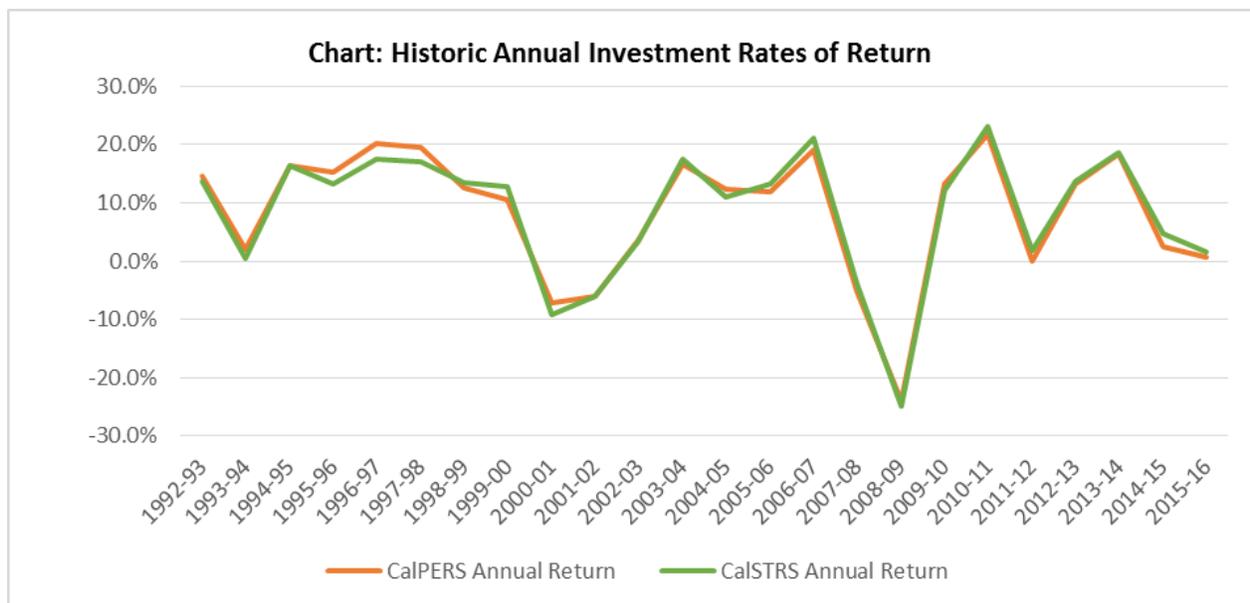


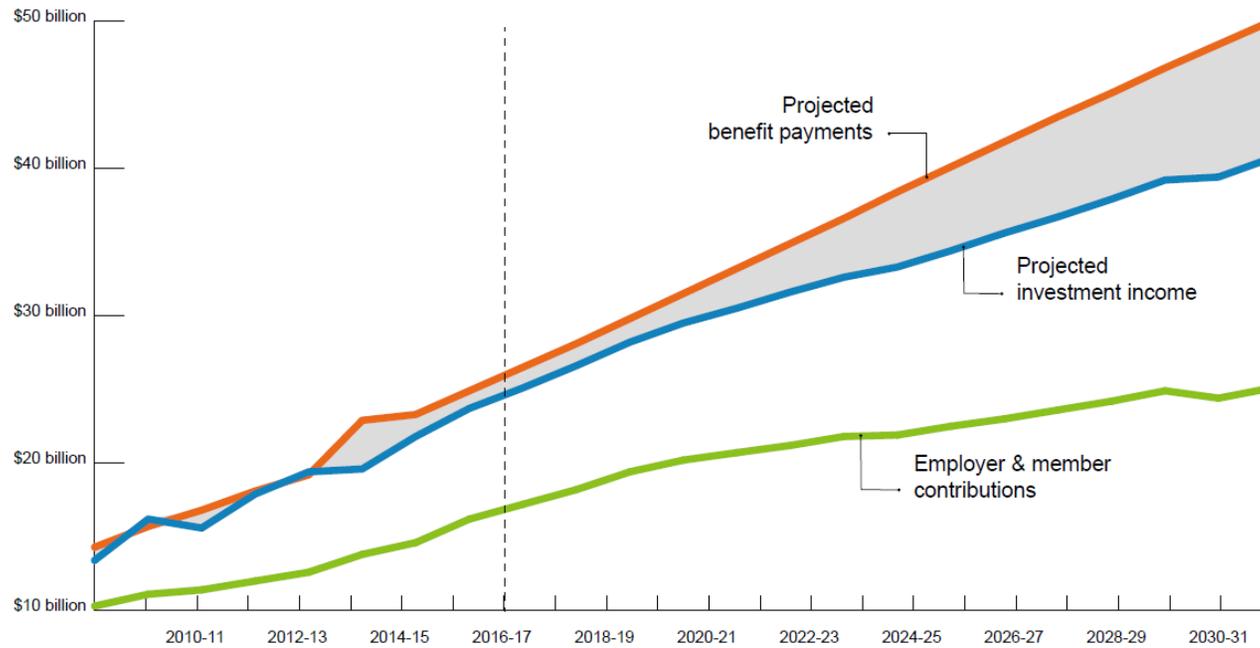
Historic Investment Rates of Return				
Table: Historic Annual Investment Rates of Return				
Fiscal Year	CalPERS Annual Return	CalPERS Actuarial Assumption	CalSTRS Annual Return	CalSTRS Actuarial Assumption
1992-93	14.5%	8.75%	13.8%	8.50%
1993-94	2.0%	8.75%	0.6%	8.50%
1994-95	16.3%	8.50%	16.4%	8.00%
1995-96	15.3%	8.50%	13.2%	8.00%
1996-97	20.1%	8.50%	17.4%	8.00%
1997-98	19.5%	8.25%	17.1%	8.00%
1998-99	12.5%	8.25%	13.4%	8.00%
1999-00	10.5%	8.25%	12.7%	8.00%
2000-01	-7.2%	8.25%	-9.1%	8.00%
2001-02	-6.1%	8.25%	-6.0%	8.00%
2002-03	3.7%	8.25%	3.4%	8.00%
2003-04	16.6%	7.75%	17.4%	8.00%
2004-05	12.3%	7.75%	11.1%	8.00%
2005-06	11.8%	7.75%	13.2%	8.00%
2006-07	19.1%	7.75%	21.0%	8.00%
2007-08	-5.1%	7.75%	-3.7%	8.00%
2008-09	-24.0%	7.75%	-25.0%	8.00%
2009-10	13.3%	7.75%	12.2%	8.00%
2010-11	21.7%	7.75%	23.1%	7.75%
2011-12	0.1%	7.50%	1.8%	7.50%
2012-13	13.2%	7.50%	13.8%	7.50%
2013-14	18.4%	7.50%	18.7%	7.50%
2014-15	2.4%	7.50%	4.8%	7.50%
2015-16	0.6%	7.50%	1.6%	7.50%

Table: Average Time-Weighted Rates of Return (as of June 30, 2016)		
	CalPERS	CalSTRS
3-year	6.9%	8.1%
5-year	6.8%	7.9%
10-year	5.1%	5.9%
20-year	7.0%	7.2%

Sources: CalPERS, CalSTRS; updated September 26, 2016



Benefit Payments Projected to Outpace Investment Income and Contributions





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LEGAL UPDATE

February 7, 2017

To: Superintendents, Member School Districts (K-12)

From: Mia N. Robertshaw *MNR*
Assistant General Counsel

Subject: President Trump's "Sanctuary Jurisdiction" Executive Order
Memo No. 05-2017

On January 25, 2017, President Donald Trump issued an Executive Order ("Order") addressing "sanctuary jurisdictions," defined as "jurisdictions that willfully refuse to comply with 8 U.S.C. 1373."¹ The referenced code section, 8 U.S.C. 1373 sets forth rules regarding communication between federal, state, and local government agencies and the Immigration and Naturalization Service.² The Order authorizes the Secretary of Homeland Security ("Secretary") to designate a jurisdiction as a sanctuary jurisdiction. (Section 9(a).) Accordingly, a jurisdiction may be found to be a sanctuary jurisdiction even if it has not designated itself as such. The Order does not define the term "jurisdiction," but it could be interpreted to include federal, state, and local government agencies including school districts and county offices of education.

The Order outlines a number of measures that could impact sanctuary jurisdictions:

- The Order sets forth the policy of the executive branch to "Ensure that jurisdictions that fail to comply with applicable Federal law do not receive Federal funds, except as mandated by law. (Section 2(b).)
- The Order directs the Secretary to "issue guidance and promulgate regulations ... to ensure the assessment and collection of all fines and penalties that the Secretary is authorized under the law to assess and collect from aliens present in the United States *and from those who*

¹ The Order is available online at <https://www.whitehouse.gov/the-press-office/2017/01/25/presidential-executive-order-enhancing-public-safety-interior-united>.

² A copy of 8 U.S.C. § 1373 is attached.

*facilitate their presence in the United States.”*³ (Section 6, emphasis added.)

- The Order directs the Attorney General and Secretary to “ensure that jurisdictions that willfully refuse to comply with 8 U.S.C. 1373 (sanctuary jurisdictions) are not eligible to receive Federal grants, except as deemed necessary for law enforcement purposes by the Attorney General or the Secretary.” (Section 9(a).)
- The Order directs the Attorney General to “take appropriate enforcement action against” an entity that violates 8 U.S.C. 1373 “*or which has in effect a statute, policy, or practice that prevents or hinders the enforcement of Federal law.*” (Section 9(a), emphasis added.)
- The Order directs the Secretary to publish a weekly “list of criminal actions committed by aliens and any jurisdiction that ignored or otherwise failed to honor any detainers with respect to such aliens.” (Section 9(b).)
- The Order directs the Director of the Office of Management and Budget to obtain information on all federal grant funds currently received by a sanctuary jurisdiction. (Section 9(c).)

In addition, the Order directs the Secretary to authorize local law enforcement officials to perform the functions of immigration officers to investigate, apprehend, or detain aliens. This could impact law enforcement personnel assigned to school sites directly.

The *Los Angeles Times* estimates that there are 400 sanctuary cities and counties in the country.⁴ A number of schools, colleges, and universities have designated themselves as sanctuary campuses.

On January 31, 2017, the City and County of San Francisco filed a lawsuit challenging the Order. The New York Attorney General announced that New York will join a lawsuit filed by the ACLU against President Trump over the Order. It is expected that other cities, counties, and/or campuses also will challenge the Order.

Recommendations

At this point it is not clear how the Order will be implemented, and to what extent it may impact school districts, students, employees, and the school community. In addition, it is not clear whether challenges to the Order will succeed.

Public education agencies in California receive federal funding, including through federal programs such as free and reduced lunch, federal student loans, federal grants, and other sources of funding. A refusal to comply with federal law, regulations, and other federal requirements

³ It is likely that the Trump Administration would interpret this to mean that “sanctuary jurisdictions” are subject to fines and penalties for facilitating the presence of undocumented immigrants.

⁴ Dolan, *San Francisco sues Trump over executive order targeting sanctuary cities*, The Los Angeles Times (Jan. 31, 2017).



could jeopardize a district's receipt of federal funding. We recommend that districts comply with all state and federal law and regulations. Any board policy, administrative regulation, board resolution, or other statement by districts on these issues should confirm that the district will comply with applicable state and federal law.

Please contact our office with questions regarding this Legal Update or any other legal matter.

The information in this Legal Update is provided as a summary of law and is not intended as legal advice. Application of the law may vary depending on the particular facts and circumstances at issue. We, therefore, recommend that you consult legal counsel to advise you on how the law applies to your specific situation.

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8 U.S.C. § 1373

(a) In general

Notwithstanding any other provision of Federal, State, or local law, a Federal, State, or local government entity or official may not prohibit, or in any way restrict, any government entity or official from sending to, or receiving from, the Immigration and Naturalization Service information regarding the citizenship or immigration status, lawful or unlawful, of any individual.

(b) Additional authority of government entities

Notwithstanding any other provision of Federal, State, or local law, no person or agency may prohibit, or in any way restrict, a Federal, State, or local government entity from doing any of the following with respect to information regarding the immigration status, lawful or unlawful, of any individual:

- (1) Sending such information to, or requesting or receiving such information from, the Immigration and Naturalization Service.
- (2) Maintaining such information.
- (3) Exchanging such information with any other Federal, State, or local government entity.

(c) Obligation to respond to inquiries

The Immigration and Naturalization Service shall respond to an inquiry by a Federal, State, or local government agency, seeking to verify or ascertain the citizenship or immigration status of any individual within the jurisdiction of the agency for any purpose authorized by law, by providing the requested verification or status information.



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LEGAL UPDATE

December 15, 2016

To: Superintendents, Member School Districts (K-12)

From: Mia N. Robertshaw, Assistant General Counsel *MNR*
Carl D. Corbin, General Counsel *CDC*

Subject: Immigration Questions and Concerns
Memo No. 44-2016

A number of clients have asked for information about how to address students' and families' concerns about immigration enforcement activities by the federal government. In this memorandum, we outline background information, options moving forward, and additional considerations.

Background Information

President-elect Donald Trump has promised to deport as many as 3 million people who are in the country unlawfully, focusing on people who have been convicted of crimes.¹ President-elect Trump's election has caused unrest and fear among many immigrants and their allies who fear deportation, discrimination, harassment, or other negative treatment. In response to President-elect Trump's election, and in prior years when immigration issues have been hotly contested, some cities have vowed to be "sanctuaries" for immigrants. In general terms, these cities have stated that they will not cooperate with federal immigration enforcement efforts. For example, a city could refuse to utilize its police force to identify or detain undocumented immigrants.

Similarly, school districts and college campuses across the country are vowing to be "sanctuary campuses," but at this time it is not clear what that will mean legally. At this point, there is a great deal of uncertainty surrounding what President-elect Trump's administration and Congress may do, and how schools and colleges lawfully may respond.

