students' needs and interests, and progression should be based on mastery, avoiding the "mile-wide, inch-deep" phenomenon.

3. Comprehensive Assessment System

Each district should implement a comprehensive assessment system that is aligned with the district's vision for teaching and learning. Assessments should include formative, interim, and summative assessments. Instant feedback from ongoing embedded assessments - including, but not limited to portfolios, capstone projects, performance-based assessments, curriculum-embedded assessments - should be used to monitor student progress and adjust day-to-day learning activities. Summative assessments should be offered multiple times a year, when students are ready to take the exam, and students should have multiple opportunities to show mastery of the assessment.

4. Learning Environments

Districts should cultivate learning environments, both inside and outside the school walls, that support high expectations for all students while fostering a culture of trust, support, equity, and inclusiveness. Continuous improvement should be embedded in the culture of the district and driven by student achievement data and other success indicators. Lastly, real efforts should be made to celebrate district and school successes.

5. Student Supports

Students should get the supports and interventions they need to be successful when they need them, not after they've taken a summative assessment at the end of the year. These supports should be informed by instant feedback based on frequent formative assessments and, to the extent possible, be embedded in learning. Schools should be given the flexibility to use the time in the school day/year as they see fit in order to provide these supports.

6. Professional Development

Each district should offer a job-embedded professional development program that aligns with the district's vision for teaching and learning and to student needs. The professional development program should foster a culture of collaboration and continuous improvement while leveraging technology that creates a customized experience for each teacher that is available at any place and time.

7. Leadership Development

A district should have a leadership development program that identifies and trains leaders at the classroom, school, and district level. This includes involving educators and other staff members in the visioning process, strategic planning, partnership cultivation, and curriculum review.

8. Technology Policy

Districts must have a technology policy that allows for ubiquitous, safe access to the internet at all times of the school day. Districts should also address deficiencies in infrastructure in order to support a more connected student population at scale.

9. Comprehensive Data Systems

Districts should maintain a comprehensive data system consisting of learning management, assessment, and student information systems. These systems should be able to track student achievement history, teacher comments, supports and interventions, and other indicators while protecting student-level privacy.

10. Partnerships

Each district should cultivate partnerships with business, community, and higher education constituents in their communities (including local and county government, recreation, juvenile justice, faith-based, etc.). These entities should be involved in creating a district vision and strategic plan that is aligned with a broader economic and workforce development plan for the community. All aspects of teaching and learning within the district (curriculum, instruction, assessment, professional development, etc.) should be aligned to this vision. In addition, these partners should assist with creating various learning opportunities (internships, mentor programs, work-based experiences, service learning, etc.) and publish a list of these opportunities for all learners.

One might ask, why focus on scaling personalized learning at the district level? The reasons are twofold. First, in the United States, the district level is the level of implementation. The district level is closest to the schools and thus the students as well as to the educators. Moreover, the district level has the most control over system vision, curriculum, and instruction, as well as formative assessment and student supports. Secondly, by solving for scale at the district level we gain a clearer vision for what supportive, enabling, and catalytic policy can look like at both the state and federal level. This begins to solve for a better aligned, more supportive education system that is oriented towards putting the student at the center of the system through a vision and focus on personalized learning. To move to truly focusing on personalized teaching and learning, it demands a coordinating move from pilot phase to true scale.



Introduction

Over the past few years there have been numerous publications, reports, and briefs released that focus on the elements of an innovative school from a programmatic and a policy standpoint. These have helped to shape what practitioners and policymakers expect to see in student-centered, personalized learning environments. Personalized learning, broadly speaking, is stuck in the school pilot phase. There are countless, isolated examples of personalized learning environments, models, and schools from coast to coast. We have all seen that great school or model and the world of possibilities it offers for the students that attend the school. But how are the other students in that district being educated? How do we reach a level of scale for personalized learning? How do we move from the isolated examples to whole systems that provide personalized learning options for all students? How do we build a school system, a learning system, with personalized learning at the core? One important step in this work is to identify the conditions for scale that exist at a district level. In other words, what are the conditions that a district should put in place to support the scaling of personalized learning throughout a K-12 school district?

For the purposes of this paper, KnowledgeWorks defines personalized learning in the following manner. Personalized learning requires the following elements:

- **Instruction that is aligned** to rigorous college-and-career ready standards and the social and emotional skills students need to be successful in college and career;

- **Instruction that is individualized**, allowing each student to design learning experiences aligned to his or her interests;

- **Pace of instruction that is varied** based on individual student needs, allowing students to accelerate or take additional time based on their level of mastery;

- **Educators' use of data** from formative assessments and student feedback in real time to differentiate instruction and provide robust supports and interventions so that every student remains on track to graduation;

- **Student and parent access** to clear, transferable learning objectives and assessment results so they understand what is expected for mastery and advancement.

Why is it so difficult to scale educational practices such as personalized learning? Our current system is outmoded, designed for a time that is long since passed. Our system was designed for a time where low graduation rates, from both secondary and post-secondary, were absorbable into an economy brimming with and driven by industrial era jobs with union protections and benefits. That is not the economy of today — our education system stands as a relic of the industrial age. The structures of our current system push against innovation often thwarting it and blocking change beyond incremental tweaks. Rick Hess, K-12 and Higher Education Scholar at the American Enterprise Institute, began his 2010 book, *The Same Thing Over and Over: How School Reformers get Stuck in Yesterday's Ideas*, in the following way:

How would you respond if asked for a plan to transform America's schools into a world-class, twenty-first-century system? Now imagine that there is one condition: you must retain the job descriptions, governance arrangements, management practices... and calendar of the existing system. Hopefully, you would flee just as fast as you possibly could and if so, you would be way ahead of the rest of us who have spent decades slogging through the dismal scenario.¹

This quote paints a bleak picture of the obstacles that are in the way when it comes to reforming our current education system.

Even with systemic obstacles, we are seeing districts begin to scale personalized learning. To Hess' point, there has been a great deal of both "fleeing" and "slogging" but some districts have begun to put the right pieces in place to extrapolate best practices, refine them, and scale them across schools within their districts. It is known that a strong visionary leader is needed to begin and lead change. In the preface of their work, *The Leader's Guide to 21st Century Education: 7 Steps for Schools and Districts*, Ken Kay and Valerie Greenhill, state the following, "One thing that stands out clearly for us is this: No school or district is doing real 21st century education work today without a strong leader. Individual educators or programs can produce inspirational results, but without the support of teacher-leaders, principals, and superintendents, the work does not sustain itself."²

Beyond leadership, what are the conditions that a district leadership team and school board should put in place to scale personalized learning? We have seen some bright spots across the country from Kentucky to Maine, from Iowa to Colorado, from New Hampshire to Ohio. The conditions that we put forth and examine are based on KnowledgeWorks' secondary research into this area as well as extensive primary research. We conducted interviews of district superintendents and district leadership teams from across the country that were leading system level change around personalized learning. The secondary and primary research provided the basis for our ten District Conditions for Scale. It is important to note that the District Conditions for Scale are agnostic; however, KnowledgeWorks maintains a bias that personalized learning, as previously defined, is and will be the catalytic force for educational change in the United States. As this work evolves, KnowledgeWorks believes that not only does unlocking the role for districts and district leaders hold the key to scaling personalized learning but building a supportive, flexible state policy environment will also be required to fully unlock the education system.

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Methodology

In the sections that follow, we discuss in depth each of the ten district conditions, explore the cross cutting meta themes, and begin to build the alignment between the district conditions and state policy levers. Each of the district conditions were defined based on lessons KnowledgeWorks has learned from its subsidiaries' EDWorks and StriveTogether, work in the field from across the country, and secondary education research. Once the district conditions were defined, KnowledgeWorks interviewed almost 30 district leaders from across the country in an effort to refine, align, and validate the conditions against what is working in the field. The interviews created feedback and data which was used to refine each district condition. Moreover, superintendents' comments were organized into themes and then meta themes that are cross cutting through each of the ten conditions. Lastly, we collected best practices associated to each of the conditions to provide a better illustration for the implementation of the conditions. A summary of this research for each condition, along with definitional language and examples of best practices, follow.

1. Curriculum

Curriculum must be aligned to the district's vision for teaching and learning and should be reviewed regularly to ensure alignment. The standards and learning targets contained in the curriculum should be consistent and easily understood for every student, although the ways in which students meet those standards may differ in order to provide a personalized learning experience for each student. These multiple pathways to meeting standards should be informed by real-time data on student performance and engagement, students' learning styles and interests, and the goals of the student and parents.

It should come as no surprise that **curriculum** is one of the ten District Conditions for Scale. The subjects, course of study, and any aligned supplemental modules or extra-curricular alignment are all within the scope of the district's purview. Curriculum is the foundational element for any district but even more so for scaling personalized learning. If we had to rank the most important condition for a district to put into place, we would strongly argue for a vibrant, engaging, student-centered curriculum. Districts that are actively scaling personalized learning do not rely on one-size fits all scope and sequence and pacing guides that plague many schools and classrooms across the country.

It goes without saying that in our current educational climate, the curriculum is fully aligned to a robust set of college and career ready standards and to teacher professional development. Moreover, through the lens of personalized learning there is a new level of transparency needed within the curriculum. That transparency demands a consistency and deep understanding by students to not only know what they need to know but also how they can demonstrate that learning. The reason for this transparency is that the notion of one size fits all has been dismissed by a district that is leading personalized learning. As Angela Olsen superintendent from Spirit Lake, Iowa offered, "Students need to be able to set personal goals and work through learning progressions—one size does not fit all." With this, educators are able to tap into a student's passion and thus foster engagement.

The issue of student engagement was prevalent throughout conversations with district leaders about the vital nature of curriculum in driving personalized learning. One district leader mentioned that measuring engagement is important, but they are unsure of how that can be done. Other districts, such as Spirit Lake, Iowa and Lawrence Township, Indiana focus on multiple pathways and community level partnerships. These pathways and partnerships allow for students to follow areas they are passionate about, explore new topics or career paths, gain

post-secondary credit at local institutions of higher education (or via distance learning), or get on-the-job training through internships.

Other best practices that emerged in this condition of curriculum was that a vibrant curriculum needed to be rich and focus primarily on core academic subject matter but must be infused with skills as well. These skills have been called many things from 21st Century Skills to Deeper Learning Skills to the 4C's (critical thinking, communication, collaboration, and creativity). Whatever one wants to call these skills, the fact remains that they are not only desirable for graduates but mandatory for success in our ever changing world. Additionally, district leaders all point to the fact that the curriculum needs to be reviewed on a regular basis; and with that, it should be redesigned with the help of educators, parents, students, and the community.

2. Instruction

Instructional practices must be aligned with the district's vision for teaching and learning. Instruction should be focused on teaching students how to learn, shifting from a teacher-led to student-led model incorporating differentiated instruction (incorporating direct instruction, mastery learning, blended and project-based learning, flipped models, etc.). Finally, instruction should be rigorous and relevant to students' needs and interests and progression should be based on mastery, avoiding the "mile-wide, inch-deep" phenomenon.

Having effective instructional practices go hand and glove with having a flexible and learner-centered curriculum. The first aspect of the condition to call out is the fact that the district leaders we spoke with are not wedded to one particular instructional strategy but a bevy of strategies. As expected, district leaders focused on infusing instructional strategies that help to promote more student centered learning such as project-based learning, problem-based learning, inquiry-based learning, blended and

online learning, and experiential modalities. These approaches allow for greater differentiation and personalization with a pronounced focus on mastery or proficiency. Moreover, these sorts of instructional strategies allow for students to explore content through the lens of topics and outcomes that are engaging to them. Building on that, the exemplary districts on **instruction** actively find ways to engage students in both the planning and the implementation of lessons and their aligned instruction.

While instruction is a district condition, it is important to point out that the bulk of autonomy for instruction falls to the school level. John Quick, superintendent in Bartholomew County, Indiana, said, "Implementation is done at the school level, with the district clearing away barriers to this."³ Jurisdiction is important in discussions of instruction. The district should put the conditions in place so that educators can build lessons that are rigorous and relevant with instruction that engages all students. Districts should mandate differentiation for all students; in other words, put a primacy on personalization and provide the supports to educators to make that a reality in the classroom.

Underscoring the importance of jurisdiction, Theresa Eawald, Superintendent in Kettle Moraine, Wisconsin, offered the following, "Instruction would need to be aligned with the district's vision for teaching and learning. At the same time, while the vision is aligned, the details are determined at the school level, and the district monitors implementation."⁴ Districts should set the vision and the outcomes they would like to see and allow schools and educators to define how to meet the vision and the outcomes.

3. Comprehensive Assessment System

Each district should implement a comprehensive assessment system that is aligned with the district's vision for teaching and learning. Assessments should include formative, interim, and summative assessments. Instant feedback from ongoing embedded assessments - including, but not limited to portfolios, capstone projects, performance-based assessments, curriculum-embedded assessments - should be used to monitor student progress and adjust day-to-day learning activities. Summative assessments should be offered multiple times a year, when students are ready to take the exam, and students should have multiple opportunities to show mastery of the assessment.

Districts that are leading widespread implementation of personalized learning ensure that there is alignment between the conditions. It is essential that the first three conditions have strong alignment as curriculum leads to instruction which leads to a **comprehensive assessment system**.

Much like instruction, district leaders did not point to one particular type of assessment over other types but rather to an interconnected web of assessments. This comprehensive assessment system should extend beyond the current overreliance on end-of-the-year state level summative assessments. When we convened superintendents from across the state of Indiana, with our partners at the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis, there was consensus among the district leaders that there should not be so many assessments that educators are unable to respond to data and adjust instruction. Therein lies the purpose of student assessment, to guide teaching and learning and give educators illustrative data that can be used to personalize instruction.

With that underpinning established, a comprehensive assessment system should utilize forms of assessment that include but are not limited to portfolios, capstone projects, performance-based assessments, curriculum embedded assessments,

and other formative assessments that provide feedback and data that can be used to adjust instruction to meet each student's needs. The aforementioned students' needs, in a personalized learning environment, include both remediation and acceleration and all points in between. The generation of real-time data on student performance is fundamental as is ensuring that data is shared in a transparent manner with educators, students, parents, and other key stakeholders (e.g. intervention specialist, etc.). All student interventions and supports should be aligned to the assessment data generated by the comprehensive assessment system.

Changing assessment systems, especially to one with multiple types of assessments including all mentioned previously is a challenge. Ensuring connective tissue between the assessments and instruction takes time and increased intentionality. For example, Napa Valley Unified School District (NVUSD) in California is focused on implementing district-wide, technology infused teaching and learning with an expressed focus on 21st century skill acquisition. With that approach the district focused on bringing coherence to the system which led them to focus on common data and a gradebook that blends content and skills. Aligning formative assessments, clear outcomes, and a gradebook was a codifying factor and was used to drive the personalization of education. Furthermore, as part of its comprehensive change, NVUSD implemented digital portfolios which, once again, aligned what they were measuring with what students need to achieve.

