# PACIFIC ELEMENTARY SCHOOL DISTRICT FYE 2018-19 2<sup>nd</sup> Interim Projected Budget

Budget Assumptions for Multi Year Projections:

FUND 01 Changes from the 1<sup>st</sup> Interim Budget

#### **REVENUES:**

**State Revenues:** With the reduced enrollment from 117 to 114, the District estimated P-2 ADA of 107, unduplicated count of 56%. The calculation of LCFF Revenue used prior year ADA of 113.27. The District received the Classified Employee Professional Development grant \$1,465 and budgeted for the Low Performing Student grant \$3,952.

**Federal Revenue**: The other Federal programs were kept at the same level of revenues.

**Local Revenues**: The District made one change in Field trips increase revenue \$700, and made no other changes to local revenues.

#### **EXPENSES:**

1000-3000's: The District made no changes to Certificated and Classified staff cost estimates.

**4000's:** The District had no changes from the 1<sup>st</sup> interim budget

**5000's:** The District increased Special Education costs \$25,000 due to possible placement of a student in Bay View Elementary. Under Mgmt. 2801, the District decreased costs for the duct repair/work (\$23,000) and will increase computer technology costs by \$1,500. Under Field Trips increased Instructional programs by \$1,000.

**6000's:** The District made no changes.

**7000's:** The District eliminated the (\$9,000) transfer to the Cafeteria Fund.

In the Cafeteria fund reduced regular food expenditures by \$8,700.

3/15/2019 FN: Pac 2nd Interim 1819

## PACIFIC ELEMENTARY SCHOOL DISTRICT FYE 2018/19 2nd Interim Budget Projections Budget Assumptions for Multi Year Projections:

FUND 01 FYE 2019/20

#### **REVENUES:**

**State Revenues:** The District used a 3.46% COLA on the LCFF base; same enrollment of 114 and used ADA of 107.61; used a unduplicated count 54 and a 1% increase in 18/19 P-1 local taxes which slightly increased projected LCFF Revenue by \$\$10,000 The District will only transfer \$5,000 LCFF funds to Fund 14 for Facility Maintenance activities. Eliminated the OTMC revenue of (\$20,847); Classified Employee PD grant (\$1,465); Low Performing Student grant (\$3,952) left all other state revenue levels at the same.

Federal Revenue: The District kept Federal revenues at the same level, but eliminated the MAA revenue of (\$1,522).

**Local Revenues**: The District kept the same PC donations; decreased TED by \$5,000; decreased Field Trip Donations by (\$2,000) and reduced Music Chorus revenue by (\$3,500) and eliminated the Ocean Garden grant (\$4,000).

#### **EXPENSES:**

**1000-3000's:** The District used a 2% increase in Certificated and 3% Classified Salaries for step/column; estimated a 10% increase Medical Premiums; 0% increase for Dental/Vision Premiums; revised PERS rate to 20.7% and STRS employer rate to 17.1%. The district left most positions the same as prior year, but decreased a Music Classified staff by .156 FTE and reduced Special Ed Aide costs by .67 FTE. With the retirement of one Independent Study teacher, the District reduced H/W by (\$11,000). STRS on Behalf expense increased the same as the revenue \$2,210

**4000's:** The District used a standard 5% increase in materials and supplies. Costs under TED supplies were reduced (\$5,250) and costs under Science were reduced by (\$2,200).

**5000's:** The District used a standard 5% increase in service expenditure, but the costs under Science for the Ocean Garden grant were reduced (\$2,000); There were no further costs under Prop. 39 for a reduction of (\$4,883) and took out technology costs from EPA (\$14,102). The District will contract with Santa Cruz City Schools for services on one Special Needs student cost for the year \$70,000. The transportation for the student is estimated to be \$4,600. The District will spend the Class Professional Development grant and Low Performing Student grant with educational workshops \$5,417.

**6000's:** The District made no changes from the prior year.

**7000's:** Transfers between funds; the District will transfer to the Cafeteria fund \$10,500 from Fund 01, and reduced the transfer to Fund 17 by (\$72,126).

See attached Green spreadsheet

3/15/2019 FN: Pac 2nd Interim 1819

#### PACIFIC ELEMENTARY SCHOOL DISTRICT

FYE 2018/19 2<sup>nd</sup> Interim Budget Projections

Budget Assumptions for Multi Year Projections:

### FUND 01 FYE 2020/21

#### **REVENUES:**

**State Revenues:** The District adjusted the enrollment to 115; ADA of 108.55; used 48 unduplicated pupil; and COLA of 2.86% with 1% increase in Local taxes; but estimated a slight increase in LCFF Revenues \$32,400. The District will continue the transfer \$5,000 LCFF funds to Fund 14 to fund Facility Maintenance activities. The District assumed a slight increase in STRS on Behalf revenue of \$2,259 and kept Lottery revenue at the same levels.

Federal Revenue: The District assumed no change in Federal Funds, but eliminated the Title III revenue of (\$1,680).

Local Revenues: The District reduced TED by (\$25,000) made no other changes in local revenues.

#### **EXPENSES:**

**1000-3000's:** The District used a 2% increase in Certificated and Classified Salaries for step/column; a 0% COLA; estimated a 10% increase Medical Premiums; 3% increase for Dental Premiums; revised PERS rate to 23.4% and STRS employer rate to 18.1%. The district left all positions the same as prior year. STRS on Behalf expense increased the same as the revenue \$2,259.

**4000's:** The District used a standard 5% increase in general supplies. The District decreased instructional materials under TED by (\$25,000).

**5000's:** The district used a 5% increase in service expenditures and eliminated the workshops for the Classified Professional Development and Low Performing Students grants (\$5,417).

**6000's:** The District did not budget any expenditures.

**7000's:** Transfers between funds: The District kept the same \$10,500 from Fund 01 transfer to Fund 13 and eliminated the transfer to Fund 17 (\$20,883).

See attached Yellow spreadsheet

3/15/2019 FN: Pac 2nd Interim 1819

Payables Prelist	Locked-2/5/2019 ()	PSE
Check		
154 - Jennifer Bird		
PO 19-00246-2/5/2019	01-9010-0-1110-1000-4300-200-3057	\$211.81
		\$211.81
21 - CA DEPT. OF SOCIAL SERVICES		
PO 19-00243-2/5/2019	12-9010-0-8500-2700-5300-200-3020	\$242.00
		\$242.00
310 - Great West Gourmet		
PO 19-00250-2/5/2019	13-5310-0-0000-3700-4700-200-3101	\$661.00
		\$661.00
116 - MISSION LINEN SERVICE		
PO 19-00248-2/5/2019	13-5310-0-0000-3700-4390-200-3101	\$45.24
		\$45.24
225 - Real Good Fish		
PO 19-00247-2/5/2019	13-5310-0-0000-3700-4700-200-3101	\$275.00
		\$275.00
82 - SISC - SELF-INSURED SCHOOLS		
PO 19-00244-2/5/2019	01-0000-0-0000-0000-9514-000-0000	\$7,482.20
PO 19-00244-2/5/2019	12-0000-0-0000-0000-9514-000-0000	\$1,917.30
PO 19-00244-2/5/2019	13-0000-0-0000-0000-9514-000-0000	\$456.50
		\$9,856.00
167 - STEPHANIE RAUGUST		
PO 19-00249-2/5/2019	13-5310-0-0000-3700-4700-200-3101	\$496.00
		\$496.00
309 - SYSCO		
PO 19-00245-2/5/2019	13-5310-0-0000-3700-4700-200-3101	\$617.60
		\$617.60
	Payment Type Check Total	\$12,404.65

Payables Prelist		Locked-2/5/2019 ()	F	PSE
Grand Total :			\$12,404.65	
			Amount	
		Fund 01	\$7,694.01	
		Fund 12	\$2,159.30	
		Fund 13	\$2,551.34	
Grand Total :			\$12,404.65	
PRESIDENT	SECRETARY			
PREPARED BY:	DATE	:		
REVIEWED BY:	DATE	:		

Payables Prelist	Locked-2/11/2019 ()		PSD
Check			
168 - Department of Justice - Chk #	<del>‡</del> 900393		
PO 19-00256-2/11/2019	01-0000-0-0000-2700-5800-200-2801	\$32.00	
		\$32.00	
75 - GROWING UP IN SANTA CRU	JZ - Chk #900394		
PO 19-00253-2/11/2019	12-9010-0-8500-2700-5800-200-3020	\$314.00	
		\$314.00	
164 - PACIFIC GAS & ELECTRIC (	COMPANY - Chk #900395		
PO 19-00255-2/11/2019	01-0000-0-0000-8100-5511-200-2801	\$435.58	
		\$435.58	
166 - PALACE ART & STATIONER	Y - Chk #900396		
PO 19-00252-2/11/2019	01-1100-0-1110-1000-4300-200-3000	\$156.93	
		\$156.93	
285 - Santa Cruz Community Credi	t Union - Chk #900397		
PO 19-00257-2/8/2019	01-0000-0-0000-8100-4370-200-2801	\$222.00	
PO 19-00257-2/8/2019	01-0000-0-0000-2700-4350-213-2801	\$73.00	
PO 19-00257-2/8/2019	01-0000-0-0000-2700-4350-200-2801	\$45.94	
PO 19-00257-2/8/2019	01-0000-0-0000-8100-5620-200-2801	\$620.00	
PO 19-00257-2/8/2019	01-9010-0-1110-1000-4400-200-3057	\$735.44	
PO 19-00257-2/8/2019	13-5310-0-0000-3700-4700-200-3101	\$42.00	
PO 19-00257-2/8/2019	01-6500-0-5770-3120-4300-200-1304	\$167.00	
PO 19-00257-2/8/2019	01-0102-0-1110-1000-4300-200-2630	\$265.00	
PO 19-00257-2/8/2019	01-0000-0-0000-7110-5215-200-2801	\$855.00	
PO 19-00257-2/8/2019	01-0000-0-1113-1000-4300-206-1103	\$265.00	
PO 19-00257-2/8/2019	01-9010-0-1110-1000-4100-200-3057	\$816.71	
PO 19-00257-2/8/2019	01-0000-0-0000-2700-4400-200-2801	\$163.09	
PO 19-00257-2/8/2019	01-9010-0-1110-1000-4300-200-3057	\$1,658.36	
		\$5,928.54	
309 - SYSCO - Chk #900398			
PO 19-00254-2/11/2019	13-5310-0-0000-3700-4700-200-3101	\$136.66	
		\$136.66	
315 - Zoom Imaging Solutions, Inc.	- Chk #900399	·	
PO 19-00251-2/11/2019	01-0000-0-0000-7200-5650-200-2801	\$88.41	
		\$88.41	
	Payment Type Check Total	\$7,092.12	

Payables Prelist		Locked-2/11/2019 ()	PSI
Grand Total :			\$7,092.12
			Amount
		Fund 01	\$6,599.46
		Fund 12	\$314.00
		Fund 13	\$178.66
Grand Total :			\$7,092.12
PRESIDENT	SECRETARY		
PREPARED BY:	DATE	:	
REVIEWED BY:	DATE	:	

Payables Prelist	2/22/2019 ()	PSE
Check		
44 - Calif. Dept. of Ed. Food Distr. Program PO 19-00272-2/22/2019	13-5310-0-0000-3700-4700-200-3101	\$179.55
		\$179.55
255 - Central Coast System		
PO 19-00260-2/19/2019	01-0000-0-0000-8100-5563-200-2801	\$105.00
040 0 1111 10		\$105.00
310 - Great West Gourmet	42 5240 0 0000 2700 4700 200 2404	ФСО4 OO
PO 19-00267-2/22/2019 PO 19-00269-2/22/2019	13-5310-0-0000-3700-4700-200-3101 13-7024-0-0000-3700-4700-200-7024	\$631.00 \$10,135.00
FO 13-00209-2/22/2019	13-7024-0-0000-3700-4700-200-7024	\$10,766.00
68 - GREEN WASTE		φ10,700.00
PO 19-00263-2/19/2019	01-0000-0-0000-8100-5523-200-2801	\$310.19
		\$310.19
116 - MISSION LINEN SERVICE		, , , , ,
PO 19-00271-2/22/2019	13-5310-0-0000-3700-4390-200-3101	\$187.56
		\$187.56
125 - MOLLY TIERNEY		
PO 19-00262-2/19/2019	13-5310-0-0000-3700-4700-200-3101	\$33.80
		\$33.80
166 - PALACE ART & STATIONERY		****
PO 19-00276-2/22/2019	01-1100-0-1110-1000-4300-200-3000	\$112.40
PO 19-00276-2/22/2019	01-0000-0-1113-1000-4300-207-1103	\$65.00
225 - Real Good Fish		\$177.40
PO 19-00275-2/22/2019	13-7024-0-0000-3700-4700-200-7024	\$2,890.08
1 0 10 00270 2/22/2010	10 10210 0000 0100 1100 200 1021	\$2,890.08
55 - ROBERTSON & ASSOC. CPAS		Ψ2,000.00
PO 19-00274-2/22/2019	01-0000-0-0000-7191-5809-200-2801	\$196.20
		\$196.20
54 - ROGER'S REFRIGERATION INC		
PO 19-00273-2/22/2019	13-7024-0-0000-3700-4700-200-7024	\$7,230.03
		\$7,230.03
268 - Seabright Speech Therapy		
PO 19-00259-2/19/2019	01-3310-0-5770-1190-5808-200-1320	\$1,710.00
PO 19-00265-2/22/2019	01-3310-0-5770-1190-5808-200-1320	\$2,565.00
EQ. QWANTON DEDDY EADM		\$4,275.00
50 - SWANTON BERRY FARM PO 19-00268-2/22/2019	13-7024-0-0000-3700-4700-200-7024	\$8,000.00
1 0 19-00200-2/22/2019	13-7024-0-0000-3700-4700-200-7024	\$8,000.00
260 - Swanton Pacific Ranch		φο,οοο.οο
PO 19-00270-2/22/2019	13-7024-0-0000-3700-4700-200-7024	\$2,325.00
PO 19-00277-2/22/2019	13-7024-0-0000-3700-4700-200-7024	\$2,325.00
		\$4,650.00
309 - SYSCO		
PO 19-00258-2/19/2019	13-5310-0-0000-3700-4700-200-3101	\$191.83

Payables Prelist	2/22/2019 ()	PSD
PO 19-00258-2/19/2019	01-0000-0-0000-8100-4370-200-2801	\$105.96
PO 19-00258-2/19/2019	13-5310-0-0000-3700-4390-200-3101	\$47.88
PO 19-00264-2/22/2019	13-5310-0-0000-3700-4700-200-3101	\$365.66
		\$711.33
273 - Terra X Pest Services		
PO 19-00261-2/19/2019	01-0000-0-0000-8100-5524-200-2801	\$240.00
		\$240.00
316 - U.S. Bank Equipment Finance		
PO 19-00266-2/22/2019	01-0000-0-0000-7200-5650-200-2801	\$287.52
		\$287.52
	Payment Type Check Total	\$40,239.66

Payables Prelist		2/22/2019 ()		PSE
Grand Total :			\$40,239.66	
			Amount	
		Fund 01	\$5,697.27	
		Fund 13	\$34,542.39	
Grand Total :			\$40,239.66	
PRESIDENT	SECRETARY			
PREPARED BY:	DATE:			
REVIEWED BY:	DATE:			

Payables Prelist	2/28/2019 ()	PS
Check		
255 - Central Coast System		
PO 19-00278-2/28/2019	01-0000-0-0000-8100-5563-200-2801	\$89.68
		\$89.68
310 - Great West Produce		
PO 19-00279-2/28/2019	13-7024-0-0000-3700-4700-200-7024	\$628.00
		\$628.00
151 - Monica Hettenhausen		
PO 19-00283-2/28/2019	01-1100-0-1110-1000-4300-203-3000	\$93.17
		\$93.17
79 - Lerner, Joan		
PO 19-00280-2/28/2019	01-6500-0-5770-3140-5808-200-1304	\$2,673.75
		\$2,673.75
324 - Rebecca Setziol		
PO 19-00281-2/28/2019	01-0700-0-1110-1000-5800-200-0700	\$1,500.00
		\$1,500.00
7 - San Lorenzo Lumber		
PO 19-00285-2/28/2019	01-0000-0-1110-1000-4300-200-3009	\$228.71
		\$228.71
284 - Santa cruz County Parks Dept.		
PO 19-00282-2/28/2019	01-1100-0-1110-1000-5800-202-3000	\$70.00
		\$70.00
8 - SANTA CRUZ SENTINEL		
PO 19-00284-2/28/2019	01-0000-0-0000-2700-5802-200-2801	\$217.60
		\$217.60
309 - SYSCO		
PO 19-00286-2/28/2019	13-5310-0-0000-3700-4700-200-3101	\$591.59
PO 19-00286-2/28/2019	13-9055-0-0000-3700-4700-200-9055	\$135.05
PO 19-00286-2/28/2019	01-0000-0-0000-8100-4370-200-2801	\$164.35
		\$890.99
	Payment Type Check Total	\$6,391.90

Payables Prelist		2/28/2019 ()	PSI	3
Grand Total :			\$6,391.90	
			Amount	
		Fund 01	\$5,037.26	
		Fund 13	\$1,354.64	
Grand Total :			\$6,391.90	
PRESIDENT	SECRETARY			
TRESIDENT	OLONLIANI			
PREPARED BY:	DATE:			
REVIEWED BY:	DATE:			

Payables Prelist	3/5/2019 ()	PS
Check	**	
79 - Terra Barsanti		
PO 19-00293-3/5/2019	01-1400-0-1110-1000-4300-200-2801	\$79.88
		\$79.88
28 - COUNTY OF SANTA CRUZ		
PO 19-00289-3/5/2019	01-0000-0-0000-8100-5515-200-2801	\$6,299.44
PO 19-00289-3/5/2019	01-0000-0-0000-8100-5514-200-2801	\$4,838.72
		\$11,138.16
116 - MISSION LINEN SERVICE		
PO 19-00295-3/5/2019	13-5310-0-0000-3700-4390-200-3101	\$187.08
		\$187.08
166 - PALACE ART & STATIONERY		
PO 19-00290-3/5/2019	01-0102-0-1110-2420-4310-200-2391	\$5.00
PO 19-00290-3/5/2019	01-1100-0-1110-1000-4300-200-3000	\$107.90
		\$112.90
284 - Santa cruz County Parks Dept.		
PO 19-00287-3/5/2019	01-0000-0-0000-8100-5514-200-2801	\$17.00
		\$17.00
268 - Seabright Speech Therapy		
PO 19-00288-3/5/2019	01-3310-0-5770-1190-5808-200-1320	\$2,835.00
		\$2,835.00
82 - SISC - SELF-INSURED SCHOOLS		
PO 19-00294-3/5/2019	01-0000-0-0000-0000-9514-000-0000	\$8,700.60
PO 19-00294-3/5/2019	12-0000-0-0000-0000-9514-000-0000	\$1,950.90
PO 19-00294-3/5/2019	13-0000-0-0000-0000-9514-000-0000	\$464.50
		\$11,116.00
309 - SYSCO		
PO 19-00291-3/5/2019	13-5310-0-0000-3700-4700-200-3101	\$534.96
PO 19-00291-3/5/2019	01-0000-0-0000-8100-4370-200-2801	\$138.96
PO 19-00291-3/5/2019	13-9055-0-0000-3700-4700-200-9055	\$36.93
PO 19-00292-3/5/2019	13-5310-0-0000-3700-4700-200-3101	\$131.96
		\$842.81
	Payment Type Check Total	\$26,328.83

Payables Prelist		3/5/2019 ()	PS	ìΓ
Grand Total :			\$26,328.83	
			Amount	
		Fund 01	\$23,022.50	
		Fund 12	\$1,950.90	
		Fund 13	\$1,355.43	
Grand Total :			\$26,328.83	
PRESIDENT	SECRETARY			
PREPARED BY:	DATE:			
REVIEWED BY:	DATE:			

Payables Prelist	Locked-3/8/2019 ()	P	PSD
Check			
265 - County Clerk, Santa Cruz County			
PO 19-00299-3/8/2019	01-0000-0-0000-8100-5511-200-2801	\$75.00	
		\$75.00	
168 - Department of Justice			
PO 19-00296-3/8/2019	01-0000-0-0000-2700-5800-200-2801	\$79.00	
		\$79.00	
109 - FOLLETT EDUCATIONAL SERVICES			
PO 19-00300-3/8/2019	01-0102-0-1110-2420-4310-200-2391	\$2,473.00	
		\$2,473.00	
116 - MISSION LINEN SERVICE			
PO 19-00298-3/8/2019	13-5310-0-0000-3700-4390-200-3101	\$41.62	
		\$41.62	
7 - San Lorenzo Lumber			
PO 19-00301-3/8/2019	01-0000-0-0000-8100-4370-200-2801	\$15.50	
		\$15.50	
315 - Zoom Imaging Solutions, Inc.			
PO 19-00297-3/8/2019	01-0000-0-0000-7200-5650-200-2801	\$80.32	
		\$80.32	
	Payment Type Check Total	\$2,764.44	

Payables Prelist		Locked-3/8/2019 ()		PSD
Grand Total :			\$2,764.44	
			Amount	
		Fund 01	\$2,722.82	
		Fund 13	\$41.62	
Grand Total :			\$2,764.44	
PRESIDENT	SECRETARY			
TRESIDENT	OLOI(LI) (I)			
PREPARED BY:	DATE:			
REVIEWED BY:	DATE:			

Payables Prelist	3/12/2019 ()	PSE
Check		
85 - COMCAST		
PO 19-00307-3/12/2019	01-0000-0-0000-2700-5900-200-2801	\$34.26
		\$34.26
68 - GREEN WASTE		
PO 19-00306-3/12/2019	01-0000-0-0000-8100-5523-200-2801	\$310.19
		\$310.19
205 - Joyce Martinez		·
PO 19-00305-3/12/2019	01-0000-0-0000-2700-4350-213-2801	\$179.05
PO 19-00305-3/12/2019	13-5310-0-0000-3700-4700-200-3101	\$17.45
		\$196.50
164 - PACIFIC GAS & ELECTRIC	COMPANY	·
PO 19-00302-3/12/2019	01-0000-0-0000-8100-5511-200-2801	\$439.32
		\$439.32
309 - SYSCO		·
PO 19-00304-3/12/2019	13-5310-0-0000-3700-4700-200-3101	\$429.99
PO 19-00304-3/12/2019	13-5310-0-0000-3700-4390-200-3101	\$87.32
PO 19-00304-3/12/2019	01-9010-0-1110-1000-4300-204-3056	\$127.10
		\$644.41
273 - Terra X Pest Services		·
PO 19-00303-3/12/2019	01-0000-0-0000-8100-5524-200-2801	\$240.00
		\$240.00
	Payment Type Check Total	\$1,864.68

Payables Prelist		3/12/2019 ()	PS	C
Grand Total :			\$1,864.68	_
			Amount	
		Fund 01	\$1,329.92	
		Fund 13	\$534.76	
Grand Total :			\$1,864.68	
PRESIDENT	SECRETARY			
PREPARED BY:	DATE:			
REVIEWED BY:	DATE.			

## **Santa Cruz County Office of Education**

### NOTIFICATION OF AUDITOR SELECTION

DISTRICT NAME Pacific Elementary School District	
Our district has selected Robertson & Associates, CPA Address: 1101 North Main St. Lakeport, CA95453	to audit our 2018-2019 fiscal year records.
Phone:	
Please complete the information below to assist us in accommodatin information:	ng the State Controller's annual request for
Fiscal Year Covered 2018-19 \$ \$	Audit Fee \$9,790 if applicable if applicable
Authorized Representative Eric Gross	Date 3/19/19

Please return this notification, regardless of whether or not you select the same auditor as previous years, to

the SCCOE Business Office, by April 15.

This will assist us in an efficient notification to the State Controller.

#### Pacific Elementary School District 2017-18 SCHOOL CALENDAR

## NEW for 2017-18: School starts at 8:40 a.m. (K-6th), and minimum days end at 2:00 p.m. (1st-6th).

Please help us maintain our state and federal funding by scheduling all vacations during school holidays.

#

= No School for all grades & programs

= Minimim Day, **2:00** dismissal (1st-6th 5-day program)

M	Т	W	Т	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

**JANUARY** (17 days)

Dec 22-Jan 7: Winter Break

Jan 15: Martin Luther King Jr. Day

Jan 24: Prospective Family Night & Preschool Open House

M	Т	W	Т	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

AUGUST (7 days)

Aug 22: Paperwork day 8:30-1:00 All classrooms open 9:00-10:00

Aug 23: First day of school
Aug 23-Sept 4: IS Home Study

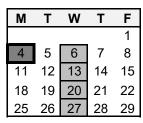
М	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

FEBRUARY (18 days)

Feb 1: Interdistrict Transfer Forms Due

Feb 16: Lincoln's Birthday

Feb 19: President's Day



**SEPTEMBER** (20 days)

Sept 4: Labor Day

Sept 5: First day of IS classroom program

Sept 20: Back to School Night Sept 21: School Picture Day

М	Т	W	Т	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MARCH (21 days)

Mar 12-15: As needed P/T Conferences (Mar 12, 13, 15: IS 1st-6th IS has full days)

Mar 16: Prof. Development Day K-6

M	Т	W	Т	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

OCTOBER (22 days)

Oct 7: Farm-to-Table Fundraiser

M	Т	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	'.		-	

**APRIL** (16 days)

March 31-April 8: Spring Break

M	T	W	Т	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

NOVEMBER (17 days)

Nov 1: Professional Development Day Nov 6-9: Parent/Teacher Conferences (Nov 6, 7, 9: IS 1st-6th has full days) Nov 10: Veteran's Day Observed Nov 22-26: Thanksgiving Break

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

MAY (22 days)

May 23: Spring Concert May 28: Memorial Day

М	Т	W	Т	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**DECEMBER** (15 days)

Dec 13: Winter Concert Dec 22-Jan 7: Winter Break

M	Т	W	Т	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**JUNE** (5 days)

June 6: 6th Grade Graduation

June 7: Min. Day NO REC. OR CARE

Attendance matters. Repeated studies show that absences hinder learning. Also, every absence hurts school funding. Please help your student and school succeed by scheduling all vacations during school holidays. THANK YOU!!!