¹ Wang, *Donald Trump plans to immediately deport 2 million to 3 million undocumented immigrants*, The Washington Post (Nov. 14, 2016).



Currently, U.S. Immigration and Customs Enforcement (“ICE”) policy is that immigration enforcement actions will not occur at schools unless certain criteria are met. In a 2011 memorandum, ICE Director John Morton addressed ICE enforcement actions at “sensitive locations” including schools.² The memorandum expresses the policy that ICE “enforcement actions do not occur at nor are focused on sensitive locations such as schools and churches unless (a) exigent circumstances exist, (b) other law enforcement actions have led officers to a sensitive location as described in [the memorandum], or (c) prior approval is obtained.” The enforcement actions covered by the memorandum include arrests, interviews, searches, and immigration-enforcement surveillance. The memorandum does not cover obtaining records, providing notice to officials or employees, serving subpoenas, or engaging in other activities as outlined in the memorandum. In addition, the memorandum expressly states that the policy is not intended to prohibit enforcement operations when there is an immediate need for enforcement action without prior approval.

Options

The options outlined here are based on current law. Should a district choose to pursue any action regarding these immigration issues, it will be critical that the district stay up-to-date on changes to applicable law in the future.

Please note that the examples listed herein are draft examples only. If a district wishes to pursue any of these or other options, we recommend the district work with our office or other legal counsel.

Districts could take one or more of the following steps:

1. Provide information to students and families regarding their rights. This could be presented as a Q&A document, list, or statement. The district could distribute the information by posting it on the district website, sending it to families via an automated voicemail message, or sending an email/letter to families. For example:
 - a. All students have a right to public education regardless of immigration status.³
 - b. All students, regardless of immigration status, may be eligible for services such as free lunch, free breakfast, transportation, and educational services.
 - c. Unless required by law, the district will not ask students or families about their immigration status at any time.
 - d. Unless required by law, the district will not ask students or families to show documents relating to their immigration status at any time.
 - e. The district does not discriminate on the basis of nationality, race, or ethnicity.

² The memorandum is available online at <https://www.ice.gov/doclib/ero-outreach/pdf/10029.2-policy.pdf>.

³ *Plyler v. Doe* (1982) 457 U.S. 202.



2. Provide tips and resources to students and families to assist with emergency and immigration planning. For example:
 - a. All parents should ensure that their emergency contact information is up-to-date.
 - b. All parents should designate a trusted adult who may pick up their child from school if parents are not able to be there.
 - c. Parents should create an emergency plan so that all family members know what to do if a family member is detained by immigration agents.
3. Adopt a Board Policy or Board Resolution setting forth a district policy relating to these issues. Examples of statements that could be addressed in the policy include:
 - a. Unless required by law, district employees shall not ask about a student's immigration status at any time.
 - b. District employees shall not refer students or families to ICE for questions about their immigration status.
 - c. All requests by ICE to visit a school site or obtain student records shall be forwarded immediately to the Superintendent for review and to determine whether the request will be granted.

A primary goal of these options is to communicate accurate information to students, families, and district personnel. Many people do not have accurate information about the role of schools in immigration issues, and what rights undocumented immigrants may have with respect to public education. The examples outlined above are illustrative only, and districts may wish to provide more information than what is contained in these examples. Any of these options can be tailored or expanded to meet the specific needs of a district.

Risks and Additional Considerations

President-elect Trump has promised to block federal funding to sanctuary cities.⁴ It is possible that his administration may seek to block federal funding to sanctuary cities and campuses, or otherwise restrict federal funding in ways linked to immigration. Public education agencies in California receive federal funding, including through federal programs such as free and reduced lunch, federal student loans, federal grants, and other sources of funding. A refusal to comply with federal law, regulations, and other federal requirements could jeopardize the district's receipt of federal funding. We recommend that districts comply with all state and federal law and regulations. Any Board Policy, Administrative Regulation, Board Resolution, or other statement by districts on these issues should confirm that the district will comply with applicable state and federal law.

⁴ Kaste, *Trump Vows to End 'Sanctuary Cities,' But No One Can Agree What That Label Means*, NPR (Nov. 19, 2016).



In addition, it is important that districts not promise more than what they can in fact deliver. For example:

1. Districts cannot promise to bar entry to school grounds by law enforcement agents or ICE agents, even if the agents' presence on campus is disruptive to the educational environment.⁵
2. Districts cannot guarantee that they will not release student information to immigration authorities. Districts may be required to release student information pursuant to a valid subpoena or court order, in connection with a health or safety emergency, or in other situations pursuant to the federal Family Educational Rights and Privacy Act and applicable state law.
3. District employees should not obstruct criminal investigations.

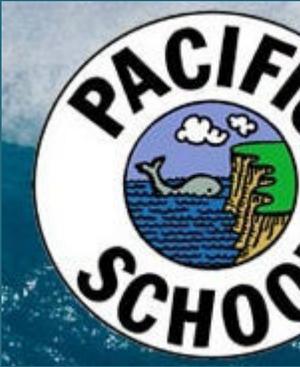
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⁵ While the California Penal Code allows districts to bar entry to school grounds by, or remove from school grounds, "outsiders" or disruptive visitors under certain circumstances, these sections generally would not cover public employees, such as law enforcement or ICE agents, whose duties require them to be on school grounds. See, e.g., California Penal Code §§ 626.8, 627 *et seq.*



Pacific Elementary School

50 Ocean St. • Davenport, CA 95017 • 831.425.7002 • Grades K-6

Eric Gross, Principal

egross@pacificesd.org

<http://www.pacificesd.org>

2015-16 School Accountability Report Card Published During the 2016-17 School Year

Pacific Elementary School District

50 Ocean St.

Davenport, CA 95017-1007

831.425.7002

<http://www.pacificesd.org/>

District Governing Board

Gwyn Rhabyt

Don Croll

Leanne Salandro

District Administration

Eric Gross

Superintendent

School Description

Mission Statement

Pacific School's mission is to prepare children for life through experiential learning that addresses the needs of the whole child. We create a safe and secure school environment that promotes social and academic growth and develops an enthusiasm for learning, a positive self-image, and cross-cultural understanding.

School Profile

Pacific School offers children, parents, and staff the unique opportunity to work together in a small, harmonious environment, giving individual attention and individualized instruction. The School Plan focuses on an integrated curriculum that allows learning to take on greater meaning and connection to the world and to students' lives.

The staff intends to provide a school environment that nourishes each child's emotional, physical, and social development while stimulating curiosity and creativity. The staff endeavors to generate a love of learning, which will sustain children as they grow and develop. Classrooms and materials are meticulously made and cared for, creating beautiful, stimulating environments. Pride in the school is demonstrated in the care that the children show to the materials, buildings, and garden. During the 2015-16 school year, the school served about 110 students in grades Kindergarten through six.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	22
Grade 1	17
Grade 2	16
Grade 3	17
Grade 4	16
Grade 5	13
Grade 6	14
Total Enrollment	115

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0
Asian	0.9
Filipino	0
Hispanic or Latino	23.5
Native Hawaiian or Pacific Islander	0
White	68.7
Two or More Races	6.1
Socioeconomically Disadvantaged	26.1
English Learners	13
Students with Disabilities	10.4
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Pacific Elementary School	14-15	15-16	16-17
With Full Credential	7	7	8
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Pacific Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Pacific Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Pacific School District endeavors to provide sufficient and current textbooks and materials to support instructional programs. Pacific School District held a Public Hearing on September 29, 2016, and determined that the school has sufficient and good quality textbooks and instructional materials pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. The table displays information collected in October 2016 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Textbooks and Instructional Materials Year and month in which data were collected: 10/2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Adopted in 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Scott Foresman Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History Alive Adopted in 2006 Scott Foresman Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

The physical environment of Pacific School is continually maintained. Classrooms and grounds are kept free of litter and graffiti. Students are expected to participate in daily cleanup. The playground, classrooms, fire extinguishers, and emergency exit lights are formally inspected at least monthly. Repairs to damage are made as quickly as possible. The principal conducts at least two comprehensive inspections a year, in the fall and spring, using the inspection checklist from the State Office of Public School Construction. The inspection covers the school site, including office, classrooms, kitchen, and playground safety.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 3/9/16				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Though still in working order, the HVAC systems are nearing the end of their functional lifespan.
Interior: Interior Surfaces	X			Rooms 4 & 6 have one damaged ceiling tile from a water stain. Library & Multi-Purpose Room: Slight damage to some ceiling tiles due to breakage when setting up theatrical staging. Hallway wall coverings have water damaged due to roof leak.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 3/9/16

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Playground and play structure: Playing field has a gopher infestation. Blacktop was repaved in 4/16.
Electrical: Electrical	X			New energy-efficient lighting was installed in entire campus in spring 2016.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Faucet in room 1 leaks; 1 urinal in boys' bathroom is plugged.
Safety: Fire Safety, Hazardous Materials	X			The custodian's material need to be labeled.
Structural: Structural Damage, Roofs	X	X		Roof leak around skylight in hallway.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Windows in dining rooms were sealed July 2016.
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	75	75	85	75	75	85	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	69	53	69	53	44	48
Math	64	61	64	61	34	36

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	13	13	100.0	84.6

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	17	17	100.0	47.1
	4	16	15	93.8	53.3
	5	13	12	92.3	66.7
	6	15	13	86.7	46.1
Male	3	14	14	100.0	35.7
	6	11	9	81.8	33.3
White	3	13	13	100.0	61.5
	6	14	12	85.7	50.0

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	17	17	100.0	64.7
	4	16	15	93.8	53.3
	5	13	12	92.3	58.3
	6	15	13	86.7	66.7
Male	3	14	14	100.0	57.1
	6	11	9	81.8	50.0
White	3	13	13	100.0	69.2
	6	14	12	85.7	72.7

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Pacific Elementary School values parents as an integral part of the educational process. To that end, the following is a summary of our three major areas for parental involvement: volunteering in the classroom, on field trips, and during events, joining the Pacific School Foundation/Pacific School Parents' Club, and serving on committees such as the School Site Council or Board of Trustees.

Parents are an important part of Pacific School and the school actively encourages their participation. Parents overwhelmingly say they feel welcome and included when surveyed each year. Parents should contact their child's teacher if they are interested in volunteering in the classroom on a regular basis. Volunteering works best when scheduled beforehand with the teacher. Classroom volunteer needs are discussed each year at Back-to-School Night. In our Independent Studies Program, which is a hybrid between home schooling and a traditional school program, parents are the teachers of their own and each others' children. Field trips are frequent and parents are integral to their smooth functioning. Some field trips, for the older students, involve multi-day excursions and depend upon actively involved parents to make them possible.

The Pacific School Foundation (PSF)/Pacific School Parents' Club is an important volunteer organization that meets at least monthly. PSF/PSPC is responsible for coordinating several large fundraisers, managing donations, organizing family/community events such as the fall Potato Night and Bingo Night. PSF/PSPC is always eager to recruit new members to maintain and invigorate our culture of active support.

The School Site Council (SSC) is made up of four parent/community members and four staff members. The Site Council is responsible for revising and recommending several important plans that provide direction of the school in key areas. The SSC reviews the Local Control Accountability Plan (LCAP), the Comprehensive School Safety Plan, the Wellness Plan, and the Technology Plan. They also act as an advisory committee to the school board. The Site Council is also responsible for surveying parents to determine concerns and program needs. In this capacity, parent members are an important link between parents, staff, and the governing board. When there is an empty seat available on the Site Council, all parents are encouraged to participate in the election of a new member. All meetings are open to the public.

Parents who have special skills are encouraged to share their expertise with the children, both as demonstrations and as lessons during school hours. Also, parents sometimes seek the opportunity to give classes to students after school. The school is happy to provide support for these classes when scheduling and space is available. In the past, parents have given lessons in art, dance, sewing, knitting, Spanish, music, and drama. Parents are also actively involved in helping to meet needs with the school library, Life Lab garden, landscaping, and maintenance. Indeed, our school would be notably deficient without their continued generosity.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Pacific School District has developed a comprehensive School Safety Plan that addresses the emotional safety as well as the physical safety of all members of the school community. The School Safety Plan was developed by the Pacific School Site Council, made up of parents and staff members, and is reviewed and revised annually. The School Safety Plan is available for viewing in the school's office.

Components of the Pacific School Safety Plan:

Section 1. A Safe and Orderly Environment

A. Social Climate

1. Mission and Vision
2. Current assessment of school crime
3. Supervision
4. Rules, Problem Solving, and Discipline Procedures
5. Support Programs
6. Staff Development

B. Physical Environment

1. Safe and clean facilities
2. Supervision
3. Security
4. Safety Inspections

C. Emergency Procedures

1. Illness

2. Injury
3. Fire & Earthquake drills and procedures (evacuation)
4. Lockdown procedures
5. Bomb threats
6. Emergency Response/Crisis Management

Pacific Elementary School District Board Policies in the following areas support the Comprehensive Safe School Plan:

1. Disaster Procedures & Crisis Response
2. Safe Ingress and Egress
3. Child Abuse Reporting
4. Suspension and Expulsion
5. Notifying teachers of dangerous pupils
6. Discrimination and Harassment
7. School-wide dress code
8. Discipline Procedures
9. Hate Crimes
10. Uniform Complaint Procedures

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.2
Resource Specialist	.8
Other	
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	5	8	8	3	2	2						
1	8	7	7	2	2	2						
2	8	9	9	2	2	2						
3	7	8	8	2	2	2						
4	8	7	7	2	2	2						
5	9	8	8	2	2	2						
6	7	9	9	2	2	2						

Professional Development provided for Teachers

Pacific School professional development activities are designed by staff, in conjunction with the other three single school districts in the county, to be pertinent to their needs and enhance student learning. A variety of staff development opportunities are provided to increase interest and expertise, acquire new ideas and materials, and develop teaching, organization, and classroom management skills.