Building on the above, two district leaders brought up the fact that changing assessment systems is more challenging in high-performing districts as parents do not see the need for it. This speaks, once again, to the need for increased transparency around the first three conditions: curriculum, instruction, and comprehensive assessment system.

4. Learning Environments

Districts should cultivate learning environments, both inside and outside the school walls, that support high expectations for all students while fostering a culture of trust, support, equity, and inclusiveness. Continuous improvement should be embedded in the culture of the district and driven by student achievement data and other success indicators. Lastly, real efforts should be made to celebrate district and school successes.

As discussed with the previous three conditions, the condition of **learning environments** is where the conditions of curriculum, instruction, and a comprehensive assessment system all come together. Learning environments refer not only to physical space but also the culture that permeates the school.

In districts that are leading personalized learning, a greater focus is placed on the student's experiences within a system. Mark Morrison, a district leader in NVUSD in California, discussed creating the right conditions for teaching and learning that capture the hearts of both the student and the educator; and, that culture matters and is essential to reaching all students. Culture is imperative to advancing personalized learning. As mentioned above "a culture of trust, support, equity, and inclusiveness" as well as an expressed focus on continuous improvement were common across the interviews with district leaders. A focus on continuous improvement does not preclude a concentration on celebrating success and transition. The culture influences the learning space as well. Our findings on this condition track closely with Kay and Greenhill who state the following, "designing environments in response to the best understanding of developmentally appropriate practices for supporting the whole child (e.g. school time of day, length of instructional blocks, sequence of learning activities throughout a school year, physical and emotional safety, full engagement with school and community, etc.)."⁵ The aforementioned passage effectively captures the importance of putting students at the center of the learning environment.

Malleability is a key component of personalized learning in student centered learning environments. The ability to move the classroom to accommodate collaborative time, individual learning time, or even presentation time is fundamentally important. Moreover, education research is beginning to indicate that learning environments contribute to increases in both student achievement and engagement as more schools move towards more flexible and collaborative environments. Redesigning learning environments can contribute to more "brain-friendly learning." A.J. Juliani, an education and technology innovation specialist states, in a brain-friendly school, "the space is flexible [and] mobile. [It's] a place where students can get up and move around—where learning processes occur."⁶

Additionally, the use of time in those spaces is also of great importance. Students might need more or less time on a given task based on their needs or focus during a given project or unit. Districts have begun to use a personalized learning disposition as a vision for building new, different school environments that account for student voice, collaboration, and flexibility. In Bartholomew County, Indiana when the district built Columbus Signature Academy they took an old auto parts warehouse and built a school with flexible, glass classrooms to allow for multi-purpose usage as well as greater transparency. District leaders incorporated student voice into the school design to allow for greater personalization of the learning environment. The latter maps strongly to general agreement among district leaders that learning environments should look different to students, and classrooms should become more student-centered and student-led.

5. Student Supports

Students should get the supports they need to be successful when they need them, not after they've taken a summative assessment at the end of the year. These supports should be informed by instant feedback based on frequent formative assessments and, to the extent possible, be embedded in learning. Schools should be given the flexibility to use the time in the school day/year as they see fit in order to provide these supports.

Providing targeted **student supports** to low performing or struggling students is fundamental to any successful education system. One of the tenets of our current system is that those vulnerable populations will receive the extra supports — time, task, and teaching — to get them up to grade level. In a personalized learning system, supports are not only used to get students back on track or up to grade level but to also accelerate students. Student performance can vary subject by subject; personalized supports allow educators to meet each student where they are.

This condition is built upon the bedrock that all students in a personalized learning approach will have a personalized learning plan. This plan would be constructed based on real-time feedback, data, and frequent formative assessments; and not based on a once-a-year snapshot, summative assessment. Jim Rickabaugh from Cooperative Educational Service Agency (CESA) #1 in Wisconsin is actively working to implement shorter feedback cycles for students which allows for more effective differentiation of instruction and deeper personalization. Furthermore, it is important to note that student supports and interventions are in play to help all students of all levels. It also solves for students who are advanced in some subjects (e.g. English and social studies), on grade level in another (e.g. science), and in need of remediation in yet another subject (e.g. mathematics). In other words, supports are delivered in a real time, personalized manner. As articulated in the definitional language of the condition above, one built-in support as well as an effective way to

implement these supports is through the use of time in the school day/year. Some district leaders begin with supports to ensure they are in place prior to implementing a whole school personalized learning approach. As an example, Jason Glass, superintendent in Eagle County, Colorado, is focused on tailoring learning for all students by creating multiple pathways through the system. With that, he is focused on fully implementing a response to intervention for all students as a precursor to implementing a competency-based system throughout the district.

Student supports are tied to one of the themes from the discussions with district leaders around the need for transparency at all levels. Transparency, through the use of formative and embedded assessments, and through the use of real-time data, undergirds the entire system of supports for students. Additionally, the condition of student supports and interventions is strongly linked to multiple conditions in this paper including instruction, comprehensive assessment systems, learning environments, and comprehensive data systems.

6. Professional Development

Each district should offer a job-embedded professional development program that aligns with the district's vision for teaching and learning and to student needs. The professional development program should foster a culture of collaboration and continuous improvement while leveraging technology that creates a customized experience for each teacher that is available at any place and time.

It is no secret that the important element of student success is an excellent educator. Unfortunately, most pre-service teacher programs fail to prepare educators for today's personalized learning classrooms. For this reason, **professional development** (PD) has never been more important. Any PD program should align to the district's vision for teaching and learning, ensuring that educators are getting the training they need to be successful in meeting their students' needs.

In addition to aligning with the district's vision, PD should leverage the power of technology in order to promote anytime, anywhere learning and a culture of collaboration amongst educators. Providing PD offerings online not only allows educators to learn anywhere, it offers training "just-in-time," meaning educators can access the material when they need it, instead of relying on someone else to provide it. Further, a just-in-time approach to PD allows educators to personalize their experience to their needs which, according to most district leaders interviewed, is important in any learning experience. CESA #1, in Wisconsin, has implemented a system where educators earn badges for PD opportunities successfully completed, allowing educators to create professional portfolios of badges that display what credentials they've earned as in-service educators. Lastly, providing a technological platform offers educators the opportunity to share lesson plans, assessments, and best practices and to ask questions of each other. This provides an invaluable opportunity for all educators to learn from their most experienced and effective colleagues.

7. Leadership Development

A district should have a leadership development program that identifies and trains leaders at the classroom, school, and district level. This includes involving educators and other staff members in the visioning process, strategic planning, partnership cultivation, and curriculum review.

An effective **leadership development** program ensures that the success districts realize today can be sustained well into the future. As with the other District Conditions for Scale, all leadership development activities should be aligned with the district's vision. Unlike some of the other conditions, a key activity to any leadership development program includes the creation of that vision by emerging classroom, school, and district leaders. If a vision is already in place, emerging leaders should be involved with tracking the district's progress towards that vision. Moreover, future leaders must be involved in executing on that vision through strategic planning

processes, partner identification and management, and alignment of all district activities to the district's vision for teaching and learning. Similarly, if the strategic plan is already in place, emerging leaders should be tasked with the measurement of goals against the strategic plan and refresh of the strategic plan as appropriate. Involving emerging leaders from all levels of the system in visioning and strategic planning processes creates a culture of transparency that makes it much easier to secure the buy-in of not only the emerging leaders, but also the people they lead.

One of the most important steps in any leadership development plan is the identification of individuals whom districts should invest time and money to develop. In Kentucky's Fayette County Schools, identification happens at the school level, rather than the district level, in order to ensure that a new leader is compatible with the school and learning environments in which they will be working. While most of the districts interviewed for this paper have some sort of leadership identification and training process, they recognize leadership development as a major challenge. One of the biggest hurdles for many district leaders is the need for a more formal plan for identifying and training future school and district leaders. Many district leaders also commented on the need for true leadership development processes that focus on the qualities and traits of successful leaders as opposed to a program that focuses on the technical and practical skills required to lead a school or district. While the technical skills were found to be important, current district leaders expressed the need for a more balanced development program to ensure leaders know how to lead and develop the educators and students in their charge.

8. Technology Policy

Districts must have a technology policy that allows for ubiquitous, safe access to the internet at all times of the school day. Districts should also address deficiencies in infrastructure in order to support a more connected student population at scale.

A sound **technology policy** is becoming increasingly important in today's connected society. Students are plugged in twenty-four hours a day, seven days a week. Asking them to unplug and leave the technology they've grown up with at the school house door is one of the quickest ways to make school irrelevant for them. While schools should offer access to the internet at all times and maintain an infrastructure to support that access, they must also ensure that the internet is being used in a safe way that supports learning.

Many districts identified infrastructure as one of the biggest barriers to an effective technology policy. Along with the increased demands of a more connected student population, districts also have to deal with the bandwidth and hardware requirements brought on by more technology-driven assessment programs. One superintendent interviewed for this paper during a gathering organized by CELL at the University of Indianapolis suggested that technology should be an integral part of any strategy aimed at improving the education of traditionally underserved students. She went on to say that this makes the issues related to infrastructure all the more important because these students oftentimes do not have access to the internet or connectable devices outside of the school day.

In addition to serving a traditionally underserved population, quality technology can be a great tool for allowing constituents outside of the school, especially parents, to understand what is happening inside the four walls. By giving outsiders a view of what is happening in schools, they can be more supportive of their students and the system as a whole.

9. Comprehensive Data Systems

Districts should maintain a comprehensive data system consisting of learning management, assessment, and student information systems. These systems should be able to track student achievement history, teacher comments, supports and interventions, and other indicators while protecting student-level privacy.

The key to personalized learning is the use of data to construct personalized learning plans based on the information gathered from assessments and other learning activities. In order for educators to be able to do this effectively, educators (and parents and students) should have continuous access to a **comprehensive data system** that includes learning management, assessment, and student-level information. Further, any data system should include information about student-level supports and interventions, educator feedback, and other indicators, all while protecting data that could identify students at all costs.

Much has been made recently about the importance of comprehensive data systems to the implementation of personalized learning approaches and the barriers that exist to accomplishing this. According to Kate Ash's 2013 Education Week article,⁷ the fragmented nature of data systems in school districts, a lack of common data standards, and the lack of professional development to data users in schools combine to create a large obstacle to better schools. The Annenberg Institute for School Reform at Brown University offers several examples of how increased use of data, made easier by a comprehensive data system, positively impacts student learning including educators using assessment data to pinpoint knowledge and skills gaps, principals using data to uncover patterns of performance, and instructional coaches using data to improve instructional performance.⁸ Bill Tucker, formerly of Education Sector, offers five design principles for data systems.⁹ They are as follows: 1) learner centered; 2) information flows across institutions; 3) usefulness and usability to drive

adoption; 4) common, yet open, systems; and 5) getting the right data.

Because comprehensive data systems are fairly new in the education space, most superintendents interviewed for this project did not have a lot to say about them. Of the superintendents who have done a substantial amount of work in this area, one of the biggest challenges they have is finding a comprehensive system that is able to exchange information between the learning management, assessment, and student information components. Further, several districts are facing a lack of flexibility allowed by states who mandate the use of state-level data systems, as the districts' systems could not interface with the state system.

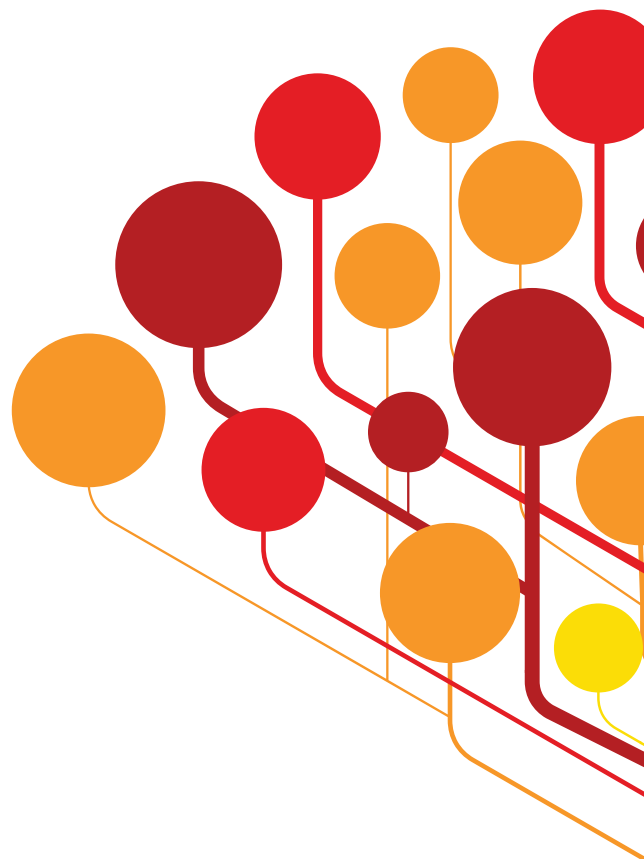
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Education is the single most important driver of economic success in the United States. Because of this, districts must align their vision for teaching and learning with the economic needs of the communities they serve. This is best accomplished by creating **partnerships** with business, community, higher education, and government leaders within a district's geographic area and leveraging these partnerships when creating and implementing the district's vision. These partners should also be included when creating learning activities aligned

to the vision. Such activities should include an array of extended learning opportunities including, but not limited to, internships, mentorships, and service learning programs. Due to their involvement in these activities, partners are more likely to be committed to students' success while also blurring the lines between school and community pushing districts even closer to the essential element of transparency. If a district has already committed to a vision, only partners who demonstrate commitment to that vision should be chosen to work with the district.

Spirit Lake Community Schools in Iowa are careful to ensure that all partnerships benefit not only students but the community partners as well. The district offers internships, wrap-around services, and other opportunities to ensure college and career readiness for students while also aiming to meet the economic and social needs of the community through out-of-school learning experiences. Mutually advantageousness was a theme throughout discussions with many superintendents who said it was absolutely essential for sustained, successful partnerships.



Meta Themes

As KnowledgeWorks interviewed district leaders from across the country in an effort to improve and refine the District Conditions for Scale, several meta themes emerged as the interviewees discussed their own experiences. These themes are important as, together, they serve as the connective tissues of the conditions and are the reason that a district must implement each of the ten conditions in order to successfully scale practices to improve teaching, learning, and student achievement.