Board Approved: 1/19/2017 & 4/21/2017

#### **Pacific Elementary School District** 2018-19 SCHOOL CALENDAR

#### NEW for 2018-19: 1st-3rd ends at 2:45 & 4th-6th at 3:10

#### Minimum days end at 1:00 p.m. (1st-6th).

Please help us maintain our state and federal funding by scheduling all vacations during school holidays.

= No School for all grades & programs

= Minimim Day, 1:00 dismissal (1st-6th 5-day program)

	M	Т	W	Т	F
		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
1	21	22	23	24	25
	28	29	30	31	

#### JANUARY (18 days)

Dec 21-Jan 6: Winter Break

Jan 21: Martin Luther King Jr. Day Jan 23: Prospective Family Night &

Preschool Open House

M	Т	W	Т	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

#### AUGUST (8 days)

Aug 21: Paperwork day 8:30-1:00 All classrooms open 9:00-10:00 Aug 22: First day of school

Aug 22-Sept 3: IS Home Study

М	Т	W	Т	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

#### FEBRUARY (18 days)

Feb 1: Interdistrict Transfers Due

Feb 15: Lincoln's Birthday Feb 18: President's Day

М	Т	W	Т	F
•		_	١ .	
3	4	5	6	1
10	11	12	13	14
17	18	19	20	2
24	25	26	27	28

#### SEPTEMBER (19 days)

Sept 3: Labor Day - No School Sept 4: First day IS Sept 6: School Picture Day Sept 12: Back to School Night

М	Т	W	Т	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
~-	~~	07		-00

#### MARCH (20 days)

Mar 18-21: P/T Conferences Mar 22: Staff Training Day -no school 25 26 27 28 29

М	Т	w	Т	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

#### OCTOBER (23 days)

Sept. 22: Farm to Table

М	Т	W	Т	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

**APRIL** (17 days) April 1-5: Spring Break

М	Т	W	Т	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

#### NOVEMBER (17 days)

Nov 1: Staff Training Day - no scho Nov 5-9 P/T Conferences Nov 12: Veteran's Day Observed Nov 21-23: Thanksgiving Break

0	M	Т	W	Т	F
			1	2	3
	6	7	8	9	10
	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	31

#### MAY (22 days)

May 22: Spring Concert May 27: Memorial Day

М	Т	w	Т	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

#### **DECEMBER** (14 days)

Dec 12: Winter Concert Dec 21-Jan 6: Winter Break

М	Т	W	Т	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

#### JUNE (4 days)

June 5: 6th Grade Graduation June 6: Min. Day - No Rec or Care

Attendance matters. Studies show that absences hinder learning. Also, every absence hurts school funding. Please help your student and school succeed by scheduling all vacations during school holidays. Thank you!

Board Approval: 2/20/18

#### Pacific Elementary School 2019-2020

Please help us maintain our state and federal funding by scheduling all vacations during school holidays.

#	= No School for all grades & programs
#	= Minimim Day, <b>1:00</b> dismissal (1st-6th)

9

M	Т	W	Т	F	F
			1	2	

8

15 16

5

13 14

20 21 22 23

27

#### AUGUST (8 days)

Aug 20: Paperwork day 8:30-1:00 All classrooms open 9:00-10:00 Aug 21: First day of school Aug 21-Sept 1: IS Home Study

M	Т	W	Т	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

М	Т	W	Т	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

M	Т	w	Т	F
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2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

28 29 30

#### **SEPTEMBER** (19 days)

Sept 2: No School, Labor Day Sept 3: First day IS Sept 5: School Picture Day Sept 11: Back to School Night

М	Т	W	Т	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

M	Т	W	Т	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

### OCTOBER (23 days)

М	Т	W	Т	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

W

F

8 15

22 29

М	Т	W T		F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

#### **NOVEMBER** (16 days)

Nov 1: No School, Staff Training Nov 4-8 P/T Conferences Nov 11: No School, Veterans' Day

Nov 11: No School, Veterans' Day  Nov 27-29: Thanksgiving Break	4	5	6	7	
	11	12	13	14	
Nov 27-29: Thanksgiving Break	18	19	20	21	
	25	26	27	28	

M

M	Т	W	Т	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

30 | 31 |

#### **DECEMBER** (15 days)

Dec 11: Winter Concert

Dec 23-Jan 5: Winter Break

М	Т	W	Т	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Attendance matters. Studies show that absences hinder learning. Also, every abse Please help your student and school succeed by scheduling all vacations during so

Board Approval: 3/19/19

#### JANUARY (19 days)

Dec 23-Jan 5: Winter Break

Jan 6: Back to school

Jan 20: Martin Luther King Jr. Day

Jan 22: Prospective Family Night

and Preschool Open House

FEBRUARY (18 days)

Feb 1: Interdistrict Transfers Due

Feb 14: Lincoln's Birthday

Feb 17: Presidents' Day

MARCH (21 days)

Mar 23-26: P/T Conferences

Mar 27: No School, Staff Training

APRIL (17 days)

April 6-10: Spring Break

MAY (20 days)

May 20: Spring Concert

May 25: Memorial Day

JUNE (4 days)

June 3: 6th Grade Graduation

June 4: Last Day = Min. Day

No Rec or Care

ence hurts school funding. chool holidays. Thank you!

Month	# Short Days	# Long Days	# Total Days	Check
Aug	2	6	8	8
Sep	4	15	19	19
Oct	5	18	23	23
Nov	3	13	16	16
Dec	3	12	15	15
Jan	4	15	19	19
Feb	4	14	18	18
Mar	4	17	21	21
April	4	13	17	17
May	4	16	20	20
June	2	2	4	4
Total	39	141	180	180



## Pacific Elementary School

www.pacificesd.org 50 Ocean Street/P.O. Box H Davenport, CA 95017 831-425-7002

## **Pacific Elementary School District**

Board of Trustees Meeting **Tuesday, March 19<sup>th</sup>, 2019** @ **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. Cari Napoles, Board Trustee
- 1.3. Approval of the agenda for March 19<sup>th</sup>, 2019
  - 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. Approval of the minutes from the Board meetings on 2/19/19 and 3/1/19
  - 4.2. Approval of Warrant Lists
  - 4.3. Form J-13A Request for Allowance of Attendance Due to Emergency Conditions
  - 4.4. Notification of Auditor Selection
  - 4.5. Annual Financial Report Audit of the 2017-18 Fiscal Year
  - 4.6. Ed Guide 2019
  - 4.7. Special Education Expenditures

#### 5. PUBLIC HEARINGS

5.1. None

#### 6. BOARD RESOLUTIONS

6.1. None

#### 7. ITEMS TO BE TRANSACTED AND/OR DISCUSSED

- 7.1. 2<sup>nd</sup> Interim Budget Report
- 7.2. Declaration of Impacted Programs
- 7.3. Instructional Calendar for 2019-20 and 2020-21
- 7.4. Trustee Area Elections

#### 8. CLOSED SESSION

- 8.1. Public Employee Discipline/Dismissal/Release (Section 54957.6)
- 8.2. Public Employee Appointment (Section 54957)

#### 9. REPORT OF ACTIONS TAKEN IN CLOSED SESSION

10. **NEXT REGULAR BOARD MEETING**: 4:00PM April 16<sup>th</sup>, 2019

#### 11. ADJOURNMENT

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## Pacific Elementary School

www.pacificesd.org 50 Ocean Street/P.O. Box H Davenport, CA 95017 831-425-7002

## **Pacific Elementary School District**

Board of Trustees Meeting **Tuesday, February 19<sup>th</sup>, 2019** @ **4:00 PM** Pacific Elementary School, Davenport, CA

#### **Pacific School Mission Statement**

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### **Board Meeting Minutes**

#### 1. OPENING PROCEDURES FOR OPEN SESSION

1.1. Call to Order

Meeting called to order at 4:00pm.

- 1.2. Roll Call & Establishment of Quorum
  - 1.2.1. Gwyan Rhabyt, Board President:

Absent

1.2.2. Don Croll, Board Trustee:

Present

1.2.3. Cari Napoles, Board Trustee:

Present

- 1.3. Approval of the agenda for February 19<sup>th</sup>, 2019
  - 1.3.1. Agenda deletions, additions, or changes of sequence

Mr. Croll moved approval. Seconded by Ms. Napoles. Approved unanimously.

#### 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.

The following people addressed the trustees:

- Ms. Bird spoke re concerns about the behavior of a particular student and the need for a more restrictive setting.
- Ms. King spoke of the need to support the other students in the class with tools and to use the issue as a teachable moment.
- Ms. Tinkey expressed concerns about the experiences of her daughter with a particular student and her worries about the potential for worse events transpiring in the future, and the lack of consequences.
- Ms. Fisher spoke about an incident with her son and how she was not contacted. She feels that there is a need for diversity training and for parents needing to be notified when things happen.
- Ms. Sidel spoke about the need to support the struggling student and concern about how the kids don't see a world where the adults are able to keep them safe.

#### 3. **REPORTS**

3.1. Superintendent Report

Mr. Gross shared the following:

- Mr. Gross, Ms. Bird, and Ms. Hettenhausen recently attended two days of BaySci Training. He has applied for two more teachers to attend next year.
- Mr. Gross recently attended the Superintendents Symposium, which was very informative and useful.
- Linda Darling Hammond was appointed by Governor Newsome.
- The Safety Plan rewrite must be board approved by 3/1; therefore there is a need for a special board meeting on 2/29/19.
- There are leaks in the roof above the kitchen, the FoodLab shed, the Life Lab shed, and Room #6 (Lower IS).
- Pacific is advertising for an Upper IS teacher: there are currently 6 applicants. We will continue advertising the position as .75 FTE (consistent with the other IS position at .75 FTE).
- Mr. Gross spoke with Kurt Madden about charter schools & a summer program. He will talk further with him about bringing a proposal for a summer program.
- Mr. Gross asked if the board was interested in voting for a CSBA representative, but they were not.
- Pacific received a \$500 grant from Wharf to Wharf to help pay for gopher control, which will encourage students to run safely.
- Pacific is in "PIR" because 2 Special Education students used a 100s chart on CAASPP. The school will need to submit a corrective plan for approval.
- The instructional calendar will be on next agenda now that SCCS has finalized

their calendar

- Capital Advisors predicts a slightly positive state education budget.
- 3.2. Board Member Reports

None

3.3. School Site Council Report

Last meeting canceled due to storm

- 3.4. Parents Club Report
- The Parents club met on 2/12/19
- Michelle Collins was elected as the new Treasurer
- Bingo Night is scheduled for 5/31/19.
- The Art & Wine event is scheduled for 2/29/19.
- The Parents Club received an \$800 donation from Facebook; the Annual Appeal has received \$3,275; they need \$10,000 to reach their annual goal.
- The next meeting will be at Cemitas and the restaurant will donate a portion of the proceeds to the Parents Club.
- 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. Approval of the minutes from the Board meetings on 1/15/19 and 2/7/19
  - 4.2. Approval of Warrant Lists
  - 4.3. Budget Perspectives Workshop by Capitol Advisors
  - 4.4. 2018 CAASPP data
  - 4.5. First Interim Financial Report Positive Certification
  - 4.6. Annual Financial Report Audit had zero findings

Mr. Croll moved approval. Seconded by Ms. Napoles. Approved unanimously.

#### PUBLIC HEARINGS

None

#### 5. BOARD RESOLUTIONS

- 5.1. Resolution 2019-6 Support Prop. 58 & English Learner Roadmap
- Mr. Croll moved approval. Seconded by Ms. Napoles. Approved unanimously.
  - 5.2. Resolution 2019-8 Temporary Cash Loans
- 6. Mr. Croll moved approval. Seconded by Ms. Napoles. Approved unanimously.

#### 7. ITEMS TO BE TRANSACTED AND/OR DISCUSSED

7.1. Enrollment Lottery – Staff will conduct a lottery for enrollment slots for the 2019-20 school year

Ms. Tierney conducted the enrollment lottery via a random sorting program (random.org). Priority lists were established for each grade level in each instructional program. Parents will be contacted soon with the results.

7.2. Summer Preschool Program – Approve proposal to offer preschool program during July

Mr. Croll moved approval. Seconded by Ms. Napoles. Approved unanimously.

#### **CLOSED SESSION**

- 7.3. Public Employee Discipline/Dismissal/Release (Section 54957.6)
- 7.4. Public Employee Appointment (Section 54957)

#### 8. REPORT OF ACTIONS TAKEN IN CLOSED SESSION

There was nothing to report out of closed session.

9. **NEXT REGULAR BOARD MEETING**: 4:00PM March 19<sup>th</sup>, 2019

#### 10. ADJOURNMENT

The meeting was adjourned at 7:00pm.

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## Pacific Elementary School

www.pacificesd.org 50 Ocean Street/P.O. Box H Davenport, CA 95017 831-425-7002

## **Pacific Elementary School District**

Board of Trustees Special Meeting Friday, March 1<sup>st</sup>, 2019 @ 4:00 PM Pacific Elementary School, Davenport, CA

#### **Pacific School Mission Statement**

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### **Board Meeting Minutes**

#### 1. OPENING PROCEDURES FOR OPEN SESSION

1.1. Call to Order

Meeting called to order at 4:05pm.

- 1.2. Roll Call & Establishment of Quorum
  - 1.2.1. Gwyan Rhabyt, Board President Present
  - 1.2.2. Don Croll, Board Trustee Absent
  - 1.2.3. Cari Napoles, Board Trustee Present
- 1.3. Approval of the agenda for March 1<sup>st</sup>, 2019
  - 1.3.1. Agenda deletions, additions, or changes of sequence

Ms. Napoles moved approval; Mr. Rhabyt seconded; motion passed unanimously.

#### 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.

None.

#### 3. REPORTS

- 3.1. Superintendent Report
- Mr. Gross shared that bids are being sought for work on the hood for the kitchen.
  - 3.2. Board Member Reports
  - 3.3. School Site Council Report

The Site Council met and approved the SARC.

3.4. Parents Club Report

The Art & Wine Fundraiser is tonight.

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.

None.

#### 5. PUBLIC HEARINGS

None.

#### 6. BOARD RESOLUTIONS

None.

#### 7. ITEMS TO BE TRANSACTED AND/OR DISCUSSED

- 7.1. Safety Plan
- 8. Ms. Napoles moved approval; Mr. Rhabyt seconded; motion passed unanimously.
- 9. CLOSED SESSION
  - 9.1. Public Employee Discipline/Dismissal/Release (Section 54957.6)
  - 9.2. Public Employee Appointment (Section 54957)
  - 9.3. Student Discipline (Section 48918)

#### 10. REPORT OF ACTIONS TAKEN IN CLOSED SESSION

None

#### 11. **NEXT REGULAR BOARD MEETING**: 4:00PM March 16<sup>th</sup>, 2019

#### 12. ADJOURNMENT

Meeting adjourned at 4:30pm.

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## SSC School District and Charter School Financial Projection Dartboard 2019-20 Governor's Proposed State Budget

This version of SSC's Financial Projection Dartboard is based on the 2019-20 Governor's State Budget proposal. We have updated the cost-of-living adjustment (COLA), Consumer Price Index (CPI), and ten-year T-bill planning factors per the latest economic forecasts. We have also updated the Local Control Funding Formula (LCFF) factors. We rely on various state agencies and outside sources in developing these factors, but we assume responsibility for them with the understanding that they are general guidelines.

LCFF ENTITLEMENT FACTORS						
Entitlement Factors per ADA	K-3	4-6	7-8	9-12		
2018-19 Base Grants	\$7,459	\$7,571	\$7,796	\$9,034		
COLA at 3.46%	\$258	\$262	\$270	\$313		
2019-20 Base Grants	\$7,717	\$7,833	\$8,066	\$9,347		
Grade Span Adjustment Factors	10.4%	_	_	2.6%		
Grade Span Adjustment Amounts	\$803	_	_	\$243		
2019-20 Adjusted Base Grants	\$8,520	\$7,833	\$8,066	\$9,590		
Supplemental Grants (% Adj. Base)	20%	20%	20%	20%		
Concentration Grants	50%	50%	50%	50%		
Concentration Grant Threshold	55%	55%	55%	55%		

LCFF DARTBOARD FACTORS						
Factors 2018-19 2019-20 2020-21 2021-22 2022-23						
Department of Finance Gap Funding Percentage	100.00%	_	_	_	_	
COLA <sup>1,2</sup>	3.70%	3.46%	2.86%	2.92%	2.90%	

PLANNING FACTORS						
Fa	2018-19	2019-20	2020-21	2021-22	2022-23	
Statutory COLA <sup>3</sup>		2.71%	3.46%	2.86%	2.92%	2.90%
California CPI		3.58%	3.18%	3.05%	2.92%	3.15%
California Lottery	Unrestricted per ADA	\$151	\$151	\$151	\$151	\$151
Camoma Lottery	Restricted per ADA	\$53	\$53	\$53	\$53	\$53
Mandate Block Grant	Grades K-8 per ADA	\$31.16	\$32.24	\$33.16	\$34.13	\$35.12
(District)	Grades 9-12 per ADA	\$59.83	\$61.90	\$63.67	\$65.53	\$67.43
Mandate Block Grant	Grades K-8 per ADA	\$16.33	\$16.90	\$17.38	\$17.89	\$18.41
(Charter)	Grades 9-12 per ADA	\$45.23	\$46.79	\$48.13	\$49.54	\$50.98
One-Time Discretionary Funds per ADA		\$184	_	_	_	_
Interest Rate for Ten-Year Treasuries		2.87%	3.19%	3.19%	3.20%	3.30%
CalPERS Employer Rate <sup>4</sup>		18.062%	20.70%	23.40%	24.50%	25.00%
CalSTRS Employer Rate <sup>5</sup>		16.28%	17.10%	18.10%	18.10%	17.60%

STATE MINIMUM RESERVE REQUIREMENTS				
Reserve Requirement	District ADA Range			
The greater of 5% or \$67,000	0 to 300			
The greater of 4% or \$67,000	301 to 1,000			
3%	1,001 to 30,000			
2%	30,001 to 400,000			
1%	400,001 and higher			

<sup>&</sup>lt;sup>1</sup>Target for LCFF was achieved in the 2018-19 fiscal year, therefore, any growth in LCFF revenues in future years will be attributable to the application of the COLA to the base grant.

<sup>&</sup>lt;sup>5</sup>Rates for 2019-20 and beyond are subsidized in Governor Newsom's Budget Proposal.



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<sup>&</sup>lt;sup>2</sup>2018-19 rate includes statutory COLA of 2.71% plus an augmentation of 0.99% represented by an additional \$670 million for school districts and charter schools. County offices of education receive only the statutory COLA.

<sup>&</sup>lt;sup>3</sup>Applies to Special Education, Child Nutrition, Preschool, Foster Youth, American Indian Education Centers/American Indian Early Childhood Education and Mandate Block Grant.

<sup>&</sup>lt;sup>4</sup>Rate is final for 2018-19 fiscal year.

## **California's Education System**

A 2019 GUIDE







Early Education

K-12 Education

Adult Precollegiate Education



Education





Legislative Analyst's Office

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# Introduction

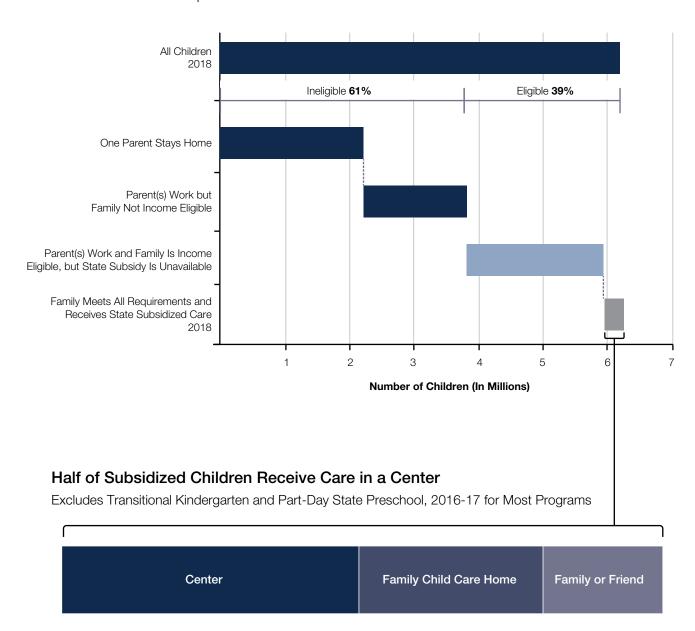
California has a vast and complex education system. It is filled with an array of educational entities—from preschool centers to high schools and law schools. The missions of these entities range from helping kindergarteners learn to read to providing adults instruction in English as a second language to supporting students as they train for their career aspirations. Funding for education is intricate too, with some costs covered by local, state, and federal governments and other costs supported by students and their families. Given California's education system has so many facets, even those who have been immersed in it for years can at times feel daunted trying to understand it and keep apprised of all that is changing within it. For state policy makers who need to be familiar with this system and who make important decisions that shape and reshape it, this report is designed for you. It is intended to help you learn as much as possible about the system as quickly as possible.

The report covers every major area of California's education system, with chapters on early education, K-12 education, adult precollegiate education, undergraduate education, graduate education, and education facilities. Throughout the report, we rely almost entirely upon state and federal government data sources and cite the most readily available data. Within each chapter, we tend to focus on the students who are served, the state programs designed to serve them, the funds supporting those programs, how program funding is spent, and what is known about outcomes in that area. As you journey through the report, you will be exposed to information on everything from student diversity and achievement gaps, to student aid and borrowing, to faculty salaries and rising pension costs, to the requirements for becoming a teacher or doctor in California. We hope the report is a helpful reference guide for you.



### State Provides Subsidized Care to a Small Portion of Eligible Children

2016 Unless Otherwise Specified



### Nearly Half of Children Receiving Subsidized Care Are School Age

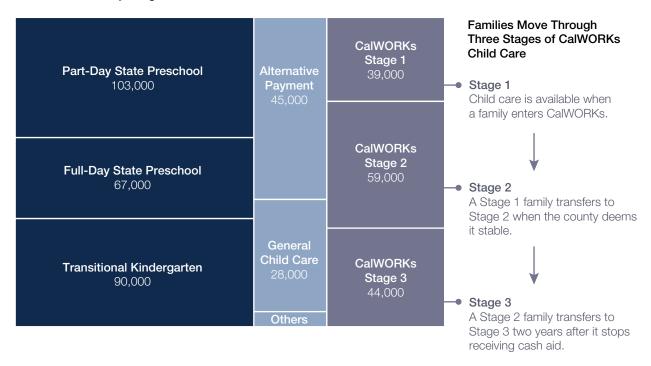
Excludes Transitional Kindergarten and Part-Day State Preschool, 2016-17 for Most Programs

Infant	Toddler	Preschool	<b>School Age</b> (Ages 6-12)
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EARLY EDUCATION 3

#### California Subsidizes Many Child Care/Early Education Programs

Number of Slots by Program, 478,000 Total Slots, 2018-19



#### Each Program Has Specific Eligibility Requirements

For most subsidized child care programs, parents must be low income and working or in school. Currently, a family is eligible to enter the subsidized child care system if its income is at or below 70 percent of the state median income (SMI). In 2018-19, this equated to \$54,027 for a family of three. Starting July 1, 2019, the entering income cap is set to increase to 85 percent of the SMI—equating to a roughly \$10,000 increase in the cap.

Program	Key Eligibility Requirements
CalWORKs Child Care	<ul> <li>Family is low income.</li> <li>Parent(s) work or are in school.</li> <li>Child is under age 13.</li> <li>Slots are available for all eligible children.</li> </ul>
Alternative Payment and General Child Care	<ul> <li>Family is low income.</li> <li>Parent(s) work or are in school.</li> <li>Child is under age 13.</li> <li>Slots are limited based on annual budget appropriation.</li> </ul>
State Preschool	<ul> <li>Family is low income.</li> <li>Child is age 3 or 4.</li> <li>If parent(s) work or are in school, child is eligible for full-day program.</li> <li>Slots are limited based on annual budget appropriation.</li> </ul>
Transitional Kindergarten	<ul> <li>Child is age 4 with a birthday between September 2 and December 2.</li> <li>Slots are available for all eligible children.</li> <li>Program has no income or work requirement.</li> </ul>

EARLY EDUCATION

#### Standards Vary by Program

Current Standards for Licensed Centers, Infant Care

Standard	CalWORKs Child Care and Alternative Payment	General Child Care and State Preschool
Health and Safety	Certain health and safety standards, such as cleaning ed to children.	quipment must be stored in a location inaccessible
Staffing Qualifications	Child Development Associate Credential or 12 units in early childhood education/child development.	Child Development Teacher Permit (24 units in early childhood education/child development plus 16 general education units).
Staffing Ratios	1:12 teacher-to-child ratio and 1:4 adult-to-child ratio.	1:18 teacher-to-child ratio and 1:3 adult-to-child ratio.
Developmental Activities	None (but some providers offer such activities).	Certain developmentally appropriate activities, such as using toys that develop fine motor skills.
Oversight	Unannounced visits by Community Care Licensing (a division of the Department of Social Services) every three years or more frequently under special circumstances.	Same, but also onsite reviews by California Department of Education every three years (or as resources allow) and annual self-assessments.

Standards are somewhat different for different settings and age groups. For example, staff at a family child care home need 15 hours of health and safety training instead of a credential or permit. All child care staff, including license-exempt providers, must pass a criminal background check. License-exempt providers do not need to meet any of the requirements listed above. These providers are limited to serving children from only one family at a time.