Pacific School’s staff meets throughout the year, in various settings, to both plan and deliver the training in a reciprocal fashion. First, the needs are identified during the previous year. Second, the teachers and principal meet monthly to discuss needs and share best practices. Any new opportunities are discussed at that time. Third, subcommittees of teachers meet to work on various aspects of improving our practice on a monthly basis. The work of these groups is then brought to the entire faculty for implementation. Assessments of student progress and staff strengths and competencies are considered when professional development is planned.

Recommendations from the School Board and the School Site Council are considered when planning activities. Staff members are encouraged to participate in professional development programs given by Santa Cruz County Office of Education, and Pacific School staff members collaborate with the other three small school districts in the county for at least one professional development day per year. Whenever possible, the principal takes part in professional development programs along with staff members.

Teachers are provided with release time to attend special workshops and classes, and time is allowed at staff meetings and in-service days for staff members to share information they have gained that will benefit other staff members. Mentor teachers provide expertise in areas of strength and the school’s Technology Coordinator provides technical assistance and staff technology training on a frequent basis.

Since the 2011-12 school year, two professional development days are scheduled in coordination with the three other small school districts to collaborate and share best practices. The staff continues to assess needs and either take advantage of minimum days every Wednesday, or take individual staff development opportunities to attend workshops. Staff have focused on math, writing, science with a focus on garden curriculum, English Language Development, and differentiating instruction to meet the needs of gifted students. Other staff development topics include Step Up To Writing, the Common Core Standards implementation, Environmental Education, and the Visual And Performing Arts (VAPA) standards.

A restructured week with four longer days and a shorter day on Wednesdays provides time for weekly meetings and collaboration, as well as development of curriculum and materials in each classroom.

The school participates in the state-sponsored Beginning Teachers Support and Assessment program (BTSA), as appropriate. The goals of the BTSA program are to help new teachers succeed, foster increased retention of quality teachers within the teaching profession, and improve instruction for students.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$41,085
Mid-Range Teacher Salary		\$59,415
Highest Teacher Salary		\$75,998
Average Principal Salary (ES)		\$100,438
Average Principal Salary (MS)		\$101,868
Average Principal Salary (HS)		
Superintendent Salary		\$116,069
Percent of District Budget		
Teacher Salaries	25%	33%
Administrative Salaries	9%	7%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9,844	2,167	7,677	54,972
District	♦	♦	7,677	54,972
State	♦	♦	\$5,677	\$60,985
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			35.2	-9.9

* Cells with ♦ do not require data.

Types of Services Funded

The Local Control Funding Formula (LCFF) and federal grants (Title II A and REAP) provide the following services at Pacific Elementary School:

- Technology/Media Literacy
- Art & Music instruction
- Gifted and Talented Education (GATE)
- Instructional Materials
- Classroom Aide support
- Teacher Professional Development
- Response to Intervention Services
- Special Education
- Physical Education materials
- Educational Field Trips
- Food Lab
- Life Lab

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

December 21, 2016

Dear County and District Superintendents, Charter School Administrators, and Principals:

PUBLIC SCHOOLS REMAIN SAFE HAVENS FOR CALIFORNIA'S STUDENTS

In this time of uncertainty, anxiety, and fear I strongly encourage you to join me in declaring our public schools "safe havens" for students and their parents and to remind families about existing laws that protect them and their students' records from questions about immigration status.

Unfortunately, since the presidential election, reports of bullying, harassment, and intimidation of K-12 students based on immigration status, religious, or ethnic identification are on the rise.

As State Superintendent of Public Instruction, safety is my top priority. And my strongest commitment to you, your students and their families is that schools remain safe places to learn. California serves more than 6.2 million kindergarten through twelfth grade students with the most diverse population in the nation.

Parents should know they are welcome on our school campuses regardless of their immigration status. We encourage all parents and guardians to participate in their school communities and in the education of their children. Engaged parents play a key role in helping our students succeed. That is one reason encouraging parent engagement is a top priority for California schools and one of the key local indicators of success for our schools and districts.

The California Department of Education will continue to provide local educational agencies (LEAs) with guidelines about existing laws that protect student records, including:

- The 1984 Supreme Court decision *Plyler v. Doe* requires schools to enroll all eligible children regardless of their citizenship or immigration status.
- State and federal laws prohibit educational agencies from disclosing personally identifiable student information to law enforcement, without the consent of a parent or guardian, a court order or lawful subpoena, or in the case of a health emergency.

December 21, 2016
Page 2

- Districts must verify a student's age and residency, but have flexibility in what documents or supporting papers they use. They do not have to use documents pertaining to immigration status.
- To determine age, for example, an LEA can rely on a statement from a local registrar, baptismal records, or an affidavit from a parent guardian or custodian.
- To determine residency, an LEA can rely on property tax receipts, pay stubs, or correspondence from a government agency.

Since LEAs do have wide discretion in what records they use, I strongly recommend that they do not collect or maintain documents related to immigration status.

Some California districts, such as the Los Angeles Unified School District and Sacramento Unified School District, have declared themselves to be "safe havens" to let their communities know they will maintain a welcoming environment for all students and parents. I support this message.

Here is an example of a resolution from the Sacramento City Unified School District http://www.scusd.edu/sites/main/files/file-attachments/safe_haven_reso_final_amended_final.pdf.

Together, we can make it clear we will do our best to make sure the prospect of the deportation of undocumented students and their families will not interfere with helping our students succeed.

Our schools are not and will not become an arm of the U.S. Customs and Immigration Enforcement (ICE). Instead, they will remain safe places for learning and teaching for all students, regardless of immigration status.

Please join me in spreading this message. We can and must support each other as California leads the way forward.

Sincerely,



Tom Torlakson

TT:ba
2016-09599

Pacific Elementary School District

Board of Trustees Meeting
Thursday, February 16, 2017 @ 4:00 PM
Pacific Elementary School, Davenport, CA

Pacific School Mission Statement

Pacific School's mission is to prepare children for life through experiential learning that addresses the needs of the whole child. We create a safe and secure school environment that promotes social and academic growth and develops an enthusiasm for learning, a positive self-image, and cross-cultural understanding.

All persons are encouraged to attend and, where appropriate, to participate in, meetings of the Pacific School Board of Trustees. Persons wishing to address the Board are asked to state their names for the record. Consideration of all matters is conducted in open session except for those relating to litigation, personnel, and employee negotiations, which, by law, may be considered in executive (closed) session.

Meeting facilities are accessible to persons with disabilities. By request, alternative agenda document formats are available to persons with disabilities. To arrange an alternative agenda document format or to arrange aid or services to modify or accommodate persons with a disability to participate in a public meeting, please provide a written request to: Eric Gross, Superintendent/Principal at the Pacific School District Office at least three working days prior to any public meeting.

Board Meeting Agenda

1. OPENING PROCEDURES FOR OPEN SESSION

- 1.1. Call to Order
- 1.2. Roll Call & Establishment of Quorum
 - 1.2.1. Gwyan Rhabyt, Board President
 - 1.2.2. Don Croll, Board Trustee
 - 1.2.3. Leanne Salandro, Board Trustee
- 1.3. Approval of the agenda for February 16th, 2017
 - 1.3.1. Agenda deletions, additions, or changes of sequence

2. PUBLIC COMMENTS

- 2.1. For items not on the agenda, this is an opportunity for the public to address the board directly related to school business. The Board President may allot time to those wishing to speak, but no action will be taken on matters presented (EC §35145.5).
- 2.2. For items on the agenda, the public will have the opportunity to speak at the time the agenda item is discussed. Please address the Board President.

3. REPORTS

- 3.1. Superintendent Report
- 3.2. Board Member Reports
- 3.3. School Site Council Report
- 3.4. Parents Club Report

4. **CONSENT AGENDA:** These matters may be passed by one roll call motion. Board

Members may remove items from the agenda for a separate discussion and vote.

- 4.1. Accept Resignation of Leah Pellerin
- 4.2. Approval of Minutes of the Board Meetings on January 19th, 2017
- 4.3. Approval of Warrant Registers
- 4.4. Accept School Accountability Report Card (SARC)
- 4.5. Accept 1st Interim Financial Report -- Response from County Office of Education
- 4.6. Association of California School Administrators Letter re Nomination of Betsy DeVos as Secretary of Education

5. PUBLIC HEARINGS

- 5.1. None

6. BOARD RESOLUTIONS

- 6.1. Resolution 2017-15 in support of immigrant students
- 6.2. Resolution 2017-16 to authorize temporary inter-fund borrowing for construction

7. ITEMS TO BE TRANSACTED AND/OR DISCUSSED

- 7.1. Lotteries for enrollment in 5-Day Program and Independent Studies Program
- 7.2. Restructuring Independent Studies Program
 - 7.2.1. Move 2nd grade from upper IS to lower IS
 - 7.2.2. Adjust FTE of IS teachers
- 7.3. Green Business Certification
- 7.4. California School Boards Association Delegate Assembly Election -- The board will vote for a regional delegate to the CSBA.
- 7.5. Approval of Board Policies, Administrative Regulations, Board Bylaws, & Exhibits
 - 7.5.1. BP 3311 Bids
 - 7.5.2. BP 4030 Nondiscrimination in Employment
 - 7.5.3. BP 3470 Debt Issuance and Management
 - 7.5.4. BP 5141.21 Administering Medication and Monitoring Health Conditions
 - 7.5.5. BP 6154 Homework/Makeup Work
 - 7.5.6. BP 6164.6 Identification and Education Under Section 504
 - 7.5.7. BP 9240 Board Training
 - 7.5.8. BP 9323 Board Bylaws
- 7.6. Budget -- Trustees will discuss potential budget cuts and fundraising ideas to reduce deficit spending.
- 7.7. Board Self-Evaluation

8. SCHEDULE OF COMING EVENTS

- 8.1. Next Regular Board Meeting: March 16th, 2017

9. CLOSED SESSION

10. REPORT OF ACTIONS TAKEN IN CLOSED SESSION

11. ADJOURNMENT

If requested, this agenda shall be made available in appropriate alternative formats to persons with a disability, as required by section 202 of the Americans with Disabilities Act (42 U.S.C. section 12132) and the federal rules and regulations implementing the Act. Individuals requesting a disability-related modification or accommodation may contact the District Office.

The board book for this meeting, including this agenda and any back-up materials, may be viewed or downloaded online: <http://www.pacificesd.org/governance.html> or may be viewed at the school: 50 Ocean St. Davenport CA 95017.

Translation Requests: Spanish language translation is available on an as-needed basis.
Solicitudes de Traducción: *Traducciones del inglés al español y del español al inglés están disponibles en las sesiones de la mesa directiva.*

Payables Prelist

1.27.2017 ()

PSD

Check

79 - Terra Barsanti		
PO 17-00537-reimbursement	01-0000-0-0000-8100-4370-200-2801	\$86.87
		<hr/>
		\$86.87
218 - B		
PO 17-00533-Tutoring	01-6500-0-5770-1190-5808-200-1304	\$2,890.00
		<hr/>
		\$2,890.00
85 - COMCAST		
PO 17-00527-Jan - Feb 2017	01-0000-0-0000-2700-5900-200-2801	\$125.15
		<hr/>
		\$125.15
278 - Debbie Ruskin		
PO 17-00539-Vision and Hearing screening	01-0000-0-1110-1000-5800-200-2801	\$337.50
		<hr/>
		\$337.50
280 - Eco-Flow		
PO 17-00535-Drain cleaning	01-0000-0-0000-8100-5620-200-2801	\$160.00
		<hr/>
		\$160.00
279 - Tandy Beal & Company		
PO 17-00541-ArtSmart 2016-2017	01-0102-0-1110-1000-5800-200-2630	\$600.00
		<hr/>
		\$600.00
60 - WILLIAM ROSSE		
PO 17-00529-reimbursement	01-4035-0-1110-1000-4300-200-4035	\$65.00
PO 17-00531-fee for service	01-9024-0-5770-3120-5808-200-1310	\$1,980.00
		<hr/>
		\$2,045.00
		<hr/>
	Payment Type Check Total	\$6,244.52

Payables Prelist

1.27.2017 ()

PSD

Grand Total :

\$6,244.52

Amount

Fund 01

\$6,244.52

Grand Total :

\$6,244.52

.....
PRESIDENT

.....
SECRETARY

PREPARED BY:

C. Tanner

DATE:

1/27/17

REVIEWED BY:

DATE:

Payables Prelist

2.10.2017 ()

PSD

Check

39 - AT&T PO 17-00557-9181492	01-0000-0-0000-2700-5900-200-2801	\$1.47
		\$1.47
218 - B PO 17-00587-reimbursement	01-6500-0-5770-1190-5808-200-1304	\$580.00
		\$580.00
249 - California Department of Education PO 17-00581-2.10.2017	13-5310-0-0000-3700-4700-200-3101	\$49.40
		\$49.40
255 - Central Coast System PO 17-00565-1.31.2017	01-0000-0-0000-8100-5563-200-2801	\$105.00
		\$105.00
168 - Department of Justice PO 17-00571-2.10.2017	01-0000-0-0000-2700-5800-200-2801	\$32.00
		\$32.00
68 - GREEN WASTE PO 17-00559-2578047	01-0000-0-0000-8100-5523-200-2801	\$301.08
		\$301.08
227 - Howard, Kathleen PO 17-00575-February mtg	01-0000-0-0000-7100-5800-200-2801	\$450.00
		\$450.00
79 - Lerner, Joan PO 17-00579-January service	01-6500-0-5770-3140-5808-200-1304	\$2,291.67
		\$2,291.67
66 - Emelia Miguel PO 17-00583-reimbursement	13-5310-0-0000-3700-4700-200-3101	\$60.52
PO 17-00583-reimbursement	13-5310-0-0000-3700-4390-200-3101	\$11.92
PO 17-00583-reimbursement	13-9055-0-0000-3700-4300-200-9055	\$1.63
PO 17-00583-reimbursement	01-0000-0-0000-2700-4350-200-2801	\$20.44
		\$94.51
116 - MISSION LINEN SERVICE PO 17-00553-January	13-5310-0-0000-3700-4390-200-3101	\$115.56
		\$115.56
22 - PERFORMANCE FOOD SERVICE PO 17-00551-inv date 2.1.2017	13-5310-0-0000-3700-4700-200-3101	\$1,624.20
PO 17-00551-inv date 2.1.2017	13-5310-0-0000-3700-4390-200-3101	\$22.67
PO 17-00551-inv date 2.1.2017	01-0000-0-0000-8100-4370-200-2801	\$326.00
		\$1,972.87
7 - San Lorenzo Lumber PO 17-00555-Closing Date 2.28.2017	01-0000-0-0000-8100-4370-200-2801	\$14.22
PO 17-00555-Closing Date 2.28.2017	01-0000-0-1110-1000-4300-200-3009	\$112.46
		\$126.68
179 - School and College Legal Services PO 17-00563-January 2017	01-4035-0-0000-7100-5800-200-4035	\$67.50
		\$67.50
268 - Seabright Speech Therapy		