Vision

Included in all comments from district leaders, directly or indirectly, was the idea of an aligned vision.

This vision should be shared between all involved in the education community, from board members to educators to community partners. Dr. John Quick of Bartholomew Consolidated Schools in Indiana was adamant about creating board commitment to a district's vision, saying, "If you can't get the board going in the right direction, nothing else matters." The vision should support districts in identifying the best possible leaders while assisting all members of the education community in understanding their role in student learning. Dr. Tom Shelton from Fayette County Schools in Kentucky pointed to the importance of involving district partners in the creation of a district's vision, ensuring community support for the pursuit of the vision. All parts of a district should be aligned to the vision, including professional development, the selection of curriculum and instructional practices, and the process of innovation. While it was assumed that the vision would include student achievement, district leaders focused on the general idea of having a vision rather than the specifics of their districts' visions.

Culture

The shared vision of a district clearly informs the system culture that a district will establish.

Sean Smith, Metropolitan School Districts of Lawrence Township in Indiana, noted creating the desired culture should be a key aspect of any superintendent's leadership style. District leaders focused primarily on culture in terms of the functioning of district leaders, educators, and staff rather than on students' experiences. For many of the district leaders, a key element of culture is expectations around innovation. Many of the districts were forced to make changes with no additional, or in some cases decreased, resources and money. As a result, innovative thinking is an expectation at all levels, including in partnerships, and especially encouraged at the school level. For instance, culture was extremely important in implementing the site-based decision making model Superintendent Steve Dackin implemented in Reynoldsburg, Ohio as part of the solution to the district's financial problems. Along with the

Fayette County Public Schools, Kentucky looks to the community and partners to craft and pursue the district's vision and mission.

The Institute @ CESA #1, Wisconsin resulted from a year-long study to better understand how to shift its understanding of how to use time, money, and resources. Using personalized learning as the foundation, it is focused on moving learners from passive to active roles, and shifting from a compliance-based to a nurturing system.

Spirit Lake Community Schools, Iowa sought out employers and business leaders in the community to understand goals for students. As a result, opportunities in and out of school were created to align instruction with economic needs.

Bartholomew Consolidated School Corporation, Indiana looks for empathy, mission, and gestalt in its potential leaders. Leaders do not fear making mistakes, as they understand that learning from mistakes leads to progress.

Charlotte-Mecklenburg Schools, North Carolina charts the path and identifies challenges, allowing school leaders to set and implement strategies.

Center of Excellence in Leadership of Learning (CELL), University of Indianapolis meeting participants emphasized the superintendent's role in establishing a strong culture, through

culture of risk-taking is the understanding that mistakes will happen and are not things to be feared. District leaders emphasized the importance of continuous improvement and fixing problems immediately.

Transparency

Resulting from the notion that members of the education community must feel safe to make mistakes, transparency was another overarching theme of interviews with district leaders. Districts need to be transparent to the board, unions, parents, partners, and the public. Valerie Truesdale discussed the importance of transparency during the process of creating Charlotte-Mecklenburg’s new strategic plan and the fact that every single step involved conscious efforts to share the work with the community. Reynoldsburg City Schools made the decision not to hire a public relations professional in order to take away any barriers between the district and the public. In yet another interview, it was mentioned that transparency is key to helping parents make the best choices for their children.

interacting frequently with teachers, involving building leadership in district level decision making, and visiting building to have a solid understanding of what is going on.

Fayette County Public Schools, Kentucky recognizes that transparency in district policies is essential in creating the best outcomes. The whole community was engaged in the resource allocations process and will be called upon in redistricting and creating a new strategic plan.

Reynoldsburg City Schools, Ohio chose to not hire a public relations professional in order to achieve total transparency. The district is open to the community and is willing to share areas needing improvement as well as the choices available to families.

Piedmont City School District, Alabama demonstrates transparency through continual conversations with teachers and parents, sharing the vision of why the district believes what it does, how it will do what needs to be done, and how the community can help.



Conclusion

The District Conditions for Scale were constructed upon the hard won lessons of district level trailblazers from across the country. These district leaders piloted, assessed, recalibrated, and scaled without an instruction manual. Often, the district leaders would admit to mistakes or the fact they were “building the plane while they were flying” leading to “Lego-like” policy making where each brick was assembled without a fully articulated path to implementation, let alone sustained scale. Many of the leaders we spoke to openly stated that they would have relished having had a set of conditions to follow, to implement, and to refine. Their insights and expertise provide a path to scaling personalized learning.

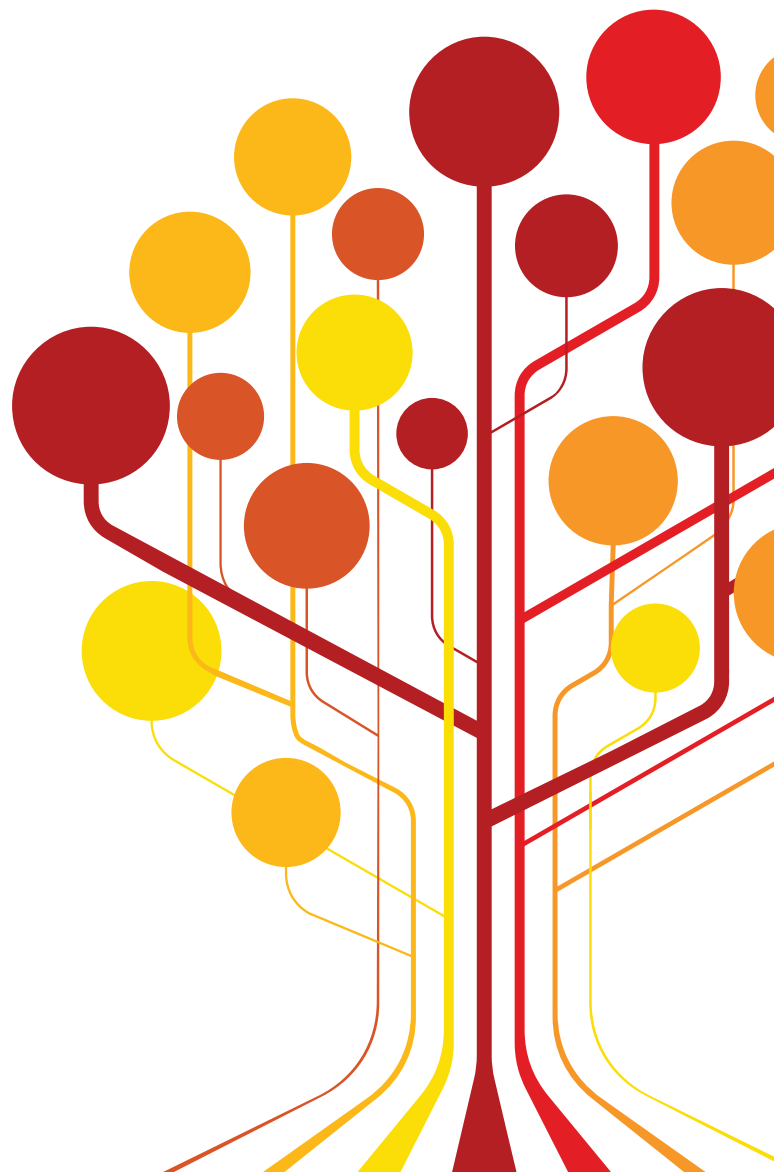
It is our hope that these conditions begin to help districts from across the country to implement a more aligned, supportive education system that is oriented towards putting the student at the center of the system through an expressed focus on personalized learning. A systemic focus on personalized teaching and learning demands a coordinating move from pilot phase to true scale. We feel that the district level is the right level of the education system to focus on in the United States. As mentioned previously, the district level is closest to the schools and thus to the students as well as to the educators. Furthermore, the district level has the most control over vision, curriculum and instruction, as well as formative assessment and student supports. Lastly, by solving for scale at the district level we gain a clearer vision for what supportive, enabling, and catalytic policy can look like at both the state and federal level. To truly get to focused, sustained scale we need better alignment between school and district, district and state policy, and state policy and federal policy.

Next Steps

Despite all the disagreement about education practice and policy in the United States, the one thing almost everyone can agree on is that an education that is personalized for each student’s needs is key to college and career readiness for every graduate. These District Conditions for Scale provide a path to that personalized education for every district, regardless of the strategy implemented to achieve that goal. There are barriers to implementing these conditions, and that is what KnowledgeWorks will address in the next steps of this project. Initially, KnowledgeWorks will convene district leaders and state-level policymakers to get input on a policy framework aligned to the District Conditions for Scale that states can put into place to enable and incentivize districts to scale personalized learning. KnowledgeWorks will also bring together district leaders and experts in the field to create a toolkit that can be used by a district interested in implementing these conditions. This toolkit would provide a step-by-step guide for districts to implement, evaluate, and refine their school district’s adoption of the District Conditions for Scale. It is KnowledgeWorks’ hope that by creating the policy environment and tools that allow districts to scale personalized practices, each student will experience personalized learning that will enable him or her to thrive in college, career, and civic life.

Endnotes

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About KnowledgeWorks:

KnowledgeWorks is a social enterprise focused on ensuring that every student experiences meaningful personalized learning that allows him or her to thrive in college, career and civic life. By offering a portfolio of innovative education approaches and advancing aligned policies, KnowledgeWorks seeks to activate and develop the capacity of communities and educators to build and sustain vibrant learning ecosystems that allow each student to thrive. Our portfolio includes EDWorks and StriveTogether. Learn more at www.knowledgeworks.org.

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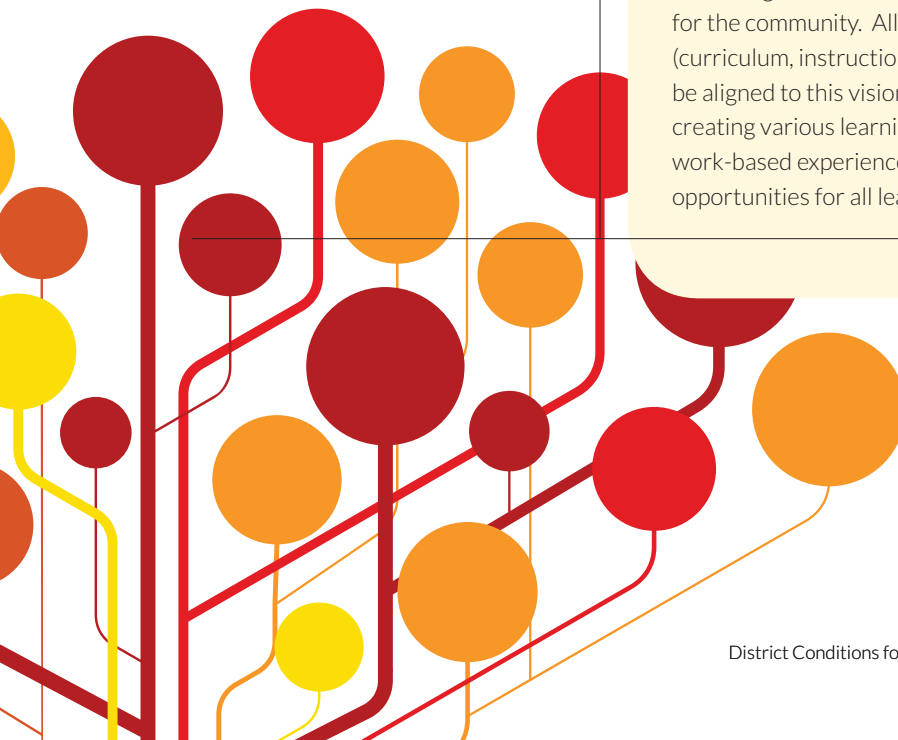


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District Conditions for Scale

CONDITION	EXPLANATION
<p>1. Curriculum</p>	<p>Curriculum must be aligned to the district’s vision for teaching and learning and should be reviewed regularly to ensure alignment. The standards and learning targets contained in the curriculum should be consistent and easily understood for every student, although the ways in which students meet those standards may differ in order to provide a personalized learning experience for each student. These multiple pathways to meeting standards should be informed by real-time data on student performance and engagement, students’ learning styles and interests, and the goals of the student and parents.</p>
<p>2. Instruction</p>	<p>Instructional practices must be aligned with the district’s vision for teaching and learning. Instruction should be focused on teaching students how to learn, shifting from a teacher-led to student-led model incorporating differentiated instruction (incorporating direct instruction, mastery learning, blended and project-based learning, flipped models, etc.). Finally, instruction should be rigorous and relevant to students’ needs and interests and progression should be based on mastery, avoiding the “mile-wide, inch-deep” phenomenon.</p>
<p>3. Comprehensive Assessment System</p>	<p>Each district should implement a comprehensive assessment system that is aligned with the district’s vision for teaching and learning. Assessments should include formative, interim, and summative assessments. Instant feedback from ongoing embedded assessments - including, but not limited to portfolios, capstone projects, performance-based assessments, curriculum-embedded assessments - should be used to monitor student progress and adjust day-to-day learning activities. Summative assessments should be offered multiple times a year, when students are ready to take the exam, and students should have multiple opportunities to show mastery of the assessment.</p>
<p>4. Learning Environments</p>	<p>Districts should cultivate learning environments, both inside and outside of the school walls, that support high expectations for all students while fostering a culture of trust, support, equity, and inclusiveness. Continuous improvement should be embedded in the culture of the district and driven by student achievement data and other success indicators. Lastly, real efforts should be made to celebrate district and school successes.</p>
<p>5. Student Supports</p>	<p>Students should get the supports they need to be successful when they need them, not after they’ve taken a summative assessment at the end of the year. These supports should be informed by instant feedback based on frequent formative assessments and, to the extent possible, be embedded in learning. Schools should be given the flexibility to use the time in the school day/year as they see fit in order to provide these supports.</p>

CONDITION	EXPLANATION
<p>6. Professional Development</p>	<p>Each district should offer a job-embedded professional development program that aligns with the district’s vision for teaching and learning and to student needs. The professional development program should foster a culture of collaboration and continuous improvement while leveraging technology that creates a customized experience for each teacher that is available at any place and time.</p>
<p>7. Leadership Development</p>	<p>A district should have a leadership development program that identifies and trains leaders at the classroom, school, and district level. This includes involving educators and other staff members in the visioning process, strategic planning, partnership cultivation, and curriculum review.</p>
<p>8. Technology Policy</p>	<p>Districts must have a technology policy that allows for ubiquitous, safe access to the internet at all times of the school day. Districts should also address deficiencies in infrastructure in order to support a more connected student population at scale.</p>
<p>9. Comprehensive Data System</p>	<p>Districts should maintain a comprehensive data system consisting of learning management, assessment, and student information systems. These systems should be able to track student achievement history, teacher comments, supports and interventions, and other indicators while protecting student-level privacy.</p>
<p>10. Partnerships</p>	<p>Each district should cultivate partnerships with business, community, and higher education constituents in their communities (including local and county government, recreation, juvenile justice, faith-based, etc). These entities should be involved in creating a district vision and strategic plan that is aligned with a broader economic and workforce development plan for the community. All aspects of teaching and learning within the district (curriculum, instruction, assessment, professional development, etc.) should be aligned to this vision. In addition, these partners should assist with creating various learning opportunities (internships, mentor programs, work-based experiences, service learning, etc.) and publish a list of these opportunities for all learners.</p>



PARTNERSHIPS, NOT PUSHOUTS

A Guide for School Board Members: Community Partnerships for Student Success

APRIL 2014 | VERSION 1.0



ACKNOWLEDGEMENTS

This framework for school board members has been developed by organizations representing thousands of students, educators, parents, and policymakers from across the country. Special thanks to a working group of school board members from NSBA's National Black Caucus of School Board Members, National Caucus of American Indian/Alaska Native School Board Members, National Hispanic Caucus of School Board Members, and the Council of Urban Boards of Education for their thought leadership in helping shape this document. We all recognize that great public schools can support the success of all children only if the richness and strengths of communities are reflected in the way schools promote student well-being, foster healthy relationships, and support community development.