#### Every Year, State Funds Efforts to Improve Program Quality

Federal law requires states to spend a certain amount each year on improving the quality of child care and preschool programs. In 2018-19, California spent \$190 million on its improvement efforts. As the pie chart shows, about 40 percent of expenditures were for supporting QRIS, which rates participating child care and preschool programs and helps them achieve and maintain high ratings.



#### State Funds Programs in Different Ways

# CalWORKs Child Care and Alternative Payment

#### **Vouchers**

- State gives a family a voucher.
- Families may send their children to voucher-based centers or family child care homes or have family or friends provide care.
- State relies on regional agencies to verify attendance and pay providers.

# General Child Care and State Preschool

#### **Direct Contract**

- State contracts with a provider to serve a set number of children.
- Families may send their children to direct-contract based centers or family child care homes.
- State reimburses provider for filled slots.

#### **Transitional Kindergarten**

#### **Local Control Funding Formula**

- Families may send their children to a nearby public school.
- School district reports attendance.
- State funds the school district for each enrolled child.

#### Per-Child Subsidies Vary by Program, Setting, and Age

Annual Full-Time Rates Unless Otherwise Noted, 2018-19

# **Regional Market Rate Averages**Applies to Voucher-Funded Providers

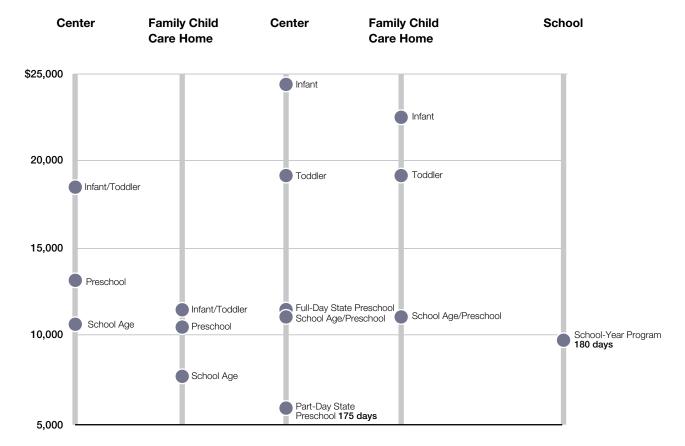
Applies to Voucher-Funded Providers Based on Biennial Market Survey

#### Standard Reimbursement Rate

Applies to Contract-Funded Providers Set Annually by State

#### **Local Control Funding Formula**

Applies to School Districts Set Annually by State

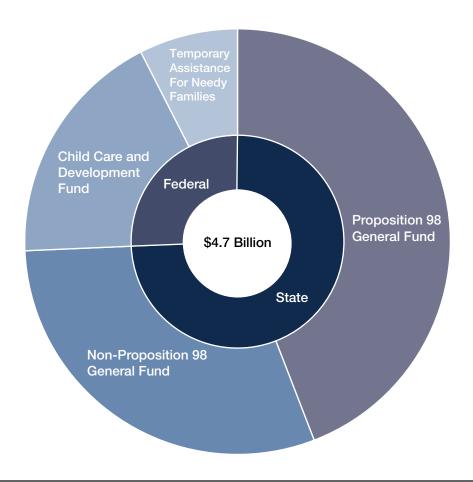


Full-time rates reflect a minimum 6.5 hour day for 250 days per year.

EARLY EDUCATION 6

# Mix of Funds Support Child Care/Early Education Programs in California

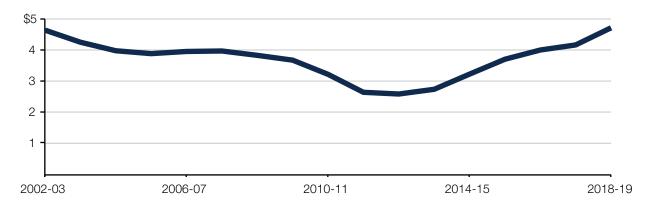
2018-19

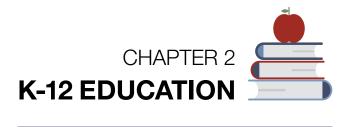


The share of state funding has increased over the past 10 years—growing from 65 percent in 2008-09 to 74 percent today. The increase is attributable to the state creating the Transitional Kindergarten program and expanding its State Preschool program.

### Funding for Child Care/Early Education Is at All-Time High

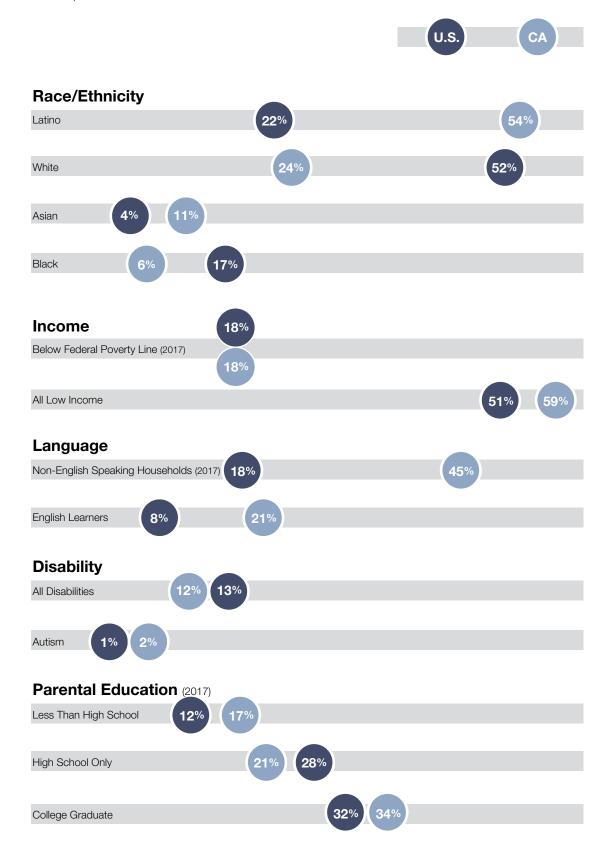
Total State and Federal Funding, 2018-19 Dollars (In Billions)





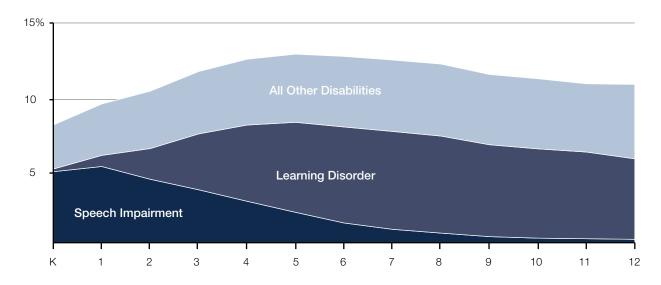
### California's K-12 Student Population Differs From Nation

Fall 2015 Data, Unless Otherwise Noted



#### Disabilities Affect About One in Ten K-12 Students

Share of Enrollment by Disability Type and Grade, 2017-18



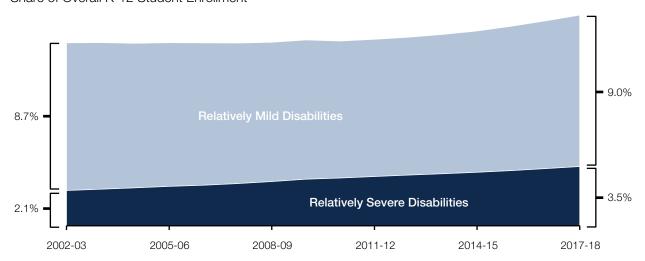
# Students With Disabilities Receive Individualized Education Programs

Illustrative Goals and Actions

Age: <b>6</b>	Age: <b>12</b>	Age: <b>18</b>
Disability: Speech Impairment	Disability: <b>Dyslexia</b>	Disability: <b>Autism</b>
Goal: Clearly Articulate Words	Goal: Read at Grade Level	Goal: <b>Develop Job Skills</b>
Action: Weekly Speech Therapy	Action: Weekly Work With Specialist	Action: Subsidized Part-Time Work

### **Growing Share of Students Has Relatively Severe Disabilities**

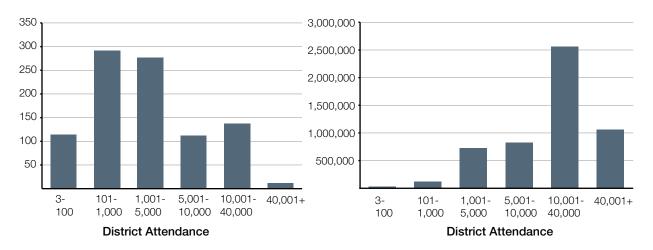
Share of Overall K-12 Student Enrollment



#### Although Many Districts Are Small, Most K-12 Students Attend Large Districts

Number of Districts by Size, 2017-18

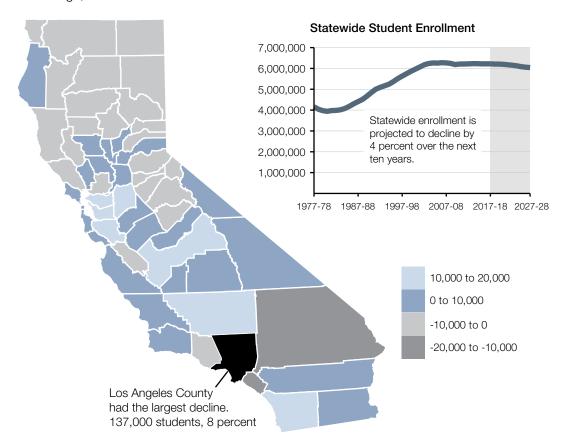
Student Attendance by District Size, 2017-18



California has 944 school districts, averaging 5,600 students each. The largest district is Los Angeles Unified with more than 400,000 students.

#### K-12 Enrollment Trends Vary Greatly Across State

Enrollment Change, 2008-09 to 2017-18

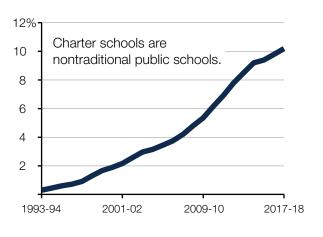


# Charter Schools Follow Statutory Process for Opening and Operating

# Charter School Enrollment Has Been on Steady Climb Upward

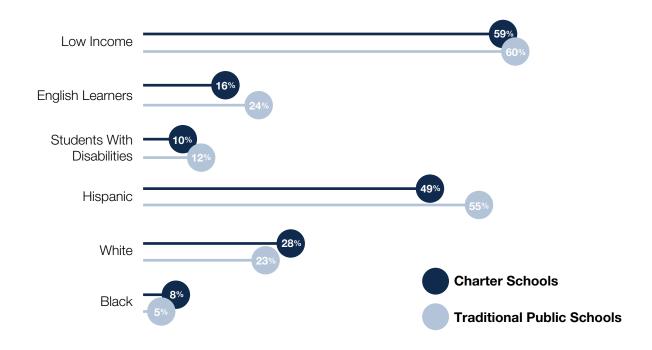
Charter Schools as Share of Overall Enrollment





#### On Average, Charter Schools Serve Students Similar to Other Public Schools

Share of Overall Enrollment, 2017-18



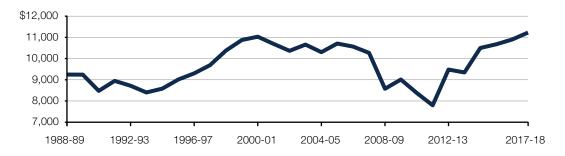
#### California Schools Rely Heavily on State Funding

Total Operational and Capital Funding by Source, 2015-16



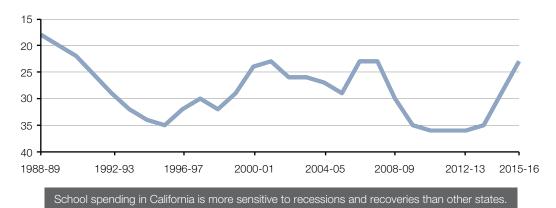
#### School Funding Is at an All-Time High

State and Local Operational Funding Per K-12 Student, 2017-18 Dollars



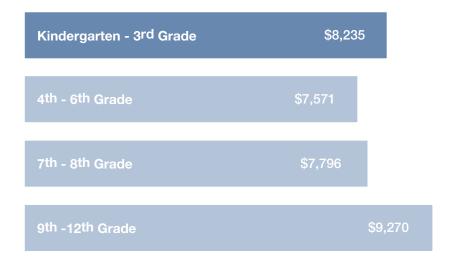
### California School Spending Ranks in the Middle of States

Rank Among the 50 States and Washington D.C.



#### State Provides Schools Equal Base Funding Per Student

Base Local Control Funding Formula (LCFF) Rates by Grade Span, 2018-19



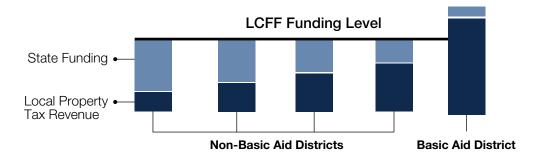
# State Provides Additional Funding for English Learners and Low-Income (EL/LI) Students

LCFF Rates Per Student for Grades K-3 Based on District EL/LI Share, 2018-19

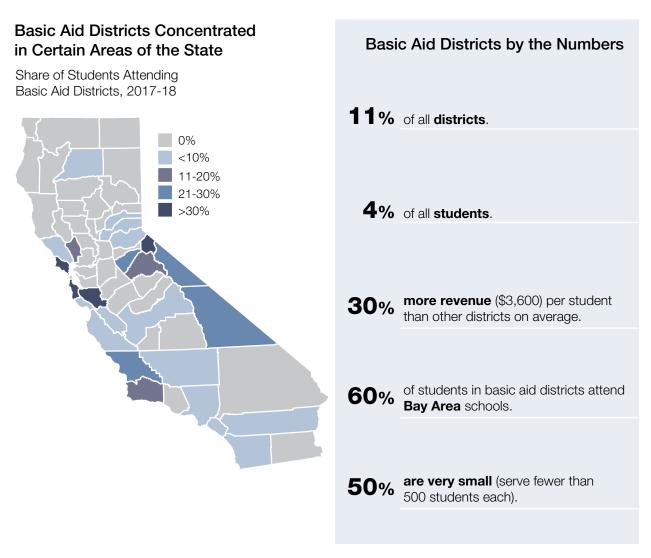


#### "Basic Aid" Districts Receive More Funding Per Student

Most districts receive a combination of state and local funding at a level determined by the Local Control Funding Formula (LCFF).

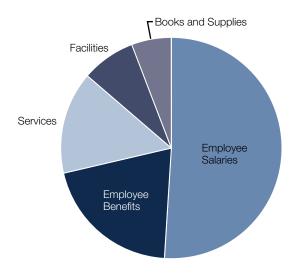


Basic aid districts receive local property tax revenues above the LCFF funding level. Under the California Constitution, they still receive \$120 per student in basic aid state funding.



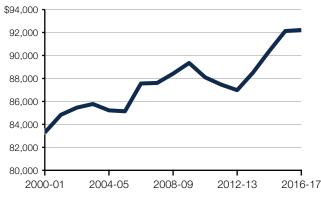
### Staff Compensation Is **Largest School Expenditure**

\$85 Billion Total Expenditures, 2016-17



#### Teacher Compensation Is on the Rise

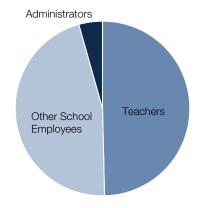
Salary and Health Benefits, 2016-17 Dollars



- The California State Teachers' Retirement System (CalSTRS) administers pensions for teachers, administrators, and other employees with a state credential. The California Public Employees' Retirement System (CalPERS) covers all other types of school employees.
- CalSTRS is in the midst of implementing a state plan that raises district contribution rates through 2020-21. The plan is designed to address CalSTRS unfunded liabilities over the next few decades. The governing board of CalPERS also is increasing district rates.
- Total district pension costs are expected to reach \$9.5 billion by 2020-21, an increase of \$6.3 billion over the 2013-14 level.

#### **Teachers Comprise** About Half of School Staff

600,000 Total Employees, 2016-17

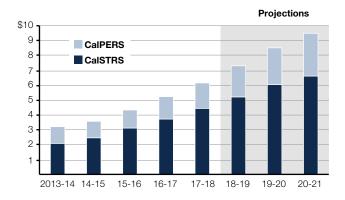


#### Statewide Staffing Ratios

- 1 Teacher: 21 Students
- 1 Administrator: 231 Students
- 1 Other School Employee : 22 Students
- In inflation-adjusted terms, average statewide teacher compensation was \$8,900 (11 percent) higher in 2016-17 than 2000-01.
- Increases in health benefit expenditures accounted for about two-thirds of compensation growth over the period, whereas salary increases accounted for about one-third. (These figures exclude pension-related increases.)

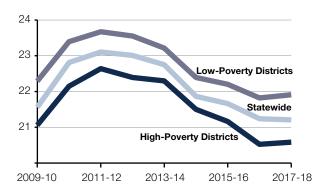
# **District Pension Costs Are Growing Notably**

School District Contributions (In Billions)



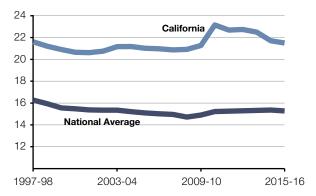
#### Student-to-Teacher Ratio Has Been Declining

Number of Students Per Teacher



# California's Ratio Is Consistently Higher Than National Average

Number of Students Per Teacher

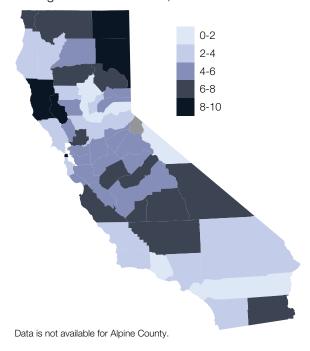


### Certain Regions, Districts, and Subject Areas Tend to Have More Difficulty Recruiting Teachers

- Permits and waivers allow districts to hire or assign teachers who are not fully credentialed in an applicable subject area. They provide one indicator of unmet demand for credentialed teachers.
- Permits and waivers are typically valid only for one year. In 2016-17, the California Commission on Teacher Credentialing issued around 8,000 permits and waivers.
- As the charts below show, certain parts of the state, high-poverty districts, and the special education subject area tend to have higher rates of teachers working on permits or waivers.

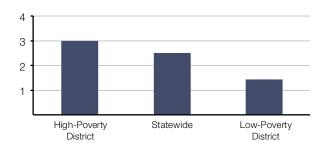
#### **Waivers and Permits by County**

Average Per 100 Teachers, 2016-17



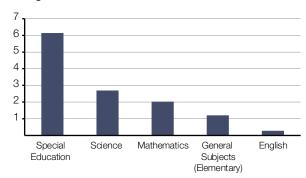
#### **Waivers and Permits by District Poverty Level**

Average Per 100 Teachers, 2016-17



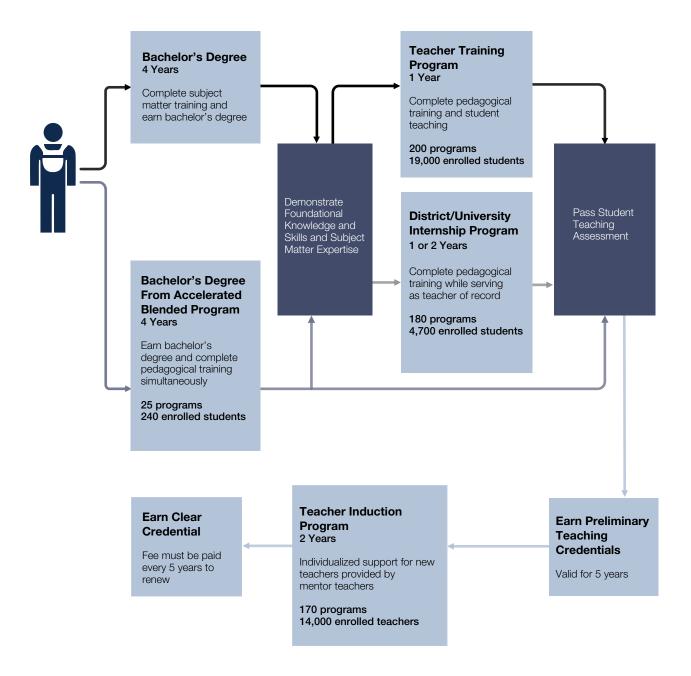
#### **Waivers and Permits by Subject Area**

Average Per 100 Teachers, 2016-17



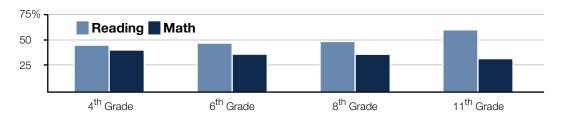
#### Most California Teachers Prepared Via a Five-Year Pathway

2016-17



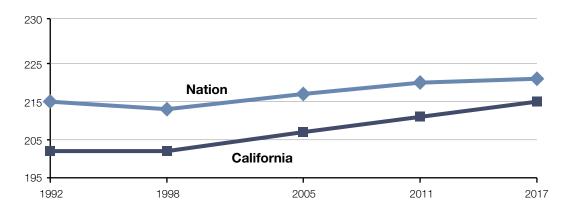
#### Fewer Than Half of K-12 Students Meet State Standards

Percentage Meeting Standards, Spring 2018



#### California Students Score Below National Average

Average Score on National Assessment of 4th Grade Reading



In 2017, states' average 4<sup>th</sup> grade reading score ranged from a high of 236 to a low of 207. Scores follow a similar pattern for other grade levels and subjects.

#### Low Group Non-Low **Achievement Gaps Exist** Income Average Income Average Percentile Rank on State Tests, Spring 2017 54th Hispanic 36th 39th 70<sup>th</sup> White 45th 60th **Black** 27th 32nd 46th Asian 62<sup>nd</sup>

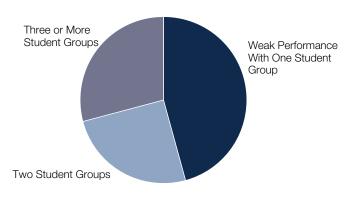
# State Measures District Performance in Four Key Areas

Area	State Measure
Student Achievement	Test Scores
Student Engagement	Chronic Absenteeism Graduation Rate
School Climate	Suspension Rate
Postsecondary Transitions	College and Career Indicator

In fall 2018, the state **identified 374 districts** as having poor performance for at least one student group in two or more areas. (This count includes 31 county offices of education.)

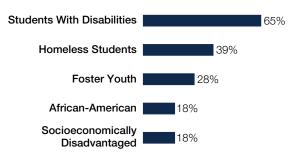
### Almost Half of Identified Districts Have Poor Performance With Only One Student Group

Share of Identified Districts



# Students With Disabilities Most Common Group With Poor District Performance

Share of Identified Districts by Student Group With Performance Problem

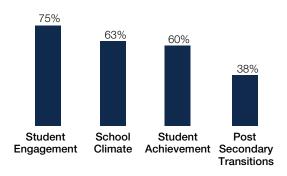


# Performance Measured for 13 Student Groups

English Learners
Socioeconomically Disadvantaged
Foster Youth
Homeless Youth
Students With Disabilities
American Indian
Asian
African American
Filipino
Hispanic
Pacific Islander
Two or More Races
White

# Student Engagement Most Common Performance Problem

Share of Identified Student Groups by Performance Problem



Districts identified with a performance problem may find a team of experts to help them improve, work with their county office of education to find such a team, or seek support directly from their county office of education.

#### State Has Process for Overseeing School Districts' Budgets

#### **Ongoing Monitoring**

County offices of education (COEs) review the fiscal health of all their school districts at least two times per year. Based upon these reviews, each district receives one of the following ratings:



Positive: The district will meet its obligations for the current and upcoming two years.



Qualified: The district may be unable to meet its obligations for the current or upcoming two years.



**Negative:** The district will be unable to meet its obligations for the current or upcoming year without corrective action.

#### **Technical Assistance and Intervention**

If a district receives a qualified or negative rating, its COE undertakes at least one first-level intervention. Second-level interventions follow if the district's budget does not improve.

#### **Typical First-Level Interventions:**



- Require district to provide additional information or updated projections.
- Assign the district a fiscal expert.
- Require district to develop its own plan for improving its fiscal health.



#### Typical Second-Level Interventions:

- Directly assist the district in developing a plan for improving its fiscal health.
- Impose revisions to district's budget.
- Veto actions of district's governing board.

#### **Emergency Loan Process**

If a district's budget deteriorates to the point that it will run out of cash:



**Legislature Authorizes Emergency Loan.** The Legislature authorizes a direct appropriation to the district from the state General Fund.



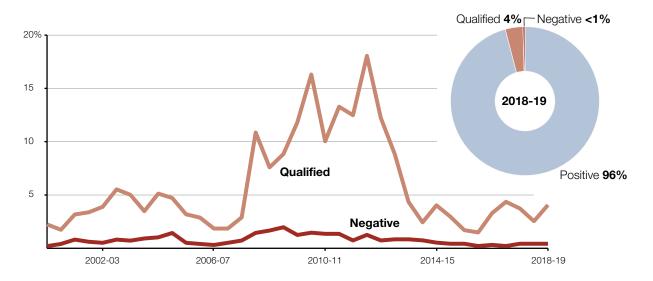
**District Loses Local Control.** The district's superintendent is fired and its local governing board loses all authority. An external administrator assumes control of the district and implements a fiscal recovery plan.



**A Trustee Remains Until Loan Is Repaid.** The district's governing board gradually regains authority from the administrator as it improves its management and fiscal condition. After the administrator departs, a trustee is appointed with the ongoing power to veto local board actions.