Payables Prelist

2.10.2017 ()

PSD

PO 17-00567-January 15-31	01-3310-0-5770-1190-5808-200-1320	\$2,520.00
		\$2,520.00
82 - SISC - SELF-INSURED SCHOOLS		
PO 17-00549-February 1-28.2017	01-0000-0-0000-0000-9514-000-0000	\$11,707.50
PO 17-00549-February 1-28.2017	12-0000-0-0000-0000-9514-000-0000	\$1,850.00
PO 17-00549-February 1-28.2017	13-0000-0-0000-0000-9514-000-0000	\$462.50
		\$14,020.00
203 - Sonoma County Office of Education		
PO 17-00561-Feb Invoice	01-0000-0-0000-2700-5801-200-2801	\$67.50
		\$67.50
2 - Candace Tanner		
PO 17-00585-reimbursement	01-0000-0-0000-8100-4370-200-2801	\$14.11
PO 17-00585-reimbursement	01-0000-0-0000-2700-4350-200-2801	\$36.00
		\$50.11
273 - Terra X Pest Services		
PO 17-00577-2.10.2017	01-0000-0-0000-8100-5524-200-2801	\$162.00
		\$162.00
61 - TRI-COUNTY BUSINESS SYSTEM INC		
PO 17-00573-2.10.2017	01-0000-0-0000-7200-5650-200-2801	\$455.38
		\$455.38
205 - Yosemite Conservancy		
PO 17-00569-program fee	01-1100-0-1110-1000-5800-204-3000	\$400.00
		\$400.00
	Payment Type Check Total	\$23,862.73

Payables Prelist

2.10.2017 ()

PSD

Grand Total :

\$23,862.73

Amount

Fund 01

\$19,664.33

Fund 12

\$1,850.00

Fund 13

\$2,348.40

Grand Total :

\$23,862.73

.....
PRESIDENT

.....
SECRETARY

PREPARED BY:

C. Tanner

DATE:

2/10/17

REVIEWED BY:

DATE:

**Pacific Elementary School District
2017
Annual Board Evaluation**

Please circle one: 1 being the lowest and 5 being the highest.

The Board:

- | | |
|---|-----------|
| 1. Keeps the district focused on learning and achievement for all students. | 1 2 3 4 5 |
| 2. Communicates a common vision. | 1 2 3 4 5 |
| 3. Operates openly, with trust and integrity. | 1 2 3 4 5 |
| 4. Governs in a dignified and professional manner, treating everyone with civility and respect. | 1 2 3 4 5 |
| 5. Governs within board-adopted policies and procedures. | 1 2 3 4 5 |
| 6. Takes collective responsibility for the board's performance. | 1 2 3 4 5 |
| 7. Periodically evaluates its own effectiveness. | 1 2 3 4 5 |
| 8. Ensures opportunities for the diverse range of views in the community to inform board deliberations. | 1 2 3 4 5 |

Comments:

The Board's Jobs:

1. Involve the community, parents, students and staff in developing a common vision for the district focused on learning and achievement and responsive to the needs of all students. 1 2 3 4 5
2. Adopt, evaluate and update policies consistent with the law and the district's vision and goals. 1 2 3 4 5
3. Maintain accountability for student learning by adopting the district curriculum and monitoring student progress. 1 2 3 4 5
4. Hire and support the superintendent so that the vision, goals and policies of the district can be implemented. 1 2 3 4 5
5. Conduct regular and timely evaluations of the superintendent based on the vision, goals and performance of the district, and ensure that the superintendent holds district personnel accountable. 1 2 3 4 5
6. Adopt a fiscally responsible budget based on the district's vision and goals and regularly monitor the fiscal health of the district. 1 2 3 4 5
7. Ensure that a safe and appropriate educational environment is provided to all students. 1 2 3 4 5
8. Establish a framework for the district's collective bargaining process and adopt responsible agreements. 1 2 3 4 5
9. Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels. 1 2 3 4 5

Comments:

CalSTRS Increase

This morning, the Teachers' Retirement Board voted to adopt a more conservative outlook on several key actuarial assumptions, including investment returns. Today's action is a recognition of what is required for the CalSTRS pension plan to remain sustainable in light of new economic realities. The decision arrives on the heels of a similar action by the CalPERS Board, which resulted in that system's employer contribution rate doubling over the next decade.

As we have highlighted previously, given current revenue and expenditure projections, the aggregate costs of running California's schools is about to outstrip modest increases in revenues from the state. The single-year increases in pension costs at CalSTRS and CalPERS contribution rates are expected to cost school districts \$1 billion dollars, according to new projections from Legislative Analyst's Office.

In this update, we will explain how today's CalSTRS decision will impact contribution rates – and why that impact will be much different than what we saw at CalPERS. We will also place this important action into the broader context of escalating pension costs.

New data, new assumptions

The CalSTRS “experience study” is a thorough review of the demographic and economic assumptions used to determine the system's funded status and adjust contribution rates accordingly. Historically, this periodic review has been conducted every four years. The two sets of assumptions with the greatest impact on the fund are the economic and demographic variables.

All told, the estimated impact of the assumption changes below will reduce the CalSTRS funded ratio from 68.5% to 61.9%.

Economic assumptions. The Board went beyond the staff's recommendation when it decreased the investment return assumption from 7.50% to 7.00% in 2017–18 and thereafter, the Board corrected earlier optimism over market trends. CalSTRS staff explained that current data indicate it is no longer likely that the prior assumption will come to fruition. This move is consistent with pension systems across the country, including CalPERS, which recently acted to reduce its discount rate (investment return) from 7.50% to 7.00% over the course of three years.

For employees hired after January 2, 2013 (i.e., 2% at 62 members), however, there will be an intermediary step to 7.25%, which impacts the 2017–18 rates, before reaching 7.00%, which impacts the 2018–19 rates. The purpose of this exception is to slightly moderate the impact of corresponding rate changes on Post-PEPRA employees, despite the significant administrative challenges of this phase in, according to CalSTRS actuaries.

Demographic assumptions. The Board adopted new demographic assumptions in light of improvements to life expectancy for active members. This change results in a greater demand for future benefits and, overall, will have a greater impact on funding and contribution levels than the above recasting of economic assumptions.

Impact on contribution rates

Today's decision highlights the continued importance of the CalSTRS Full Funding Plan of 2014. The Full Funding Plan not only codified our unique cost-sharing arrangement between the State, employers, and employees, but it also capped the employer's contribution rate to no more than 20.25% between 2021 and 2046. These two aspects of the CalSTRS plan are key to understanding why the CalSTRS employer contribution rate is not rising as quickly and unexpectedly as those at CalPERS.

Employers. The employer contribution rate will increase next year due to provisions already in statute, but there will not be any additional increases next year as a result of today's changes in actuarial assumptions. The change will come in 2021, when the law authorizes the Board to adjust the employer contribution rate to fully fund the remaining unfunded liability. Depending upon future valuations and the actuarial assumptions set by the board, employer contribution rates are likely to reach up to 20.1% of payroll beginning July 1, 2021, and 20.25% beginning July 1, 2022.

Employees. The contribution rate for employees hired after January 1, 2013 will likely increase by 0.5% starting on July 1, 2017, and another 0.25% to 0.5% on July 1, 2018, due to the two-step decrease in the investment return rate. The law automatically adjusts these employees' contributions when the present value of future benefits changes by certain increments. Employees hired before pension reform will continue to pay their statutorily-defined rate of 10.25%.

State. The State's contribution rate will increase by a half-percent in each of the next ten years. In dollar terms, a 0.5% increase raises an additional \$153 million in contributions per year.

Next year: \$1 billion in new pension costs

There can be no question that the Defined Benefit pension system continues to play an instrumental role in California's public education system. Because our overall investment in K-12 education pales in comparison to that of other states, the promise of a secure retirement is an important factor in the recruitment and retention of talented teachers and employees.

But the most recent projections from the nonpartisan Legislative Analyst's Office underscore the gravity of rising pension costs for public school employers. While next year's employer contribution rates at CalSTRS and CalPERS are unaffected by the recent decisions (those rates are each already scheduled to rise by a little less than 2% as a percentage of payroll), the increase in K-12 pension costs from 2016-17 to 2017-18 will nevertheless total approximately \$1 billion.

The timing of this new cost pressure is doubly problematic. The Governor's January Budget Proposal adds very little new, on-going funding for schools. The majority of that new funding is an increase of \$744 million for implementation of the Local Control Funding Formula (LCFF), an amount that simply covers the statutory cost-of-living-adjustment (COLA) to the LCFF. Increases in LCFF funding are not evenly distributed across the state, so many schools will receive little or no new LCFF funding despite real increases in payroll costs.

We will continue to keep you apprised of new developments and analyses related to California's pension systems and rising costs. Please feel free to reach out to us with any questions or comments.

Derick

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Expenses	16-17 Est Caf + FOFL	16-17 Caf Est	16-17 FOFL Est	15-16 Caf Approx	17-18 Caf Est
2000s	34,400	23,000	11,400	23,710	23,690
3000s	13,200	10,700	2,500	10,440	11,021
Caf supplies	3000	3,000	0	2,990	3,000
FOFL supplies	1500	0	1500		
Caf food	25,000	25,000	0	34,420	30,000
FOFL food	1,000	0	1000		
5000s	400	0	400		
TOTAL	78,500	61,700	16,800	71,560	67,711
Revenue					
Fed	16,000	16,000		21,510	21,510
State	1,000	1,000		1,380	1,380
Student meals	22,000	22,000		27,590	27,590
Adult meals	10,000	10,000		11,730	11,730
Interest	100	100		40	40
From Rec	1,000	1,000		1,000	1,000
From Preschool	1,200	1,200		1,200	1,200
Farm to Table	7,600		7,600		
Catering	600		600		
Misc donations	4,000		4,000		
TOTAL	63,500	51,300	12,200	64,450	64,450
Difference	-15,000	-10,400	-4,600	-7,110	-3,261



officers

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vice president for legislative action Linda Kaminski, Ed.D. **past president** Tom Armelino **executive director** Wesley Smith, Ed.D.

January 30, 2017

The Honorable Lamar Alexander
U.S. Senate Committee on Health, Education Labor and Pensions
428 Senate Dirksen Office Building
Washington, DC 20510

Re: Nomination of Betsy DeVos to serve as Secretary of Education

Dear Chairman Alexander,

Betsy DeVos' recent confirmation hearing raises critical education policy questions that remain unanswered by the US Secretary of Education nominee. We wholeheartedly support your continued efforts to query her potential role as US Secretary of Education. Our schools and students need a knowledgeable and capable leader, and we deserve to know more about DeVos' vision.

California serves more than 6 million students in more than 1,000 districts. Each day, our schools and teachers welcome more students with disabilities, English learners and low-income students than most other states. To meet the needs of all of our students, we rely on substantial federal funding, as well as policies that promote state and local flexibility. We urge you to share with DeVos the priorities we have for our schools and districts including:

- Implementing rigorous academic standards and aligned assessments.
- Innovating around school accountability.
- Protecting the rights of undocumented students.
- Promoting equity.
- Focusing on English learners.
- Closing the achievement gap.
- Ensuring Title I funding is used to serve students with the greatest needs.
- Holding all schools that receive federal dollars equally accountable.
- Safeguarding the rights of students with disabilities at all schools receiving federal dollars.

Together with our governor, lawmakers and policymakers we have set a course for our public education system that puts the needs of our most vulnerable students first. We urge you to continue to seek more clarity about DeVos and to champion our state's work on behalf of 6.2 million students.

Yours truly,

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Yolo County Office of Education



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Mr. George "Bud" Winslow

Michael C. Watkins, Superintendent • 400 Encinal Street, Santa Cruz, CA 95060 • 831-466-5600 • FAX 831-466-5607 • www.santacruzcoe.org

February 3, 2017

Gwyan Rhabyt, President
Governing Board
Pacific Elementary School District
456 Swanton Road
Davenport, CA 95017

SUBJECT: Review of the 2016-17 First Interim Financial Report for Pacific Elementary School District

Dear Mr. Rhabyt:

In accordance with Education Code Section 42131, the Santa Cruz County Office of Education has reviewed the First Interim Financial Report for the Pacific Elementary School District for fiscal year 2016-17. The Education Code requires that the County Superintendent review the district Interim Report and concur or not concur with the district certification of the financial status based on the following:

Determine whether the financial report complies with the standards and criteria established pursuant to Education Code Section 33127.

Determine whether the Interim Report indicates that the district will be able to meet its financial obligations during the current fiscal year and subsequent two fiscal years.

Based upon our review, we concur with the **Positive** certification for the 2016-17 First Interim Financial Report for the Pacific Elementary School District. Please see the attached documents for additional comments and information related to our review of your 1st Interim Financial Report.