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I. Students & Policies We Need

In today's global economy, a high-quality, comprehensive education is no longer just a pathway to opportunity—it is a prerequisite for success. Such an education must promote academic knowledge and skills, as well as the kind of individual and social competencies that are essential for navigating the relationships and challenges of the modern world. Because economic progress and educational achievement are inextricably linked, educating every American student to graduate from high school—academically, socially, and emotionally prepared for college and a career is a national imperative.



To ensure the success of this national imperative, we must provide all students with a positive, supportive, safe, challenging, and equitable learning environment. Such an environment is dependent on the people who work in the schools, an intentional plan, and policies that encourage stronger student-centered supports and community, and school partnerships.

These partnerships require school boards to move toward educational models that strive to educate the whole child and involve the entire community.

Over the past decade, progress has been made to keep students engaged and to bolster rates of college and career readiness. One progress indicator is high school graduation rates. The national high school graduation rate for the class of 2010 reached approximately 75 percent.¹ This is an 8 percent increase since 2000. For African American and Latino students, the gains in

graduation rates since 2000 have been especially significant, with as much as double digit increases. Despite these gains, far too many young people, mainly students of color from educationally and socioeconomically disadvantaged groups and communities, are leaving school without a high school diploma or severely underprepared for college level work. It is estimated that 1 million students will fail to graduate on time each year, a loss of 5,500 students each day.²

According to recent analysis, every student who leaves high school without a diploma costs society hundreds of thousands of dollars over the student's lifetime in lost income. Studies show high school graduates will obtain higher employment and earnings than students who drop out. It is estimated that if the current dropout rate could be reduced by just half, it would yield almost 700,000 new graduates a year, resulting in a net benefit to the public of nearly \$90 billion for each year of success, or nearly \$1 trillion after 11 years.

The impact of missed educational opportunities is significant, whether it's in a child's early years, or in high school and college. Research shows that what happens in schools has a great impact on whether a student stays in school and graduates. Even for students who have difficult home lives, dropping out usually can be explained by the cumulative impact of negative learning experiences, punitive disciplinary responses, low adult expectations, disengagement and a lack of academic and emotional support at school and in the community. These all contribute to a complex mix of school system inadequacies and challenging student school experiences that can be the main drivers for explaining "pushouts" in low-income and rural communities.³

A Primer on Academic, Social, and Emotional Learning

(Collaborative for Academic, Social, and Emotional Learning)



High quality education in academic, social, and emotional learning includes two complementary approaches: (1) explicit instruction designed to directly promote academic, social, and emotional learning, and (2) the creation of positive learning environments and school climate that foster conditions and experiences, such as healthy and affirming relationships with adults and peers, positive role models, and appropriately stimulating and well-structured curricula, where students feel safe and engaged, and where deep learning can occur. The effectiveness of programming that promotes students' academic, social, and emotional learning is well-established. A meta-analysis of 213 studies showed that, on average, educational programs designed to promote social and emotional learning were capable of producing 11 percentile-point gains in academic achievement, compared to traditional educational programs that were not designed to directly promote social and emotional competencies.

SELF-AWARENESS: The ability to accurately recognize one's emotions and thoughts and how these influence behavior. Self-awareness also includes the ability to accurately assess one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

SELF-MANAGEMENT: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

SOCIAL AWARENESS: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

RELATIONSHIP SKILLS: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

RESPONSIBLE DECISION-MAKING: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, and social norms.

Framework for Student-Centered Supports



(Based on Datnow, A. Levin, B., Carrier, N. (2012). *Changing School District Practices. The Students at the Center Series*. Retrieved at www.nmef.org.)

“Pushouts” occur when students leave school before graduation because of a system and community that are not committed to their success. Sometimes, students also become victim of pushout through out-of-school suspensions, a national crisis affecting more than 3 million students per year, especially students of color. This suggests that to be effective, efforts to improve student achievement must address adult behavior, personal student factors and systemic issues that push students out of school. It also offers an important reminder that student support efforts must start as early as possible, and be comprehensive in nature, much before high school.

Both equity and economics demand a different path in education. The urgency to meet new college-and-career-ready standards has never been greater, given the record number of children living in poverty and a rapidly changing student population with unique needs. *It is critically important for educators, parents, community members, and policymakers to come together to establish a new “supports- and opportunity-based” vision for education reform that promotes policy change built around the needs and strengths of students and families.* The visual to the left captures the key aspects of supports-based schools; capacity, climate, community and system cohesion.

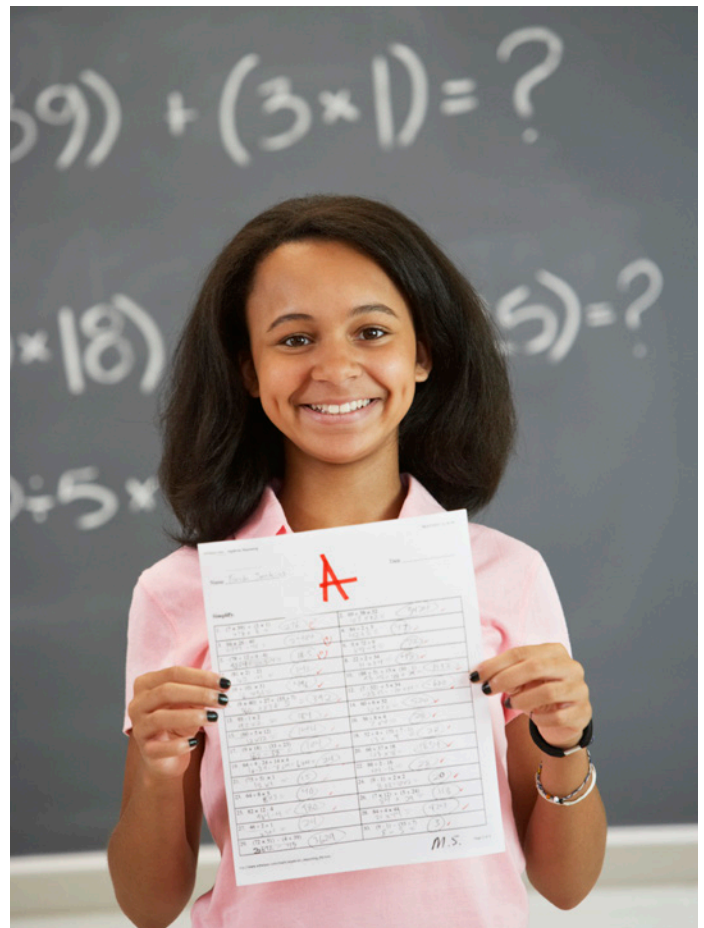
A GUIDE FOR SCHOOL BOARD MEMBERS

This policy guide is designed to provide school board members with a blueprint for better-coordinated support and opportunity systems for children and families, in partnership with key stakeholders, such as students, parents, teachers, other school staff, principals, district officials, community partners, and elected officials so all children can benefit from a Personal Opportunity Plan—from the time they enter the public school system until they graduate from college. This guide examines the role of individualized learning plans and the leveraging of community partnerships in delivering more time, attention, and personalized and tailored resources directly to students. It is structured so policymakers can build on concrete action steps to adapt strategies to meet their own local needs. It also gives school board members a chance to examine current district partnerships and determine what new efforts and capacity might be needed to promote and sustain more comprehensive and cohesive education models. These whole-child strategies—centered on the academic, social, emotional, and physical health of every student—require a different type of policy vision and school design, as well as deep partnerships in order to be successful.

II. What are Personal Opportunity Plans (POPs)?

Personal Opportunity Plans are student-centered and student-directed plan that maximize a student's academic, social, emotional, and college and career development and foster success in school and life. "They are not a one-time activity, but an ongoing process by which the student defines, explores, and then refines his or her interests and goals throughout the school system."

- POPs are a vehicle for teachers, school staff, and community partners to collaborate in support of students.
- POPs support students' learning and opportunity planning from one year to the next.
- POPs are not intended to be a compliance mechanism for teachers and administrators, but rather part of the culture driving school-community decisions from the time a student enters the system.
- POPs support students' self-assessment of their academic progress, college and career readiness, and social and emotional development.
- POPs support student and parent review and reflection of students' school data.
- POPs support students in making the best decisions, based on their personal strengths, academic qualifications, interests, study and career aspirations, and postsecondary opportunities.
- POPs engage students (and families) in activities and work tasks focused on completion of graduation exit requirements and postsecondary plans.
- POPs document students' school accomplishments, participation in youth development opportunities, and recognitions, honors, and awards.
- POPs track students' behavior as well as physical, social, and emotional well-being.
- POPs track the status, progress, and results of academic, behavioral, and mental health interventions.



III. All Students Benefit from Personal Opportunity Plans (POPs)

All students, no matter the zip code, can benefit from schools that are closely attuned to their academic, social, emotional and health strengths and needs. However, as the U.S. student population continues to become more ethnically and racially diverse, students of color in particular can experience enormous benefits from Personal Opportunity Plans and more targeted supports.

According to the U.S. Census Bureau, for the first time in history, children of color represent the majority of babies born in the U.S.. It is projected that by 2050, about 50 percent of the U.S. population will be African American, Latino or Asian. Thus, the future viability of the nation's communities, labor force, and democracy will be predicated largely on the mobility and opportunities provided for children of color.

When students leave school without completing their academic goals, they lose an important opportunity to succeed. While the factors related to the push out crisis affect all students, it disproportionately impacts students of color; special education students; English Language Learners; foster care youth; lesbian, gay, bisexual, and transgendered youth; teen parents; and students in the juvenile justice system and alternative education settings.

Research reveals that students of color, particularly males, are the group most likely to be pushed out. In the 2009-10 school year, the overall graduation rate for Black males in the U.S. was only 52 percent—higher than the rate of 47 percent two years ago, but still leaving nearly half of Black male students without a critical key to their future well-being. This crisis is affecting Latinos as well, with only 58 percent of Latino male ninth-graders graduating from high school four years later.⁵ Similarly, for some Asian groups the graduation rates are low: 40 percent of Cambodians and Hmong and 32 percent of Laotian populations do not complete high school.⁶

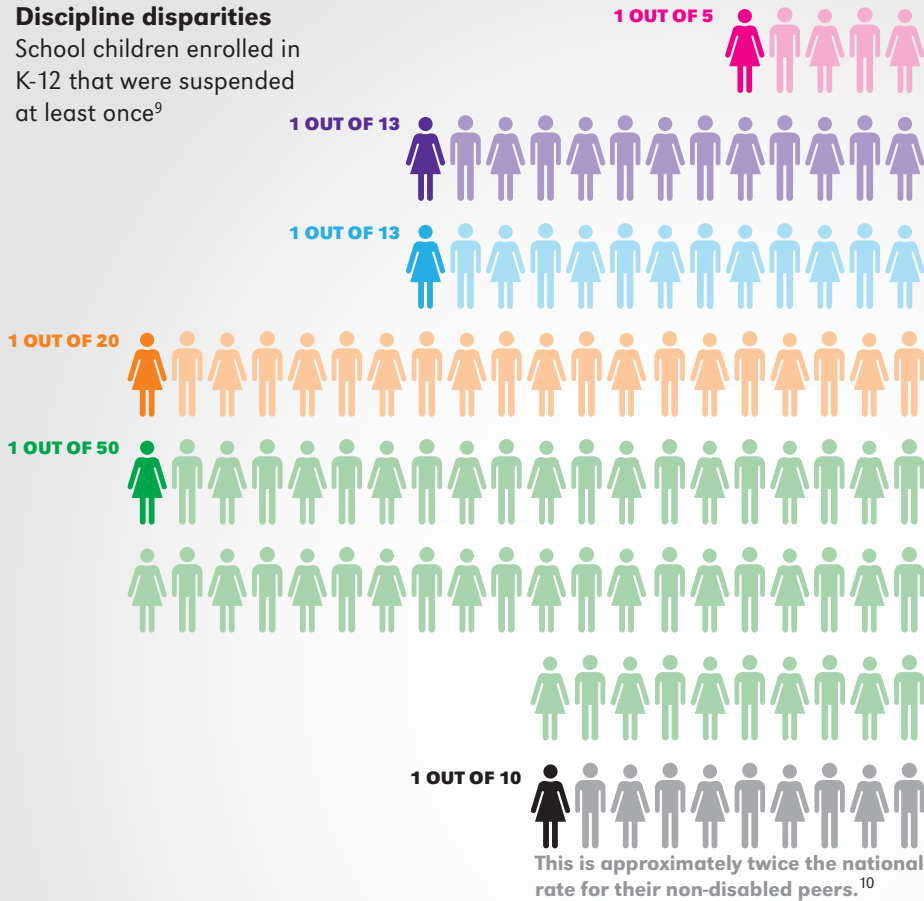


As advocates for equity and excellence in public education, school boards play an instrumental role in addressing the pushout crisis through effective board leadership and governance. Boards set the district-wide vision, focus on student learning needs, provide structure and resources for success and advocate for academic excellence for all students within their district. Boards must also use their position to design, support, and implement policies that address the needs of students, schools, and communities.