### School Districts in Fiscal Distress at Historically Low Levels

Share of School Districts by Fiscal Status



During the 12 years prior to 1991, 26 districts requested emergency loans spurring the state to create the current fiscal oversight process.

### Since 1991, Only Nine School Districts Have Requested Emergency Loans

School District	Year of Legislation	Current Oversight	Loan Amount	Loan Pay Off
Inglewood Unified	2012	Administrator	\$29 million	2033
South Monterey County Joint Union High	2009	Trustee	\$13 million	2028
Vallejo City Unified	2004	Trustee	\$60 million	2024
Oakland Unified	2003	Trustee	\$100 million	2023
West Fresno Elementary	2003		\$1.3 million	2010
Emery Unified	2001		\$1.3 million	2011
Compton Unified	1993		\$20 million	2001
Coachella Valley Unified	1992		\$7.3 million	2001
West Contra Costa Unified	1991		\$29 million	2012

The top four districts have active loans. Their loan pay-off dates reflect the life of their loans. Most districts with retired loans paid off their loans early.



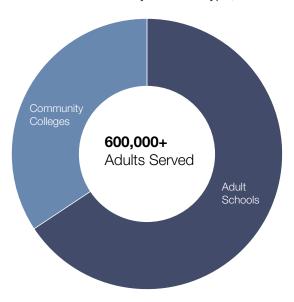
# California Uses Regional Consortia to Plan Adult Education Offerings

In 2013-14, the state restructured its adult education program to improve regional coordination. Under the restructuring, 71 adult education consortia were created. A typical consortium includes 1 community college district and about 5 adult schools (operated by school districts). Each consortium develops a regional adult education plan every three years and updates it annually.



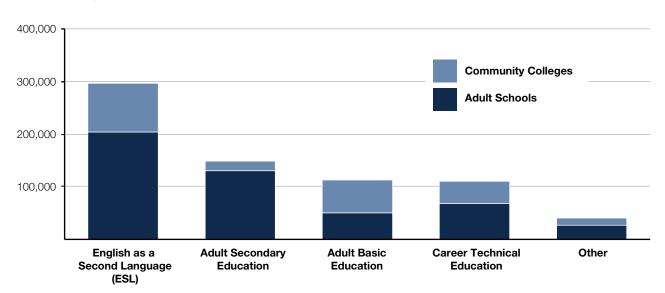
# Adult Schools Have Notably Higher Adult Education Enrollment

Share of Headcount by Provider Type, 2016-17



# ESL Is Largest Adult Education Instructional Area

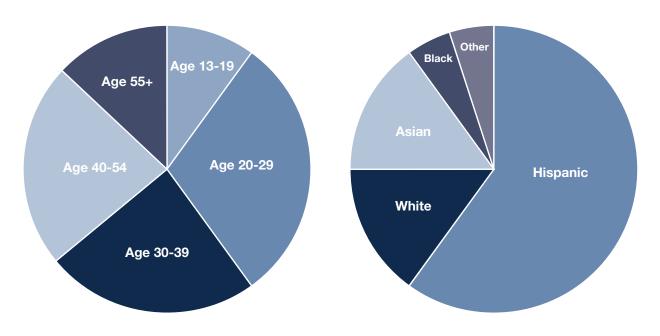
Headcount by Instructional Area, 2016-17



#### **Adult Education Serves Broad Spectrum of Students**

Students by Age Group, 2016-17

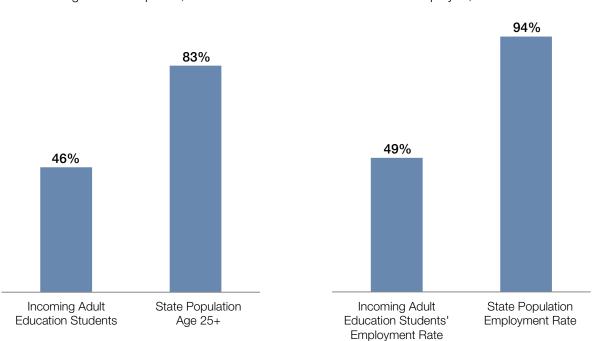
Students by Ethnicity, 2016-17



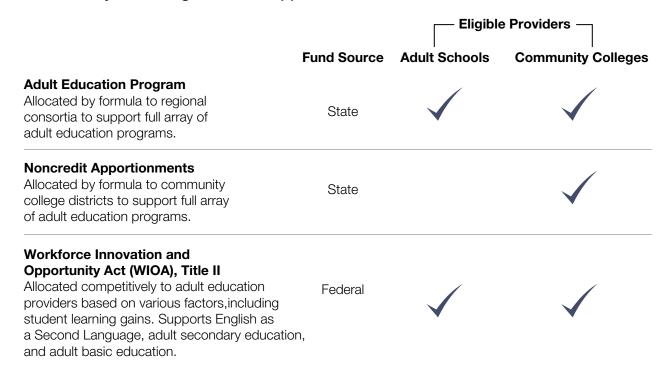
# Compared to State Population, Adult Education Students Are Less Likely to...

Have High School Diploma, 2016-17

Be Employed, 2016-17

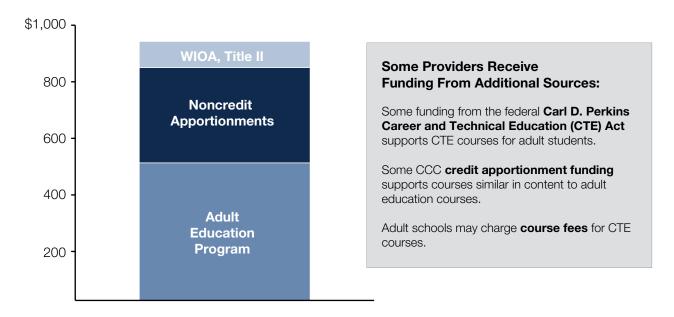


#### Several Major Funding Sources Support Adult Education



#### State Is Primary Source of Adult Education Funding

Major Funding Sources, 2017-18 (In Millions)



Since the state restructured its adult education program in 2013-14, it has had no comprehensive data on program outcomes. The limited data that is available is insufficient to draw meaningful conclusions. State agencies report that data improvement efforts are underway.

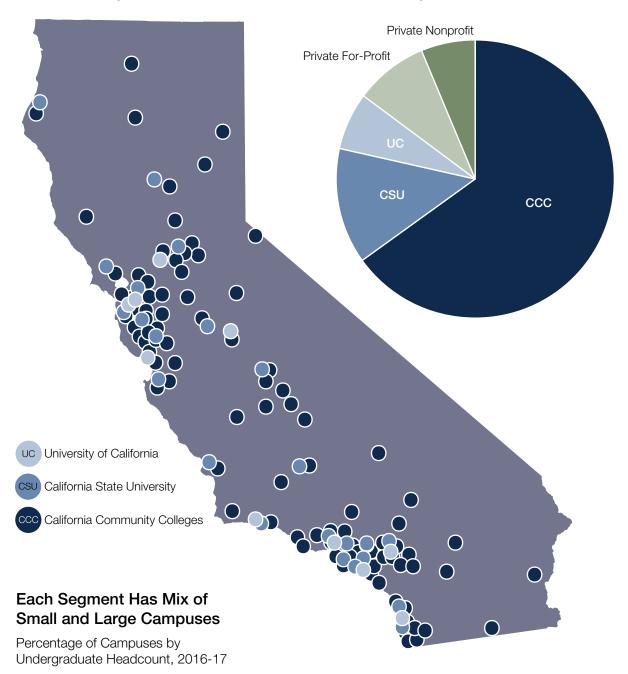


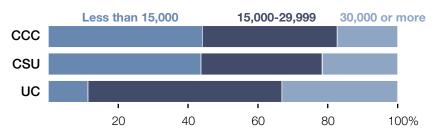
# California Has an Extensive Higher Education System

Campuses by Segment, 2017-18

# CCC Enrolls Nearly Two-Thirds of All Undergraduates

Share of Undergraduate Headcount, 2016-17

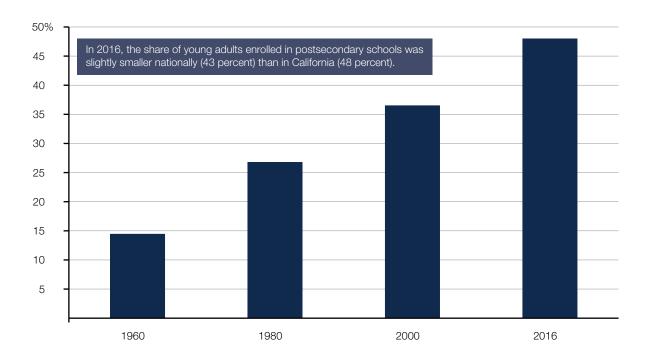




UC undergraduates take an average of 29 units per year, compared to 24 units at CSU and 13 units at CCC. (A student taking 30 units per year could graduate in four years at UC and CSU and two years at CCC.)

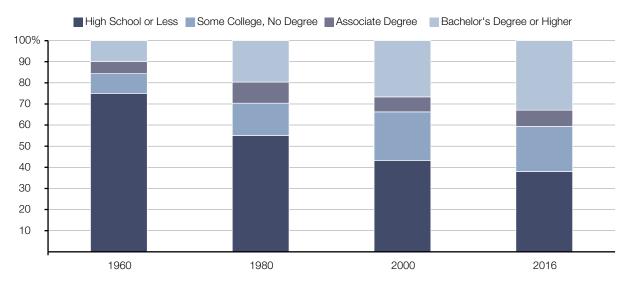
#### Share of Young Adults in California Attending College Has Been Increasing

Percent of Individuals Age 18-24 Enrolled in Degree-Granting Postsecondary Schools



#### Educational Attainment Also Has Been Increasing in California

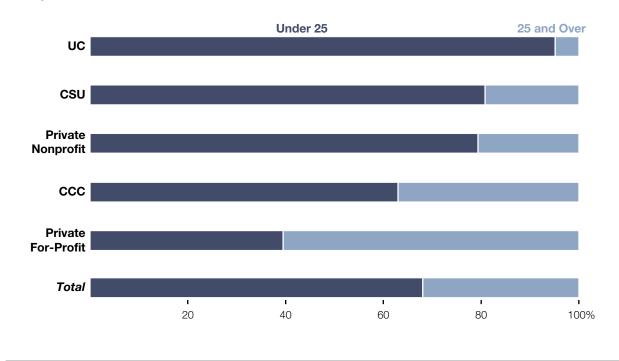
Educational Attainment of Individuals Age 25 Years or Older



In 2016, a slightly larger share of adults had a high school diploma or less nationally (40 percent) than in California (38 percent), and a slightly smaller share had a bachelor's or degree or higher nationally (31 percent ) than in California (33 percent).

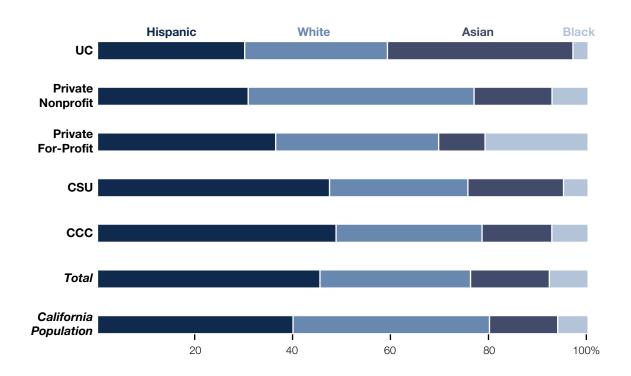
### Almost One-Third of Undergraduates Are Age 25 and Older

Undergraduate Headcount, Fall 2015



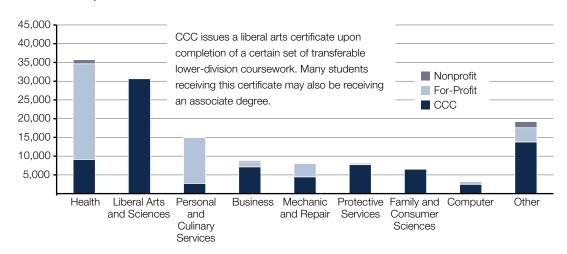
# The Racial/Ethnic Composition of the Undergraduate Student Body Varies by Segment

Undergraduate Headcount, Four Largest Groups, 2016-17



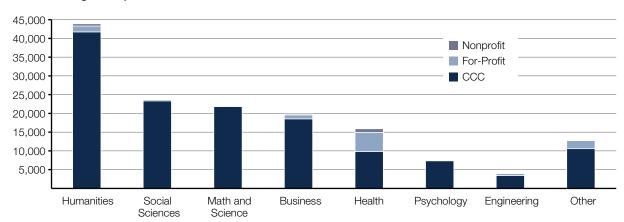
#### Health and Liberal Arts Are Most Common Fields for Certificates

Certificates by Field, 2016-17



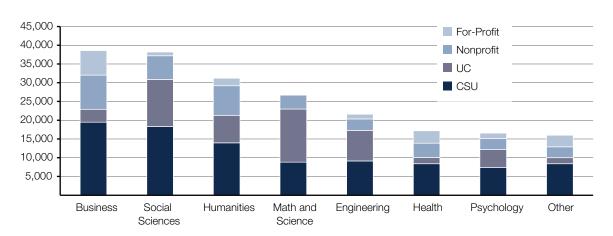
#### **Humanities Is Most Common Field for Associate Degrees**

Associate Degrees by Field, 2016-17



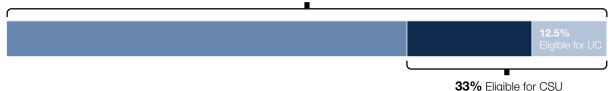
#### Business and Social Sciences Are Most Common Fields for Bachelor's Degree

Bachelor's Degree by Field, 2016-17



#### California's Freshman Eligibility Policy for High School Graduates Has Three Tiers

100% Eligible for CCC



#### For UC and CSU Admissions:

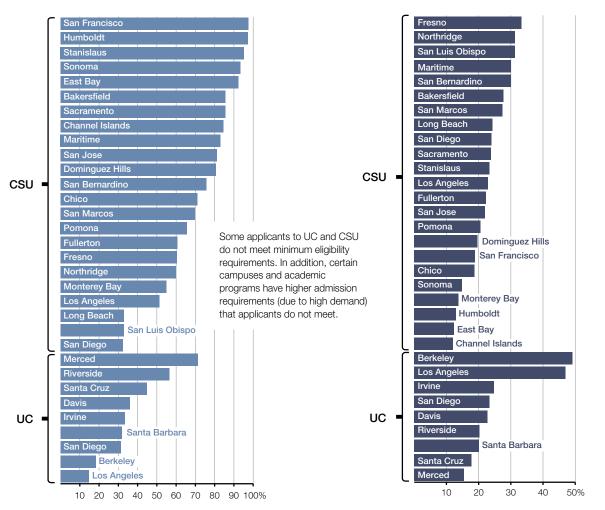
- High school students must complete college preparatory coursework (known as "A through G") with a minimum grade point average (GPA) of 3.0 and 2.0, respectively.
- UC also requires all applicants to take the SAT or ACT.
- CSU requires only those applicants with a GPA below 3.0 to take the SAT or ACT.
- The lower the GPA, the higher the test score needed.

#### Freshman Acceptance Rates Vary Notably Across Campuses

California Applicants, Fall 2017

# Freshman Enrollment Rates Also Vary Notably Across Campuses

California Admits, Fall 2017



### Community College Students Must Meet Several Requirements to Be Eligible for Transfer to UC or CSU

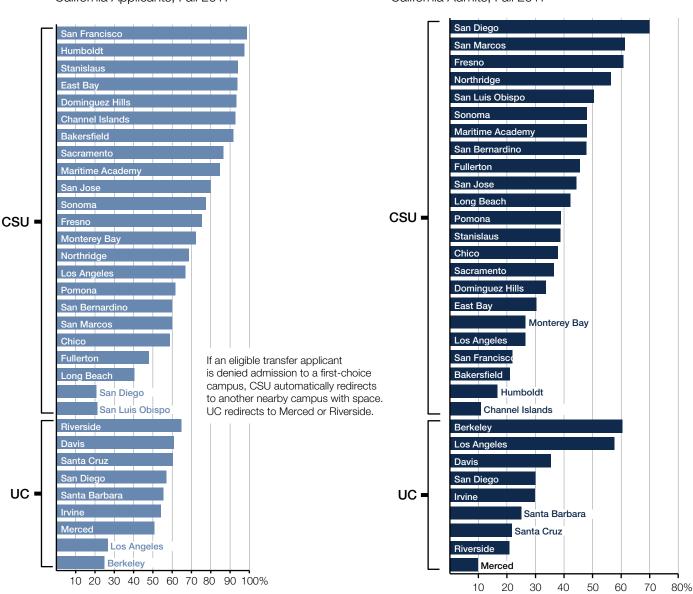
Transfer Requirements:	CSU	UC	
Complete 60 semester units of transferable coursework	X	X	
Within the 60 units, complete specified number of core courses	10 Courses	7 Courses	
Achieve minimum GPA in transferable coursework	2.0	2.4	

# Transfer Acceptance Rates Vary Across Campuses

California Applicants, Fall 2017

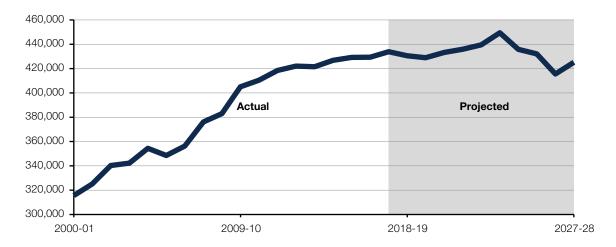
### Transfer Enrollment Rates Also Vary Across Campuses

California Admits, Fall 2017



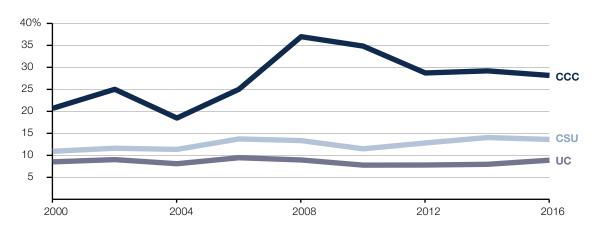
#### Number of High School Graduates Expected to Peak Soon and Then Begin Dropping

Public High School Graduates, Projections From the Department of Finance, 2018 Series



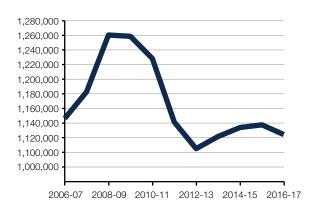
#### Participation Fluctuating at CCC, Growing at CSU, Steady at UC

Percent of California High School Graduates Enrolling at Each Segment



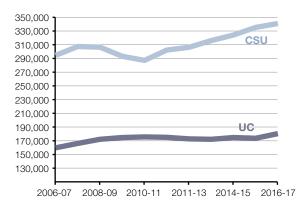
#### **CCC Enrollment Below Peak Levels**

Resident Full-Time Equivalent Students



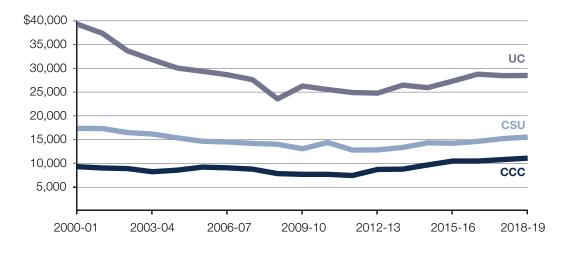
#### University Enrollment at Peak Levels

Resident Full-Time Equivalent Students



### Amount of Core Funding Varies Notably by Segment

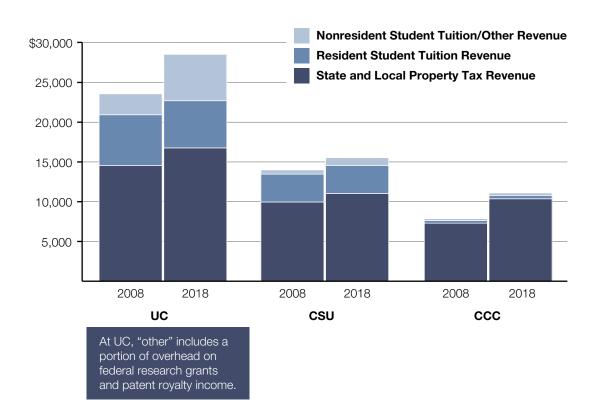
Per Full-Time Equivalent Student, 2018-19 Dollars



At UC and CSU, core funds consist primarily of state General Fund and student tuition revenue. At CCC, core funds also include local property tax revenue.

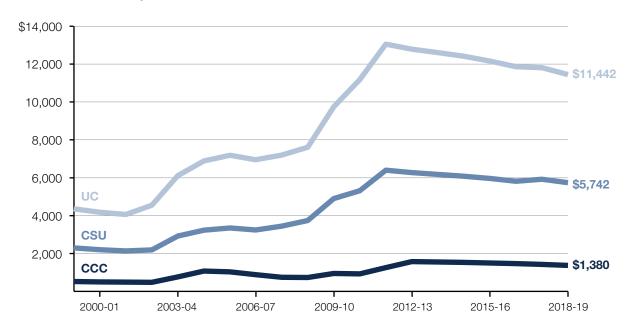
### State Is Largest Source of Higher Education Funding

Breakdown of Core Funding Per Full-Time Equivalent Student, 2018-19 Dollars



### Tuition Is Notably Higher Today Than 20 Years Ago

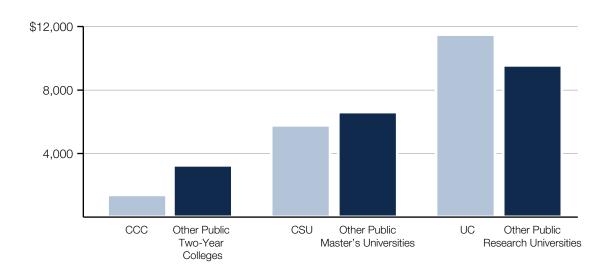
Resident Tuition Charge, 2018-19 Dollars



Students without financial need pay the rates shown. Across the three segments, about half of undergraduates receive gift aid that covers the full tuition charge.

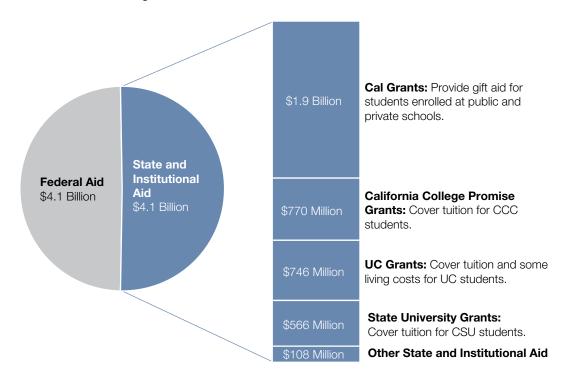
### Tuition Still Is Relatively Low at CCC and CSU, Higher at UC

Resident Tuition Charge, 2017-18



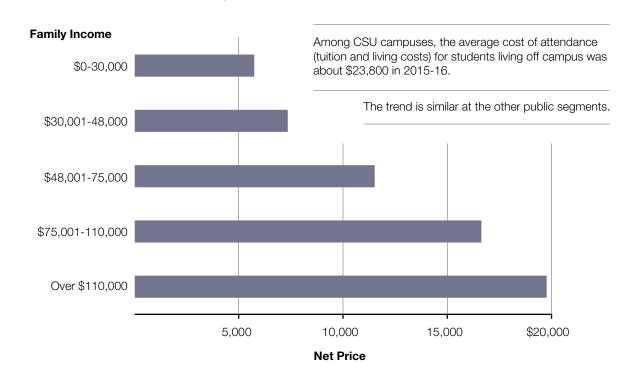
### California Students Receive Over \$8 Billion in Aid Annually

Need-Based Gift Aid for Undergraduates, 2016-17



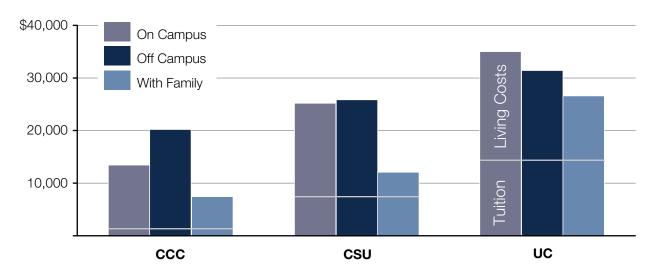
### **Net College Costs Are Lowest for Lowest-Income Students**

Cost of Attendance Less Gift Aid, Average Across CSU Campuses, 2015-16



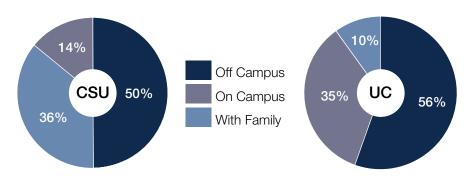
### For Most Students, Living Costs Are More Than Half of Overall Costs

Cost of Attendance by Living Arrangement, Average Across Campuses, 2017-18



### A Majority of Students Live Off Campus

Undergraduates by Living Arrangement, 2017-18



CCC does not collect comparable data for their students. Most CCC students live off campus or with family. Few CCC campuses have on-campus housing.

### Living Costs Do Not Vary Notably Across the Segments

Estimates for Students Living Off Campus as Reported by the Segments, 2017-18

	San Diego City College	San Diego State University	University of California, San Diego
Room and Board	\$13,293	\$12,761	\$12,652
Books and Supplies	\$1,854	\$1,854	\$1,198
Transportation	\$1,233	\$1,919	\$1,059
Other	\$3,006	\$1,450	\$3,462
Totals	\$19,386	\$17,984	\$18,371

### About Three-Quarters of Community College Funding Is Unrestricted

Proposition 98 Funding, 2018-19, \$9.2 Billion

### Unrestricted

The split between unrestricted and restricted funding has remained about the same over the last ten years.