We have conducted our review based upon the specifics of the State Enacted Budget for 2016-17; we have used the FCMAT Local Control Funding Formula (LCFF) calculator in our analysis.

The budget is a dynamic document that reflects the Governing Board's plan for receipt of revenues and utilization of expenditures to meet the goals and financial obligations of the Pacific Elementary School District in the coming year, based on the information known to the district and board at the time of approval. To ensure that the budget continues to reflect that plan, the district must take at minimum the following items into consideration:

- Average Daily Attendance (ADA) & Enrollment Projections
- Revenue and Expenditure Projections/Deficit spending
- Negotiations Status
- Long Term Debt
- Reserves
- Cash Flow

- Other district-specific items

The district's budget must also include funding to implement its Local Control Accountability Plan (LCAP) and should be updated to remain in line with the LCAP when the plan is updated. The district must clearly identify where expenditures are in the budget which are outlined in the LCAP.

Under the Local Control Funding Formula (LCFF), districts will have to maneuver through the different gap funding percentages that are published and continue to maintain positive fund and cash balances as well as keep stakeholders informed and maintain good working relationships with employee groups. With the release of the Governor's proposed budget for 2017-18, we are continuing to experience the differences in published gap funding rates as noted previously, and the volatility that this can cause when making funding assumptions for future years.

The current recommended strategy for determining the appropriate reserve level for districts under LCFF is to increase reserve levels to one year of GAP funding. This will allow districts a level of flexibility to address the volatility of the projections for increased state funding. Although this appears to be in direct contradiction with the legislative changes regarding the cap on reserves, it is still recommended at this point as triggers relating to the cap on reserves are not in place. The volatility of state funding can greatly impact the fiscal position of school districts.

If you have any questions or concerns, please contact me at 466-5602.

Sincerely,



Mary Hart
Deputy Superintendent, Business Services

MH:lk
Attachments

c: Michael C. Watkins, County Superintendent of Schools
Eric Gross, Superintendent/Pacific Elementary School District
Jean S. Gardner, Senior Director of Fiscal Services/SCCOE
Elaine Bungo, Financial Analyst/SCCOE

REVIEW AND APPROVAL OF FISCAL YEAR 2016/2017 1ST INTERIM REPORT

TO THE GOVERNING BOARD: Pacific Elementary School District

FROM: Michael C. Watkins, County Superintendent of Schools
Santa Cruz County Office of Education

In accordance with the provisions of Education Code Section 42131, this office has completed a review of the **FIRST INTERIM** report for your district. A report on that review follows.

1. TYPE OF APPROVAL

- The Interim budget has been certified as **POSITIVE**.
Based on current projections, this district will meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- The Interim budget has been certified as Qualified.
Based on current projections, this district may not meet its financial obligations for the current fiscal year and subsequent two fiscal years.
- The Interim budget has been certified as Negative.
Based on current projections, this district will be unable to meet its financial obligations for the remainder of the fiscal year or for the subsequent fiscal year.

2. GENERAL FUND BALANCES / RESERVES

We have made the following computation of budget year reserves based upon updated prior year information. Adjustments made after this date could further impact the projected ending reserve fund balance.

	Unrestricted	Restricted
Beginning fund balance per unaudited actuals:	\$693,291	\$97,425
Projected Increase/decrease in fund balance per Interim:	(\$41,354)	(\$5,865)
Ending fund balance per Interim:	\$651,937	\$91,560
State required unrestricted reserves: \$ 66,000		
District Reserves for Economic Uncertainty (9789) Fund 01:	\$129,944	
District Reserves for Economic Uncertainty (9789) Fund 17:	\$0	
REU percentage per state criteria and standards: 5.00%		
District REU percentage per Interim: 10.00%		
Restricted funds (9780/9740):		91,560
Other unrestricted nonspendable, assigned and committed funds	\$180,528	
Unassigned funds (9790):	\$341,466	

3. STATEWIDE CRITERIA AND STANDARDS (Ed. Code 33127)

We have reviewed your board Interim report evaluation based upon state mandated budget criteria and standards for fiscal stability, including narrative(s), if any.

- We accept your Summary Review: Document calculations as complete and narrative(s) as reasonable.
- We have made recalculations based upon updated information for the prior fiscal year. See attached.
- We were unable to base our evaluation on the criteria and standards, as the information was not completed. The district provided no narratives.

RECOMMENDATION AND TECHNICAL CORRECTIONS

A. Unrestricted Reserves Available through the multi-year projections (MYP)

- Appear to be adequate (as recalculated).
- Are below state recommended levels for your size district (See Section 5, below).
Level: 5% of budgeted expenditures or: \$ 66,000, whichever is greater.

B. Revenue and Expenditures through the multi-year projections (MYP)

- The revenue appears to be overstated (see Section 5, below).
- The total expenditures appear to be understated (see Section 5, below).
- The proposed expenditures and transfers out exceed the estimated total revenue.
- Total available reserves appear adequate to offset this condition.
- Total available reserves do not appear adequate to offset this condition, (see Section 5, below).

C. ADA: We recommend budgeting no more revenue limit funding than the state guarantee (prior year ADA). **The average daily attendance upon which this budget is based: 109.6**

- ADA budgeted represents the state guaranteed level of ADA revenue limit funding.
- With our prior concurrence, this level of ADA is above the state guaranteed level of revenue limit funding by 0.5 ADA. ***Actual ADA should be monitored closely.***
- This level of ADA exceeds the state guaranteed level of revenue limit funding by _____ ADA (see Section 5, below).

D. Other Recommendations

- See Section 5 for details.

E. Technical Corrections

Other technical corrections have been noted in our review as explained in Section 5, below.

5. DESCRIPTION OF RECOMMENDATIONS AND TECHNICAL CORRECTIONS

SECTION & COMMENT NUMBER	DESCRIPTION
B-1	<p>The district is projecting to deficit spend in the unrestricted resources by \$41,354 in the current year, by \$121,354 in 2017/18 and by \$86,000 in 2018/19. The district is cautioned against returning to a deficit spending expenditure pattern. Its unrestricted resources, although healthy, are much lower than they were in past years. The district must address its structural deficit spending and should begin reviewing budget changes at 2nd Interim and when constructing its 2017-18 budget.</p>
B-2	<p>The district maintains its unrestricted reserves in both the general fund and in Fund 17, the Special Reserve for Other than Capital Outlay. The district drew upon its Fund 17 reserves in 2014-15 to dedicate funds for its facilities and is currently projecting a fund balance of approximately \$216,000 in the Special Reserve fund.</p>
C-1	<p>The district is projecting that ADA will decrease by 8.6 in the current year over prior year P-2 ADA. In the multi-year projections (MYP), ADA is projected to increase by 3.5 in 2017-18 and remain flat in 2018-19. Based on the decline last year between the P-1 and the P-2 ADA reporting periods, the district may lose another 0.5 ADA at P-2 in the current year, which may result in P-2 ADA of 99.1, instead of the 101.5 currently projected.</p>
D-1	<p>The district used the Department of Finance (DOF) projections for gap funding in its Local Control Funding Formula (LCFF) calculation. Based on the Governor's 2017-18 State budget just released in mid-January, the gap funding for next year is projected to decline from 72.99% to 23.67%. This lower projection translates to approximately \$21,000 less in funding over the multi-year projections. The district is also realizing a lower unduplicated pupil percentage which is also impacting the calculation of LCFF revenue for supplemental funding.</p>
D-2	<p>The district's LCFF funding also appears to be overstated by approximately 29,000 due to funded ADA recorded in 2018-19 being higher in the LCFF calculation than currently projected. The COE has corrected this calculation.</p>
Continued on next page...	

5. DESCRIPTION OF RECOMMENDATIONS AND TECHNICAL CORRECTIONS continued...

SECTION & COMMENT NUMBER	DESCRIPTION
	Continued from previous page...
D-3	The district has recently experienced very high special education costs for a district of its size. Some of these costs may be one-time in nature and so may not impact the budget in the long term; others may have impacts over multiple fiscal years.
D-4	Contributions to restricted programs are projected to increase in the current year 44% over prior year actuals. In the multi-year projections, they are projected to decrease by 27% in 2017-18 and then increase by 10.5% in 2018-19. The district's contributions are mainly due to the costs of Special Education (82%), VAPA (8%) which is actually revenue from Parent club donations, and Psychological Services (10%). Contributions in the current year total \$173,776.
D-5	The district has included a potential increase in the cost of Medical health and welfare benefits of 5% in both 2017-18 and 2018-19 and an increase in the cost of Dental insurance premiums of 3% in both 2017-18 and 2018-19.
D-6	The district has settled compensation matters with its unrepresented groups for the current year. The district has included the estimated costs of step and column adjustments in the MYP for each future year.
D-7	The district is currently not projecting any cash flow issues in the current year due to its reserve levels. This may change in the future as the district spends down its fund balances.

EXAMINED BY COUNTY SUPERINTENDENT OF SCHOOLS:

BY: 
 Mary Hart
 Deputy Superintendent, Business Services

Date: 2/7/17

cc: Eric Gross, Superintendent/Pacific Elementary School District
 Jean S. Gardner, Senior Director of Fiscal Services/SCCOE
 Elaine Bungo, Financial Analyst/SCCOE

Revised: 1/2006

SANTA CRUZ COUNTY SCHOOLS

PACIFIC ELEMENTARY SCHOOL DISTRICT

FINANCIAL ANALYSIS OF GENERAL FUND

GENERAL FUND	2013/14	2014/15	2015/16	2016/17	2016/17	Change Between 15/16 UA & 16/17 11	Change Between 16/17 AB & 16/17 11	2017/18	Change Between 16/17 11 & 17/18 PB	2018/19	Change Between 17/18 PB & 18/19 PB
	Unaudited Actuals	Unaudited Actuals	Unaudited Actuals	Adopted Budget	1st Interim			Projected Budget		Projected Budget	
Revenues											
8010-8099 Local Control Funding Formula	\$ 749,692	\$ 791,381	\$ 890,960	\$ 908,913	\$ 919,716	3.2%	1.19%	\$ 907,595	-1.3%	\$ 928,344	2.3%
8100-8299 Federal	34,681	54,664	54,206	40,465	44,836	-17.3%	10.80%	44,836	0.0%	44,836	0.0%
8300-8599 Other State	97,667	59,414	197,353	137,342	147,272	-25.4%	7.23%	72,809	-50.6%	75,068	3.1%
8600-8799 Other Local	150,187	152,535	148,686	121,777	140,396	-5.6%	15.29%	122,831	-12.5%	130,831	6.5%
8910-8929 Interfund Transfers In	15,000	345,000	-	-	-	-	-	-	-	-	-
8930-8979 Other Sources	-	-	-	-	-	-	-	-	-	-	-
Total Revenue, Transfers, and Other Sources	\$ 1,047,227	\$ 1,402,994	\$ 1,291,206	\$ 1,208,497	\$ 1,252,220	-3.0%	3.62%	\$ 1,148,071	-8.3%	\$ 1,179,079	2.7%
Expenditures											
1000-1999 Certificated Salary	\$ 448,332	\$ 457,922	\$ 451,126	\$ 473,809	\$ 501,134	11.1%	5.77%	\$ 484,832	-3.3%	\$ 494,529	2.0%
2000-2999 Classified Salary	170,841	158,440	161,630	191,320	203,693	26.0%	6.47%	207,768	2.0%	211,922	2.0%
3000-3999 Employee Benefit	174,954	214,967	237,750	279,645	292,862	23.2%	4.73%	307,316	4.9%	333,670	8.6%
4000-4999 Books & Supplies	46,933	50,955	26,767	33,847	40,212	50.2%	18.81%	89,982	123.8%	35,369	-60.7%
5000-5899 Services & Other Operating Expenditures	158,084	180,739	297,686	183,394	254,215	-14.6%	38.62%	194,103	-23.6%	199,232	2.6%
6000-6599 Capital Outlay	-	-	-	25,349	-	-	-100.00%	-	-	-	-
7100-7299 Other Outgo	163	165	264	250	250	-5.3%	0.00%	250	0.0%	250	0.0%
7300-7399 Direct & Indirect Support	-	-	-	-	-	-	-	-	-	-	-
7610-7629 Interfund Transfers Out	5,000	349,500	7,073	7,073	7,073	0.0%	0.00%	7,073	0.0%	7,073	0.0%
7630-7699 Other Uses	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures, Transfers, and Other Uses	\$ 1,004,307	\$ 1,412,688	\$ 1,182,296	\$ 1,194,688	\$ 1,299,439	9.9%	8.8%	\$ 1,291,324	-0.6%	\$ 1,282,045	-0.7%
Excess (Deficiency)	\$ 42,921	\$ (9,694)	\$ 108,910	\$ 13,809	\$ (47,219)	-143.4%	-441.9%	\$ (143,253)	203.4%	\$ (102,966)	-28.1%
Beginning Balance	\$ 648,580	\$ 691,501	\$ 681,806	\$ 790,716	\$ 790,716	16.0%	0.0%	\$ 743,497	-6.0%	\$ 600,244	-19.3%
Audit Adjustments / Restatements	-	-	-	-	-	-	-	-	-	-	-
Ending Balance	\$ 691,501	\$ 681,806	\$ 790,716	\$ 804,526	\$ 743,497	-6.0%	-7.6%	\$ 600,244	-19.3%	\$ 497,278	-17.2%
Reserves:											
Normal Reserve Level per Criteria & Standard	5%	5%	5%	5%	5%			5%		5%	
Recommended REU (Computed in C&S)	\$ 63,000	\$ 70,634	\$ 65,000	\$ 66,000	\$ 66,000	1.5%	0.0%	\$ 66,000	0.0%	\$ 66,000	0.0%
Reserves per District (REU 9789)	\$ 75,000	\$ 75,000	\$ 75,000	\$ 75,000	\$ 129,944	73.3%	73.3%	\$ 129,944	0.0%	\$ 129,944	0.0%
Revolving Cash / Nonspendable	300	-	-	-	-	-	-	-	-	-	-
Stores / Prepaid Expenditures/ All Other	-	-	-	-	-	-	-	-	-	-	-
Restricted	70,995	64,093	97,425	98,789	91,560	-6.0%	-7.3%	69,661	-23.9%	52,695	-24.4%
Committed	-	-	-	-	-	-	-	-	-	-	-
Assigned	97,108	85,052	169,445	148,967	180,528	6.5%	21.2%	-	-100.0%	-	-
Unassigned	448,398	457,660	430,911	430,297	341,466	-20.8%	-20.6%	400,639	17.3%	314,639	-21.5%
Excess (Deficiency) above state recommended REU	\$ 1,113,689	\$ 760,799	\$ 825,476	\$ 804,384	\$ 802,057	-2.8%	-0.3%	\$ 681,783	-15.0%	\$ 596,869	-12.5%
Contributions to Restricted Programs	81,574	83,846	120,229	108,432	173,776	44.5%	60.3%	126,843	-27.0%	140,105	10.5%
Average Daily Attendance											
Total P-2 ADA	102	102	110	109	101	-7.8%	-6.9%	105	3.5%	105	0.0%
ADA Transfer (COE)	-	-	-	-	-	-	-	-	-	-	-
District Only P-2 ADA	102	102	110	109	101	-7.8%	-6.9%	105	3.5%	105	0.0%
Funded ADA (District Only)	102	102	110	110	110	-0.5%	0.0%	109	-0.5%	109	0.0%
Net Shift of Charter ADA (to and from District)	-	-	-	-	-	-	-	-	-	-	-
Prior Year ADA Guarantee	101	102	110	110	110	0.5%	0.5%	101	-7.8%	105	3.5%
Total Charter ADA	-	-	-	-	-	-	-	-	-	-	-
CBEDS Enrollment	106	108	115	113	106	-7.8%	-6.2%	110	3.8%	110	0.0%
Enrollment to ADA Ratio	96.4%	94.9%	95.7%	96.5%	95.7%			95.5%		95.5%	
Special Reserve Fund 17	\$ 556,183	\$ 213,721	\$ 215,120	\$ 216,120	\$ 216,120	0.5%	0.0%	\$ 217,200	0.5%	\$ 218,286	0.5%