Opportunity Gaps Driving Student Pushout

Discipline disparities

School children enrolled in K-12 that were suspended at least once⁹



- African American
- American Indian/Alaska Native
- Latino
- Caucasian
- Asian American/Pacific Islander
- Students with Disabilities

Access to pre-k disparities

50%

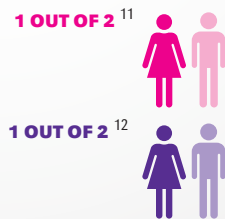
of poor children in kindergarten are ready to learn at age 5.⁷

1 out of 2

3- and 4-year-old children are not enrolled in preschool.⁸

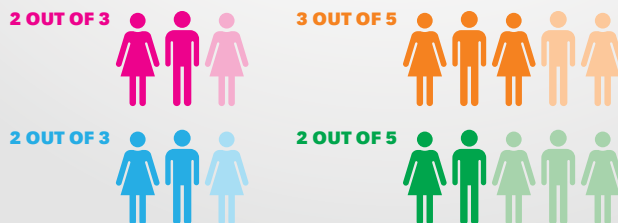
Resource disparities

(funding, staffing, curricula, enrichment) Students attending schools that do not offer a full range of math and science courses



College-going rates

Students not enrolled in college or university¹³



No access to adult mentor



4 out of 5

youth do not have a mentor for academic, emotional and social success.¹⁴

IV. Community Schools: One Strategy for Delivering POPs

Personal Opportunity Plans provide tailored supports similar to Individual Education Plans (IEPs), and can work more effectively if structured under a broader framework of school and community partnerships known as “community schools.” They represent one of many strategies for delivering personalized supports for students. Community Schools build upon the assets, expertise, and unique needs of each community in which the school is situated. They mirror the reality that schools cannot effectively serve students and families on their own.

As Melaville & Blank state, “One of the most important, cross-cutting social policy perspectives to emerge in recent years is an awareness that no single institution can create all the conditions that young people need to flourish....”

Schools, families and communities must work together to meet the needs of our children. Each entity shares common goals related to the educational, physical health, and social and emotional well-being of children and youth within the classroom and community. School-community partnerships can weave together critical resources and enhance strategies that students and their families can use to promote success in school and beyond. Community schools offer a multifaceted strategy for delivering Personal Opportunity Plans to students.

Community schools broadly share a common set of attributes, including:

- Meeting the needs of children and their families academic and social emotional supports through partnerships and wrap-around services.
- Engaging instructional approaches and robust and well-rounded curriculum including arts, sports, and other creative activities.
- Expanding and restructuring the school day to maximize learning time and enrichment experiences.
- Including families, community members, and school staff in the planning, implementation, and monitoring of school progress.

- Supporting a school-site leadership team, often comprised of educators, union representatives, parents, community partners, and others that is responsible for creating a shared vision for the school, identifying desired results and helping align and integrate the work of partners into the school.
- Investing in a full-time community school coordinator to recruit and nurture community partnerships to contribute to the outcomes determined by the school-site leadership team.

Defining Community Schools

As defined by the Coalition for Community Schools and Title I guidance (U.S. Department of Education, Sept. 2, 2009), a community school is both a place and a set of partnerships between the school and other community resources. It provides academics, health and social services, youth and community development, and community engagement, and brings together many partners to offer a range of supports and opportunities for children, youth, families, and communities. The school is generally open for extended hours for everyone in the community. Community schools may operate in all or a subset of schools in a Local Education Agency.

Principles for Emerging Community Schools Supporting POPs

Not every school may be ready to fully implement a community school strategy right away. The following three key principles of community schools can be used by any site to begin to incorporate into its practices ways of increasing staff capacity and impact for Personalized Opportunity Plans:

1. **Assets and needs assessment:** Each school conducts an assets and needs assessment based on input from school staff, students, and families. The assessment should reveal the school's strengths and programs to build on, as well as identify needs that aren't currently being met. This assessment will help inform what infrastructure is needed to ensure that POPs can be implemented successfully.
2. **Collaborative leadership structure:** School-level decisions are made and discussed, not only by an administrator but also by a leadership council representing teachers, other school staff, students, families, and community members. This diversified and collaborative leadership structure brings in more perspectives and gives stakeholders shared ownership of student success.
3. **School-community partnerships:** Partnerships should fill in any gaps in services the district may have and help strengthen current school programs. These partnerships can support students through health and wellness services and provide them with enriching learning opportunities through afterschool activities, internships, career shadowing, and more to enhance their personalized opportunity plans.

When implemented with meaningful community participation, community schools can meet many needs and provide enriching opportunities for students, families, and the community. Rather than dismantling neighborhood public schools, community schools seek to coordinate resources and community partners into schools to support and enhance the learning of students and strengthen the fabric of the community.

Community schools represent one of many strategies to support the delivery of Personal Opportunity Plans. The community school coordinator works with students, teachers, and families to ascertain what students need for support (mental health, dental, physical health, etc.) and what they seek for enrichment (whether students are interested in science, art, etc.). The coordinator then finds community partners to address these needs and offer enrichment activities for students, giving students more support and opportunities than they would be able to access otherwise. In this way, Personal Opportunity Plans are

maximized at community schools through the critical role of the coordinator who develops those partnerships for students.

There are exemplary community school initiatives across the country, and a network of these schools working at a systems level to achieve results and emphasize more comprehensive and personalized learning approaches. From the 35 community learning centers in Cincinnati, Ohio, to the more than 70 SUN (Schools Uniting Neighborhoods) schools, in Multnomah County, Oregon, to the district-wide growth of community schools in Oakland, California, many places are demonstrating how to implement POPs effectively in a customized way.

V. Community Framework for Personal Opportunity Plans

School board members can help lead a policy vision for public schools, in partnership with community organizations, school administrators, and teachers unions to place student learning and growth at the center of communities, from cradle to career. An integrated focus on academics, youth development, family support, health and social services, and community development requires visionary policy thinking. It also demands a notion of teaching and learning that emphasizes real-world learning through community problem solving and service.



For school board members looking for an action framework for implementing a community vision for public education, a systems approach model—centered on personalized supports and resources for all students—represents a very promising option. It requires buy-in from key people (such as students, parents, teachers, and other school staff, principals, district officials, community members, and elected officials), and a process that translates a policy idea on paper into real action in the classroom and at school sites.

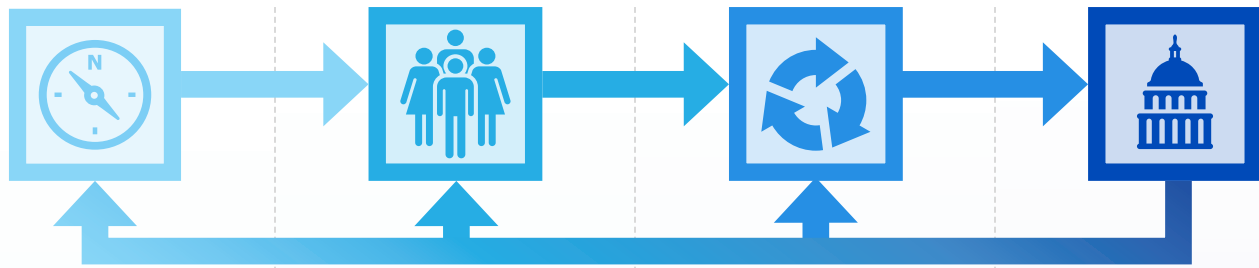
Personal Opportunity Plans reflect a deep respect for diversity and for each student’s unique characteristics, assets, and future goals. POPs recognize that each student’s family and community are also unique. For that reason, POPs engage each student’s entire support system in the process of fostering student growth and development. School boards play an essential role in this

process in working with school administrators and teachers unions to establish policies and an infrastructure that will support this vision and approach. In turn, teachers and educational leaders play a direct role in setting and consistently communicating high expectations for each student. For example, school personnel, including principals, teachers, and other staff all know students by name. Students are organized and supported in setting and achieving effective goals, and they feel respected and valued in the process. Teachers have the time to collaborate regularly to determine the best ways to meet student needs or change courses if a current strategy is not resulting in student growth and development.

Students and teachers spend time working together and they have a sense of community derived from sharing ideas and developing plans together. Students feel they belong in the school community and are genuinely bonded to school. They have strong, mutually respectful relationships with their teachers as well as feel connected to their peers. As a result, students can consistently show progress and growth in their learning over time. When highly effective school leaders, teachers, and other school staff work with community partners, great things are possible—for students, and for their families.

This section outlines four key elements needed for implementing a “supports-based vision” from policy to the classroom, including people, processes, and plans. The next section will show how personalized instruction and supports for students can be augmented through the implementation of a community schools framework.

Process for Implementing Student-Centered Supports



Policies that work require input of students, parents, and educators every step of the way



PLAN

- Create and sustain partnerships from pre-K to higher-education continuum, taking into account critical student transitions through resolutions or memorandums of understandings.
- Develop an integrated and cohesive system to support resolutions or memorandums of understanding.
- Articulate a clear process for student growth and success for each student.
- Develop school-wide strategies to weave in POPs efforts throughout the school day and beyond (including before and after school and during school breaks).
- Invest in professional development of teachers, community partners—and, when applicable, community school resource coordinators—in effective ways that integrate POPs into instruction.



PEOPLE

- Establish meaningful professional relationships geared towards supporting children and families from all public sectors.
- Involve educators and school personnel, higher education partners, parents, families, caretakers, afterschool providers, health and wellness providers, local businesses, community-based and faith-based organizations, and elected officials.
- Include parents, relatives, and anyone else students consider to be their family.
- Appoint a Community School Coordinator.



PROCESS

- Establish a common understanding of student and family needs and areas for desired enrichment.
- Coordinate efforts between school and community partners from a student's early years until their graduation.
- Establish timelines, budgets, protocol, and priorities for use of resources (financial and human) to meet student needs and enrichment most effectively.



POLICIES

- Support strategies of community schools' delivery of POPs.
- Provide strategic district thinking and structures for successful implementation.
- Establish MOUs between key partners and stakeholders to establish shared resource agreements to distribute people and resources thoughtfully.
- Use non-policy structures (i.e. regional roundtables) to better coordinate efforts among key constituents.

VI. What School Board Members Need to Know



School boards play a crucial role in creating the vision, establishing the framework, and providing the resources for developing a student-centered environment that addresses the academic, social, and emotional needs of all students. School board members must be knowledgeable about the needs of their students, teachers, and other school staff as well as the community resources available to address the needs for the teaching and learning environment. The themes below can be used

to help identify and implement evidence-based policies and practices, such as Personal Opportunity Plans and community school designs that support the education of the whole child. They can also help drive district thinking around leveraging various community partners to strengthen and enhance the educational experiences of students. The themes touch on the role of capacity, climate, community, and cohesion as critical elements of a community schools effort driven by Personal Opportunity Plans.



CAPACITY

- a. Does the district have policies that encourage or promote community partnerships? If so, how can those policies be strengthened to ensure that the emotional, social, and academic needs of all students are being met?
- b. Are the teachers, principals, administrators, and other school staff in the district provided with the necessary professional development and resources to build meaningful relationships with parent and caregivers that strengthens their beliefs in the value of public schools and build their knowledge of college and career planning and preparation?
- c. How can the district build on what teachers, administrators and other school staff have already done to create stronger relationships with the community stakeholders that enhance the academic experience of students?
- d. Does the district's operational plans and budget provide the necessary programs and resources to promote the positive social, emotional, ethical and civic development of students? If not, is the district leveraging other public agencies' resources to achieve this?



CLIMATE

- a. Does the district have a shared vision and plan for promoting, enhancing, and sustaining a positive teaching and learning environment? How do the district's policies reflect the creation of this type of environment?
- b. Are there set district policies that specifically promote the development and sustainability of social, emotional, ethical, civic, and academic skills, knowledge, and engagement of students?
- c. Do district policies support a comprehensive, coordinated system that encourages student engagement, addresses barriers to teaching and learning, and re-engages students who have been disengaged?
- d. What practices does the district use to identify, prioritize, and support positive social, emotional, ethical, and civic development of students and to enhance engagement in teaching, learning, and school-wide activities?
- e. How do our district's data collection and accountability measures demonstrate the impact of efforts to promote social, emotional, civic and academic learning? Do they demonstrate the impact of school-wide efforts to promote safety, connectedness, and engagement?



COMMUNITY

- a. Does the district provide students with opportunities to enter into dialogues with adults at school, in the community, and in local government?
- b. What type of outreach has the district engaged in to increase the use of volunteers in school, integration of service-learning, and opportunities for members of businesses and local government to connect with students and schools?
- c. What is the district protocol for partnering with community-based organizations, local government agencies and other entities in addressing the academic, social, emotional, and physical needs of the students and their families? Does the district have a system in place to determine the effectiveness of these partnerships?
- d. Are there district-wide policies that promote effective family-school-community partnerships and commit and organize (or re-organize) resources such as funding and professional development to make them work?
- e. What community partnerships does the district have in place to support students' exploration of college and career opportunities?



COHESION

- a. Are all of the district departments and partnering agencies focused on promoting the learning and positive social, emotional, ethical, and civic development of students? How are they working together to enhance engagement in teaching, learning, and school-wide activities?
- b. How does the district negotiate the usage of resources and services between their community partners, teachers, school staff, and across other public agencies to ensure that the needs of the students are being met?
- c. What system does the district have in place to ensure that the coordination of the services provided by outside partners are not fragmented from early education until students enter the postsecondary system? What mechanisms are in place to ensure regular and appropriate communication between partners?
- d. How are collaborative and engagement initiatives managed (e.g., definition of appropriate roles, responsibilities, expectations, decision making parameters)?
- e. Does the district link the needs and resources of schools, families, and the community to enable the development of a comprehensive system of learning opportunities and support?

VII. Community POPs Strategies in Action

There are many examples of what districts can do to support the collaborative efforts of schools, businesses, faith-based institutions, higher education partners, health providers, and other community partners. This section identifies some of those possibilities. These examples can be used by school board members to determine how to best support POPs and create more customized, supportive, and enriching instruction for students.

School board policies and coherent district strategies are essential to developing a school system that can meet the needs of the student population and set clear standards for community growth and success. They also are essential to ensuring education professionals have the funding and resources to sustain safe and supportive learning environments, to driving an agenda that is linked to the strengths of the community, building the capacity of educators when possible, and pushing for cohesive systems that serve students and families from the first day they enter the school system. In addition to funding and resources, these policies can play a crucial role in ensuring collaboration across public agencies. **The strategies listed below are divided into four categories, but are all aimed at accomplishing a single goal: ensuring a strong connection from schools to communities and a curriculum that is engaging and relevant to the needs of society and the workforce.**



CAPACITY



CLIMATE



COMMUNITY



COHESION





CAPACITY

Everyone has a role in supporting Personal Opportunity Plans as part of a community schools vision. This includes educators, families, and community. Teachers must be prepared to personalize learning to meet the needs of different learners so that academic, social, and emotional support is proactive rather than reactive. Meaningful relationships between school staff members and families hold the promise of raising parental expectations, strengthening parents' belief in the value of schooling, and building parents' knowledge of the language of schooling and college and career planning. Community partners can link schools to businesses, youth organizations, colleges, and other institutions to support students' exploration of college and career opportunities and place-based experiences in the world of work.