Workforce Development Programs

Student Support Programs

Other

### State Recently Changed How Unrestricted Funding Is Allocated

### **Enrollment**

Virtually all unrestricted funding was allocated based upon enrollment.

**Previous Formula** 

### **Enrollment**

About 60 percent of funding will be based upon enrollment at full implementation (expected 2020-21).

Low-Income Student Outcomes Counts

New Formula Created in 2018-19

About **20 percent** is based on the number of students who receive a federal Pell Grant or need-based fee waiver.

About 20 percent will be based on performance at full implementation.

### **Subset of Outcome Measures**

2020-21, Awards by Student Type

<b>Additional</b>	Eundina	for	Each:

		Additional Funding for Each:		
Outcome Measure	All Students	Pell Grant Recipient	Need-Based Fee Waiver Recipient	
Associate degree	\$2,640	\$1,000	\$666	
Transfer-level math and English completed within first academic year	\$1,760	\$666	\$444	
9 or more career technical education units completed	\$880	\$333	\$222	

### State Has No Consistent Approach to Budgeting for the Universities

Budgetary Action	Example of Years Action Taken
Base Increase	
Provided state-funded base increase on the condition that segments did not raise student tuition.	2013-14 through 2016-17
Provided state-funded base increase while also allowing segments to raise student tuition.	2017-18
Did not provide state-funded base increase but allowed segments to raise student tuition.	2008-09
Enrollment Growth	
Did not provide enrollment growth funds or set an enrollment growth target.	2008-09, 2009-10, 2013-14
Set an enrollment target and provided enrollment growth funds.	2017-18
Set an enrollment growth target but required segment to use base increase to cover associated cost.	2016-17 (CSU only)
Set an enrollment target but required existing funds be redirected to cover associated cost.	2018-19 (UC only)
Other	
Provided funding for specific programs or initiatives.	2015-16, 2018-19
Reduced or eliminated funding for specific programs or initiatives.	2009-10 (UC only)
Allowed segments to repurpose former categorical funding as they wished.	2012-13

### Universities Decide How to Allocate State Funds



Office of the President: Central-office operations

### Systemwide Programs

UCPath (payroll system) | System Initiatives (mostly specified research and outreach programs) | Debt Service on Capital Outlay Bonds

### **Campus Allocations**

Most Campuses receive a uniform per-student amount. Campus allocations, however, are weighted to reflect the higher instructional costs for graduate and health science students.

San Francisco and Merced receive more per student, reflecting the former's emphasis on health science instruction and the latter's relatively small size.

Chancellor's Office: Central-office operations

### Systemwide Programs

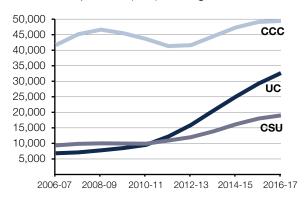
System Initiatives (mostly specified instructional and student support programs) | Debt Service on Capital Outlay Bonds

### **Campus Allocations**

Campuses typically receive additional funding for negotiated compensation increases and planned enrollment growth. Recently, the state also has provided campuses with funding for the Graduation Initiative.

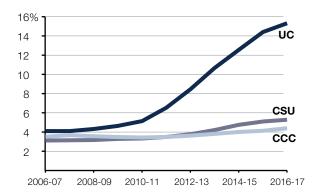
# Nonresident Enrollment Has Been Increasing at All Segments

Full-Time Equivalent (FTE) Undergraduate Students



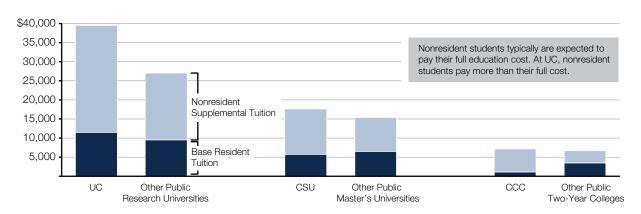
### Nonresident Students Comprise Increasingly Large Share of UC Enrollment

Nonresident Share of Undergraduate FTE Enrollment



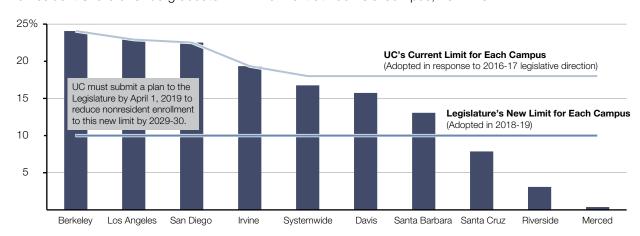
### Including Supplemental Charges, Nonresidents Pay Higher Tuition Compared to Other States

Nonresident Tuition Charges, 2017-18



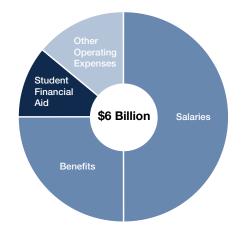
### Legislature Expects UC to Limit Nonresident Enrollment

Nonresident Share of Undergraduate FTE Enrollment at Each UC Campus, 2017-18



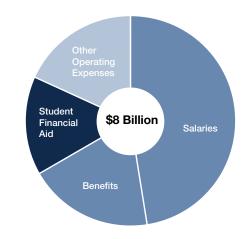
### Compensation Makes Up Large Share of Core Spending at CSU

Core Spending, 2016-17



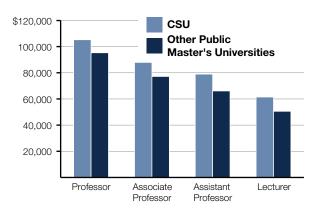
# Compared With CSU, UC Spends More on Student Aid

Core Spending, 2016-17



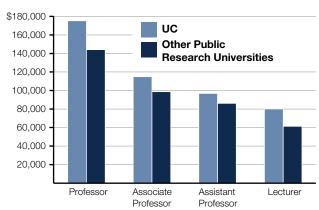
# CSU Faculty Salaries Are Higher Than Peer Institutions

Average Annual Salary, 2016-17



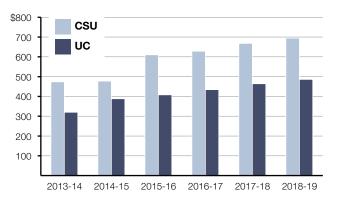
# UC Faculty Salaries Are Higher Than Peer Institutions Too

Average Annual Salary, 2016-17



### **Pension Costs Continue to Increase**

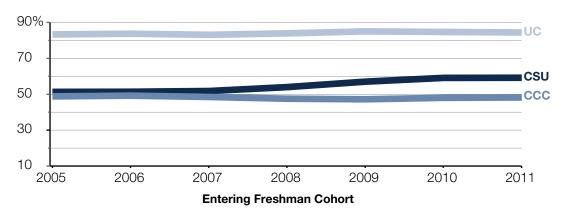
(In Millions)



Pension costs are among the most quickly growing costs the universities and other public agencies face.

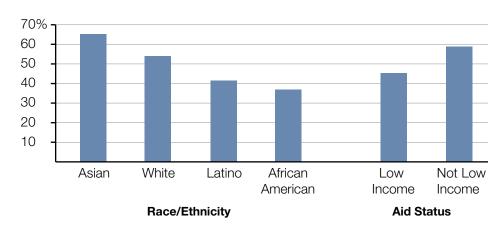
# CSU Has Seen Greater Improvement in Graduation Rates Than UC and CCC

Six-Year Rates



### **Achievement Gaps Exist**

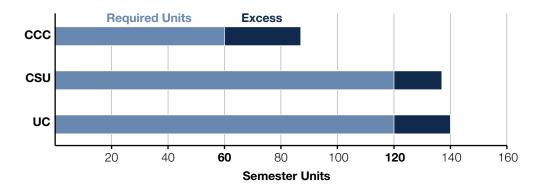
CCC Six-Year Graduation Rates, 2011 Freshman Cohort



Though UC and CSU graduation rates are higher than CCC, achievement gaps generally follow a similar pattern at all three segments.

### Graduates Accrue More Units Than Degrees Typically Require

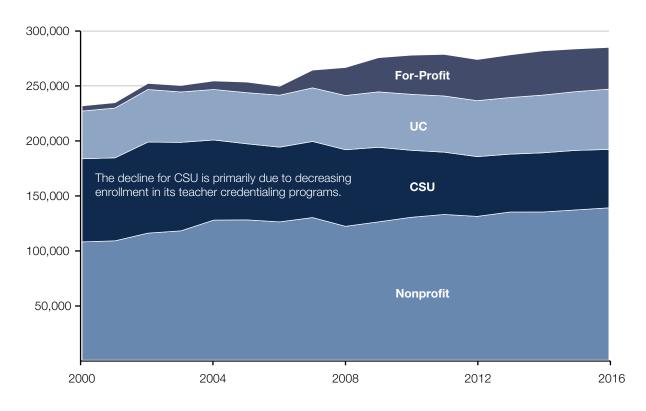
Freshman Entrants, 2016-17 Graduating Class





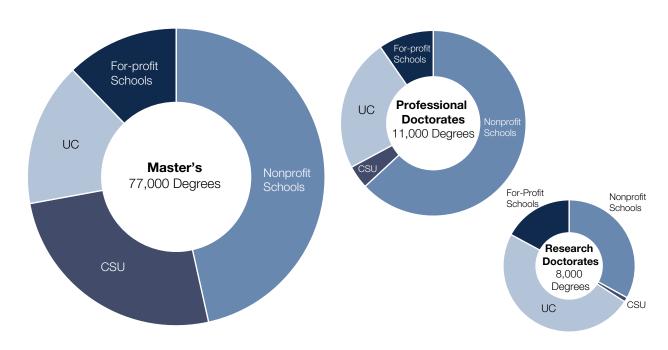
### Nonprofit Sector Consistently Enrolls the Most Graduate Students

Fall Headcount by Sector



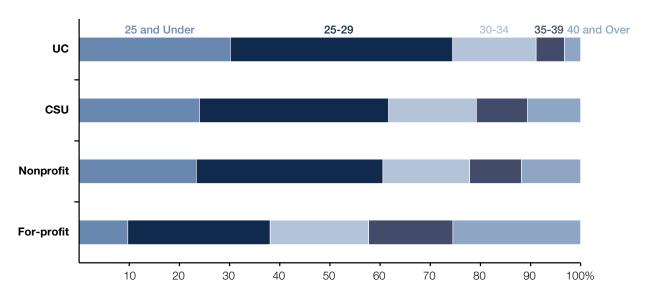
### About Four Master's Degrees Are Earned for Every One Doctorate Earned

Degrees Produced in California by Sector, 2016-17



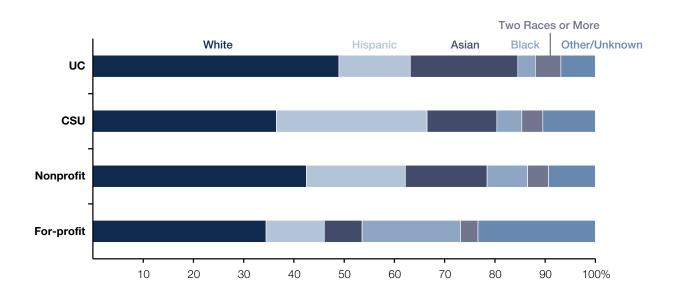
### Graduate Students Tend to Be Younger at UC Than Other Sectors

Headcount by Sector and Age, Fall 2017



### California Has a Diverse Graduate Student Body

Headcount by Sector and Race/Ethnicity of U.S. Citizens, Fall 2017



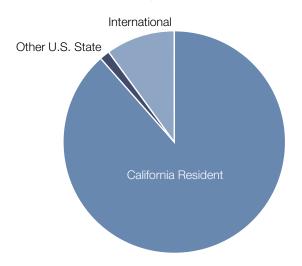
### More Than Half of UC Graduate Students Come From Out of State

First-Year Graduate Students, Fall 2017



### Larger Share of CSU Graduate Students Come From California

Graduate Students, Fall 2017



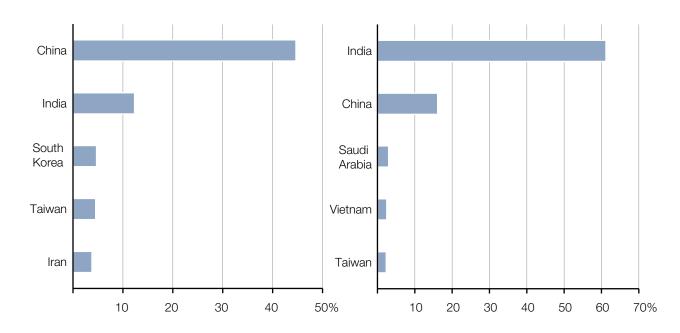
Data for first-year graduate students at CSU was not readily available. At both UC and CSU, most out-of-state graduate students who are U.S. citizens gain California residency after their first year of study.

# China Is Largest Country of Origin for International Graduate Students at UC

Top Five Countries of Origin, Fall 2017

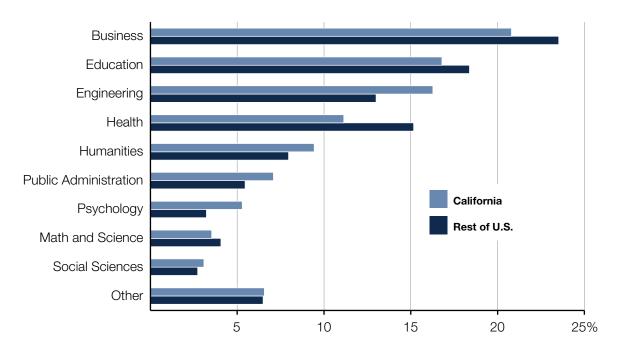
# India Is Largest Country of Origin for International Graduate Students at CSU

Top Five Countries of Origin, Fall 2017



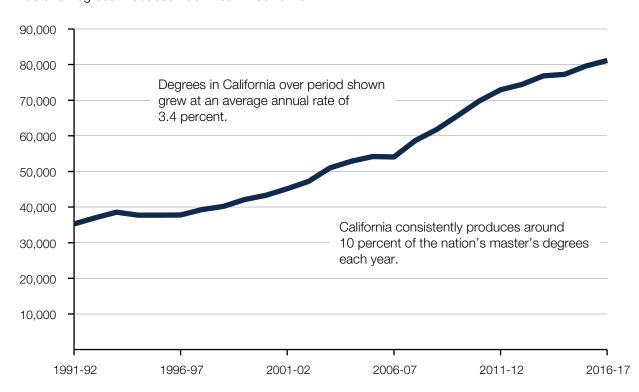
### Master's Degrees Are Concentrated in a Few Key Fields of Study

2016-17



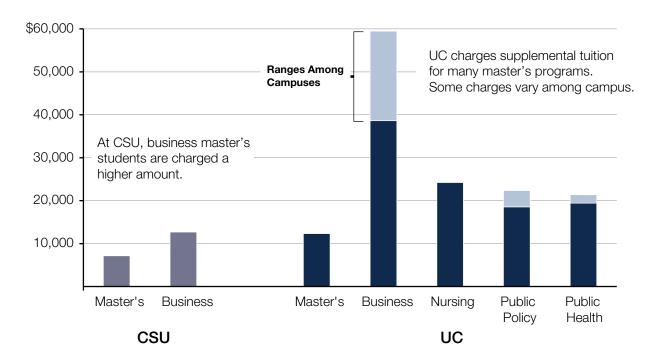
### Number of Master's Degrees Continues to Grow

Master's Degrees Produced Each Year in California



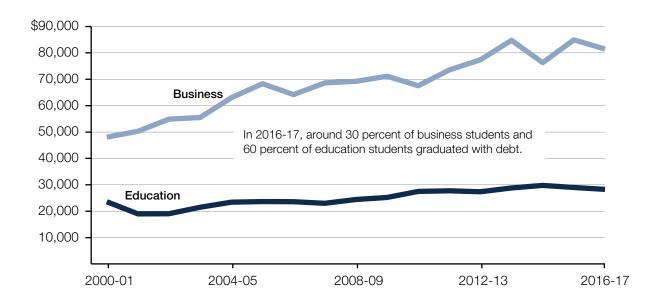
### Some Master's Programs Have Higher Tuition Charges

Annual Systemwide Tuition and Fees for Selected Programs, 2018-19



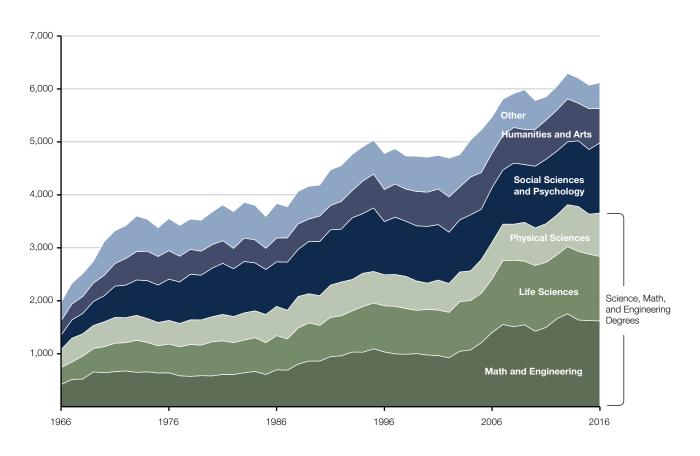
### **Debt Rising for Some Master's Students**

Average Debt of UC Borrowers at Graduation, 2016-17 Dollars



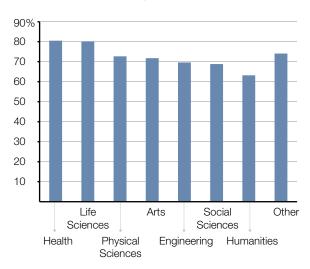
### Over the Years, About Half of Research Doctorates Have Been in Science, Math, and Engineering

Degrees Produced in California by Field of Study



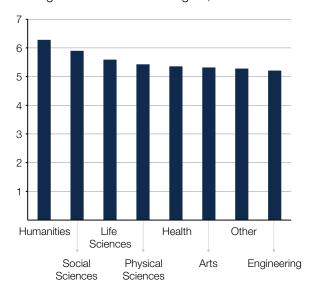
### Completion Varies Notably by Field of Study

Ten-Year Graduation Rates for UC Doctoral Students, 2005-07 Cohorts



### UC Doctoral Students Tend to Take At Least Five Years to Graduate

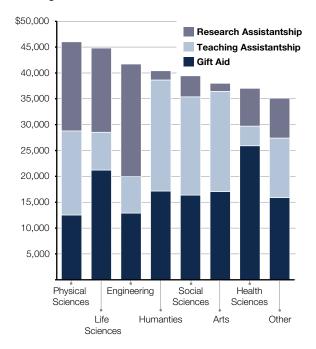
Average Years Enrolled to Degree, 2005-07 Cohorts

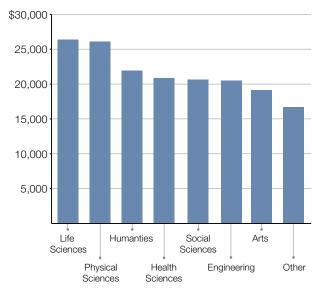


### Most Research Doctoral Students Receive Substantial Financial Support

Average Annual Aid Provided Per Student, 2015-16

Average Net Stipend Provided Per Student, 2015-16

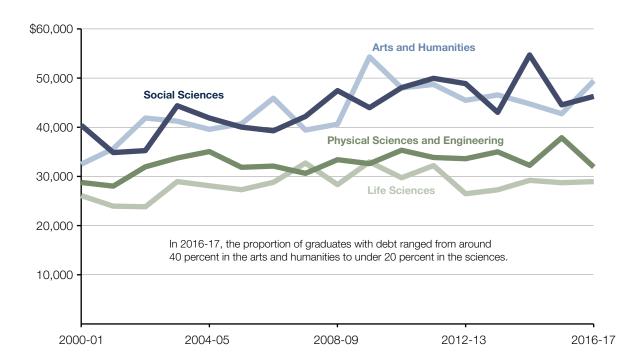




"Net stipend" reflects the amount of financial support a student has remaining after covering tuition and fees.

### Research Doctoral Students in Certain Fields Have Higher Debt Levels

Average Debt of UC Borrowers at Graduation, 2016-17 Dollars



### California Has 62 Law Schools

### **Public Schools**







**Private Schools** 



UC 4 schools 2,995 students 756 first-time bar takers

**Hastings** 1 school 932 students 260 first-time bar takers

16 schools 8,607 students

2,448 first-time bar takers

Nationally Accredited State Accredited

20 schools

400 first-time bar takers

Unaccredited

19 schools

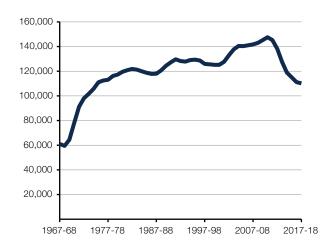
151 first-time bar takers

California's five public schools are nationally accredited.

Number of students at state accredited and unaccredited schools is not readily available.

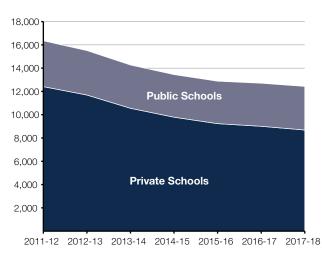
### Law School Enrollment Is Declining Nationally...

Juris Doctor Students at Nationally Accredited Schools Throughout the Country



### ...And in California

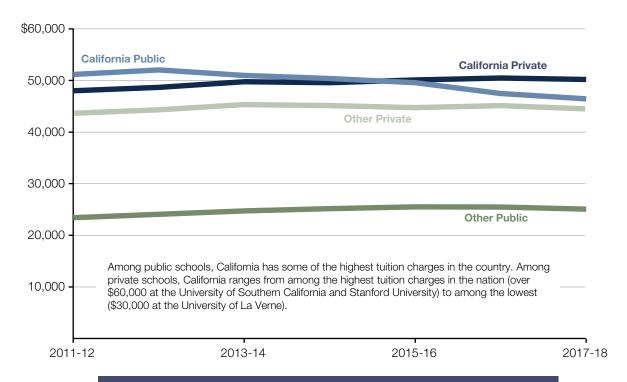
Juris Doctor Students at Nationally Accredited Schools in California



Since 2011-12, enrollment nationally and in California has declined 24 percent. Institution-level data for public and private schools is not readily available prior to 2011-12.

### California Law Schools Charge Higher Tuition Than National Average

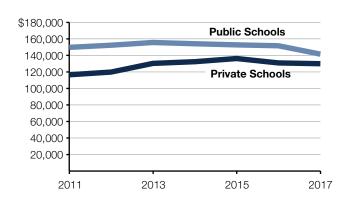
Annual Resident Tuition and Fees at Nationally Accredited Schools, 2017-18 Dollars



75 percent of students at public law schools and 46 percent of students at private law schools in California receive a tuition discount. Very few law students have their tuition fully waived.