**PACIFIC ELEMENTARY SCHOOL DISTRICT
ALL FUNDS SUMMARY
2016/17
1ST INTERIM**

	01 General	12 Child Development	13 Cafeteria	14 Deferred Maintenance	17 Special Reserve	21 Building Fund	25 Capital Facilities	Total All Funds
Revenue								
8000-8099 LCFF	\$ 919,716	\$ -	\$ -	\$ 10,000	\$ -	\$ -	\$ -	\$ 929,716
8100-8299 Federal Revenue	44,836	-	19,755	-	-	-	-	64,591
8300-8599 State Revenue	147,272	50,000	1,530	-	-	-	-	198,802
8600-8699 Local Revenue	140,396	69,050	45,220	25	1,000	1,000	260	256,951
Total Revenue	\$ 1,252,220	\$ 119,050	\$ 66,505	\$ 10,025	\$ 1,000	\$ 1,000	\$ 260	\$ 1,450,060
Expenditures								
1000 Certificated Salaries	\$ 501,134	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 501,134
2000 Classified Salaries	203,693	70,750	34,431	-	-	-	-	308,874
3000 Employee Benefits	292,862	37,576	13,211	-	-	-	-	343,648
4000 Books & Supplies	40,212	2,900	40,200	-	-	-	-	83,312
5000 Services & Other Oper.	254,215	750	2,350	10,000	-	61,000	-	328,315
6000 Equipment	-	-	-	-	-	175,000	-	175,000
7100-7299 Other Outgo (74XX)	250	-	-	-	-	-	-	250
7300 Indirect Costs	-	-	-	-	-	-	-	-
Total Expenditures	\$ 1,292,366	\$ 111,976	\$ 90,191	\$ 10,000	\$ -	\$ 236,000	\$ -	\$ 1,740,533
Excess (Deficiency)	\$ (40,146)	\$ 7,075	\$ (23,686)	\$ 25	\$ 1,000	\$ (235,000)	\$ 260	\$ (290,473)
Other Sources/Uses								
89XX Transfers In	\$ -	\$ -	\$ 8,273	\$ -	\$ -	\$ -	\$ -	\$ 8,273
8930-8979 Other Sources	-	-	-	-	-	-	-	-
7610-7629 Transfers Out	7,073	1,200	-	-	-	-	-	8,273
7630-7699 Other Uses	-	-	-	-	-	-	-	-
Total Other Sources/Uses	\$ (7,073)	\$ (1,200)	\$ 8,273	\$ -	\$ -	\$ -	\$ -	\$ -
Total Incr (Decr) in Fund Balance	\$ (47,219)	\$ 5,875	\$ (15,413)	\$ 25	\$ 1,000	\$ (235,000)	\$ 260	\$ (290,473)
Beginning Fund Balance	\$ 790,716	\$ 27,656	\$ 17,838	\$ 6,171	\$ 215,120	\$ 299,539	\$ 2,315	\$ 1,359,355
Audit Adjustments/Restatements	-	-	-	-	-	-	-	-
Ending Fund Balance	\$ 743,497	\$ 33,531	\$ 2,424	\$ 6,196	\$ 216,120	\$ 64,539	\$ 2,575	\$ 1,068,882
Deficit (Surplus) as % of Fund Balance	-6.0%	21.2%	-86.4%	0.4%	0.5%	-78.5%	11.2%	-21.4%

SANTA CRUZ COUNTY SCHOOLS

PACIFIC ELEMENTARY SCHOOL DISTRICT

FINANCIAL ANALYSIS OF GENERAL FUND UNRESTRICTED AND RESTRICTED MONIES

GENERAL FUND	2015/16			2016/17			2016/17			2017/18			2018/19		
	Unaudited Actuals			Adopted Budget			1st Interim			Projected Budget			Projected Budget		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
Revenues															
8010-8099 Local Control Funding Formula	\$ 890,960	\$ -	\$ 890,960	\$ 908,913	\$ -	\$ 908,913	\$ 919,716	\$ -	\$ 919,716	\$ 907,595	\$ -	\$ 907,595	\$ 926,344	\$ -	\$ 926,344
8100-8299 Federal	8,471	45,735	54,206	-	40,465	40,465	-	44,836	44,836	-	44,836	-	44,836	44,836	44,836
8300-8599 Other State	73,165	124,184	197,353	34,702	102,640	137,342	39,110	105,162	147,272	17,496	55,313	72,809	17,496	57,572	75,068
8600-8799 Other Local	93,908	64,779	158,686	58,325	63,452	121,777	75,799	64,597	140,396	60,379	62,452	122,831	68,379	62,452	130,831
8910-8929 Interfund Transfers In	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8930-8979 Other Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8980 Contributions From Unrestricted	(120,229)	120,229	-	(108,432)	108,432	-	(173,776)	173,776	-	(126,843)	126,843	-	(140,105)	140,105	-
8990 Contributions From Restricted	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenue, Transfers, and Other Sources	\$ 936,279	\$ 354,927	\$ 1,291,206	\$ 893,508	\$ 314,989	\$ 1,208,497	\$ 860,849	\$ 391,371	\$ 1,252,220	\$ 858,627	\$ 289,444	\$ 1,148,071	\$ 874,114	\$ 304,965	\$ 1,179,079
Expenditures															
1000-1999 Certificated Salary	\$ 391,656	\$ 59,470	\$ 451,126	\$ 412,235	\$ 61,574	\$ 473,809	\$ 412,235	\$ 89,899	\$ 501,134	\$ 420,480	\$ 64,352	\$ 484,832	\$ 428,890	\$ 65,639	\$ 494,529
2000-2999 Classified Salary	133,111	26,519	161,630	144,752	46,568	191,320	155,525	40,168	203,593	158,636	49,132	207,768	161,808	50,114	211,922
3000-3999 Employee Benefit	178,333	56,917	237,750	189,795	89,850	279,645	192,692	100,170	292,862	201,238	106,078	307,316	219,396	114,274	333,670
4000-4999 Books & Supplies	21,782	4,966	26,767	28,228	5,619	33,847	31,228	8,964	40,212	83,549	6,433	89,982	28,614	6,755	35,369
5000-5899 Services & Other Operating Expenditures	127,982	169,704	297,686	98,729	84,665	183,394	103,200	151,015	254,215	108,755	85,348	194,103	114,083	85,149	199,232
6000-6599 Capital Outlay	-	-	-	-	25,349	25,349	-	-	-	-	-	-	-	-	-
7100-7299 Other Outgo	264	-	264	250	-	250	250	-	250	250	-	250	250	-	250
7300-7399 Direct & Indirect Support	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7610-7629 Interfund Transfers Out	7,073	-	7,073	7,073	-	7,073	7,073	-	7,073	7,073	-	7,073	7,073	-	7,073
7630-7699 Other Uses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenditures, Transfers, and Other Uses	\$ 860,701	\$ 321,596	\$ 1,182,296	\$ 881,062	\$ 313,625	\$ 1,194,688	\$ 902,203	\$ 397,236	\$ 1,299,439	\$ 979,981	\$ 311,343	\$ 1,291,324	\$ 960,114	\$ 321,931	\$ 1,282,045
Excess (Deficiency)	\$ 75,578	\$ 33,331	\$ 108,910	\$ 12,446	\$ 1,364	\$ 13,809	\$ (41,354)	\$ (5,865)	\$ (47,219)	\$ (121,354)	\$ (21,899)	\$ (143,253)	\$ (86,000)	\$ (16,966)	\$ (102,966)
Beginning Balance	\$ 617,713	\$ 64,093	\$ 681,806	\$ 693,291	\$ 97,425	\$ 790,716	\$ 693,291	\$ 97,425	\$ 790,716	\$ 651,937	\$ 91,560	\$ 743,497	\$ 530,583	\$ 69,661	\$ 600,244
Audit Adjustments / Restatements	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Balance	\$ 693,291	\$ 97,425	\$ 790,716	\$ 705,737	\$ 98,789	\$ 804,526	\$ 651,937	\$ 91,560	\$ 743,497	\$ 530,583	\$ 69,661	\$ 600,244	\$ 444,583	\$ 52,695	\$ 497,278
Reserves:															
Minimum Reserve Level per Criteria & Standards	5%			5%			5%			5%			5%		
Recommended REU (Computed in C&S)	\$ 65,000			\$ 65,000			\$ 66,000			\$ 66,000			\$ 65,000		
Reserves per District (REU 9789)	\$ 75,000	\$ -	\$ 75,000	\$ 75,000	\$ -	\$ 75,000	\$ 129,944	\$ -	\$ 129,944	\$ 129,944	\$ -	\$ 129,944	\$ 129,944	\$ -	\$ 129,944
Revolving Cash / Nonspendable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Stores / Prepaid Expenditures/ All Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Restricted	-	97,425	97,425	-	98,789	98,789	-	91,560	91,560	-	69,661	69,661	-	52,695	52,695
Committed	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Assigned	169,445	-	169,445	148,967	-	148,967	180,528	-	180,528	-	-	-	-	-	-
Unassigned	430,911	-	430,911	430,297	-	430,297	341,466	-	341,466	400,639	-	400,639	314,639	-	314,639
Excess (Deficiency) above state recommended REU	\$ 225,476			\$ 804,384			\$ 802,057			\$ 681,783			\$ 596,869		
Contributions to Restricted Programs			120,229			108,432			173,776			126,843			140,105
Average Daily Attendance															
Total P-2 ADA			110.1			109.0			101.5			105.0			105.0
ADA Transfer (COE)			-			-			-			-			-
District Only P-2 ADA			110.1			109.0			101.5			105.0			105.0
Funded ADA (District Only)			110.1			109.6			109.6			109.0			109.0
Net Shift of Charter ADA (to and from District)			-			-			-			-			-
Prior Year ADA Guarantee			109.6			109.6			110.1			101.5			105.0
Total Charter ADA			-			-			-			-			-
CBEDS Enrollment			115			113			106			110			110
Enrollment to ADA Ratio			95.7%			96.5%			95.7%			95.5%			95.5%
Special Reserve Fund 17	\$ 215,120			\$ 216,120			\$ 216,120			\$ 217,200			\$ 218,286		

Payables Prelist

1.13.2017 ()

PSD

Check		
44 - Calif. Dept. of Ed. Food Distr. Program PO 17-00469-1.13.17	13-5310-0-0000-3700-4700-200-3101	\$62.40
		\$62.40
69 - CIT TECHNOLOGY FIN SERV INC PO 17-00465-December	01-0000-0-0000-7200-5650-200-2801	\$203.51
		\$203.51
85 - COMCAST PO 17-00471-Due 1.13.17	01-0000-0-0000-2700-5900-200-2801	\$115.67
		\$115.67
26 - DEMCO SUPPLY PO 17-00499-supplies	01-0102-0-1110-2420-4310-200-2391	\$102.82
		\$102.82
168 - Department of Justice PO 17-00477-December	01-0000-0-0000-2700-5800-200-2801	\$81.00
		\$81.00
277 - DiMarzio Plumbing PO 17-00497-repairs	01-0000-0-0000-8100-5620-200-2801	\$3,700.00
		\$3,700.00
171 - EDD PO 17-00459-Dec 1/4	01-0000-0-0000-0000-9515-000-0000	\$111.92
		\$111.92
91 - Fisher, John PO 17-00461-Fall services	01-0000-0-1110-1000-5800-200-3009	\$210.00
		\$210.00
59 - GEO. H. WILSON INC PO 17-00483-1.13.17	14-0825-0-0000-8100-5620-200-0000	\$1,575.00
		\$1,575.00
68 - GREEN WASTE PO 17-00473-JANUARY FEE	01-0000-0-0000-8100-5523-200-2801	\$220.11
		\$220.11
215 - Ingraham, Sarah PO 17-00487-December	01-3310-0-5770-1190-5808-200-1320	\$2,057.00
		\$2,057.00
66 - Emelia Miguel PO 17-00491-12/19/2016	13-5310-0-0000-3700-4700-200-3101	\$366.53
PO 17-00491-12/19/2016	01-0000-0-0000-2700-4350-200-2801	\$26.34
PO 17-00493-reimbursement	13-5310-0-0000-3700-4700-200-3101	\$6.99
PO 17-00493-reimbursement	13-5310-0-0000-3700-4390-200-3101	\$137.96
PO 17-00493-reimbursement	01-0000-0-0000-2700-4350-200-2801	\$3.99
		\$541.81
164 - PACIFIC GAS & ELECTRIC COMPANY PO 17-00457-Due 1.9.17	12-9010-0-8500-8100-5511-200-3020	\$106.78
PO 17-00457-Due 1.9.17	01-0000-0-0000-8100-5511-200-2801	\$1,268.40
		\$1,375.18
166 - PALACE ART & STATIONERY		