Molly Stark Elementary School

Bennington, Vermont



Molly Stark offers a range of family-strengthening services and programs in addition to health and child care. Parents can enroll in GED classes at the school one evening a week. Child care is available during these sessions, as are playgrounds for parents with infants and small children. The center also provides transportation and scholarships for GED testing. Additionally, a Community Leadership Training program offered in conjunction with the Bennington County Child Care Association provides community members with education and experience in citizenship and advocacy for themselves and their children.

Nashville Public Schools



Tennessee

Metropolitan Nashville Public Schools is part of a national network of eight districts, the Collaborating District Initiative, to strengthen the social and emotional capacity and conditions of their schools. The network is coordinated by the Collaborative for Academic, Social, and Emotional Learning (CASEL), whose involvement in this initiative has helped shape a strategic plan based on a 10-year, comprehensive review of school system evaluations. *Education 2018* lays out a district-wide approach to providing high quality education to students with diverse needs through personalized learning supports and experiences. These experiences are designed to meet the needs and interests of every student and aim to strengthen relationships that are the foundation of effective teaching and learning. The strategic plan Nashville developed is designed to transform and reorganize the traditional “top-down” management system of the central office to one in which the central office supports schools and school leaders in their efforts to create a collaborative culture.



Evansville Vanderburgh School Corporation (EVSC)

Indiana

Evansville Vanderburgh School Corporation (EVSC)

uses the community school strategy district-wide. EVSC decided to “grow” the successful local Cedar Hall Elementary School full-service community school into other district schools and over 70 community agencies now sit at the table. They are working together to find creative ways to support children and families in the community at the school site. Focusing on building the capacity of both educators and community members simultaneously, the school system uses school-based site councils made up of parents, school staff, and representatives from community agencies that meet monthly to discuss the needs specific to each school. The Principal and/or facilitator lead a strategic planning process to identify, assess, and determine needs for each school site.



Recommendations

These examples highlight the importance of devoting time to growing the capacity of all stakeholders in a community schools model, while developing a strategic plan that mirrors that commitment. They also capture the importance of promoting shared leadership and responsibility within schools, so more than one staff person (i.e. the teacher) is aware of the unique needs of each student. The success and sustainability of Personal Opportunity Plans within a community schools model are predicated upon the ability to build system capacity one person at a time.



CLIMATE

School climate permeates not just the classroom, but every space where students and staff gather—on school buses, in cafeterias, on the playground, in school counselors’ offices, and at off site school activities. Catering learning experiences to student needs and interests can affect school climate by influencing the culture and mindset of professionals and students.

Roy Clark Elementary School

Tulsa, OK

At Roy Clark Elementary, students and families are given personalized attention to better support students’ learning and academic enrichment. Part of the **Tulsa Area Community Schools Initiative (TACSI)**, the program’s focus on personalized supports and opportunities for students is evident through a few key practices. Students’ well-being is reviewed at monthly Student Assistance Team (SAT) meetings with community partners. The school then provides wrap-around services through the leadership of the community school coordinator to meet students’ needs. School professionals are offered special staff development to help them evaluate student improvement. Progress is monitored through individual student intervention plans that review students’ progress on targeted indicators.





Oakland Unified School District

California

Oakland Unified School District (OUSD) has developed key school board policies that uphold the principles of community schools and personalized learning. For example, OUSD developed a school board policy promoting social and emotional learning (SEL) that clearly communicates the belief “that SEL is integral to high quality education for all students and OUSD learning communities.” This policy was partially driven by the district’s involvement in CASEL’s Collaborating Districts Initiative, and has helped spur a variety of actions, including the creation of infrastructure and leadership to support SEL through professional development and partnerships with families and the community. Another OUSD board policy promotes school-based decision making, consistent with the collaborative principle of community schools.



John C. Fremont High School

South Los Angeles, California

This community school proves what is possible in fostering a supportive climate at the school level. A ninth grade success group aims to address the low performance of entering freshmen through a mentor program that pairs them with mentoring juniors and seniors. A breaking-the-prison-pipeline group convenes students, families, and community members to find solutions in the school and the community to address the school-to-prison pipeline issue; and Fremont’s peer mediation program has been so successful that it has led to a much lower suspension rate compared to other high schools in South Los Angeles. Students are now training teachers in peer mediation so they understand how students are improving school climate.



Recommendations

There is no one formula for schools to follow to ensure a learning environment that is safe and supportive. However, the examples in this section show how a dominant mindset that emphasizes the social and emotional well-being of all kids can be contagious not only in the way adults interact with students, but also in how students can model the importance of healthy, productive relationships with peers.



COMMUNITY

In many places, schools operate as the town center, bridging students and caretakers to service providers, including higher education institutions, faith-based partners, businesses, healthcare, and colleges. How districts maintain relationships with the community and link individualized learning needs to community assets can significantly influence the breadth and depth of academic, social, and civic experiences for children. How schools interact with the surrounding community can also have a significant influence on whether personal opportunity plans become not just part of the culture of schools but also part of the surrounding community.

Cincinnati Public Schools

Ohio



School board policy outlines the transformation of every school into a community learning center. **The com-**

munity learning centers serve as the hubs of the community, providing health and social wellness services, after-school programming, early childhood education, parenting classes and other services that are open during the regular school day as well as in the evening and weekends. Cincinnati's community learning centers serve as the hubs of the community. Oyer pre-K-12 school houses the nation's first vision clinic. The clinic is run in partnership with the city health department and has full-time optometrists, vision therapists, and eyeglass technicians. (Oyer also has a dental clinic.) Because the community learning centers operate as a shared space for the community, they are open in the evenings and on weekends and often serve as sites for social functions that bring a range of community members into the school.

Owsley County Elementary School

Boonsville, Kentucky



In Boonsville, a family resource center serves as an accessible way for parents to support the school and receive critical services like health services. The district pays about \$5,000 per year per school for a nurse and does Medicaid billing for students who qualify. The Quality Care for Kids program brings mobile clinics to the school for dental screenings and for hearing and vision screenings. The local Lion's Club assists in purchasing eyeglasses when needed. The district participates in the Alliance for a Healthier Generation, addressing health and wellness issues among students, staff, and community health workers.

Hartford Public Schools

Connecticut



The investment of key city groups in Hartford's **community schools initiative** reflects the local ownership and buy-in for community schools. Mayor Pedro Segarra's office, the Hartford Foundation for Public Giving, United Way of Central and Northeastern Connecticut, and the Hartford Public Schools all contribute funding to and participate in the Hartford Partnership for Student Success (HPSS). At the beginning of the city's community schools development in 2008, the Hartford Board of Education adopted a policy outlining a framework for implementing community schools in the district through diversified funding. This framework required schools to maintain public-private partnerships, a community school director, and expanded school-based services for students. The district also has a "strategic operating plan" which includes family and community partnerships.



Recommendations

A community orientation is central to delivering a relevant and engaging school experience for students and families. These models highlight the many ways in which public schools can provide a public service to the surrounding region—especially in rural communities—that goes beyond academic support. Schools must be synonymous with community development.



COHESION

Supporting cohesive educational partnerships requires more than school board policies. It requires a shared and committed idea of what's possible for students when adults take individual responsibility for the growth and development of each and every child in the school system. School campuses remain central headquarters for ensuring partnerships are student-centered. However, the onus for crafting more seamless pre-K to college pathways for students cannot rest solely on teachers, principals, and district administrators. System cohesion is predicated on the ability of partners to work collaboratively, sharing resources and making regular communication a high priority.

Noble High School

North Berwick, Maine

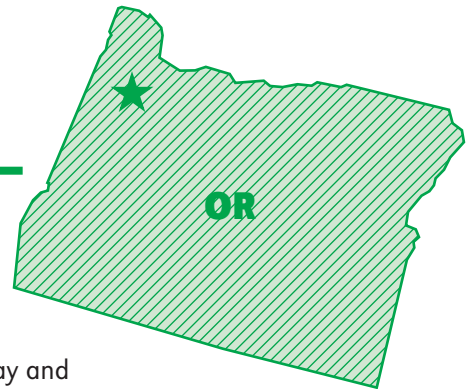


Driven by a set of regional educational goals established by three communities, Noble High School shows that a cohesive system is not limited to geography. Three townships have built a “whole community” school design model for both students and adults, offering a unique collaborative vision for other rural schools. Cohesion is reflected not only in the design of the comprehensive school that brings all three communities together, but also in the broad range of services provided. Early education, health care services, service learning, performing arts, culinary arts, and adult education are offered as a broad array of options because of a commitment from the townships to share resources and people to ensure student success.

Portland & Multnomah County Schools

Oregon

The **Schools Uniting Neighborhoods (SUN) Initiative** is a cohesive collaboration of the city, county, state, and school districts in Portland/Multnomah County, Ore. Nearly 70 SUN Schools work to extend the school day and strive to be community centers by linking with other community institutions, such as the libraries, parks, neighborhood health clinics, and area churches and businesses. This collaboration is guided by an intergovernmental agreement among the districts, county, and city. The agreement specifies processes by which the three entities work together to create and support a shared vision, common goals, and a clear communication structure to support the SUN Community Schools.



Kansas City, Missouri

Local Investment Commission (LINC)

LINC operates the Kansas City community schools initiative, known as Caring Communities, that involves a total of around 30,000 students, seven school districts, and 60 schools. At each school, LINC provides funding, support staff, training, and data systems. LINC also facilitates site councils for each school comprised of families, neighbors, and local businesses to guide neighborhood-level activities. The most significant initiative – one which strengthens system cohesion – is an out-of-school-time program at more than 40 elementary schools. Families can count on an accessible, affordable place for their school-aged children to receive out-of-school-time care even if they change school districts. Additionally, LINC provides specialized training in financial literacy, free tax preparation, parent education, and family literacy.



Recommendations

Creating seamless systems requires significant time, people, resources, and commitment from a host of individuals and organizations. Cross-sector partnerships can be solidified through intergovernmental agreements, but must evolve as individuals and organizations learn how to work together most effectively. Sustainable education systems are led by people who are always seeking new and creative ways to improve how students and families are best served.

VIII. Resources

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Appendix A: Defining Personal Opportunity Plans

Words matter: Implications of choosing the words “Personal” and “Opportunity” to describe a student plan

Educators and advocates might choose to use any of the following monikers to describe the concept of ongoing student planning in school: Personal Learning Plan; Individualized Learning Plan; Postsecondary Plan; Personal Postsecondary Plan; Personal Academic Plan; College and Career Plan; or School Transition Plan. By qualifying the student planning process with the words “personal” and “opportunity,” POPs have an even greater potential to become meaningful and empowering experiences for the entire range of learners. Here’s why:

A Personal plan:

- Values a holistic view of each child by affirming the unique characteristics of each individual person—his/her learning profiles, abilities, strengths, talents, interests, aspirations, and personal qualities and character—and assumes that the sum of these characteristics will inform students’ thinking about their plans and the big and small decisions they make for themselves from one year to the next.
- Implies that a plan is student-directed with the support of teachers, peers, and families. (It’s not something done to a student—it’s something done by a student.)
- Implies that the process involves some degree of self-directed choice in selecting the right courses and learning experiences that maximize academic, social, and emotional growth and development.
- Implies a flexible, adaptive process and personalized pacing that fits each individual’s needs, interests, and stage of cognitive, social, and emotional development rather than a lock-step, one-size-fits-all approach.
- Calls for goals that move beyond school transition planning (middle school to high school) or postsecondary planning (high school to college and career) to include personal growth and development.
- Implies a relational process that fosters lively dialogue and thoughtful planning with peers, school staff, and families.

Considerations: If personal engagement with adults and peers is not a priority throughout the planning process, the completion of a POP can turn into a rote “fill in the blank” or “click the box” exercise, leaving students bored and disengaged. If students experience an abject lack of choice or a severely limited range of learning experiences—few or no opportunities to 1) choose courses, electives, content study within a course, assignments, projects, and assessments or 2) participate in co-curricular, extracurricular, and other youth development opportunities—the completion of a POP can turn into an inauthentic task bereft of the kind of learning and life experiences that help students discover their strengths, talents, interests, hopes, and aspirations. POPs will not be personal if the vast majority of a student’s learning experiences are coercive, adult-driven, or restricted to a narrow regime of required core academics.

An Opportunity plan:

- Encompasses more than narrowly defined educational experiences focused primarily on academic coursework. An opportunity can be any experience inside or outside of the regular school day and regular school year that supports students’ academic, social, emotional, and career development, mastery, or leadership.
- Implies an inclusive perspective about students’ future aspirations—one that values all types of opportunities after high school graduation.
- Implies more than an academic plan focused on doing what it takes to earn high grades and high test scores in order to be prepared for the next learning experience.
- Implies an equal focus on present and future experiences—the plan is about more than postsecondary preparation.

Considerations: Schools that focus most of their planning activities on students’ efforts to “get into college” without an equal emphasis on exploring viable career options that match a student’s personal learning profile, strengths, and interests do so at considerable risk. Opportunities that might ignite a student’s motivation and commitment to continued learning might be missed altogether.

Appendix B: Options for School Board & Intergovernmental Policies (From the Coalition for Community Schools & Collaborative for Academic Social and Emotional Learning) For Student-Centered Supports

SCHOOL BOARD POLICIES

1. Cincinnati, Ohio
Cincinnati City School District Community School Policy
2. Hartford, Connecticut
Hartford Board of Education Policy on Community Schools
3. Seattle, Washington
School and Community Partnership Policy
4. Oakland, California
Policy on Social and Emotional Learning
Lead Community Partner Policy

CITY AND COUNTY POLICIES

5. San Pablo, California
Resolution of The City Council of The City of San Pablo
Authorizing Support for Full Service Community Schools in
San Pablo
6. Multnomah County (Portland), Oregon
County's Intergovernmental Agreement

NOTES

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PARTNERSHIPS, NOT PUSHOUTS

A Guide for School Board Members: Community Partnerships for Student Success

APRIL 2014 | VERSION 1.0

2014-122



Eight characteristics of effective school boards: full report

More than 90,000 men and women are members of local school boards in the United States, all serving as important trustees of the nation's public education systems. According to the National School Boards Association, these public officials serve on 13,809 elected or appointed boards in the U.S.