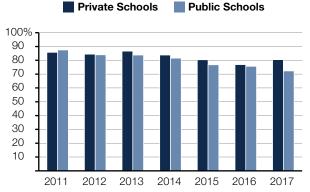
# Average Debt of Law Students Has Not Increased Notably in Recent Years

Average Debt of Borrowers at Graduation, 2017 Dollars



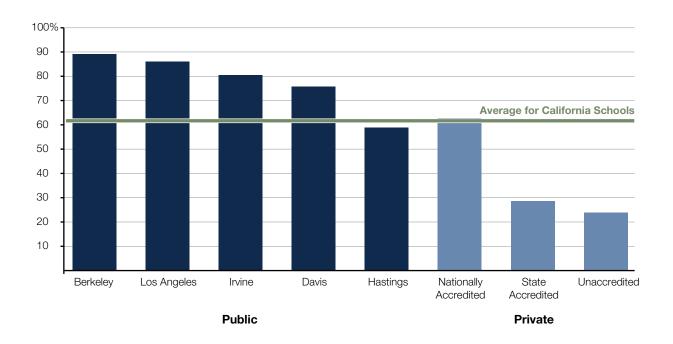
### Most Law Students Graduate With Debt

Share of Graduates With Debt



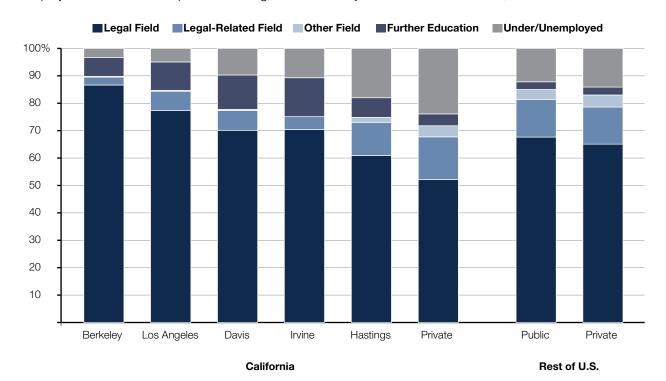
### Among Law Schools in California, Public Ones Tend to Have Better Exam Outcomes

California Bar Examination First-Time Pass Rates, 2017



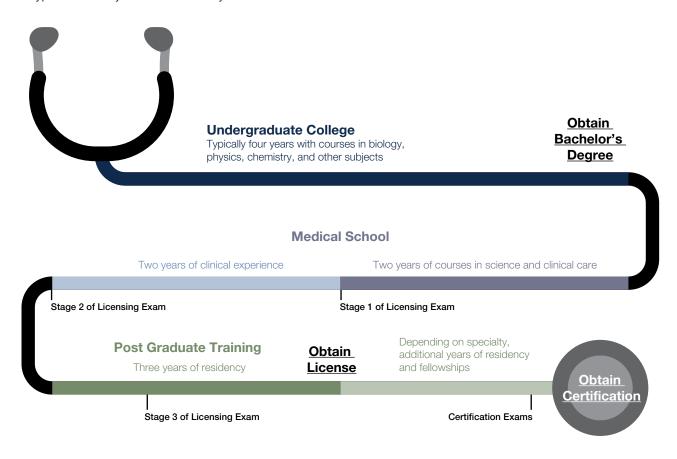
### Public Law Schools Also Tend to Have Better Employment Outcomes

Employment Field/Status Upon Graduating From Nationally Accredited Law Schools, 2014-2017



### Physicians Have a Long Education and Training Pathway

Typical Pathway to Become a Physician in California



### Physicians Focus in One of the Following Areas

Specialty Areas as Defined by Accreditation Council for Graduate Medical Education



Primary Care
Family Medicine
Internal Medicine
Pediatrics
Obstetrics/Gynecology



# Medicine-Based Specialties Allergy and Immunology Dermatology Neurology Osteopathic Medicine Physical Medicine and Rehabilitation Psychiatry



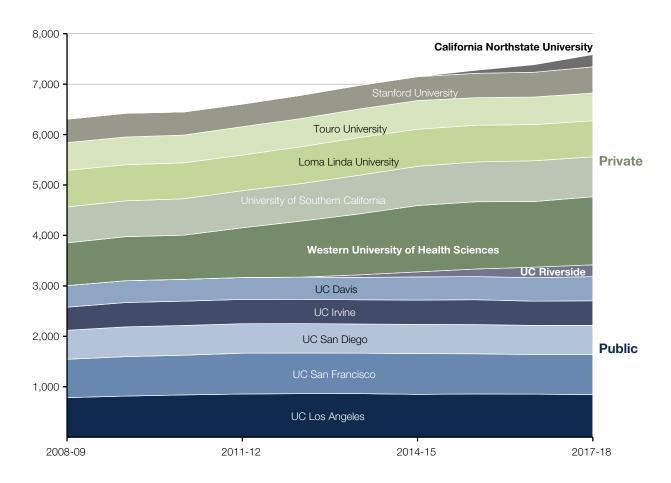
Surgical-Based Specialties
General Surgery
Colon and Rectal Surgery
Neurological Surgery
Ophthalmology
Orthopedic Surgery
Otolaryngology
Plastic Surgery
Thoracic Surgery
Urology



Hospital-Based Specialties
Anesthesiology
Emergency Medicine
Medical Genetics and Genomics
Nuclear Medicine
Pathology
Preventative Medicine
Radiation Oncology
Radiology

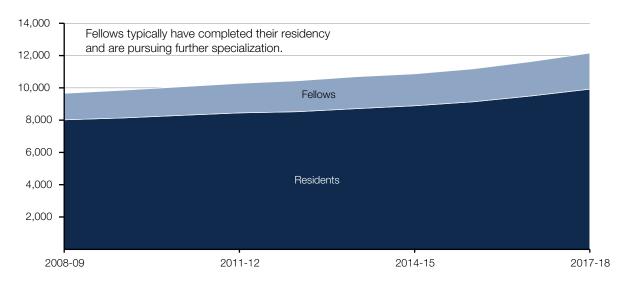
### A Few Medical Schools Are Experiencing Relatively High Rates of Enrollment Growth

Number of Medical Students by School



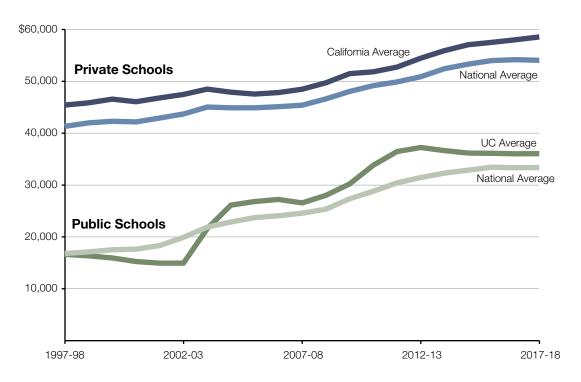
### Postgraduate Slots Have Grown Steadily

Number of Active Residents and Fellows in California



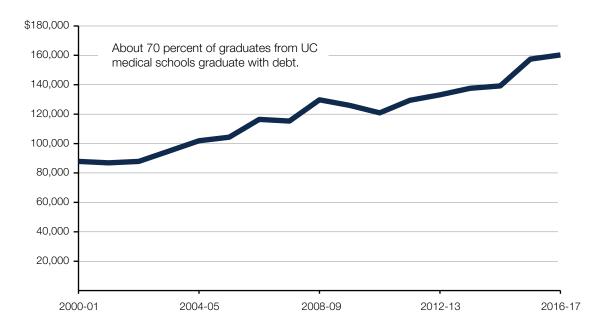
### **Tuition Charges Steadily Rising for Medical Students**

Annual Resident Tuition and Fees of Doctor of Medicine Programs, 2017-18 Dollars



### **Debt Also Rising for Medical Students**

Average Debt of Borrowers Upon Graduating From UC Medical Schools, 2016-17 Dollars





# K-12 School Facility Program (SFP) Is Based on Shared Responsibility

Under SFP, the state and school districts share project costs. The district share is 50 percent of costs for new construction and 40 percent for modernization. Projects receive funding on a first come, first serve basis.



**New construction** grants are awarded to districts that lack sufficient space for their current or anticipated student population.



**Modernization** grants are for renovating facilities 25 years or older.

# CCC Facilities Also Typically Rely on Both State and Local Funding

The CCC Chancellor's Office submits a list of proposed community college projects to the Legislature and Governor each budget cycle it prioritizes its requests in the following order:



Projects to address life safety, seismic deficiencies, or building failure risks.

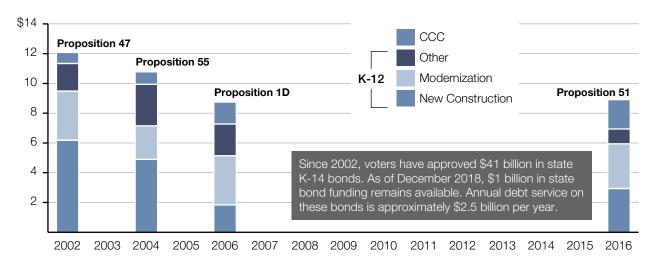


Projects to increase instructional capacity, modernize instructional space, complete campus build-outs, and house support services.

Projects with a local match receive greater consideration.

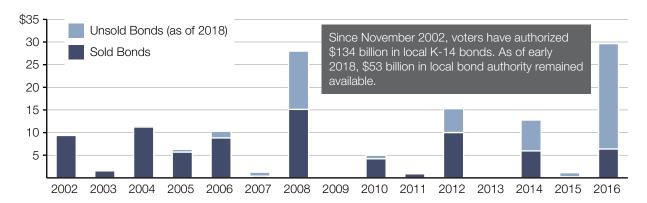
### Voters Have Approved Substantial State Funding for K-14 Facilities

State General Obligation Bonds (In Billions)



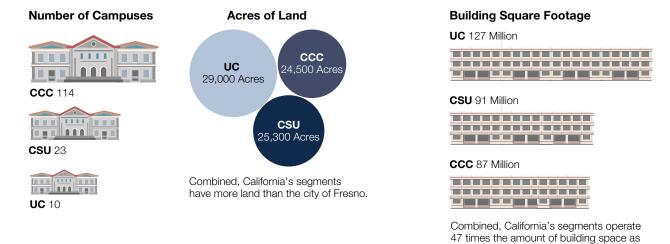
### Voters Also Have Approved Substantial Local Funding for K-14 Facilities

Local General Obligation Bonds (In Billions)



### **Higher Education Segments Have Notable Footprints**

Number of Campuses, Acres of Land, and Building Square Footage at Each Segment, 2018-19



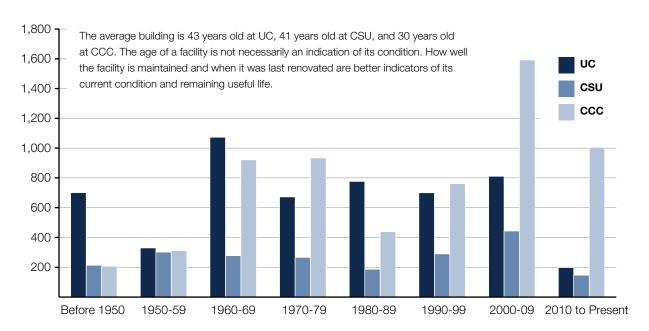
UC's research mission, agricultural programs, and five medical centers contribute to the segment's large footprint relative to its number of campuses.

the Pentagon in Washington, DC.

The state funds core academic facilities—classrooms, laboratories, libraries, and faculty offices. Housing, bookstores, medical centers, athletic facilities, and other nonacademic facilities are supported by fees and other nonstate funds. About half of UC facilities and three-quarters of CSU facilities are academic. CCC does not have an estimate, but its share of academic facilities is likely higher than at CSU.

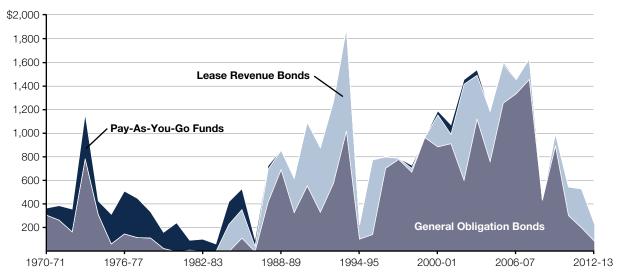
### Many Buildings Constructed Several Decades Ago

Number of Buildings by Date Constructed, 2018-19



### State Has Had a Hands-On Approach to Funding Higher Education Capital Outlay

State Spending on Higher Education Capital Outlay, 2012-13 Dollars (In Millions)



### Three Ways the State Has Supported Capital Projects

Funds Used by State to Support Higher Education Projects Through 2012-13

**General Obligation Bonds** are backed by the state General Fund and approved by voters. Voters over the years have approved numerous higher education bonds. From 1986 to 2006, voters approved higher education bonds about every two years.

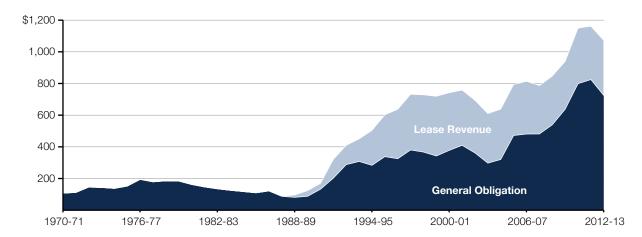
**Lease Revenue Bonds** also are financed with state General Fund but do not require voter approval. Because repayment is not as secure, interest rates tend to be higher for these types of bonds.

Pay-As-You-Go is when the state pays for the facilities with cash.

After 2012-13, the state restructured how it supported UC and CSU facilities (described on next page).

### Debt Service Costs Have Increased Substantially Since 1990

Higher Education Debt Service, 2012-13 Dollars (In Millions)



### State Recently Changed How It Finances University Facilities

### Beginning in 2013-14 for UC and 2014-15 for CSU:

- State shifted funds for general obligation bond debt service into UC's and CSU's main budget appropriation.
- Segments issue their own university bonds to fund projects.
- Each segment pays all associated debt (on general obligation, lease revenue, and university bonds) using its main budget appropriation.

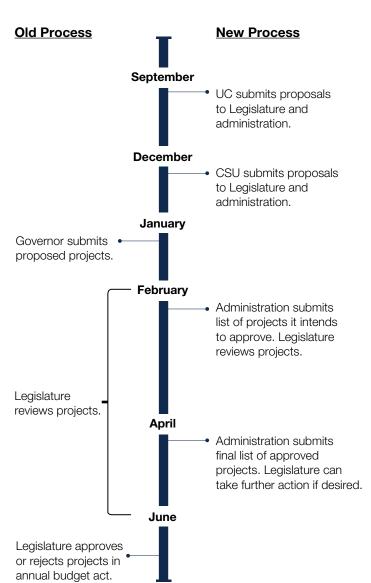
### State Also Changed How Projects Are Approved

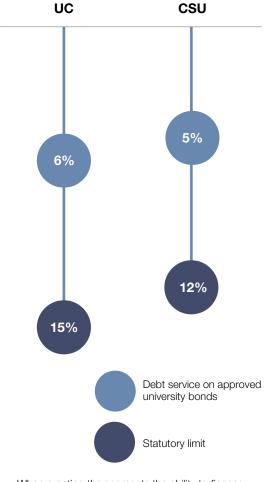
Old and New Timeline to Approve University Projects

In creating the new process, the Legislature ceded substantial project-approval authority to the administration.

### UC and CSU Are Below Statutory Limit on Their University Bonds

Percent of Annual General Fund Spent on Debt Service as Reported by Segments

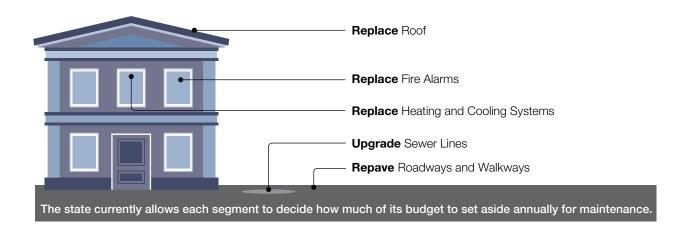




When granting the segments the ability to finance their own bonds, the state adopted debt limits to ensure an adequate amount of funds were available for the segments' operating costs. General obligation and lease revenue bond debt is not included in the statutory limit. Including all bonds, debt service is 10 percent of each segment's General Fund support.

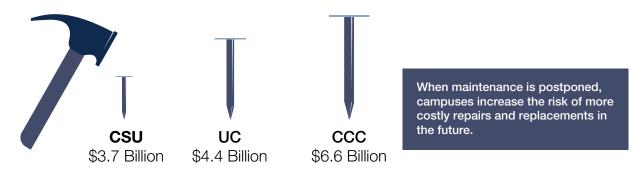
### Maintenance Is Essential for Campuses to Remain in Good Condition

Examples of Maintenance Projects



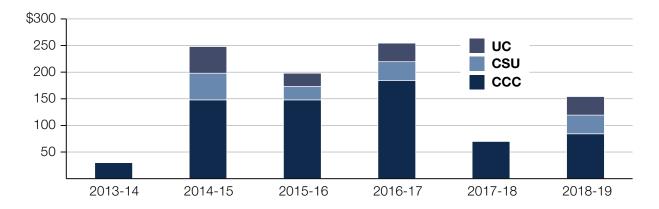
### Backlogs Can Accumulate When Campuses Do Not Do Maintenance on Schedule

Value of Maintenance Backlog as Estimated by Each Segment



### Over Past Six Years, State Has Provided Funding to Address Backlogs

One-Time State Funding for Deferred Maintenance (In Millions)



### **Contributors**

### **Deputy Legislative Analyst, Education**

Jennifer Kuhn Pacella

### **Early Education**

Sara Cortez - All Topics

### K-12 Education

Ryan Anderson - Student Characteristics and Outcomes Sara Cortez - District Performance Kenneth Kapphahn - School Funding and Fiscal Health Amy Li - School Staffing and Expenditures

### **Adult Precollegiate Education**

Lisa Qing - All Topics

### **Undergraduate Education**

Edgar Cabral - Community College Funding Allocations

Jason Constantouros - Educational Attainment, Enrollment, and Core Funding

Lisa Qing - Student Characteristics, Tuition, and Financial Aid

Paul Steenhausen - University Admissions, Budgeting, Expenditures, and Outcomes

### **Graduate Education**

Jason Constantouros - All Topics

### **Education Facilities**

Jason Constantouros - University Facilities Amy Li - K-12 Facilities Lisa Qing - Community College Facilities

### **Graphic Designer**

Vu Chu

# **LAO PUBLICATIONS** The Legislative Analyst's Office (LAO) is a nonpartisan office that provides fiscal and policy information and advice to the Legislature. To request publications call (916) 445-4656. This report and others, as well as an e-mail subscription service, are available on the LAO's website at www.lao.ca.gov. The LAO is located at 925 L Street, Suite 1000, Sacramento, CA 95814.

# REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS

# Form J-13A

(Revised December 2017)

### **California Department of Education**

School Fiscal Services Division Website: https://www.cde.ca.gov/fg/

Telephone: 916-324-4541

Email: attendanceaccounting@cde.ca.gov

### Form J-13A Instructions

### Why file:

The Request for Allowance of Attendance Due to Emergency Conditions, Form J-13A is used to obtain approval of attendance and instructional time credit under one or more of the following conditions:

- When one or more schools were closed because of conditions described in Education Code (EC) Section 41422.
- When one or more schools were kept open but experienced a material decrease in attendance pursuant to EC Section 46392 and California Code of Regulations (CCR), Title 5, Section 428.
- When attendance records have been lost or destroyed as described in EC Section 46391.

The California Department of Education's (CDE) approval of the J-13A, combined with other attendance records, serve to document the local educational agency's (LEA) compliance with instructional time laws and provide authority to maintain school for less than the required instructional days and minutes without incurring a fiscal penalty to the LEA's Local Control Funding Formula (LCFF) funding.

### How to file:

The Form J-13A is available at https:// www.cde.ca.gov/fg/aa/pa/j13a.asp. Also available on the J-13A Web page are FAQs and supplemental pages for sections B and C in Excel format. All affidavits must have original signatures.

Charter schools must file separately from the authorizing school district or county office of education (COE).

The LEA governing board must approve each request by completing Section E, Affidavit of School District, County Office of Education, or Charter School Governing Board Members. Once the majority of the governing board members have approved the request, the LEA should keep a copy of the request and then submit the original to the county superintendent who must approve the request before it can be submitted to the State Superintendent of Public Instruction, CDE. Charter schools must submit the request to their authorizing LEA for approval, who will then forward to the county superintendent for approval.

The following summarizes the J-13A submittal and CDE review process:

- The county superintendent executes the Affidavit of County Superintendent of Schools, certifying the approval.
- The COE should keep a copy of the request and mail the original request to the listed CDE address.
- Once CDE has received the Form J-13A. the request will go through a review process. If the request is approved, CDE will e-mail the approval letter and a copy of the request to all contacts listed on the form. CDE will also mail a hardcopy of the approval letter. If the request is denied, CDE will e-mail the denial letter and a copy of the request to all contacts listed on the form. CDE will also mail a hardcopy of the denial letter.

### Where to file:

Mail the entire original Form J-13A to: School Fiscal Services Division California Department of Education 1430 N Street, Suite 3800 Sacramento, CA 95814

### **General Instructions:**

- Multiple emergency events and schools may be included on one Form J-13A. Be sure to include specific detailed information and supporting documents for each event and school.
- If the emergency event resulted in a closure and material decrease, complete sections B and C.
- Supplemental pages for sections B and C are available in Excel format for a request that requires more lines than allocated on Form J-13A.
- Attach supporting documentation. Redact any personally identifiable information. Examples of required supporting documentation:
  - Declaration of a State of Emergency
  - News articles
  - o E-mails
  - o Invoices

### Form J-13A Instructions

- A local safety officer letter for any incident involving police activity, threats, cyber threats, etc.
- A county public health officer letter for any incident involving epidemic-type illness. The letter is to specify that the illness was an epidemic or that there was an increase in the number of cases of a disease above what is normally expected of the population in that area.

### **SECTION A: REQUEST INFORMATION**

Refer to the California School Directory at <a href="https://www.cde.ca.gov/schooldirectory/">https://www.cde.ca.gov/schooldirectory/</a> for information needed to complete this section.

### PART I: LOCAL EDUCATIONAL AGENCY (LEA)

- LEA Name Enter the name of the school district, COE, or charter school submitting the Form J-13A.
- County Code Enter the two-digit county code associated with this entity.
- District Code Enter the five-digit district code associated with this entity.
- Charter Number If this request is for a charter school, enter the charter number associated with this entity.
- LEA Superintendent or Administrator Name Enter the name of the superintendent or administrator associated with this entity.
- Fiscal Year Enter the fiscal year of the requested emergency closure, material decrease and/or lost or destroyed attendance records.
- Address Enter the LEA's full address including:
  - Number and street
  - County name
  - City
  - o State
  - Zip code
- Contact Information Enter a contact person for this request. Include the following:
  - o Name
  - o Title
  - Phone number
  - E-mail address

# PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST

Select the LEA type associated with the request and, for a school district or COE request, if all or select school sites are included in the request. Only one LEA type may be selected.

## PART III: CONDITION(S) APPLICABLE TO THIS REQUEST

Read each condition carefully and select one or more that apply to this request. In addition, indicate if the request is associated with a Declaration of a State of Emergency by the Governor of California.

### **SECTION B: SCHOOL CLOSURE**

This section is used for closures pursuant to *EC* Section 41422. If the request does not include any school closures, select the "Not Applicable" box on the top right corner and proceed to Section C.

### **PART I: NATURE OF EMERGENCY**

Use this field to describe in detail the nature of the emergency(s) that caused the school closure.

### **PART II: SCHOOL INFORMATION**

The fields below correspond to the columns on Form J-13A.

- A. School Name Enter the school name of each school closed on a separate line. Use the supplemental Excel form at <a href="https://www.cde.ca.gov/fg/aa/pa/j13a.asp">https://www.cde.ca.gov/fg/aa/pa/j13a.asp</a> if more than 10 lines are needed for this request and select the "Supplemental Page(s) Attached" box on the top right corner.
- B. School Code Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at <a href="https://www.cde.ca.gov/schooldirectory/">https://www.cde.ca.gov/schooldirectory/</a> to locate the school code.
- C. Site Type Enter the site type associated with the school listed in Column A. This site information is need for CDE to determine the specific instructional time requirements for the listed school. Choose one of the following site type options:
  - o Charter School
  - Community Day
  - Continuation School
  - County Community
  - Juvenile Court School

- Opportunity School
- **Special Education**
- Traditional
- D. Days in School Calendar Provide the number of days in the school calendar. Attach a copy of the school calendar to the request. If the request includes multiple schools, attach a copy of each different school calendar and clearly identify which schools follow each calendar. If all schools have the same school calendar, note "all schools" at the top of the calendar.
- E. Emergency Days Built In Provide the number of additional days the school has built in to the school calendar to use as make-up days for emergency closures.
- F. Built In Emergency Days Used Provide the number of built in emergency days the school has used so far in the school year.
- G. Date(s) of Emergency Closure Enter the date(s) closed for the emergency in the current request.
- H. Closure Dates Requested Of the dates provided in Column G, enter the dates the school will not be able to make-up, and is requesting as part of the Form J-13A.
- Total Number of Days Requested Enter the total number of days for the dates requested in Column H.

#### PART III: CLOSURE HISTORY

In this section, provide the closure history for the current and five prior fiscal years for all schools included in the request, regardless if a J-13A request was submitted. For example, if a school had multiple closures in one year, group the closures by fiscal year and nature.

School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related Yes/No
School #1	0123456	2016-17	12/5, 2/10	Flooding	Yes
School #1	0123456	2016-17	4/17-4/18	Power Outage	No
School #1	0123456	2015-16	12/15- 12/6	Road Closures	Yes

#### **SECTION C: MATERIAL DECREASE**

This section is used to claim attendance for material decreases pursuant to EC Section 46392. If the request does not include any credits for a material decrease in attendance, select the "Not

Applicable" box on the top right corner and proceed to Section D.

If the attendance of an LEA or a school is less than or equal to 90 percent of "normal" attendance for a reasonable time during or after an emergency event, the LEA may assume that a case exists for claiming emergency attendance credit for the "material decrease" of attendance. According to CCR, Title 5, Section 428, "normal" attendance is the average daily attendance (ADA) for the month of either October or May of the same school year. If the emergency occurred between July and September of the current year, the LEA must wait to submit the request until after October ADA of the current year can be calculated. The October or May ADA is used as a proxy for a normal day of attendance for the emergency day. However, if an emergency occurs in October or May, the LEA may request to use a different month as a proxy for a normal day of attendance for the emergency day.

Pursuant to EC Section 46392, the 90 percent threshold may be waived when the Governor has declared a "State of Emergency." A copy of the Governor's declaration should be included in the submittal. Any reduction of attendance in a necessary small school (NSS), even if less than 10 percent, may be considered material.

Attendance must be provided at the school site level. Approval of a districtwide material decrease is contingent upon the inclusion of all district sites, and a districtwide percentage of 90 percent or less on each emergency day. For non-districtwide emergencies, each school must meet the 90 percent threshold on each emergency day for approval of attendance credit.

#### PART I: NATURE OF EMERGENCY

Use this field to describe in detail the nature of the emergency(s) that caused the material decrease in attendance. Provide a detailed explanation for any gap in between emergencies. Request should be accompanied by supporting documents, if applicable.

#### PART II: MATERIAL DECREASE CALCULATION

The information provided in Parts II and III will be used to determine if the loss of attendance meets the 90 percent threshold for attendance credit approval (except when the governor declares a state of emergency or in the case of a NSS site), and to calculate the estimated attendance credit

amount. The fields below correspond to the columns on Form J-13A.