Payables Prelist**1.13.2017 ()****PSD**

PO 17-00479-12.15.2016 statement	01-1400-0-1110-1000-4300-200-2801	\$277.71
PO 17-00479-12.15.2016 statement	01-0000-0-0000-2700-4350-200-2801	\$28.70
		<hr/>
		\$306.41
22 - PERFORMANCE FOOD SERVICE		
PO 17-00455-december	13-5310-0-0000-3700-4700-200-3101	\$828.07
PO 17-00455-december	01-0000-0-0000-8100-4370-200-2801	\$311.61
		<hr/>
		\$1,139.68
7 - San Lorenzo Lumber		
PO 17-00485-Dec statement	14-0825-0-0000-8100-5620-200-0000	\$51.37
		<hr/>
		\$51.37
268 - Seabright Speech Therapy		
PO 17-00495-December	01-3310-0-5770-1190-5808-200-1320	\$225.00
		<hr/>
		\$225.00
82 - SISC - SELF-INSURED SCHOOLS		
PO 17-00475-Janaury	01-0000-0-0000-0000-9514-000-0000	\$11,334.50
PO 17-00475-Janaury	12-0000-0-0000-0000-9514-000-0000	\$1,850.00
PO 17-00475-Janaury	13-0000-0-0000-0000-9514-000-0000	\$462.50
		<hr/>
		\$13,647.00
273 - Terra X Pest Services		
PO 17-00481-Dec.	01-0000-0-0000-8100-5524-200-2801	\$162.00
		<hr/>
		\$162.00
60 - WILLIAM ROSSE		
PO 17-00489-November	01-9024-0-5770-3120-5808-200-1310	\$3,465.00
		<hr/>
		\$3,465.00
		<hr/>
	Payment Type Check Total	\$29,352.88

Grand Total : **\$29,352.88**

Amount

Fund 01	\$23,905.28
Fund 12	\$1,956.78
Fund 13	\$1,864.45
Fund 14	\$1,626.37

Grand Total : **\$29,352.88**

PRESIDENT

SECRETARY

PREPARED BY: _____ DATE: _____

REVIEWED BY: _____ DATE: _____

Payables Prelist

1/24/2017 ()

PSD

Check		
21 - CA DEPT. OF SOCIAL SERVICES		
PO 17-00523-Annual Licensing Fee	12-9010-0-8500-2700-5300-200-3020	\$242.00
		\$242.00
69 - CIT TECHNOLOGY FIN SERV INC		
PO 17-00525-February	01-0000-0-0000-7200-5650-200-2801	\$203.51
		\$203.51
198 - DeiRossi, Ivan		
PO 17-00509-Tech support	01-1400-0-1110-2420-5800-200-2801	\$2,063.75
PO 17-00509-Tech support	01-0000-0-0000-2420-5800-200-2801	\$65.00
PO 17-00519-reimbursement	01-1100-0-1110-1000-4300-205-3000	\$1,176.96
		\$3,305.71
58 - FALCON TRADING CO. INC		
PO 17-00511-10/11/16-12/01/16	13-5310-0-0000-3700-4700-200-3101	\$56.83
PO 17-00511-10/11/16-12/01/16	01-0000-0-0000-8100-4370-200-2801	\$24.97
PO 17-00511-10/11/16-12/01/16	13-9055-0-0000-3700-4700-200-9055	\$58.12
		\$139.92
227 - Howard, Kathleen		
PO 17-00515-January	01-0000-0-0000-7100-5800-200-2801	\$450.00
		\$450.00
66 - Emelia Miguel		
PO 17-00503-reimbursement	13-5310-0-0000-3700-4700-200-3101	\$254.33
PO 17-00503-reimbursement	13-5310-0-0000-3700-4390-200-3101	\$22.54
PO 17-00507-reimbursement	13-9055-0-0000-3700-5800-200-9055	\$75.00
		\$351.87
116 - MISSION LINEN SERVICE		
PO 17-00501-12/15-12/29	13-5310-0-0000-3700-4390-200-3101	\$115.56
		\$115.56
55 - ROBERTSON & ASSOC. CPAS INC		
PO 17-00513-Prop 39 bond	21-9716-0-0000-8500-5809-200-9003	\$3,900.00
		\$3,900.00
268 - Seabright Speech Therapy		
PO 17-00517-1/10-1/12	01-3310-0-5770-1190-5808-200-1320	\$900.00
		\$900.00
2 - Candace Tanner		
PO 17-00505-reimbursement	01-0000-0-0000-2700-5915-200-2801	\$49.64
PO 17-00505-reimbursement	13-5310-0-0000-3700-4390-200-3101	\$53.95
		\$103.59
169 - Tri-County Fire Protection		
PO 17-00521-Annual inspection	01-0000-0-0000-8100-5563-200-2801	\$125.00
		\$125.00
	Payment Type Check Total	\$9,837.16

Grand Total : **\$9,837.16**

Amount

Fund 01	\$5,058.83
Fund 12	\$242.00
Fund 13	\$636.33
Fund 21	\$3,900.00

Grand Total : **\$9,837.16**

PRESIDENT SECRETARY

PREPARED BY: ----- DATE: -----

REVIEWED BY: ----- DATE: -----

Check

164 - PACIFIC GAS & ELECTRIC COMPANY

PO 17-00547-February Bill	12-9010-0-8500-8100-5511-200-3020	\$100.50
PO 17-00547-February Bill	01-0000-0-0000-8100-5511-200-2801	\$1,004.72

\$1,105.22

166 - PALACE ART & STATIONERY

PO 17-00545-Office and Instructional supplies	01-1400-0-1110-1000-4300-200-2801	\$176.41
PO 17-00545-Office and Instructional supplies	01-0000-0-0000-2700-4350-200-2801	\$25.99

\$202.40

84 - SUZANNE LANGRIDGE

PO 17-00543-reimbursement	01-0000-0-1113-1000-5800-200-1103	\$520.00
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\$520.00

Payment Type Check Total \$1,827.62

Payables Prelist

1.31.2017 ()

PSD

Grand Total :

\$1,827.62

Amount

Fund 01

\$1,727.12

Fund 12

\$100.50

Grand Total :

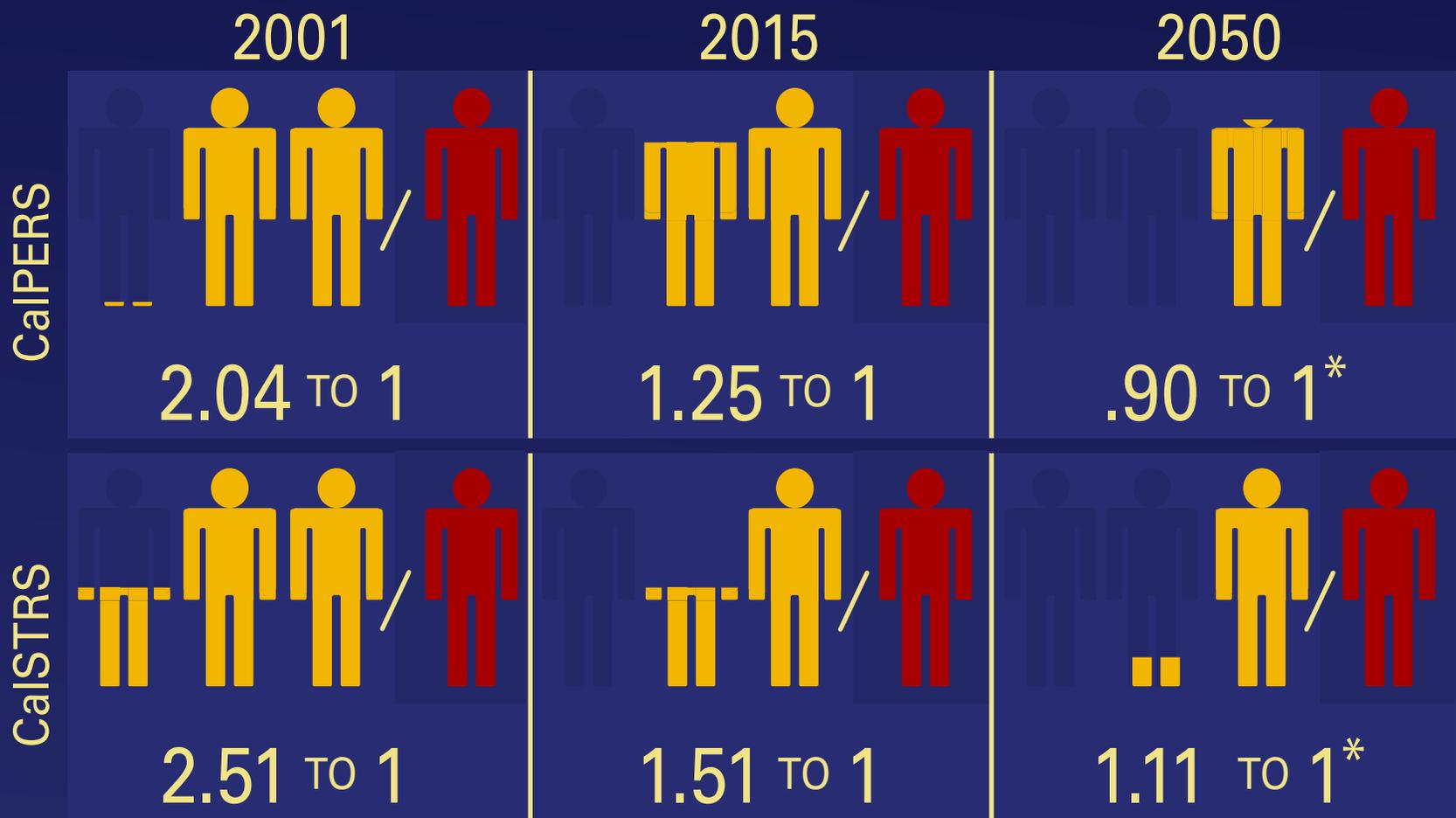
\$1,827.62

.....
PRESIDENT SECRETARY

PREPARED BY: DATE:

REVIEWED BY: DATE:

Ratio of Workers to Beneficiaries



**Projected*

			Possib
General Category	Description of Cut	Estimated Savings	PSF or FOFL Savings
Target for cuts &/or new revenue		-\$100,000	
Admin	Cut admin coach to zero hours	\$2,000	
Admin	Use free google forms instead of the 4 new forms DTS gave us	\$395	
Admin	Reduce tech support (Ivan)	\$500-\$1,000	
Admin	Implement ability to take credit cards	\$100??	
Aides	Eliminate IS aide position	\$4,070	\$2,030
Aides	Cut 5-day aides 4 days per week to 3 days per week	\$5,440	\$1,810

Benefits	Eliminate benefits for staff <80% time & increase office aide to 80%	\$16,200	
Cafeteria	Eliminate aide hours for table setting	\$0	
Cafeteria	One possible target would be to go from actual food expenses of \$34,400 in 15-16 to \$30,000 in 17-18. (16-17 numbers are not relevant as enrollment was much lower.)	\$4,500	
Cafeteria	Install washer/drier, get rid of Mission Linen service	\$1,500	
Cafeteria	Raise price of lunches. Current costs \$3.50 student, \$4 staff, \$5 parent	??	
Cafeteria	Cut Caf aide from 21.25 to 15 hours/wk	\$0	\$3,800
Cafeteria	Cut Food Services Director summer prep days	\$1,950	

Cafeteria	Pull rabbit out of hat		
Care	Extend After Care program hours by 10 minutes without changing staffing. Raise fees from \$15 per 2-hour day to \$16 per 2.17-hour day.	\$1,300	
Energy	Change calendar to longer 4-day/weeks and not use utilities 3 days/wk		
Enrichment	Cut or eliminate GATE and/or technology	\$8,680	
Enrichment	Reduce teacher supply budget from \$700 to \$600 per year	\$400	
Enrichment	Reduce all 5-day field trip budgets from \$400 to \$300 per year & IS from \$1000 to \$800	\$600	

Enrichment	Eliminate K field trip budget as field trips are too difficult with carseats	\$400	
Enrollment	Make changes to IS enrollment and FTEs		
Music	program. Offer 45 min weekly music to each grade level Pre-4, 2 hours total for 5-6, 1.5 hours for chorus, 1 hour for prep/concerts = 9 hours per week music instructor time (down from 12.75 total)	\$1,300	\$2,500
Music	Raise chorus fees from \$100 to \$120 per semester for those not on free/reduced lunch	\$600?	
Prof Dev	Eliminate PD for certificated teachers	\$4,200	
Rec	Cut compensated Rec time by 1 hour per week (2:15-2:30 MTThF)	\$890	
Rec	to 4:30 (from 5:00) except when students present	\$2,000	

Rec	Raise fees for Rec program and/or increase quality/attractiveness of Rec program	??	
Rec, Care, Preschool	Reduce staff discount on Rec, After Care, and Preschool to 20% from 2016-17 rates of 50% (care), 25% (preschool), and I'm not sure (Rec). Last time the Board considered this issue, they agreed to a 25% discount for all programs.	\$800	
Salaries	Superintendent/Principal/Director pay freeze	\$2,750	
Salaries	Rescind 2% Certificated staff increase	\$9,600	
Salaries	Rescind Food Services Director pay increase	\$10,000	
Sp Ed	Reduce psych support	\$1,000	
Textbooks	Purchase less expensive LA textbooks	\$30,000	
	Total	\$107,580	

le Budget Cuts to be Considered by the Board of Trustees

Notes

Tasks currently done by coach would need to be taken over, and would not cost \$0. Could increase risk of lawsuit. However, he's had a year and half of coaching, which could be sufficient.