Most of the public knows that school boards do things like set the budgets, establish school boundaries and set school policies. But does school boards' work affect student achievement? The higher media visibility of teachers and principals in the push for better learning, while important, has led some to question whether school boards matter.

From a research perspective, it's a complex question. Isolating what makes an effective board – that is, one that impacts student achievement – involves evaluating virtually all functions of a board, from internal governance and policy formulation to communication with teachers, building administrators, and the public.

But the answer is: Yes, they do. In this research brief, NSBA's Center for Public Education looks at indicators of school board effectiveness. From this research, it is clear that school boards in high-achieving districts exhibit habits and characteristics that are markedly different from boards in low-achieving districts. In the most dramatic examples from this research, scholars compared districts with similar levels of poverty and disadvantage to determine factors that separate high-performing districts from those with low performance. In many cases, these differences included the approaches taken by local school boards.

So what do these boards do? Here are some examples:

- Boards in high-achieving districts are more likely to engage in goal setting and monitoring their progress.
- They are increasingly data savvy – identifying student needs and justifying decisions based on data.
- Board members possess detailed knowledge of their district, including initiatives to jump-start success.
- Board members have crafted a working relationship with superintendents, teachers, and administrators based on mutual respect, collegiality and a joint commitment to student success.

For the full list of eight characteristics of effective school boards, keep reading.

Background on the Studies

Despite the pivotal role of school boards in the nation's educational framework, comparatively few studies focused on the practices and effectiveness of elected or appointed boards. As Sam Stringfield and Deborah Land noted in their 2002 study, *Educating At-Risk Students*, "quantitative and qualitative studies of board effectiveness are virtually non-existent," (Land and Stringfield, National Society for the Study of Education, 2002). Nonetheless, while there may be no 'magic bullet' to assess boards comprised of individuals with divergent views, there is a consistent body of research examining the characteristics and practices of effective school boards. (For the purpose of this paper, "effective" boards are those operating in high-achieving districts, particularly those that are making significant strides despite serving large numbers of disadvantaged students.)

Much of the research cited here focuses on school board / district practices and approaches gleaned through interviews, surveys, observations and qualitative measures rather than in-depth quantitative information. Several studies also date back to the early 2000s or earlier; as a result, the data have limitations.

Nonetheless, the research base now includes notable studies comparing the practices of boards in high-achieving districts and contrasting those with practices of boards in lower-achieving districts. Several of these include detailed case studies exploring the evolution of districts from low performing to high achieving – a process that includes discussion of the school board role. In addition, scholars have used quantitative methods to assess the effect of district leadership on student achievement; often, this assessment includes data and trends related to school board operation, thus providing rich details on the evolution and, in some cases, transformation of local boards.

Taken together, these reports provide a sound basis to explore the role played by school boards in student achievement. The pertinent studies for this paper fall into three general areas:

- Meta-analyses of education research, with a focus on the practices of boards, superintendents, and other school leaders;

- Case studies of high-achieving districts, with a focus on the evolving role of school boards; and
- Studies that compare school board practices in districts with similar demographics but substantially different student outcomes as reflected by annual assessments and other factors.

Meta-Analysis: In 2006, J. Timothy Waters and Robert Marzano of Mid-Continent Research for Education and Learning (McREL) examined 27 studies since 1970 that, they concluded, included rigorous quantitative methods to assess the effect of school district leadership on student achievement. Their analysis, *School District Leadership That Works: The Effect of Superintendent Leadership on Student Achievement: Meta-analysis of Influence of District Administrators on Student Achievement*, looked at more than two dozen studies covering more than 2,800 districts and 3.4 million students. Of the 27 studies examined, 14 had information about the relationship between district leadership and average student academic achievement.

Case Studies: Several studies on district leadership focus at least in part on board activities. The Learning First Alliance study, *Beyond Islands of Excellence*, (Togneri and Anderson, 2003), examined the practices in five school districts with high student test scores despite moderate to high student poverty levels. Districts in the study were Aldine, Tex., Independent School District; Chula Vista, Calif., Elementary School District; Kent County Public Schools in Maryland; Minneapolis, Minn., Public Schools in Minnesota, and Providence, R.I., Public Schools.

Also, a study of 10 districts in five states, *Getting There from Here* (Goodman, Fulbright, and Zimmerman, 1997), sought to identify the effect of quality governance on student achievement. Included in the analysis was an examination of the relationship between school board and superintendent and characteristics of effective board leadership. Researchers selected the districts to reflect diversity in size, geography, student achievement, graduation rates, dropout rates, board/superintendent relations and race/ethnic factors.

Studies with Comparison Districts: One of the richest data sets available is the Lighthouse I study of the Iowa Association of School Boards (IASB). Looking at similar districts with either unusually high or unusually low records on student achievement, the project examined the role of boards and how they relate to student achievement. In studying Georgia districts, Lighthouse I contrasted the knowledge, beliefs, and actions of school board members from high- and low-performing districts. Since conducting this original study in 1998-2000, IASB has expanded the project into an action research approach, identifying pilot districts in Iowa for further testing of this concept (Lighthouse II) and launching a multi-state project focused on board leadership (Lighthouse III). Multiple Lighthouse research papers were cited in this report, including *The Lighthouse Inquiry: School Board/Superintendent Team Behaviors in School Districts with Extreme Differences in Student Achievement* (Iowa Association of School Boards, 2001), *The Lighthouse Research: Past, Present and Future: School Board Leadership for Improving Student Achievement* (Iowa School Boards Foundation, 2007) and in the Thomas Alsbury-edited *The Future of School Board Governance: Relevancy and Revelation* (2008).

In addition, *Foundations for Success: Case Studies of How Urban School Systems Improve Student Achievement* (MDRC for Council of Great City Schools, 2002) examined what it termed "fast-moving" urban districts and compared them with slower-moving districts of similar size and demographics. In selecting the districts, researchers looked for cities with improvement in reading and math in more than half of their grades through spring 2001. Districts also had to achieve growth rates faster than their respective states and narrow racial achievement gaps. The project ultimately focused on Charlotte-Mecklenburg Schools, the Houston Independent School District, the Sacramento, Calif., United School District, and a subset of New York City schools known as the Chancellor's District. One key research question was to examine district-level strategies used to improve student achievement and reduce racial achievement disparities. Several of these strategies involved school boards.

Finally, a 1993 report on school leadership in British Columbia, Canada, *The Politics of Excellence: Trustee Leadership and School District Ethos*, concluded that districts with a productive "ethos" produced higher-than-expected student achievement and lower-than-expected costs over time (LaRocque and Coleman, 1993). The role of the board was part of this district "ethos."

Eight Characteristics of an Effective School Board

1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision
2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
3. Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.
4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.
5. Effective boards are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.

In reviewing these studies, it is reasonable to conclude that school boards in high-achieving school districts look different, and that they often feature characteristics and approaches that differ, from those in lower-achieving districts.

Eight Characteristics of “Effective” Boards

1. Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.

In comparing district leadership and student achievement, Waters and Marzano (2006) identified five specific district leadership responsibilities that positively correlated with student achievement:

- Establishing a collaborative process to set goals;
- Establishing “non-negotiable goals” (that is, goals all staff must act upon once set by the board) in at least two areas: student achievement and classroom instruction;
- Having the board align with and support district goals;
- Monitoring goals for achievement and instruction;
- Using resources to support achievement and instruction goals.

“Publicly adopting broad five-year goals for achievement and instruction and consistently supporting these goals, both publicly and privately, are examples of board-level actions that we found to be positively correlated with student achievement,” they said. Typically, they adopted the goals with specific achievement targets and benchmarks. “The board ensures that these goals remain the top priorities in the district and that no other initiatives detract attention or resources from accomplishing these goals.” The districts also provided professional development to board members and examined the effectiveness of such training.

In *Beyond Islands of Excellence*, Togneri and Anderson (2003) provided examples of the positive effects of goal setting. In its case studies, the majority of high-achieving districts adopted specific goals and boards adopted policies to consistently support them. At three case study sites – Kent County, Md., Minneapolis, and Providence – boards adopted broad strategic plans that contained both goals and the action steps needed to attain them. To assess progress on a regular basis, Kent County and Minneapolis also added indicators of success to the plan so board members could review gains or address challenges.

Each district also adopted what Togneri and Anderson termed a simply stated vision of student success. For goals on student achievement, board members identified brief, one-line vision statements such as “All our students will achieve on grade level” and used them in public and staff presentations. Significantly, the report said, school boards and superintendents also carefully examined how to stretch limited dollars to focus sufficient funding on the goals.

The Lighthouse I studies (2001, 2007) also offer important details about the importance of identifying goals. In high-achieving districts, board members adopted goals and had detailed knowledge about their relationship to curriculum, instruction, assessment and staff development. As a result, these public officials could identify not only the purposes and processes behind school improvement initiatives but also the board’s role in supporting these efforts. By comparison in low-achieving districts, board members were “only vaguely aware of school improvement initiatives,” researchers noted. “They were sometimes aware of goals, but seldom able to describe actions being taken by staff members to improve learning.”

Notably, these differences extended down to the staff level. In high-achieving districts, staff members could link the school board’s goals to building-level goals for student learning and explain how the goals impacted classrooms. “Staff members identified clear goals for improvement, described how staff development supported the goals, and how they were monitoring progress based on data about student learning.” By comparison in the low-achieving districts, “There was little evidence of a pervasive focus on school renewal at any level when it was not present at the board level.”

2. Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to

6. Effective school boards align and sustain resources, such as professional development, to meet district goals.

7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.

8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts.

teach all children at high levels.

In the Lighthouse I studies (2001, 2007), board members consistently expressed their belief in the learning ability of all children and gave specific examples of ways that learning had improved as a result of district initiatives. Poverty, lack of parental involvement and other factors were described as challenges to be overcome, not as excuses. Board members expected to see improvements in student achievement quickly as a result of initiatives. Comments made by board members in Lighthouse were indicative of the differences. In a high-achieving district, one board member noted, “This is a place for all kids to excel.” Another board member noted, “Sometimes people say the poor students have limits. I say all kids have limits. I believe we have not reached the limits of any of the kids in our system.”

Yet in low-achieving districts, board members frequently referred to external pressures as the main reasons for lack of student success. Board members often focused on factors that they believed kept students from learning, such as poverty, lack of parental support, societal factors, or lack of motivation. Board members expected it would take years to see any improvements in student achievement. For these board members, the reasons for pursuing change often were simple ones – to meet state mandates (and avoid sanctions) and a desire to not “have the lowest test scores” in the state.

In addition, board members in low-achieving districts offered many negative comments about students and teachers when they were interviewed by Lighthouse researchers. Said one, “You can lead a horse to water but you can’t make them drink. This applies to both students and staff.”

In one low-performing district, teachers made 67 negative comments about students and their parents during Lighthouse interviews. In a similar number of interviews in a high-performing district, there were only four such comments.

3. Effective school boards are accountability driven, spending less time on operational issues and more time focused on policies to improve student achievement.

According to Goodman, Fulbright, and Zimmerman (1997), another characteristic of quality governance is the ability to focus on student achievement while spending comparatively little time on day-to-day operational issues. In interviews with hundreds of board members and staff across the districts, they found that high-performing boards focus on establishing a vision supported by policies that target student achievement. Yet poor governance is characterized by factors such as micro-management by the board; confusion of the appropriate roles for the board member and superintendent; interpersonal conflict between board chair and superintendent; and board member disregard for the agenda process and the chain of command.

Case studies of individual districts in other studies support many of these findings. In Chula Vista, Calif., the board took its policy role seriously and developed policies that supported instructional reform. As profiled in Togneri and Anderson (2003), the focus began when top administrators recognized a need for a new cadre of exceptional principals and asked the school board for help. In response, the board approved a policy with higher salaries for principals, giving the district more leverage to attract quality candidates to the district. Later, the board granted the central office greater flexibility to provide principal raises and bonuses. Members also supported the superintendent in dismissing principals who did not meet performance standards; this smaller but still significant action reflected the policy and partnership approach adopted earlier by the board.

Other case studies in this report were replete with examples of board commitment to policy and accountability, something often reflected through visions and strategic plans. In Aldine, Tex., board members made sure to adopt strategic plans that placed children’s learning needs front and center. As one Aldine board member explained, “Everything we do is based on what’s best for the children, period. Whether you are dealing with an administrative issue or a student issue, we ask, ‘What’s best for the children?’”

With everyone on board to promote achievement, boards encouraged their staffs to tackle difficult issues and seek innovative solutions. As a result, the districts engaged in a collegial policy-making process that emphasized the need to find solutions. An administrator in Kent County, Md., summed up the board’s work as follows: “The board recognizes its role as a policymaker. [Board members]

are very professional. They never humiliate each other. They have no hidden agendas. The goal is what is best for the children.”

A Dozen Danger Signs

While this paper did not specifically focus on

Boards held the superintendent and his or her colleagues accountable for progress but did not engage in the daily administration of schools. Explained one board member: “I am not a professional educator...[The superintendent and her staff] are the professionals, and we say to them, ‘These are the results we want to see; you are in charge of how to do it.’”

Likewise, Snipes, Doolittle, and Herlihy’s case studies (2002) include similar findings. The groups concluded that fast-moving districts had developed a consensus among board members and other leaders on the identification and implementation of improvement strategies. This required a new role for the school board, which focused on decisions “that support improved student achievement rather than on the day-to-day operations of the district.”

In Lighthouse II (2007), researchers identified five pilot school districts and provided technical assistance and support to the boards based on research findings documented in Lighthouse I. Results from this study also showed that districts made gains when they were able to focus on achievement rather than administrative issues. In the majority of districts, boards spent more than double the amount of time on policy and student achievement than they did prior to Lighthouse II. It was also common for these districts to schedule additional work sessions on student achievement. (More information on Lighthouse II is in the sidebar below).

4. Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage both internal and external stakeholders in setting and achieving district goals.

The Lighthouse I studies are particularly relevant in conveying this theme. Looking across high-and low-

achieving districts in Georgia, school board members in high-achieving districts had strong communication between the superintendent, staff, and each other. They received information from many sources including the superintendent, curriculum director, principals, teachers and sources outside the district. While the superintendent was a primary source of information, he or she was not the only source. In addition, findings and research were shared among all board members. By comparison, in low-achieving districts, board members expressed concern that not all information was shared or shared equally. As a result, researchers said, “Some felt left out of the information flow.”