- A. School Name Enter the school name of each school requesting attendance credit on a separate line. Use the supplemental Excel form at https://www.cde.ca.gov/fg/aa/ pa/j13a.asp if more than 10 lines are needed for this request and select the "Supplemental Page(s) Attached" box on the top right corner.
- B. School Code Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at https://www.cde.ca.gov/ schooldirectory/ to locate the school code
- C. "Normal" Attendance Provide the ADA for the school month of October or May of the same school year.
  - A school month is 20 days, or four weeks of five days each, including legal holidays but excluding weekend makeup classes (EC Section 37201). The school calendar begins on the first Monday of the week that includes July 1 or the Monday of the first week of school. As a result, school months can be split between September and October; October and November; April and May; May and June. Therefore, the CDE advises LEAs to use the school month that has the most school days in either October or May.
- D. Dates Used for Determining "Normal" Attendance - Enter the date range of the school month used to provide the ADA in Column C.
- E. Date of Emergency Enter the date of the emergency. If the emergency lasted for more than one day, use a separate line for each date.
- F. Actual Attendance Provide the actual attendance for the school site on the date of emergency listed in Column E.
- G. Qualifier: 90 Percent or Less (F/C) -Calculated field. If the nature of emergency is consistent with EC Section 46392, the school may qualify for an attendance

- adjustment when the Actual Attendance (Column F) divided by the "Normal" Attendance (Column C) yields a percentage of 90 percent or less. Exclude any emergency day that yields a percentage of more than 90 percent except when the governor declares a state of emergency or in a case of a NSS site.
- H. Net Increase of Apportionment Days (C-F) -Calculated field. The Actual Attendance (Column F) is subtracted from the "Normal" Attendance (Column C) to determine the Net Increase of Apportionment Days (Column H). When attendance on the date of emergency is greater than the "normal" attendance, this field will yield zero and should be removed from the material decrease calculation table.

If the request is approved, CDE's approval letter will include the total net increase of apportionment days, which may differ from the amount shown. The LEA will then divide this number by the days in the applicable P-1, P-2, or Annual reporting period to determine the ADA increase.

#### PART III: MATERIAL DECREASE **CALCULATION FOR CONTINUATION HIGH SCHOOLS**

Continuation education is an hourly program, therefore the attendance must be provided in hours for continuation schools. Three hours equals one apportionment day. The fields below correspond to the columns on Form J-13A.

- A. School Name Enter the school name of each continuation school requesting attendance credit on a separate line. Use the supplemental Excel file at https:// www.cde.ca.gov/fg/aa/pa/j13a.asp if more than five lines are needed for this request and select the "Supplemental Page(s) Attached" box on the top right corner.
- B. School Code Enter the seven-digit school code associated with the school listed in Column A. Use the California School Directory at https://www.cde.ca.gov/ schooldirectory/ to locate the school code.

C. "Normal" Attendance Hours - Provide the attendance hours for the continuation school on the same day of the week prior to, or the week following the emergency.

Example: If the emergency day is on a Tuesday, provide the attendance hours on the Tuesday of the week prior to or following the emergency.

- D. Date Used for Determining "Normal" Attendance – Enter the date of the school day used to provide the attendance hours in Column C.
- E. Date of Emergency Enter the date of the emergency. If the emergency lasted for more than one day, use a separate line for each date.
- F. Actual Attendance Hours Provide the actual attendance hours for the continuation school on the date of emergency.
- G. Qualifier: 90 Percent or Less (F/C) Calculated field. If the nature of emergency is consistent with EC Section 46392, the school may qualify for an attendance adjustment when the Actual Attendance Hours (Column F) divided by the "Normal" Attendance Hours (Column C) yields a percentage of 90 percent or less. Exclude any emergency day that yields a percentage of more than 90 percent except when the governor declares a state of emergency or in a case of a NSS site.
- H. Net Increase of Hours (C-F) Calculated field. The Actual Attendance Hours (Column F) is subtracted from the "Normal" Attendance Hours (Column C) to determine the Net Increase of Hours (Column H). When attendance on the date of emergency is greater than the "normal" attendance, this field will yield zero and should be removed from the material decrease calculation table.

If the request is approved, the approval letter will include the total net increase of hours for all continuation schools on the form, which may differ from the amount shown. The LEA will then convert the hours to apportionment days and divide this number by the days in the applicable P-1,

P-2, or Annual reporting period to determine the ADA increase.

### SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

If this request does not include any lost or destroyed attendance records, select the "Not Applicable" box on the top right corner and proceed to Section E.

#### PART I: PERIOD OF REQUEST

Enter the dates of the records that were lost or destroyed.

#### **PART II: CIRCUMSTANCES**

Provide a detailed explanation on the emergency condition(s) and the extent of the lost or destroyed records.

#### PART III: PROPOSAL

Provide a detailed proposal or estimation in the allotted space.

#### SECTION E: AFFIDAVIT

A completed affidavit is required before submitting the entire Form J-13A request to CDE.

## PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD **MEMBERS**

- Enter the name of the school district, COE, or charter school.
- Enter the names of the all the board members.
- At least a majority of the board members must sign this affidavit.
- The governing board signatures must be witnessed. The witness person must complete the following fields:
  - Witnessed date
  - o Name
  - o Signature
  - Title
  - County name

#### PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER

Only complete for a charter school request. Once the governing board members and witness fields have been completed, this request will be submitted to the charter school's authorizer for approval. An authorizer for a charter school may be

a school district, COE or State Board of Education. If approved, the superintendent of the charter school's authorizer will complete the following fields:

- Name
- Signature
- Authorizing LEA Name

### PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

All requests must go to the COE for approval. If approved, the COE will complete Part III of the affidavit. The county superintendent's signature must be witnessed.

- o Name of the County Superintendent of Schools (or designee)
- Signature of the County Superintendent of Schools (or designee)
- Witnessed date
- Witness name
- Witness signature
- Witness title
- o County name
- Contact person/individual responsible for completing the county affidavit. Include the contact person's name, title, phone number and e-mail address.

#### CALIFORNIA DEPARTMENT OF EDUCATION

#### REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS

FORM J-13A, REVISED DECEMBER 2017

### **SECTION A: REQUEST INFORMATION**

- This form is used to obtain approval of attendance and instructional time credit pursuant to Education Code (EC) sections 41422, 46200, 46391, 46392 and California Code of Regulations (CCR), Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K-12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at <a href="https://www.cde.ca.gov/fg/aa/pa/j13a.asp">https://www.cde.ca.gov/fg/aa/pa/j13a.asp</a> for information regarding the completion of this form.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)					
LEA NAME:			OUNTY CODE:	DISTRICT CODE:	CHARTER NUMBER (IF APPLICABLE):
Pacific Elementary School District		4	4	69781	
LEA SUPERINTENDENT OR ADMINISTRATOR NAME:					FISCAL YEAR:
Eric Gross					2018-19
ADDRESS: 50 Ocean St.				COUNTY NAME: Santa Cruz	
CITY:		S	TATE:	l	ZIP CODE:
Davenport		C	Α		95017
CONTACT NAME:	TITLE:	PHONE:		E-MAIL:	
Eric Gross	Superintendent/Principal	(831) 425-7002	<u>-</u>	egross@pacifice	esd.org
PART II: LEA TYPE AND SCHOOL SITE INFORMATION A	PPLICABLE TO THIS REQUEST (Choose only	one LEA type):		•	
■ SCHOOL DISTRICT	☐ COUNTY OFFICE OF EDUCATI	ION (COE)		☐ CHARTER SCHOOL	
Choose one of the following:	Choose one of the following:				
<ul> <li>All district school sites</li> </ul>	☐ All COE school sites				
☐ Select district school sites	☐ Select COE school sites				
PART III: CONDITION(S) APPLICABLE TO THIS REQUEST	:		Į.		
■ SCHOOL CLOSURE: When one or more schools were school(s) without regard to the fact that the school(s) wer ADA (per <i>EC</i> Section 41422) without applicable penalty a 46200, et seq.  □ There was a Declaration of a State of Emergency be	e closed on the dates listed, due to the nature and obtain credit for instructional time for the date.	of the emergency. Approvays and the instructional m	al of this reques	t authorizes the LEA to dis	sregard these days in the computation of
☐ MATERIAL DECREASE: When one or more schools we include all school sites within the school district must demon district must show that each site included in the request expattendance for actual days of attendance is in accordance apportionments for the described school(s) and dates in S	strate that the school district as a whole experier erienced a material decrease in attendance pursus with the provisions of <i>EC</i> Section 46392. Appropriate the provision of the school attendance was received the school attendance at the school attendance was received the school attendance was received the school attendance at the school attendance was received the school attendance at the sch	nced a material decrease in uant to EC Section 46392 a roval of this request will au materially decreased due	attendance. Mat and <i>CCR</i> , Title 5, thorize use of th	erial decrease requests for Section 428. The request f e estimated days of attend	one or more but not all sites within the school or substitution of estimated days of
☐ LOST OR DESTROYED ATTENDANCE RECORDS: We cannot be verified due to the loss or destruction of attended.			ection 46391. Red	questing the use of estimate	ted attendance in lieu of attendance that
"Whenever any attendance records of any district has shall be shown to the satisfaction of the Superintence Public Instruction shall estimate the average daily at making of apportionments to the school district from	ive been lost or destroyed, making it impossible lent of Public Instruction by the affidavits of the tendance of such district. The estimated avera	le for an accurate report of members of the governin	g board of the d	istrict and the county supe	rintendent of schools, the Superintendent of

# CALIFORNIA DEPARTMENT OF EDUCATION REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS FORM J-13A, REVISED DECEMBER 2017

SECTION B: SCHOOL CLOSURE PART I: NATURE OF EMERGENCY (Describe in detail.)							Not Applicable (Proceed Supplemental Page(s)	
Loss of electrical power, phone, cell ser	vice, and	internet	due to storr	n.				
PART II: SCHOOL INFORMATION (Use the supplemental Exc multiple school sites, and the sites have differing school calend	cel form at https ars, attach a co	s://www.cde.ca	a.gov/fg/aa/pa/j13a fferent school cal	a.asp if more than endar to the requ	10 lines are nee	eded for this request. Attach a co	ppy of a school calendar. If th	e request is for
A	В	С	D	Е	F	G	Н	I
School Name	School Code	Site Type	Days in School Calendar	Emergency Days Built In	Built In Emergen Days Used	Date(s) of Emergency Closure	e Closure Dates Requested	Total Number of Days Requested
Pacific Elementary	69781	Traditional	180	0	0	1/17/19	1/17/19	1
PART III: CLOSURE HISTORY (List closure history for all sch	I ools in Part II. F	I Refer to the ir	structions for an	example.)				
Α	В	С		D			E	F
School Name	School Code	Fiscal Year		Closure Dates		N	ature	Weather Related Yes/No

#### CALIFORNIA DEPARTMENT OF EDUCATION

## REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS

FORM J-13A, REVISED DECEMBER 2017

SECTION C: MATERIAL DECREASE							Proceed to Section D
PART I: NATURE OF EMERGENCY (Describe i	n detail.)					Supplemental Pa	ige(s) Attached
PART II: MATERIAL DECREASE CALCULATION	M (Hea the cumplemental Ever	ol file at https://www.ede.co.co	youlfalaalaali13a asa if more th	han 10 lines are nec	adod for this reques	et Defer to the inc	tructions for information
on completing the form including the definition of		er me at <u>mtps://www.cde.ca.</u> ç	govrigraarparj i Sa.asp ii iliole ti	nan 10 iines are nee	sueu ioi tilis reques	st. Neier to the ins	tructions for information
A	B	С	D	E	F	G*	Н
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
	Total	0.00			0		0.00
PART III: MATERIAL DECREASE CALCULATION			I tendance in hours. Use the sur	onlemental Excel file	at https://www.cde	∎ • ca gov/fg/aa/pa/ji1:	3a asn if more than 5
ines are needed for this request. Refer to the ins					at <u>intponymental</u>	roango vyngraarpanj n	<u> </u>
A	В	С	D	E	F	G*	Н
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00

Total:

0.00

0.00

0.00

<sup>\*</sup>Qualifier should be 90% or less except when the governor declares a state of emergency or in the case of a Necessary Small School (NSS) site.

# CALIFORNIA DEPARTMENT OF EDUCATION REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS FORM J-13A, REVISED DECEMBER 2017

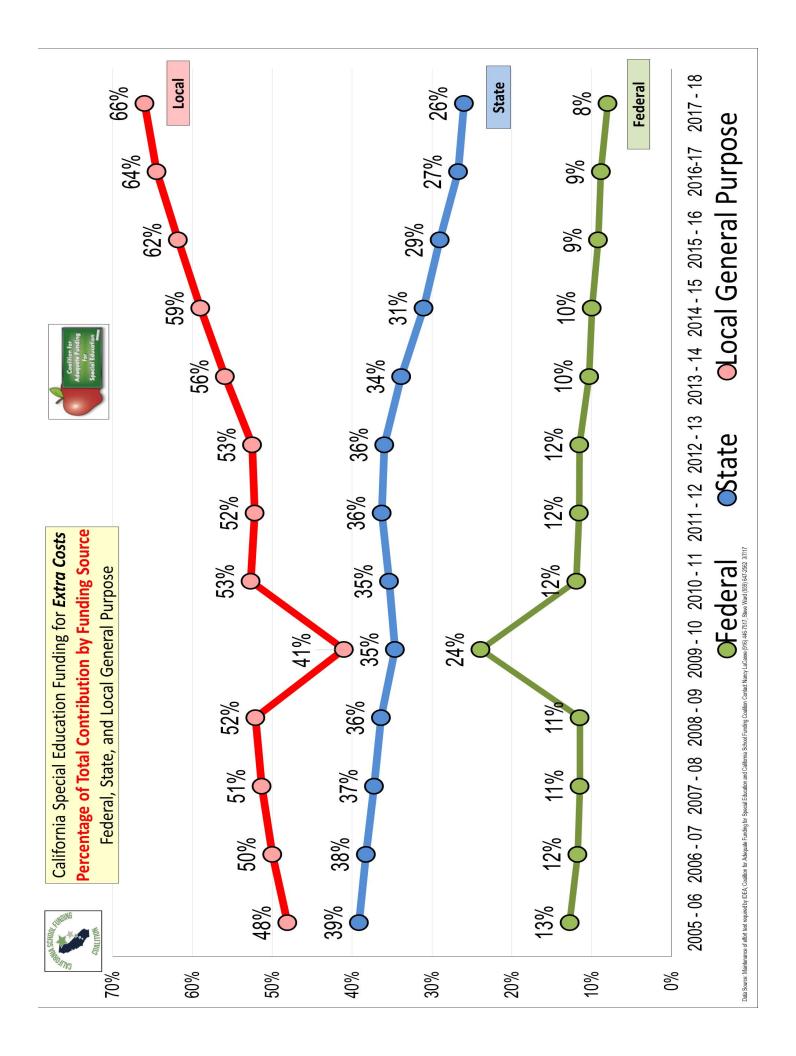
SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS		☐ Not Applicable (Proceed to Section E)
PART I: PERIOD OF REQUEST The entire period covered by the lost or destroyed records commences with	up to and including	
PART II: CIRCUMSTANCES (Describe below circumstances and extent of records lost or destroyed.)		
PART III: PROPOSAL (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)		

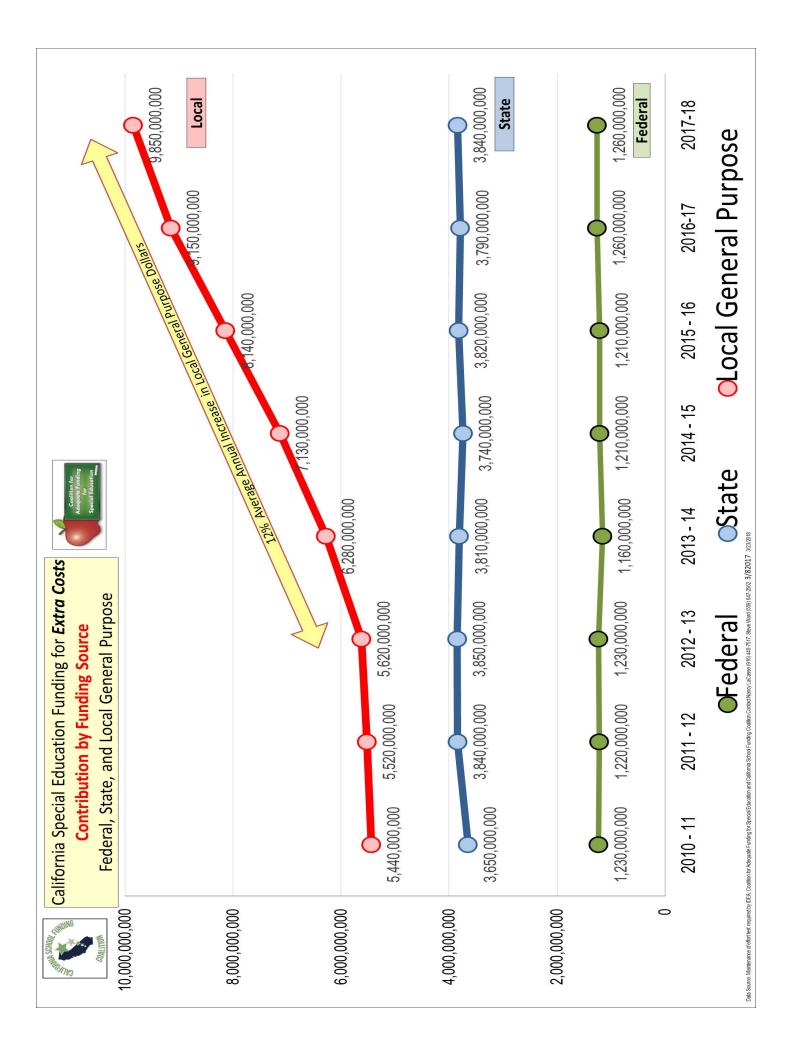
### CALIFORNIA DEPARTMENT OF EDUCATION

# REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS

FORM J-13A, REVISED DECEMBER 2017

Don Croll  Cari Napoles  At least a majority of the members of the governing board shall execute this affidavit. Subscribed and sworn (or affirmed) before me, this	SECTION E: AFFIDAVIT				
Bard Members Names Gwyan Rhabyt Don Croll Cari Napoles  Al least a majority of the members of the governing board shall execute this affidavit. Subscribed and sworm (or affirmed) before me, this 19th day of March [Name) (Signature)  PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER (Only applicable to charter school requesits) Superintendent (or designee): (Name) (Signature)  PART III: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL STHOUGH (Signature)  PART III: APPROVAL BY SUPERINTENDENT OF SCHOOLS The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.  County, Superintendent of Schools (or designee): (Name) (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)				oplicable sections below must be comple	eted to process this J-13A request.
Bard Members Names Gwyan Rhabyt Don Croll Cari Napoles  Al least a majority of the members of the governing board shall execute this affidavit. Subscribed and sworm (or affirmed) before me, this 19th day of March [Name) (Signature)  PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER (Only applicable to charter school requesits) Superintendent (or designee): (Name) (Signature)  PART III: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL STHOUGH (Signature)  PART III: APPROVAL BY SUPERINTENDENT OF SCHOOLS The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.  County, Superintendent of Schools (or designee): (Name) (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)  Subscribed and sworm (or affirmed) before me, this (Signature)	We, members constituting a majority of the governing board of Pac	ific Elementary School Dis	trict hereby swear (or affirm) that the fo	regoing statements are true and are base	d on official records.
Don Croll  Cari Napoles  At least a majority of the members of the governing board shall execute this affidavit. Subscribed and sworn (or affirmed) before me, this _ 19th					
Carl Napoles  At least a majority of the members of the governing board shall execute this affidavit. Subscribed and sworn (or affirmed) before me, this	Gwyan Rhabyt				
At least a majority of the members of the governing board shall execute this affidavit.  Subscribed and sworn (or affirmed) before me, this 19thday of March2019  Witness: Eric Gross	Don Croll				
Subscribed and sworn (or affirmed) before me, this	Cari Napoles				
Subscribed and sworn (or affirmed) before me, this			_		
Subscribed and sworn (or affirmed) before me, this					
Subscribed and sworn (or affirmed) before me, this					
Subscribed and sworn (or affirmed) before me, this			_		
Subscribed and sworn (or affirmed) before me, this	At least a majority of the members of the governing heard shall o	yoguta this affidavit	_		
Witness: Eric Gross  (Name) (Signature)  PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER (Only applicable to charter school requests)  Superintendent (or designee): (Name) (Signature)  PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.  County Superintendent of Schools (or designee): (Name) (Signature)  (Name) (Signature)  (Name) (Signature)  Subscribed and sworn (or affirmed) before me, this			2019		
County Superintendent of Schools (or designee):    County Superintendent of Schools (or designee):   (Name)   (Signature)		44, 01	 Superintendent	/Princi Santa Cruz	
Superintendent (or designee):  (Name) (Signature)  PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.  County Superintendent of Schools (or designee):  (Name) (Signature)  Subscribed and sworn (or affirmed) before me, this		(Signature)	Title:	of Garita Graz	County, California
(Name) (Signature)  PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS  The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.  County Superintendent of Schools (or designee):  (Name) (Signature)  Subscribed and sworn (or affirmed) before me, this	PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SC	HOOL AUTHORIZER (Only applicable to ch	narter school requests)		
(Name) (Signature)  PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS  The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.  County Superintendent of Schools (or designee):  (Name) (Signature)  Subscribed and sworn (or affirmed) before me, this	Superintendent (or designee):	, , ,	. Authorizina l	FA Name:	
The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.  County Superintendent of Schools (or designee):  (Name)  (Signature)  Witness:  (Name)  Title:  of  County, California		(Signate			
County Superintendent of Schools (or designee):         (Name)         (Signature)           Subscribed and sworn (or affirmed) before me, this	PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCH	00LS			
(Name) (Signature)  Subscribed and sworn (or affirmed) before me, this day of,  Witness: (Name) (Signature)  Title: of County, California	The information and statements contained in the foregoing request are	true and correct to the best of my knowledge	and belief.		
Subscribed and sworn (or affirmed) before me, this	County Superintendent of Schools (or designee):				
Witness: Title: of County, California (Name) (Signature)		(Name)		(Signature)	
(Name) (Signature)	Subscribed and sworn (or affirmed) before me, this	day of	· · · · · · · · · · · · · · · · · · ·		
$\cdot$	Witness:		Title:	of	County, California
CUE contact/individual responsible for completing this section:	,	(Signature)			
Name: Phone: F-mail:			Dhana	E mail:	





# The Common Message

2018-19 Second Interim



# **Sources**

**Association of California School Administrators** 

**Bob Blattner and Associates** 

**Bob Canavan, Federal Management Strategies** 

**California Association of School Business Officials** 

California Collaborative for Educational Excellence

California Department of Education

**California Department of Finance** 

California State Board of Education

California School Boards Association

California School Information Services

**Capitol Advisors** 

Fiscal Crisis and Management Assistance Team

**Ball/Frost Group, LLC** 

K-12 High Speed Network

Michael Hulsizer, Chief Deputy Governmental Affairs, Kern County Superintendent of Schools

**National Forest Counties and Schools Coalition** 

**School Services of California** 

Schools for Sound Finance (SF2)

**Small School Districts' Association** 

Statewide LEC Co-chairs

WestEd

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# **Second Interim Budget Key Guidance**

The January release of the Governor's 2019-20 State Budget Proposal provides funding for a cost of living adjustment (COLA) to address expenditure growth. It also addresses rising pension contributions, and greater access to school construction and modernization project funding. The proposals include:

- \$2 billion in Prop. 98 funding dedicated to the statutory COLA of 3.46%;
- \$3 billion non-Prop. 98 funds toward debt payments to the CalSTRS liability for school employers, and
- \$1.5 billion in state bonds to allow agencies greater access to funds for facilities projects.

These proposals provide more revenue and lessen the impact of expenditure increases for schools in their multiyear forecasts. Although no one-time discretionary funds are allocated this year, the pension relief proposal should be a welcome response to the concerns of the education community.

There are other proposals included in the Governor's 2019-20 State Budget release, that are funded from non-Proposition 98 funds that will have an impact on the lives of students and their families. Later in the document, we will discuss these programs given the information available at this time.

# **Significant Changes Since First Interim**

There are no changes in factors for the 2018-19 fiscal year. However, the proposed State Budget will affect multiyear projection factors. Projected COLAs for 2019-20 and 2020-21 have increased to 3.46% and 2.86%, respectively. These increase the cost to fund the 2019-20 Local Control Funding Formula (LCFF) COLA, which has increased to \$2.0 billion, up from the previous \$1.6 billion estimate.

A total of \$3 billion in one-time non-Proposition 98 funding is proposed to address increasing CalSTRS costs. A \$700 million one-time allocation to reduce the CalSTRS liability for school employers is proposed to lower the current statutory increase of the employers' rate in 2019-20 and 2020-21 by approximately 1%. An additional \$2.3 billion investment may lower future rates by an estimated 0.5%.

Due to the larger proposed state bond issuances, LEAs should identify the impact on local facility project schedules.

The Governor's proposal includes special education concentration grants, providing additional resources for interventions and support of LEAs with both high concentrations of Students with Disabilities and unduplicated pupils, and a first step toward universal preschool with a proposal increasing access to the existing State Preschool program for low-income four-year old children.

# Planning Factors for 2018-19 and MYPs

Key planning factors for LEAs to incorporate into their 2018-19 budgets and MYPs are listed below and are based on the latest information available.