Molly and Elizabeth already decided to implement this change

I'd like to. If we cut GATE, then someone will have to take on low level tech issues. Bonny Doon's contract with Ivan seems to be for about half of what ours is (\$5k instead of \$10k). I'd like to know what they are doing differently.

Potential decrease in lost money due to uncollected fees for services; could increase or decrease staff time

About \$4,070 from our budget and about \$2,030 from the Parents' Club budget. Many changes are being made to the IS program for next year already. This could make it a good or bad time for one more change. According to Terra, the aide is essential to the program. Others don't necessarily agree.

Kindergarten aide already cut own days to 3 due to her schedule conflict. It's possible that more hours could be given to 1st-2nd class where students are less independent and class sizes may be greater, instead of 3rd-4th or 5th-6th. Eric: What about having just 2 aides for the whole school (not counting SCIAAs)? They could do yard supervision, dining rooms, rec, and help occasionally in each room. Eliz: Any aide working more than 20 hours per week goes on PERS, which we would like to avoid. Moving to one or two roving all-pupose aides would be a fairly major change to school vision. Aides are popular with parents based on parent surveys. Cutting aides from 4 to 3 days per week would be less radical, but still probably unpopular.

Cost of \$3,000 for increase of office benefits. Savings of \$19,200 on SCIA benefits. Also saves HR time/\$ as partial benefits are significantly more time consuming to implement. Potentially considerable long-term savings. Most workplaces do not provide benefits to such employees. Currently only 2 employees are using the partial health benefits. One SCIA is on partial dental/vision.

If the aide time is used for other purposes, no savings result, but students may get more educated. Aide hours could be altered to cover different times and different tasks.

The only way to cut this discretionary program without reducing hours/benefits.

Will cost money first year, but save about \$1,500 per year after that (plus is greener). Has been investigated, can't be done until next major facilities project happens (several years off).

Raises money only if participation doesn't decrease. Eliz thinks student lunches should increase a little every year. I don't have a strong opinion about staff and parent lunches. Board has currently approved changing staff lunches from \$4 to \$3.75 in pursuit of a consistent 25% staff discount, which will make the problem even worse if enacted.

This comes close to balancing the FOFL budget, but Cafeteria budget is still very much in the red. Also, would this mean Maria's hours would go up?

She currently has 20 summer prep days at \$195/day. Maybe 10 would be enough.

I'm worried about the fact that I have no good suggestions for how to balance the cafeteria budget. It was hovering between barely balanced and in the red before we gave the director a raise which cost the school approximately \$10k (and more going forward with step and column and PERS increases). Now the budget appears to be hopelessly in the red EVEN IF FOFL fully meets its commitments. I don't think the school as a whole, fund 1, can continue to subsidize fund 13 indefinitely, but right now I see no way out. Note that all of these concerns don't even address the fact that fund 1 already pays for 40% of the director's salary. Some cuts I've rejected as impractical: rescind director's raise, cut director's hours, cut dishwasher hours, ...??? Also, a decent portion of the cafeteria budget is federal, which puts at greater risk in the current political climate.

After care staff would not like this. However, the program runs from 12:30-2:30 but staff are paid until 3:00. Parents are not charged late fees until 2:45. This is a weird illogical structure, especially since older siblings are being released from school at 2:40 and chorus starts at 2:40. If the program officially ran to 2:40 staff would only have 20 minutes for clean-up instead of 30, but I really can't understand how they can possibly need 30 minutes. It would be more convenient for parents and we could justify charging a bit more. On the other hand, the program is well in the black as it stands and raising fees could reduce participation.

Major disruption to working parents. After lighting and plumbing upgrades, not likely to save too much \$. May have to offer full day Rec & Care 1 day/wk, which would defeat the purpose.

This is the amount saved if the position were completely eliminated. GATE could be better advertised and perhaps help pull in good students. Some tech tasks would have to be taken over, almost certainly by someone more expensive. Heather currently helps with testing, which would need to be taken over.

(would have been \$500, but lower IS budget needs to increase to be equitable with others due to increased enrollment and hours). Current budget is more generous than most schools, and we supply a lot of resources from the general school budget

Directly contradicts our mission and vision statement and doesn't save much. However, it's not clear that current funds are being fully used or well used.

Currently this money is adding to the K supplies budget for a total of $\$700 + \$400 = \$1,100$.

See whole separate spreadsheet with estimation tool

Currently, entire program costs about \$15,300 of which about \$12,000 comes from PC and \$2,000+ from chorus fees, so only about \$1,300 of direct savings to school are possible. Currently that difference is being covered by carryover. Proposed program would cost about \$11,500. We did make some music program cuts for 2016-17 which are helping. The strings groups are very small. Savings to PSF are still valuable to the school, as any money that is there can be used for other purposes. The music program positively but not comparatively highly in parent surveys of program priorities.

This is still less than \$10 per class for an hour-long class plus snack.

In addition to losing the PD, this amounts to a \$500 pay cut per teacher per year, which they won't like. Also, we get some money earmarked for this kind of thing and I don't know how we would spend it

He's not working the time anyway. Too few hours = difficulty filling position, but could be combined with another position.

A little hard to estimate because some days students will be there and he'll put the time on a timecard. Too few hours = difficulty filling position, but could be combined with another position. If both cuts are implemented, it would mean that M, Tu, Th, F the position would only be 2 hours per day, unless students stay past 4:30.

We restructured fees for this year, and so far the new fee structure appears to be generating a bit more revenue. Given that the program is mostly free play, it may not be reasonable to charge a whole lot more for it??? It would be nice to have Jerry start offering his after school band again, which could attract additional participants in the program.

Not great for staff with kids who use those programs. Biggest effect would be in Care which is already running in the black. It would help the preschool budget a smidge, although that budget isn't directly being considered in this list. Would be more fair to staff without kids in the programs, I guess. Would be consistent with existing 20% staff discount for lunches. Estimate of \$800 is compared with existing discounts and assumes staff use 5 days per week of after care.

Changing superintendents is unpleasant, and most are much worse than Eric. Compared to the superintendents of other smalls, Eric is underpaid already. Even a fairly average superintendent probably leaves us more vulnerable to lawsuits than Eric does, which are a lot more expensive than his raise.

Not likely to be popular with teachers, and already paid lower than neighboring districts.

Not likely to be popular with Food Services Director.

We keep trying, but it hasn't worked yet. SpEd issues should reduce next year.

Eric found a CCSS compliant program that he thinks looks pretty good we think we can get for about \$20,000 instead of the \$50k or \$60k other programs normally cost.

Pacific Elementary School District
Resolution 2017-15
In Support of Immigrant Students

WHEREAS the Board of Education for Pacific Elementary School District is committed to the success of every student, and our District vision is that we create and support a learning environment that challenges and enables students to achieve their highest potentials, and

WHEREAS our core values are that public schools are the foundation of our democracy, that every person has intrinsic worth, that we believe in treating people with dignity and respect, that high standards and expectations foster greater achievement, that each of us shares responsibility for the welfare of our community, that diversity is an asset in our community, that honesty and integrity are essential in building relationships, that schools must provide access and equity, that people thrive in safe environments, and

WHEREAS the Board believes that the physical safety and the emotional well-being of all children in the District, and ensuring that our schools are safe and welcoming for all students and their families is paramount to students being able to achieve, and Pacific Elementary School District does not tolerate any form of discrimination, harassment or bullying as outlined in Board Policy 5145.3, and

WHEREAS Pacific Elementary School District staff shall not ask about the legality of a student's immigration status or that of the student's family members, and pursuant to Family Educational Rights and Privacy Act (FERPA) shall not disclose without parental consent, the immigration status of any district student or any other personal information, and

WHEREAS the Superintendent will ensure the annual review of FERPA with all teachers and school office employees,

THEREFORE BE IT RESOLVED that the Governing Board of the Elementary School District go on record in support of all immigrant and undocumented students and their families, as well as students from other vulnerable communities; and

BE IT RESOLVED that the District will not support any federal effort to create a registry based on any protected characteristics including race or ethnicity, color, ancestry, nationality, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sexual orientation, gender, gender identity, gender expression, or genetic information, or based on his/her association with a person or group with one or more of these actual or perceived characteristics.

BE IT FURTHER RESOLVED that the Governing Board of Pacific Elementary School District, the Superintendent, and staff will continue to work every day to create positive school climates and cultures where every student, family and staff member is respected as a valued member of the school community, and

BE IT FINALLY RESOLVED that the Governing Board of Pacific Elementary School District will advocate on behalf of the rights of all students and their families.

AYES:
NOES:
ABSTAIN:
ABSENT:

Board President: Gwyn Rhabyt _____

Date: _____

**PACIFIC ELEMENTARY SCHOOL DISTRICT
Davenport, CA**

**AUTHORIZATION FOR TEMPORARY BORROWING BETWEEN FUNDS FOR THE CONSTRUCTION
PROJECT(S) TO OCCUR WITHIN THE DISTRICT**

RESOLUTION NO. 2017 - 16

WHEREAS, the Board of Education (“Board”) has determined that the facilities within the Pacific Elementary School District (the “District”), within the County of Santa Cruz, may need to be constructed and/or modernized ; and

WHEREAS, in order to address these possible new construction and modernization needs within the District, the Board must borrow funds from its General Fund on a temporary basis as there are insufficient capital facilities funding available; and

WHEREAS, the funds to be borrowed from the General Fund on a temporary basis are done so with the goal of receiving state grant assistance from the State Allocation Board (SAB) and Office of Public School Construction (OPSC) which will be then used to reimburse the General Fund; and

WHEREAS, the SAB and OPSC require that in order to protect the District’s right to financial hardship assistance from the state, a board resolution must be adopted authorizing the interfund borrowing.

NOW THEREFORE BE IT RESOLVED, pursuant to OPSC’s *Bridge Financing/Interfund Borrowing Policy for Financial Hardship Districts* dated January 16, 2009, the School Board of the Pacific Elementary School District hereby acknowledges the following:

- 1) The Board will be required to provide a copy of this board resolution authorizing the interfund transfer.
- 2) The amount borrowed shall not exceed the sum of the State’s School Facility Program estimated grants and the Financial Hardship grant approval.
- 3) The Board must provide copies of the detail General Ledger transactions, which detail both the transfer out of the General Fund and the transfer into the fund, in which these monies were/will be deposited.
- 4) The Board understands that it shall repay the General Fund within 60 calendar days upon receipt of State funding.
- 5) The Board acknowledges that the State of California is not expected nor obligated to provide funding for the project(s) and the acceptance of the applications does not provide a guarantee of future State funding.
- 6) The Board is electing to commence any pre-construction or construction activities at its own discretion and that the State is not responsible for any pre-construction or construction activities should bond authority not be available.
- 7) The Board acknowledges that, if bond authority becomes available for the SAB to provide funding for the submitted applications, the District must apply for financial hardship status if necessary and applicable at the time.

THEREFORE, BE IT HEREBY RESOLVED, that the Pacific Elementary School District Board of Education is in support and approves of the interfund borrowing under the conditions described above.

PASSED AND ADOPTED this 16th day of February, 2017, by the governing board of the Pacific Elementary School District of Santa Cruz County, California by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTAINING: _____

State of California

§

County of Santa Cruz

I, Eric Gross, Secretary of Governing Board of Pacific Elementary School District, State of California, do hereby certify that the foregoing resolution was duly adopted by the said Board at a regular meeting held on this 16th day of February, 2017.

Eric Gross, Secretary

Restructuring Independent Studies

2017-18

The Impetus to Evolve

- Upper and Lower IS are separated & isolated
- Small cohort sizes result in social saturation (they tire of each other quickly) and attrition by 6th grade (currently two 5th gr. & 1 6th gr.)
- Despite the intention of providing individualized instruction, the separated classes & grades and large grade spans make it difficult to provide appropriate instruction to each student at their instructional level
- Labeling “upper” and “lower” IS connotes judgment and hierarchy, messaging antithetical to the ideal of boundless learning that we seek to imbue
- Teachers lack integration with school: collaboration, professional development, faculty meetings, committee meetings
- Some families denied entry into IS program due to lack of space caused by bottleneck in Lower IS’s limited size

Proposal

- Increase student cohort size from 4-5 to 6-7
- Increase overall amount of teacher time in IS
- Integrate IS teachers into 5-day school programs
- Refer to IS program by teacher name & room #
- Instructional Aide serves both classes, as needed
- Integrate IS program (classes & grades) by moving fluidly between rooms, according to skill level in each subject

Benefits

- Create more cohesive, unified, holistic IS program
- Increase communication & collaboration between IS teachers & between IS & 5-day teachers (Each IS teacher only collaborates w/ 2 teachers)
- More families able to enroll in the program they prefer
- More parent volunteers to teach more groups
- Bigger cohorts enrich social dynamics, increase friendship options, decrease attrition rates (domino effect)
- Increase teacher participation in training, collaboration, planning
- Increased instructional flexibility and targeted instruction: students move fluidly between classes according to skill level in each subject area