In high-achieving districts, school board members could provide specific examples of how they connected and listened to the community, and were able to identify concrete ways they promoted this involvement. Likewise, staff members in these districts described the boards as supportive, noting that these public officials “would respect and listen to them.” In interviews, board members were quick to note how they communicated actions and goals to staff. One strategy was to schedule post-board meetings to provide teachers and administrators with in-depth briefings on policy decisions.

characteristics of ineffective school boards, it may be helpful to review some of the descriptions of ineffective boards mentioned in the research:

1. Only vaguely aware of school improvement initiatives, and seldom able to describe actions being taken to improve student learning
2. Focused on external pressures as the main reasons for lack of student success, such as poverty, lack of parental support, societal factors, or lack of motivation
3. Offer negative comments about students and teachers
4. Micro-manage day-to-day operations
5. Disregard the agenda process and the chain of command.
6. Left out the information flow; little communication between board and superintendent
7. Quick to describe a lack of parent interest in education or barriers to community outreach
8. Looked at data from a “blaming” perspective, describing teachers, students and families as major causes for low performance.
9. Little understanding or coordination on staff development for teachers
10. Slow to define a vision
11. Did not hire a superintendent who agreed with their vision
12. Little professional development together as a board.

Converting Research to Action: Lighthouse II

Building on the success of Lighthouse I – which identified the different knowledge, beliefs and actions of school boards in high-achieving districts – the Iowa Association of School Boards expanded the initiative to begin embedding these ideas in other jurisdictions.

Under Lighthouse II, from 2002 to 2007, IASB identified five pilot districts in Iowa and offered technical assistance and support to the board, superintendent, and, at some sites, district leadership teams. The goal was to move entire districts from one set of assumptions, beliefs and practices to another: the set possessed by the high-achieving districts in Lighthouse I. After five years of work, the project showed significant gains:

- In three of the five districts, the time spent on policy and student achievement during regular board meetings increased from 16 percent to 37 percent.

By comparison, school boards in low-achieving districts were likely to cite communication and outreach barriers. They were quick to describe a lack of parent interest in education; in fact, they were able to list only a few efforts to solicit community involvement. Compared with board members from high-achieving districts, they frequently noted frustration with the lack of community involvement and said there was little they could do about it. As for relationships within the district, staff members from the comparison low-achieving districts contacted for the research often said they didn't know the board members at all.

While such findings perhaps could be limited to high- and low-achieving districts in Georgia, other research highlights similar findings. Similar factors were evident in Waters and Marzano's 2006 meta-analysis of 27 studies. In this study, the authors found that high-achieving districts actively involved board members and community stakeholders in setting goals.

While individual board members did pursue their own issues, the researchers said, there was a reluctance to place these issues at center stage. "When individual board member interests and expectations distract from board-adopted achievement and instructional goals, they are not contributing to district success, but in fact, may be working in opposition to that end." School board members realized, the authors noted, that these issues can be a distraction from core district goals.

5. Effective boards are data savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.

In the Lighthouse I study, board members in high-achieving districts identified specific student needs through data, and justified decisions based on that data. In addition, board members were not shy about discussing trends on dropout rates, test scores, and student needs, with many seeking such information on a regular or monthly basis.

By comparison, board members in low-achieving districts tended to greet data with a "blaming" perspective, describing teachers, students and families as major causes for low performance. In one district, the superintendent "controls the reaction of the board to recommendations by limiting the information he gives to them." The Lighthouse I study contrasts this with the policy of a high-performance district, where the superintendent "believes sharing information will get them to react and encourage engagement." Board members in this district view data as a diagnostic tool, without the emotional response of assessing blame.

Board members in lower-performing districts also provided little evidence of considering data in the decision making process. In these districts, board members frequently discussed their decisions through anecdotes and personal experiences rather than by citing data. In many cases, the study noted, "The board talked very generally about test scores and relied on the interpretation made by the superintendent." As a result, board members believed the superintendent "owned" information, leaving it to the top administrator to interpret the data and recommend solutions.

Togneri and Anderson (2003) also emphasized how effective school boards embraced data. Boards in high-achieving districts were not afraid to confront negative data and, in fact, used it as a basis to improve teaching and learning. In Minneapolis, a renewed emphasis on data has helped drive improvement. Yet back in the mid-1990s, the district showed a wide achievement gap between white and minority students and posted a high school graduation rate barely above 40 percent. When the city's Chamber of Commerce failed to support the school board's request for a tax increase, the board began a fundamental rethinking based on goals and data. It hired a new superintendent with a strong foundation in instructional improvement. Together, the board and superintendent developed goals and performance indicators to rank and monitor school progress. This process ultimately helped build trust among school and community leaders, eventually leading to district progress and, later, successful new tax proposals beneficial to schools.

Minneapolis was typical of the report's study districts, which "had the courage to acknowledge poor performance and the

- By the end of the project, boards in all five districts regularly scheduled extra time for boards to focus on student achievement.
- Four of the sites showed significant increases – some as high as 90 percent – in the number of staff and board members who could consistently describe the district's school improvement goals.
- At all sites, 83 percent to 100 percent of all staff and board members reported a clear, district-wide focus on improving literacy.
- All districts, by year 3 of the project, agreed strongly that local school boards can positively affect student achievement.
- By year 3, significant gains on a measure of reading comprehension were seen at every grade level in one district. In addition, in the fourth year of the study, four of the five sites showed statistically significant gains in student reading and/or math for at least two grade levels on the statewide norm-referenced measure of achievement.

Starting in 2008, IASB launched the Lighthouse III project, through which the association is working with several states to outline best practices for school boards and state school board associations.

will to seek solutions.” With the board, superintendent and community supporting the new process, the district developed a vision focused on student learning and instructional improvement with system-wide curricula connected to state standards with clear expectations for teachers.

6. Effective school boards align and sustain resources, such as professional development, to meet district goals.

Successful boards recognize the need to support high priorities even during times of fiscal uncertainty. One leading example is in providing professional development for teachers, administrators and other staff. According to LaRocque and Coleman (1993), effective boards saw a responsibility to maintain high standards even in the midst of budget challenges. “To this end, the successful boards supported extensive professional development programs for administrators and teachers, even during times of [fiscal] restraint,” they wrote in *The Politics of Excellence: Trustee Leadership and School District Ethos*.

Lighthouse I researchers (2001, 2007) also identified research-based professional development for staff as one of seven “conditions for improvement” typically evident in high-achieving districts. From the board’s perspective, members did not simply provide funding for such professional development – they could cite specific examples of activities and their link to improvement plans. “In high-achieving districts, board members described staff development activities in the district and could describe the link between teacher training and board or district goals for students,” the study noted. “Board members described a belief in the importance of staff development activities focused on student needs.”

In low-achieving districts, however, board members said teachers made their own decisions on staff development based on perceived needs in the classroom or for certification. “Board members knew there was a budget for staff development but were unsure whether there was a plan for staff development,” the study noted. In fact, board members frequently made “disparaging remarks” about staff development, calling it an ineffective strategy.

Lighthouse II, as noted in Alsbury (2008) further reinforced this point. Boards not only took an active interest in professional development but also provided the infrastructure for such programming to succeed. “For most boards, this required significant changes in the allocation of resources (people, time and money) and would not have happened without a clear understanding of the characteristics of quality professional development and a belief in the importance of improving the knowledge and skills of educators in order to improve student outcomes.”

Additional evidence is available in the Snipes, Doolittle and Herlihy’s 2002 analysis of high- and low-achieving districts. In high-achieving districts, the board and superintendent support uniform professional development built on curriculum. In lower-achieving districts, professional development may vary extensively from school to school. One example was in Sacramento, Calif., where teachers received at least 18 hours of in-service training per year based on uniform curricula. New teachers also received six full days of instructional training, and teachers had common planning periods to encourage collaboration on lesson plans and strategies to address student needs. In the Charlotte-Mecklenburg, N.C., schools, weeklong seminars for Advanced Placement teachers, leadership retreats for principals and financial support for attaining national board certification were among effective strategies by the district to improve curriculum.

Waters and Marzano (2006) also touts the importance of professional development. While not specifically examining the school board role in this process, this study on leadership notes that “a meaningful commitment of funding must be dedicated to professional development for teachers and principals. This professional development should be focused on building the knowledge, skills and competencies teachers and principals need to accomplish a district’s goals.”

7. Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.

In *Getting There from Here*, Goodman and colleagues (1997) concluded that those with a strong board/superintendent relationship had greater student achievement as measured by dropout rates, the percentage of students going to college, and aptitude test scores. Goodman’s review of characteristics of quality governance included several that were directly related to school boards and their relationships:

- A trusting and collaborative relationship between the board and superintendent;
- Creation by the board of conditions and organizational structures that allowed the superintendent to function as the chief executive officer and instructional leader of the district;
- Evaluation of the superintendent according to mutually agreed upon procedures; and
- Effective communication between the board chair and superintendent and among board members.

Likewise, Snipes, Doolittle and Herlihy (2002) also emphasizes the importance of these factors. In successful districts, boards defined an initial vision for the district and sought a superintendent who matched this vision. Nowhere was this truer than in Sacramento, Calif., one of the case study sites. In 1996, a mayor's commission concluded that the city schools, beset with high superintendent turnover and other problems, had "a lack of accountability and deplorable building conditions." A group of individuals focused on progress won seats on the school board, and they quickly bought out the contract of the old superintendent and hired one sharing their views. The new superintendent and board sought input from thousands of community stakeholders and ultimately adopted an action plan with specific achievement benchmarks based on student assessments such as the SAT-9. The board and superintendent also established seven "vital signs" of success, including high rates of kindergarten readiness; a student attendance rate of at least 95 percent; increased proficiency of English Language Learners; and objectives that at least 90 percent of students attain math and reading proficiency and graduate high school. Within four years, the district saw consistent gains in math and reading plus a drop in the disparity between white and Hispanic student achievement.

In contrast to this "moving" district, comparison districts had no such impetus to work toward success. Boards were slow to define a vision and often recruited a superintendent with his or her own ideas and platform. The differences between the districts only increased over time, as boards and superintendents in high-achieving districts jointly refined their visions over time, assessed district strengths and weaknesses and had all signs of a stable relationship. By comparison, less successful districts featured boards and superintendents that were not in alignment, as the superintendent "may develop solutions without board involvement." Such boards also may not hold superintendents accountable for goals.

8. Effective school boards take part in team development and training, sometimes with their superintendents, to build shared knowledge, values and commitments for their improvement efforts.

Board member development and training is a clear theme within this research base. In high-achieving Lighthouse I study districts (2001), school board members said they regularly participated in activities in which they learned together as a group. They cited frequent work and study sessions with opportunities for inquiry and discussion prior to making a final decision. In low-achieving districts, however, board members said they did not learn together except when the superintendent or other staff members made presentations of data.

Other studies focused on this subject as well, sometimes within the context of the responsibilities of an effective superintendent. In the 2006 Waters and Marzano meta-analysis, for example, one key goal for superintendents is to produce an environment in which the board is aligned with and supportive of district goals. The study suggests that supporting board members' professional development is one of several ways that superintendents can help realize this goal.

In their study on effective governance, Goodman and colleagues (1997) emphasized in detail the importance of formal training for board members. They recommended orientation workshops for new members soon after their election. Their "sample policy statement" on orientation included a commitment by the board and administrative staff to help all new members learn board functions, policies and procedures. Chief responsibility for orientation should reside with the superintendent and board chair, they noted, but this work should include meetings with top administrative personnel to examine services, policies, and programs. As a guide, the report cited policies in Kentucky requiring a specific number of hours of training for board members based on their experience. This ranged from a high of 12 hours of annual training for board members with zero to three years experience to four hours a year for those with at least eight years of board service. Emphasizing the importance of the board/superintendent relationship, the study also recommended that superintendents participate in orientation and development workshops alongside their board members.

Elsewhere, two of the effective districts in the Togneri and Anderson (2003) study utilized formal training and professional development for school board members. In Kent County, Md., the board adopted the Baldrige in Education process, which created a strong working relationship among the central office, board, principal and teachers. In Minneapolis, the school board engaged in the Carver method, which emphasizes the board's role in establishing goals, setting indicators, aligning resources to goals, monitoring progress, and communicating with the public.

Finally, LaRocque and Coleman (1993) illustrated the value of both formal and informal learning activities for board members. According to these researchers, effective school districts in Canada offered a mixture of learning activities for their board members, or "trustees," including retreats, special meetings, work sessions, school visits and even social events. As a result, the trustees had a "willingness to meet regularly with the professionals in the district to discuss what was happening and what should be happening." This commitment conveyed to staff the importance of district goals and the importance of the staff members' work in supporting them. In addition, they noted, "The successful boards did not

just rely on district staff reports...They obtained information about programs in different ways and from different sources, and sought opportunities to interact directly with administrators and teachers.”

Related Finding: Stability of Leadership

In the 2002 Snipes *et. al* study, researchers noted that fast-moving districts had political and organizational stability, as evidenced by low rates of school board and superintendent turnover. Goodman’s research echoed all of these points, concluding two characteristics of high achieving districts were long tenures by superintendents and school board members and regular retreats by senior staff and board members for evaluation and goal setting purposes.

Similarly, Togneri and Anderson (2003) note the long tenure of board members and superintendents in high-achieving districts. “They set their courses and stayed with them for years,” the study said. Among the five successful districts profiled, superintendents in three districts had been at their jobs for at least eight years. In most of those profiled, the majority of board members had been serving in that capacity for 10 or more years. “That continuity allowed superintendents and boards to grow together in their approaches to change and to better understand each other’s work.”

Conclusion

During the past 15 years, a number of research studies have begun to document the value that school boards and their members add to the development of an effective public education system. This fledgling base of research provides a foundation for boards and other policymakers. The research also is timely, since it coincides with a period in U.S. public policy that has focused substantially greater attention on accountability in public education. Much of this research has contrasted boards in low-performing and high-performing districts, thereby providing best practices for new and veteran board members nationwide. While there is a need for additional research – a study on boards in districts with mid-range achievement might be one useful step – it is increasingly clear that board members in high-performing districts have attitudes, knowledge and approaches that separate them from their counterparts in lower-achieving districts.

Based on the studies included in this report, it is clear that school boards in high-achieving districts hold a high, shared vision about the capabilities of both students and staff—they believe that more is possible and are motivated to improve results for students. They are policy and accountability driven, focusing their time and energy on governance-level actions related to student achievement and classroom instruction. They engage in goal-setting processes that can drive action in the district to improve. They align resources—including staff professional development—around those goals. They are data savvy—using data to both diagnose problems and to monitor and drive continuous improvement efforts. They communicate with and engage staff and community and work well together as a team and in collaborative leadership with their superintendents. And, they commit to their own learning, building the knowledge and skills it takes to govern during a period of educational reform.

In this era of fiscal constraints and a national environment focused on accountability, boards in high-performing districts can provide an important blueprint for success. In the process, they can offer a road map for boards in lower-achieving school districts nationwide.

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