Planning Factor	2018-19	2019-20	2020-21
Statutory COLA (DOF)	2.71%	3.46%	2.86%
LCFF Augmented COLA (school districts and charter schools)	3.70%	n/a	n/a
LCFF Gap Funding Percentage (DOF)	100.00%	n/a	n/a
LCFF Gap Funding (in millions)	\$3,556	n/a	n/a
STRS Employer Statutory Rates (statute until 2020-21)	16.28%	18.13%	19.10%
STRS Employer Statutory Rates (Proposed Buydown)	16.28%	*17.10%	*18.10%
PERS Employer Projected Rates (September 2018)	18.062%	20.70%	23.40%
Lottery – Unrestricted per ADA (did not change)	\$151.00	\$151.00	\$151.00
Lottery – Prop. 20 per ADA (did not change)	\$53.00	\$53.00	\$53.00
Mandated Cost per ADA for One-Time	\$184.04	n/a	n/a
Mandated Block Grant for Districts – K-8 per ADA (increase by COLA 2.71%, etc.)	\$31.16	\$32.24	\$33.16

Planning Factor	2018-19	2019-20	2020-21
Mandated Block Grant for Districts – 9-12 per ADA (increase by COLA 2.71%, etc.)	\$59.83	\$61.90	\$63.67
Mandated Block Grant for Charters – K-8 per ADA (increase by COLA 2.71%, etc.)	\$16.33	\$16.90	\$17.38
Mandated Block Grant for Charters – 9-12 per ADA (increase by COLA 2.71%, etc.)	\$45.23	\$46.79	\$48.13
State Preschool (CSPP) Part-Day Daily Reimbursement Rate	\$29.90	\$30.94	\$30.94
State Preschool (CSPP) Full-Day Daily Reimbursement Rate	\$48.28	\$49.95	\$49.95
General Child Care (CCTR) Daily Reimbursement Rate	\$47.98	\$49.64	\$49.64
Routine Restricted Maintenance Account  All LEAs that received ANY School Facility Program funding are required to deposit 3% into their Routine Restricted Maintenance Account in the year in which the LCFF is fully implemented, which is 2019-20.  If district received Prop. 51 funds in 2017-18 or 2018-19, the minimum 3% RRMA contribution is required in 2018-19.	Greater of: Lesser of 3% or 2014-15 amount or 2%	Equal or greater than 3% of total GF expenditures	Equal or greater than 3% of total GF expenditures

<sup>\*</sup>The Governor's January Proposal proposes using approximately \$700 million of one-time non-Prop. 98 funds to reduce the employer portion of the CalSTRS rates by 1% in 2019-20 and by 1% in 2020-21, thereby slowing down the statutory rate increases.

In addition, LEAs should take into consideration any local statutory adjustments that may affect their budget, such as minimum wage adjustments.

# Reserves/Reserve Cap

County offices continue to reinforce the need for reserves in excess of the minimum reserve for economic uncertainty. The required reserve for economic uncertainty represents only a few weeks of payroll for most districts. The Government Finance Officers Association recommends reserves, at minimum, equal to two months of average general fund operating expenditures, or about 17%. In determining an appropriate level of reserves, districts should consider multiple external and local factors including but not limited to:

- State and federal economic forecasts and volatility.
- Ending balance impact of various district enrollment scenarios.
- Cash flow requirements and the relationship between budgeted reserves and actual cash on hand.
- Savings for future one-time planned expenditures.
- Protection against unanticipated/unbudgeted expenditures.
- Long-term unfunded liabilities.
- Credit ratings and long-term borrowing costs.

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

The district reserve cap was not activated in 2018-19 and is **not expected to be activated in 2019-20**. Districts are advised to manage and maintain prudent reserves without consideration of the reserve cap language included in Education Code 42127.01.

# **Negotiations**

Although LEAs may benefit from a higher COLA environment than seen in years prior to 2018, the need for fiscal prudence to maintain reserves and restrain from deficit spending is critical.

When planning for negotiations, LEAs should consider the following:

- The Governor's proposed programs funded by non-Prop. 98 dollars (Preschool, Full Day K, STRS relief) still need to be enacted.
- Full funding of the LCFF limited to COLA alone at 3.46% (which is not final and will be revised in May), and LEAs may feel the impact of no longer receiving increased funding for LCFF gap closure.

- Full funding of the LCFF also requires districts to maintain a 24:1 class size ratio for kindergarten through grade 3 unless a collectively bargained alternative ratio exists.
- Full funding of the LCFF equates to supplemental and concentration grants also being fully funded, which will require an increase in expenditures and services principally directed to the unduplicated students who generated those dollars.

Many other risk factors on the horizon affect the negotiating environment and the affordability of collective bargaining agreements:

- New proposal for expanded parental leave (of which most details are unknown).
- Annual increases in the state minimum wage by \$1.00 per hour on January 1.
- The increasing risk of an economic downturn as the expansion cycle exceeds most previous cycles.

Regardless of the economic environment, districts always must be prepared to respond to employee requests for staff compensation and benefit increases. Nonetheless, fiscal solvency is paramount in negotiations and, if it is to be sustained, demands reasonable and accurate revenue and expenditure projections. Maintaining fiscal solvency while maximizing services to students with available financial resources will be a continuing challenge. It is inevitable that cost reductions will be required for many districts in the budget year and/or the out years of the multiyear financial projection period.

# **Local Control and Accountability Plan (LCAP)**

The current year budget updates implemented in an LEA's second interim report can be used in ongoing stakeholder engagement around LCAP implementation, and can serve as the initial estimated actuals for the LCAP Annual Update. If the second interim indicates that some LCAP actions and services are not likely to be fully implemented as planned, explanations for these developments should be incorporated into the analysis section of the Annual Update. The development of the second interim MYP should be used to inform any possible changes to planned LCAP goals, actions and services for 2019-20, and vice versa.

As required by Education Code 52064.1, in January the CDE released a new required document, the LCFF Budget Overview for Parents. The Budget Overview is to be attached as a cover to the LCAP, and it must go through the approval process with the LCAP. The public hearing notice and board agenda item should address the addition of the LCFF Budget Overview for Parents.

Also in January, the SBE approved a revised LCAP template. The new template removes the budget information from the LCAP summary section, because that information is now covered in the Budget Overview, and it adds three new prompts to the summary related to schools identified

for Comprehensive Support and Improvement (CSI) under the federal Every Student Succeeds Act (ESSA). In addition, the new LCAP template makes minor conforming changes such as removing reference to the API.

The LCFF Budget Overview for Parents and the revised LCAP template can both be found at CDE's LCAP webpage: https://www.cde.ca.gov/re/lc/

Information about schools identified for CSI can be found at: https://www.cde.ca.gov/sp/sw/t1/csi.asp

In addition to the main LCAP template and the Budget Overview, this year LEAs will need to complete the LCAP Federal Addendum. The Federal Addendum is submitted to the CDE for approval, not to the county office. Information about the Federal Addendum can be found on the CDE's LCAP webpage linked above.

As a reminder, budget cleanup bill AB 1840 called for further significant changes to the LCAP. A template is to be adopted by the SBE by January 31, 2020, to be effective for the 2020-21 – 2022-23 LCAP cycle commencing with the 2020-21 school year.

# **CalSTRS Liabilities and Employer Contribution Rates**

LEAs have been faced with rising CalSTRS employer contribution rates over the past six years. In 2013-14, CalSTRS employer rates were 8.25% and have nearly doubled, rising to 16.28% in 2018-19. The Governor's Proposed Budget for 2019-20 includes a two-part proposal to provide CalSTRS relief for school employers.

The first part provides immediate relief of \$700 million from one-time, non-Prop. 98 funds to be applied over two years. This will reduce the employer's projected rate by 1.03% in 2019-20 and by 1% in 2020-21.

The second part of the Governor's Proposal provides \$2.3 billion to buy down the employer's unfunded liability, again using one-time non-Prop. 98 funds. The impact of this buy-down is expected to reduce employer contribution rates by 0.5% on an ongoing basis. However, beginning in 2021-22, the CalSTRS Board has the authority to increase (or decrease) the employer contribution rate (with some restrictions) to fully fund the CalSTRS unfunded liability by 2046.

Based on the Governor's Proposed Budget for 2019-20:

The CalSTRS employer rate for 2019-20 is projected to lower the statutory increase from 18.13% to 17.10%.

• The CalSTRS employer rate for 2020-21 is projected to lower the statutory increase from 19.10% to 18.10%.

• Ongoing CalSTRS employer rate increases are projected to be offset by a 0.5% decrease on average.

# **Early Childhood Education**

#### **Universal Preschool**

As a first step toward universal preschool, the budget proposes increasing access to the existing State Preschool program for all low-income 4-year-olds, as follows:

- \$124.9 million non-Prop. 98 general fund and additional investments in the two succeeding fiscal years to fund a total of 200,000 slots by 2021-22. Given limited capacity at LEAs, the additional slots will be provided by non-local educational agencies.
- Eliminates the existing requirement that families with 4-year-olds provide proof of parent employment or enrollment in higher education to access the full-day program.
- Shifts \$297.1 million Prop. 98 general fund for part-day State Preschool programs at non-LEAs to non-Prop. 98 general fund.

To achieve universal preschool, the budget proposes \$10 million of funding to develop a long-term plan during the budget year. The plan will outline necessary steps to provide universal preschool in California, including strategies to address facility capacity, to ensure a trained workforce is available, and to identify revenue options to support universal access. The plan may include proposed changes to the transitional kindergarten program given the overlap between that program and universal preschool. The plan will also address improved access to and quality of subsidized child care. The plan will be developed during the budget year in consultation with stakeholders and experts.

#### **General Child Care**

To increase the quality and availability of child care, the budget proposes \$500 million one-time general fund dollars to both (1) expand subsidized child care facilities in the state and (2) make a significant investment in the education of the child care workforce to improve the quality of care and move child care professionals along the early education/child care professional continuum.

For CalWORKs Stages 2 and 3 child care, the budget includes a net increase of \$119.4 million non-Prop. 98 general fund dollars in 2019-20 to reflect increases in the number of CalWORKs child care cases. Total costs for Stage 2 and 3 are \$597 million and \$482.2 million, respectively.

To account for full-year implementation of prior year State Preschool slots the budget includes an increase of \$26.8 million Prop. 98 general fund dollars to reflect full-year costs of 2,959 full-day State Preschool slots implemented partway through the 2018-19 fiscal year.

# **Universal Full-Day Kindergarten**

The budget proposes \$750 million one-time non-Prop. 98 general fund dollars to construct new school facilities or retrofit existing school facilities to provide full-day kindergarten classrooms. Priority will be given to school districts that meet either of the following criteria:

- The school district is financially unable to contribute a portion of, or all of, the local matching share required.
- The school district is located in an underserved community with a high population of pupils who are eligible for free or reduced-price meals pursuant to Section 42238.01.

Except for school districts that meet the requirements for financial hardship, a school district that applies for a grant pursuant to this section for new construction shall provide 50% of the cost of the project, and a school district that applies for a grant pursuant to this section for a retrofit project shall provide 40% of the cost of the project.

# **Special Education**

The Governor's Budget Proposal for special education includes a COLA of 3.46% (\$18.67 per ADA) and a Statewide Target Rate of \$558.35 per ADA. The official 2018-19 Statewide Target Rate is \$539.68 and reflects the 2.71% COLA. The 2018-19 statewide target is calculated after removal of the 2017-18 regionalized services/program specialist funding from the AB 602 calculation, which occurred in the 2018-19 State Budget. The official statewide average PS/RS rate for 2018-19 is \$15.97 and is estimated to be \$16.53 for 2019-20 based on the 3.46% COLA.

The Governor's proposal also includes \$577 million in non-AB 602 funding for supplemental services for students with disabilities, \$390 million of which would be ongoing. The Special Education Concentration Grant would be allocated to school districts, county offices of education, and charter schools that have an unduplicated pupil percentage above 55% and an identified percentage of students with disabilities that exceeds the three-year (budget year and two prior years) statewide average. Ongoing and one-time funds would be allocated to qualifying LEAs based on the number of students with disabilities in excess of the statewide average. In each year, commencing with the 2020-21 fiscal year, the ongoing concentration grant funding provided in the State Budget would be adjusted by COLA.

This grant is intended to supplement special education services and supports beyond those required by individualized education programs. Services and supports provided by this funding may include but are not limited to early intervention services, including preschool and supportive services for young children who are not meeting age-appropriate developmental milestones or other supportive services, one-time programs, infrastructure investments or resources for students with exceptional needs, strategies to improve student outcomes identified through the state system of support or to expand local multi-tiered systems of support and wraparound services for students with exceptional needs. Grant funds may also be used for professional

development activities and the coordination of services with other educational agencies, programs, resources and professional development providers.

# **School Facility Bond Funds**

The 2019-20 Governor's Budget includes \$1.5 billion in funding to support the State Facility Program and an additional \$1.2 million to increase the staff necessary to process the more than \$4.5 billion in applications currently pending at the Office of Public School Construction.

Additionally, the new administration believes that facilities are the primary challenge keeping LEAs from providing full-day kindergarten. As such, funding of \$750 million has been proposed to build new kindergarten facilities.

# Other Grants

# **ESSA – Support and Improvement Funding**

The Every Student Succeeds Act (ESSA) requires the CDE to determine school eligibility for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) based on the criteria in California's ESSA State Plan. The 2018-19 data file and preliminary funding file for schools that meet the criteria for CSI and ATSI is now posted on the CDE website at <a href="https://www.cde.ca.gov/sp/sw/t1/csi.asp">https://www.cde.ca.gov/sp/sw/t1/csi.asp</a>.

Information on the selection, eligibility criteria, program requirements, and support for CSI and ATSI can be accessed from the CDE School Support webpage at <a href="https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp">https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp</a>.

The application information below only applies to the Pajaro Valley Unified School District: The 2018-19 ESSA CSI LEA Application for Funding must be completed and submitted in the Grant Management Reporting Tool (GMART) no later than **Friday**, **February 22**, **2019**, **by 4 p.m.** and can be accessed at <a href="https://www3.cde.ca.gov/gmart/gmartlogon.aspx">https://www3.cde.ca.gov/gmart/gmartlogon.aspx</a> . Logon credentials for the GMART for each LEA were emailed to the superintendent or designee.

California will use the California School Dashboard to determine school eligibility for CSI. School eligibility is based on the following two categories of schools:

- 1. High schools with a graduation rate less than 67% averaged over two years.
  - All high schools, including Title I, non-Title I, traditional, and Dashboard Alternative School Status are eligible.
- 2. Not less than the lowest-performing 5% of Title I schools.
  - Schools with all red indicators.

- Schools with all red but one indicator of another color.
- Schools with five or more indicators where the majority are red.
- Schools with all red and orange indicators.

School planning and LEA assistance for each school that meets the criteria for CSI will be incorporated into the LCAP and school planning processes.

Upon receiving notification from the state, and in partnership with stakeholders and for each school that meets the criteria, the LEA shall:

- Locally develop and implement a plan for the school to improve student outcomes.
- Approve and incorporate each plan into the LCAP.

#### Each plan must:

- Be informed by all state indicators, including student performance against state-determined long-term goals;
- Be based on a school-level needs assessment;
- Include evidence-based interventions; and
- Identify resource inequities, which may include a review of LEA- and schoollevel budgets, and address those inequities through implementation of the plan.

# School-Based Medi-Cal Administrative Activities (SMAA)

# Backcasting - Disallowed claims and apportionment for one-time funds (Prop. 98)

In October 2014, the Department of Health Care Services (DHCS) reached a settlement agreement with the Centers for Medicare and Medicaid Services (CMS) for payment of invoices submitted during the time that the School-Based Medi-Cal Administrative Activities (SMAA) program was in deferral.

Part of this agreement included the requirement that LEAs participate in backcasting, a process that compares the SMAA claiming results under the old methodology (i.e., time logs) to the claiming results under the new methodology (Random Moment Time Survey or RMTS). If the

backcasted invoice resulted in a claimable amount that was less than the interim payment received by the LEA, the LEA will be required to pay back the "overpayment" to DHCS.

Now that all three groups of backcasting invoices have been submitted to DHCS (Group 1 - 09/10 Q1 - 10/11 Q4, Group 2 - 11/12 Q1 - 12/13 Q4, and Group 3 - 13/14 Q1 - 14/15 Q2), many LEAs owe money as a result. To recoup these overpayments from LEAs, language was written into the 2018 Budget that allows the DOF to take the amount owed directly from an LEA's Prop. 98 one-time discretionary funding apportionment.

The CDE released a letter to county superintendents dated December 31, 2018, regarding the first apportionment for one-time funds for mandate claims. The letter indicated that "If a school district is required to repay claims disallowed under the SMAA program ... the State Controller shall, upon notification from the Department of Finance (DOF), withhold the specified amounts owed from the allocations made to those school districts."

On February 4, 2019 the CDE sent out an email titled "Update: First Apportionment for One-Time Funds for Outstanding Mandate Claims, Fiscal Year 2018-19" in which it reported that the funds owed back to the state were actually not withheld from this first apportionment. It went on to say that "The withholdings for the SMAA claims may be applied by the State Controller against the second apportionment on one-time funds scheduled to be apportioned in June 2019."

Of concern to the LECs and CCSESA is whether the June 2019 apportionment will be sufficient to cover the total funds owed back due to backcasting. If the funds are not sufficient to cover the liability, it is unclear how DHCS will handle any outstanding balances due.

#### Random Moment Time Survey (RMTS) Integration with LEA Billing

Since 2015, the DHCS has been working on a state plan amendment to integrate the LEA Billing Option Program into the RMTS methodology currently in use with the SMAA program. DHCS is planning for this integration to occur with the 2019-20 school year. School districts will need to work with their local LEC or LGA to ensure continued participation in both programs.

#### Office of Inspector General (OIG) December 2018 Report

In December 2018 the Office of Inspector General (OIG) with the Department of Health and Human Services issued a report summarizing reviews performed of 10 state Medicaid agencies from July 2003 through June 2015. The report identifies vulnerabilities in the use of RMTS and opportunities for CMS to improve its oversight. Please see the following link for the full report: <a href="https://oig.hhs.gov/oas/reports/region7/71804107.pdf">https://oig.hhs.gov/oas/reports/region7/71804107.pdf</a>. DHCS is in the process of creating a workgroup to review the report and address any areas of concern for California.

# **Interest Earnings**

In Santa Cruz County, interest earnings are estimated at 1.85% for the current fiscal year. Future years are difficult to project so at this point, due to current trends, districts may budget a 2.5% interest rate in 2019-20 and maintain that level in 2020-21.

# **Basic Aid**

If a district may be transitioning out of basic aid status at some point over the multi-year projections, the district will need to work closely with the County Office of Education to track the budgetary and cash flow implications of the transition. The guarantee of a minimum of \$200 per ADA from the Education Protection Account (EPA) is dependent on basic aid status, and districts that transition out of basic aid will lose this additional EPA revenue for every state dollar they receive as a state-funded LCFF district. In addition, under current law, districts that were basic aid in 2012-13, and lost their basic aid status during the transition to full implementation, will continue to have their Minimum State Aid (MSA) amount reduced by their 2012-13 fair share reduction amount.

Basic Aid districts should not exceed the standard CPI increase of 2% per year when making annual projections for increases in property tax revenues. Current year projections from the County of Santa Cruz Auditor's office do exceed this for all Basic Aid districts, but not for all districts, and it is important to only budget at the CPI level unless the COE CBO is in agreement with an alternative projection.

# **Summary**

The Common Message is prepared to assist LEAs in developing budgets and interim reports. How this information affects each LEA is unique. With this in mind, LEAs should evaluate their individual educational and financial risks.

If there are any questions about the state budget or the guidance enclosed within this Common Message, please do not hesitate to contact Mary Hart, Deputy Superintendent, Business Services, at 466-5602 or Jean Gardner, Senior Director of Fiscal Services, at 466-5604.

# PERCENTAGE OF TOTAL SPECIAL EDUCATION EXPENDITURES SUPPORTED BY STATE, FEDERAL AND LOCAL FUNDS

Total Eveneralitures	2017 - 18	2016 - 17	2015 - 16	2014 - 15	2013 - 14	2012 - 13	2011 - 12	2010 - 11	2009 - 10	2008 - 09
<b>Total Expenditures</b> Percentage Increase Over Prior School Year.	14,948,735,320 5.32%	14,193,927,701 7.78%	13,169,743,678 8.99%	12,083,482,709 7.39%	11,251,883,252 5.17%	10,699,121,706	10,580,528,539	10,316,746,219	10,313,212,128 3.02%	10,010,760,788 1.78%
Revenue Sources:										
Property Tax	516,503,293.00	493,167,136.00	458,124,061	412,082,389	411,695,829	401,609,172	367,519,876	361,910,521	370,242,530	385,257,737
Net State Entitlement Excess ERAF	2,746,583,998.00 79,863,995.00	2,713,299,000.00 87,574,702.77	2,771,321,998 99,760,503	2,824,350,993 45,102,491	2,809,929,430 103,115,398	2,748,251,483 41,864,650	2,783,372,899 38,713,356	2,840,737,801 40,038,011	2,877,103,616 41,572,692	2,893,200,967 35,871,294
Total State AB 602 Revenue	3,342,951,286	3,294,040,839	3,329,206,562	3,281,535,873	3,324,740,657	3,191,725,305	3,189,606,131	3,242,686,333	3,288,918,838	3,314,329,998
Federal Local Assistance	1,022,651,555	1,028,229,237	1,021,166,934	1,026,593,090	978,172,242	1,047,814,000	1,039,425,770	1,038,996,269	1,037,411,971	991,845,900
American Reinvestment and Recovery Act									1,267,431,822	
Total Other Federal Grants	233,616,882	228,096,978	188,495,279	185,802,959	183,549,255	186,528,131	184,466,026	191,421,240	160,748,849	158,815,065
State Transportation <sup>1</sup>						185,150,324	184,396,789	182,122,653	182,216,457	227,909,337
Total Other State apport	500,586,693	495,687,693	491,761,000	470,388,000	481,524,000	468,344,480	464,528,495	223,486,965	99,286,297	100,127,248
State Revenue Limit/LCFF Per ADA <sup>2</sup>										
Total State & Federal Revenues	5,099,806,416	5,046,054,747	5,030,629,775	4,964,319,922	4,967,986,154	5,079,562,240	5,062,423,211	4,878,713,460	6,036,014,234	4,793,027,548
<b>Total Local Contribution</b>	9,848,928,904	9,147,872,954	8,139,113,903	7,119,162,787	6,283,897,098	5,619,559,466	5,518,105,328	5,438,032,759	4,277,197,893	5,217,733,240
ADA	5,951,247.49	5,963,930.77	5,971,671.07	5,978,389	5,993,807	5,960,411	5,905,931	5,944,089	5,929,190	5,956,739
Local Contribution per ADA		1,533.87	1,362.95	1,190.82	1,048.40	942.81	934.33	914.86	721.38	875.94
State Percentage of Total Expenditure:	25.71%	26.70%	29.01%	31.05%	33.83%	35.94%	36.28%	35.36%	34.62%	36.38%
Federal Percentage of Total Expenditu	8.40%	8.85%	9.19%	10.03%	10.32%	11.54%	11.57%	11.93%	23.91%	11.49%
<b>Local Percentage of Total Expenditure</b>	65.88%	64.45%	61.80%	58.92%	55.85%	52.52%	52.15%	52.71%	41.47%	52.12%
December Pupil Count	764,829	762,228	734,422	712,801	699,332	695,307	685,320	678,929	679,453	676,033
Cost per Pupil	19,545	18,622	17,932	16,952	16,089	15,388	15,439	15,196	15,179	14,808

NOTE: THE INFORMATION IS BASED ON DATA FROM THE MAINTENANCE OF EFFORT TEST REQUIRED BY THE IDEA

Updated 2/12/19



<sup>1</sup> Transportation revenue is no longer shown as a state revenue funding source because it was was rolled into the LCFF funding formula beginning in 2013-14

<sup>2</sup> In 2013-14 the Calfornia Department of Education stopped requiring school districts to collect special day class (SDC) average daily attendance (ADA) for elementary and secondary students with disabilities. Nonpublic school and extended school year ADA continues to be collected. County offices are still required to report SDC, nonpublic school and extended school year ADA. To compensate for the loss in SDC ADA, an average of SDC ADA for the six prior school years was computed and the average was used to calculate the state LCFF revenue for 2013-14. An LCFF revenue amount of \$6,924 per ADA was used in the calculation.

# Pacific Elementary 2017-18 Calendar

Event	Month	Date	Day	Notes
Teacher work days	August	16-22	Wed-Tu	5 prep days
1st day of school	August	23	Wednesday	
Labor day	September	4	Monday	
Veterans day	November	10	Friday	
Thanksgiving	November	22-24	Wed-Fri	
Professional Development	November	1	Wednesday	
Winter break	December-January	22-5	Fri-Fri	
Dr. MLK Jr. day	January	15	Monday	
Lincoln's Birthday	February	16	Friday	Usually the 12th
Presidents day	February	19	Monday	
Professional Development	March	16	Friday	
Spring break	April	2-6	Mon-Fri	Easter = 16th
Memorial day	May	28	Monday	
Last day of school	June	7	Thursday	_

Prep days	5
PD days	2
Student days	180
Teacher days	185

# Pacific Elementary 2018-19 Calendar

Event	Month	Date	Day	Notes
Teacher work days	August	15-21	Wed-Tu	5 prep days
1st day of school	August	22	Wednesday	
Labor day	September	3	Monday	
Veterans day	November	12	Friday	
Thanksgiving	November	21-23	Wed-Fri	
Professional Development	November	1	Wednesday	
Winter break	Dec-Jan	21-4	Fri-Fri	
Dr. MLK Jr. day	January	21	Monday	
Lincoln's Birthday	February	15	Friday	Usually the 12th
Presidents day	February	18	Monday	
Professional Development	March	22	Friday	
Spring break	April	1-5	Mon-Fri	Easter = 16th
Memorial day	May	27	Monday	
Last day of school	June	6	Thursday	

Prep days	5
PD days	2
Student days	180
Teacher days	185

# Pacific Elementary 2019-20 Calendar

Event	Month	Date	Day	Notes
Teacher work days	August	14-20	Wed-Tu	5 prep days
1st day of school	August	21	Wednesday	
Labor day	September	2	Monday	
Veterans day	November	11	Friday	
Thanksgiving	November	27-29	Wed-Fri	
Professional Development	November	1	Wednesday	
Winter break	Dec-Jan	23-3	Fri-Fri	
Dr. MLK Jr. day	January	20	Monday	
Lincoln's Birthday	February	14	Friday	
Presidents day	February	17	Monday	
Professional Development	March	27	Friday	
Spring break	April	6-10	Mon-Fri	Easter = 12th
Memorial day	May	25	Monday	
Last day of school	June	4	Thursday	

Prep days	5	
PD days	2	
Student days	180	
Teacher days	185	